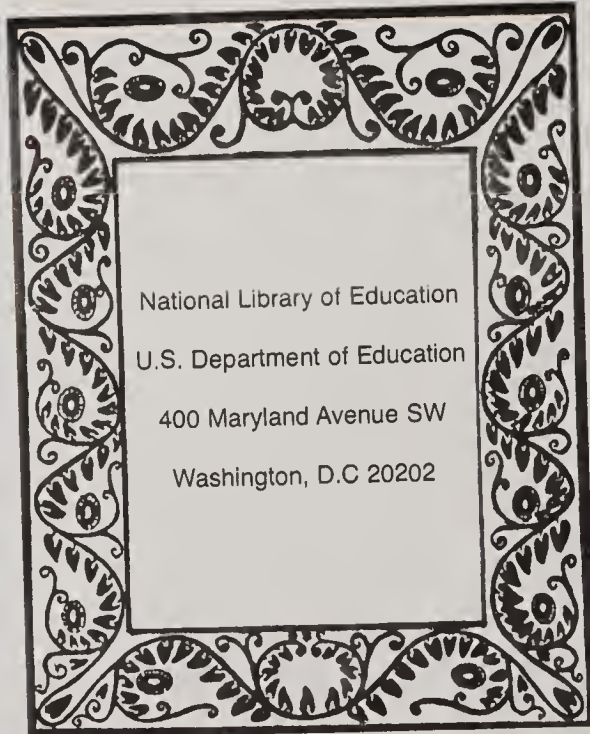


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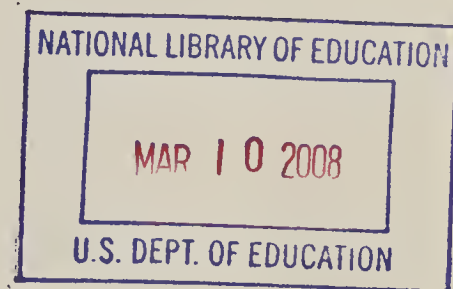
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INDEX, SCHOOL LIFE, VOLUME XXI

A

A la carte survey of New York, 49, no. 3, Nov.
 A. A. A. and vocational education, 6, 9-10, Supp., no. 2, Oct.
 A. V. A. convention, 54, no. 3, Nov.; 114, no. 5, Jan.
 Abbott, Waldo: Author of textbook on broadcasting, 271, no. 10, June.
 Abol, James F.: Anna Tolman Smith, 30-31, no. 2, Oct.; education in Portugal, 189-190, no. 7, Mar.; guides for studying comparative education, 123-124, no. 5, Jan.; in other countries, 165, 167, no. 6, Feb.; 193-199, no. 7, Mar.; 231-232, no. 8, Apr.; 296, no. 10, June; surveying comparative education, 9, 17, no. 1, Sept.; university education abroad, 159-160, no. 6, Feb.
 About national surveys, 13, no. 1, Sept.
 Abrams, Ray: Commercial education congress, 116, 132, no. 5, Jan.
 Absences from school, 260, no. 9, May; underlying causes, 162-163, no. 6, Feb.
 Academic freedom, 89-90, no. 4, Dec.; 207, no. 8, Apr.; 214, no. 8, Apr.; England (editorial), 56, no. 3, Nov.; Germany, 85, no. 4, Dec.
 Academic school graduates' success, 231, no. 8, Apr.
 Accrediting standards, secondary schools, 42-43, no. 2, Oct.
 Achievement tests, 164, no. 6, Feb.; Alaskan natives, 18, no. 1, Sept.
 Activity program, Pittsburgh public schools, 129, no. 5, Jan.
 Ade, Lester K.: New State superintendent of public instruction, 1, no. 1, Sept.
 Adjustment and guidance: Books and pamphlets, 77, no. 4, Dec.
 Administration and supervision, secondary schools, 175-176, 190, no. 7, Mar.
 Administration of visual aids, 192, no. 7, Mar.
 Administrative units, reorganization conference, 28, no. 2, Oct.
 Admission requirement, higher institutions, Germany, 85, no. 4, Dec.
 Adult education, 87, no. 4, Dec.; 164-165, no. 6, Feb.; Atlanta, Ga., opportunity school, 260, no. 9, May; Mississippi, 103, no. 4, Dec.; new handbook, page 4 of cover, no. 7, Mar.; Ohio high schools, 118, no. 5, Jan.; retraining schools, Philadelphia and Pittsburgh, 15, no. 1, Sept.; University of Texas, 22, no. 1, Sept.; Washington State, 103, no. 4, Dec.; W. P. A., 198, no. 7, Mar. *See also* Forums.
 Adult farmers: Evening classes, Oregon, 281, no. 10, June.
Adult Interests by Thorndike now available, 68, no. 3, Nov.
 Adults and youth, 153, 168, no. 6, Feb.; cooperation for community betterment, 117, 120, no. 5, Jan.; hearings, 57, no. 3, Nov.
 Advanced fellowships, 97, no. 4, Dec.
 Advisory Committee on Comparative Education, meeting, Washington, D. C., 276, no. 10, June.
 Advisory Committee on Education in the Colonies, 124, no. 5, Jan.
 Agricultural Adjustment Administration, vocational agriculture teachers, 9-10, 24, Supp., no. 2, Oct.
 Agricultural education; Bulletin, 119, no. 5, Jan.; program in the Southern States, 36, no. 2, Oct. *See also* F. F. A.
 Aiding agricultural adjustment (Ross), 9-10, Supp., no. 2, Oct.
 Airbrake operation course, Wichita, Kans., 155, no. 6, Feb.
 Alabama Polytechnic Institute: Summer session, 241, no. 9, May.
 Alaska: Claude M. Hirst appointed Director of Education, 231, no. 8, Apr.; community day schools, 165, no. 6, Feb.; results of survey of intelligence and achievement of natives published by Stanford University Press, 18, no. 1, Sept.; University farthest North, 111, 135, no. 5, Jan.
 Alderman, L. R.: Works progress education, 164-165, no. 6, Feb.
 Alexander, Carter: Author of *How to Locate Educational Information and Data*, 85, no. 4, Dec.
 Alfred University: History of growth, 295, no. 10, June.
 All sides important, 276, no. 10, June.
All the Children: Report of New York City schools, 195, no. 7, Mar.
 Allegheny College, Pa.: Group of singers, 100, no. 4, Dec.
 Allegheny Vocational High School, Pittsburgh, 185, no. 7, Mar.
 Alumni College: Lafayette College, Pa., 196, no. 7, Mar.
 Alves, Henry F.: Biographical sketch, 46, no. 2, Oct.; new specialist in State school administration, 25, no. 2, Oct.; local school units project, 108, no. 5, Jan.; 161, no. 6, Feb.; 221-222, no. 8, Apr.

Amont, J. E.: Teachers should promise themselves, 276, no. 10, June.
 America has set the pace (Ickes), 207, no. 8, Apr.
 American Child Health Association: Study *Physical Defects, The Pathway to Correction*, 131, no. 5, Jan.
 American Council on Education: Film survey, 67, no. 3, Nov.; 236, no. 9, May; financial advisory service, 63, no. 3, Nov.; national conference on educational broadcasting, 271, no. 10, June.
 American Education Week (Studebaker), 32, no. 2, Oct.
 American Educational Research Association: Findings, 130-131, no. 5, Jan.; meeting, 231, no. 8, Apr.
 American Institute of Cinematography, meeting, 140, no. 6, Feb.
 American Legion: On teachers' oaths, 214, no. 8, Apr.
 American Library Association: Circular to promote libraries, 131, no. 5, Jan.; clip-sheet, 71, no. 3, Nov.; issued outline of *Proposed Work Relief Projects for Individual Libraries on a State-wide Basis*, 19, no. 1, Sept.
 American Library Directory, 71, no. 3, Nov.
 American Museum of Natural History: Exhibit of aspects of present-day civilization of the Southwest Indians, 17, no. 1, Sept.
 American Primers issued by the University of Chicago Press, 31, no. 2, Oct.
 American Royal Livestock Show, Kansas City, Mo., 14, no. 1, Sept.
 American School of the Air: Vocational guidance programs, 87, no. 4, Dec.
 American Vocational Association: Plan for organization of future craftsmen, 49, no. 3, Nov. *See also* A. V. A.
 Anderson, Milton: Author of *Modern Goliath*, 108, no. 5, Jan.
 Animated map *Indian Episodes of New York* available, 17, no. 1, Sept.
 Ann Arbor, Mich., Community Forum, 92, no. 4, Dec.
 Anna Tolman Smith (Abel), 30-31, no. 2, Oct.
 Ansonia, Conn.: Modern school building, 85, no. 4, Dec.
 Anthropologists: Their place in Indian administration, 262, no. 9, May.
 Apprentice program and vocational education, 6, Supp., no. 2, Oct.
 Argentina: Reform of secondary education, 287-288, 290, no. 10, June.
 Arithmetic teacher deferred, 231, no. 8, Apr.
 Arizona: Office of Education, survey of vocational training, 185, no. 7, Mar.; survey of industrial education needs, 37, no. 2, Oct.
 Arkansas acts, 134, no. 5, Jan.
 Arkansas Educational Association: Requests consideration of teachers under Social Security Act, 134, no. 5, Jan.
 Arkansas State College: Extension course for C. C. C. boys, 62, no. 3, Nov.
 Arsenal Technical School, Indianapolis, 227, no. 8, Apr.
 Art and safety, 256, no. 9, May.
 Art in Indian schools, 34, no. 2, Oct.
 Arthur, Charles M.: Vocational Summary, 14-15, no. 1, Sept.; 36-37, no. 2, Oct.; 54-55, no. 3, Nov.; 80-81, no. 4, Dec.; 118-119, no. 5, Jan.; 154-155, no. 6, Feb.; 184-185, no. 7, Mar.; 212-213, no. 8, Apr.; 256-257, no. 9, May; 280-281, no. 10, June; vocational teacher training, 248-249, no. 9, May; what's your hobby? 26-27, 29, no. 2, Oct.
 Arthur Hill Trade School, Saginaw, Mich., places graduates, 36, no. 2, Oct.
 Arts and crafts in the C. C. C. (Holland), 186, 188, no. 7, Mar.; 253, no. 9, May.
 Athens County, Ohio: Vocational sewing center, 2, 3, Supp., no. 2, Oct.
 Atherton, Ray: Parliament on indoctrination, 32, no. 2, Oct.
 Athletic problems, Boston University, 230, no. 8, Apr.
 Atlanta, Ga., Opportunity School: Retraining center for adults, 260, no. 9, May.
 Atlantic City Vocational School: Unemployed trained, 17, Supp., no. 2, Oct.
 Attendance, school: Kentucky State Department of Public Instruction, 260, no. 9, May; laws, 47, no. 2, Oct.
Audio-Visual Teaching Aids Bulletin, 140, no. 6, Feb.
 Auditoriums and the P. W. A., 10-12, no. 1, Sept.
 Austin, Minn., Subsistence Homesteads, Inc., 24-25, Supp., no. 2, Oct.
 Australia Council for Educational Research, 124, no. 5, Jan.
 Average daily attendance, 223, no. 8, Apr.
 Aviation courses, Teaneck High School, 260, no. 9, May.
 Vocational interests of C. C. C. camp enrollees, 258-259, no. 9, May.
 Awards for F. F. A., 246, no. 9, May.

B

Bachelor farmers, Buffalo, Wyo., 118, no. 5, Jan.
 Bachelor of foreign service, 129, no. 5, Jan.
 Back stage with the Educational Radio Project, 244, no. 9, May.
 Backward children: Program of special education, Pennsylvania, 260, no. 9, May.
 Badger, Henry G.: Higher education's outlook for 1935-36, 64-65, no. 3, Nov.; salary trends in private colleges, 187-188, no. 7, Mar.
 Ballou, Frank W.: On teaching communism, 60-61, no. 3, Nov.
 Baltimore, Md.: Illustrated circulars on schools, 294, no. 10, June; regional meetings, 129, no. 5, Jan.
 Bankhead-Jones Act, 22, no. 1, Sept.
 Banning, Calif.: Business men cooperate with C. C. C., 38, no. 2, Oct.
 Barrows, Alice: Better education—less cost, 251-252, 254, no. 9, May.
 Bates College, Lewiston, Maine: C. C. C. enrollees as students, 38, no. 2, Oct.
 Baton Rouge, La.: Youth activities, 120, no. 5, Jan.
 Bawden, William T.: Takes up new position at Kansas State Teachers College, 8, no. 1, Sept.
 Baylor, Adelaide Steele: Obituary, 88, no. 4, Dec.; 17 years of home economics, 98-99, no. 4, Dec.
 Beaumont, Tex.; Report of superintendent of schools, 103, no. 4, Dec.
 Behavior: Outside the classroom, 79, no. 4, Dec.; study of children, 295, no. 10, June.
 Belgium: Fellowships for American students, 97, no. 4, Dec.
 Benjamin, Harold: Reform of secondary education in Argentina, 287-288, 290, no. 10, June.
 Besides bridge! (editorial), 122, no. 5, Jan.
 Better education—less cost (Barrows), 251-252, 254, no. 9, May.
 Betts Ready-to-Read tests, 295, no. 10, June.
 Bhadwan, India: New primary school, 6, 19, no. 1, Sept.
 Biart, Randall C.: Vocational education and emergency relief work, Nebraska, 80-81, no. 4, Dec.
 Bible study: University of Texas, 65, no. 3, Nov.
 Bibliographical service (McCahe), 243, 264, no. 9, May.
 Bibliographies: Library of the Museum of Science and Industry, 160, no. 6, Feb.; Office of Education, 22, no. 1, Sept.
 Bibliography: Discussion meetings, open forums, panels, and conferences, 13, no. 1, Sept.; *Research Studies in Education*, 243, no. 9, May; series of good references, page 4 of cover, no. 2, Oct.
 Birthdays of presidents, 190, no. 7, Mar.
 Blackfeet, Mont., I. E. C. W., 231, no. 8, Apr.
 Blose, David T.: Consolidation statistics, 223-224, no. 8, Apr.; Negro education, 59, no. 3, Nov.
 Book lists, Office of Education, 264, no. 9, May.
 Book of the year, page 4 of cover, no. 3, Nov.
 Book truck, Canton, Ohio, Public Library, 71, no. 3, Nov.
 Bookmarks, 41, no. 2, Oct.; Cleveland Public Library, 63, no. 3, Nov.
 Books and pamphlets. *See* New books and pamphlets.
 Bootstraps for youth (Exton), 117, 120, no. 5, Jan.
 Boston University: Athletic problems, 230, no. 8, Apr.; scholarships for C. C. C. enrollees, 38, no. 2, Oct.
 Boutwell, W. D.: Denver N. E. A. convention, 21, no. 1, Sept.; educational radio project, 107, 108, no. 5, Jan.; 151, no. 6, Feb.; no blues at St. Louis meeting, 218, 228, no. 8, Apr.
 Bowdoin College (Maine): Occupations of graduates, 196, no. 7, Mar.
 Bradford, England: Juvenile unemployment problem, 167, no. 6, Feb.
 Brandt, Rose K.: Handicrafts in Indian schools, 91, no. 4, Dec.; Indian elementary education, 131, no. 5, Jan.
 Bread lines, 7, Supp., no. 2, Oct.
 Bread Loaf School of English, Middlebury College (Vt.) summer school, 261, no. 9, May.
 Breathitt County, Ky.: Survey of youth problems, 74, no. 4, Dec.
 Bristow, William H.: General secretary of the National Congress of Parents and Teachers, 229, no. 8, Apr.
 British Broadcasting Corporation: Income, 271, no. 10, June.
 British Dominions: Education, 209-210, no. 8, Apr.
 British Instructional films, 227, no. 8, Apr.
 Broad Ripple High School, Indianapolis, Ind., home-making cottage, 154, no. 6, Feb.
 Broadcasting: Articles in *Educational News Bulletin*, 108, no. 5, Jan.; conference, American Council on Education, 271, no. 10, June; Detroit public schools, 271, no. 10, June; senior high schools, 271, no. 10, June; textbook, 271, no. 10, June. *See also* Electrifying education.

- Broadcasts, educational, 140, no. 6, Feb.; high-school students, Fresno, Calif., 49, no. 3, Nov.; public-school, Newtonville, Mass., 108, no. 5, Jan.; University of Kentucky, 140, no. 6, Feb.
- Bryant Park, New York City, outdoor library, 71, no. 3, Nov.
- Buenos Aires, Argentina: Monument to a teacher, 206, no. 10, June.
- Buffalo, N. Y.: School building, 11, no. 1, Sept.
- Buffalo, Wyo.: Bachelor farmers, 118, no. 5, Jan.
- Bug House Laboratory, Washington, N. C., 75, no. 4, Dec.
- Building a schoolhouse, 102-103, no. 4, Dec.
- Buildings: Program, University of Arizona, 294, no. 10, June; P. W. A. funds, 106, no. 5, Jan.; survey, California, 31, no. 2, Oct.
- Bulletin board. See Educators' bulletin board.
- Burdick, Mrs. Anna Lator: Brother's bequest starts Lator Foundation, 276, no. 10, June.
- Bureau of Child Guidance, 157, no. 6, Feb.
- Bureau of Investigation, Washington, D. C., work on fingerprinting, 2-3, no. 1, Sept.
- Burke, Alice Bodwell: Williamsport and youth, 39, no. 2, Oct.
- Burton Memorial Campanile to house University of Michigan's carillon, 100, no. 4, Dec.
- Butts, Marie: Country experiences for city school children, 237-238, no. 9, May.
- Byproducts, 276, no. 10, June.
- C**
- Cadet teachers, California Polytechnic School, San Luis Obispo, 118, no. 5, Jan.
- Cafeterias: Hawaiian schools, 228, no. 8, Apr., 292-293, no. 10, June.
- Calico Rock, Ark.: Modern pioneers, 8, Supp., no. 2, Oct.
- California: F. F. A. news, 199, no. 7, Mar.; 227, no. 8, Apr.; 259, no. 9, May; 284, no. 10, June; Legislature passed two acts benefiting Indians, 34, no. 2, Oct.; vocational rehabilitation, 184-185, no. 7, Mar.
- California Pacific International Exposition, exhibit of Future Farmers of America, 37, no. 2, Oct.
- California Polytechnic School, San Luis Obispo, cadet teachers, 118, no. 5, Jan.
- California State Department of Education: Courses in safety education, secondary schools, 195, no. 7, Mar.; division of secondary education, issued list of radio references, 18, no. 1, Sept.; State-wide survey of school building adequacy, 31, no. 2, Oct.
- California Teachers Association: Handbook of facts about schools, 294, no. 10, June; new world series of broadcasts, 67, no. 3, Nov.
- Calver, Ambrose: Federal aid and the Negro, 40-41, no. 2, Oct.; guidance survey of Negroes, 107, no. 5, Jan.; 151, no. 6, Feb.; 179-180, no. 7, Mar.
- Camera reports, 2, Supp., no. 2, Oct.
- Cammell, Dorothy B.: Highlights on America's youth problem, 74-75, no. 4, Dec.
- Camp schools: Great Britain and Germany, 237, no. 9, May.
- Camping trips: Montana F. F. A., 43, no. 2, Oct.
- Can you beat this? 246, no. 9, May.
- Canada: National Film Society, 271, no. 10, June; study of ventilation and effect on school children, 261, no. 9, May.
- Canal Zone: Vocational education, 173-174, 183, no. 7, Mar.
- Cannling: Centers for relief families, Leslie, Ga., 2, 3, Supp., no. 2, Oct.; Georgia, 119, no. 5, Jan.
- Cannon, Congressman: Teaching communism, 60, no. 3, Nov.
- Canton, Ohio, Public Library book truck, 71, no. 3, Nov.
- Cantor, Eddie: Scholarship contest, 196, no. 7, Mar.
- Capo Charles, Va.: F. F. R. A. project, 117, no. 5, Jan.
- Carnegie Institute of Technology: Degrees granted, 45, no. 2, Oct.
- Carpentry class, Pearl River Day School, Choctaw Agency, Mississippi, 262, no. 9, May.
- Carranza, Eladio A.: Honoring the memory of a teacher, 296, no. 10, June.
- Carriage, 269-271, no. 10, June.
- Cases from the reports, 20-21, Supp., no. 2, Oct.
- Catalog: Office of Education Library, 181, 194, no. 7, Mar.
- Catchings School District, Mississippi: Out-of-school boys enrolled in vocational agriculture class, 55, no. 3, Nov.
- C. B. S.: Programs for students, 101, no. 4, Dec.
- C. C. C.: Arts and crafts, 186, 188, no. 7, Mar.; counseling and guidance, 193-194, no. 7, Mar.; education, 16, no. 1, Sept.; 93, 90, no. 4, Dec.; 208, 226, no. 8, Apr.; 291, 293, no. 10, June; enrollees attend neighboring educational institutions, 33, no. 2, Oct.; enrollees report on experiences, 144, no. 6, Feb.; leisure-time programs (Oxley), 258-259, no. 9, May; manual and outlines of instruction for use in camps, page 4 of cover, Supp., no. 2, Oct.; Michigan, 129, no. 5, Jan.; mimeographed account of activities, 49, no. 3, Nov.; motion-picture service, 230, no. 9, May; permanent organization, 25, no. 2, Oct.; radio project, 107-108, no. 5, Jan.; study outlines, 23, no. 1, Sept.; 167, no. 6, Feb.; teaching technique, 112, no. 5, Jan.; vocational education, 6, 19, 25, 27, Supp., no. 2, Oct.; 80, no. 4, Dec.; with C. C. C. (Oxley), 62-63, no. 3, Nov.
- Centennial celebration tribute to William Torrey Harris, 121, no. 5, Jan.
- Central Needle Trades School, New York City, used motion pictures in commencement program, 15, no. 1, Sept.
- Central Trade School, Oakland, Calif.: Retrained unemployed men, 14, Supp., no. 2, Oct.
- Chapel services. See Religious services.
- Chapman, Oscar L.: On exploitation of boys and girls, 105, no. 5, Jan.
- Character education, 79, no. 4, Dec.; College of Education, University of Kentucky, 261, no. 9, May; now books and pamphlets, 69, no. 3, Nov.; New Jersey, 229, no. 8, Apr.
- Chart (Government), 24, no. 1, Sept.
- Cbeney, Lela M.: Indian education, 63, no. 3, Nov.
- Chester County, S. C.: County library service, 19, no. 1, Sept.
- Chicago, Technical and vocational schools cooperate with A. V. A. officials at convention, 114, no. 5, Jan.
- Child and his carriage (Rogers), 269-271, no. 10, June.
- Child care taught in Indian schools, 34, no. 2, Oct.
- Child development, syllabus, 19, no. 1, Sept.
- Child guidance clinics, methods used in diagnosis and treatment, 231, no. 8, Apr.
- Children: Death rate decreases, 139-140, no. 6, Feb.; legislative action for those under 6, 170, 176, 190, no. 7, Mar.
- Children's books, 135, no. 5, Jan.; 200, no. 7, Mar.
- Children's Bureau cooperating with Office of Indian Affairs and Public Health Service, 131, no. 5, Jan.
- Children's court, New York, 126, no. 5, Jan.
- China: Education, 209, no. 8, Apr.; new publication on education, 198, no. 7, Mar.
- Christmas gift, page 2 of cover, no. 3, Nov.
- Christmas message (Studebaker), 73, no. 4, Dec.
- Christmas present, 49, no. 3, Nov.
- Cincinnati, Ohio: Bulletin on music department activities, 63, no. 3, Nov.; school survey, 25, no. 2, Oct.; school survey (Goodykoontz), 50-51, no. 3, Nov.
- Circuit training broadened, 184, no. 7, Mar.
- Circulating library, Oklaboma City, Okla., 162, no. 6, Feb.
- Citizenship in Hawaiian schools (Cook), 255, 263, no. 9, May.
- Citizenship training in C. C. C. camps, 63, no. 3, Nov.; 144, no. 6, Feb.
- City school systems: Administration and supervision of secondary schools, 175-176, 190, no. 7, Mar. See also Schools report.
- Civil Works Administration. See C. W. A.
- Civilian Conservation Corps. See C. C. C.
- Class cares for four needy children, 11, Supp., no. 2, Oct.
- Classroom behavior problems, treatment, 295; no. 10, June.
- Clemson Agricultural and Mechanical College: Summer session, 241, no. 9, May.
- Clemson College: Trained relief teachers of agriculture, 10, Supp., no. 2, Oct.
- Cleveland, Ohio: Job-Finders' Club, 75, no. 4, Dec.
- Cleveland Public Library: Bookmarks, 41, no. 2, Oct.; 63, no. 3, Nov.
- Clipboard of American Library Association, 71, no. 3, Nov.
- Clothing construction class, Nebraska, 20, Supp., no. 2, Oct.
- Cloud, Dr. Henry Roe: Recipient of 1935 Indian Achievement Medal award, 131, no. 5, Jan.
- Cocke, Troy W.: On counseling technique, 193, no. 7, Mar.
- Coe, Helen: Cover design for SCHOOL LIFE, 23, no. 1, Sept.
- Coeducation: Iran primary schools, 199, no. 7, Mar.
- Cohen, Philip H.: Three universities on the air, 245, no. 9, May.
- Colleges (Greenleaf), 22, no. 1, Sept.; 45, no. 2, Oct.; 65, no. 3, Nov.; 100, no. 4, Dec.; 130, no. 5, Jan.; 163-164, no. 6, Feb.; 196-197, no. 7, Mar.; 229-230, no. 8, Apr.; 261, no. 9, May; 294-295, no. 10, June; alumni, economic status; study by Office of Education, 294-295, no. 10, June; broadcast over Station WOR, 140, no. 6, Feb.; cooperate with C. C. C., 62-63, no. 3, Nov.; enrollments drop, 294, no. 10, June; graduates employed, 22, no. 1, Sept.; salary trends, 187-188, no. 7, Mar.; scholarships for C. C. C. enrollees, 38, no. 2, Oct. See also Higher education.
- Colleges and universities: New York State, enrollment, 196, no. 7, Mar.; P. W. A., 10-12, no. 1, Sept.; resident students, 164, no. 6, Feb.; summer sessions, 239-242, 264, no. 9, May. See also under name of individual institution.
- Collier, John: Broadening curricula in Indian schools, 68, no. 3, Nov.; Navajo day schools, 165, no. 6, Feb.
- Colorado State College: Summer session, 242, no. 9, May.
- Colorado State Teachers College, Greeley: Courses in film study and appreciation, 18, no. 1, Sept.
- Columbia Broadcasting System: Quarterly digest of speeches on Columbia network, 192, no. 7, Mar. See also C. B. S.
- Columbia University: Graduates employed, 22, no. 1, Sept.; programs of studies for forum leadership, 182, no. 7, Mar.
- Columbus, Ohio: Care of exceptional children, 157, no. 6, Feb.
- Commercial education congress (Abrams), 116, 132, no. 5, Jan.
- Commission for Relief in Belgium Educational Foundation, fellowships, 97, no. 4, Dec.
- Committee on Economic Security, report to President, page 2 of cover, Supp., no. 2, Oct.
- Committee on Youth Problems, findings, 74-75, no. 4, Dec.
- Communism, teaching, D. C. schools, 60-61, 63, no. 3, Nov.
- Community day schools, Alaska, 165, no. 6, Feb.
- Community forums, Ann Arbor, Mich., 92, no. 4, Dec.
- Community problems, studied by youth, 120, no. 5, Jan.
- Community programs: New pamphlets, 200, no. 7, Mar.
- Community service: Youth-adult cooperation, 117, 120, no. 5, Jan.
- Comparative education, 30-31, no. 2, Oct.; 123-124, no. 5, Jan.; meeting of advisory committee, 276, no. 10, June; suggestions for further study, 9, 17, no. 1, Sept. See also In other countries.
- Conference on Business Education, 199, no. 7, Mar.
- Conference report, Advisory Committee on Comparative Education, 276, no. 10, June.
- Conferences: Held by Office of Education, 28-29, no. 2, Oct.; regional vocational education, 185, no. 7, Mar.
- Confucius: Perfection, 182, no. 7, Mar.
- Congressional rider on D. C. appropriation bill, 60-61, 63, no. 3, Nov.
- Connecticut: Book wagon for county jails, 103, no. 4, Dec.; F. F. A. news bulletin, 259, no. 9, May; unemployed untrained, 25, no. 2, Oct.
- Connecticut State Board for Vocational Education: Trend in employment, 54, no. 3, Nov.
- Connecticut State College: Federal-aid students, 147, no. 6, Feb.
- Connecticut State Employment Service: Youth problem, 75, no. 4, Dec.
- Conservation of radio resources, booklet, 46, no. 2, Oct.
- Consolidation of schools, 223-224, no. 8, Apr.; Lyue, Conn., 102-103, no. 4, Dec.
- Constitution of the United States, copies available, page 4 of cover, no. 3, Nov.; pamphlet, 278, no. 10, June.
- Consumer-buying exhibit, Stoughton, Wis., Vocational School, 256, no. 9, May.
- Contest for improving school plant, North Carolina, 195, no. 7, Mar.
- Continuation school: Absorbed by junior high school, York, Pa., 162, no. 6, Feb.; anniversary (Miles), 4, no. 1, Sept.; Holland, Mich., 119, no. 5, Jan.; Philadelphia, Pa., 129, no. 5, Jan.
- Cook, Katherine M.: Bulletin on Mexican schools inspiration for new primary school in India, 6, 19, no. 1, Sept.; citizenship in Hawaiian schools, 255, no. 9, May; five important conferences, 28-29, no. 2, Oct.; Hawaiian public schools, 205-206, 228, no. 8, Apr.; Hawaiian school cafeterias, 292-293, no. 10, June.
- Cooper, William John: Obituary, 32, no. 2, Oct.; philosophy and administrative practices, 58-59, no. 3, Nov.
- Cooperation, 238, no. 9, May; with C. C. C. (Oxley), 38, no. 2, Oct.
- Cooperative education record, 229, no. 8, Apr.
- Cooperative study of secondary school standards, 42, no. 2, Oct.
- Coordination for exceptional children (Martens), 126-128, no. 5, Jan.
- Coordinator in vocational education programs, St. Paul, 185, no. 7, Mar.
- Copiab County, Miss.: Part-time class, 81, no. 4, Dec.; vocational education, 18, Supp., no. 2, Oct.
- Copybooks of George Washington, 138, no. 6, Feb.
- Cornell University: Cyclotron, 164, no. 6, Feb.; employment of graduates, 22, no. 1, Sept.; Icelandic language courses, 261, no. 9, May; Rural School Leaflets, 183, no. 7, Mar.; summer session, 240, no. 9, May; voices of birds preserved, 22, no. 1, Sept.
- Cornerstones (Studebaker), 233, no. 9, May.
- Correspondence courses, Dubuque, Iowa, 280, no. 10, June; high school, 70-71, no. 3, Nov.; Michigan, 129, no. 5, Jan.; North Dakota Agricultural College, 230, no. 8, Apr.
- Cost of living, Idaho, 31, no. 2, Oct.
- Council on student welfare, Pennsylvania State College, 163, no. 6, Feb.
- Counseling and guidance in the C. C. C. (Oxley), 193-194, no. 7, Mar.
- Counseling—placement, Michigan, 54-55, no. 3, Nov.
- Country experiences for city school children (Butts), 237-238, no. 9, May.
- County jails, Connecticut: Visited by book wagon, 103, no. 4, Dec.
- County library service, Chester County, S. C., 19, no. 1, Sept.
- County superintendents: In-service growth, 285-286, no. 10, June.
- Course of study, secondary schools, Germany, 84, no. 4, Dec.
- Courses offered in vocational schools, 12, 26, Supp., no. 2, Oct.
- Cover design, SCHOOL LIFE, 23, no. 1, Sept.; 71, no. 3, Nov.; 150, no. 6, Feb.; 180, no. 7, Mar.; 202, no. 8, Apr.
- Covert, Timon: Financial situation of the public schools, 283-284, no. 10, June; taxes for public education, 110, 124, no. 5, Jan.
- Creative work: New books and pamphlets, 166, no. 6, Feb.
- Cressman, Paul L.: Appointed director of the Bureau of Instruction in Pennsylvania, 128, no. 5, Jan.
- Crippled children under the Securities Bill, 23, no. 1, Sept.
- Crossville, Tenn.: Cumberland Homesteads, 238, no. 9, May.
- Cumberland Homesteads, Crossville, Tenn., 238, no. 9, May.
- Current meetings (Ryan), 178, no. 7, Mar.; 232, no. 8, Apr. See also Meetings.
- Curriculum: Development, Texas, 229, no. 8, Apr.; revision, Wilmington, Del., 103, no. 4, Dec.; St. Louis, Mo., schools, 294, no. 10, June; studies, new books and pamphlets, 166, no. 6, Feb.; unlets, 278, no. 10, June.
- C. W. A.: Improvement and rehabilitation of school plants, 78, no. 4, Dec.; library project, Wayne County, W. Va., 103, no. 4, Dec.; report on deaf and hard-of-bearing, 120, no. 5, Jan.

Cyclotron: Cornell University, 164, no. 6, Feb.; University of California, 163-164, no. 6, Feb.
 Czecho-Slovakia: Welcomed International Society on Commercial Education, 116, 132, no. 5, Jan.

D

Dance of 18 nations (Dorminy), 66-67, no. 3, Nov.
 Daniel, Frank C.: Uniforms for high-school girls, 41, no. 2, Oct.
 Danish visitor to Office of Education, 220, no. 8, Apr.
 Davis, Allen: Uniforms for high-school girls, 41, no. 2, Oct.
 Davis, H. H.: Serving the cause of education, 267-268, 275, no. 10, June.
 Davis, Mary Dabney: Legislative action for young children, 170, 176, 190, no. 7, Mar.; pupils' progress reports, 115, 132, 135, no. 5, Jan.
 Day and residential schools, 127, no. 5, Jan.
 Day itself (editorial), 150, no. 6, Feb.
 Deaf and hard-of-hearing: C. W. A. survey, 120, no. 5, Jan.
 Death comes, 178, no. 7, Mar.
 Death rate for children decreases (Rogers), 139-140, no. 6, Feb.
 Debaters: Books and pamphlets, 77, no. 4, Dec.
 Deffenbaugh, Walter S.: Schools report, 31, no. 2, Oct.; 63, no. 3, Nov.; 103, no. 4, Dec.; 129, no. 5, Jan.; 162-163, no. 6, Feb.; 195, no. 7, Mar.; 229, no. 8, Apr.; 260, no. 9, May; 294, no. 10, June.
 Definition vocabulary: Study by the Department of Educational Research, University of Toronto, 18, no. 1, Sept.
 Degree of American Farmer, 43, no. 2, Oct.
 Delaware: Provision for education of exceptional children, 86, no. 4, Dec.
 Democracy and education, 32, no. 2, Oct.; 89-90, no. 4, Dec.
 Democracy's safeguard—Education, 203, no. 8, Apr.
 Dennen, Walter B.: On demand for vocational school graduates, 212, no. 8, Apr.
 Denominational institutions: Graduates prepared to teach, 229-230, no. 8, Apr.
 Dent, Ellsworth C.: New chief of Division of Motion Pictures, Department of the Interior, 192, no. 7, Mar.
 Dental hygiene: England and Wales, 198, no. 7, Mar.; Hawaii, 228, no. 8, Apr.; London school children, 76, no. 4, Dec.
 Denver, Colo.: Cooperative educational record, 229, no. 8, Apr.; N. E. A. convention (Boutwell), 21, no. 1, Sept.
 Department of Elementary School Principals, National Education Association, Fourteenth Yearbook, 22, no. 1, Sept.
 Department of State, 53, no. 3, Nov.
 Department of Superintendence, N. E. A.: Discussion of teachers' oaths, 214, no. 8, Apr.; St. Louis, Mo., meeting, 218, 228, no. 8, Apr.
 Department of the Interior: Cornerstone laid for new building, 233, no. 9, May; new building, 266, no. 10, June; new undersecretary, 23, no. 1, Sept.
 Des Moines, Iowa: Retail selling course, 213, no. 8, Apr.
 Descartes' Discourse on Method, 300th anniversary (editorial), 122, no. 5, Jan.
 Detroit, Mich., Board of Education: Safety education program, 195, no. 7, Mar.; public schools use broadcasting, 271, no. 10, June; report cards, 63, no. 3, Nov.
 Diagnosis and treatment, problem children, 231, no. 8, Apr.
 Dictatorship and education, 89, no. 4, Dec.
 Did you notice? 122, no. 5, Jan.
 Diesel engine class, Duquque, Iowa, 280, no. 10, June; Montana, 119, no. 5, Jan.
 Dimmitt, Roy: Appointed special agent, vocational division, Office of Education, 213, no. 8, Apr.
 Direction of secondary education (Jessen), 175-176, 190, no. 7, Mar.
 Directory. See Educational Directory.
 Directory of libraries, 71, no. 3, Nov.
 Disabled: California, 184-185, no. 7, Mar.; helped by rotary clubs, 154, no. 6, Feb.; local responsibility, 213, no. 8, Apr.; Roanoke, Va., 55, no. 3, Nov.
 Discussion meetings, bibliography, 34, no. 2, Oct.
 Doctors' Theses in Education, 3, no. 1, Sept.
 Does it pay to study? 134, no. 5, Jan.
 Dorminy, Jacqueline: Dance of 18 nations, 66-67, no. 3, Nov.
 Dormitories and the P. W. A., 10-12, no. 1, Sept.
 Douglas, F. H.: Prepared series of pamphlets on Indians, 17, no. 1, Sept.
 Douglas County, Wis.: Survey of rural youth, 74, no. 4, Dec.
 Dubuque, Iowa: Diesel engine class, 280, no. 10, June.
 "Dumb Bells, 'A Sound Mind in a Sound Body'", 41, no. 2, Oct.
 Dunlop, Florence: Study of success of academic and vocational school graduates, 231, no. 8, Apr.
 Dunn, Dorothy: Art students paint murals, 231, no. 8, Apr.; Indian art classes, 34, no. 2, Oct.

E

Eagle Grove, Iowa: Report of superintendent of schools, 63, no. 3, Nov.
 East Chicago, Ind.: Kindergarten-primary teachers answer question, 294, no. 10, June.
 Eberhart, Fred G.: Purpose of guidance, 193, no. 7, Mar.
 Eddie Cantor scholarship contest, 196, no. 7, Mar.

Editorials: Academic freedom in England, 56, no. 3, Nov.; Besides bridge! 122, no. 5, Jan.; Byproducts, 276, no. 10, June; Day itself, 150, no. 6, Feb.; Did you notice? 122, no. 5, Jan.; Education's gift, 88, no. 4, Dec.; Forum leadership, 182, no. 7, Mar.; Free teachers, 150, no. 6, Feb.; Friendliness, 182, no. 7, Mar.; Futures in education, 88, no. 4, Dec.; Good tidings, 182, no. 7, Mar.; Hopkins on log, 276, no. 10, June; In memoriam, 8, no. 1, Sept.; Lived his faith, 246, no. 9, May; Liberty celebrates, 182, no. 7, Mar.; Note of cheer, 246, no. 9, May; Omens favorable (*The Schoolmaster*), 150, no. 6, Feb.; Organizations resolve, 150, no. 6, Feb.; Parliament on indoctrination, 32, no. 2, Oct.; Promise yourself, 276, no. 10, June; Speak for themselves, 32, no. 2, Oct.; Speaking of oaths, 214, no. 8, Apr.; Staff member honored, 276, no. 10, June; 300th anniversary of Descartes' *Discourse on Method*, 122, no. 5, Jan.; To Dr. Baylor, 88, no. 4, Dec.

Editorial (guest): Town Hall's second year (*Washington Post*), 122, no. 5, Jan.
 Education—Democracy's safeguard (Roosevelt), 203, no. 8, Apr.
 Education in China, new publication, 198, no. 7, Mar.
 Education in other Government agencies, 31, no. 2, Oct.; 91, no. 4, Dec.; 131, no. 5, Jan.; 164-165, no. 6, Feb.; 197-198, no. 7, Mar.; 231, no. 8, Apr.; 262-263, no. 9, May.
 Education in Portugal (Abol), 189-190, no. 7, Mar.
 Education in the news (Lloyd), 82-83, no. 4, Dec.; 122, no. 5, Jan.; Office of Education broadcast, 182, no. 7, Mar.; poster, 168, no. 6, Feb.; weekly broadcast, 1, no. 1, Sept.; 31, no. 2, Oct.
 Educational Directory, 1936, 45, no. 2, Oct.
 Educational Film Catalog, new publication, 192, no. 7, Mar.
 Educational legislation, 145-146, no. 6, Feb.
 Educational news, 129-131, no. 5, Jan.; 162-165, 167, no. 6, Feb.; 195-199, no. 7, Mar.; 229-232, no. 8, Apr.; 260-263, no. 9, May; 294-296, no. 10, June.
 Educational News Bulletin, articles on educational broadcasting, 108, no. 5, Jan.
 Educational radio project (Boutwell), 151, no. 6, Feb.; program, page 4 of cover, no. 8, Apr. See also Radio project.
 Educational research. See In educational research; Recent theses.
 Educational tests, bibliography, 18, no. 1, Sept.
 Educational yearbooks, 123-124, no. 5, Jan.
 Education's gift (editorial), 88, no. 4, Dec.
 Educators' bulletin board, 7, 23, no. 1, Sept.; 44, no. 2, Oct.; 69, no. 3, Nov.; 77, 83, no. 4, Dec.; 133-134, no. 5, Jan.; 166-167, no. 6, Feb.; 200, no. 7, Mar.; 220, no. 8, Apr.; 247, no. 9, May; 278, 282, no. 10, June.
 Eells, Walter C.: New standards, 42-43, no. 2, Oct.
 Electrifying education (Koon), 18, no. 1, Sept.; 41, no. 2, Oct.; 67, no. 3, Nov.; 101, no. 4, Dec.; 108, no. 5, Jan.; 140, no. 6, Feb.; 192, no. 7, Mar.; 227, no. 8, Apr.; 236, no. 9, May; 271, no. 10, June.
 Elementary education: Abroad, 159, no. 6, Feb.; Indian, 131, no. 5, Jan.; recommendations of Cincinnati Survey, 51, no. 3, Nov.
 Elementary grades: Graduating examinations, 68, no. 3, Nov.; report cards, 115, 132, no. 5, Jan.
 Elementary schools: Montana, score card, 229, no. 8, Apr.; Poughkeepsie, N. Y., libraries, 229, no. 8, Apr.; P. W. A., 10-12, no. 1, Sept.; social studies, 234-236, no. 9, May.
 Elementary science: New books and pamphlets, 220, no. 8, Apr.
 Elizabeth, N. J.: Study of graduates, 134, no. 5, Jan.
 Elliott, Eugene B.: Superintendent of schools, Michigan, 85, no. 4, Dec.
 Elmhurst, Ill.: Report of superintendent of schools, 31, no. 2, Oct.
 Elwood, Ind.: Relief gardens, 2, 3, Supp., no. 2, Oct.
 Embree, Edwin R.: Indian murals for his Chicago office, 231, no. 8, Apr.
 Emergency education program, 164-165, no. 6, Feb. See also A. A. A.; C. C. C.; C. W. A.; F. E. R. A.; P. W. A.; S. E. C.; T. V. A.; W. P. A.
 Emergency nursery schools, 170, 176, no. 7, Mar.
 Emergency Peace Campaign, launching, 265, no. 10, June.
 Emergency relief funds used for five Office of Education projects, 151, 161, no. 6, Feb.
 Emergency relief projects. See Local school units; Negro studies; Public affairs forums; Radio project; University research.
 Employment: College graduates, 22, no. 1, Sept.; 45, no. 2, Oct.; services, Federal and State, 26, Supp., no. 2, Oct.; teachers, Pennsylvania, 195, no. 7, Mar.; women, 177-178, no. 7, Mar.
 Engel, Harold: Completed survey of radio service, New Mexico, 140, no. 6, Feb.
 England: Academic freedom, 56, no. 3, Nov.
 England and Wales: Death rate for children, 140, no. 6, Feb.; new educational policy, 198, no. 7, Mar.
 Enrollees report on C. C. C. experiences (Oxley), 144, no. 6, Feb.
 Enrollments: Colleges and universities, 129-130, no. 5, Jan.; drop, 294, no. 10, June; Land-grant colleges, 45, no. 2, Oct.; public-school, 141, no. 6, Feb.; short-term schools, 113, 134, no. 5, Jan.
 Espinosa, Joaquin: Visitor in United States, Office of Education, 142, no. 6, Feb.
 Essex County, Mass.: Tearoom operators, 230, no. 10, June.
 Etiquette: New pamphlet, 247, no. 9, May.
 Evening classes for adult farmers, Oregon, field day, 281, no. 10, June.

Evening vocational classes, Michigan, 184, no. 7, Mar.
 Examinations: Elementary school graduating classes, 68, no. 3, Nov.; higher institutions, Germany, 85, no. 4, Dec.
 Exceptional children, 86, 92, no. 4, Dec.; 126-128, no. 5, Jan.; conference on coordination of educational effort, 29, no. 2, Oct.; new books and pamphlets, 200, no. 7, Mar.; recommendations of Cincinnati Survey, 51, no. 3, Nov.
 Exceptional children and the depression (Martens), 156-157, 161, no. 6, Feb.
 Executive officers, State Boards for Vocational Education, page 3 of cover, Supp., no. 2, Oct.
 Exhibit books of report cards, 48, no. 2, Oct.
 Exhibits (Government), 24, no. 1, Sept.
 Expenditures: Public education, 276, no. 10, June; urban and rural schools, 272, no. 10, June.
 Experimental school: Evaluation, 164, no. 6, Feb.
 Extension course, Arkansas State College, for C. C. C. boys, 62, no. 3, Nov.
 Extension units, Pennsylvania State College, 22, no. 1, Sept.
 Exton, Elaine: Bootstraps for youth, 117, 120, no. 5, Jan.

F

F. C. A. See Future Craftsmen of America.
 F. F. A. (Ross), 94-97, no. 4, Dec.; 105, no. 5, Jan.; awards, 246, no. 9, May; news bulletin, 199, no. 7, Mar.; 227, no. 8, Apr.; 259, no. 9, May; 284, no. 10, June; president, 71, no. 3, Nov.; secondary schools, 88, no. 4, Dec.; trustees meet, 257, no. 9, May. See also Future Farmers of America.
 F. I. D. A. C. medal awarded Los Angeles University of International Relations, 129, no. 5, Jan.
 Facts about vocational education, 28, Supp., no. 2, Oct.
 Faith in education (Knight), 246, no. 9, May.
 Fallgatter, Florence: Appointed chief of home economics education service, Office of Education, 128, no. 5, Jan.; modern homemaking department, 279, 282, no. 10, June.
 Farm crops experiment, Redlands District, Fla., 213, no. 8, Apr.
 Farm purchasing by vocational agriculture students, 280, no. 10, June.
 Farm shop work, part-time course, 154, no. 6, Feb.
 Farmer and vocational education, 5, Supp., no. 2, Oct.
 Farming and vocational education, Calico Rock, Ark., 8, Supp., no. 2, Oct.
 Fathers' Council of the Parent-Teacher Association, Washington School, West Orange, N. J., 129, no. 5, Jan.
 Fayette County, Tenn.: Part-time Negro vocational agricultural project, 54, no. 3, Nov.
 Federal aid and the Negro (Caliver), 40-41, no. 2, Oct.
 Federal aid to Indian education, 131, no. 5, Jan.
 Federal and State employment services, 26, Supp., no. 2, Oct.
 Federal Board for Vocational Education: New members appointed, 26, Supp., no. 2, Oct.; 35, no. 2, Oct.
 Federal Communications Commission: Committee to study educational use of radio, 23, no. 1, Sept.
 Federal Cooperation in Agricultural Extension Work, Vocational Education, and Vocational Rehabilitation, title of new bulletin, 15, no. 1, Sept.
 Federal emergency funds, five projects, 105, no. 5, Jan.
 Federal Emergency Relief Administration. See F. E. R. A.
 Federal funds for education, 101, no. 4, Dec. See also C. C. C.; F. E. R. A.; P. W. A.; T. V. A.; W. P. A.
 Federal Government: Motion pictures, exhibition, 67, no. 3, Nov.; vocational education, 27, Supp., no. 2, Oct.
 Federal Housing Administration: Films on better housing, 67, no. 3, Nov.
 Federal legislation, 146, no. 6, Feb.
 Federal Radio Education Committee, Commissioner Stuebker, chairman, 101, no. 4, Dec.; meeting, 192, no. 7, Mar.; members, 120, no. 5, Jan.
 Federal Research Project, 291-292, no. 10, June. See also Research project.
 Federal student aid for 109,000 (McNeely), 147, 161, no. 6, Feb.
 Federation Interallie des Anciens Combattants. See F. I. D. A. C.
 Feld, Rose: Social Security Act, 277, 296, no. 10, June.
 Fellowships: Commission for Relief in Belgium Educational Foundation, 97, no. 4, Dec.; General Education Board, study of technique of educational broadcasting, 140, no. 6, Feb.
 Fenn College, Ohio: Settlement house classes and clubs 117, no. 5, Jan.
 F. E. R. A.: Adult education courses, Mississippi, 103, no. 4, Dec.; completed unfinished projects of C. W. A., 78, no. 4, Dec.; Office of Education specialists loaned, 24, Supp., no. 2, Oct.; study of education of relief and nonrelief families, 197, no. 7, Mar.; University of Iowa, 100, no. 4, Dec.; vocational education, 6, Supp., no. 2, Oct.; 27, Supp., no. 2, Oct.
 Field day for evening classes for adult farmers, Oregon, 281, no. 10, June.
 Field Museum of Natural History cooperating in production of third dimension illustrated books, 46, no. 2, Oct.
 Filene, Lincoln: Biography, 35, no. 2, Oct.
 Film catalog, 192, no. 7, Mar.; 271, no. 10, June.
 Film libraries: Colleges and universities, 101, no. 4, Dec.; Museum of Modern Art, 101, no. 9, Dec.
 Film on *The American Wing*, Metropolitan Museum of Art, 46, no. 2, Oct.
 Film Society of Canada, 271, no. 10, June.

- Film Source Directory*, 227, no. 8, Apr.
 Film strips, Government, 72, no. 3, Nov.; 104, no. 4, Dec.
 Film study and appreciation courses, Colorado State Teachers College, Greeley, 18, no. 1, Sept.
 Film survey, 236, no. 9, May.
Film Technique: New book, 18, no. 1, Sept.
 Films: British, 227, no. 8, Apr.; C. C. C. camps, 236, no. 9, May; educational, survey by American Council on Education, 67, no. 3, Nov.; Government, 72, no. 3, Nov.; 104, no. 4, Dec.; sources of equipment, 67, no. 3, Nov.
 Films and lantern slides, Government, 250, no. 9, May.
 Financial advisory service, American Council on Education, 68, no. 3, Nov.
 Financial situation of the public schools (Covert), 283-284, no. 10, June.
 Fingerprinting school children (Hoover), 2-3, no. 1, Sept.
 First lady outstanding forum leader (Studebaker), 177-178, no. 7, Mar.
 Fitchburg, Mass., State Teachers College, course for lunchroom cooks, 192, no. 7, Mar.
 Five educational projects, 107-108, no. 5, Jan.; goal, 105, no. 5, Jan.; report, 151, 161, no. 6, Feb.
 Five hundred courses offered in vocational schools, 12, 26, Supp., no. 2, Oct.
 Five important conferences (Cook, Foster, and Martens), 28-29, no. 2, Oct.
 Five-year subscription to *SCHOOL LIFE*, 25, no. 2, Oct.
 "Floating university" plan, Iowa State College, 212, no. 8, Apr.
 Florida: Maid-service class, 21, Supp., no. 2, Oct.
 Flower's Island School (Samuelson), 125, 128, no. 5, Jan.
 Floyd's recommendations, 155, no. 6, Feb.
 Folk dance festival, London, 66-67, no. 3, Nov.
 Folk festival, Texas Centennial Exposition, 238, no. 9, May.
 For a class of 500,000, page 4 of cover, Supp., no. 2, Oct.
 For exceptional children (Martens), 86, 92, no. 4, Dec.
 For half million young Americans (Oxley), 16-17, no. 1, Sept.
 Foreign education. See Comparative education; In other countries.
 Foreign service, bachelor's degree, 129, no. 5, Jan.
 "Forgotten 50 percent", University of Oregon, 163, no. 6, Feb.
 Fort Peak Dam, Mont.: School building, 11, no. 1, Sept.
 Forum called "T. V. A. lecture forum", Muscle Shoals, 262, no. 9, May.
 Forum leader, 177-178, no. 7, Mar.
 Forum leadership (editorial), 182, no. 7, Mar.
 Forum project: Report, 151, no. 6, Feb.; W. P. A. funds, 107, no. 5, Jan.
 Forums, 216-217, no. 8, Apr.; bibliography, 34, no. 2, Oct.; public, 33, 34, no. 2, Oct.; 122, no. 5, Jan.; 276, no. 10, June; to the fore, 13, no. 1, Sept.; 92, no. 4, Dec. See also Town Hall.
 Forward march in vocational education, 152-153, 168, no. 6, Feb.
 Foster, Emery M.: Five important conferences, 28-29, no. 2, Oct.; School buildings decrease, 141-142, no. 6, Feb.; underprivileged third, 113, 134, no. 5, Jan.
 4-H clubs: Indian boys and girls, 17, no. 1, Sept.; 131, no. 5, Jan.
 France: Dental and medical schools, 159-160, no. 6, Feb.; elementary boarding schools, 237, no. 9, May.
 Frank Wiggins Vocational Trade School: Commercial art students design auto license plate, 256, no. 9, May; design cover for *SCHOOL LIFE*, no. 10, June.
 Frazier, Ben. W.: Cooperative university research project report, 151, 161, no. 6, Feb.; university research project, 107, no. 5, Jan.; 253-254, no. 9, May.
 Free teachers (editorial), 150, no. 6, Feb.
 Free upon request, 22, no. 1, Sept.
 Freedom of thought and instruction (Studebaker), 89-90, no. 4, Dec.
 Freshman college centers, 130, no. 5, Jan.
 Fresno, Calif.: Students broadcast radio dramatization, 49, no. 3, Nov.
 Friendliness, 182, no. 7, Mar.
 Friendly House, Phoenix, Ariz., 54, no. 3, Nov.
 Fries, *Maj. Gen.*: Communism teaching, 60, no. 3, Nov.
 Funds allotted for educational projects, 197, no. 7, Mar.
 Futterer, Susan O.: New books and pamphlets, 7, no. 1, Sept.; 44, no. 2, Oct.; 69, no. 3, Nov.; 77, no. 4, Dec.; 133, no. 5, Jan.; 166, no. 6, Feb.; 200, no. 7, Mar.; 220, no. 8, Apr.; 247, no. 9, May; 278, no. 10, June.
 Future Craftsmen of America, 114, no. 5, Jan.; approved by American Vocational Association, 88, no. 4, Dec.; new organization, 118, no. 5, Jan.; plan for organization, 49, no. 3, Nov.
 Future Farmers of America (Ross), 45, no. 2, Oct.; Calico Rock, Ark., 8, Supp., no. 2, Oct.; eighth annual convention, Kansas City, Mo., 14, no. 1, Sept.; exhibit at California Pacific International Exposition, 37, no. 2, Oct.
 Future for youth, 18-19, Supp., no. 2, Oct.
 Future Homemakers of America, 88, no. 4, Dec.
 Futures in education (editorial), 88, no. 4, Dec.
- G**
- Garvey primary reading tests published by Southern California School Book Depository, 18, no. 1, Sept.
 Gaumnitz, W. H.: High-school correspondence study, 70-71, no. 3, Nov.; in-service growth of county superintendents, 285-286, no. 10, June.
- General Education Board: Grant of 3 fellowships to study technique of educational broadcasting, 140, no. 6, Feb.; grant to Museum of Modern Art Film Library, 18, no. 1, Sept.; survey of New York education, 49, no. 3, Nov.
Geographic Education in Elementary and Junior High Schools, Harrisburg, Pa., 63, no. 3, Nov.
 Geology: Motion pictures, National Park Service, 67, no. 3, Nov.
 George, R. I.: Message to children of London, 182, no. 7, Mar.
 George Peabody College for Teachers, broadcast, 192, no. 7, Mar.
 George Washington Union, 226, no. 8, Apr.
 George Washington University: Student union, 226, no. 8, Apr.
 George Washington's copyhook, 138, no. 6, Feb.
 Georgetown University: Bachelor of foreign services, 129, no. 5, Jan.
 Georgia: Canning program, 119, no. 5, Jan.; F. F. A. news, 199, no. 7, Mar.; 227, no. 8, Apr.; 284, no. 10, June; home economics class, 20, Supp., no. 2, Oct.; P. T. A., 103, no. 4, Dec.; W. P. A. project, 79, no. 4, Dec.
 Germany: Applications through diplomatic channels to survey schools, 53, no. 3, Nov.; camp schools, 237, no. 9, May; Schullandheim, 238, no. 9, May.
 Germany's changing education (Lindgren), 84-85, no. 4, Dec.
 Girl Scout camp, Oklahoma, all-Indian, 34, no. 2, Oct.
 Givens, Willard E.: On educational opportunities, 105, no. 5, Jan.
 Glover, Katherine: Youth-adult hearings, 57, no. 3, Nov.
 Goal kicks for '36 (Studebaker), 105-106, no. 5, Jan.
 Good reference bibliographies, page 4 of cover, no. 2, Oct.; 243, no. 9, May.
 Good tidings (editorial), 182, no. 7, Mar.
 Goodykoontz, Bess: Cincinnati Survey, 50-51, no. 3, Nov.; in charge of W. P. A. projects, 107, no. 5, Jan.; Ladders of achievement in social studies, 234-236, no. 9, May; represented Office of Education at Seventh Pan-American Child Congress, Mexico City, 41, no. 2, Oct.
 Goshen, J. L.: House of the People in India, 6, 19, no. 1, Sept.
 Government agencies, educational activities, 34, no. 2, Oct.; 91, no. 4, Dec. See also In other Government agencies.
 Government aids for teachers, 24, no. 1, Sept.; 48, no. 2, Oct.; 72, no. 3, Nov.; 104, no. 4, Dec.; 136, no. 5, Jan.; 158, no. 6, Feb.; 191, 194, no. 7, Mar.; 225, no. 8, Apr.; 250, no. 9, May; 286, no. 10, June.
 Graduate school of public administration, Harvard University, 163, no. 6, Feb.
 Graduate study in the United States (John), 20, no. 1, Sept.
 Graduates: Arthur Hill Trade School, Saginaw, Mich., placed, 36, no. 2, Oct.; Bowdoin College (Maine), occupations, 196, no. 7, Mar.; college, employed, 45, no. 2, Oct.; examinations, elementary schools, 68, no. 3, Nov.; high-school and industrial courses, New Kensington, Pa., 31, no. 2, Oct.; trade and industrial courses, Massachusetts and Ohio, 281, no. 10, June; Washington State College, 45, no. 2, Oct.
 Grand Rapids, Mich.: Counseling—placement, 55, no. 3, Nov.
 Grand Rapids Bar Association: Committee to study public forum discussion, 13, no. 1, Sept.
 Gray, Ruth A.: Recent theses, 7, no. 1, Sept.; 44, no. 2, Oct.; 69, no. 3, Nov.; 77, no. 4, Dec.; 133, no. 5, Jan.; 166, no. 6, Feb.; 200, no. 7, Mar.; 220, no. 8, Apr.; 247, no. 9, May; 278, no. 10, June.
 Great Britain: Camp schools, 237, no. 9, May.
 Greene, Nelson L.: Elected president, Department of Visual Education, N. E. A., 18, no. 1, Sept.
 Greenleaf, Walter J.: Colleges, 22, no. 1, Sept.; 45, no. 2, Oct.; 65, no. 3, Nov.; 100, no. 4, Dec.; 130, no. 5, Jan.; 163-164, no. 6, Feb.; 196-197, no. 7, Mar.; 229-230, no. 8, Apr.; 261, no. 9, May; 294-295, no. 10, June; 1936 summer school talk, 239-242, 264, no. 9, May; University farthest North, 111, 135, no. 5, Jan.
 Greenwich, Conn.: Addition to high-school building, 11, no. 1, Sept.
 Grinnell College: Placement of graduates, 261, no. 9, May.
 Group discussion: New books and pamphlets, 247, no. 9, May.
 Guest editorial: Town Hall's second year, 122, no. 5, Jan.
 Guidance: Books and pamphlets, 77, no. 4, Dec.; 247, no. 9, May; C. C. C. camps, 193-194, no. 7, Mar.; problem children, 231, no. 8, Apr.; survey of Negroes (Caliver), 179-180, no. 7, Mar.
 Guideposts in education, page 4 of cover, no. 6, Feb.
 Guides for studying comparative education (Abel), 123-124, no. 5, Jan.
 Gymnasiums and the P. W. A., 10-12, no. 1, Sept.
- H**
- Half billion drop, 276, no. 10, June.
 Hamburger to books! 232, no. 8, Apr.
 Hampton Institute, summer session, 261, no. 9, May.
 Hamtramck, Mich.: School superintendent's report, 31, no. 2, Oct.
 Handbook for curriculum development, Texas State Department of Education, 229, no. 8, Apr.
 Handicapped, California, 184-185, no. 7, Mar.
 Handicapped children (Studebaker), 169, no. 7, Mar.
 Handicrafts: New books and pamphlets, 133, no. 5, Jan.
- Hard facts and what vocational education has done to meet them, 4-6, Supp., no. 2, Oct.
 Harris, William Torrey: Anniversary dinner, 49, no. 3, Nov.; centennial celebration tribute, 121, no. 5, Jan.
 Harrisburg, Pa.: Geographic education in elementary and junior high schools, 63, no. 3, Nov.
 Harvard University: Gift for graduate school of public administration, 163, no. 6, Feb.; master of arts in teaching, 294, no. 10, June; Ward Shepard to be director of School of Forestry, 231, no. 8, Apr.
 Hatfield, Lansing: Returns to Peabody Conservatory of Music, 56, no. 3, Nov.
 Hawaii: Added to list of cooperators under terms of National Vocational Rehabilitation Act, 15, no. 1, Sept.; citizenship in schools, 255, 263, no. 9, May; home economics instruction, 37, no. 2, Oct.; practical homemaking, 22, Supp., no. 2, Oct.; public schools (Cook), 205-206, 228, no. 8, Apr.; rehabilitation of disabled persons, 281, no. 10, June; school cafeterias (Cook), 292-293, no. 10, June.
 Haynes, P. G.: On vocational agriculture in Texas, 184, no. 7, Mar.
 He derogmented schools (John), 121, no. 5, Jan.
 Health education: Hawaii, 228, no. 8, Apr.; 292-293, no. 10, June; Indian schools, 91, no. 4, Dec.; London Schools, 76, no. 4, Dec.
 Hell-week, North Dakota Agricultural College, 230, no. 8, Apr.
 Henderson, W. D.: Cooperation of University of Michigan with the CCC, 62, no. 3, Nov.
 Hennigan, Mary V.: Cover design for *SCHOOL LIFE*, 23, no. 1, Sept.
 Herlihy, Lester B.: Urban and rural school expenditures, 272, no. 10, June.
 High schools: California, safety education, 195, no. 7, Mar.; correspondence study (Gaumnitz), 70-71, no. 3, Nov.; correspondence study courses, North Dakota Agricultural College, 230, no. 8, Apr.; guide to motion pictures, 227, no. 8, Apr.; Jacksonville, Fla., part-time vocational courses, 37, no. 2, Oct.; Lawrence, Kans., open to C. C. C. enrollees, 38, no. 2, Oct.; new hooks and pamphlets, 220, no. 8, Apr.; new magazine for teachers, 1, no. 1, Sept.; Ohio, adult education, 118, no. 5, Jan.; P. W. A., 10-12, no. 1, Sept.; salesmanship courses, 20, no. 1, Sept.; students, instruction in physiology and hygiene, 261-262, no. 9, May; survey, St. Louis, 130, no. 5, Jan.; survey, Washington, 154, no. 6, Feb.; teachers find *Hollywood Spectator* useful, 227, no. 8, Apr.; testing programs, 18, no. 1, Sept.; vocational agriculture students, 43, no. 2, Oct. See also Secondary education.
 High schools (small), 129, no. 5, Jan.; study by New York State Education Department, 130, no. 5, Jan.
 Higher education: Function of government, 100, no. 4, Dec.; Germany, 84-85, no. 4, Dec.; outlook for 1935-36 (Badger), 64-65, no. 3, Nov.; State funds, 215, 223, no. 8, Apr. See also Colleges; Land-grant Colleges; under name of individual institution.
 Higher institutions: Hotel management courses, 230, no. 8, Apr. See also Colleges; Land-grant colleges; under name of individual institution.
 Highlights on America's youth problem (Canmell), 74-75, no. 4, Dec.
 Hill, Frank Ernest: Author of *The School in the Camps*, 25, no. 2, Oct.
 Hippocratic Oath, 214, no. 8, Apr.
 Hirst, Claude M.: Appointed Director of Education for Alaska, 231, no. 8, Apr.
 Hobbies, 26-27, 29, no. 2, Oct.
 Holland: Death rate for children, 140, no. 6, Feb.
 Holland, Kenneth: Arts and crafts in the C. C. C., 186, 188, no. 7, Mar.
 Holland, Mich.: Continuation school, 119, no. 5, Jan.
Hollywood Spectator useful to high-school teachers, 227, no. 8, Apr.
 Holmes, Chester W.: Uniforms for high-school girls, 41, no. 2, Oct.
 Holyoke, Mass., School Board: Sick leave for teachers increased, 260, no. 9, May.
 Home and family life, essentials, 279, 282, no. 10, June.
 Home economics, 20, Supp., no. 2, Oct.; education (Richards), 21, Supp., no. 2, Oct.; Hawaii, 37, no. 2, Oct.; Louisiana, class cares for needy children, 11, Supp., no. 2, Oct.; Ohio, 118, no. 5, Jan.; Oregon, 281, no. 10, June; 17 years, 98-99, no. 4, Dec.; teachers making study of home conditions of pupils, Oregon, 185, no. 7, Mar.; teachers, Virginia, 36, no. 2, Oct.
 Home projects, Texas, 80, no. 4, Dec.
 Home study issue (Rogers), 5, 13, no. 1, Sept.
 Homemaking education, 98-99, no. 4, Dec.; 212-213, no. 8, Apr.; 282, no. 10, June; cottage, Broad Ripple High School, Indianapolis, Ind., 154, no. 6, Feb.; Essex County, Mass., 281, no. 10, June; Hawaii, 22, Supp., no. 2, Oct.; vocational education, 5, Supp., no. 2, Oct.; Woodhine, Iowa, 14, no. 1, Sept.
 Honor courses, University of Iowa, 45, no. 2, Oct.
 Honors to Chief Clerk Kalbach, 109, no. 5, Jan.
 Hoover, J. Edgar: Fingerprinting school children, 2-3, no. 1, Sept.
 Hopkins, Harry: Unemployment, 1, Supp., no. 2, Oct.
 Hopkins on log, 276, no. 10, June.
 Horace: Two-thousandth birthday celebration, 53, no. 3, Nov.
 Hostels for youth, New England, 23, no. 1, Sept.
 Hotel management courses, higher institutions, 230, no. 8, Apr.
 House of the People in India (Goshen), 6, 19, no. 1, Sept.
 Housemaids, training service and placement, Phoenix, Ariz., 54, no. 3, Nov.
 Housing: Films, news flashes, 67, no. 3, Nov.

How to judge: Motion pictures, 227, no. 8, Apr.; radio programs, 227, no. 8, Apr.
 Howard University: Secretary Ickes' address before student body, 207, no. 8, Apr.
 Hurley-Wright Building, picture, 28, Supp., no. 2, Oct.
 Hygiene instruction, high-school students, 262, no. 9, May.

I

Icelandic language courses, Cornell University, 261, no. 9, May.
 Ickes, Mrs.: Obituary, 8, no. 1, Sept.
 Ickes, Harold L.: America has set the pace, 207, no. 8, Apr.; conservation, 266, no. 10, June; teachers, 150, no. 6, Feb.
 Idaho Education Association: Report on teacher salaries and cost of living, 31, no. 2, Oct.
 I. E. C. W., Blackfeet, Mont., 231, no. 8, Apr.
 Illinois: New State supervisor plan, 31, no. 2, Oct.
 Importance of library catalog (Lee), 181, 194, no. 7, Mar.
 In a King's reign (Rogers), 76, no. 4, Dec.
 In educational research (Segel), 130-131, no. 5, Jan.; 164, no. 6, Feb.; 197, no. 7, Mar.; 231, no. 8, Apr.; 261-262, no. 9, May; 295-296, no. 10, June.
 In memoriam (Editorial), 8, no. 1, Sept.
 In 1936 for education, 101, no. 4, Dec.
 In other countries (Abel), 165, 167, no. 6, Feb.; 198-199, no. 7, Mar.; 231-232, no. 8, Apr.; 296, no. 10, June.
 In other Government agencies, 131, no. 5, Jan.; 164-165, no. 6, Feb.; 197-198, no. 7, Mar.; 231, no. 8, Apr.; 262-263, no. 9, May.
 In public schools (Deffenbaugh), 162-163, no. 6, Feb.; 195, no. 7, Mar.; 229, no. 8, Apr.; 260, no. 9, May; 294, no. 10, June.
 In the libraries (Vought), 19, no. 1, Sept.; 71, no. 3, Nov.; 85, 103, no. 4, Dec.; 131, no. 5, Jan.
 Income, higher institutions, 64-65, no. 3, Nov.
 Indian Achievement Medal award to Dr. Henry Roe Cloud, 131, no. 5, Jan.
 Indian art represented in murals, 231, no. 8, Apr.
 Indian education, 17, no. 1, Sept.; 34, no. 2, Oct.; 68, no. 3, Nov.; 91, no. 4, Dec.; 131, no. 5, Jan.; 165, no. 6, Feb.
 Indian Emergency Conservation Work. See I. E. C. W.
 Indian enrollment in 4-H club work, 131, no. 5, Jan.
 Indian Reorganization Act: Loans to Indians, 262, no. 9, May.
 Indian school cooperation bills, 17, no. 1, Sept.
 Indian Service, 197-198, no. 7, Mar.; 231, no. 8, Apr.; 262, no. 9, May.
 Indiana: State Department of Public Instruction, classification of public schools, 260, no. 9, May; W. P. A. survey of vocational fields, 256, no. 9, May.
 Indians inhabiting the Western Hemisphere, 131, no. 5, Jan.
 Indoctrination, London, 32, no. 2, Oct.
 Industrial arts: Recommendations of Cincinnati Survey, 51, no. 3, Nov.; trends, 149, 160, no. 6, Feb.
 Industrial education needs surveyed by Office of Education, 37, no. 2, Oct.
 Industrial worker and vocational education, 4, Supp., no. 2, Oct.
 Industrialists as student advisers, Rutgers University, 261, no. 9, May.
 Infant instruction, Portugal, 189, no. 7, Mar.
 Influence abroad of American education (Lorain), 209-210, no. 8, Apr.
 In-service growth of county superintendents (Gaumnitz), 285-286, no. 10, June.
 Institute for Education by Radio, annual meeting, 227, no. 8, Apr.; proceedings of meeting, 140, no. 6, Feb.
 Institute of School Experimentation: Report of work, 18, no. 1, Sept.
 Instruction: Improvement, Mississippi, 130, no. 5, Jan.; itinerant plan, 184, no. 7, Mar.
 Intelligence: Mexican children measured, 295, no. 10, June; should be shared, 8, no. 1, Sept.
 Intelligence tests, Alaskan natives, 18, no. 1, Sept.
 International Bureau of Education, 124, no. 5, Jan.; General Secretary visitor to United States, 237-238, no. 9, May.
 International Bureau of Technical Education, 124, no. 5, Jan.
 International Commission on Instruction in Mathematics, 124, no. 5, Jan.
 International Conference on Public Education, Geneva: Recommendations, 165, 167, no. 6, Feb.
 International Federation of National Associations of Teachers in Public Secondary Schools, 124, no. 5, Jan.
 International Folk Dance Festival, 66-67, no. 3, Nov.
 International guest, 237, no. 9, May.
 International Institute of Intellectual Cooperation, 124, no. 5, Jan.; published new book in broadcasting, 18, no. 1, Sept.
 International relations: New books and pamphlets, 278, no. 10, June.
 International Society for Business Education, 124, no. 5, Jan.
 International Society on Commercial Education, meeting, Czechoslovakia, 116, 132, no. 5, Jan.
 Intra-family relationships and pupil adjustment, study, 164, no. 6, Feb.
 Iowa: F. F. A. news bulletin, 259, no. 9, May; teachers' salaries restored, 182, no. 7, Mar.
 Iowa plane geometry aptitude test published by Bureau of Educational Research and Service, University of Iowa, 18, no. 1, Sept.

Iowa State College of Agriculture and Mechanic Arts, 241, no. 9, May; adaptation of the "floating university" plan, 212, no. 8, Apr.
 Iran Ministry of Public Instruction: Favors coeducation, 199, no. 7, Mar.
 Iron County, Mich.: F. E. R. A. carpentry classes, 117, no. 5, Jan.
 Is the educational system * * * building citizens for democracy? (Studebaker), 201-202, no. 8, Apr.
 Itinerant plan of instruction, Wisconsin, 184, no. 7, Mar.
 Izard County, Ark.: Rural rehabilitation, 8, Supp., no. 2, Oct.

J

Jackson, Miss.: Clubs, 117, 120, no. 5, Jan.
 Jacksonville, Fla.: Cooperative vocational education course, 37, no. 2, Oct.
 Janitors go to school, Minneapolis, Minn., 162, no. 6, Feb.
 Jefferies, Richard: On going to do a thing, 76, no. 4, Dec.
 Jefferson County Library, Port Neches, Tex., 232, no. 8, Apr.
 Jersey City, N. J.: Bureau of Special Service, 157, no. 6, Feb.; "The Voice of Safety", 43, no. 2, Oct.
 Jessen, Carl A.: Direction of secondary education, 175-176, 190, no. 7, Mar.; survey of youth, 273-275, no. 10, June.
 Jewish students, Pennsylvania State College, 65, no. 3, Nov.
 Job-Finders' Club, Cleveland, Ohio, 75, no. 4, Dec.
 Job training in the C. C. C. (Oxley), 93, 90, no. 4, Dec.
 Jobs for special groups, 81, no. 4, Dec.
 John, Walton C.: Graduate study in the United States, 20, no. 1, Sept.; he deregimented schools, 121, no. 5, Jan.
 Johnston, Edgar G.: On community forums, 92, no. 4, Dec.
 Jordan, Mark: Typical vocational teacher, 10-11, Supp., no. 2, Oct.
 Journalism curriculum, Rutgers University, 163, no. 6, Feb.
 Julius Rosenwald Fund aiding in improvement of school plant, 195, no. 7, Mar.
 Junior college centers, 130, no. 5, Jan.
 Junior high school principals exchanged, 103, no. 4, Dec.
 Juvenile unemployment, Bradford, England, 167, no. 6, Feb.

K

Kalamazoo Public Schools * * * an interpretation, 31, no. 2, Oct.
 Kalbach, Lewis A.: Retirement, 109, no. 5, Jan.
 Kandel, I. L.: On Division of Comparative Education, Office of Education, 276, no. 10, June
 Kansas: F. F. A. news, 259, no. 9, May; 284, no. 10, June.
 Kansas City, Mo., public schools: Radio program, 101, no. 4, Dec.
 Kansas State College: Summer session, 242, no. 9, May.
 Kansas State Teachers College: C. C. C. enrollees as students, 38, no. 2, Oct.
 Keesecker, Ward W.: Recent educational legislation, 145-146, no. 6, Feb.
 Kelley, Frederick J.: Frustrations of youth, 204, no. 8, Apr.
 Kentucky: James H. Richmond resigned as State superintendent of schools, 85, no. 4, Dec.; State Department of Public Instruction, school attendance service, 260, no. 9, May.
 Keystone Ophthalmic Telebinocular tests, 295, no. 10, June.
 Kindergarten teaching: New books and pamphlets, 220, no. 8, Apr.
 Kindergartens: Legislative action, 170, 176, 190, no. 7, Mar.; value, 23, no. 1, Sept.
 King George: Jubilee Message to London school children, page 4 of cover, no. 1, Sept.; 182, no. 7, Mar.
 Kiwanis Club, New Jersey, donated musical instruments and other equipment to C. C. C. camps, 38, no. 2, Oct.
 Knight, Edgar W.: Faith in education, 246, no. 9, May.
 Knoxville, Tenn.: School visitors, 260, no. 9, May.
 Kohlbagen, Bertha: Directing home economics survey, Oregon, 185, no. 7, Mar.
 Koon, Cline M.: Electrifying education, 18, no. 1, Sept.; 46, no. 2, Oct.; 67, no. 3, Nov.; 101, no. 4, Dec.; 108, no. 5, Jan.; 140, no. 6, Feb.; 192, no. 7, Mar.; 227, no. 8, Apr.; 236, no. 9, May; 271, no. 10, June.

L

Ladders of achievement in social studies (Goodykoontz), 234-236, no. 9, May.
 Lafayette College, Pa.: Alumni college, 196, no. 7, Mar.
 Lafromboise, Joe: On why he likes school, 198, no. 7, Mar.
 Lalar Foundation (editorial), 276, no. 10, June.
 Lambertville, N. J.: Part-time course in farm shop work, 154, no. 6, Feb.
 Land-grant colleges: Bankhead-Jones Act, 22, no. 1, Sept.; graduates qualified to teach, 229, no. 8, Apr.; new circular, 100, no. 4, Dec.; salaries, 196, no. 7, Mar.; summer sessions, 239-242, 264, no. 9, May; waiting list for enrollment, 45, no. 2, Oct.
 Lane, C. H.: Part-time students in farming, 155, no. 6, Feb.
 Lantern slides, Government, 48, no. 2, Oct.; 250, no. 9, May.

Lathrop, Edith A.: School leaflets, 183, no. 7, Mar.
 Lawrence, Clark W.: Cover design for SCHOOL LIFE, 23, no. 1, Sept.
 Lawrence, Kans.: High schools open to C. C. C. enrollees, 38, no. 2, Oct.
 Laws on school attendance, 47, no. 2, Oct.
 Lectures, Government, 48, no. 2, Oct.
 Lee, Agnes: Importance of library catalog, 181, 194, no. 7, Mar.
 Legislation, educational, 145-146, no. 6, Feb.
 Legislative action for young children (Davis), 170, 176, 190, no. 7, Mar.
 Lehigh University: Seniors offer constructive criticism, 261, no. 9, May.
 Leisure-time activities, C. C. C. camps, 186, 188, no. 7, Mar.; 258-259, no. 9, May.
 Length of school term, 113, 134, no. 5, Jan.
 Leslie, Ga.: Canning centers for relief families, 2, 3, Supp., no. 2, Oct.
 Lesson outlines, 167, no. 6, Feb.
 Lewiston, Idaho: Lumber grading classes, 118, no. 5, Jan.
 Liberia: 3-year educational program, 231-232, no. 8, Apr.
 Liberty celebrates (editorial), 182, no. 7, Mar.
 Libraries, 19, no. 1, Sept.; aids, 77, no. 4, Dec.; director, 71, no. 3, Nov.; elementary school, Poughkeepsie, N. Y., 229, no. 8, Apr.; P. W. A., 10-12, no. 1, Sept. See also In libraries.
 Library leaflets, 264, no. 9, May.
 Library, Office of Education, 143, 146, no. 6, Feb.; bibliographical service, 243, 264, no. 9, May; catalog, 181, 194, no. 7, Mar.; reference work, 219, 222, no. 8, Apr.
 Library of Museum of Science and Industry, bibliographies, 160, no. 6, Feb.
 Library Operations, new book, 131, no. 5, Jan.
 Library service, Virginia, 195, no. 7, Mar.
 Library-trained teachers, 19, no. 1, Sept.
 Lincoln, Abraham, 137, no. 6, Feb.
 Lindgren, Alina M.: Germany's changing education, 84-85, no. 4, Dec.
 Lions Club, Port Neches, Tex.: Established public library, 232, no. 8, Apr.
 Littauer, Lucius N.: Gives \$2,000,000 to Harvard University, 163, no. 6, Feb.
 Lived his faith (editorial), 246, no. 9, May.
 Lloyd, John H.: A. V. A. convention, 114, no. 5, Jan.; education in the news, 82-83, no. 4, Dec.; reproductions from a famous copybook, 138, no. 6, Feb.
 Loans to Indians under Indian Reorganization Act, 262, no. 9, May.
 Local school units, 221-222, no. 8, Apr.; organization, 161, no. 6, Feb.; report on project, 161, no. 6, Feb.
 Lombard, Ellen C.: Parent education's first 10 years, 148, 160, no. 6, Feb.
 London: Camp schools, 237, no. 9, May; indoctrination, 32, no. 2, Oct.; school health report, comments, 76, no. 4, Dec.
 Lorain, Charles T.: Influence abroad of American education, 209-210, no. 8, Apr.
 Los Angeles, Calif.: New publication on social services, 63, no. 3, Nov.; rehabilitation agencies, 257, no. 9, May; University of International Relations, Bachelor of foreign service, 129, no. 5, Jan.
 Louisiana: F. F. A. news, 227, no. 8, Apr.; home economics class cares for needy children, 11, Supp., no. 2, Oct.; State University, summer session, 242, no. 9, May.
 Lumber graders trained, Lewiston, Idaho, 118, no. 5, Jan.
 Lunchrooms, schools, Weymouth, Mass., 192, no. 7, Mar.
 Lyme, Conn.: Schoolhouse construction, 102-103, no. 4, Dec.
 Lyons, Vernon: On staff of Brookings Institution to study educational uses of radio, 46, no. 2, Oct.

M

MacDonald, Arthur: Obituary, 199, no. 7, Mar.
 Maddy, Dr.: Radio music courses, Michigan, 101, no. 4, Dec.
 Madison (Wis.) Vocational School, 75, no. 4, Dec.
 Maid-service class, Florida, 21, Supp., no. 2, Oct.
 Make yourself a job: Suggestions for self-help, 196, no. 7, Mar.
 Malthy, Robert D.: Obituary, 178, no. 7, Mar.
 Manniche, Peter: Visitor to Office of Education, 220, no. 8, Apr.
 Manual and Outline of Instruction for Use in the C. C. C. Educational Program, page 4 of cover, Supp., no. 2, Oct.
 Manwiller Word Recognition Test, 79, no. 4, Dec.
 Map: "Indian Episodes of New York", available, 17, no. 1, Sept.; National Park Service, page 4 of cover, no. 9, May.
 Maps (Government), 24, no. 1, Sept.; 72, no. 3, Nov.; 128, no. 5, Jan.; 153, no. 6, Feb.; 225, no. 8, Apr.
 Mark Hopkins centennial, 276, no. 10, June.
 Marriage and the family: Courses at Washington State College, 230, no. 8, Apr.
 Martens, Elise H.: Coordination for exceptional children, 126-128, no. 5, Jan.; exceptional children and the depression, 156-157, 161, no. 6, Feb.; five important conferences, 28-29, no. 2, Oct.; for exceptional children, 86, 92, no. 4, Dec.
 Maryland: F. F. A. news, 199, no. 7, Mar.
 Massachusetts: Exceptional children, 126, no. 5, Jan.; 157, no. 6, Feb.; increased demand for vocational school graduates, 212, no. 8, Apr.; study of graduates of trade and industrial courses, 281, no. 10, June; vocational rehabilitation, 36, no. 2, Oct.

Massachusetts Institute of Technology: Scholarships for C. C. C. enrollees, 38, no. 2, Oct.

Massachusetts State College: Enrollments, 45, no. 2, Oct.; summer session, 239-240, no. 9, May; wildlife courses, 65, no. 3, Nov.

Master in Letters, University of Pittsburgh, 196, no. 7, Mar.

Master of arts in teaching, 294, no. 10, June.

Master's degree, standards, 289-290, no. 10, June.

Material for programs, 183, no. 7, Mar.

Mathematics Essential for Elementary Statistics, new text, 68, no. 3, Nov.

McAndrew Oath, 214, no. 8, Apr.

McAndrew, William: Teachers' oath, 214, no. 8, Apr.

McCahe, Martha R.: Bibliographical service, Office of Education Library, 243, 264, no. 9, May.

McCarl, J. R.: Teaching Communism, 60-61, no. 3, Nov.

McCarthy, H. B.: Granted fellowship to study educational use of radio in Europe, 18, no. 1, Sept.

McClelland, John B.: On part-time vocational agriculture classes, 36-37, no. 2, Oct.

McKinley High School, Honolulu, Hawaii, 255, 263, no. 9, May.

McNeely, John H.: Federal student aid for 109,000, 147, 161, no. 6, Feb.; State funds and higher education, 215, 228, no. 3, Apr.

Measurement today (Segel), 18, no. 1, Sept.; 68, no. 3, Nov.; 79, no. 5, Dec.

Medina, Ohio: F. F. A. on annual trip, 43, no. 2, Oct.

Meetings (Ryan), 7, 23, no. 1, Sept.; 44-45, no. 2, Oct.; 69, no. 3, Nov.; 77, 83, no. 4, Dec.; 134, no. 5, Jan.; 167, no. 6, Feb.; 178, no. 7, Mar.; 232, no. 8, Apr.; 246, no. 9, May; 275, no. 10, June.

Mentally retarded children, Massachusetts, 126, no. 5, Jan.; New York, 126-127, no. 5, Jan.

Menzie, Dr.: On school health, London, 76, no. 4, Dec.

Message from the King, page 4 of cover, no. 1, Sept.; 182, no. 7, Mar.

Metropolitan Life Insurance Co., financial survey of physical defects, 131, no. 5, Jan.

Metropolitan Museum of Art: Film on *The American Wing*, 46, no. 2, Oct.

Mexico: Measurement of children's intelligence, 295, no. 10, June; teachers as guides, 142, no. 6, Feb.

Michigan: C. C. C. camps, 129, no. 5, Jan.; correspondence courses, study, 129, no. 5, Jan.; counseling—placement, 54-55, no. 3, Nov.; Eugene B. Elliott, new superintendent of schools, 85, no. 4, Dec.; evening vocational classes, 184, no. 7, Mar.; exceptional children, 157, no. 6, Feb.; vocational education placement, 281, no. 10, June.

Michigan Council on Education, meeting, 229, no. 8, Apr.

Middlebury College (Vt.), Bread Loaf School of English: Summer school, 261, no. 9, May.

Miles, H. E.: Continuation school anniversary, 4, no. 1, Sept.

Milwaukee, Wis.: Newsboys' clubs, 260, no. 9, May; school director introduced resolution for high-school girls to wear smocks, 41, no. 2, Oct.

Minneapolis, Minn.: Janitors go to school, 162, no. 6, Feb.; report of superintendent of schools, 31, no. 2, Oct.

Minnesota: Coordinator in vocational education, 185, no. 7, Mar.; vocational training, 212, no. 8, Apr.; W. P. A. project, 79, no. 4, Dec.

Mississippi: Adult education, 103, no. 4, Dec.; *Program for the Improvement of Instruction*, new bulletin, 130, no. 5, Jan.; State College, summer session, 241, no. 9, May; State Department of Education, F. E. R. A. adult education courses, 103, no. 4, Dec.; W. P. A. project, 79, no. 4, Dec.

Missouri: F. F. A. news, 227, no. 8, Apr.; 259, no. 9, May; resumed appropriations to match Federal funds for vocational rehabilitation, 15, no. 1, Sept.

Modern Goliath, book by Milton Anderson on talking pictures for schools and churches, 108, no. 5, Jan.

Modern homemaking department (Falgatter), 279, 282, no. 10, June.

Modern pioneers of Calico Rock, 8, Supp., no. 2, Oct.

Monahan, A. C.: To survey Indian secondary schools and nonreservation Indian vocational schools, 17, no. 1, Sept.

Money, new primer, 31, no. 2, Oct.

Monroe Doctrine, new primer, 31, no. 2, Oct.

Montana: F. F. A. news, 43, no. 2, Oct.; 199, no. 7, Mar.; 259, no. 9, May; score card for graded elementary schools, 229, no. 8, Apr.; State Board of Vocational Education inaugurates Diesel engine course, 119, no. 5, Jan.; vocational agriculture students earn money, 81, no. 4, Dec.

Monument to a teacher, Buenos Aires, Argentina, 296, no. 10, June.

Motion pictures: Appreciation, 271, no. 10, June; bibliography, 46, no. 2, Oct.; booklet on how to judge, 227, no. 8, Apr.; bookmarks, 41, no. 2, Oct.; course, New York University, 192, no. 7, Mar.; educational, 108, no. 5, Jan.; exhibition, 67, no. 3, Nov.; Federal Housing Administration, 67, no. 3, Nov.; National Park Service, 67, no. 3, Nov.; radio conference, 271, no. 10, June; service maintained by universities and colleges, 101, no. 4, Dec.; sound films of the habits and songs of vanishing species of birds, 22, no. 1, Sept.; study of verbal accompaniments, 18, no. 1, Sept.; used in commencement program, Central Middle Trades School, New York City, 15, no. 1, Sept.

Mundy World's Fair Jubilee Octet, Wayne University, Mich., 100, no. 4, Dec.

Murphy, Ray: On teachers' oaths, 214, no. 8, Apr.

Murray State Teachers College: James H. Richmond, president, 85, no. 4, Dec.

Muscle Shoals: Lecture-forum, 262, no. 9, May.

Museum of Modern American Music, Williams College (Mass.), 100, no. 4, Dec.

Museum of Modern Art Film Library, 101, no. 4, Dec.; received grant from General Education Board, 18, no. 1, Sept.

Museums and the P. W. A., 10-12, no. 1, Sept.

Music appreciation hour, N. B. C., 46, no. 2, Oct.

Music education: New hooks and pamphlets, 69, no. 3, Nov.; 278, no. 10, June.

Music in collegos, 100, no. 4, Dec.

Musser, Larry: On requirements in guidance, 193, no. 7, Mar.

N

N. E. A. See National Education Association.

National Advisory Council on Radio in Education, proceedings of meetings, 140, no. 6, Feb.

National Association of Educational Broadcasters: New officers, 46, no. 2, Oct.

National Audio-Visual Survey, Office of Education, 271, no. 10, June.

National Cinema Workshop and Appreciation League, Southern California, 108, no. 5, Jan.

National Committee on Education by Radio, new officers, 46, no. 2, Oct.

National Conference of Social Work, 204, no. 8, Apr.

National Conference on Schoolhouse Construction, address, 78-79, no. 4, Dec.

National Conference on Supervised Correspondence Study, report, 70-71, no. 3, Nov.

National Congress of Parents and Teachers: Resolution on public forums, 276, no. 10, June; William H. Bristow, general secretary, 229, no. 8, Apr.

National Congress of Vocational Agricultural Students, meeting, 43, no. 2, Oct.

National Council of State Superintendents and Commissioners of Education: Resolution, 150, no. 6, Feb.

National Council of Teachers of English, radio committee, 67, no. 3, Nov.

National Education Association: Increased membership, 182, no. 7, Mar.; meeting, Denver, Colo., 21, no. 1, Sept.; policies commission, 105, no. 5, Jan.

National Education Association, Department of Elementary School Principals, Fourteenth Yearbook, 22, no. 1, Sept.

National Education Association, Department of Superintendence: President Roosevelt's letter read by Commissioner Studebaker, 203, no. 8, Apr.; radio calendar, page 4 of cover, no. 4, Dec.; St. Louis meeting, 218, 228, no. 8, Apr.

National Education Association, Department of Supervisors and Directors of Instruction: Bibliography on teaching aids, 140, no. 6, Feb.; 236, no. 9, May.

National Education Association, Department of Visual Education: Nelson L. Greeno elected president, 18, no. 1, Sept.

National Educational Film Survey, 236, no. 9, May.

National Film Society of Canada, 271, no. 10, June.

National Grange offers prize for outstanding State associations of F. F. A., 43, no. 2, Oct.

National Industrial Conference Board sees lack of skilled mechanics, 23, no. 1, Sept.

National Institute of Public Affairs, 197, no. 7, Mar.

National League of Women Voters: Issued pamphlet entitled *The Public Library as a Government Service*, 19, no. 1, Sept.

National Park Service: Map of areas, page 4 of cover, no. 9, May; new talking motion pictures on geology, 67, no. 3, Nov.

National Resources Committee: Conclusions of survey, 91, no. 4, Dec.

National Safety Council: New visual aids, 101, no. 4, Dec.

National Survey of Secondary Education: Descriptive folders, 13, no. 1, Sept.; popular, 120, no. 5, Jan.

National Survey of the Education of Teachers: Descriptive folders, 13, no. 1, Sept.

National Visual Instruction Survey: Blanks sent out, 192, no. 7, Mar.; extensive use of radio programs, 236, no. 9, May; progressing, 227, no. 8, Apr.

National Youth Administration, 1, no. 1, Sept.; 105, no. 5, Jan.

Nationality seminar rooms, University of Pittsburgh's Cathedral of Learning, 261, no. 9, May.

Natural history: Third dimension hooks, 46, no. 2, Oct.

Navajo day schools, 165, no. 6, Feb.

NBC: Merchandise mart, Chicago, announcements of educational broadcasts, 140, no. 6, Feb.; music appreciation hour, 46, no. 2, Oct.; radio program, Future Craftsmen of America, 114, no. 5, Jan.

Nehrska: Clothing construction class, 200, Supp., no. 2, Oct.; rehabilitation, 80-81, no. 4, Dec.

Negro education (Blöse), 59, no. 3, Nov.; 210, no. 8, Apr.; guidance studies, W. P. A. projects, 105, no. 5, Jan.

Negro part-time vocational agricultural project, Fayette County, Tenn., 64, no. 3, Nov.

Negro students, studies by Arthur Floyd, 155, no. 6, Feb.

Negroes: Colleges, 187, no. 7, Mar.; Federal aid, 40-41, no. 2, Oct.; guidance survey, 179-180, no. 7, Mar.; 1-room rural school, 113, 134, no. 5, Jan.; survey of vocational education and guidance, W. P. A. funds, 107, no. 5, Jan.; vocational education and guidance, 151, no. 6, Feb.

Nelson, Maria: Vocational home economics teacher, Woodbine, Iowa, employed 12 mothers instead of 9, 14, no. 1, Sept.

Nevada: Rehabilitation service, 257, no. 9, May.

New hooks and pamphlets (Futterer), 7, no. 1, Sept.; 44, no. 2, Oct.; 69, no. 3, Nov.; 77, no. 4, Dec.; 133, no. 5, Jan.; 166, no. 6, Feb.; 200, no. 7, Mar.; 220, no. 8, Apr.; 247, no. 9, May; 278, no. 10, June.

New deal in schoolhousing (Smith), 78-79, no. 4, Dec.

New England: C. C. C. program in arts and crafts, 186, 188, no. 7, Mar.; youth hostels, 23, no. 1, Sept.

New Government aids for teachers (Ryan), 24, no. 1, Sept.; 48, no. 2, Oct.; 72, no. 3, Nov.; 104, no. 4, Dec.; 136, no. 5, Jan.; 158, no. 6, Feb.; 191, 194, no. 7, Mar.; 225, no. 8, Apr.; 250, no. 9, May; 286, no. 10, June.

New Hampshire: F. F. A. news, 284, no. 10, June.

New Haven, Conn.: Directory of local recreational and educational opportunities, 120, no. 5, Jan.

New horizons for the physically disabled, 23, Supp., no. 2, Oct.

New Jersey: Character education, elementary and high schools, 229, no. 8, Apr.

New Kensington, Pa.: Survey of graduates of high-school and industrial courses, 31, no. 2, Oct.

New Mexico: Rehabilitation projects, 257, no. 9, May; State College, summer session, 242, no. 9, May; survey of radio service, 140, no. 6, Feb.; unemployed building their own school, 2, 3, Supp., no. 2, Oct.

New publication, 282, no. 10, June; Office of Education, 136, no. 5, Jan.

New standards (Eells), 42-43, no. 2, Oct.

New State appointments, 162, no. 6, Feb.

New York: College enrollments, 196, no. 7, Mar.; College of Agriculture, Cornell University, youth program, 75, no. 4, Dec.; Commission on Ventilation, experiments, 262, no. 9, May; cost of curriculum, 49, no. 3, Nov.; F. F. A. news, 199, no. 7, Mar.; Public Library, 71, no. 3, Nov.; State Education Department, study of small high schools, 130, no. 5, Jan.; State emergency nursery schools, 176, no. 7, Mar.; unemployed being trained, 17, Supp., no. 2, Oct.

New York City: Board of Education, sponsored forum activities, 13, no. 1, Sept.; Bureau of Child Guidance, 157, no. 6, Feb.; Children's Court, 126, no. 5, Jan.; report of superintendent of schools, 195, no. 7, Mar.

New York University: Course in motion picture appreciation, 192, no. 7, Mar.; programs of studies for forum leadership, 182, no. 7, Mar.

New Zealand: Death rate for children, 140, no. 6, Feb.

Newark, N. J.: Causes of pupils' absences from school, 162-163, no. 6, Feb.

Newsboys' clubs, Milwaukee, Wis., 260, no. 9, May.

Newspaper editorial comment on teaching Communism in D. C. schools, 61, no. 3, Nov.

Newtonville, Mass., public schools broadcasting, 108, no. 5, Jan.

1936 summer session trek (Greenleaf), 239-242, 264, no. 9, May.

No blues at St. Louis meeting (Boutwell), 218, 228, no. 8, Apr.

Normal schools, Portugal, 189-190, no. 7, Mar.

Norris Dam: Vocational training, 262, no. 9, May.

North Adams, Mass.: Classes at Y. M. C. A. for C. C. C. enrollees, 38, no. 2, Oct.

North American children: Paintings on exhibit, 197, no. 7, Mar.

North Carolina: Contest for improvement of school plants, 195, no. 7, Mar.; F. F. A. news, 199, no. 7, Mar.; State College of Agriculture and Engineering, summer session, 241, no. 9, May; unemployed being trained, 17, Supp., no. 2, Oct.

North Central Association of Colleges and Secondary Schools: Data collected on high-school trends, 162, no. 6, Feb.

North Dakota Agricultural College: Hell-week, 230, no. 8, Apr.; high-school correspondence study courses, 230, no. 8, Apr.

Northeast: F. F. A. news, 227, no. 8, Apr.

Norway: Death rate for children, 140, no. 6, Feb.

Note of cheer (editorial), 246, no. 9, May.

Nursery schools, 170, 176, no. 7, Mar.; England and Wales, 193, no. 7, Mar.; Indian Service, 34, no. 2, Oct.; syllabus, 19, no. 1, Sept.; W. P. A., 198, no. 7, Mar.

Nutrition, London school children, 76, no. 4, Dec.

N. Y. A., 198, no. 7, Mar.; Federal student aid program 147, 161, no. 6, Feb. See also National Youth Administration.

Oaths, 214, no. 8, Apr.

Occupations: Graduates, Bowdoin College (Maine), 196, no. 7, Mar.; parents, Ohio State University, 230, no. 8, Apr.; Pennsylvania State College students, 230, no. 8, Apr.

Office employment students, cooperative part-time program, 281, no. 10, June.

Office of Education: Bibliographies, 46, no. 2, Oct.; bibliography on discussion meetings, open forums, panels, and conferences, 34, no. 2, Oct.; broadcast, Education in the news, 182, no. 7, Mar.; bulletin guide for new primary school in India, 6, 19, no. 1, Sept.; bulletin on agricultural education, 119, no. 5, Jan.; bulletin on forums, 92, no. 4, Dec.; circular on land-grant college salaries, 196, no. 7, Mar.; circular on sources of educational films and equipment, 67, no. 3, Nov.; circular *One dollar or less*, 135, no. 5, Jan.; conducted Cincinnati Survey, 25, no. 2, Oct.; 50-51, no. 3, Nov.; conferences, 28-29, no. 2, Oct.; cooperating with State divisions of vocational education to place students on farms, 280, no. 10, June; cooperating with American Council on Education in survey of educational films, 67, no. 3, Nov.; correspondence, 32, no. 2, Oct.; C. W. A. survey of deaf and hard-of-hearing, 120, no. 5, Jan.; Division of Comparative Education, 276, no. 10, June; emergency agencies, 24-26, Supp., no. 2, Oct.; exhibit books of report cards, 48, no. 2, Oct.; Federal appropriations, 101, no. 4, Dec.; Federal research project, 291-292, no. 10, June; film survey, 230, no. 9, May; Florence Falgatter appointed chief of home economics service, 128, no. 5, Jan.; forum project, 218-217, no. 8, Apr.; free bibliographies and circulars,

P

22, no. 1, Sept.; good reference bibliographies, page 4 of cover, no. 2, Oct.; list of publications on radio and visual education, 227, no. 8, Apr.; local school units project, 221-222, no. 8, Apr.; National Audio-Visual Survey, 271, no. 10, June; new bulletin, 15, no. 1, Sept.; new home, 266, no. 10, June; new publications, page 2 of cover, no. 1, Sept.; page 2 of cover, no. 2, Oct.; 136, no. 5, Jan.; page 4 of cover, no. 7, Mar.; new specialist in State school administration, 25, no. 2, Oct.; organization, page 3 of cover of each issue; picture of Hurley-Wright Building, 28, Supp., no. 2, Oct.; preparing pamphlet on forums, 13, no. 1, Sept.; publications, page 4 of cover, no. 6, Feb.; publishing manuals for C. C. C. camps, page 4 of cover, Supp., no. 2, Oct.; radio budget, 58, no. 3, Nov.; radio project, 244-245, no. 9, May; radio project program, page 4 of cover, no. 8, Apr.; 288, no. 10, June; rehabilitation study, 81, no. 4, Dec.; represented at Seventh Pan American Child Congress, Mexico City, 41, no. 2, Oct.; research project, 196, no. 7, Mar.; retirement of Lewis A. Kalbach, 109, no. 5, Jan.; should get before the public, 105, no. 5, Jan.; specialist in State school systems, 46, no. 2, Oct.; specialists loaned to F. E. R. A., 24, Supp., no. 2, Oct.; study of economic status of college alumni, 294-295, no. 10, June; study on elementary graduating examinations, 68, no. 3, Nov.; study outlines for C. C. C. camps, 23, no. 1, Sept.; survey of visual aids, 140, no. 6, Feb.; survey of vocational training, Arizona, 185, no. 7, Mar.; surveyed industrial education needs in Arizona and Tampa, Fla., 37, no. 2, Oct.; thanks superintendents who furnished reports, 294, no. 10, June; theses collection, 3, no. 1, Sept.; to survey high-school salesmanship courses, 20, no. 1, Sept.; university research project, 267-268, 275, no. 10, June; vocational division, Roy Dimmitt appointed special agent, 213, no. 8, Apr.; W. P. A. projects, 105, 107-108, no. 5, Jan.; weekly broadcast *Education in the news*, 1, no. 1, Sept.; 41, no. 2, Oct.; youth survey, 273-275, no. 10, June.

Office of Education Library: 143, 146, no. 6, Feb.; bibliographical service, 243, 264, no. 9, May; catalog, 181, 194, no. 7, Mar.; reference work, 219, 222, no. 8, Apr.

Office of Indian Affairs: Cooperating with Public Health Service and Children's Bureau, 131, no. 5, Jan.; Ward Shepard on leave of absence, 231, no. 8, Apr.; Willard W. Beatty appointed Education Director, 197, no. 7, Mar. *See also* Indian Service.

Ohio: High schools, adult education, 118, no. 5, Jan.; provisions for education of exceptional children, 86, no. 4, Dec.; study of graduates of trade and industrial courses, 281, no. 10, June; survey of youth problem, 74, no. 4, Dec.

Ohio School of the Air, 46, no. 2, Oct.

Ohio State University: Enrollment, 45, no. 2, Oct.; functions of Department of Education, 267-268, 275, no. 10, June; occupations of students' parents, 230, no. 8, Apr.; radio program, 245, no. 9, May; summer sessions, 240, no. 9, May; weekly listing of radio programs, 108, no. 5, Jan.

Ohl, Henry: Biography, 35, no. 2, Oct.; schools point the way, 87, no. 4, Dec.

Oil field geology, Wichita, Kans., 155, no. 6, Feb.

Oil industry training school, University of Texas, 22, no. 1, Sept.

Oklahoma: All-Indian Girl Scout camp, 34, no. 2, Oct.; F. F. A. news, 199, no. 7, Mar.

Oklahoma Agricultural and Mechanical College, students' dormitory, 11, no. 1, Sept.; summer session, 242, no. 9, May.

Oklahoma City, Okla.: Circulating library, 162, no. 6, Feb.

Oklahoma College for Women, Chickasha dormitory, 11, no. 1, Sept.

Old age annuities, 277, 296, no. 10, June.

Omens favorable (*The Schoolmaster*), 150, no. 6, Feb.

One dollar or less, 135, no. 5, Jan.

One-room schools: Decline, 141-142, no. 6, Feb.; enrollment, 223, no. 8, Apr.; length of term, 113, 134, no. 5, Jan.

1,800 theses on education, 3, no. 1, Sept.

Orange, N. J.: School system, Psychiatric Department, 260, no. 9, May.

Oregon: F. F. A. news, 199, no. 7, Mar.; field day for evening classes for adult farmers, 281, no. 10, June; home economics study, 281, no. 10, June; home economics teachers making study of home conditions of pupils, 185, no. 7, Mar.; rehabilitation service, 257, no. 9, May; State Agricultural College, summer session, 242, no. 9, May.

Organization, Office of Education, page 3 of cover of each issue.

Organizations resolve (editorial), 150, no. 6, Feb.

Orphans of World War, scholarships, 171, no. 7, Mar.

Orthovis Co., Chicago, working on production of third dimension illustrated books, 46, no. 2, Oct.

Osler, Sir William: *Way of Life*, 150, no. 6, Feb.

Out-of-school boys: Enrolled in vocational agriculture class, 55, no. 3, Nov.; Virginia survey, 36, no. 2, Oct.

Outdoor library, Bryant Park, New York City, 71, no. 3, Nov.

Outlines of Instruction, C. C. C., page 4 of cover, Supp., no. 2, Oct.

Owren, Frederick: Obituary, 23, no. 1, Sept.

Oxley, Howard W.: C. C. C. camp leisure-time program, 258-259, no. 9, May; C. C. C. education undergoes analysis, 291, 293, no. 10, June; C. C. C. with C. C. C., 62-63, no. 3, Nov.; cooperation with the C. C. C., 38, no. 2, Oct.; counseling and guidance in the C. C. C., 193-194, no. 7, Mar.; enrollees report on C. C. C. experiences, 144, no. 6, Feb.; for half million young Americans, 16, no. 1, Sept.; job training in the C. C. C., 93, 90, no. 4, Dec.; teaching technique in the C. C. C., 112, no. 5, Jan.; training the camp adviser, 208, 226, no. 8, Apr.

P. T. A., Peace Springs, Ariz., Day School, 231, no. 8, Apr.

Pageantry in Indian Service schools, 34, no. 2, Oct.

Paintings of North American children on display, 197, no. 7, Mar.

Palace of Education, California Pacific International Exposition, 37, no. 2, Oct.

Pan American Child Congress held in Mexico City, 3, no. 1, Sept.; 42, no. 2, Oct.

Pan American Day, 182, no. 7, Mar.; material for programs, 183, no. 7, Mar.

Panels, bibliography, 34, no. 2, Oct.

Parent cooperation: Georgia public schools, 103, no. 4, Dec.

Parent education: Activities, W. P. A., 198, no. 7, Mar.; new books and pamphlets, 200, no. 7, Mar.; Utah, 154, no. 6, Feb.; Washington State, 55, no. 3, Nov.

Parent education's first 10 years (Lombard), 148, 160, no. 6, Feb.

Parent-teacher Associations: Fathers' council, West Orange, N. J., 129, no. 5, Jan. *See also* P. T. A.

Parker, Lester W.: Granted fellowship to study educational use of radio in Europe, 18, no. 1, Sept.

Parker, Meredith F.: On citizenship training in C. C. C. camps, 63, no. 3, Nov.

Parker, Stanley W.: On purpose of guidance, 193, no. 7, Mar.

Parliament on indoctrination (editorial), 32, no. 2, Oct.

Parnassus on wheels, 103, no. 4, Dec.

Parsons, Kans.: School system reorganized, 195, no. 7, Mar.

Part-time classes: For out-of-school boys, Copiah County, Miss., 81, no. 4, Dec.; in farm shop work, Lambertville, N. J., 154, no. 6, Feb.; Virginia, 36, no. 2, Oct.

Part-time education, 87, no. 4, Dec.; Negro vocational agricultural project, Fayette County, Tenn., 54, no. 3, Nov.; out-of-school farm youth, 256-257, no. 9, May; students in retail selling, 281, no. 10, June; Virginia, 155, no. 6, Feb.; vocational agriculture classes, 36-37, no. 2, Oct.

Paterson, N. J.: City boys interested in farming, 14, no. 1, Sept.

Paterson Vocational School, Paterson, N. J.: Students retrained, 15, 17, Supp., no. 2, Oct.

Patrick, W. Burton: Psychiatric Department, Orange, N. J., school system, 260, no. 9, May.

Patterson, F. D.: Radio broadcast on education of Negroes, 41, no. 2, Oct.

Peabody College: Weekly broadcasts, 67, no. 3, Nov. Peace, 265, no. 10, June.

Peace Springs, Ariz.: Day School has active P. T. A., 231, no. 8, Apr.

Pearl River Day School, Choctaw Agency, Mississippi: Carpentry class, 262, no. 9, May.

Peek, E. A.: On part-time class, 81, no. 4, Dec.

Pennsylvania: Care of exceptional children, 157, no. 6, Feb.; degrees granted by colleges and universities, 45, no. 2, Oct.; new superintendent of public instruction, 1, no. 1, Sept.; program for special education of backward pupils, 260, no. 9, May; provisions for education of exceptional children, 86, no. 4, Dec.

Pennsylvania Department of Public Instruction: Curriculum study on use of radio in instructional programs, 108, no. 5, Jan.; developments in State vocational education program, 15, no. 1, Sept.; teacher employment, 195, no. 7, Mar.

Pennsylvania State College: Council on student welfare, 163, no. 6, Feb.; degrees granted, 45, no. 2, Oct.; enrollments, 45, no. 2, Oct.; four extension units, 22, no. 1, Sept.; graduates placed, 45, no. 2, Oct.; occupations of students' parents, 230, no. 8, Apr.; pastor for Jewish students, 65, no. 3, Nov.; program for C. C. C. camps, 62, no. 3, Nov.; student Symphony Orchestra, 100, no. 4, Dec.; summer sessions, 240, no. 9, May. Perfection (*Confucius*), 182, no. 7, Mar.

Periodicals (Government), 136, no. 5, Jan.; 158, no. 6, Feb.; 250, no. 9, May.

Perry, R. W.: Designed SCHOOL LIFE cover, 71, no. 3, Nov.

Personality tests, bibliography, 13, no. 1, Sept.

Philadelphia, Pa.: Continuation classes, 129, no. 5, Jan.; retraining schools, 15, no. 1, Sept.

Phoenix, Ariz., Indian School: Students aided by taking pictures and radio, 68, no. 3, Nov.; training service and placement for housemaids, 54, no. 3, Nov.

Photographs (Government), 136, no. 5, Jan.; 225, no. 8, Apr.

Physical Defects, study by American Child Health Association, 131, no. 5, Jan.

Physical education tests, University of Vermont freshmen, 230, no. 8, Apr.

Physically handicapped: Massachusetts, 36, no. 2, Oct.; 126, no. 5, Jan.; New York, 126, no. 5, Jan.; San Antonio, Tex., 23, Supp., no. 2, Oct.; vocational rehabilitation, 26, Supp., no. 2, Oct.

Physiology and hygiene instruction, high-school students, 262, no. 9, May.

Picture from the past, 41, no. 2, Oct.

Pigeons launch Emergency Peace Campaign, 265, no. 10, June.

Pima Day School, Sacaton, Ariz.: Pony club, 262, no. 9, May.

Pioneering in adult education, page 4 of cover, no. 7, Mar.

Pittsburgh, Pa.: Report on schools includes general discussions on newer activities in schools, 63, no. 3, Nov.; retraining schools, 15, no. 1, Sept.; waitross-training program, 81, no. 4, Dec.

Q

Pittsburgh Schools: Experiment with activity program, 129, no. 5, Jan.

Placement of graduates: Elizabeth, N. J., 134, no. 5, Jan.; Grinnell College, 261, no. 9, May.

Placement in vocational education, Michigan, 281, no. 10, June.

Placement success, 130, no. 5, Jan.

Placer mining and prospecting: Classes for unemployed, 2, 3, Supp., no. 2, Oct.

Poe, Clarence: Biography, 35, no. 2, Oct.; for rural needs, 52-53, no. 3, Nov.

Pony club, Pima Day School, Sacaton, Ariz., 262, no. 9, May.

Port Neches, Tex.: Hamburger stand converted into a public library, 232, no. 8, Apr.

Portrait of a vocational teacher, 10-11, Supp., no. 2, Oct.

Portugal: Education, 189-190, no. 7, Mar.

Posters: Education in the News, 168, no. 6, Feb.; Government, 24, no. 1, Sept.; 138, no. 5, Jan.

Posture, 269-271, no. 10, June.

Poughkeepsie, N. Y.: Superintendent of schools organized elementary school libraries, 229, no. 8, Apr.

Powell County, Ky.: Survey of school organization and school plant, 63, no. 3, Nov.

Practical homemaking in Hawaii, 22, Supp., no. 2, Oct.

Preemployment training, 174, no. 7, Mar.

Presidential birthdays, 190, no. 7, Mar.

Prettyman, E. Barrett: On teaching Communism to D. C. schools, 60-61, 63, no. 3, Nov.

Primary reading test, 18, no. 1, Sept.

Primary schools: Iran, coeducational, 199, no. 7, Mar.; Portugal, 189, no. 7, Mar.

Princeton University: Religious services, 65, no. 3, Nov.

Principals, junior high schools, exchanged, 103, no. 4, Dec.

Prison libraries, 131, no. 5, Jan.

Private colleges, salary trends, 187-188, no. 7, Mar.

Private nondenominational institutions: Graduates qualified to teach, 229, no. 8, Apr.

Problem children, diagnosis and treatment, 231, no. 8, Apr.

Problems in pupil progression (Segel), 211, 222, no. 8, Apr.

Proffitt, Maris M.: Trends in the industrial arts, 149, 160, no. 6, Feb.; William John Cooper, 58-59, no. 3, Nov.

Program material, 183, no. 7, Mar.

Progressive Education Association: Headquarters moved to New York, 1, no. 1, Sept.; study of evaluation of work in high schools and colleges, 164, no. 6, Feb.

Projects: Guidance survey of Negroes, 107, no. 5, Jan.; 151, no. 6, Feb.; 179-180, no. 7, Mar.; local school units, 221-222, no. 8, Apr.; university research, 196, no. 7, Mar.; 253-254, no. 9, May; radio, 56, no. 3, Nov.; 244-245, no. 9, May; W.P.A., 107-108, no. 5, Jan.

Promise yourself (editorial), 276, no. 10, June.

Psychiatric Department: Orange, N. J., school system, 260, no. 9, May.

Psychological tests: Bibliography, 18, no. 1, Sept.; evaluation of studies, 63, no. 3, Nov.

Psychology of radio, new book, 67, no. 3, Nov.

Public affairs, National Institute, 197, no. 7, Mar.

Public affairs forum project, 107, no. 5, Jan.; 151, no. 6, Feb.; page 4 of cover, no. 7, Mar.; new pamphlet, 92, no. 4, Dec.; W.P.A., 105, no. 5, Jan.

Public education: Expenditures, 276, no. 10, June; taxes, 110, 124, no. 5, Jan.

Public forums, 33, 34, no. 2, Oct.; make news, 216-217, no. 8, Apr.; programs, 122, no. 5, Jan.; resolution, 276, no. 10, June.

Public Health Service cooperating with Bureau of Indian Affairs and Children's Bureau, 131, no. 5, Jan.

Public Library—a Vital Need, American Library Association clip-sheet, 71, no. 3, Nov.

Public Library as a Government Service, 19, no. 1, Sept.

Public schools: Enrollments, 141, no. 6, Feb.; financial situation, 283-284, no. 10, June; Hawaii, 205-206, 228, no. 8, Apr.

Public schools (Deffenbaugh), 129, no. 5, Jan.; Indlana classification, 260, no. 9, May. *See also* In public schools; School reports.

Public Works Administration. *See* P. W. A.

Publications (Government), 24, no. 1, Sept.; 48, no. 2, Oct.; 72, no. 3, Nov.; 104, no. 4, Dec.; 136, no. 5, Jan.; 158, no. 6, Feb.; 191, no. 7, Mar.; 225, no. 8, Apr.; 250, no. 9, May; 286, no. 10, June; Office of Education, page 4 of cover, no. 6, Feb.

Puerto Rico: Rehabilitation of disabled persons, 281, no. 10, June.

Pupil achievement and adjustment: Recommendations of Cincinnati Survey, 51, no. 3, Nov.

Pupil progression: Problems, 211, 222, no. 8, Apr.

Pupils' progress reports (Davils), 115, 132, 135, no. 5, Jan.

Purdue University: Library of girls' dormitory building, 11, no. 1, Sept.; Science Institute, 240, no. 9, May.

P. W. A.: Builds for education, 10-12, no. 1, Sept.; consolidated school, Lyme, Conn., 102-103, no. 4, Dec.; school buildings, 78-79, no. 4, Dec.; 106, no. 5, Jan.

Quayle, Margaret S.: Study of satisfaction in vocation of stonography, 231, no. 8, Apr.

B

Racine (Wis.) Manual Training School, 4, no. 1, Sept.
 Radio: Aids Indians, 68, no. 3, Nov.; apparatus ex-
 ported, 227, no. 8, Apr.; calendar, page 4 of cover, no.
 4, Dec.; committee, National Council of Teachers
 of English, 67, no. 3, Nov.; educational use in Europe
 to be studied, 18, no. 1, Sept.; institute, 227, no. 8,
 Apr.; instructional programs, 108, no. 5, Jan.; mo-
 chanic courses, *I. E. C. W.*, 231, no. 8, Apr.; motion
 picture conference, 271, no. 10, June; new publica-
 tion, Bureau of Educational Research, Ohio State
 University, 192, no. 7, Mar.; number of *Scholastic*
 magazine, 140, no. 6, Feb.; recent publications, 227,
 no. 8, Apr.; rural schools, 227, no. 8, Apr.; service,
 New Mexico, 140, no. 6, Feb.; servicing, Arsenal
 Technical School, Indianapolis, 227, no. 8, Apr.
 Radio broadcasts: Office of Education, 1, no. 1, Sept.;
 Negro education, 41, no. 2, Oct.; new book by the
 International Institute of Intellectual Cooperation,
 18, no. 1, Sept.; public schools, 106, no. 5, Jan.
 Radio education: Bibliography, 46, no. 2, Oct.; com-
 mittee meeting, 192, no. 7, Mar.; programs, 23, no. 1,
 Sept.; 56, no. 3, Nov. *See also* Electrifying educa-
 tion.
 Radio Education Commission, members, 120, no. 5,
 Jan.
 Radio Institute of Audible Arts, mailing list, 46, no. 2,
 Oct.
 Radio programs, 276, no. 10, June; A. V. A. convention,
 114, no. 5, Jan.; educational, 108, no. 5, Jan.; exten-
 sive use, 236, no. 9, May; how to judge, 227, no. 8,
 Apr.; Kansas City, Mo., public schools, 101, no. 4,
 Dec.; vocational guidance, 87, no. 4, Dec.; W. P. A.
 projects, 105, no. 5, Jan.
 Radio project: Page 4 of cover, no. 8, Apr.; 244-245,
 no. 9, May; programs, 288, no. 10, June; report, 151,
 no. 6, Feb.; W. P. A. funds, 107-108, no. 5, Jan.
 Radio psychology: New book, 67, no. 3, Nov.
 Radio references, list for secondary school teachers, 18,
 no. 1, Sept.
 Raleigh, N. C.: Adventures in the field of elementary
 science, 162, no. 6, Feb.
 Ratcliffe, Ella B.: State scholarships increase, 171-172,
 192, no. 7, Mar.
 Reading, 7, no. 1, Sept.; studies, 262, no. 9, May; test
 for primary grades, 18, no. 1, Sept.
 Recent educational legislation (Keesecker), 145-146,
 no. 6, Feb.
 Recent theses (Gray), 7, no. 1, Sept.; 44, no. 2, Oct.;
 69, no. 3, Nov.; 77, no. 4, Dec.; 133, no. 5, Jan.; 163,
 no. 6, Feb.; 200, no. 7, Mar.; 220, no. 8, Apr.; 247, no.
 9, May; 278, 282, no. 10, June.
 Reconstruction Finance Corporation, new circular, 91,
 no. 4, Dec.
 Record of Current Educational Publications, 243, no. 9,
 May.
 Record of educational data, Denver, Colo., 229, no. 8,
 Apr.
 Recreational and educational opportunities, New
 Haven, Conn., directory, 120, no. 5, Jan.
 Redland District, Fla.: Experiments in raising farm
 crops, 213, no. 8, Apr.
 Reed College: Scholarships for C. C. C. enrollees, 38,
 no. 2, Oct.
 Reference work in the library (Wright), 219, 222, no. 8,
 Apr.
 Reform of secondary education in Argentina (Benja-
 min), 287-288, 290, no. 10, June.
 Regional conferences in vocational education, 185, no. 7,
 Mar.
 Regional meetings, Baltimore, Md., 129, no. 5, Jan.
 Regional plan of library extension, Vermont, 85, 103,
 no. 4, Dec.
 Rehabilitation: Hawaii and Puerto Rico, 281, no. 10,
 June; Massachusetts, 36, no. 2, Oct.; Nebraska, 80-81,
 no. 4, Dec.; New Mexico, 257, no. 9, May; Pennsylv-
 ania, 80, no. 4, Dec.; study by Office of Education,
 81, no. 4, Dec.
 Relief families: F. E. R. A. study of education, 197,
 no. 7, Mar.
 Relief gardens, Elwood, Ind., 2, 3, Supp., no. 2, Oct.
 Religion: Large enrollment, University of Iowa, 65,
 no. 3, Nov.
 Religious education, bibliographies, 243, 264, no. 9,
 May.
 Religious services: Pennsylvania State College, 65, no. 3,
 Nov.; Princeton University, 65, no. 3, Nov.;
 University of Vermont, 65, no. 3, Nov.
 Reorganized high schools, 162, no. 6, Feb.
 Report cards: Detroit, Mich., 63, no. 3, Nov.; ele-
 mentary grades, 115, 132, 135, no. 5, Jan.; exhibit
 books, 48, no. 2, Oct.
 Reproductions from a famous copybook (Lloyd), 138,
 no. 6, Feb.
 Research: New books and pamphlets, 69, no. 3, Nov.;
 Office of Education projects, 193, no. 7, Mar.; sym-
 posium, 79, no. 4, Dec. *See also* In educational
 research; Recent theses.
 Residence requirements, higher institutions, Germany,
 85, no. 4, Dec.
 Resident students, colleges and universities, 164, no. 6,
 Feb.
 Resolution, National Council of State Superintendents
 and Commissioners of Education, 150, no. 6, Feb.
 Retail selling: Courses, Des Moines, Iowa, 213, no. 8,
 Apr.; students, cooperative part-time program, 281,
 no. 10, June.
 Retarded children, curriculum construction, confer-
 ence, 29, no. 2, Oct.
 Retraining, 13, 14, Supp., no. 2, Oct.; Philadelphia and
 Pittsburgh, 15, no. 1, Sept.; Williamsport, Pa., 39,
 no. 2, Oct.; 2, 3, Supp., no. 2, Oct.; 75, no. 4, Dec.

Richards, Ellon H.: On home economics education, 21,
 Supp., no. 2, Oct.
 Richmond, James H.: Resigned as Kentucky State
 superintendent of schools, 85, no. 4, Dec.
 Richmond, Va.: Kindergarten-trained children, 23,
 no. 1, Sept.
 Ringworm of the scalp, London school children, 76, no.
 4, Dec.
 R. K. O. Radio Pictures, 108, no. 5, Jan.
 Roanoke, Va.: Vocational rehabilitation, 55, no. 3, Nov.
 Rochester School of the Air, 46, no. 2, Oct.
 Rockefeller Center: Exhibit of children's paintings,
 197, no. 7, Mar.
 Rockland County, N. Y.: School building survey,
 251-252, 254, no. 9, May.
 Rogers, James Frederick: Death rate for children de-
 creases, 139-140, no. 6, Feb.; home study issue, 5, 13,
 no. 1, Sept.; In a King's Reign, 76, no. 4, Dec.; the
 child and his carriage, 269-271, no. 10, June.
 Roosevelt, Franklin D.: Education—Democracy's
 safeguard, 203, no. 8, Apr.; on C. C. C., 25, no. 2, Oct.
 Roosevelt, Mrs. Franklin D.: Forum speaker, 177-178,
 no. 7, Mar.; Office of Education, 105, no. 5, Jan.
 Ross, W. A.: Aiding agricultural adjustment, 9-10,
 Supp., no. 2, Oct.; Future farmers, 43, no. 2, Oct.;
 94-97, no. 4, Dec.; 105, no. 5, Jan.; 199, no. 7, Mar.;
 227, no. 8, Apr.; 259, no. 9, May; 284, no. 10, June.
 Rotary clubs help disabled, Toledo, 154, no. 6, Feb.
 ROTC band, University of Vermont, 100, no. 4, Dec.
 Rural and urban school expenditures, 272, no. 10, June.
 Rural Life College, Texas, 196, no. 7, Mar.
 Rural music contests, University of Kentucky, 100,
 no. 4, Dec.
 Rural needs (Poe), 52-53, no. 3, Nov.
 Rural rehabilitation, Izard County, Ark., 8, Supp., no.
 2, Oct.
 Rural schools: Windchangers used for radios, 227, no. 8,
 Apr.
 Rutgers University (New Jersey): Enrollment, 45, no. 2,
 Oct.; industrialists as student advisers, 261, no. 9,
 May; journalism curriculum, 163, no. 6, Feb.; School
 of education, bibliography of tests, 18, no. 1, Sept.;
 students on F. E. R. A. projects, 22, no. 1, Sept.;
 summer session, 240, no. 9, May.
 Ryan, Margaret F.: Meetings, 7, 23, no. 1, Sept.; 44-45,
 no. 2, Oct.; 69, no. 3, Nov.; 77, 83, no. 4, Dec.; 134, no.
 5, Jan.; 167, no. 6, Feb.; 178, no. 7, Mar.; 232, no. 8,
 Apr.; 246, no. 9, May; New Government aids for
 teachers, 24, no. 1, Sept.; 48, no. 2, Oct.; 72, no. 3,
 Nov.; 104, no. 4, Dec.; 136, no. 5, Jan.; 158, no. 6, Feb.;
 191, 194, no. 7, Mar.; 225, no. 8, Apr.; 250, no. 9, May;
 286, no. 10, June.
 Ryan, W. Carson: With Commonwealth Fund, 17, no. 1,
 Sept.

S

Safety and art, 256, no. 9, May.
 Safety education, 7, no. 1, Sept.; 139, no. 6, Feb.;
 Detroit, Mich., 195, no. 7, Mar.; high-schools, Cali-
 fornia, 195, no. 7, Mar.; Jersey City, N. J., 43, no. 2,
 Oct.; new book, 200, no. 7, Mar.; visual aids, 101,
 no. 4, Dec.
 Salaries: Higher institutions, 64-65, no. 3, Nov.; land-
 grant institutions, 196, no. 7, Mar.; raised, South
 Dakota, 246, no. 9, May.
 Salary trends in private colleges (Badger), 187-188,
 no. 7, Mar.
 Salesmanship courses in high schools, survey by Office
 of Education, 20, no. 1, Sept.
 Samuelson, Agnes: Elected president of N. E. A.,
 21, no. 1, Sept., Flower's Island School, 125, 128, no.
 5, Jan.
 San Antonio, Tex.: Physically disabled, 23, Supp.,
 no. 2, Oct.
 San Francisco, Calif.: Rehabilitation service, 257,
 no. 9, May.
 Santa Fe, N. Mex., Indian School: Art classes, 34,
 no. 2, Oct.; pupils paint murals, 231, no. 8, Apr.
 Sargent, Harvey Owen: Obituary, 178, no. 7, Mar.
 Scholarship contest, Eddie Cantor, 196, no. 7, Mar.
 Scholarships for C. C. C. enrollees, 38, no. 2, Oct.
 Scholarships (State) increase, 171-172, 192, no. 7, Mar.
Scholastic: New Vocational page, 257, no. 9, May;
 special radio number, 140, no. 6, Feb.
 School administration: New books and pamphlets,
 220, no. 8, Apr.
 School attendance: Laws, 47, no. 2, Oct.; service,
 Kentucky State Department of Public Instruction,
 260, no. 9, May.
 School buildings: Adequacy, State-wide survey, Cali-
 fornia, 31, no. 2, Oct.; decrease, 141-142, no. 6, Feb.;
 P. W. A., 106, no. 5, Jan.; Rockland County, N. Y.,
 251-252, 254, no. 9, May.
 School finance, urban and rural, 272, no. 10, June.
 School leaflets (Lathrop), 183, no. 7, Mar.
 School leaving age, England and Wales, 198, no. 7, Mar.
 School Library: Article in the *Clearing House*, 19, no.
 1, Sept.
 SCHOOL LIFE: Are your files intact? page 4 of cover,
 no. 5, Jan. cover design, 23, no. 1, Sept.; 71, no. 3,
 Nov.; 106, no. 5, Jan.; 150, no. 6, Feb.; 180, no. 7,
 Mar.; 202, no. 8, Apr.; page 4 of cover, no. 10, June;
 eight more pages, page 2 of cover, no. 3, Nov.; 49,
 no. 2, Oct.; 122, no. 5, Jan.; 5-year subscription, 25,
 no. 2, Nov.; subscription blank, 19, no. 1, Sept.; 72,
 no. 3, Nov.; 83, no. 4, Dec.; 134, no. 5, Jan.; 153, no. 6,
 Feb.; 190, no. 7, Mar.; 232, no. 8, Apr.; 263, no. 9,
 May; Supplement to October issue, 8, no. 2, Oct.
 School of religion; University of Iowa, enrollment, 65,
 no. 3, Nov.
 School population, 1, no. 1, Sept.
 School survey popular, 120, no. 5, Jan.
 School term, length, 113, 134, no. 5, Jan.

School units, 108, no. 5, Jan.; 221-222, no. 8, Apr.
 School visitors, Knoxville, Tenn., 260, no. 9, May.
 School years come and go, 276, no. 10, June.
 Schoolhouse construction, Lyme, Conn., 102-103, no. 4,
 Dec.
 Schoolhousing: New deal, 78-79, no. 4, Dec.
Schoolmaster: Omens favorable, 150, no. 6, Feb.
 Schools point the way (Ohl), 87, no. 4, Dec.
 Schools report (Deffenbaugh), 31, no. 2, Oct.; 63,
 no. 3, Nov.; 103, no. 4, Dec.; 129, no. 5, Jan.; 162-163,
 no. 6, Feb.; 195, no. 7, Mar.; 229, no. 8, Apr.; 260,
 no. 9, May; 294, no. 10, June.
 Schullandbeim, Germany, 238, no. 9, May.
 Score card, graded elementary schools, Montana, 229,
 no. 8, Apr.
 Scottish Council for Research in Education, 124, no. 5,
 Jan.
 Sears, Jesse B.: Director of survey of Tracy Union High
 School District, 63, no. 3, Nov.
 S. E. C., 34, no. 2, Oct.
 Secondary education; Abroad, 159, no. 6, Feb.; admin-
 istration and supervision, 175-176, 190, no. 7, Mar.;
 Argentina, 287-288, 290, no. 10, June; Germany, 84,
 no. 4, Dec.; recommendations of Cincinnati Survey,
 51, no. 3, Nov.; reform, Argentina, 287-288, 290, no.
 10, June.
 Secondary schools: Accrediting standards, revision,
 42-43, no. 2, Oct.; F. F. A., 88, no. 4, Dec.; Portugal,
 189-190, no. 7, Mar.; survey, 120, no. 5, Jan.; trend,
 162, no. 6, Feb.
 Securities and Exchange Commission, 34, no. 2, Oct.
 Segel, David: Measurement today, 18, no. 1, Sept.;
 68, no. 3, Nov.; 79, no. 4, Dec.; In educational re-
 search, 130-131, no. 5, Jan.; 164, no. 6, Feb.; 197, no. 7,
 Mar.; 231, no. 8, Apr.; 261-262, no. 9, May; 295-296,
 no. 10, June; problems in pupil progression, 211, 222,
 no. 8, Apr.
 Self-help, suggestions, 196, no. 7, Mar.
 Self-reliance, 147, no. 6, Feb.
 Sellers, Sandford: Counseling technique, 193-194, no. 7,
 Mar.
 Senior high school, broadcasting, 271, no. 10, June.
 Serving the cause of education (Davis), 267-268, 275,
 no. 10, June.
 Seventeen years of home economics (Baylor), 98-99,
 no. 4, Dec.
 Seventy-fourth Congress: Federal aid to Indians, 131,
 no. 5, Jan.
 Sewing center, Athens County, Ohio, 2, 3, Supp., no. 2,
 Oct.
 Shaffer, William R.: New F. F. A. president, 71, no. 3,
 Nov.
 Share the intelligence (Studebaker), 8, no. 1, Sept.
 Shepard, Ward: On leave of absence, 231, no. 8, Apr.
 Shoulder to shoulder with other emergency agencies,
 24-26, Supp., no. 2, Oct.
 Sick leave for teachers increased, Holyoke, Mass., 260,
 no. 9, May.
 Since last we met, 1, 23, no. 1, Sept.; 25, no. 2, Oct.; 49,
 56, no. 3, Nov.
 Sins, I. W. P. A. education, 198, no. 7, Mar.
 Sioux City, Iowa: No accidents in transportation of
 school children, 246, no. 9, May.
 Skilled help shortage, survey, 80, no. 4, Dec.
 Slater, Lois: Cover design for SCHOOL LIFE, 23, no. 1,
 Sept.
 Slides, Government, 72, no. 3, Nov.
 Small High School: Bulletin of University of the State
 of New York, 129, no. 5, Jan.
 Smith, Anna Tolman: An appreciation, 30-31, no. 2,
 Oct.
 Smith, Mapheus: Study on youth education, 164, no. 6,
 Feb.
 Smith, S. L.: New deal in schoolhousing, 78-79, no. 4,
 Dec.
 Smocks for high-school girls, Milwaukee, Wis., 41,
 no. 2, Oct.
 Social problems: New books and pamphlets, 133, no. 5,
 Jan.
 Social sciences: New books and pamphlets, 220, no. 8,
 Apr.
 Social Security Act (Feld), 277, 296, no. 10, June;
 Arkansas Educational Association requests equal
 consideration with other professions, 134, no. 5,
 Jan.; provisions for crippled children and vocational
 rehabilitation, 23, no. 1, Sept.
 Social Security legislation, 131, no. 5, Jan.
 Social services, Los Angeles, Calif., 63, no. 3, Nov.
 Social studies: Ladders of achievement, 234-236, no. 9,
 May; new books and pamphlets, 247, no. 9, May.
 Social welfare services of public schools, 295, no. 10,
 June.
 Social work conference, 204, no. 8, Apr.
 Socializing activities, 7, no. 1, Sept.
 Some consolidation statistics (Blöse), 223-224, no. 8,
 Apr.
 Songs, Government, 72, no. 3, Nov.
 Sound films of voices of vanishing species of birds,
 Cornell University, 22, no. 1, Sept.
 South Carolina: Teachers of agriculture employed, 10,
 Supp., no. 2, Oct.; three vocational agriculture stu-
 dents win contest, 14-15, no. 1, Sept.
 South Dakota: Salaries raised, 246, no. 9, May.
 Southern States, agricultural education program, 36,
 no. 2, Oct.; survey of teacher-training institutions,
 296, no. 10, June.
 Speak for themselves (editorial), 32, no. 2, Oct.
 Speaking of oaths (editorial), 214, no. 8, Apr.
 Special education, 126-128, no. 5, Jan.; 156-157, 161,
 no. 6, Feb.
 Specialist in State school administration, Office of
 Education, 25, no. 2, Oct.

St. Louis: High-school survey, 130, no. 5, Jan.; school curriculum, 294, no. 10, June.
 Staff members honored (editorial), 276, no. 10, June.
 Stalin: Trained men, 23, no. 1, Sept.
 Standard for the master's degree (John), 289-290, no. 10, June; 289-290, no. 10, June.
 State and Federal employment services, 26, Supp., no. 2, Oct.
 State associations of F. F. A., 227, no. 8, Apr.
 State Boards for Vocational Education, executive officers, page 3 of cover, Supp., no. 2, Oct.
 State College of Washington: Summer session, 242, 264, no. 9, May.
 State departments of education: Survey of school districts, 108, no. 5, Jan.
 State directors for vocational education, page 3 of cover, Supp., no. 2, Oct.
 State funds and higher education (McNeely), 215, 228, no. 8, Apr.
 State legislation, 145-146, no. 6, Feb.
 State or territorial governments and vocational education, 27, Supp., no. 2, Oct.
 State scholarships increase (Ratcliffe), 171-172, 192, no. 7, Mar.
 State school administration, new specialist, 25, no. 2, Oct.
 State school specialist, Office of Education, 46, no. 2, Oct.
 State superintendents, new, 162, no. 6, Feb.
 State supervisor plan, Illinois, 31, no. 2, Oct.
 State Teachers College: Fitchburg, Mass., course for lunchroom cooks, 192, no. 7, Mar.; graduates qualified to teach, 229, no. 8, Apr.
 Statistical reports, State school systems, conference, 28, no. 2, Oct.
 Statue of Liberty, 50th anniversary, 182, no. 7, Mar.
 Steele, Ray: Designed cover of *SCHOOL LIFE*, 106, no. 5, Jan.
 Stenography: Study as a vocation, 231, no. 8, Apr.
 Stoughton, Wis., Vocational School: Consumer-buying exhibit, 256, no. 9, May.
 Strehlow, George O.: Introduced resolution for high-school girls to wear smocks, 41, no. 2, Oct.
 Studebaker, J. W.: American Education Week, 32, no. 2, Oct.; chairman radio committee, 23, no. 1, Sept.; 101, no. 4, Dec.; Christmas message, 73, no. 4, Dec.; cornerstones, 233, no. 9, May; first lady outstanding forum leader, 177-178, no. 7, Mar.; freedom of thought and instruction, 89-90, no. 4, Dec.; goal kicks for '36, 105-106, no. 5, Jan.; handicapped children, 169, no. 7, Mar.; Is the educational system building citizens for democracy? 201-202, no. 8, Apr.; public affairs forum project, 151, no. 6, Feb.; read President Roosevelt's letter at meeting of N. E. A., 203, no. 8, Apr.; recent addresses available, 25, no. 2, Oct.; school building survey, Rockland County, N. Y., 251, no. 9, May; share the intelligence, 8, no. 1, Sept.; teaching a class of 10 million, 56, no. 3, Nov.; tribute to unknown teachers, 137, no. 6, Feb.; two speeches available, 1, no. 1, Sept.; unemployed, 2, Supp., no. 2, Oct.; way to peace, 265, no. 10, June; what I mean by public forums, 33-34, no. 2, Oct.; William John Cooper, 32, no. 2, Oct.; William Torrey Harris, 121, no. 5, Jan.; W. P. A. projects, 107, no. 5, Jan.
 Student advisers, Rutgers University, 261, no. 9, May.
 Student aid, 171-172, 192, no. 7, Mar.; Federal, 147, 161, no. 6, Feb.
 Student enrollment, University of Kansas, 163, no. 6, Feb.
 Student experiment in Government (Williams), 226, no. 8, Apr.
 Student government convention, 230, no. 8, Apr.
 Student-teachers: Study of effect on pupil achievement, 68, no. 3, Nov.
 Students' parents occupations, Pennsylvania State College, 230, no. 8, Apr.
 Study hours, University of Minnesota, 197, no. 7, Mar.
 Subscription blank to *SCHOOL LIFE*, 19, no. 1, Sept.; 72, no. 3, Nov.; 83, no. 4, Dec.; 134, no. 5, Jan.; 158, no. 6, Feb.; 190, no. 7, Mar.; 232, no. 8, Apr.; 263, no. 9, May.
 Subsistence homesteads, vocational agriculture, 24-25, Supp., no. 2, Oct.
 Summaries of Studies in Agricultural Education, Office of Education bulletin, 119, no. 5, Jan.
 Summer courses: California Polytechnic School, San Luis Obispo, 119, no. 5, Jan.; teacher-training institutions, 248-249, no. 9, May.
 Summer plans, C. C. C. camps, 259, no. 9, May.
 Summer school, Hampton Institute, 261, no. 9, May; trek, 239-242, 264, no. 9, May.
 Summer session: Middlebury College (Vt.), Bread Loaf School of English, 261, no. 9, May; University of Kentucky, 45, no. 2, Oct.; University of Michigan, 22, no. 1, Sept.
 Sundwall, John: On health programs, 76, no. 4, Dec.
 Supervisors: Exceptional children, 127, no. 5, Jan.; workers' education appointed, 198, no. 7, Mar.
 Supplement to *SCHOOL LIFE*, no. 2, Oct.
 Surveying comparative education (Ahel), 9, 17, no. 1, Sept.
 Surveys: Cincinnati schools, 25, no. 2, Oct.; forum movement, 92, no. 4, Dec.; high schools, Washington, 154, no. 6, Feb.; National Institutional Teacher Placement Association, 229, no. 8, Apr.; Office of Education, of industrial education needs of Arizona and Tampa, Fla., 37, no. 2, Oct.; school district, W. P. A. projects, 105, no. 5, Jan.; school organization and school plant, Powell County, Ky., 63, no. 3, Nov.; schools, Wellesley, Mass., 103, no. 4, Dec.
 Surveys of youth (Jessen), 273-275, no. 10, June.
 Swanson, Helen S.: Letter of gratitude, 21, Supp., no. 2, Oct.

Sweden: Death rate for children, 140, no. 6, Feb.
 Symposium on educational research, review, 79, no. 4, Dec.

T

Talking pictures: Aid Indians, 68, no. 3, Nov.; for schools and churches, 108, no. 5, Jan.
 Tampa, Fla.: Survey of industrial education needs, 37, no. 2, Oct.
 Taxes for public education (Covert), 110, 124, no. 5, Jan.
 Teacher-placement association, 229, no. 8, Apr.
 Teacher tenure, 7, no. 1, Sept.
 Teacher-training: Program for out-of-school youth classes, 36, no. 2, Oct.
 Teacher-training institutions: Offering summer courses in vocational education, 248-249, no. 9, May; Southern States, survey, 296, no. 10, June.
 Teachers, 150, no. 6, Feb.; unknown, 137, no. 6, Feb.
 Teachers associations in 17 countries, 230, no. 8, Apr.
 Teachers College, Columbia University: Study of intra-family relationships and pupil adjustment, 164, no. 6, Feb.
 Teachers College of the Air, 192, no. 7, Mar.; weekly broadcasts of Peabody College, 67, no. 3, Nov.
 Teachers' oaths, 214, no. 8, Apr.
 Teachers' salaries: Idaho, 31, no. 2, Oct.; Iowa, 182, no. 7, Mar.
 Teaching a class of 10 million (Studebaker), 56, no. 3, Nov.
 Teaching aids: Bibliography, 140, no. 6, Feb.; list available, 236, no. 9, May; new books and pamphlets, 247, no. 9, May.
 Teaching technique in the C. C. C. (Oxley), 112, no. 5, Jan.
 Teaneck High School: Aviation courses, 260, no. 9, May.
 Tearoom operators, Essex County, Mass., 280, no. 10, June.
 Technical and art education, England and Wales, 198, no. 7, Mar.
 Technical and vocational schools, Chicago, cooperate with A. V. A., 114, no. 5, Jan.
 Temple University: Degrees granted, 45, no. 2, Oct.
 Tennessee Valley Authority. See T. V. A.
 Tests: Keystone Ophthalmic Telectrocular, 295, no. 10, June. See also Measurement today.
 Texas: Adults enrolled in home-making classes, 118, no. 5, Jan.; Centennial Exposition, folk festival, 238, no. 9, May; F. F. A. furnish band for National Congress of Vocational Agriculture Students, 43, no. 2, Oct.; F. F. A. news, 199, no. 7, Mar.; Relief Commission, letter from consultant dietitian, 21, Supp., no. 2, Oct.; Rural Life College, 196, no. 7, Mar.; State Department of Education, handbook for curriculum development, 229, no. 8, Apr.; vocational agriculture, 184, no. 7, Mar.; vocational home economics program, 80, no. 4, Dec.
 Textbook on broadcasting, 271, no. 10, June.
 Theses on education, 3, no. 1, Sept. See also Recent theses.
 Third dimension illustrated books, 46, no. 2, Oct.
 Thorndike's *Adult Interests* now available, 68, no. 3, Nov.
 Three cooperators, 27, Supp., no. 2, Oct.
 300th Anniversary, 122, no. 5, Jan.
 Three universities on the air (Cohen), 245, no. 9, May.
 To Dr. Baylor (Wright) (editorial) 88 no. 4, Dec.
 To teach or not to teach, 60-61, 63, no. 3, Nov.
 Toledo, Ohio: Rotary clubs help disabled, 151, no. 6, Feb.
 Town Hall of Washington, 177-178, no. 7, Mar.
 Town Hall's second year (*Washington Post*), (guest editorial), 122, no. 5, Jan.
 Tracy (Calif.) Union High School: Report of survey, 63, no. 3, Nov.
 Trade and industrial course graduates, Massachusetts and Ohio, 281, no. 10, June.
 Trained men, 23, no. 1, Sept.
 Training: Camp advisers, 208, 226, no. 8, Apr.; C. C. C. enrollees for jobs, 93, 90, no. 4, Dec.; relief teachers of agriculture, 10, Supp., no. 2, Oct.
 Transportation and consolidation of schools, 223-224, no. 8, Apr.
 Transportation of school children, Sioux City, Iowa, 246, no. 9, May.
 Trends in the industrial arts (Proffitt), 149, 160, no. 6, Feb.
 Trial by jury, 204, no. 8, Apr.
 Tribute to unknown teachers (Studebaker), 137, no. 6, Feb.
 Tri-cities Manufacturers Association: Survey of skilled mechanics, 80, no. 4, Dec.
 Tuition, higher institutions, 64-65, no. 3, Nov.
 Turnage, J. L.: Guidance, 193, no. 7, Mar.
 T. V. A., 262-263, no. 9, May.
 Two-thousandth birthday celebration, 53, no. 3, Nov.
 Tyler, I. Keith: Appointed to Bureau of Educational Research, Ohio State University, 18, no. 1, Sept.
 Tyler, Tracy F.: Studying use of radio in European countries, 46, no. 2, Oct.
 Typewriting, University of Texas, 261, no. 9, May.

U

Underprivileged children, Europe, 237, no. 9, May.
 Underprivileged third (Foster), 113, 134, no. 5, Jan.
 Unemployed (Studebaker), 2, Supp., no. 2, Oct.
 Unemployed (Wright), 16-17, Supp., no. 2, Oct.
 Unemployed attend college, 130, no. 5, Jan.; camera reports, 2-3, Supp., no. 2, Oct.; Connecticut, untrained, 25, no. 2, Oct.; physically disabled, 23, Supp., no. 2, Oct.; vocational education, 4-6, Supp., no. 2, Oct.; youth, 75, no. 4, Dec.

Unemployment, 93, 90, no. 4, Dec.; Bradford, England, 167, no. 6, Feb.; compensation, 277, 296, no. 10, June; new primer, 31, no. 2, Oct.; Williamsport, Pa., 39, no. 2, Oct.
 Uniforms for high-school girls, 41, no. 2, Oct.
 Unit teaching: New books and pamphlets, 133, no. 5, Jan.
 United States Department of the Interior, laying of cornerstone, 233, no. 9, May.
 Universities and colleges maintain motion-picture service, 101, no. 4, Dec.
 University Broadcasting Council, 67, no. 3, Nov.
 University education abroad (Ahel), 159-160, no. 6, Feb.
 University farthest North (Greenleaf), 111, 135, no. 5, Jan.
 University of Alaska, 111, 135, no. 5, Jan.
 University of Arizona: Building program, 294, no. 10, June; cut in appropriation, 45, no. 2, Oct.; summer session, 242, no. 9, May.
 University of Arkansas: Summer session, 242, no. 9, May.
 University of California: Cyclotron, 163-164, no. 6, Feb.; summer session, 264, no. 9, May.
 University of Delaware: Summer session, 241, no. 9, May.
 University of Florida: Summer session, 241, no. 9, May.
 University of Hawaii: Summer session, 264, no. 9, May.
 University of Idaho: Summer session, 242, no. 9, May.
 University of Illinois: Health service report, 262, no. 9, May; summer session, 240, no. 9, May.
 University of Iowa: Enrollment in school of religion, 65, no. 3, Nov.; F. E. R. A. project, 100, no. 4, Dec.; graduates placed, 45, no. 2, Oct.; honor courses, 45, no. 2, Oct.; Iowa plane geometry aptitude test, 18, no. 1, Sept.
 University of Kansas: Lecture course bureau placed all available talent, 100, no. 4, Dec.; physical education association has net profit, 22, no. 1, Sept.; student enrollment, 163, no. 6, Feb.; teacher placement bureau, 45, no. 2, Oct.
 University of Kentucky, College of Education: Character education course, 261, no. 9, May; extension department, rural music contests, 100, no. 4, Dec.; new circular on regulations and operating instructions, 192, no. 7, Mar.; series of educational broadcasts, 140, no. 6, Feb.; study of why students go to one college in preference to another, 230, no. 8, Apr.; summer session, 45, no. 2, Oct.; 241, no. 9, May; survey of school organization and school plant, Powell County, Ky., 63, no. 3, Nov.
 University of Maine: Summer session, 239, no. 9, May.
 University of Maryland: Summer session, 241, no. 9, May.
 University of Michigan: Announcements of educational broadcasts, 140, no. 6, Feb.; carillon to be housed in Burton Memorial Campanile, 100, no. 4, Dec.; cooperating with C. C. C., 62, no. 3, Nov.; Dr. Maddy's radio music courses, 101, no. 4, Dec.; enrollment in summer session, 22, no. 1, Sept.; radio program, 245, no. 9, May.
 University of Minnesota, dormitory, 11, no. 1, Sept.; hours of study, 197, no. 7, Mar.; summer school, 241, no. 9, May; summer session, 242, no. 9, May.
 University of Nebraska: Summer session, 242, no. 9, May.
 University of New Hampshire, Marine Zoological Laboratory, summer session, 240, no. 9, May.
 University of Oregon: The "forgotten 50 percent", 163, no. 6, Feb.
 University of Pennsylvania: Degrees granted, 45, no. 2, Oct.
 University of Pittsburgh: Degrees granted, 45, no. 2, Oct.; master of letters, 196, no. 7, Mar.; nationality seminar rooms, 261, no. 9, May; reorganization of school curriculum, 163, no. 6, Feb.
 University of South Carolina: Graduates employed, 22, no. 1, Sept.
 University of Southern California: Graduates employed, 22, no. 1, Sept.; graduates placed, 45, no. 2, Oct.
 University of Tennessee: Boys' dormitory, 11, no. 1, Sept.; summer session, 241, no. 9, May.
 University of Texas: Courses in the Bible, 65, no. 3, Nov.; enrollment in evening classes in the oil industry training school, 22, no. 1, Sept.; typewriting course, 261, no. 9, May.
 University of Toronto, department of educational research: Issued bulletins on measurement of tests, 18, no. 1, Sept.
 University of Vermont: Physical education tests, 230, no. 8, Apr.; R. O. T. C. hand, 100, no. 4, Dec.; religious services, 65, no. 3, Nov.; summer session, 240, no. 9, May.
 University of West Virginia: Men's dormitory, 11, no. 1, Sept.
 University of Wisconsin: Enrollment, 45, no. 2, Oct.; graduates placed, 45, no. 2, Oct.; radio program, 245, no. 9, May; summer session, 240-241, no. 9, May.
 University of Wyoming: Summer session, 242, no. 9, May.
 University research: W. P. A. project, 105, no. 5, Jan.; 107, no. 5, Jan.; 151, 161, no. 6, Feb.; 253-254, no. 9, May; 267-268, 275, no. 10, June.
 University studies of C. C. C. education, 291, no. 10, June.
 Urban and rural school expenditures (Herlihy), 272, no. 10, June.
 Utah: Parent education, 154, no. 6, Feb.
 Utah State Agricultural College: Summer session, 242, no. 9, May.

V

- Value of kindergartens, 23, no. 1, Sept.
 Van Horn, Rua: Home economics specialist, Office of Education, 155, no. 6, Feb.
 Ventilation: Experiments, New York, 262, no. 9, May; study in Canadian school, 261, no. 9, May.
 Vermont: F. F. A. news, 199, no. 7, Mar.; regional plan of library extension, 85, 103, no. 4, Dec.
 Vermont State Chamber of Commerce: Dramatization of reports, 120, no. 5, Jan.
 Virginia: Home economics problems, 20, Supp., no. 2, Oct.; home project, 21, Supp., no. 2, Oct.; part-time program for out-of-school youth, 155, no. 6, Feb.
 Virginia Polytechnic Institute: Summer session, 241, no. 9, May.
 Virginia State Department of Public Instruction, Division of School Libraries, functions, 195, no. 7, Mar.
 Virginia State Department of Vocational Education: Programs for part-time out-of-school youth, 36, no. 2, Oct.
 Visitor from Denmark, 220, no. 8, Apr.
 Visual aids: Administration, 192, no. 7, Mar.; motion pictures, bibliography, 46, no. 2, Oct.; National Safety Council, 101, no. 4, Dec.; survey by Office of Education, 140, no. 6, Feb.
 Visual defects, London school children, 76, no. 4, Dec.
 Visual education: C. C. C. camps, 259, no. 9, May; recent publications, 227, no. 8, Apr.
 Visual instruction, public schools, 106, no. 5, Jan.; survey blanks, 192, no. 7, Mar. See also Electrifying education.
 Vocational agriculture, 52-53, no. 3, Nov.; high-school students, 43, no. 2, Oct.; tenth annual congress of students, 14, no. 1, Sept.; winners of fertilizer experiment contest, 14-15, no. 1, Sept.; Texas, 184, no. 7, Mar.
 Vocational courses and C. C. C. enrollees, 93, 90, no. 4, Dec.
 Vocational education, 87, no. 4, Dec.; 167, no. 6, Feb.; Canal Zone (Wright), 170-174, 183, no. 7, Mar.; first continuation school, 4, no. 1, Sept.; Forward march, 152-153, 168, no. 6, Feb.; placement, Michigan, 281, no. 10, June; Supplement to October SCHOOL LIFE, 8, no. 1, Sept.
 Vocational education and guidance, National survey, 179-180, no. 7, Mar.; 151, no. 6, Feb.
 Vocational education and industrial arts: Recommendations of Cincinnati survey, 51, no. 3, Nov.
 Vocational guidance, series of radio programs, 87, no. 4, Dec.
 Vocational homemaking education movement, 98-99, no. 4, Dec.
 Vocational rehabilitation, 23, Supp., no. 2, Oct.; 168, no. 6, Feb.; California, 184-185, no. 7, Mar.; physically handicapped, 26, Supp., no. 2, Oct.; Securities Bill, 23, no. 1, Sept.
 Vocational school graduates, success, 231, no. 8, Apr.
 Vocational summary (Arthur), 14-15, no. 1, Sept.; 36-37, no. 2, Oct.; 54-55, no. 3, Nov.; 80-81, no. 4, Dec.; 118-119, no. 5, Jan.; 154-155, no. 6, Feb.; 184-185, no. 7, Mar.; 212-213, no. 8, Apr.; 256-257, no. 9, May; 280-281, no. 10, June.
 Vocational teacher training (Arthur), 248-249, no. 9, May.
 Vocational training: C. C. C. camps, 144, no. 6, Feb.; courses in wildlife management, 65, no. 3, Nov.; Norris Dam, 262, no. 9, May; Wisconsin, 75, no. 4, Dec.
 "Voice of Safety", Jersey City, N. J., 43, no. 2, Oct.
 Vought, Sabra W.: In the libraries, 19, no. 1, Sept.; 71, no. 3, Nov.; 85, 103, no. 4, Dec.; 131, no. 5, Jan.; Office of Education library, 143, 146, no. 6, Feb.

W

- WABC radio station: Retrained men helped to build, 15, Supp., no. 2, Oct.
 Waitress-training program, Pittsburgh, Pa., 81, no. 4, Dec.

- Wales: New educational policy, 198, no. 7, Mar.
 Wallace, Amos: On sea creatures, 197-198, no. 7, Mar. War, 265, no. 10, June.
 Washburne Continuation and Apprentice School, Chicago: Courses for unemployed, 2, 3, Supp., no. 2, Oct.
 Washburne of Winnetka: Experiment on deferring arithmetic teaching, 231, no. 8, Apr.
 Washington, D. C.: Congressional rider on teaching Communism, 60-61, 63, no. 3, Nov.; newspapers comment on teaching Communism, 61, no. 3, Nov.; uniforms for high-school girls suggested, 41, no. 2, Oct.
 Washington, George, 137, no. 6, Feb.; copybook, 138, no. 6, Feb.
 Washington, N. C.: Bug House Laboratory, 75, no. 4, Dec.
 Washington School, West Orange, N. J.: Fathers' Council of Parent-Teacher Association, 129, no. 5, Jan.
 Washington State: Parent education, 55, no. 3, Nov.; survey of high schools, 154, no. 6, Feb.
 Washington State College: Courses on problems of marriage and the family, 230, no. 8, Apr.; "fight song", 100, no. 4, Dec.; graduates employed, 22, no. 1, Sept.; 45, no. 2, Oct.; wildlife courses, 65, no. 3, Nov.
 Washington State Normal School, Machias, Maine, destroyed by fire, 204, no. 8, Apr.
 Washington Town Hall: Mrs. Roosevelt forum leader, 177-178, no. 7, Mar.
 Way to peace (Studebaker), 265, no. 10, June.
 Wayne County, W. Va.: C. W. A. project, 103, no. 4, Dec.
 Wayne University, Mich.: Mundy Worlds Fair Jubilee Octet, 100, no. 4, Dec.
 Weather map, 108, no. 5, Jan.
 Welders, 14-15, Supp., no. 2, Oct.
 Wellesley, Mass.: Survey of schools, 103, no. 4, Dec.
 Wesleyan College for Women, Macon, Ga.: Celebrating centennial, 295, no. 10, June.
 Wesleyan University: Scholarships for C. C. C. enrollees, 38, no. 2, Oct.
 West, Charles: Appointed Undersecretary of the Department of the Interior, 23, no. 1, Sept.
 West High School, Waterloo, Iowa: Comparative part-time program for students in retail selling and office employment, 281, no. 10, June.
 West Virginia: F. F. A. news, 199, no. 7, Mar.
 West Virginia University: Summer session, 241, no. 9, May.
 Westfall, Leon: Author of a study of *Verbal Accompaniments to Educational Motion Pictures*, 18, no. 1, Sept.
 Weymouth, Mass.: Model lunchroom in schools, 192, no. 7, Mar.
 What do you mean—F. F. A.? (Ross), 94-97, no. 4, Dec.
 What I mean by public forums (Studebaker), 33, 34, no. 2, Oct.
 What's your hobby? (Arthur), 26-27, 29, no. 2, Oct.
 When you listen to WABC, 15, Supp., no. 2, Oct.
 White, Marie: Appointed as home economics specialist, Office of Education, 155, no. 6, Feb.
 Whitsett, E. L.: Extension course at Arkansas State College for C. C. C. boys, 62, no. 3, Nov.
 Wichita, Kans.: Courses in oil geology and airbrakes, 155, no. 6, Feb.
 Wildlife management: Courses at Massachusetts State College and Washington State College, 65, no. 3, Nov.
 Wilkins, D. G.: Counseling technique, 193, no. 7, Mar.
 William John Cooper, 32, no. 2, Oct.; (Proflit), 58-59, no. 3, Nov.
 Williams, C. S.: Student experiment in Government, 226, no. 8, Apr.
 Williams College: Museum of Modern American Music, 100, no. 4, Dec.; to celebrate centennial of Mark Hopkins, 276, no. 10, June.
 Williamsport, Pa.: Retraining, 2, 3, Supp., no. 2, Oct.; 75, no. 4, Dec.
 Williamsport and youth (Burke), 39, no. 2, Oct.

- Wilmington, Del.: Curriculum revision, 103, no. 4, Dec.; high school, 11, no. 1, Sept.
 Windchargers for radios in rural schools, 227, no. 8, Apr.
 Winona, Minn.: Report of Superintendent of schools, 31, no. 2, Oct.
 Wisconsin: F. F. A. news, 199, no. 7, Mar.; 227, no. 8, Apr.; itinerant plan of instruction, 184, no. 7, Mar.; kindergarten legislation, 170, no. 7, Mar.; program of special education, 157, no. 6, Feb.; provision for education of exceptional children, 86, no. 4, Dec.; vocational training for youth, 75, no. 4, Dec.
 Wisconsin School of the Air, 100, no. 4, Dec.
 Women study problems, 118, no. 5, Jan.
 Woodbine, Iowa: Homemaking program, 14, no. 1, Sept.
 WOR radio station: Weekly college hour broadcast, 140, no. 6, Feb.
 Workbooks, 278, no. 10, June.
 Works Progress Administration. See W.P.A.
 Works progress education, (Alderman), 164-165, no. 6, Feb.
 World Association for Adult Education, 124, no. 5, Jan.
 World series of broadcasts, California Teachers Association, 67, no. 3, Nov.
 World War orphans, scholarships, 171, no. 7, Mar.
 World's Fair Jubilee Octet, Wayne University, 100, no. 4, Dec.
 WPA: Education (Sins), 198, no. 7, Mar.; educational projects, 107-108, no. 5, Jan.; funds for five Federal projects, 105, no. 5, Jan.; library project, New York City, 71, no. 3, Nov.; school and college projects, 79, no. 4, Dec.; survey of vocational fields, Indiana, 256, no. 9, May; vocational education, 6, Supp., no. 2, Oct.
 Wright, Edith A.: Reference work in the library, 219, 222, no. 8, Apr.
 Wright, J. C.: Dr. Baylor, 88, no. 4, Dec.; tribute to workers, 178, no. 7, Mar.; unemployed, 16-17, Supp., no. 2, Oct.; vocational education in the Canal Zone, 178-174, 183, no. 7, Mar.
 Wrightstone, J. W.: Author of report of work done by Institute of School Experimentation, 18, no. 1, Sept.
 Wyoming: F. F. A. news, 199, no. 7, Mar.; 259, no. 9, May.
 Wytham Abbey, Oxford, England: Visited by school children, 238, no. 9, May.

Y

- Y. M. C. A.: Classes for C. C. C. enrollees, North Adams, Mass., 38, no. 2, Oct.; motion picture bureau, 236, no. 9, May.
 Yearbooks, 278, no. 10, June; educational, 123-124, no. 5, Jan.
 Year's increase, 182, no. 7, Mar.
Years of the Depression, report of Minneapolis, Minn., superintendent of schools, 31, no. 2, Oct.
 Yoakam study on *Work-type Reading* 262, no. 9, May.
 York, Pa.: Continuation school absorbed by junior high school, 162, no. 6, Feb.
Young America, new magazine, 1, no. 1, Sept.
 Young, Owen D.: New York education survey, 49, no. 3, Nov.
 Youth activities: New books and pamphlets, 166, no. 6, Feb.; vocational education, 6, Supp., no. 2, Oct.
 Youth-adult hearings (Glover), 57, no. 3, Nov.
 Youth and adults, 153, 168, no. 6, Feb.; cooperate for community betterment, 117, 120, no. 5, Jan.
 Youth and the future, 18-19, Supp., no. 2, Oct.
 Youth education, 87, no. 4, Dec.; study by Mapheus Smith, 164, no. 6, Feb.
 Youth hostels: Europe, 237, no. 9, May.; New England, 23, no. 1, Sept.
 Youth problems, 25-26, Supp., no. 2, Oct.; 105, no. 5, Jan.; 204, no. 8, Apr.; highlights, 74-75, no. 4, Dec.; Virginia, 36, no. 2, Oct.
 Youth survey, 273-275, no. 10, June.

SCHOOL LIFE



September
1935

Vol. 21 • No. 1



IN THIS ISSUE



Fingerprinting School Children • The Home Study Issue • P. W. A. Builds for Education • For Half Million Americans • Graduate Study in the United States Forums to the Fore • Continuation School Anniversary • Vocational Summary

Official Organ of the Office of Education

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



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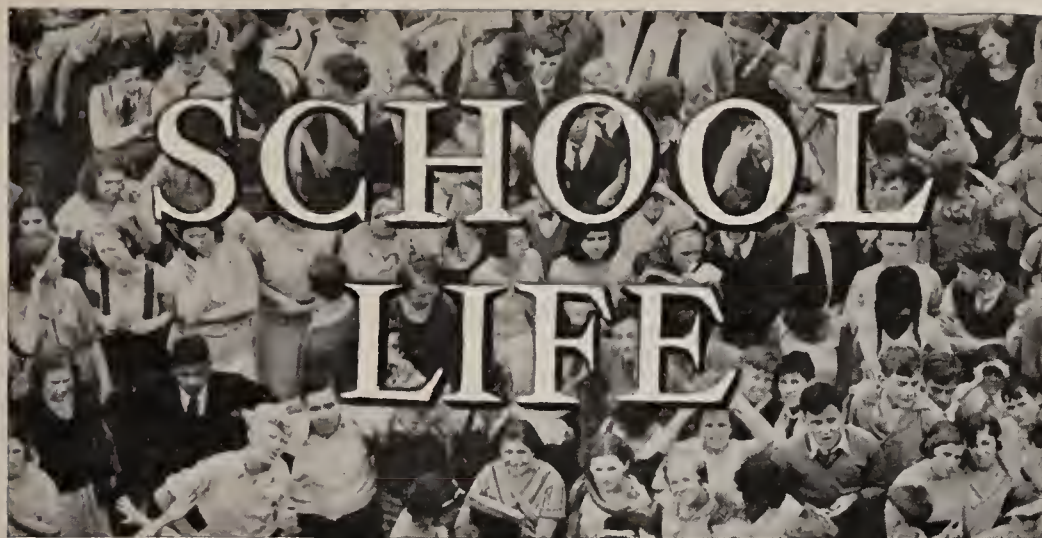
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For September 1935



Vol. 21

No. 1

Table of Contents



Fingerprinting School Children. J. EDGAR HOOVER.....	Page 2
Pan American Child Congress.....	3
Continuation School Anniversary. H. E. MILES.....	4
The Home Study Issue. JAMES FREDERICK ROGERS, M. D.....	5
House of the People in India.....	6
Educators' Bulletin Board.....	7
Share the Intelligence. J. W. STUDEBAKER.....	8
Surveying Comparative Education. JAMES F. ABEL.....	9
P. W. A. Builds for Education.....	10
Status of P. W. A. Allotments by States.....	12
Forums to the Fore.....	13
The Vocational Summary. CHARLES M. ARTHUR.....	14
For Half Million Young Americans. HOWARD W. OXLEY.....	16
Indian Education.....	17
Electrifying Education. CLINE M. KOON.....	18
Measurement Today. DAVID SEGEL.....	18
In the Libraries. SABRA W. VOUGHT.....	19
Graduate Study in the United States. WALTON C. JOHN.....	20
Denver N. E. A. Convention. W. D. BOUTWELL.....	21
The Colleges. WALTER J. GREENLEAF.....	22
New Government Aids for Teachers. MARGARET F. RYAN.....	24

The cover design for this issue of SCHOOL LIFE is a prize drawing, "Adult Education", by Helen Coe, School of Applied Arts, University of Cincinnati. See page 23 for honorable-mention drawings.

Since Last We Met

THE National Youth Administration was launched under the direction of Mr. Aubrey Williams, within the Works Progress Administration.



Mr. Lester K. Ade has taken office as State superintendent of public instruction in Pennsylvania.



News in Education, the weekly radio summary by the Office of Education, will be found on the Red Network stations of the National Broadcasting Co. every Monday night, EST, 7:30; CT, 6:30; MT, 5:30; and PT, 4:30.



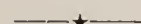
School population: Some surprises dot the new national school statistics for 1933-34 now being assembled in the Office of Education. Watch for the advance figures in October SCHOOL LIFE.



Speeches: Two speeches, one on how democracy can be preserved through education and the other on the indoctrination issue have recently been delivered by United States Commissioner of Education J. W. Studebaker. Copies may be obtained free on application to the Office of Education.



Progressive's progression: We hear that the Progressive Education Association's national headquarters has been moved to New York. A vigorous program financed by foundation funds is being planned.



Deep bows and greetings to two new publications: High School, a new publication for high-school teachers by the able editors of Scholastic and Scholastic Coach who are doing so much to promote creative activities by high-school pupils. (Their splendid eleventh annual national high-school art exhibit, which rolled up attendance records at Carnegie Institute in Pittsburgh, came to the National Museum in Washington September 19. Traveling exhibits from this show are available to high schools. Write for information to the American Federation of Art, Washington, D. C.). The other new publication is Young America, for young people between 10 and 17, well illustrated, compactly written, and edited by a former New York Times man.

[Continued on page 23]

Fingerprinting School Children

THE FEDERAL Bureau of Investigation of the United States Department of Justice now maintains at Washington, D. C., a fingerprint file especially for the use of law-abiding citizens. Already thousands of people in all walks of life have contributed their fingerprints to this file. It will perhaps be of interest to the readers of *SCHOOL LIFE* to know that school groups are represented in this collection, and to learn something about the part played by fingerprints in personal identification.

Offer to Schools

I SHALL be very glad to see that appropriate supplies for taking fingerprints are furnished to any local school boards which desire to record the impressions of their students in the Bureau's Civil Identification Section", J. Edgar Hoover, Director of the Federal Bureau of Investigation recently wrote to the Federal Office of Education. School groups in many cities already have requested blank fingerprint cards for this purpose, including the Junior High School at East Orange, N. J.; Hyde Park, Mass., High School; Central High School, Madison, S. Dak.; Mountain Lakes Public Schools, Mountain Lakes, N. J.; Jamestown College, Jamestown, N. Dak.; and the University of Florida, Gainesville.

From the earliest times there have been methods of personal identification. Savage tribes wore distinctive attire, or distinguished themselves by self-inflicted cuts or burns which left characteristic scars. Through law and custom, methods of differentiating various social strata or castes were devised. The Romans used tattooing to identify mercenary soldiers. Even today, the military, naval, and police forces are identified by uniforms.

With the advent of photography law-enforcement agencies established "rogues' galleries", containing the photographs of thousands of criminals, as an adjunct to criminal identification.

J. Edgar Hoover, Director, Federal Bureau of Investigation, Reports School Groups Now Contributing to Citizens' File of Fingerprints in U. S. Department of Justice; Offers Supplies

In 1882 Alphonse M. Bertillon, noted French criminologist, devised a method of identification based primarily on measurements of bony structures of the body. Experience in the use of the Bertillon system, however, disclosed that it had many limitations.

It is interesting to reflect that throughout the ages when man was experimenting with devices for personal identification, every human being carried on the bulb of each finger a distinctive congenital pattern from which infallible identification could be made. Although it is true that man had long been aware of the existence of these patterns, the very differentiation which made the patterns valuable constituted a stumbling block in

the way of their practical application on a large scale to the science of identification.

5,000,000 Records

A method of classifying fingerprints devised and introduced by Sir E. R. Henry in 1901 forms the basis of the present system employed in the United States and other English-speaking countries. There are now nearly five million fingerprint records, classified by a modification and extension of the Henry system, on file at the Federal Bureau of Investigation.

Though by far the largest proportion of these are fingerprints of persons accused or convicted of crime, many are those of respected citizens who recognize the ad-



Only a few of the 1,700 Bureau of Investigation Workers in the United States.

vantages of having their fingerprints on record, and do not subscribe to the fallacy that there is a stigma attached to having one's fingerprints taken. As a matter of fact, long before their adaptation to criminal identification fingerprints were used for civil purposes.

The ancient Chinese employed thumb impressions to establish the genuineness of bank notes. An eighteenth century craftsman engraved the impression of his finger on woodcuts to distinguish them as his products. In 1863 an English officer in India identified Government pensioners by means of fingerprints.

During the World War the United States began fingerprinting all persons inducted into military service. Since then, applicants for Government positions have been fingerprinted as a matter of routine, and other organizations have followed suit.

Fingerprinting is of potential value to every citizen. In connection with floods,



J. Edgar Hoover, Director,
Federal Bureau of Investigation.

fires, and other disasters, the problem of identifying bodies of unknown dead is much simplified if the victims have previously been fingerprinted. The same is true when persons die of natural causes at places remote from their homes. Amnesia victims may become public charges because they did not belong to the privileged class of the fingerprinted. Kidnapings and disappearances are more likely to be solved if the victim's fingerprints are on file.

For your prints

These are but a few of the aspects presented by the personal identification problem, in which the Federal Bureau of Investigation is vitally interested. Its recently inaugurated citizens' fingerprint file is already of national scope, and its growth is keeping pace with the realization of its protective character.

Special noncriminal fingerprint cards are furnished free of charge to all persons or groups who wish to record their impressions, together with instructions on the correct procedure for taking fingerprints. It is advisable, however, for private citizens, where practicable, to secure the help of their local identification officer in order to insure good prints.

School groups are manifesting a lively interest in civil fingerprinting, and every indication is that they will take an important part in enhancing the growth and usefulness of the citizens' file maintained at Washington.

Pan American Child Congress

THE seventh Pan American Child Congress, or to put it in the pleasing Spanish, El VII Congreso Panamericano del Niño, will be held in Mexico City October 12 to 19, 1935. All persons in the Americas who are interested in the affairs of childhood, be they heads of families, teachers, nurses, mid-wives, physicians, lawyers, or those working in institutions that deal especially with children, are invited to attend and take an active part in the work of the congress.

The congress will be divided into six sections: Medical pediatrics; surgical pediatrics and orthopedics; infant hygiene; social aid and service; legislation; and education. Each section has assigned to it three official subjects. For example, medical pediatrics is to deal with rachitis, allergic states of infancy, and mucoc-hemorrhagic colitis of infancy. In addition, the organizing committee recommends 10 subjects of study for each section and the total of 60 subjects covers so many phases of child health, social service to mothers and children, and education that very little seems to have been overlooked.

The Government of Mexico has asked all of the American nations to send official delegates. The United States Government has accepted the invitation; the Department of State is appointing a national committee to work with the

organizing committee in Mexico City and the United States Office of Education, the Children's Bureau, and the Public Health Service are helping to arrange for the congress and plan the part that the official delegation from the United States will take in the proceedings and discussions.

Spanish is the common language in most of the American countries and undoubtedly the proceedings will be mainly in that tongue, but the Congress fixes the official languages as Spanish, English, French, and Portuguese.

During the week many visits will be made to hospitals, orphanages, schools, school polyclinics, centers for child hygiene, and other official institutions for the protection of infancy that are located in and around Mexico City. Various social functions are being arranged by the Federal Department of Health, the Secretariat of Education, and the Committee on Public Benefit.

The United States Office of Education, Washington, D. C., will answer any inquiries that interested persons or groups may care to address to it and will mail blank forms for registration at the Congress. Information may be had also by writing direct to the General Secretary, Dr. Alfonso Pruneda, VII Congreso Panamericano del Niño, Mexico, D. F., Mexico.

★ 1,800 Theses on Education

MORE than 1,800 theses, from 64 institutions of higher education throughout the United States, are now included in the Federal Office of Education thesis collection. The theses, dealing with all phases of education, are filed in the Office of Education library, and thus are available for reference and study by others.

This collection of theses is in constant use, both in the Office of Education and by interlibrary loan. Colleges and universities which do not now use the Office of Education library as a depository for theses in education, are therefore invited to send doctors' studies to the Office of Education, Library Division. Theses on professional curricula and on training of persons for various professions are especially desired at this time.

—★—
"Doctors' Theses in Education", Office of Education Pamphlet No. 60, price 10 cents, lists 797 theses deposited with the Office and available for loan.

Continuation School Anniversary

AMERICA was aroused by 1910. There were two million 14- and 15-year-old children on the streets learning what they should not. These children had stopped school on their fourteenth birthdays and by the end of the fifth and sixth grades. Dr. Kirschenheimer, German vocational education leader, said, "Nowhere, excepting Russia, have I seen such neglect of childhood as in the United States."

Wisconsin, then the Nation's legislative laboratory, decided to get the sum of world experience and then act. On January 10, 1911, the McCarthy report to the Wisconsin Legislature on vocational-education systems in other countries was published. A veritable code, known since as the Wisconsin system, was enacted 6 months later.

On September 1, 1911, the new State Board of Vocational Education in Wisconsin was appointed. Racine, second city in the State, levied taxes, secured teachers, housing, and equipment, and opened the first continuation school in America, with every desk and appliance in use, November 2, 1911.

For every purpose

The old Racine manual training school answered for classroom work of all kinds, a former private "college" for commercial work, a dwelling for domestic science, and part of an old factory for mechanic trades.

Soon President John Weichers of the local board of vocational education said: "There used to be 125 children idle on the streets. There are none now." Said the municipal judge: "Whenever a wayward boy or girl enters these schools, waywardness ends, and the child is much benefited."

Racine was a year ahead. Then in the fall of 1912, 25 cities complied with the law, and in 1913 it was substantially in full effect everywhere. Night classes of adults began.

The movement was followed closely throughout the country. In 1914 school authorities from New York and Philadelphia visited Racine and Milwaukee. Speaking for them, Mr. Arthur Dean

Movement in America Will be 25 Years Old in 1936, Reports H. E. Miles. First Continuation School Established in Racine, Wis.

Mr. Miles, the author, was one of the earliest and principal promoters of the continuation-school movement in the United States. For 6 years he was president of the Wisconsin State Board for Vocational Education, leaving that position to take charge of the division in the Council of National Defense responsible for training of war workers in the munition plants throughout the country.—EDITOR.

said: "It is a wonderful educational life-saving device for those who work and those who employ."

1,000 for 1,000,000

Not until 1916 did it seem possible for these great cities to act. Then a Wisconsin official disclosed that many thousands of children could be accommodated in

New York's little-used manual-training schools.

Late in 1916, the Senate in Washington passed the Smith-Hughes bill. The American Federation of Labor and the Manufacturers' Association secured a redraft of the bill on the Wisconsin basis. The new bill passed and still is the law of the land for vocational education.

Now continuation schools are everywhere, a mighty factor in the lives of working people. They have served many millions. Attendance in 1934 exceeded 1,000,000. One-fifteenth of this attendance was in Wisconsin, although the State's population is only average among the 48 States.

The old trade school taught four trades. The early continuation school taught about 40. Today the Federal Office of Education lists some 1,000 or more subjects taught.



Racine Manual Training School—The First Continuation School.

The Home Study Issue

★ *Home study develops self-reliance, honesty, neatness, industry, obedience. Home study leads to waste of time, lying, nervousness, and injury to mind and body.*

★ *Home study helps to improve the home and educates the parent. Nothing in the home causes more trouble than home work, and it has even led to divorce.*

THE PROS and cons of the perennial discussion of "home work" may be thus condensed. Over a hundred articles on the subject have appeared in educational journals in the past quarter century, and probably thousands in the lay press, and the above paragraphs contain representative phrases used by these writers in approval or condemnation of the practice.

Nor is the cerebral agitation over the matter confined to the United States, for one finds similar statements for and against in the literature of other countries. The subject does not lend itself to exact study, for we cannot send a committee into the homes to spy upon the reactions of pupils and parents to the tasks imposed by the teacher. Statistical studies, however, have been made of teacher opinions, of parental ideas and of pupil experience, but there has resulted the same conflicting returns as are represented in our first paragraph.

Should parent teach?

Since home study is not by any means universally condemned, there must be causes at work in pupils or teachers, and possibly sometimes in parents, which bring about such undesirable outcomes as loafing, cheating, worry, and loss of sleep. As causes of such results we find most mentioned: (a) Excessive assignments, which means, of course, lessons which are too long for certain members of the class. Although we make much of consideration of the possibilities of the individual while in school, this seems to be overlooked in

James Frederick Rogers, M. D., Office of Education Consultant in Hygiene, Summarizes Discussions and Recommendations on Perennial Home-Study Problem

the assigning of out-of-school tasks. The child in school is expected to be engaged at his work for some 5 hours, but at home one of a class may not need to do any work, while another plodding, conscientious, or confused child will spend 5 hours over his lessons. Assignments are sometimes excessive on one day and negligible on others. (b) The home assignment may be of a nature unsuitable for unsupervised work. Two writers mention mathematics as unsuitable and another states that "history can be much abused." This goes back again to individual differences, for some children, perhaps most, will have no trouble with the above or with any other subjects. (c) The child does not know just what he is to do or how to do it. The business of the teacher is to guide and assist the development of mental work. At home the pupil is helpless except for past experience and the memory, or notes, of the language which the teacher has used to assist him in his studies. It is evident that those directions cannot be too explicit. Otherwise he must either fail or must secure the help of parents and, so far as school work is concerned, it is not the business of the parent to teach. Nor is the teacher helped in knowing the needs of the child, for what he supposes the pupil has accomplished may be largely the work of the parent. (d) Home conditions may be such as to greatly interfere with study.

Suggestions

The suggestions for doing away with the trouble to many parents, pupils, and teachers growing out of assigned home study boil down to a few which fit with the faults mentioned above. "Home conditions must be taken into account." "Home work should not be too difficult." "Assignments should be made according to capacity and individual needs." "Not

more than two subjects should be assigned in a day." "Assignments should be made when the class is alert and not in the clamor of the last moments of the period." "Methods of study should be explained in detail and individually." "If work can be done better in supervised classes at school this should be arranged."

Although, by confession, home work is not done by many students who are graduated from high schools, the assignment of such work has become a feature of school life at this period. In the lower grades schools differ as to out-of-school duties. Some 20 years ago home study was prohibited by law in California for children under 15 years of age, but that law was repealed. In Philadelphia there is to be no home study for pupils of the first 2 grades, and in New York City the first 3 grades are exempt. The White House conference recommended that home work be "eliminated in the elementary school." The following recommendations for teachers in the Philadelphia schools have been in effect since 1920:

1. Home work should always have a definite purpose. The teacher should, so far as possible, make this purpose evident to the pupils.
2. Under no circumstances should home work be assigned as punishment.
3. Written homework which has been brought in by pupils should invariably receive the attention of the teacher. Where possible, it should be made of use during the recitation period.
4. It may be possible to vary home assignments even among pupils in the same class so as to meet individual needs. It is suggested that principals and teachers experiment along this line.

5. The character and amount of homework, both written and studied, should vary according to neighborhood demands and home conditions. Where parents desire assignments, and home conditions are favorable, longer assignments may be made than where conditions are not favorable. The following maxima are in no case to be exceeded:

Grades 1 and 2—No homework is to be required. Voluntary homework should not exceed 15 minutes per day.

[Continued on page 13]

House of the People in India

THE OPENING of a primary school in the village of Bhadwan (Bhad-warn) Ichalkaranji State, marked the closing act of the missionary who had been serving nearly 4 years in the capacity of "adviser", then "administrator", of the State. His term was now at an end and this opening function was bringing it to a close.

This all sounds very ordinary, but "no", there is something about this function that is unusual. It probably was extraordinary for all India. This new school building, located on an eminence overlooking the village and the valley of the Hir-an-ya-keshi (Golden Thread) River represents an act of splendid cooperation between ruler and ruled, that stands out as a bright distinguishing landmark even as the building itself holds the prominence as a lighthouse for that village and the valley below.

Schoolhouse needed

All credit for the inspiration which prompted this effort and guided it on its course is due to the thrilling narrative of just such cooperative efforts for the building up of rural education in the country of Mexico. This is described in a fascinating manner in a booklet, "The House of the People", by Mrs. Katherine M. Cook, of the Office of Education of the United States Department of the Interior.¹

A copy of the booklet was handed to the chief of Ichalkaranji, and he was captivated by the tale of hearty cooperation between people and Government, also by the account of the splendid type of education being developed in the rural areas of Mexico. "It is just the thing for Ichalkaranji", he said. "You are at liberty to go ahead and develop the whole idea wherever possible in my borders."

That was about 8 or 9 months ago. Just where to begin and how?—that was the question. The State has some 20 primary schools in as many different villages and, in addition, gives grants of money to slightly more than 20 aided schools in other but smaller villages. There was already cooperation at work in the latter. Why not build on it?

¹ House of the People, Bulletin 1932 No. 11, price 10 cents.

Dr. J. L. Goheen, Agricultural Missionary, Inspired by Office of Education Publication, Opens Primary School for Villagers of Bhadwan

These private aided schools meet anywhere—on verandas of private homes, or under spreading eaves of temples, sometimes even in the village "chavadi" or headquarters. The aided school in Bhadwan was holding forth in a dilapidated temple. Even at best it was too small and by no means a place of inspiration or uplift for that village. The people had no better place and no thought of getting one. Why not try the "House of the People" idea here?

A copy of the booklet was put into the hands of the chief revenue officer for that taluka (county) for his perusal, with the suggestion of keeping Bhadwan in mind as he read it. He tumbled to the idea completely. "Yes, just the thing to try out and Bhadwan the very place to begin." He would have a meeting there very soon.

That meeting was held and the whole plan explained. The village needed a school building. The State could not possibly afford to construct such buildings in every small village. It was providing good roads and even Bhadwan had its own good branch road. Good supplies of water had been and were being provided wherever necessary. Village uplift was under way and the Agricultural Development Association, an organization of cooperative effort between State and people, was helping village people with their agricultural problems of every sort. They knew well about all these matters. Would they accept the plan of helping themselves and the Government in the construction of their own school building?

The State would furnish all materials such as stone, timber from the forests, and hardware. They were to help, each as he or she was able, in contributing labor or money to pay for artisans in the construction of the building. A suitable site would be chosen; there would be land for a school garden; and the house would be

their house—their center of light and learning.

At once the plan appealed to the people. Their imaginations struck fire, too. "It's just the thing for Bhadwan. When shall we begin and where? Let us have a building large enough for all of our children."

A site was chosen and the work of excavation for a commodious two-room building soon got under way. Now came time for the laying of the foundation stone. On March 24, 1934, Mrs. J. L. Goheen, in the presence of the assembled village performed that ceremony, wishing well for Bhadwan and its house of the people. Miss Clara Seiler was present as a guest and gave her blessing to these splendid cooperative efforts. The ladies were soon leaving these parts because the hot season was on. They had helped create a fine spirit of enthusiasm in Ajra, the county headquarters, when the Girl Guide encampment had been held about 3 months before.

Cooperation

On May 2, 1934, or just 5½ weeks later, the opening ceremony of the now-completed building took place. It stood ready, simply but substantially built, with a nice veranda facing the east and setting it off as it overlooked the valley. A special booth of branches and mango leaves (very auspicious) had been prepared, and here the chief and rani sahebs, and other distinguished guests, were assembled.

About 3,500 people, men, women, and children from the villages and hamlets of the neighboring hills and valleys, had gathered for this occasion. There was an air of harmony and good will, and quiet expectation, as the program began. "Who had ever heard of people doing such a thing? And that away out here in Bhadwan too."

[Continued on page 19]

Educators' Bulletin Board



Recent Theses

A LIST of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on inter-library loan, is as follows:

BAILEY, HARVEY P. A survey of the organization and methods of industrial arts education in the secondary schools of West Virginia. Master's, 1934. West Virginia university. 56 p. ms.

BELL, REGINALD. Public school education of second-generation Japanese in California. Doctor's, 1933. Stanford university. 116 p.

BRIGGS, EUGENE S. Preparation of secondary teachers in teachers colleges for guiding and directing extraclass activities. Doctor's, 1935. Teachers college, Columbia university. 115 p.

BUESCHEN, JESSIE S. Relationship of an adolescent child's vocabulary to his recreational reading interests. Master's, 1934. University of Michigan. 42 p. ms.

DODD, MAURICE R. Evaluation of factors in the supervision of student teaching. Doctor's, 1935. West Virginia university. 179 p. ms.

FRAZIER, FAYE P. Study of what parents wish for their daughters from a summer camp program. Master's, 1934. University of Michigan. 62 p. ms.

GEIGER, ALBERT J. Six-year high school: current purposes and practices of the six-year high school. Doctor's, 1934. George Peabody college for teachers. 181 p.

GILLAND, THOMAS M. Origin and development of the power and duties of the city school superintendent. Doctor's, 1934. University of Chicago. 279 p.

GILLEN, PAUL B. Comparison of the achievement of pupils whose families are aided by a relief agency with that of pupils whose families are not so aided. Master's 1935. Johns Hopkins university. 55 p. ms.

KLINE, PRISCILLA C. Origin and development of the regents preliminary and academic examinations in New York state. Master's, 1934. Syracuse university. 138 p. ms.

MOORE, MARGARET. Factors involved in the measurement of certain abilities and capacities related to music. Master's 1934. George Washington university. 31 p. ms.

RISEN, MAURICE L. Legal aspects of separation of races in the public schools. Doctor's, 1935. Temple university. 142 p.

SACHS, GEORGIA M. Statistical study of the relationship between improvement in arithmetic and certain factors considered to be prognostic of such improvement. Master's, 1935. University of Southern California. 143 p. ms.

SANGUINET, EDWIN H. Approach to curriculum construction based on a child activity survey in the Philippine Islands. Doctor's, 1934. Teachers college, Columbia university. 87 p.

SCRUGGS, SHERMAN D. Effect of improvement in reading upon the intelligence of Negro children. Doctor's, 1935. University of Kansas. 29 p.

SHAAD, ERNEST G. Limited school survey of Belleville, N. Y., area. Master's, 1934. Syracuse university. 59 p. ms.

SHAFER, HUGH M. Evaluating cooperative teaching in social studies. Master's, 1935. West Virginia university. 39 p. ms.

STABLER, EDWARD R. Educational possibilities of geometry: a theoretical study evaluating the high-school course in the subject and suggesting a tentative plan or reorganization. Doctor's, 1935. Harvard university. 552 p. ms.

THUROW, MILDRED B. Study of selected factors in family life as described in autobiographies. Doctor's, 1933. Cornell university. 52 p.

WASSMANN, KATHERINE. Comparative study of mentally deficient children in regular and in special classes. Master's, 1935. George Washington university. 41 p. ms.

RUTH A. GRAY

New Books and Pamphlets

Socializing Activities

Group and Club Activities for first, second, and third grades. New York, National Child Welfare Association, Inc. c1935. 23 p.

Describes activities and projects in social relationships.

Creating Social Intelligence: a descriptive bibliography. Washington, D. C., National Education Association, Research Division, 1935. p. 71-159 (Research bulletin, May 1935). 50 cents.

Describes some outstanding work being done in the schools, directed to the attainment of social, economic, and civic objectives.

Successful Living. Seattle, Wash., Seattle Public Schools, 1935. 239 p.

Reports of character building activities contributed by the teaching and supervisory staff of the Seattle schools.

Safety Education

Safety and the New Schools, an education for a controlled world, by Albert W. Whitney. New York, National Safety Council, Education Division, 1935. 11 p.

Discusses the place of Safety education in the curriculum.

Traffic Safety Manual, for use in junior and senior high schools. St. Paul, Minn., 1934. 46 p.

Prepared by the Minnesota Emergency Relief Administration, Division of Safety.

Good Driving, a manual outlining methods of organizing programs of instruction in secondary schools and presenting subject matter content on various aspects of automobile driving. New York, National Safety Council, Education Division, c1934. 43 p. illus. 25 cents.

Includes methods of teaching and units of instruction.

Sportsmanlike Driving, a program for high schools in outline form. Washington, D. C., Safety and Traffic Engineering Dept., American Automobile Association, 1935. 35 p. Mimeog.

Specific teaching material for a course in traffic safety and driving.

Books and Reading

How to Read Rapidly and Well, a manual of silent reading, by C. Gilbert Wrenn and Luella Cole. Stanford University, Calif., Stanford University Press, c1935. 16 p. 15 cents.

For college and high-school students who need to read more rapidly and with better comprehension.

One Thousand Books for the Senior High School Library, compiled by a Joint committee of the American Library Association, National Education Association, National Council of Teachers of English. Chicago, American Library Association, 1935. 96 p. \$1.

A selective list, classified, annotated, and priced.

Teacher Tenure

Recent Court Decision on Teacher Tenure. Washington, D. C., Committee on Tenure, National Education Association, 1935. 61 p. 25 cents.

Pt. I, Digest of findings. Pt. II, Abstracts of 69 teacher-tenure cases.

Tenure and Contractual Status of Teachers. Bibliography compiled by the Research Division of the National Education Association. Washington, D. C., 1935. 9 p. Mimeog. 5 cents.

Deals with legal and judicial issues centering around the legal rights of teachers in their positions. Annotated.

SUSAN O. FUTTERER

Meetings

American Association of School Physicians. Milwaukee, Wis., October 7-10.

American Dietetic Association. Cleveland, Ohio, October 28-31.

American Humane Education Society. Boston, Mass., October 8.

American Institute of Chemical Engineers. Columbus, Ohio, November 13-15.

American Prison Association. Atlanta, Ga., October 27-31.

American Public Health Association. Milwaukee, Wis., October 7-10.

[Continued on page 23]

SCHOOL LIFE

VOL. 21



NO. 1

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

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Commissioner of Education - - -	J. W. STUDEBAKER
Assistant Commissioner of Education - - -	BESS GOODYKOONTZ
Assistant Commissioner for Vocational Education - - -	J. C. WRIGHT
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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."

SEPTEMBER 1935

IN MEMORIAM

In the passing of Mrs. Ickes, the wife of the Secretary of the Interior, this country has sustained a great loss. This nation has rightfully boasted of its great men, and it can likewise boast of its great women, among whom Mrs. Ickes was a shining example. An acknowledged leader in government in her own commonwealth, those who were privileged to know her soon realized her fundamental appreciation of the importance of education. She traced some of this interest to former President Harper, the recreator of the University of Chicago, of which institution she became a trustee. Her interest in Indian life and culture was not of the superficial kind. She understood as few have understood the deeper vein of thought and feeling which is characteristic of the Indians of the Southwest. She was proud to point out their simple but beautiful recognition of the great realities of life. Her interest in the fine arts was keen. One of her last educational utterances was made in Washington, D. C., before the graduating class of Madam Von Unschuld's School of Music. She said "I really envy you the comfort, the pleasure, and the supreme

moral satisfaction you will get from your accomplishments in this beautiful art during your entire life."

With dignity and with simplicity of manner she was a stimulating force to all those who met her or sought her counsel. In a sense she seemed a reincarnation of the great Roman matron. Today in these times of struggle and uncertainty it is from citizens of the caliber of Mrs. Ickes that one gains new confidence in the future of American institutions.

The staff of the Office of Education extends its heartfelt sympathy to Secretary Ickes in this hour of bereavement.

BULLETIN

"How Vocational Education Has Helped in Time of Need" is the title of a special supplement to October SCHOOL LIFE that will be supplied free to subscribers. For the past six months the Office of Education has been working on

this special publication, which will in compact description, and in unwritten words of illustration, tell how vocational education has mustered its strength to help in the national drive to reduce unemployment. The direct responsibility of the Office of Education for promotion of vocational education prompts this special presentation.

CHANGES POSITIONS

Dr. William T. Bawden, assistant to the Commissioner in the Office of Education from 1914 to 1923, has given up his work as editor of Industrial Education Magazine to become head of the department and director of graduate courses in industrial and vocational education at Kansas State Teachers College, Pittsburg, Kans.

In 1923 Dr. Bawden left the Office of Education to become associate superintendent of schools at Tulsa, Okla. He has been editor of Industrial Education Magazine since 1928.

Share the Intelligence

DEMOCRACY functions well when the rank and file of citizens are equipped to make intelligent choices on public proposals. The learning process is essentially a sharing process. Then, why not make it the job of public education to promote facilities for the free sharing of ideas on public questions, for cooperative public inquiry into the problems of self-government?

If the people of this country are to act with knowledge and understanding on the many schemes being put forward today, share the wealth, planned economy, price fixing, wage-setting and all the rest, they must have some means of discussing these issues and of getting at the facts.

The most constructive and needed sharing program I can think of is a share-the-intelligence movement—civic intelligence. The public forum is a device for making such a movement both efficient and interesting.

Why shouldn't educators who know most about this sharing of ideas technique begin to plan now to stimulate a program for adult forum discussion in every urban and rural community?

Why shouldn't the leaders of public education reach out into the adult community and study the needs of the people, and prepare themselves and their agencies of education to meet these needs? What has been done in an experimental way in Des Moines in comprehensive forum management under the public schools is indicative of what can be done. I am sure that when superintendents of schools in other cities and counties are able to demonstrate their abilities as superintendents of public discussion, the pattern set in Des Moines will be very much improved.

I am going to invite my fellow educators to join in such a share-the-intelligence movement this year. I hope many of you will find time to share your ideas on ways and means of meeting the problem of civic enlightenment. The Office of Education will be prepared to work with you in many ways, and will try to be useful in serving your needs for information as well as for direct assistance in making a real advance on this front of adult civic education.

Surveying Comparative Education

HAVING surveyed and mapped a few large ranches in the West to show in them the areas cultivated and uncultivated, and those that were irrigated, nonirrigated, or worthless, I enjoy occasionally taking up a field of science or literature and trying to map or graph the parts of it that have been studied, written up, and used by various workers, and finding the phases that have been overlooked. In the latter are opportunities for new and possibly constructive study.

Of course, a field of science is not like a ranch easily and satisfyingly surveyed and mapped. To measure and draw to scale the line between wheat on one side and brush on the other is simple enough but to attempt to fix the dividing points between physics and chemistry or pedagogy and psychology brings out only general, hazily-defined boundaries not expressible in scale or line. Yet this purely mechanical method of delineating tangible things is no little help in handling more abstract matters.

Graph

For some years I have been working in comparative education. Below is a graph to illustrate something of what it includes. The graph is merely suggestive, not complete. To make it more nearly complete, the names of some 57 more countries should be added to the 20 that are on the left; the divisions of the British Empire should be shown; the French colonial possessions listed, etc.; in short, the political divisions of the world should be named in detail and in some logical sequence.

Across the top of the graph is a series of topics relating to education. They are not entirely exclusive of each other and many more could be given. For example, colonial education may be both public and private; special education may include technical, vocational, agricultural, commercial, etc.; each separate subject in the school curricula could be added; and the history of education included.

Take your pencil and check with me on the graph a few of the phases of comparative education on which reports have recently been made.

James F. Abel, Chief, Comparative Education Division of the Office of Education, Submits Chart and Suggestions for Further Study in This Field of Education

"Philosophy", first column, the Educational Yearbook 1929 of the International Institute of Teachers College, Columbia University, deals with the philosophy underlying National systems of education in England, France, Germany, Italy, Japan, and the United States. All six are important countries but there are many other large countries not yet touched with respect to this topic so there is plenty of room for more work here. Skip over to the column "Colonial." It also has been reported on by the International Institute and by other organizations and for the time being is fairly well covered.

From Geneva

Now you have a start. Turn next to "secondary" education and go on. You do the marking. The International Bureau of Education at Geneva has just published data on two phases of it: *La formation professionnelle du personnel en-*

seignant secondaire; and L'admission aux écoles secondaires. Each volume is a compilation of reports from more than 50 countries. This level of instruction in different countries has been studied a great deal but not enough by any means. Among other things, the respective merits of free and of fee-paying secondary education need a thorough treatment.

Then there is "Finance—National, State, local." Dr. Fletcher Harper Swift is working in this area. He has published expositions of the financing of public education in three countries; Austria, Czechoslovakia, and France, and expects to carry the series on for other countries. The Year Book of Education 1933, Evans Brothers Limited, London, contains a remarkably clear account of the finance of education in the United Kingdom and the issues for 1934 and 1935 carry on the data. But any student who wishes to

[Continued on page 17]

FIELD OF STUDY AND RESEARCH
IN
FOREIGN AND COMPARATIVE EDUCATION

	PHILOSOPHY	PLAN	RACES	LANGUAGES	NATIONAL	COLONIAL	PUBLIC	PRIVATE	GENERAL	SPECIAL	BOYS	GIRLS	NORMALS	ABNORMALS	COMPULSORY	VOLUNTARY	FREE	FEES	INFANT	PRIMARY	ELEMENTARY	SECONDARY	HIGHER	ADULT	NATIONAL	CON-TROL	LOCAL	NATIONAL	FINANCE	STATE	LOCAL	TRAINING	STAFF	EXPERIENCE	STATUS	SALARIES	EQUIPMENT		
ARGENTINA																																							
BELGIUM																																							
BRITISH EMPIRE	X					X																																	
AUSTRALIA																																							
CHINA																																							
COLOMBIA																																							
CZECHOSLOVAKIA																																							
EGYPT																																							
FINLAND																																							
FRANCE	X					X																																	
GERMANY	X					X																																	
HUNGARY																																							
INDIA																																							
JAPAN	X					X																																	
MEXICO																																							
SOVIET UNION																																							
SPAIN																																							
SWITZERLAND																																							
TURKEY																																							
UNITED STATES	X					X																																	

P. W. A. Builds for Education

DELVING into the stacks of records that the Government in Washington has accumulated on Public Works Administration projects and allotments, the P. W. A. Division of Economics and Statistics, at the request of the Federal Office of Education, brought forth a most comprehensive report of what the P. W. A. has done for education. The report prepared especially for *SCHOOL LIFE*, shows the status of P. W. A. allotments for non-Federal educational institutions, by States, as of August 1, this year, and also shows the type of educational projects completed, under construction, or for which allotments have been made and work has not yet begun. This report supplies the best picture available up to this time on P. W. A. allotments going into the channels of education, both Federally, and non-Federally.

Three hundred and forty-nine school projects under the P. W. A. were completed up to August 1, with expenditures totaling approximately \$25,000,000. Of these completed educational projects which the Federal Government helped to finance to the extent of more than \$14,000,000 there were 245 elementary schools, 40 high schools, 3 colleges and universities, 12 school auditoriums, 5 gymnasiums, 9 dormitories, 1 museum, and 34 miscellaneous projects.

Every State

More elementary-school buildings and high-school buildings are on the P. W. A. schedule for present and future construction than other types of school-building projects. Of the 644 projects now under construction, or for which P. W. A. allotments have already been approved, more than half will be elementary school buildings. More than 100 will be high-school buildings. P. W. A. allotments for educational projects thus far total more than \$133,000,000. Of this total amount, less than \$15,000,000 has already been spent on completed P. W. A. school-building projects. Nearly \$80,000,000 allotted is still to be spent on projects under construction or to be constructed in the future.

The report of the P. W. A. Division of Economics and Statistics, showing the status of allotments by States, reveals

Allotments by Public Works Administration for Nearly 1,000 Federal and Non-Federal Educational Projects in All the States Total \$133,000,000

interesting information. This report shows that every State, and the Territory of Hawaii, already has shared or will share in P. W. A. allotments for educational purposes. Arizona, Maine, and Nevada are the only States which do not now have completed P. W. A. school

[Continued on page 12]

Status of P. W. A. allotments for non-Federal educational institutions Aug. 1, 1935

Type	Number projects	Allotment	Estimated cost	Expenditures ¹
COMPLETED PROJECTS				
Elementary schools.....	245	\$8,192,484	\$15,226,285	\$13,533,797
High schools.....	40	2,573,370	7,490,573	5,371,599
Colleges and universities.....	3	376,098	563,198	463,512
Libraries.....				
Auditoriums.....	12	179,850	541,471	466,855
Gymnasiums.....	5	150,500	463,913	447,891
Dormitories.....	9	1,910,200	2,420,400	2,079,427
Museums.....	1	10,500	34,375	30,884
Miscellaneous (alterations, cafeterias, playgrounds, garages, etc.).....	34	892,783	2,521,440	2,043,956
Total.....	349	14,285,785	29,261,655	24,437,921
PROJECTS UNDER CONSTRUCTION				
Elementary schools.....	268	54,611,225	80,088,612	21,499,003
High schools.....	74	14,190,350	25,369,797	7,179,812
Colleges and universities.....	9	3,860,900	4,211,475	1,260,886
Libraries.....	3	182,500	414,400	240,174
Auditoriums.....	10	236,700	459,840	92,232
Gymnasiums.....	2	124,000	124,000	3,282
Dormitories.....	22	4,750,100	6,251,122	1,674,906
Museums.....	1	38,000	142,314	108,448
Miscellaneous (stadiums, clinic buildings, memorials, etc.).....	34	6,454,100	10,215,736	4,488,778
Total.....	423	84,447,875	127,277,296	36,547,521
PROJECTS ALLOTTED ONLY				
Elementary schools.....	115	9,186,869	13,434,281	
High schools.....	48	13,243,369	17,532,063	
Colleges and universities.....	3	6,090,000	6,090,000	
Libraries.....	1	350,000	350,000	
Auditoriums.....	10	137,150	323,930	
Gymnasiums.....	7	281,860	310,600	
Dormitories.....	6	758,054	766,454	
Museums.....				
Miscellaneous (additions, teacherages, swimming pools, etc.).....	31	4,288,150	5,007,429	
Total.....	221	34,335,452	43,814,757	
Grand total.....	993	133,069,112	200,353,708	60,985,442

¹ Expenditures through May 30, 1935.

Compiled by the Division of Economics and Statistics, Public Works Administration.



1. Three-story school building in Buffalo, N. Y., nearing completion.

2. School building at Fort Peck Dam, Mont.

3. Boys' Dormitory, University of Tennessee.

4. Students' Dormitory at Oklahoma Agricultural and Mechanical College.

5. High School, Wilmington, Del.

6. Addition to high school building, Greenwich, Conn.

7. One of three new dormitory buildings at Oklahoma College for Women, Chickasha, Okla.

8. Men's dormitory, University of West Virginia, Morgantown.

9. Dormitory, University of Minnesota, Minneapolis.

10. Library of girls' dormitory building, Purdue University, Lafayette, Ind.



P. W. A. Builds for Education

[Continued on page 10]

projects, although Arizona now has one project to cost \$70,000 under construction. Maine and Nevada also are now making use of P. W. A. funds for school-building purposes, or will shortly do so, since allotments have already been approved.

Of the 349 completed projects in the various States, 32 were completed in California alone. For completed projects, up to July 30, Illinois received

BULLETIN

September 12th was set as the deadline date for receipt of applications for Public Works Administration loans and grants. How schools will share in the new Progress Administration appropriation of \$4,800,000,000, has not yet been announced.

allotments totaling \$1,760,341 more than the amount obtained by any other single State.

There are 644 non-Federal educational P. W. A. projects either now under construction or still to be constructed, for which allotments have already been approved. Of this number, 62 will be in California, 33 in Illinois, 76 in New York, and 72 in Texas. Approved allotments for P. W. A. school projects not yet started or still under construction total nearly \$120,000,000.

Status of P. W. A. allotments for non-Federal educational institutions by States, Aug. 1, 1935

State	Completed projects				Projects under construction				Projects allotted only			
	Number of projects	Allotment	Estimated cost	Expenditures ¹	Number of projects	Allotment	Estimated cost	Expenditures ¹	Number of projects	Allotment	Estimated cost	Expenditures ¹
Alabama.....	3	\$204,400	\$210,531	\$159,971	5	\$837,200	\$839,775	\$349,456	6	\$526,354	\$550,354	-----
Arizona.....	1	70,000	70,000	-----	1	70,000	70,000	-----	9	1,764,700	1,764,670	-----
Arkansas.....	5	396,208	401,708	328,712	5	1,907,400	1,906,400	910,748	3	647,000	648,644	-----
California.....	32	723,950	1,858,266	1,567,664	34	13,015,000	20,292,313	3,837,967	28	3,118,500	7,099,665	-----
Colorado.....	3	21,200	73,536	63,540	2	296,000	296,000	2,089	1	22,000	75,000	-----
Connecticut.....	5	76,800	280,404	241,601	3	379,000	1,460,386	850,641	1	34,525	76,722	-----
Delaware.....	4	95,700	360,229	337,865	5	663,400	2,683,234	1,728,350	-----	-----	-----	-----
Florida.....	1	75,000	300,000	226,861	-----	-----	-----	-----	3	1,030,000	1,030,000	-----
Georgia.....	12	893,601	1,108,217	1,058,658	1	26,000	26,180	10,863	-----	-----	-----	-----
Idaho.....	1	42,600	44,874	44,474	1	15,000	52,000	14,459	3	98,100	98,100	-----
Illinois.....	19	1,760,341	6,182,168	4,303,609	23	1,185,800	3,733,776	1,283,099	10	468,950	668,450	-----
Indiana.....	3	214,100	348,556	343,662	3	285,200	958,900	694,151	2	411,900	426,666	-----
Iowa.....	20	465,400	1,557,279	1,416,613	6	432,600	1,590,047	1,025,471	-----	-----	-----	-----
Kansas.....	19	320,950	1,138,533	1,018,297	11	814,500	2,788,587	284,181	-----	-----	-----	-----
Kentucky.....	4	31,500	62,179	51,847	6	623,500	942,150	480,534	5	643,650	785,100	-----
Louisiana.....	3	36,400	121,575	119,956	2	106,500	106,840	46,855	-----	-----	-----	-----
Maine.....	-----	-----	-----	-----	2	108,200	152,899	69,632	2	113,000	113,200	-----
Maryland.....	1	124,000	520,000	570,932	6	1,100,700	3,090,822	1,148,419	-----	-----	-----	-----
Massachusetts.....	4	105,300	367,990	378,315	22	1,793,350	6,355,561	1,991,646	-----	-----	-----	-----
Michigan.....	1	11,000	37,663	37,105	1	20,700	93,000	17,672	2	111,000	128,000	-----
Minnesota.....	11	354,600	1,410,878	1,312,415	3	212,700	482,865	276,380	3	201,800	201,800	-----
Mississippi.....	15	361,366	376,943	303,059	2	38,850	40,850	19,768	1	55,000	55,000	-----
Missouri.....	21	606,758	980,442	681,603	19	1,915,125	5,328,519	1,078,127	4	61,500	125,144	-----
Montana.....	4	125,600	171,045	151,041	13	2,658,400	3,025,040	973,035	5	828,250	884,374	-----
Nebraska.....	8	105,900	288,792	253,701	6	71,600	242,544	73,012	4	98,875	211,000	-----
Nevada.....	-----	-----	-----	-----	-----	-----	-----	-----	5	158,800	158,800	-----
New Hampshire.....	3	238,500	332,504	289,952	1	8,300	30,200	28,248	-----	-----	-----	-----
New Jersey.....	1	86,000	86,000	66,015	14	4,174,500	4,198,260	813,869	3	527,800	589,000	-----
New Mexico.....	3	37,500	148,275	146,297	1	250,000	250,000	94,803	7	581,900	646,019	-----
New York.....	8	1,123,533	1,159,350	911,078	58	24,011,900	27,417,448	6,219,609	18	15,830,144	16,544,450	-----
North Carolina.....	17	1,292,700	1,977,190	1,550,566	11	1,701,800	2,119,095	728,338	3	292,500	300,000	-----
North Dakota.....	7	171,050	189,552	160,705	7	815,800	968,282	370,890	-----	-----	-----	-----
Ohio.....	6	202,900	366,357	301,377	14	1,086,300	1,706,980	850,421	11	346,700	668,500	-----
Oklahoma.....	16	910,198	1,338,631	1,229,687	12	724,600	948,632	366,330	8	207,490	208,323	-----
Oregon.....	3	59,400	83,931	65,512	8	612,150	699,010	206,759	9	662,150	711,550	-----
Pennsylvania.....	6	204,100	376,378	322,481	13	987,500	3,287,844	1,341,996	9	588,600	814,015	-----
Rhode Island.....	4	353,428	359,398	290,279	9	973,100	2,039,037	627,925	7	1,080,800	3,621,123	-----
South Carolina.....	3	86,200	94,940	78,953	5	261,000	365,900	125,689	1	30,000	30,000	-----
South Dakota.....	6	189,700	280,740	259,089	1	803,000	803,000	112,123	-----	-----	-----	-----
Tennessee.....	4	402,398	602,668	469,864	2	955,000	2,468,000	46,380	4	226,050	227,800	-----
Texas.....	12	804,300	975,369	824,091	37	10,117,100	11,311,117	1,472,040	35	1,535,114	1,747,641	-----
Utah.....	1	16,200	55,500	62,984	7	1,885,600	2,383,000	1,636,969	2	944,100	1,016,700	-----
Vermont.....	4	18,100	34,565	32,510	-----	-----	-----	-----	1	60,300	222,187	-----
Virginia.....	21	514,770	1,458,634	1,218,777	22	4,116,200	5,176,948	2,813,927	4	195,200	349,860	-----
Washington.....	15	159,820	611,453	561,284	7	954,400	1,873,975	423,975	-----	-----	-----	-----
West Virginia.....	1	41,000	66,000	45,083	1	625,000	625,000	357,405	-----	-----	-----	-----
Wisconsin.....	4	99,100	261,122	200,609	9	458,600	1,579,930	637,745	2	832,700	1,016,900	-----
Wyoming.....	1	98,100	100,355	107,247	1	300,000	300,000	63,705	-----	-----	-----	-----
Hawaii.....	4	23,114	100,905	91,980	1	49,000	166,910	41,820	-----	-----	-----	-----
Total.....	349	14,285,785	29,261,655	24,437,921	423	84,447,875	127,277,296	36,547,521	221	34,335,452	43,814,757	-----

¹ Expenditures through May 31, 1935.

Compiled by the Division of Economics and Statistics, Public Works Administration.

Forums to the Fore

★ *"It may be fun to be fooled," goes the saying, "but it's more fun to know." The American people are beginning to feel that it is imperative to know about social and economic problems. Hence, we witness a renaissance of public discussion.*

★ *It is the purpose of this column to record interesting facts about forums, particularly noting the role of public education in promoting adult civic education.*

18,000 Attend Forums

New York City Board of Education sponsored the activities of a forum and radio division as a feature of the emergency education program.

More than 18,000 people attended the 239 public forums offered in 38 forum centers in Greater New York during April and May. A staff of 23 workers developed the programs, in which 1,500 volunteer speakers participated. More than 500 organizations, including labor unions, banking organizations, political party groups, racial, cultural, religious and international associations, cooperated in recommending speakers and aiding the movement in other ways.

Most of the 239 forums were conducted along open discussion lines on subjects of interest to the type of audience in attendance. In only a few cases was the lecture method used. Attendance ranged between 50 and 100 at each forum, affording opportunity for audience participation.

With the aid of some 30 specialized organizations, bibliographies were made on the major subjects under discussion to be distributed at the meetings. Cooperation with public libraries assured the availability of books and pamphlets covering subjects discussed by the forums.

A forum division library was established to collect books and material on social, economic, and political questions for use of forum workers, in addition to keeping close touch with programs of other forums. Forum workers and leaders were all

selected from the relief lists and received the teachers' rate of \$24 per week.

Forum workers' training courses are being established in cooperation with universities and the help of outstanding authorities on group discussion methods to prepare for a greatly enlarged program for the fall, winter, and spring series.

Forums Bibliography

"Good References on Discussion Meetings, Open Forums, Panels, and Conferences" is the title of a bibliography prepared by Martha R. McCabe, assistant librarian in the Office of Education. Some 50 books, pamphlets, and significant articles are listed and briefed. Free copies are available from the Office of Education, Washington, D. C. Ask for Bibliography No. 30.

Pushes Forum Plan

Putting forward a plan for precinct organization of public forum discussions on public affairs, a committee appointed by the Grand Rapids Bar Association has made its first report.

The report says in part, "Your committee believes that it is feasible to promote the organization of precinct groups . . . pledged to give at least 1 evening a month to a serious consideration of the duties and responsibilities of citizenship. . . Let such meetings be open to all citizens and prospective citizens . . . In short, let them be primary schools in citizenship where the people of a precinct may meet and consider the general welfare, and how and what part they may have in promoting it in their own precinct . . . Let the proposals of public leaders, of brain trusters, of new dealers, and of broadcasting prescriptionists be considered from the viewpoint of the citizen and his neighbors in their election precinct. In this way a well-considered and well-grounded public opinion may be promoted, not based primarily upon propaganda, but rather upon the common sense viewpoint of the folks at home who pay the taxes and vote, who have no purpose to hold public office, who earnestly believe that the promotion of the public welfare should be the function of government, and expressed by spokesmen of their own choosing."

Plans for cooperating with the public schools and educators in the community

in promoting this precinct program of adult civic education are under consideration.

Forums Pamphlet

In its endeavor to stimulate the growing public affairs forum movement, the Federal Office of Education is preparing a pamphlet dealing with the various forum experiments, the Des Moines program, techniques for successful forum management, and summarizing the program for a national-community-forum program as put forward by United States Commissioner of Education, John W. Studebaker. The pamphlet will cover 50 pages and contain numerous illustrations and graphs.

★ About National Surveys

TWO useful folders listing the 28 monographs of the national survey of secondary education and the 6 volumes reporting findings of the national survey of the education of teachers are available free from the Federal Office of Education. Each folder gives a brief description of the survey, lists the publications and prices, and provides a very convenient order blank. For classes in secondary and teacher education, copies of these folders will be supplied on request.

The Home Study Issue

[Continued from page 5]

Grade 3—Maximum of 20 minutes per day.

Grade 4, 5, and 6—Maximum 30-45 minutes per day.

Grades 7 and 8—Maximum 1 hour per day. This maximum does not include time that may be spent on research assignments or in reading for appreciation. Additional time may have to be devoted to these types of assignment at the teacher's discretion.

An English writer has pointed out that home study is a godsend for many children in an age when, after playing games (if they happen to be athletically minded), or exercising some other recreative or creative hobby there is nothing left to do but to go to the movies. A reasonable amount of home study suitable to the child can be done with time left for games, for music, for reading, and for other pursuits as important as school work, and there may even be left "spaces of free and undisturbed time 'to just sit and stare'." After all, school work is for life, although we teachers sometimes get the idea that life is for lessons imposed by the school. Above all things, home study should never produce worry or loss of sleep, for worry gets one nowhere unless it be the madhouse, and in sleep we may solve problems that the waking mind finds impossible, and which the wakeful mind will certainly be less able to cope with on the following day.

The Vocational Summary



CITY boys are interested in farming. Anyone who is skeptical on this score should visit the supervised farm projects carried on by city boys enrolled under the "6-6" plan in the vocational agriculture department of a Paterson, N. J., high school. Under the plan, boys pursue a classroom course in agriculture from October 15 to April 15, and spend the period from April 15 to October 15 on farms—either as partners on farms owned by their parents, or as helpers on the farms of others. And they earn while they learn, receiving substantial pay in return for their work. Their 4-year vocational agriculture course includes instruction in agricultural arithmetic; general science; agriculture—general and specific; shopwork; and agricultural science; as well as English, civics, algebra, history, and physical training. And by continuing in school for a fifth year, the "6-6"-plan student may receive credit in additional academic subjects to qualify him for college entrance. Sixty-eight of these city boys were successfully employed in farm projects, seven on home farms, and the rest as helpers on the farms of others. Thirty-three were on truck farms, 10 on general farms, 7 on poultry farms, 4 on fruit farms, 4 on dairy farms, and 3 on nursery farms. All of these boys were making money and were interested in their work. Of one boy who lives on the home farm, Frederick Woelfle, Paterson agricultural instructor said: "He would rather work on his project than play ball, go to the movies, or fish." Yes, these city boys like farming and are making a success of it.

Congress and convention

The Tenth Annual Congress of Vocational Agriculture Students and the Eighth Annual Convention of the Future Farmers of America will be held in conjunction with the American Royal Livestock Show, Kansas City, Mo., October 19-26.

Five different judging contests—livestock, meat, dairy, milk, and poultry contests—will be held for vocational agriculture students who attend the Congress. An exhibit and sale of livestock, owned and raised by vocational agriculture students, has been arranged. Exhibits showing the progress and present

status of vocational education in agriculture will be displayed. As its contribution to the program of the Annual Congress of Vocational Agriculture Students, the Future Farmers of America will hold its annual convention; take part in the annual public-speaking contest in which the four victors in regional contests will fight it out for national honors; in the F. F. A. chapter contest, in which winning chapters from the 48 States will compete for honors; and in a national F. F. A. radio broadcast during the farm and home hour of the National Broadcasting Co., which will be a feature of the convention. And one F. F. A. member will be awarded the cash prize given each year by the Weekly Kansas City Star



Adjusting a refrigeration unit in appliance servicing course, Allegheny Vocational School, Pittsburgh, Pa.

to the Future Farmer whose record, in the opinion of competent judges, distinguishes him as outstandingly successful.

Topping the congress will be the annual banquet for prize winners and invited guests, given by the Kansas City Chamber of Commerce.

Further information on this Annual Congress of Vocational Agriculture Students and the Annual Convention of the Future Farmers of America may be secured from J. A. Linke, Chief, Agri-

cultural Education Service, Federal Office of Education, and National Adviser for the Future Farmers of America, Washington, D. C.

A busy teacher

High-school girls, young women over high-school age, and adult homemakers were reached in a summer homemaking program carried on by Miss Maria Nelson, instructor in vocational home economics at Woodbine, Iowa. Miss Nelson is employed for a period of 12 months instead of 9. Classes for homemakers were held 1 afternoon a week, in which instruction in child development problems, meal planning, and other phases of homemaking education were given. A similar period was devoted to instruction in homemaking problems for young women over high-school age. Girls who during the summer were carrying on home project work assigned as a part of their 4-year course under Miss Nelson at the high school, met with her at regular intervals to discuss their progress. In addition to carrying on these summer classes, Miss Nelson visited the homes of her regular high-school students. These visits will enable her to base her course for the ensuing school year on the actual homemaking problems with which the girls of the community are confronted.

More evidence!

Every week brings new evidence of the value of instruction in vocational agriculture in fitting rural boys for successful farming. This time it's the record of three South Carolina boys—Raymond Ferris and Roger Gramling, of Orangeburg, and Harold Holder, of Pickens. They were in Washington, D. C., in July, on a trip provided for them as winners of a fertilizer-experiment contest sponsored by a national fertilizer manufacturing concern. Their records show why they were victorious in this contest. Raymond Ferris raised 2,176 pounds of cotton on 2 acres, or 1,088 pounds per acre. The average production for the State is 258 pounds. Harold Holder produced 120 bushels of corn to the acre, which is in contrast to 16 bushels per acre, the average for the State. Roger Gramling, who specialized in hay, raised 4.4 tons per acre, and the

State average is $\frac{5}{10}$ of a ton to the acre. The important thing to remember is that these three boys are all students in the vocational agriculture departments of their local high schools.

Motion Pictures

A unique feature was introduced into the commencement program of the Central Needle Trades School of New York City last June. Instead of the regular commencement address, arrangements were made to show several reels of motion pic-



Operating a multiple needle power sewing machine at Central Needle Trades School, New York City, for motion picture film.

tures illustrating the activities carried on in connection with the courses offered by the school. The scenario for this film was carefully prepared with a view to comparing conditions during the early history of the school with present day conditions. Activities in the school shops and in the classroom were featured in the films.

Retraining schools

Both Philadelphia and Pittsburgh have opened the shops of their vocational trade schools during the summer to adult workers seeking retraining in various occupations. Several hundred persons enrolled in these courses in each of these cities. The purpose of the courses was to better prepare unemployed persons to enter employment when opportunities are open to them.

Valuable

Federal Cooperation in Agricultural Extension Work, Vocational Education, and Vocational Rehabilitation, is the title of Bulletin 1933, No. 15, recently issued by the Federal Office of Education. Prepared by Lloyd E. Blauch, this publication reviews the economic, social, and educational background of the movement which resulted in Federal cooperation in vocational education, vocational rehabili-

tation, and agricultural extension. It discusses the early efforts to secure Federal support of these three fields of educational work and the activities which culminated in the passage of the agricultural extension measure—Smith-Lever Law—in 1914; the national vocational education measure—the Smith-Hughes Law—in 1917; and the national vocational rehabilitation measure—Smith-Fess Law—in 1920. Subsequent Federal legislation covering the three fields is discussed, also, and the organization and operation of the cooperative systems under which vocational education, vocational rehabilitation, and agricultural extension are carried on, is explained in detail. Additional features of the publication include a copious bibliography and numerous statistical tables covering various phases of the three fields of education. Educators and those interested in rehabilitation and welfare activities will want a copy of this bulletin. It may be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C., for 25 cents a copy.

From Pennsylvania

A brief analysis, made by the Pennsylvania Department of Public Instruction of developments in the State vocational education program last year, contains some interesting data. Seventeen new departments of vocational agriculture were established in local high schools last September. Enrollment of farm boys in vocational agriculture increased during the past year from 6,400 to 7,100. Adult farmers desirous of keeping abreast of changing agricultural conditions, brought the enrollment in evening classes to 2,500. Vocational agriculture teachers in local high schools in the State made 30,424 visits to farm projects undertaken by agricultural students—youths and adults. Significant, also, is the increase in enrollment in trade and industrial classes for adults carried on in the State. Enrollment in such classes rose from 6,800 in 1933-34 to an estimated enrollment of 14,000 for the past year, not including continuation schools. Of this number about 30 percent were unemployed. The remainder were taking instruction which would enable them to adjust themselves to changing conditions in industry, and to improve their skill in their present occupations. Preemployment all-day classes enrolled 17,000 during the year, an increase of approximately 1,500 over 1933-34. An interesting development of the vocational trade and industrial program in the State was the establishment of 50 classes for training members of city fire departments in which 1,400

men were enrolled. Gains in the field of vocational home-economics instruction were marked. Thirty new departments were started in high schools in the State. Approximately half of the high schools of the State now offer homemaking training on either a general or vocational basis.

Hawaii and Missouri

One new Territory, Hawaii, has been added to the list of cooperators under the terms of the national vocational rehabilitation act. And the State of Missouri has resumed appropriations—discontinued in 1924—to match Federal funds available for vocational rehabilitation in that State. Miss Reta Mitchell has been appointed State supervisor of rehabilitation in Missouri and Mr. Paul M. Kinder as her assistant. The vocational rehabilitation program in Hawaii is being organized by Harvey L. Freeland, Territorial director for vocational education.

1,100 subjects

Approximately 1,100 different vocational subjects in agriculture, trade and industry, and home economics were taught in courses conducted under the cooperative Federal, State, and local vocational program in the United States during the year ended June 30, 1934.

These subjects ranged all the way from agricultural marketing, alfalfa production,



Employment department of Helen Fleischer Vocational School, Philadelphia.

and animal diseases to yam growing, in agriculture; from aeronautics, air conditioning, assaying and auto mechanics to yarn drafting and twist calculating, in trade and industry; and from adequate diets, advanced food study, and art, to yeast bread making, in home economics. A list of these subjects, culled from annual reports of State boards for vocational education has been issued in mimeographed form by the Federal Office of Education.

CHARLES M. ARTHUR

For Half Million Young Americans



★ ENTERING upon my new duties as director of C. C. C. camp education, I am naturally very mindful of the wide-spread activities which this position involves. Under the able leadership of Dean C. S. Marsh for

the past year and a half, a real "University of the Woods" has been established, supplying enrollees with a varied program of study, recreation, and guidance. A bright future for C. C. C. educational work now lies ahead.

With the issuing of an Executive order by the President doubling the number of camps to about 3,000 and extending C. C. C. enrollment to 600,000, the educational forces are quickening their pace to meet new demands. Six million dollars has been appropriated to develop proper instructional services; additions are being made to the staff from national headquarters on down into the camps. Plans are under way to make the services of the "C. C. C. University of the Woods" available to more than half a million youth.

Study outline

Not only do we wish to enlarge our facilities, but we also want to improve them measurably. Lesson outlines and materials are being revised to meet more effectively the needs of the enrollees. With the help of various governmental agencies, a special committee of the Vocational Division of the Federal Office of Education recently prepared a series of new instruction outlines on agriculture, auto repair, carpentry, concrete construction, conservation of natural resources, cooking, masonry, forestry, house wiring, mechanical drawing, photography, radio servicing, soil erosion, and surveying. Thus, the objective is to offer as wide a variety of practical vocational courses as possible.

Increasingly is it true that the duties of the educational adviser in the camp are becoming more varied and important. Daily, he must serve as the means by which new avenues of learning, expression, and development are opened up to the enrollee. It is his task to help the young man find himself and learn to live with others.

Howard W. Oxley, New Director of C. C. C. Camp Education, Announces Program to Affect 500,000 Enrollees in 3,000 Camps Throughout the United States During Coming Year

Improvement of counselling work is a major concern. Advisers should seek in every way to equip themselves fully to advise enrollees on matters of personal and home problems, health, education, personality adjustment, and employment. Coupled with improved guidance services, there should be more specific attempts in finding jobs for enrollees upon leaving camp and in following up their subsequent careers.

Learning by doing

The integration of education with other activities throughout the camp should be a real objective. In many instances it has been found that studies and techniques taught in the camp courses, serve to improve directly the skills of enrollees while engaged in regular daily duties. In this way instruction and practice are set up to reinforce each other. More and more are company commanders consulting advisers on educational records of enrollees before promoting them to higher places in the camp. Such a practice has worked well in Camp SP 37, Leicester, N. Y., where Adviser Richard H. Peter confers regularly with the company commander on promotions.

It is my hope that instruction in the C. C. C. will be made just as practicable as possible. Already a good beginning has been made in this direction. For instance, the principles found in citizenship studies are being applied in Camp S-60, Chatsworth, N. J., whose members elect a mayor and a city council. These officers discharge certain duties in connection with local affairs. For further example of practical demonstration, let us look at Company 181, Cobalt, Conn. There arrangements have been effected with a local garage to take 10 students weekly from the class in auto mechanics and give them actual experience in the garage under the direction of skilled mechanics.

Company 987

More and more should nearby facilities in communities and organizations be used in supplementing camp instruction. Increasingly is it true that valuable assistance can be rendered by the school or college, the church, and other local institutions. In California, at Fallbrook, the courses of Union High School last winter were opened up to enrollees in Company 987. There C. C. C. enrollees pursued such useful subjects as bookkeeping, typing, woodworking, English, and natural sciences. A Massachusetts camp of war veterans last spring studied carpentry, machine work, mechanical drawing, electricity, gas engines, and welding in a nearby trade school.

Debate

Interest in public affairs and discussion of pertinent topics have already appeared in a number of camps. Such forum periods go a long way toward broadening the outlook of C. C. C. youth and developing in them the art of self-expression. A spirited debate on public utilities was held last spring in Peekskill, N. Y., between C. C. C. teams from camps in Peekskill and Katonah. A camp in South Dakota took a recent evening off to listen to fellow enrollees discuss the propriety of a bill to tax the gold-mining interests of the State. I trust advisers will continue to promote helpful forensic work.

Cook

I am delighted to note the growing earnestness on the part of enrollees in their school work. Several good reports along this line are coming to our attention. Last spring, an enrollee of Company 265, Mays Landing, N. J., studied cooking in the night vocational school of Atlantic City. On several occasions the roads were considered too dangerous to make the trip. On those nights the enrollee hitch-

hiked his way to Atlantic City, 20 miles from camp, to keep up with his classes. As long as C. C. C. men are as determined to learn as this New Jersey youth, our educational work will achieve unusual success.

Our opportunity

I take this opportunity to call upon officers, educational advisers, camp work personnel, enrollees, and C. C. C. friends, one and all, for your hearty cooperation and joint endeavor in making this a record year in C. C. C. education. Through the efforts of the War Department, the Emergency Conservation Work Administration, and the United States Office of Education, our wide-spread instructional services have been made possible. Now, it is our job to use them properly.

We must provide educational opportunities for a half million youth. We must afford expression for their pent-up talents, bolster up their morale, strengthen good habits of health and mental development, promote pride in cooperative endeavor, and help them find their places in life.

Comparative Education

[Continued from page 9]

undertake some very difficult and much needed work can find in "financing" plenty to occupy his time and attention.

Another field that is virtually virgin soil, as far as students in the United States are concerned, is "higher" education in other countries. The organization of instruction, administration, and many other aspects of university education abroad is little known here. The Office of Education has published bulletins for Sweden, Denmark, and Norway. These are only a beginning; many others should be available.

Glance down the list of countries named in the graph and ask for how many of them comprehensive accounts of the school systems have been written. To mention only a few, no good recent survey is available for Colombia, Finland, Egypt, or Japan.

Finally, one may take combinations of items from a graph such as this and come upon a limitless number of subjects, some of them very significant, such as national control of secondary education in Japan, Egypt, Spain, or Germany; the education of girls in Mexico, China, the Soviet Union, or Turkey.

Much good work has been done in comparative education but some new methods of handling it need to be developed and much more work needs to be done before we will know much about this branch of the science of education.

Indian Education

HISTORY, mythology, archaeology, biography, and racial drama are depicted on the new animated map entitled "Indian Episodes of New York", recently published by Arthur C. Parker, historiographer, director, Rochester Museum, and Mrs. Walter A. Henrieks, cartographer, Penn Yan, N. Y.

Dr. W. Carson Ryan, Jr., formerly educational director of the Office of Indian Affairs, after an extensive European trip, will take up new duties with the Commonwealth Fund for the coming year at least.



A Sandia woman peeling green chili for canning.

President Roosevelt signed the following 12 Indian school cooperation bills:

California.—Covelo.

Montana.—Glacier County, Wolf Point, Polson, Lake, and Missoula Counties, Brockton, Poplar, Frazer.

South Dakota.—Shannon County.

Washington.—Snohomish County, Queets, and Yakima County.

Seventy-four photographic studies of the many varied aspects of the present-day civilization of the Indians of the Southwest are on exhibition in the education hall of the American Museum of Natural History. The photographs, the work of Mr. and Mrs. Mario Seacheri, reveal in striking fashion how modern culture is gradually blending with the colorful ancient customs of the first settlers.

4-H club work among Indian boys and girls is carried on in cooperation with the 4-H club work of the State agricul-

tural colleges and extension services. The projects are the same as those for white boys and girls and are sponsored on the various reservations by the employees of the Extension Division, in cooperation with the employees of other divisions and the superintendents.

In accordance with Commissioner Collier's request that Indian schools be made more serviceable to Indian community and reservation life, Mr. A. C. Monahan, educational director, Office of Indian Affairs, is conducting a survey of Indian secondary schools and nonreservation Indian vocational schools. A general statement of policy relating to these schools, together with a definition of aims, admission requirements, general training courses, etc., is presented in the July 1 issue of *Indians at Work*. Haskell Institute is the first institution to be surveyed. Other nonreservation boarding schools will be treated in subsequent issues of *Indians at Work*.

F. H. Douglas, curator of the department of Indian art, Denver Art Museum, has prepared a series of 64 Indian leaflets which supply accurate, nontechnical, but extremely compact information about the American Indian for teachers, librarians, museum workers, leaders of boy and girl scouting organizations, and collectors. The facts are compiled from publications of the scientific institutions and from the writings of leading anthropologists. The series, when completed, is to be a reference encyclopedia of the American Indian, divided into hundreds of leaflets instead of a few bulky and expensive volumes.

The series will cover all the main activities and interests of the principal tribes or types of tribes in America north of Mexico. For the next few years the series will concentrate on the names, population, dwellings, foods, clothing, and the most important arts and crafts of the main tribes in each cultural area. Each leaflet has 4 or 8 pages. The Denver Art Museum will send a price list upon request.

The museum also has a number of photographic plates prepared especially for use in schools and libraries illustrating design and design elements from many kinds of Indian art.

Electrifying Education

THE International Institute of Intellectual Cooperation (2, Rue de Montpensier, Paris) has published a 300-page book on *The Educational Role of Broadcasting* from reports prepared by recognized authorities in several countries. The influence of broadcasting in the fields of literature, social and political science, and international understanding are some of the subjects discussed.

The Museum of Modern Art Film Library has received a substantial grant from the General Education Board to trace, catalog, assemble, preserve, exhibit, and circulate to museums and colleges single films or programs of all types of films so that the film may be studied and enjoyed as a form of art. The development of many types of film from the slapstick to the scientific will be considered. Further information regarding available films and the other activities of the film library may be obtained from Mr. John E. Abbott, General Manager, The Museum of Modern Art Film Library, 485 Madison Avenue, New York City.

Mr. I. Keith Tyler, recently assistant director of curriculum of the Oakland public schools, has been appointed to the bureau of educational research at Ohio State University, succeeding the late Dr. F. H. Lumley, whose researches in the educational use of radio are nationally known.

The division of secondary education, California State Department of Education, has issued a select list of "Radio references" for the benefit of secondary teachers.

The State Teachers College at Greeley, Colo., has joined the ranks of educational institutions offering courses in film study and appreciation. Credits will be given for the study of certain historical films and also films based on well-known books. The faculty will designate the pictures.

Dr. Leon Westfall is author of a study of verbal *Accompaniments to Educational Motion Pictures*. Contributions to Edu-

cation No. 617, Bureau of Publications, Teachers College, Columbia University.

Teachers interested in the making of motion pictures in school should read *Film Technique*, a 200-page book by the well-known Russian director, V. I. Pudovkin (translated by Ivor Montagu) and published by George Newnes, Ltd., Southampton Street, Strand, W. C. 2, London.

Messrs. Lester W. Parker of Buffalo and H. B. McCarthy of Madison have been granted fellowships to study the educational use of radio in Europe.

Mr. Nelson L. Greene, editor of the *Educational Screen*, was elected president of the department of visual instruction of the N. E. A. at the Denver meeting.

CLINE M. KOON

Measurement Today

THE department of educational research of the University of Toronto has issued several bulletins devoted to various fields of measurement. One study, "The validation of test items", is an excellent analysis of the more technical phases of getting valid test questions. Another study of particular interest to instructors of foreign-born children and adults is the "Definition vocabulary" which is the basis for the compilation of a new English dictionary for the use of foreigners.

J. W. Wrightstone of the Institute of School Experimentation reports in "Appraisal of Newer Practices in Selected Public Schools" the work done to date by the institute in comparing more or less objectively the work of "traditional schools" and the newer "progressive schools." Three types of comparison were made. One comparison was made on the basis of achievement in reading, spelling, language, and arithmetic. A

second comparison was made through observation of classes in regard to the occurrence of initiative in a prepared voluntary report or exhibit, in extemporaneous contributions from real experience, etc., and in the teacher's conduct of class discussion situations. A third comparison was made on the basis of the percent of schools using specific activities, such as visits to museums, factories, etc., or instructional aids such as exhibits, movies, plants, animals, etc. The tentative conclusions made from this study are that the newer progressive schools do as well or better than other schools in regard to results on achievement tests in providing greater opportunity for pupil initiative, and in creating specific activities to enrich curricular experiences.

The school of education of Rutgers University announces the publication of "Educational, Psychological, and Personality Tests of 1933 and 1934"—a bibliography of tests issued since the publication of Hildreth's "A Bibliography of Mental Tests and Rating Scales" in 1933.

The "Iowa plane geometry aptitude test" has been constructed by H. A. Greene and H. W. Bruce to supplement the series of Iowa aptitude tests. It is published by the bureau of educational research and service, University of Iowa, Iowa City.

The survey of Alaska natives made by W. C. Eells and H. D. Anderson, published by the Stanford University Press, contains excellent sections on the results of testing native Alaska school children with intelligence and achievement tests. The results have important bearings on the type of schooling which should be provided for these native children.

The Garvey primary reading test, constructed by Helen S. Read and May V. Seagoe, published by the Southern California School Book Depository of Los Angeles, is designed as a group reading measure for grades 1, 2, and 3, and is particularly adapted to schools where a unit-of-work curriculum is used. It uses content familiar to the children from their social science work.

DAVID SEGEL

Copies of "National and State Cooperative High-School Testing Programs", Office of Education Bulletin 1933, No. 9. Price 5 cents, are available from the Superintendent of Documents, Washington, D. C.

House of the People

[Continued from page 6]

The revenue collector, in his account of the construction work, told of how all kinds and castes had helped willingly; of how there had been only enthusiasm and no dissension; of how the village women, supplying water for the work, had prodded on the men, sometimes chiding them for resting too long at noon. He told of how the State had gladly cooperated every way; of how the overseer of the public works department had paid frequent visits to inspect and advise. There had been an excellent exhibition of mutual helpfulness from first to last, and he had been proud to be associated with the project. He himself, by the way, had been a prime mover in pushing things on and had spent many an hour in that village.

The missionary congratulated the people on their wonderful accomplishment and talked of their lighthouse on the hill. He told of how its light of love and truth should shine far and wide. He referred to the spirit of love and good will which is at the basis of all cooperation, and pointed to God, who is the source of all light and love. He was then asked to take the key, open the lock and declare the building open. As the setting sun shed its beams through those western windows, the doors were thrown open to let light shine through upon all assembled.

The chief saheb thanked one and all from the bottom of his heart for this building and for what had made it possible. He told of the great joy and pride that were his that day, and bespoke great things for the future if this same spirit of love and good will would only grow and blossom everywhere. He referred in kind words to the missionary whose services as administrator were about to close.

Garlands of roses, and attar of roses, accompanied by all of the trimmings of an oriental function, brought the program to a close. From the next day the new building began to serve as the school for Bhadwan. Instead of one, it soon became necessary to employ two teachers. These are supported by the State, and supervised by the State. Boys and girls are using that building in ever increasing number. The people rejoice in it. Formerly there had been something of disaffection and ill will in the village. Now there is loyalty and good will. What a joy to open such a house! What a solid satisfaction to close with such an experience!

In the Libraries

CHESTER County, S. C., has adopted a progressive and forward-looking plan for developing county library service for the schools. As outlined in the April-May issue of *South Carolina Education*, the purpose of the county superintendent is "to see the most important tools of learning—books—made available in abundance to every pupil and to every teacher in the county."

The American Library Association has issued an outline of "Proposed work relief projects for individual libraries on a State-wide basis." These projects cover many library activities and should be suggestive to librarians of large and small libraries. Each project is so definitely outlined that it could be put into immediate practice.

Every day brings new evidence that the library is coming to be recognized more and more as an essential in any school, and that a curriculum developed without the cooperation of the library is doomed to failure. The May issue of *The Clearing House* is devoted to the subject "The School Library" under the leadership of John Carr Duff. Many of the contributors are librarians who have given distinguished service to schools and who speak with authority.

In *Reading and the School Library* for May, Frank K. Walter, librarian of the University of Minnesota, asks the question, "Future schools with library-trained

teachers only?" After discussing the value to the teacher of a knowledge of the use of libraries, he concludes, "If as we believe, library training is basic, and a means to economy of time, effort and money, the future school with library-trained teachers only may be nearer than we now think."

The National League of Women Voters has issued a pamphlet entitled, "The Public Library as a Government Service", which sets forth the activities and services of the public library to children in and out of school; to adults who are seeking an education, or are out of work and seeking mental and morale-building nourishment, as well as to adults who turn to the library for information and recreation. It also discusses city, county, and regional library service. This pamphlet should serve as an excellent outline for a study group, while the short bibliography at the end suggests further reading on the subject.

SABRA W. VOUGHT

★ Encouraging Response

TWENTY-FIVE inquiries have been received in the Federal Office of Education in response to a recent announcement in *SCHOOL LIFE* on the availability of two syllabi in child development and nursery school education designed especially for school administrators and supervisors.

The syllabi referred to above have been prepared by staff members of the Child Development Institute of Teachers College, Columbia University, and of the Child Welfare Research Station, University of Iowa.

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Graduate Study in the United States

THE GROWTH of interest in graduate study is one of the most interesting developments in education during the past few years. Great as has been the increase in high-school attendance and in college attendance on the undergraduate level, graduate-school attendance has multiplied phenomenally. Recent figures show that the numbers of graduate students have increased since 1900 fully eightfold. In 1900 there were 5,831 graduate students enrolled in American colleges. In 1930 there were 47,255 not including many graduate students in professional fields. Probably there are 80,000 or more in all fields of graduate endeavor at this time.

Comparing the total number of advanced degrees granted between 1900 and 1930, we find that in 1900, 1,952 advanced or graduate degrees were granted; in 1930, 16,832 were granted.¹

The master's degree shows extraordinary growth. In 1900, 1,744 masters degrees were granted; in 1930, 14,495 were granted and in 1932, 19,339 were bestowed.

\$5 for master's degree

The master's degree has come to be highly diversified, at least in name. Taking the year 1927-28 as a typical year just before the depression, we find that of all master's degrees granted in that year 65 percent were in arts; 11 percent science; 7 percent education; 4.2 percent, business and commerce; 3.1 percent, engineering; 2.7 percent, agriculture; 1.8 percent, law. The remaining 5.2 percent were scattered: Theology, home economics, medical science, social relations, landscape architecture, forestry, public health, municipal administration, journalism, etc.

The master's degree is the oldest advanced degree offered in this country. It was first offered by Harvard College in 1642. In many of the colleges the master's degree for a great many years was granted automatically to bachelors of arts of good standing, 3 years after graduation, on the payment of \$5. Such a master's degree was called the master's degree *in*

¹ Figures taken from Graduate Study in Universities and Colleges in the United States. Office of Education Bulletin 1934, No. 20, by Walton C. John. (Price 20 cents.)

Walton C. John, Office of Education Specialist in Higher Education, Reviews the Field; About 80,000 Graduate Students in American Colleges

course, a misnomer according to modern usage. The master's degree during the past 30 years has become an essential part of up-to-date teacher training. The raising of standards on the part of school boards is largely responsible for the increasingly large number of students working for the master's degree. It may have also been the cause of lessening the value of this degree from the standpoint of research. Some believe the high goal of scholarship has been lost to sight in the rush for promotion. A few leading institutions are now trying to strengthen the character of the master's degree by increasing from 1 to 2 full years the period of study. Princeton going a step further demands that candidates for the master's degree must also pass general examinations for the Ph. D. degree. Notwithstanding its present defects, the master's degree has served to open up to the minds of teachers and other students a better understanding of scholarship.

Ph. D. degree changes

Although not as popular as the master's degree the Ph. D. degree has had a most remarkable growth. In 1900, 342 Ph. D. degrees were granted. In 1930 the number reached 2,024. This year the number will reach approximately 3,000. Of special interest is the creation of a new line of doctor's degrees more or less equivalent with the Ph. D. degree. These include the doctor of education, doctor of religious education, doctor of science, doctor of engineering, doctor of juridical science, doctor of law, doctor of jurisprudence, doctor of medical sciences, doctor of public health, doctor of science in hygiene, doctor of theology, doctor of letters, doctor of modern language, doctor of commercial science.

On the whole these doctorates differ but little from the traditional Ph. D. Chief variations are: First, more flexibility with respect to the modern foreign language

requirement; and second, practical experience in professional activities of the field for a definite period—usually at least a year.

It is evident that aside from the importance of the Ph. D. for teachers and research workers, increased professional significance has been attached to the Ph. D., and other forms of the doctorate. Demands of the several professions have made it necessary for men and women to obtain the highest possible training.

The time has also arrived when more advanced schools than the graduate school are being established. These take the form of research institutes such as the Institute for Advanced Study located at Princeton, N. J., and the Brookings Institution in Washington.

The future of graduate study seems very bright as far as general interest of advanced students is concerned. The depression has made it possible for many to complete their higher studies with distinct advantage. The principal danger ahead for graduate study is that of unwise and expensive competition among graduate schools which may prove harmful to the development of the highest quality of work. In many cases limitation or reduction of departments, improved facilities, and a more careful selection of personnel will be necessary if the true character of graduate work is to be maintained.

★ Salesmanship Study

THE Federal Office of Education is making a study of the teaching of retail selling and salesmanship in the high schools of the country. In connection with the study, the Office of Education will compile a list of all schools and teachers engaged in this type of education, E. W. Barnhart, chief of the Commercial Education Service, announces.

Denver N. E. A. Convention

DON'T believe all you read in the papers about the Denver convention of the National Education Association. "Wire" accounts are usually based on news collected by local reporters. First, let it be recorded that they covered the convention more thoroughly than any meeting since the Columbus, Ohio, session. But their reportorial nose for conflict misled them. Many a calm, honest difference of opinion among educators appeared as a battle royal in the headlines throughout the Nation. Really, there were no shillalaha at Denver.

It was the largest N. E. A. convention since Los Angeles in 1931. More than 10,000 were actually registered. Many welcomed the crowded halls as another sign of returning prosperity.

Prof. William H. Kilpatrick and Superintendent A. J. Stoddard of Providence went through the ordeal of repeating their speeches to three jam-packed sessions—one scheduled and two overflow gatherings on a very hot morning.

It was hard to believe that this was the same organization that met in Washington that unforgettable superheated June week in 1934 when the Capitol's climate left a great convention gasping for air. In Denver the N. E. A. stepped out vigorously; an organization on the march toward greater goals.

Not fumes of acrimony, but the reassuring smoke of the pipe of peace rose from the convention. The troublesome issue of what the N. E. A. should do about academic freedom has been settled. As recently as February the department of superintendence, while voting for the principle of academic freedom, declined to provide machinery to support the principle. But at Denver the delegates voted almost unanimously to (1) combat legislation against freedom in teaching, (2) investigate discharge cases, (3) assist teachers discharged for exercising academic freedom, and (4) to cooperate with other organizations fighting for academic freedom. Now there is nothing to do but wait for the first case.



Not many candidates for public office receive both the Republican and Democratic nominations. That is the record of Miss Agnes Samuelson, State Superintendent of Public Instruction for Iowa, who, at Denver, was voted president of the National Education Association. Miss Samuelson is also unofficial superintendent of schools of Flower Island. An untangled legal snarl made Flower Island a non-States-land in the Missouri River, between Iowa and Nebraska. To this island moved hard-pressed Iowa families who wished to avoid going on relief. Due to persistent efforts of Miss Samuelson, these families were provided with FERA teachers for their children. It is a fascinating story which Miss Samuelson has promised for SCHOOL LIFE one of these days. To Miss Samuelson the Office of Education extends greetings and good wishes for a successful administration.

A subtle but very important change is taking place in the N. E. A. Growth of local teachers' associations has provided a nursery for teacher leadership which is becoming more and more influential in the summer meeting. This development raises interesting questions: What if the summer meeting and the February department of superintendence meeting disagree? Is the N. E. A. responsible to teachers first or to citizens? Etc.

Six important reports were presented at the Denver meeting; "Teacher Tenure Legislation in 1935," "Teacher Retirement Legislation in 1934 and 1935", "The Economic Status of the Teacher", "Reorganization of the N. E. A.", "Social Economic Goals", "The Joint Commission on the Emergency in Education."

The Joint Commission on the Emergency in Education, which has rendered such excellent service, spun the final thread of its cocoon and then at once emerged as the committee on educational policies. In working on short time emergency policies it discovered the urgent need of long time policies for education.

Panels are the vogue. There were no less than six in one evening. And many more scattered through the sessions. Panels bring new faces and new names to the platform. But some N. E. A. panels provided ample illustration of Commissioner Studebaker's observation that forum leading is a profession to be learned. If the N. E. A. is going in for panel discussions it should draw its panel leaders from a panel of expert panel leaders.

One big blank spot marked the convention. There were no exhibits. Denver had no place to house exhibits.

Just before the convention opened the National Youth Administration story broke. Formal opinion on it was expressed in the following resolution:

"The National Education Association commends President Roosevelt for creating the National Youth Administration, and for allocating \$50,000,000 to assist needy youths, and records its wish that the money allocated be expended under the direction of the United States Commissioner of Education."

Briefly the N. E. A. also resolved: (1) For \$500,000,000 Federal aid to education; (2) praise for C. C. C., especially education program by Office of Education; (3) academic freedom; (4) democracy is best; (5) \$10,000 to promote teacher tenure; (6) restoration of kindergartens; (7) opposition to compulsory military training; (8) more recreation programs; (9) passage of child labor amendment; (10) William T. Harris centennial tribute; (11) continuance of N. E. A. reorganization work.

W. D. BOUTWELL

The Colleges

The Bankhead-Jones Act became effective June 29, 1935 to provide for research into basic laws and principles relating to agriculture and to provide for the further development of cooperative agricultural extension work and the more complete endowment and support of land-grant colleges. Congress has authorized to be appropriated the sum of \$9,980,000 for 1935-36 increasing in 1939-40 to \$19,480,000. There are three phases to the act: (1) Agricultural research supervised by the Department of Agriculture, \$1,000,000 in 1935-36; (2) cooperative extension supervised by the Department of Agriculture, \$8,000,000 in 1935-36; and (3) extension of Morrill-Nelson funds, supervised by the Department of the Interior, \$980,000 in 1935-36. Funds for research must be matched by the States, but no offset is required for cooperative extension or Morrill-Nelson extensions. All land-grant colleges and universities participate in the first phase, and all except those in Puerto Rico and Alaska share in the latter two phases.

Employment of college graduates.—A number of colleges report that the present outlook for employment is the brightest it has been in 4 years. A few large corporations are once again beginning to send representatives to the campuses to select students and many smaller organizations with no definite recruiting programs are known to have openings. Cornell University reports 50 percent of the June graduating class placed, and estimates that an additional 30 percent will be placed by September; foresters are reported in demand and agricultural and civil engineering students are needed to some extent; salaries appear to be about the same as last year, ranging from \$80 to \$150 per month. In the University of Southern California the employment service has had the best year since its organization in 1928. Thirty percent of Columbia's graduating class was employed by June. University of South Carolina has been successful in placing a large number of graduates, including all civil engineers. Every member of the Washington State College graduating class of the department of dairy husbandry (15) was placed within 2 weeks after graduation; likewise the school of pharmacy for several years has placed more than 85 percent of the students

upon graduation. Many colleges, however, were not as successful in placing high percentages of their graduates, and it is doubtful if isolated reports are generally comparable—"placed" does not always mean "employed".

Rutgers University, N. J.—During 1934-35 a total of \$38,435 was earned by students assigned to F. E. R. A. projects, most of which was used to pay college tuition. Student services to community and State agencies in New Jersey involved salary remunerations of \$3,050; agencies benefited were the Community Chest, Neighborhood House, Y. M. C. A., Y. M. H. A., Community House, and the State's Big Brother and Big Sister Federation.

Cornell University, N. Y.—The voices of vanishing birds will now be permanently preserved in the archives of Cornell University since the Cornell-American Museum of Natural History ornithological expedition has returned with about 10 miles of motion-picture sound film. Since February the expedition has recorded with motion-picture cameras and sound apparatus the habits and songs of many vanishing species of birds of the South and West.

University of Kansas.—After paying interest on its stadium bonds, and cutting the principal of the bonds from \$162,000 to \$150,000, the Kansas University Physical Education Association had a net profit on last year's operations of \$4.38. Football returned \$24,073 over costs; basketball \$3,142, and tennis \$18. Losses of \$5,000 were felt in track sports, \$614, in wrestling, and \$111 in swimming. The university stadium, seating 38,000, and representing an investment of \$640,000, cost \$4,249 for general upkeep.

University of Texas.—Between 5,000 and 6,000 persons are enrolled in evening classes in the oil industry training school being conducted throughout the State by the industrial teacher training bureau of the university division of extension, in cooperation with the American Petroleum Institute and the State department of industrial education.

University of Michigan.—With 4,029 students enrolled, the 1935 summer session at the university has increased 23.1 percent over last year and will be second only to 1931, when the institution had a peak attendance of 4,328 students. The gain is 29.9 percent for women and 19.5

percent for men. The university budget for 1935-36 of \$7,877,550, an increase of \$800,000 over 1934-35, has been approved by the regents; no blanket restoration of reduced salaries will come from the increase, but the difference will be largely spent to rehabilitate several departments whose activities were materially curtailed during the past few years.

Pennsylvania State College.—Four extension centers, DuBois, Hazleton, Fayette located at Uniontown and Schuylkill located at Pottsville, will be provided for undergraduate instruction in 1935-36. They are conducted for the benefit of students equipped to continue their education in college but who are unable to leave their home communities. The college "does not guarantee to operate a center for more than 1 year at a time, for the extension undergraduate center must be regarded only as a temporary unit of instruction designed to meet a temporary need."

WALTER J. GREENLEAF

★ 14th Yearbook

THE Fourteenth Yearbook of the Department of Elementary School Principals of the National Education Association is now available, at \$2 a copy, from the N. E. A. headquarters office, 1201 Sixteenth Street, N.W., Washington, D. C. The yearbook this year deals with those types of school activities which often have been considered extra-curricular, but which are now coming into their own as essential parts of the curriculum.

★ Free upon Request

THE following seven Good Reference bibliographies and circulars prepared in the Federal Office of Education, are available free, upon request:

- Good References on The School Auditorium, 6 pages, Bibliography No. 14.
- Good References on Secondary Education, Instruction, 14 pages, Bibliography No. 21.
- Good References on Discussion Meetings, Open Forums, Panels, and Conferences, 9 pages, Bibliography No. 30.
- Good References on The Junior College, 11 pages, Bibliography No. 31.
- Good References on Visual Aids in Education: Motion Pictures, Bibliography No. 32.
- Good References on Teaching Music in Elementary Schools, Bibliography No. 41.
- Financial Situation in Rural Schools and Small Independent School Districts, 1934-35, 24 pages, Circular No. 138.
- Educational Measures Before 1935 State Legislatures, 55 pages, Circular No. 140.
- Research and Investigations Reported by State Departments of Education and State Education Associations, 1934-35, 21 pages, Circular No. 141.
- Research and Investigations Reported by City School Systems, 1934-35, 33 pages, Circular No. 143.

Meetings

[Continued from page 7]

- Association of American Medical Colleges. Toronto, Canada, October 28-30.
- Association of American Universities. Ithaca, N. Y., October.
- Association of Land-Grant Colleges and Universities. Lexington, Ky., November 18-20.
- Association of Modern Language Teachers of the Middle States and Maryland. Atlantic City, N. J., November 30.
- Association of Summer School Directors. October 19.
- Association of Urban Universities. Boston, Mass., November 11 and 12.
- College Conference on English in the Central Atlantic States. Atlantic City, N. J., November 30.
- College Entrance Examination Board. New York, N. Y., October 30.
- Congregational Education Society. Providence, R. I., October 19-21.
- Eastern Association of College Deans and Advisers of Men. Atlantic City, N. J., November 30.
- Headmistresses Association of the Pacific Coast. San Francisco, Calif., November 1 and 2.
- National Academy of Sciences. Charlottesville, Va., November 18-20.
- National Association of Audubon Societies. New York, N. Y., October 29.
- National Association of State Universities in the United States of America. Washington, D. C., November 20-22.
- National Conference of Juvenile Agencies. Atlanta, Ga., October 25-28.
- National Council of Teachers of English. Indianapolis, Ind., November 28-30.
- National Council on Schoolhouse Construction. Washington, D. C., October.
- National Interfraternity Conference. New York, N. Y., November 30.
- National League of Compulsory Education Officials. Toronto, Canada, November 11-13.
- National Municipal League. Providence, R. I., November 25 and 26.

- New England Association of School Superintendents. Boston, Mass., November 14 and 15.
- New England High-School Commercial Teachers Association. Salem, Mass., November 23.
- Northern Baptist Education Society. North Adams, Mass., October 29.
- Western Association of Teachers of Speech. San Francisco, Calif., November 28-30.
- Women's Educational and Industrial Union. Boston, Mass., November 12.
- Young Men's Christian Association, Educational Council. Buffalo, N. Y., November.

MARGARET F. RYAN

★ Value of Kindergartens

THE Kindergarten-trained children of Richmond, Va., show 25 percent higher promotions than children who have not attended kindergarten. They also exceeded nonkindergarten children by more than 10 percent in conduct ratings. The annual report of the public schools of Richmond for 1933-34 reveals that there were 79 double promotions of kindergarten children as against 35 double promotions of nonkindergarten children.

... It is time to understand that the most valuable of all capital is the people. If we have enough trained men in our factories, farms, and army, our country cannot be conquered; if not, we are lame in both legs."

—Dictator Stalin of U. S. S. R.
From *Time*, May 27, 1935, p. 22.

Since Last We Met

[Continued from page 1]

Radio: By the time this is in print you will probably read the names of the new committee to find a path through the educational use of radio tangle. The Federal Communications Commission is setting up the committee. Commissioner Stuebaker is chairman. Prominent broadcasters, educators, and representatives of noncommercial agencies will meet to make the great promise of radio a practicality.

Securities bill: Crippled children are in the securities bill recently signed by the President. Far more responsibility for their welfare is given by the bill to the Children's Bureau, Department of Labor. Vocational rehabilitation stays in the Office of Education.

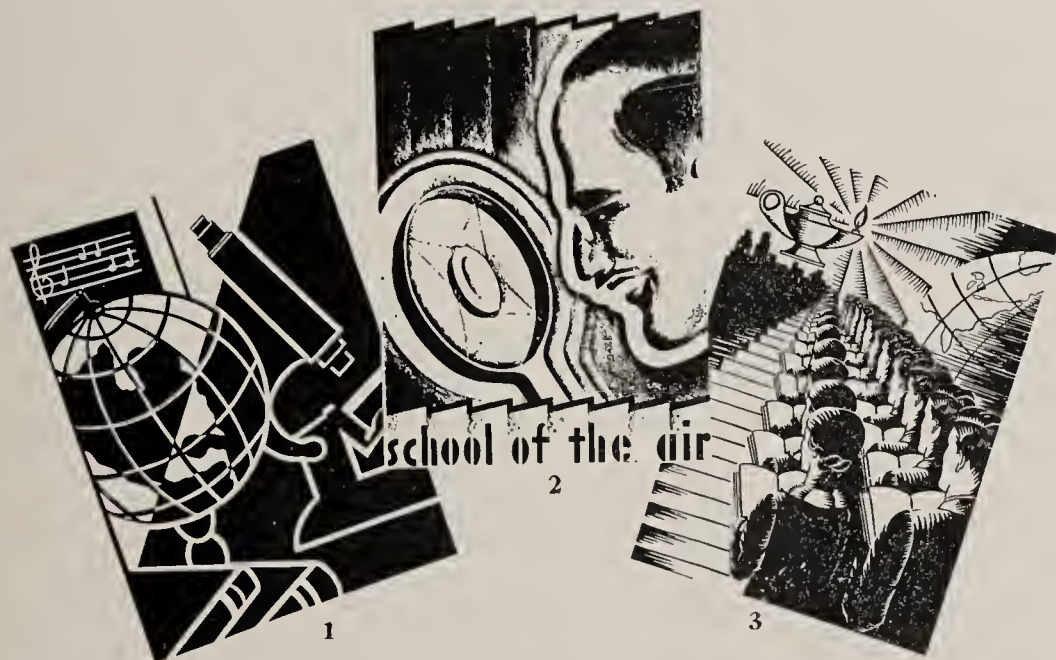
Hostel: The first Youth Hostel loup—conveniently spaced and chaperoned lodges for young hikers—went into operation in New England this summer. How long will we have to wait for a Nation-wide school tour movement in this country?

Undersecretary: "Instructor in political science, Coll. of Wooster, Tufts Coll., Harvard, prof. of pol. science, Denison Univ." Thus runs Who's Who on Charles West, recently appointed to the important new post, Undersecretary of the Department of the Interior.

Mr. Owen: A man who brought beauty and friendly assistance to many an out-of-way one-room school, as well as to more fortunately located schools, died the other day: Mr. Frederick Owen, head of the Owen Publishing Co. His work and his magazine, *The Instructor* are being carried on by his daughters, Helen Mildred and Mary, who have already proved their ability in publishing.

Study outlines: Fifteen study outlines and a manual are being published by the Office of Education for the Civilian Conservation Corps camps. These are short and easy courses prepared by a group of experts in vocational education. Other educators are welcome to use the outlines.

Lack of workers: The United States could use 19,000 skilled mechanics at once, says the National Industrial Conference Board; the shortage will be more than 200,000 if business picks up. That means education which develops skill will pick up too.



★ THE COVER DESIGN for this issue of *SCHOOL LIFE* is another prize drawing submitted to the Office of Education in the *SCHOOL LIFE* cover design contest. The design, "Adult Education", was drawn by Helen Coc, School of Applied Arts, University of Cincinnati.

The composite picture above shows designs receiving honorable mention, no. 1, by Mary V. Hennigan; no. 2 by Clark W. Lawrence, and no. 3 by Lois Slater.

Competition in the University of Cincinnati School of Applied Arts was carried on under the direction of Jessie L. Paul, Professor of Art Structure.

New Government Aids For Teachers

Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance [check or money order] at time of ordering.

Publications

FOREIGN Languages—Supplement to Style Manual. 250 p., bound in buckram (Government Printing Office). \$1.

Bibliographers, editors, and scientists in practically all countries of the civilized world have accorded this manual an enthusiastic reception. Condensed for ready reference, only elementary rules and examples are given. Alphabets, rules for capitalization, syllabication, punctuation, abbreviations, cardinal numbers, ordinal numbers, months, days, seasons, and time, in 68 foreign languages and 21 American Indian languages. (Library science; Research.)

Slums and Blighted Areas in the United States. 126 p., illus., maps. (Federal Emergency Administration of Public Works, Housing Division Bulletin No. 1.)

The housing conditions in various large cities, citing the various surveys conducted by local and other agencies, coupled with a summary of the data secured. Summation of the results obtained in the real property inventory of 1934 conducted in 64 cities throughout the United States under the administration of the Bureau of Foreign and Domestic Commerce. Closes with a discussion of the beneficial results of slum clearance and rehousing, citing particularly the success of a number of such undertakings in Great Britain. (Sociology; Civics; Public health.)

Expenditure of Funds, Federal Emergency Relief Administration. 719 p., charts, maps. (74th Cong., 1st sess., S. Doc. No. 56.)

Report of Harry L. Hopkins, Federal Relief Administrator, on expenditures of certain funds, to the chairman of the Committee on Appropriations in response to Senate Resolution No. 115. (Civics; Sociology.)

A Homestead and Hope. 24 p., illus. (Department of the Interior, Division of Subsistence Homesteads, Bulletin No. 1.)

Contents: Authority; What a subsistence homestead is; The economic "Why", the housing "Why", the human "Why"; How—projects; Plans; Can *nots*; Homesteads; Purchase; Land, houses; Executive orders; List of new projects. (Civics; Sociology; Public health; Home economics; Industrial education.)

Summaries of Studies on the Economic Status of Women. 20 p. (Women's Bureau, Bulletin No. 134.) 5 cents.

List of selected references presented under the following headings: I. General summaries; II. Studies of the economic status of college women; III. Studies of the economic status of business and professional women; IV. Studies of the economic status of women in industry; V. Studies of the economic status of women in all occupations—industrial, business, and professional. (Library science; Economics; Sociology.)

Workers in Subjects Pertaining to Agriculture in State Agricultural Colleges and Experiment Stations, 1934–35. 124 p. (Department of Agriculture, Office of Experiment Stations, Miscellaneous Publication No. 214.) 10 cents.

Directory of persons directly engaged in teaching, research, or demonstration in agriculture and home economics in State Agricultural Colleges and Experiment Stations. (Agriculture; Library science; Home economics.)

Light List, including fog signals, buoys, and daymarks, Pacific Coast, United States, Canada, Hawaiian, Guam, and Samoan Islands. 372 p. (Lighthouse Service.) 40 cents.

This list, published annually, describes all lighted aids to navigation and fog signals maintained by or under authority of the U. S. Department of Commerce in the Pacific, such as, primary seacoast lights, secondary lights, river, harbor, and other lights, unlighted fixed aids, lightships, and other floating aids. (Geography; Civics; Navigation.)

Report of the United States National Museum, 1934. 109 p. (Smithsonian Institution, U. S. National Museum.) 15 cents.

Appropriations, collections, exploration and field work, assistance by C. W. A., educational work, visitors, library, publications, photographic laboratory, buildings and equipment, meetings and special exhibits, changes in organization and staff, and detailed reports on the collections of the departments of anthropology, biology, geology, and arts and industries and the division of history. List of accessions and museum publications. (Museums; Research.)

Raising Reindeer in Alaska. 40 p. (Department of Agriculture, Miscellaneous Publication No. 207.) 5 cents.

Latest developments in studies of the Territory's grazing resources and the working out of improved methods of herd and range management being made by the Bureau of the Biological Survey in cooperation with the Alaska College of Agriculture and School of Mines at the Reindeer Experiment Station, College, Alaska, and at substations at Nome, on Nunivak Island, and on the ranges. (Biology; Economics.)

Price Lists (Free): Foods and cooking—canning, cold storage, home economics, No. 11; Publications of the U. S. Geological Survey—Geology and Water Supply,

No. 15; Engineering and Surveying—Leveling, triangulation, latitude, geodesy, tides, terrestrial magnetism, No. 18; Army and Militia—Aviation and pensions, No. 19; The Public Domain—Public lands, conservation, and oil leases, No. 20; Transportation—Railroad and shipping programs, postal service, telegraphs, telephones, and Panama Canal, No. 25; Geography and Explorations—Natural wonders, scenery, and national parks, No. 35. (Government Printing Office.)

Chart

Broadcast Schedules of U. S. Naval Radio Stations transmitting time, weather, hydrography, and ice. (Hydrographic Office, U. S. Navy, Reprint from Hydrographic Bulletin No. 2385.) Free.

Posters

The National Park Service announces the publication of the following three new colored posters: A trumpeter swan in Yellowstone; an Indian poster of the Southwest; and one pertaining to the historical areas under the jurisdiction of the National Park Service. Copies of these posters will be sent free of charge to interested travel clubs, tour bureaus, and similar organizations throughout the country. Requests should be addressed to the National Park Service, Washington, D. C.

Maps

Alaska. Size, 59 by 78½ inches, in two sheets. Scale, 1 inch = 23.7 miles. (Geological Survey.) \$1.

Printed in blue, buff, and black, with boundaries of judicial divisions in grayish olive. Shows location and names of the principal settlements, streams, glaciers, mountain ranges, islands, capes, peninsulas, bays, and inlets; also the location, names, and altitude of many individual peaks and volcanic craters.

P. W. A. in Action. Size, 26 by 36 inches. (Public Works Administration.) Free.

P. W. A. projects of greatest significance and effect in every part of the Nation have been portrayed on this map with explanations. Illustrates the variety of P. W. A. projects and the benefits they will bring. Suitable for display in schools, clubs, libraries, and community houses.

Exhibits

The Forest Service lends the following material for short periods free except for transportation charges from Washington and return:

Colored Panels, large and small, dealing with timber growing, turpentine, farm forestry, forest fires, effect of forest fires, also studies of growth and uses of various pines and hardwoods.

Colored Enlargements, framed, on turpentine, planting, wildlife, scenery, natural reforestation, erosion, and lumbering.

MARGARET F. RYAN

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 many foreign countries

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MESSAGE FROM THE KING

TO THE CHILDREN OF LONDON. ON THE TWENTY-FIFTH
ANNIVERSARY OF MY ACCESSION
I SEND YOU THIS MESSAGE.

You are the heirs of a great past; but the future is yours, and is your high responsibility. Each of you must try to be a good citizen in a good city. To this end you must make the best of all your powers. Strive to grow in strength, in knowledge, and in grace. If you persist bravely in this endeavour you will work worthily for your family, your city, your country, and for mankind. So to live, in whatever sphere, must be noble and may be great. My confident trust is in you.

GEORGE, R. I.

We gladly reproduce for *SCHOOL LIFE* readers *King George's Jubilee Message to London School Children* because of its excellent quality, and since it may well apply to children in the United States as well as those in England.

SCHOOL LIFE



October
1935

Vol. 21 • No. 2



IN THIS ISSUE



What's Your Hobby? • What I Mean by Public Forums • Future Farmers
Federal Aid and the Negro • New Standards • Williamsport and Youth
Cooperation with the C. C. C. • A Picture from the Past • School Attendance Laws

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
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Schools

School Administration

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School Legislation

Exceptional Child
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Rural School Problems

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Native and Minority
Group Education

Vocational Education

Parent Education

Physical Education

Rehabilitation

Teacher Education

Health Education

Industrial Education

Educational Tests and
Measurements

Comparative Education

Adult Education

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



New Publications . .

PARENT EDUCATION OPPORTUNITIES,
by *Ellen C. Lombard*, Associate Specialist in
Parent Education.

10c
53 pages
Bulletin, 1935
No. 3

Where opportunities for training leaders in parent education have been available since 1930; how some agencies have been financed for this work; and to what extent the Federal and State Governments, church organizations, agencies, and organizations in local communities take part in the parent education movement.

**LEGISLATION CONCERNING EARLY
CHILDHOOD EDUCATION,** by *Ward W.
Keesecker*, Specialist in School Legislation, and
Mary Dabney Davis, Specialist in Nursery-
Kindergarten-Primary Education.

5c
21 pages
Pamphlet No. 62

A guide to effective legislation for the education of young children; where and how kindergartens are established; funds for kindergartens; school entrance ages.

**THE EDUCATION OF NATIVE AND MI-
NORITY GROUPS,** a Bibliography, 1932-34,
by *Katherine M. Cook*, Chief, Division of
Special Problems, and *Florence E. Reynolds*
of the same division.

5c
25 pages
Pamphlet No. 63

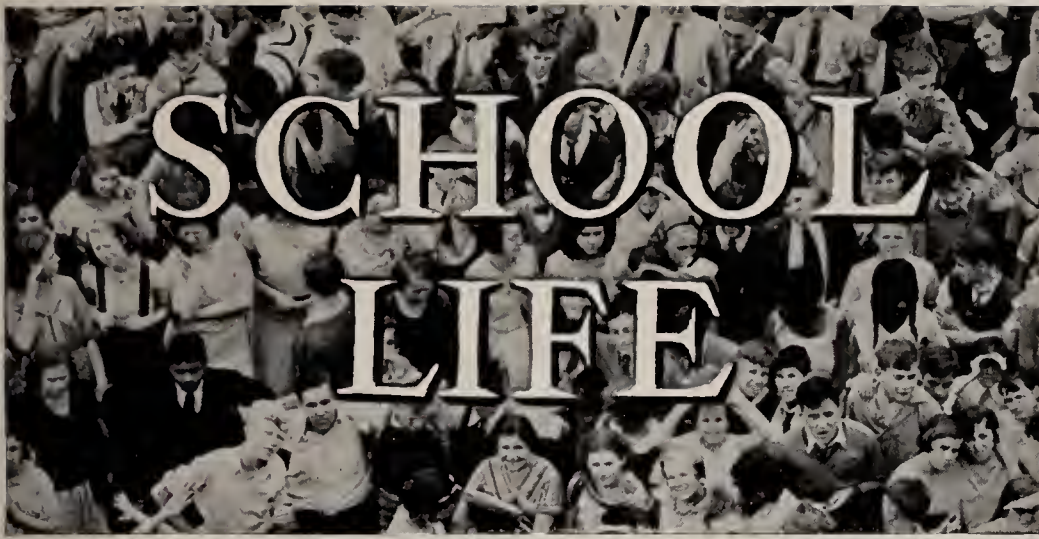
The first supplement to Office of Education Bulletin 1933, No. 12, Education of Native and Minority Groups, a Bibliography, 1923-32. This publication is of practical assistance to students of education and to school officials in charge of schools for native and minority groups.

**COMPULSORY SCHOOL ATTENDANCE
LAWS AND THEIR ADMINISTRATION,**
by *Walter S. Deffenbaugh*, Chief, Division of
American School Systems, and *Ward W.
Keesecker*, Specialist in School Legislation.

10c
96 pages
Bulletin 1935
No. 4

The problem of school attendance; school attendance requirements, compulsory school attendance provisions by States.

Order from SUPERINTENDENT OF DOCUMENTS
GOVERNMENT PRINTING OFFICE
WASHINGTON, D. C.



For October 1935



Vol. 21

No. 2

Table of Contents



What's Your Hobby? CHARLES M. ARTHUR.....	26
Five Important Conferences.....	28
Anna Tolman Smith. JAMES F. ABEL.....	30
Schools Report.....	31
American Education Week.....	32
What I Mean by Public Forums. JOHN W. STUDEBAKER.....	33
Education in Other Government Agencies.....	34
New Members Federal Board for Vocational Education.....	35
The Vocational Summary.....	36
Cooperation with the C. C. C. HOWARD W. OXLEY.....	38
Williamsport and Youth.....	39
Federal Aid and the Negro. AMBROSE CALIVER.....	40
A Picture from the Past.....	41
New Standards. WALTER C. EELLS.....	42
Future Farmers.....	43
Educators' Bulletin Board.....	44
The Colleges.....	45
Electrifying Education.....	46
State School Specialist.....	46
School Attendance Laws. W. S. DEFFENBAUGH, WARD W. KEESECKER.....	47
New Government Aids for Teachers.....	48

The cover design for this issue of SCHOOL LIFE is a prize drawing, "Hobbies in the School", by William Charles Raiser, New York School of Fine and Applied Art. See pages 26 and 27 for honorable mention drawings.

Since Last We Met

CINCINNATI is studying the recommendations of the survey of Cincinnati schools conducted by the Office of Education and just published. Assistant Commissioner of Education Bess Goodykoontz, director of the survey, will tell about it in an early issue of SCHOOL LIFE.



Connecticut studying its unemployed young people found: "That over 73 percent of the young people seeking jobs through employment offices were untrained for any skilled occupation. Over 40 percent were untrained to do any kind of work."



President Roosevelt's statement that he looks upon the C. C. C. as a permanent organization raises the question for discussion, What can education contribute to a permanent C. C. C.? The basis for discussing this problem may be found in "The School in the Camps", Dr. Frank Ernest Hill's book just published by the American Association for Adult Education.



Closer cooperation between the Office of Education and State departments of education will be possible through the creation of a new position in the Office of Education: Specialist in State School Administration Henry F. Alves of the Texas State Department of Education has been named to the new position. See article on page 46.



Recent addresses by Commissioner Studebaker available free from the Office of Education are: "Still Fighting for the Ideal of 1776", "Liberalism and Adult Civic Education", and "Democracy's Demands Upon Education."



"The Educational Scene", published in Hollywood, Calif., is the newest adventure in educational journalism.



Recently there was received in the Office of Education a check covering a 5-year subscription to SCHOOL LIFE. The order came from Sister M. Reginald, O. P., St. Mary's Dominican College Library, New Orleans, La. Frequently we receive 2-year subscriptions. Five-year orders are a rarity. We appreciate it.

What's Your Hobby?

DO YOU ride a hobby? Do you collect stamps, old coins, hat boxes, antique furniture, first editions, doorplates, music cover pages, or family trees?

If you do, you will be interested in the following tabulation of hobbies, in the lists of books, magazines and other publications about hobbies, and in the list of individuals, groups and organizations from whom information on hobbies may be obtained.

All of this information has been obtained by the Federal Office of Education from schools, libraries, museums, playgrounds and recreation departments, and groups of individuals interested in hobbies.

It is hoped that the information here given will rekindle the interest of former hobby enthusiasts who are beginning to go stale, will lead present hobby fans to new worlds to conquer—to wider realms of exploration and invention, and will make hobby converts of those not yet infected with the hobby germ. This hobby directory was compiled to be of help to you, whatever your age, sex, size, interest, or personality.

And remember, the information is not complete—it is merely suggestive.

A few hobbies are listed below. A larger list and a more detailed bibliography can be secured by writing to the Office of Education, United States Department of the Interior, Washington, D. C.

- | | |
|------------------|-----------------------------|
| Antiques | Dish gardens |
| Archery | Dolls and doll making |
| Art | Dyeing |
| Astronomy | Engraving |
| Autographs | Fingerprinting |
| Banks | Firearms |
| Basketry | Fish culture |
| Batik | Flower making |
| Bead work | Game making |
| Bed spreads | Gem collecting |
| Bee culture | Glassware and china |
| Bird houses | Hat boxes |
| Blacksmithing | Heraldry |
| Boat building | Herb collecting |
| Bookbinding | Home workshop |
| Botany | Ice boats |
| Bottles | Indian relics |
| Candlesticks | Iron ornaments |
| Canes | Jewelry—silver, ivory, etc. |
| Carving | Kite making |
| Clay modeling | Knots |
| Clock making | Lace making |
| Coins and medals | Lantern making |
| Costuming | Leather work |
| Dime novels | Lettering |

Suggestions, Publications, Programs, Exhibits, Shows, Dramas, and Organizations Dealing With Hobbies.

By Charles M. Arthur

- | | |
|---------------------------|-------------------------|
| Linoleum-block printing | Rare books |
| Magic | Rug making |
| Maps | Salt and pepper shakers |
| Marionettes | Sand modeling |
| Mask making | Sculpturing |
| Match-box covers | Sculpturing (soap) |
| Metal work (forging) | Shaving mugs |
| Metal work (wrought iron) | Shell collecting |
| Microscopy | Shoemaking |
| Minerals | Stagecraft |
| Miniature collecting | Stamp collecting |
| Model making | Stenciling |
| Moths and butterflies | Stick printing |
| Music covers | Telescope |
| Musical instruments | Theater arts |
| Old prints | Tin can craft |
| Paper money and script | Toymaking |
| Photography | Valentines |
| Physics experiments | Watchmaking |
| Picture framing | Wax casting |
| Plaster casting | Wax fruit |
| Pottery | Weaving |
| Pyrography | Whittling |
| Quilting | Wood-block printing |
| Radio construction | Wood carving |
| | Wood inlaying |

Magazines and Periodicals Devoted to Hobbies:

Scholastic. Chamber of Commerce Bldg., Pittsburgh, Pa.

Hobbies. Lightner Publishing Co. 2810 S. Michigan Ave., Chicago, Ill.

Recreation. 315 Fourth Ave., New York, N. Y.

Leisure. 683 Atlantic Ave., Boston, Mass.

Industrial Arts and Vocational Education. Bruce Publishing Co. 524 N. Milwaukee Street, Milwaukee, Wisconsin.

Industrial Education Magazine. Manual Arts Press, Peoria, Ill.

Rotarian. Rotary International Co., Chicago, Ill.

Handicrafter. Emile Bernat & Co., 10 Ferry St., Concord, N. H.

Some publications:

Andrews, Mrs. Mildred Norton. Gardens in glass, New York. A. T. DeLaw Mare Co. 1934. 120 p. illus.

Armitage, Harold ed. Three hundred things a bright boy can do. Philadelphia, J. B. Lippincott Co., 1929. 534 p. illus.

Beard, Daniel C. What to do and How to do it; the American boy's handy book. New ed. New York, C. Scribner's Sons. 1925. 441 p. illus.

Bechdolt, John E. The modern handy book for boys. New York, Greenberg, 1933. 432 p. illus.



Honorable mention design in *School Life* cover contest at New York School of Fine and Applied Art. Design by John A. Gibbs. The contest was carried on under direction of William M. Odom, President, and Mrs. Elsie Brown Barnes, Instructor in Design.

Butler, Ellis P. The young stamp collector's own book. Indianapolis. The Bobbs-Merrill Co. 1933. 342 p. illus.

Camm, F. J. ed. Hobbies. New annual of easy-to-make working models and how to build them. London, G. Newnes, Ltd. 1933. 128 p. 270 illus.

Craftwork, Cave (Century Pub. Co.).

Collins, Archie Frederick. Making things for fun. A how-to-make book for



Honorable mention design in *School Life* cover contest by Dorothy Scher, New York School of Fine and Applied Art.

boys and girls of all ages. New York, D. Appleton Century Co., Inc. 1934. 282 p. illus.

Faulkner, Herbert W. W. Wood-carving as a hobby. New York, Harper & Bros. 1934. 140 p. illus. Books found useful as a reference for the wood-carver.

Foubert, E. M. de. Every girl's book of hobbies. London, T. C. & E. C. Jack, Ltd. 1925. 393 p. illus.

Gibbard, Mabel K. Hobbies for girls. Philadelphia, J. B. Lippincott Co. 1930. 244 p. plates.

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— Complete model air-craft Manual. New York, Harcourt, Brace & Co. 1933. 578 p. illus.

— Coping saw carpentry; fifty-seven articles everyone can make. Cleveland, the Harter Pub. Co. 1934. 49 p. illus.

Hamilton, Edwin T. Handicraft for girls. New York, Harcourt, Brace & Co. 1932. 270 p. illus.

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Jackson, George G. Hobbies for boys. Philadelphia, J. B. Lippincott Co. 1930. 244 p. plates.

— Pastimes and sports for boys. Philadelphia. J. B. Lippincott Co. 1931. 244 p. plates.

Lampland, Ruth, ed. Hobbies for everybody. New York, Harper & Bros. 1934. 408 p. Descriptions of their favorite hobbies by fifty-six notable authorities. Each chapter preceded by a brief biographical sketch of its writer.

Leisure league little books. New York, Leisure League of America, Inc.

Leisure hobby series. Chicago, V. K. Brown, South Park Commissioners' Office, 57th St. & Cottage Grove Ave.

McMillen, Wheeler. The young collector, New York, D. Appleton & Co. 1928. 165 p. illus.

Pets, Hobbies, and Collections. The University Society, Inc. New York, N. Y.

Shaver, Richard. Furniture boys like to build. New York, Milwaukee, The Bruce Pub. Co. 1931. 216 p. illus.

Taussig, Chas. W. and Theodore A. Meyer. The book of hobbies; or, A guide to happiness. New York, Minton, Balch & Co. 1924. 318 p.

Thorp, Prescott H. How to build a stamp collection. New York, The John Day Co. 1932. 113 p. illus.

Wood, Eric ed Hobbies. New York, Funk & Wagnalls, 1923. 280 p. illus. (The Modern boy's library.)

Contents.—Collecting as a hobby—outdoor hobbies—Science as a hobby—Miscellaneous hobbies.

Moore, Anne C. The choice of a hobby; a unique descriptive list of books offering inspiration and guidance to hobby riders and hobby hunters. Chicago, F. E. Compton Co. (1000 N. Dearborn St.) 1934. 2 list of 250 selected books.

Handbook on Use of Crafts—Perkins (Woman's Press).

Make it Yourself (Popular Mechanics Press).

Groups or Organizations Sponsoring or Interested in Hobby Programs or Activities:

Newark Museum, Newark, N. J.

Sponsors hobby clubs for high-school boys and girls and carries on hobby activities and programs after regular school hours and on Saturday mornings.

Girls Friendly Society, 386 4th Ave., New York, N. Y.

Sponsors leisure-time activities including a number of hobbies.

South Park Commissioners, Chicago, Ill. Sponsors' hobbies and leisure-time activities and issues booklets and pamphlets on different hobbies.

Horace Mann School for Boys, New York City.

This school sets aside an hour and a half of consecutive time every school day for an activities period, with the idea of getting boys interested in some avocational activity—many of these of hobby character. Group direction is given by a faculty member and some of this group work centers around the collecting urge—stamps, coins, autographs, rare books, and similar items as well as handicrafts.

Essex County Vocational School, Newark, N. J.

Sponsors hobby clubs made up of students attending the schools, which meet after school hours or before school in the morning. As part of this program the school has set aside a hobby shop to which students are assigned for four periods a week.

Swarthmore College—Swarthmore, Pa.

Operates a weekly laboratory class for members of the faculty, their wives and friends, in which they are taught to use simple tools and to plan and construct artistic articles from wood and metal. This plan grew out of a desire on the part of this group to develop a creative hobby involving skilled use of the hands.

Playground and Recreation Association of Philadelphia, 1427 Spruce St., Philadelphia, Pa.

Sponsors a hobby league through publicity in newspapers, by radio and in other ways, for the purpose of interesting people in hobbies and giving them suggestions as to hobbies they might pursue.

Camp Fire Girls, Inc., 41 Union Square, New York, N. Y.



Honorable mention design in *School Life* cover contest by Laura Failey, New York School of Fine and Applied Art.

Sponsors hobby shows and issues booklets and pamphlets on this subject, and also on hobbies in general. Also issues the publication *Guardian* which contains information on handicrafts and similar subjects.

[Continued on page 29]

Five Important Conferences

THROUGH a special grant the Office of Education was enabled during the year 1934-35 to hold a series of eight special conferences on matters of vital educational concern. Three of these conferences have already been described, namely, the youth conference, the industrial arts conference, and the conference on comparative education. In the other five conferences reported in this article, consideration was given to the following problems: Reorganization of school administrative units; statistical reports of State school systems; coordination of effort for the education of exceptional children; and curriculum construction for retarded children.

Administrative units

The critical situation prevailing in school financing in many States, especially in areas of low density, resulting in large part from too great dependence on local support and from resources inadequate to supply modern school programs, has developed unprecedented interest in large-scale reorganization of school administrative units. Calls on the Office of Education for information, advisory service, and direct assistance in such reorganization have been frequent and urgent. Recognizing the need for increased guidance in the conduct of reorganization studies, in the discovery and use of satisfactory sources of revenue, and in the formulation of legislative provisions remedial in their effect, United States Commissioner of Education John W. Studebaker called a conference of school officials on June 17, 18, and 19, 1935, to discuss the most significant of the problems involved and to assist in the formulation of guiding principles underlying successful practices. Participants¹ were selected to represent as far as possible geographical sections of the country and prevailing types of adminis-

¹Included in the group were: H. F. Alves, Texas; Edgar L. Morphet, Alabama; Eugene S. Lawler, Illinois; R. C. Williams, Iowa; Charles L. Elliott, New Jersey; J. Cayce Morrison, New York; David Sutton, Ohio; Haskell Pruet, Oklahoma; James N. Rule, Pennsylvania; J. Y. Shambach, Pennsylvania; Francis L. Bailey, Vermont; J. A. Guitteau, Washington; John Guy Fowlkes, Wisconsin; Howard A. Dawson, Washington, D. C.

Special Grant to Office of Education Made Possible the Holding of Conferences During the Past Year to Discuss Matters of Vital Importance to Education

trative organization among States. They were all persons of practical experience in school administration or educational research, or both.

One of the most important steps taken by the conference was the development of guiding principles governing the organization or reorganization of local school administrative units and attendance areas. The following statements are gleaned from the report made on this subject:

1. The function of a public school is to provide an adequate educational opportunity for every child from the time he enters school until he is ready to take his place in adult society.

2. In any administrative unit there are needed at least the following: A board of control; administrative professional leadership; direction and supervision of instruction; efficient business management; direction and supervision of attendance.

3. Attendance areas or units should be organized or reorganized on the basis of objective studies.

4. The prime objective in determining the local attendance unit should be the development of a range of educational offerings adequate to meet the needs of children through at least the twelfth grade. An efficient unit is realized in terms of this objective rather than in terms of cost.

5. The State should provide whatever assistance or guidance is necessary in reorganizing attendance areas or administrative units in accordance with defensible policies and procedures.

6. An administrative unit may comprise one or more attendance areas.

7. An administrative unit should be sufficiently large to warrant the provision of all essential and desirable administrative and supervisory services not provided directly by the State.

The complete report of the conference will be published in a forthcoming bulletin

of the Office of Education for the assistance of school officials. The principles it developed will, it is hoped, be of great suggestive value to them as they grapple with the problems of reorganization of administrative units in their own States.

Statistical reports

The immediate purpose of this conference was to offer recommendations (1) concerning the items of information which should be included in the reports of the State school statistics made by the State departments of education to the Federal Office of Education and (2) concerning the definitions of statistical terms to be used in the collection of State school statistics. The ultimate objective was to promote uniformity of procedure among the States in these respects.

The conference was really but one step in the cooperative efforts of the Office of Education to improve educational statistics and to bring about more uniform records, which began in 1909 with the appointment of a committee on uniform records and accounts. Preliminary to the calling of this year's conference, the Office in October 1934 requested copies of all statistical forms used by State departments of education in collecting their data and a statement of definitions used in connection with those forms.

A preliminary study of this material had been presented by the Office of Education at the meeting of the National Association of State Directors of Educational Research at the N. E. A. meeting at Atlantic City in February 1935, at which time two committees were appointed headed by Roger L. Thompson, of Connecticut, and H. L. Alves, of Texas, to prepare further material for the later conference in June 1935.

The personnel of the June conference, in addition to 4 members of the Office of

Education staff, consisted of 14 persons, including 11 directors of research in State departments of education, 2 members of the staff of the research department of the National Education Association, and 1 representative of university schools of education. This was a representative group but small enough to work in round table discussions.²

After a general meeting at which the "Purpose of school statistical reports" and "Problems involved in making them" were discussed under the leadership of Dr. John Guy Fowlkes and Dr. Edgar L. Morphet the conference was split into two working committees, one for "Items" and the other for "Definitions." These committees presented their reports to the entire group on the third day of the conference.

The work of the conference will result in (1) a revision of Office of Education Statistical Circular No. 10, "Items of Statistics for Public-School Systems", which defines the terms used in Federal reports; (2) suggestions for changes in certain items on the present report form for "Statistics of State School Systems", and (3) addition of other items. A mimeographed report of the conference is now in process of preparation.

For retarded children

No more vital problem exists today in the instructional program of the school than that of adjustment of classroom procedures and curriculum content to the capacities and interests of pupils. Seriously retarded or "slow-learning" children constitute one of the groups for which special provision needs to be made. The many calls for assistance in this field prompted the Office of Education to call together a group of 13 specialists representing State and local school systems; teacher training institutions; private and public schools; day and residential schools; administrators, teachers, psychologists, and psychiatrists.³

² Those attending were: Edgar L. Morphet, Alabama; Crawford Green, Arkansas; Roger L. Thompson, Connecticut; Rene L. Berbst, Delaware; R. L. Anderson, District of Columbia; R. C. Williams, Iowa; Moss Walton, Kentucky; Bessie C. Stern, Maryland; H. C. West, North Carolina; D. H. Sutton, Ohio; J. Y. Shambaeh, Pennsylvania; John G. Fowlkes, Wisconsin; Howard A. Dawson, District of Columbia; William G. Carr and Ivan A. Booker, National Education Association.

³ The members of the conference were: Virgil E. Dickson, California; Thomas V. Moore, District of Columbia; Bertha Schlotter, Illinois; Alice W. Wygant, Maryland; Ransom A. Greene, Massachusetts; Lillian M. Hoff, Massachusetts; May E. Bryne, Minnesota; Meta Anderson, New Jersey; Florence Beanan, New York; Leta S. Hollingworth, New York; Charles Scott Berry, Ohio; Edna Kugler, Pennsylvania; Henrietta V. Race, Wisconsin.

A 3-day conference on October 29, 30, and 31, 1934, resulted in the establishment of a procedure for the development of a guide or handbook designed to be helpful in the adjustment of the curriculum for mentally retarded children. Each member of the conference accepted an assignment for further study and report. These reports constituted the basis of deliberations of the group at a second conference held in May 1935.

Among the topics considered were: Experience as the basis for curriculum construction; differentiation of curriculum according to age and ability levels; mental hygiene and character education; social experiences; academic experiences; experiences in science; experiences in physical development and health; experiences in art; manual and prevocational experiences; special problems of the residential school. Each of these and other topics will constitute the title of one of the chapters of a "Guide to Curriculum Adjustment for Mentally Retarded Children", which is to be published by the Office of Education as the outgrowth of the conferences. It will represent the cooperative efforts of the participants, the group product of their labors in the interests of retarded children.

For exceptional children

There are some 20 or more voluntary organizations of national scope devoted primarily to the education and welfare of various types of exceptional children. The members of some of these organizations scarcely know of the existence of other agencies in allied fields. The policy of actively coordinating the work done for the respective groups has in past years been practically nonexistent, although all exceptional children have certain common needs that can best be met through mutual understanding and cooperation on the part of leaders in the various fields.

The White House Conference of 1930, recognizing the importance of greater coordination of forces related to the education of exceptional children, urged that the Federal Office of Education perform the services of a coordinating agency in this respect. Until the past year the lack of financial facilities prevented the Office of Education from carrying on a suitable program. The provision of special funds in 1934 made it possible to call, on November 1 and 2, an exploratory conference of 15 educational, psychological, and medical leaders, representing the 8 groups of exceptional children. The purpose of the conference was to consider the possibilities of furthering a cooperative project through which the representatives of each group might come to appreciate better the problems of other groups and to join hands

in the promotion of a legislative and administrative program directed toward the welfare of all groups concerned.

A general summary of the proceedings and the contribution made by each member to the deliberations of the conference are now in press and will be released at an early date. The attitudes expressed by the participants⁴ augur well for the continued development of a coordinated program if it may be assumed that these represent general opinion on the subject. The Office of Education offers its services toward the realization of a more nearly integrated conception of the work carried on for exceptional children and hopes that leaders in the field may use their efforts in the same direction.

KATHERINE M. COOK
EMERY M. FOSTER
ELISE H. MARTENS

Hobbies

[Continued from page 27]

Leisure League, 30 Rockefeller Plaza, New York, N. Y.

Issues a bibliography on hobbies as well as publications on specific hobbies. Also answers inquiries in regard to leisure time avocations.

Buffalo Council of Social Agencies, 70 W. Chippewa St., Buffalo, N. Y.

Sponsors study groups known as "Hobby Clubs" which enable people of kindred interests and skills to come into direct contact with each other and exchange knowledge and experiences in regard to hobbies; sponsors hobby fairs in which various types of hobbies are exhibited by hobby club members.

Fellowcrafters Guild School (Associated with Boston University), 18 Beacon St., Boston, Mass.

Organized to meet the growing demand of schools, churches, clubs, camps, playgrounds, settlements and other institutions for constructive and competent guidance in selecting of crafts and hobbies to fit their needs. Issues material adaptable for the use of hobby groups and clubs in schools. Publishes a series of 12 books on crafts known as the "Beacon Handcraft Series."

National Recreation Association, 315 4th Ave., New York.

Issues mimeographed publications on hobby activities and hobby shows and an extensive bibliography on hobbies and handcrafts of particular interest to libraries and groups desiring to establish a hobby library. Publishes articles from time to time on hobbies in its magazine *Recreation*. Solicits individual inquiries on hobbies and hobby shows.

⁴ Members of this coordinating conference included; Virgil E. Dickson, California; Josephine B. Timberlake, District of Columbia; May E. Bryne, Minnesota; Meta L. Anderson, New Jersey; Edgar A. Doll, New Jersey; Kathryn E. Maxfield, New Jersey; Marjorie Bell, New York; Snuley Blanton, New York; Winifred Hathaway, New York; Lawson G. Lowrey, New York; George S. Stevenson, New York; Louise Strachan, New York; Charles Scott Berry, Ohio; E. Jay Howenstine, Ohio; Elbert A. Gruver, Pennsylvania.

Anna Tolman Smith

ALADY of much experience in schools and of rare culture and power as a writer, she has during more than a year of service in this office shown unusual capacity for special researches so essential in the work of this office" wrote John Eaton, Commissioner of Education, on June 8, 1880, when he was recommending Miss Anna Tolman Smith for a promotion in the Office of Education. Miss Smith had begun her service in the Office on January 28, 1879. In the total of 36 years and 7 months that she continued it, she more than justified Commissioner Eaton's early appraisal of her worth. Shortly after her death which came on August 28, 1917, Commissioner Claxton wrote:

"Let me take this opportunity to express my very great appreciation of the unique and almost incomparable services rendered by Miss Smith during her long connection with this Bureau. There was no one else in this Office on whom we relied more than on her. Her extensive and accurate knowledge of education and educational progress throughout the world was unsurpassed. It will be practically impossible to fill her place. We valued Miss Smith most highly for her fine judgment, and for her great interest and enthusiasm for the cause of education."

On many nations

Whoever has studied comparative education to any great extent must be more or less familiar with Miss Smith's work as it is expressed in her writings. She was doing some of the best of it around 1910 to 1915 when Ferdinand Buisson was publishing his *Nouveau Dictionnaire de Pedagogie* and Paul Monroe's *Cyclopedia of Education* was coming from the press. In the editorial staff of the *cyclopedia*, she was departmental editor for national school systems and of 64 articles describing education in other countries, she is credited with being the sole author of 33 and co-author of 7. That she should have been able to write standard and authoritative accounts of education systems as widely divergent as those of Brazil, Bulgaria, Canada, Egypt, England, Hungary, Newfoundland, Rumania, Russia,

Written in Appreciation of One "Whose Extensive and Accurate Knowledge of Education and Educational Progress Throughout the World Was Unsurpassed."

By James F. Abel

San Salvador, and Venezuela, argues extraordinary knowledge of the languages and social and political structures of many peoples and a versatility of thinking that would permit her to appreciate different philosophies and viewpoints of life.

From March 1886 to September 1917 Miss Smith wrote monthly the 3 to 5 pages of "Foreign Notes" published in the



Anna Tolman Smith.

magazine *Education*, and invariably signed "A. T. S." In these she told of the more important current educational happenings abroad, such as changes in laws and regulations, international expositions, the doings of foreign educators, and similar matters. Those notes, covering a period of 32 years, would, if bound in one volume, make a fair though somewhat sketchy history of education during that time.

Kaiser's hand

She comments in March 1886 that "The question of classics versus nonclassics has again come to the front in Belgium, in Germany, and in France." A month later she records that "The project of law for the organization of primary instruction in France, which passed in the Chamber of Deputies, July 1884 was delayed in the Senate until the present session. In that body, since the 28th of January, it has been the subject of earnest and, at times, acrimonious debate." These were the momentous debates over the secularization of instruction in France.

She describes in February 1891 the historic Berlin conference of December 4 to 7, 1890, which the Emperor of Germany addressed and virtually directed. At the conference the Emperor charged that the schools of Germany were producing "crammed youth, not men, wasting on Latin and classical lore the time that should be devoted to the German language and history"; the schools had done nothing to combat "social democracy"; social forces inimical to the state had been allowed to develop unchecked in them; and there was an excess of scholars in Prussia. Need we cite the repetition of history 45 years later?

Good reporter

The articles in the *Cyclopedia of Education* and the "Foreign Notes" were more or less side issues, things apart from Miss Smith's regular duties in the Office of Education. In her official activities she must necessarily have cared for the correspondence relating to her field, kept up contacts with American diplomatic and consular offices abroad, and written or supervised the writing of those parts of the Commissioner's annual report that deal with education in other

countries. The reports from 1911 to 1917 are rich in comparative education material mainly the result of her efforts. Detailed by the Office to attend the International Exposition at Paris in 1900, she was there a member of the Jury of Awards, and later wrote an official description of the educational exhibits of the exposition that was considered one of the best works of its kind then known.

Miss Smith was preeminently a careful, painstaking reporter who understood all phases of education well enough to select the fundamentally important events and record them in the proper settings and in their relation to other happenings. While she must have been well informed on the history of education, she did little organized writing in it. Though she certainly had strong opinions on education policies and an education philosophy of her own, her official position to some extent precluded their expression, and she did not, as far as I know, embody them in any article or series of articles. But here and there through her writings crop out the words and sentences that show her strong belief in universal, free, public, secular education.

How far she was responsible for the excellent collection of material on education in other countries that is now in the library of the Office of Education, I am unable to learn, but she must have had much to do with the liberal policy of purchase and exchange that became characteristic of the Office shortly after its establishment and was continued during the years she worked with it.

All in all, "A. T. S." set an extraordinarily high standard of achievement in the field of comparative education.

Schools Report

W. S. DEFFENBAUGH, Chief of the Office of Education's American School Systems Division, again submits for SCHOOL LIFE readers useful bulletins and reports reaching the Office of Education from school systems throughout the country. Watch for this feature regularly each month. Send to Mr. Deffenbaugh reports issued by your school system that may be included in "Schools Report".

Editor.

Tables showing what graduates of high-school and industrial courses do after graduation, is one of the features of the report of the superintendent of schools, New Kensington, Pa., for 1934-35.

NOTICE

"Education in the News", weekly Office of Education radio program, now goes on the air every Monday at 7:30 p. m., eastern standard time. The program is broadcast over the red net work of the National Broadcasting Co.

The report of the superintendent of schools, Winona, Minn., 1934-35, contains "A Proposed Philosophy of Education for the Winona City Schools", prepared by a committee of faculty members appointed by the superintendent. A list of the accomplishments of the schools, of the schools' needs, and of the superintendent's recommendations is also included.

"The Years of the Depression" is the title of a 172-page report of enrollment, class size, salary, and financial trends by the superintendent of schools, Minneapolis, Minn., for the years 1930-35.

Kalamazoo (Mich.) Board of Education has issued an attractive illustrated booklet entitled "Kalamazoo Public Schools . . . an Interpretation." "Not the usual type of an annual report", says superintendent; "it will portray much more adequately and effectively than formal statistics and stereotyped generalities."

"Education for Democracy" is the title of the 1934-35 report issued by the Hamtramck, Mich., Board of Education.

As a part of the long-term planning program, the California State Department of Education has undertaken a State-wide survey of school building adequacy. Field workers record housing facilities in all districts on a 517-item check list.

The report of the superintendent of schools, Elmhurst, Ill., for 1934-35 is the fifth report of a continuous survey instituted in 1931 in which supervisors and teachers cooperated. "A valuable byproduct of the survey is a development of new interest and a better understanding of the school program by all who participated."

Illinois has a new State supervisor plan. The State has been divided into three districts—northern, southwestern, and southeastern. A chairman from the

supervisory force has been named for each district.

Teacher salaries and cost of living by schools of various sizes are reported by the Idaho Education Association, Boise, Idaho, in a comprehensive report covering elementary, high-school, and college teachers in that State, 1928-29 to 1934-35.

W. S. DEFFENBAUGH

★ American Primers

"ALMOST everybody wants something. Almost everybody is willing to slave for what he wants.

And yet, standing between nearly 11 million Americans and what they want—bread, automobiles, houses, candy, wall paper, pork chops, pounds of nails, and rows of radios—is a barbed-wire fence. On the fence is a sign. Big black letters on a white board—

NO HELP WANTED!

Why?"

"Several American inventors have given their names to machines which we use or at least see almost every day. We have the Ford car, the Bell telephone, the McCormick reaper. Only one American president was so lucky as to have his name attached to an idea for which the United States has sometimes been willing to fight. The President was James Monroe, and the idea is called the "Monroe Doctrine." What was the Monroe Doctrine, and what does it mean to us today?"

"What is money, anyway? The dictionary says money is 'anything customarily used as a medium of exchange and standard of value.' 'Anything' probably means that shells, salt, cattle, or copper wire might be used, or even tobacco or beaver skins. And 'customarily' means . . . Why worry about that? After all, it is what money does that counts."

These snatches are from three of a series of nine American Primers issued by the University of Chicago Press and offered at a special price to educators "who are trying to help bewildered Americans understand their country's problems." The whole series of books is offered to schools at \$1. The series includes the following titles: *Youth in the Depression, Strikes, Money, Crime, Business, and Government; The Farm Business; Jobs or the Dole; Friends or Enemies; and You and Machines.*

SCHOOL LIFE

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NO. 2

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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."

OCTOBER 1935

PARLIAMENT ON INDOCTRINATION

Because it touches on a school issue not unknown in the United States, we take pleasure in reproducing a recent dispatch to the State Department from Ray Atherton, London Charge d'Affaires ad interim:

"A 'storm in a teacup' was caused by the tremendous publicity which was given to a report that a school inspector had criticized a young girl for writing in an essay that England was better than any other country. It appeared, after Sir Oliver Stanley had explained the case in Parliament, that the inspector had been misquoted or misunderstood. Sir Oliver hoped 'that while we were just as patriotic as anywhere else, we did not allow patriotism to degenerate into injustice.' One member stated that the debate had done good, for it had emphasized that 'it was the duty of the teacher to teach the child to think and not what to think, and that if a teacher or an inspector used his position officially to influence young minds with political propoganda he was guilty of betraying his trust.' The *Manchester Guardian* said that Mr. Morgan Jones did not speak too strongly when he called the whole affair 'a monstrous imposition on

the child and on the public.' The *Daily Herald* called the affair 'melodramatic and hysterical' and 'grotesquely out of proportion.' On the whole there was little encouragement for those who believed in the necessity of an exaggerated sense of patriotism."

SPEAK FOR THEMSELVES

School pupils frequently write to the Federal Office of Education for information and publications. A recent day's mail brought two notes to the Office. One, well typed, and signed in ink, pleasingly legible, came from a pupil in a large city junior high school which enrolls 1,658 pupils. The other, written in poor pencil scrawl, came from a boy of junior high school age living in a rural mid southwest community.

The first letter reads: "I am a pupil of Winthrop Junior High School in Brooklyn, and would like to obtain some booklets on the following subjects: Education for All, Financing Our City, Making United States Laws, Carrying Out Our Laws, Work of the Courts, New York City's Water Supply, Protecting the Food of the City, Disposal of Wastes, Guarding the Health of the Public, Public Provision for Recreation, Public Regulation of Buildings, City Planning and Civic Beauty, Communication and Transportation, Regulation of Work, Welfare of the Unfortunate, Protection of Life and Property, Correction of the Delinquent, The Citizen as a Voter. Thanking you in advance

and hoping you will try to fill this little order to the best of the Department's ability, I remain, Yours very truly, F. G."

The post card note from the other boy of junior high school age, who gives an R. F. D. no. 1 address, reads as follows: "I am a boy of 13 year old I want a list of things that will make me big and healthy what should I eat yours truly J. W."

One of these boys attends a first-class large city junior high school. The other, doubtless goes to a small rural school. Their notes to the Office of Education speak for themselves.

William John Cooper

"The United States lost an educational statesman of first rank with the death of Dr. William John Cooper, eighth Commissioner of Education." This statement was made by John W. Studebaker, present United States Commissioner of Education shortly after the passing of Dr. Cooper became known. While driving to California with Mrs. Cooper, in their car, Dr. Cooper was stricken near Kearney, Nebr. on September 10. He died on September 19. Funeral services were held in St. Mark's Church, Berkeley, Calif., followed by cremation at Oakland. Three great national educational surveys stand as living memorials to Dr. Cooper: Teacher Education, School Finance, and Secondary Education. Other of his many educational accomplishments will be reported in November SCHOOL LIFE.

AMERICAN EDUCATION WEEK · NOVEMBER 11-17, 1935

Education and Democracy

WILLIAM McANDREW has shown in his brittle, direct writing the real reason why our forefathers established public schools. They voted for schools to save democracy. With our practical predecessors the welfare of the individual was important; but it counted less in the scales than the welfare of our form of government. Without education—without an intelligent electorate able to master its own destiny, we would, they recognized, slip into dictatorship by default. So I say to you who teach children, young people, and adults, and to you who support schools with taxes, you are defending a great cause, democracy.

During American Education Week it is well for us to look beyond the daily service of schools to John and Jane to this greater service through which schools safeguard the Nation as a land where John and Jane can grow up free men and women in a free Nation. That is a precious thing. Let us, when we visit our schools during this week, consider that we are making a pilgrimage to the sacred shrine of American democracy.

What I Mean by Public Forums

I AM intensely interested in the discussion method wherever and whenever it is applied. It is basic to good democratic action that we develop the capacity for group discussion of all issues and problems which affect our group life. Without this counseling together and sharing of ideas, facts, and points of view we have no adequate basis for coming to intelligent conclusions on public policies. Whether the discussion technique is effectively used by a labor union in getting at a consensus of opinion on a problem of collective bargaining, or by school teachers in discovering improved methods in pedagogy, or by taxpayers in getting an understanding of a tax program—or in any case you may think of—I am keenly in favor of it.

But in proposing a system of public forums on a national scale for the *educational purpose* of facilitating understanding of public affairs, I have in mind a very specific and specialized kind of discussion. Many people think I mean by public forums merely the holding of some meetings where speakers elaborate a subject of public interest and are subsequently questioned by members of the audience. Others think I mean just the gathering together of citizens to talk over some public issues—similar to college “bull sessions.” Still others understand that I mean by “public forums” the staging of meetings where some leaders of more or less ability guide people in an informal discussion of announced subjects. I am pleased therefore, to have this opportunity to state briefly exactly what I do mean.

Part of public education

First of all, I want to see public forums operated as a regular adult education program in the public-school system. The discussion method is a technique of education. It should be used by the agencies for public education in a definite process of education. Nothing can add more to the value of public civic education than to extend it to include the majority of adults in the community. Thus the public-school system will not only serve the community with facilities for life-long education which is needed for

John W. Studebaker, United States Commissioner of Education, Tells in Brief Why Public Forums Are Most Effectively Sponsored by Public Education

good citizenship, but it will bring the responsible citizens into close relation with their institutions of learning. This participation of adults in the program of the public schools will improve the exercise of citizenship in the public control of education, the selection of school boards, and policy-making bodies.

While forums under other auspices are of great value, as private schools are significant in meeting certain needs, the kind of public forum which I am urging should be an integral part of our system of public education. In my opinion, the management of those publicly supported activities which are definitely educational should be delegated to the Federal, State, and local agencies of education.

Leaders

Second, I want to see an adult civic education program along forum lines begun and developed in accord with high professional standards of leadership. Just anyone with a fair education and an interest in public affairs is not qualified to lead a public forum. In my experience, forum leadership requires the highest professional talent available. It is infinitely more difficult to guide adults with vastly differing educational backgrounds and varying degrees of perceptivity in a process of open-minded inquiry into many complex and controversial questions of public policy than it is to teach regular courses to students of one general age level with the aid of textbooks.

Not only must the forum leader be a scholar himself in the social sciences, but he must be adept in the art of group discussion. The public forum is the last place in the educational world to engage amateurs. In the kind of forums I am advocating, we strive for nothing less than the continuous preparation of the citizen for self-government. This requires skilled leadership capable of maintaining an objective and impartial approach to the dis-

cussion. Therefore we must have the very cream of the teaching profession in the places of forum leadership.

Third, I think forums should be so placed and so managed that they are readily available to all of the youth and adults in the community, and in every community, rural and urban, in the Nation. Democratic Sweden already serves 1 out of 6 adults with this kind of civic education. In order to achieve the ultimate goal of a Nation-wide program we must have at least a decade for organization. I am suggesting that we begin in about twenty demonstration centers by establishing experimental stations similar to the Des Moines program in scope and management.

A program of forums should be operated for at least 30 weeks of each year. In the local community, a public forum program should schedule meetings in all parts of the city or township. In addition, community-wide forums which present speakers of note representing a variety of points of view on important public questions serve to bring the people of the entire community together. But in these forums I want to see a panel on the platform, including able opponents of the main speaker's position, ready to challenge and question his conclusions. I am not satisfied with the public forum which attracts only a small percentage of the citizens (to a large extent the intellectuals), to a schedule of lectures. Such a forum serves a real function. I recognize its yeoman service in the relatively few centers where it now exists. But if we are in earnest about doing something really effective to wipe out civic illiteracy to preserve and improve our democracy, we must insist that public discussion be so organized in our program that it actually engages the vast majority of the people.

[Continued on page 34]

Education in Other Government Agencies



Indian Education

THE California Legislature recently passed two acts for the benefit of Indian education. The first permits the territory in any Indian reservation of the United States Government to be formed into an elementary school district or be included, in whole or in part, in any existing or new elementary school district. This law was necessary because a legal doubt existed as to whether or not land owned by the Federal Government in trust for the Indians as a reservation could be included in a State school district.

The second law prohibits the governing boards of the school districts of the State from establishing separate schools exclusively for Indian children who are wards of the United States or children of other Indians who are descendants of the original American Indians, thus guaranteeing the right of Indian children to attend public schools for white children throughout the State.

About a fourth of the 1,200 Indian Girl Scouts in the United States live in Oklahoma, the first State to have all-Indian Girl Scout camps. Not fewer than 17 States have one or more troops of Indian Girl Scouts.

Nursery schools in the Indian Service are now being conducted in practically all the larger boarding schools and in many of the smaller ones, and are being sponsored by the home-economics departments. The instructors have been home-economics teachers who have had special training in child care, child development, and parental education. The older Indian girls receive instruction in child care and child development.

Pageantry holds an important place in the school program of the Indian Service by portraying the history and culture of the American Indian. A few of the pageants presented during the past year:

Coronado's Quest. Presented by the Albuquerque Indian School, Albuquerque, N. Mex.

Indian Progress of the Washita Valley. Presented by the Riverside Indian School, Anadarko, Okla.

The Pageant of the Wa-Ka-Rusa celebrating the fiftieth birthday of Haskell Institute, Lawrence, Kans.

"Indian day schools as well as the resident ones relate Indian art to other classes", writes Dorothy Dunn, of the Department of Painting and Design, United States Indian School, Santa Fe, N. Mex. "Children illustrate their own poems or stories, or paint their conceptions of other things which relate to their tribal life or which they learn through various activities. The graphic arts help greatly in surmounting bilingual difficulties among younger children who mainly comprise the attendance of the day schools. Their paintings are spontaneous and delightfully naive and fresh, almost without exception, because the majority of day school children have had fewer foreign art influences than many of the older ones attending the resident schools. Most of their work is done on a large piece of wrapping paper, or sometimes on the wall with native earth colors".

The S. E. C.

ON SEPTEMBER 3 the Securities and Exchange Commission, better known as the S. E. C., issued a stock order "suspending the effectiveness of the registration statement" filed by the National Educators Mutual Association, Inc., of Nashville, Tennessee. In issuing the order the S. E. C. made the following statement:

"Despite the registrant's consent to the issuance of a stop order, the nature of this case, in essence, an enterprise to deal in an irresponsible fashion with the small savings of city and county school teachers, makes it not only desirable but imperative to file these findings and this opinion, so that the untruthfulness and the unfairness of the registrant's officers should be a matter of public record.

"... there is set forth . . . a list of 31 "advisory directors", all residents of Tennessee, and with few exceptions, all having designations such as "Dean", "Principal", "Superintendent", etc. Obviously, this array of names—one hopes innocently lent—was intended to give an air of respectability and educational "mutuality" to an enterprise that fortunately for the protection of the investing school teachers of Tennessee and other States sought to register under the Securities Act of 1933.

"Since the organization of the registrant its principal business appears to have been the solicitation of subscriptions for so-called "endowment bonds" which were sold in units described as "5 annual payment 12-year endowment bond with 5 shares bonus stock." As of the date of hearing, the registrant had received subscriptions for approximately 1,000 of these "bonds" from residents of Tennessee. As of April 30, 1935, the date of the balance sheet, the registrant had received \$53,-

272.61 on account of these subscriptions, of which sum \$35,943.58 or 70 percent was disbursed for "sales expense". According to the evidence the purchaser of the foregoing units is to pay \$750 in 5 annual installments, or the equivalent thereof in monthly, quarterly, or semiannual payments, and will receive at the end of 12 years \$1,000 in cash and 5 shares of the no par common stock of a "stated" value of \$50 each. This was alleged to be the stated value despite the fact that shares of the same class, issued to the organizer of the company, were paid in at the price of 10 cents per share.

"The record discloses that the name, National Educators Mutual Association, Inc., was adopted in 1930. . . . Our finding is that the particular combination of words chosen for the name of the registrant is misleading and was used primarily for the purpose of creating in the minds of the public the erroneous impression that it is affiliated with the National Education Association."

For further details write to the Securities and Exchange Commission, Washington, D. C., for a copy of File No. 2-1447 "In the Matter of National Educators Mutual Association, Inc."

Public Forums

[Continued from page 33]

In the last place, these public forums should strive to attain the ideal of education which is to aid the learners to learn. This means that the management of the program should be as far removed from political manipulation as possible. I see the value in the use of the forum technique by partisan groups to aid in diffusing an understanding of their principles to their audiences. But the kind of forums I am pleading for must be free from partisan objectives. They must be sponsored, therefore, by an agency which has as its goal real education and not a point of view to promote. I think that public education comes nearest to being that agency. Where it is not objective and free, it should be, and an enlightened citizenry with his hand on the pulse of educational authority will soon come to demand that public education must be impartial in managing the learning process, for children as well as for adults.

In brief, this is what I mean by public forums.

The Office of Education has prepared a vest-pocket size bibliography titled: Good References on Discussion Meetings, Open Forums, Panels, and Conferences. In writing, ask for Bibliography No. 30.



Henry Ohl

. . . is outstanding as an organizer and representative of labor. In 1916 he was an organizer of the American Federation of Labor, and the following year president and general organizer of the Wisconsin Federation of Labor. Born March 16, 1873, Ohl was educated in the grammar school. He has been affiliated with the labor movement for many years. In 1906-7, Mr. Ohl was a special international representative of the allied printing trades. He has done much writing in the field, is author of "The Labor Movement", reports of conventions published in proceedings of the Wisconsin Federation of Labor, and has been editor of *The Bulletin*, *The Typo*, *The News Letter*, and other important labor publications. In 1912 Mr. Ohl was deputy city clerk in Milwaukee, and in 1917-18 was a member of the Wisconsin Legislature. His home is in Milwaukee, Wis.

Lincoln Filene

. . . is treasurer and chairman of the board of the well-known apparel store of William Filene's Sons Co., Boston, Mass. Mary La Dame, of the Department of Industrial Studies, Russell Sage Foundation, wrote a book on "The Filene Store" in 1930, a study of employees' relation to management in a retail store. Mr. Filene, born in Boston April 5, 1865, attended grammar and high schools in Lynn and Boston. In 1916 he received an honorary Master of Arts degree from Dartmouth College, and an honorary Phi Beta Kappa from the



College of William and Mary in 1922. Who's Who account of his accomplishments and biography lists more than a score of memberships in official connections with local, State, national, and international organizations, committees, and councils. The advisory committee on the national survey of secondary education conducted by the Office of Education included the name of Lincoln Filene. "A Merchant's Horizon" is among the many writings credited to this new member of the Federal Board for Vocational Education. His homes are in Boston and Weston, Mass.

THE UNITED STATES SENATE, on August 16, confirmed the appointment by President Roosevelt of three men to fill vacancies on the Federal Board for Vocational Education. These men are Lincoln Filene, of Massachusetts, to represent manufacturing and commercial interests until July 17, 1936; Clarence Poe, of North Carolina, to represent agricultural interests until July 17, 1937, and Henry Ohl, of Wisconsin, who will represent labor as a member of the Board until July 17, 1938. The Federal Board for Vocational Education, created in 1917 as the national agency of cooperation with the States in building up public vocational-training programs of less than college grade, consists of representatives of labor, agriculture, and commerce, as well as ex-officio members including the United States Secretaries of Agriculture, Commerce, Labor, and the Commissioner of Education. At present the Board members act as an advisory board without compensation.



Clarence Poe

. . . is an editor and publisher, at present the editor of *The Progressive Farmer*, a position he has held since 1899. The *Progressive Farmer* has one of the largest, if not the largest circulation of any farm periodical in the country. To Mr. Poe in 1912 went the Patterson cup for the best literary production in his State of North Carolina from 1909 to 1912. His writings include: *Cotton—Its Cultivation, Marketing, and Manufacture*; *A Southerner in Europe*, 1908; *Where Half the World is Waking Up*, 1911; *Life and Speeches of Charles B. Aycock*, former Governor of North Carolina, his father-in-law; *How Farmers Cooperate and Double Profits*, 1915; *Farm Life—Problems and Opportunities, and Culture in the South*. Born in Chatham County, N. C., January 10, 1881, Poe went to public school. He holds the following degrees: Litt. D., from Wake Forest; LL. D., from the Univ. of North Carolina, and Washington College, Maryland. In 1929-30 he was master of the State Grange in North Carolina. His home is in Raleigh, N. C.

The Vocational Summary



SOME interesting experiments were made by the State Department of Vocational Education in Virginia last year in testing out types of programs and teaching methods for part-time, out-of-school youth classes.

A State-wide survey of out-of-school youth was made by the department. With the information thus obtained as a guide, a teacher-training program for those who will be responsible for out-of-school youth classes was organized. One hundred and twenty-five men and women—teachers and principals—from different sections of the State and representing all fields of vocational education, met at the Virginia Polytechnic Institute during the summer for a four weeks' training course. Committee work on different phases of the out-of-school youth problem, a study of special methods, and a study of the results of the survey of out-of-school youth, were the highlights of the training conference.

Home-economics teachers were given special training in crafts and home industries, particularly adapted to different Virginia communities. Some of the teachers were those eligible for employment under the Emergency Education Program, while others were regular high-school teachers who will act as supervisors and coordinators of county programs.

Recreation was emphasized and practical demonstrations in this field were conducted by Miss Ella Gardner of the United States Extension Service.

Cooperation

Close cooperation between State vocational rehabilitation boards and public employment officers, created under the Wagner-Peyser Act, is evidenced in annual reports of State rehabilitation boards now being forwarded to the Federal Office of Education. A well-formulated plan of cooperation is reported from Massachusetts. Physically handicapped persons, who are sufficiently well trained for specific positions, are referred to a staff member of the public employment office, assigned for the purpose, who endeavors to establish a contact for them with an industry. The public employment office,

in turn, refers to the rehabilitation section of the State board for vocational education, physically handicapped persons who appear to be in need of further training in order to qualify for and hold employment under present conditions.

Farm abilities stressed

What might be called a "building-for-the-future" program has been set up by those responsible for the program of instruction in vocational agriculture in the Southern States. It's not a 1-year program. It is measured in terms of long-time objectives.

It is founded on the idea of developing in vocational agriculture students, abilities to solve specific problems with which they will be confronted in their farming operations. Instruction designed to teach farm boys these abilities covers problems pertaining to soils, production, farm organization, marketing of farm products, capital and investment, and sociology. The instruction program aims to develop among other things, ability to: Determine the adaptation of particular types of soils for particular crops, pastures, and timbers; select and use appropriate methods of building up and maintaining soil productivity; produce and handle livestock economically; produce crops of desired quality according to market demands; select the farm enterprise which will make the farm organization as a whole most productive; obtain maximum utilization of labor, capital, and land resources; make adjustments in production, on the basis of probable market conditions, relation between supply and price, business conditions, and competition between producing regions; evaluate the advantages and limitations of marketing agencies accessible to the farmer; and to cooperate in economic, social, and civic activities. A large order—yes. But it must be remembered that this instruction program is set up in terms of long-time objectives. It aims to carry the vocational agriculture student not simply through the 4-year period of his agricultural course, but through his future period as an established farmer.

School places students

An excellent plan for finding employment for graduates has been worked out by the Arthur Hill Trade School, Saginaw, Mich. Under this plan, graduates are referred by the school to some of the largest plants in the city, with whom a cooperative arrangement has been perfected. A graduate who is out of employment is given a personal letter by the school coordinator to the employment manager of the plant where it is thought employment may be found. This letter is enclosed in a school envelop. Gatekeepers have been instructed to pass bearers of such envelopes along for an immediate interview, thus saving them the time and discouragement of waiting in the job line. In many instances such boys are taken on at once; or if not their names and applications are taken and they are called as soon as a job develops. Phone calls are received almost daily by the school asking for some trained boy for a particular job. Recently, according to the school coordinator, it was necessary to interview a number of boys before one could be found who was not employed and could take a job at a local plant.

Part-time objectives

Three objectives should be set up by teachers of part-time vocational agriculture classes, John B. McClelland specialist in part-time and evening classes in agriculture, Federal Office of Education, believes. The part-time instructor's first objective, Mr. McClelland declares, should be to provide the type of instruction which will assist boys and young men to establish themselves in farming. This he can do by helping them to get started on a small scale with a crop or livestock enterprise on the home farm or on rented land, or by helping boys and their fathers to work out a farm partnership. His second objective should be to meet the needs of out-of-school farm boys, who—because of agricultural conditions or their interest in other types of work—hope to obtain employment elsewhere at some later date. These boys need training to enable them to be proficient farmers during the time they are employed on the farm, as well as training which will enable them to earn

money. The vocational agriculture teacher may be able to give them some training in mechanical work and subjects related to agriculture that will help them to obtain employment in occupations in which they are interested. A third objective of part-time instruction listed by Mr. McClelland for out-of-school farm youth is to provide for the social needs of this group. This may be done by interesting them in group organizations, through which they may participate in social, civic, and recreational activities.

\$80 a month

Only 100 of the 1,500 women enrolled in adult homemaking classes in Hawaii last year came from homes where the income was over \$80 a month, Mrs. Caroline Edwards, Territorial supervisor of home economics, reports. Necessarily, therefore, the emphasis in home-economics instruction was on the problem of how to make a little go a long way. In the congested area of Honolulu an interesting plan was followed. The City Social Service Division rented unoccupied cottages for periods of 3 weeks. A home-economics teacher supplied by the Territorial Home Economics Department met the women from the area around each cottage daily and worked with them on various homemaking projects. House care and renovation were taught right in the cottage. Child care was taught and demonstrated with the babies brought to the cottage by the women. Dinner was prepared and served to the group each day, the menu being in keeping with the

income of the women, who were assigned to the planning and marketing for the meal under the teacher's supervision.

Sinee, when incomes are low the purchase of clothing and house furnishings is apt to be made at the expense of minimum food allowances, remodeling of clothing and furniture making and repair were taught in most of the groups. Husbands often participated in the furniture and equipment classes, and surprisingly good results were achieved with the use of such materials as wooden crates and boxes, barrels, and tin food and oil containers collected from stores and wholesale houses.

Training plan popular

Sixty students completed the cooperative vocational education course inaugurated in Jacksonville (Fla.) high schools in September 1934. Under this plan high-school students go to school part time and work in offices or shops in the city 4 hours each day. The purpose of the plan is to give these students actual experience in a variety of industries and professions, and aid them in choosing an occupation. A total of 75 cooperating agencies—manufacturing plants, stores, business offices, and professional offices—were contacted and cooperated in the plan during the school year ended June 1935. A number of the 60 students who finished the course this year had promises of full-time employment when they graduated. Fifty-three applications have been received by the

coordinator for the Jacksonville schools from students who desire to enter training during the year opening this month. Temporary arrangements have been made for advisers in two of the senior high schools. A 3-year program recently formulated calls for advisers in each of the high schools with sufficient time and facilities to correlate the cooperative vocational education program with the regular high-school requirements.

Training surveys

The trade and industrial education service of the Office of Education has cooperated in two surveys since the first of the year—one for the State of Arizona and one for Tampa, Fla. Both surveys were made to determine industrial education needs in the areas covered. The Arizona survey was made at the request of the State department of education. The Tampa investigation was conducted upon request of the State and Hillsborough County departments of education.

The plan followed in making the surveys was to confer with representatives of both employers and employees in different industries in the territories covered. Sixteen different industries—auto dealers and auto service, public service, transportation, building trades, and the cigar industries among them—were represented in the Tampa survey. Representatives of employers and employees from various Arizona industries in seven different cities were called in for conference.

★ HUNDREDS of thousands of visitors to the California Pacific International Exposition have witnessed in the Palace of Education the almost living exhibit of the Future Farmers of America, our country's largest organization of high-school boys. They have seen the dramas of vocational agricultural training—a 7-minute show. It is the story of effective education in

which the Federal Government, the States and the local school district are partners in financial contribution and administration, and nearly 2 million farm boys in 5,000 high schools are the recipients. Recognition of the Future Farmers of America as an organization for building character, citizenship, and vocational effectiveness is indicated in allocation to

the F. F. A. by the exposition of the largest space and biggest budget in the Palace of Education. It is a great stride, indeed, from the lifeless photographs and plaques of a past decade. The Future Farmers of America have made as immense a stride toward helping work for a greater rural America. Below is shown their exhibit at San Diego.



Cooperation with the C. C. C.



★ REPORTS reaching the Federal Office of Education indicate a growing interest on the part of high schools, colleges, community organizations and citizens, in C. C. C. educational activities.

Numerous camp educational advisers are finding a sincere willingness on the part of community leaders and institutions to cooperate in supplementing C. C. C. instruction.

At present C. C. C. camps are emergency camps, and the Federal Government can afford only a minimum of educational opportunity. Local communities must come to the rescue of young men in supplementing what the Government would like to provide, but because of the costs involved, cannot afford.

Schools everywhere are formulating plans for the next 9 months of work. While these efforts are being launched, thought should be given to ways in which certain types of instructional work in the camps may be brought into closer relationship with the country's educational system.

In looking back at recent months, we are greatly encouraged over the progress that has been made in opening up neighboring educational facilities for enrollees. High schools and colleges in a number of instances have voluntarily placed their services at the disposal of C. C. C. men.

Attend college

Kansas State Teachers College, for the past year, had an average of 150 enrollees from two camps taking courses twice a week in such subjects as welding, blacksmithing, auto mechanics, and electrical repair.

Up in Lewiston, Maine, members of Company 132, located almost in the backyard of Bates College, have been receiving useful instruction from advanced students in that institution. Recently the college agreed to allow several classes to be held on the campus—affording varied courses for C. C. C. men in the arts, sciences, and mechanical training.

Howard W. Oxley, Director of C. C. C. Camp Education, Reports Increasing Number of Schools and Colleges Opening Their Doors to Civilian Conservation Corps Enrollees

Out at Lawrence, Kans., for the past several months the high-school classes of the city were opened up to members of Company 1064. Truck loads of C. C. C. enrollees rolled into Lawrence 4 nights weekly for classes.

These few examples demonstrate how much help may be secured by the camp adviser from neighboring sources.

Scholarships for C. C. C.

College authorities are manifesting more interest in opening up scholarships



On October 1, a total of 11,436 vocational courses were being taught in C. C. C. camps.

for capable C. C. C. men to give them a chance at further training. Wesleyan University, Boston University, Massachusetts Institute of Technology, and Reed College, recently made scholarships available to outstanding C. C. C. enrollees. It is our hope that other institutions will follow the lead of these four and offer worthy youths in the camps a chance at advanced training.

Camp advisers should always be on the lookout for college aids and grants which would enable C. C. C. men to enter higher institutions of learning. They should search college catalogs for useful infor-

mation along this line. A visit to a college president or dean might open a needed opportunity for an enrollee.

The Federal student aid program operating under the National Youth Administration may supply another means by which C. C. C. men could earn enough to attend college. Worthy youth in the camps should be given serious consideration by authorities in assigning Federal student aid grants. Camp advisers should consistently urge this important point.

More and more are we noting the inclination of local civic and welfare groups to offer help to the camp educational program. Last summer in North Adams, Mass., the city Y. M. C. A. organized a number of classes in Company 148 to prepare enrollees for positions in the work-a-day world. Such subjects as business English, bookkeeping, accounting, and typewriting were taught.

A Kiwanis Club in New Jersey a few months ago donated several musical instruments and other equipment to a local camp.

In Banning, Calif., a business men's club has been sending three prominent business leaders into a camp to teach enrollees the art of a successful interview.

A camp adviser should no longer be content unless he is making use of every available source of assistance in improving his educational program. Hundreds of possibilities lie about the camp for broadening and enriching its instructional facilities. Let us proceed to discover and develop each one of these opportunities.

One of the functions of advisers is to stimulate educational interests in enrollees again; it is one of the responsibilities of community organizations, schools and colleges, to provide educational opportunities. After all, C. C. C. enrollees are still citizens of the local communities.

Williamsport and Youth

WILLIAMSPORT, PA., is waging a winning battle against unemployment. Its young people are finding work—not just stop-gap jobs, but work for which they have been specially trained in the Williamsport Retraining School.

For some occupations the city's employers want as many workers as the retraining school can supply. Last January they wanted too many. The school could not fill the demand for graduates of its commercial and machine shop courses. In December, 13 young men had been organized into a "special apprentice class" of the machine-shop division of the school for intensive mechanical training. By early March the retraining school reported that all of them were on local pay rolls, each doing the particular work for which he had prepared.

C. of C. acts

Five years ago conditions were not so favorable in Williamsport. In February 1930 members of the employment committee of the chamber of commerce were concerned about unemployment. With the help of volunteer workers, they made a community survey to study its causes. Findings led to establishing experimental classes for the unemployed early in 1931. Courses were designed to help people retain their capabilities and to train them for new occupations. The public-school system cooperated, providing instructors and classrooms.

From the beginning the experiment showed promise of success. By May of the first year nearly 20 percent of the enrolled students had been placed in jobs. Demand grew for more extensive classes, and fall saw the retraining school expanded into a comprehensive educational program. Before the end of 1931 a full-time coordinator had been appointed to work with schools, students, and industry. His salary is paid by the State emergency relief board.

Four main fields of occupational schooling feature the retraining program today. Williamsport's present and probable future labor needs are for special industrial mechanics, machinists, woodworkers, stenographers, and typists. A selected cur-

Pennsylvania City Copes With Its Unemployment Problem Through a Retraining School Which Prepares for New Occupations. By Alice Bodwell Burke

riculum to train students for these specialized jobs is offered by 16 instructors.

The "special apprentice class" for industrial mechanics prepares a limited number of young men, high-school graduates or the equivalent, for highly specialized tool work. Blue print reading, higher mathematics and all allied machine-shop activities are taught. In order to make the training as businesslike as possible, the instructor in charge made arrangements with a local manufacturer to use materials which had been "scrapped" for minor defects before the manufacturing processes had been completed, but which were still satisfactory for instruction purposes. In the school shop the parts are machined to production standards, as to accuracy and speed, although in some cases the dimensions are fictitious. Punctuality and strict observation of safety regulations are stressed in the course. As soon as one "apprentice" gets work a new student takes his place.

Learning for use

A machine-shop course for general technical training offers classes in architectural and mechanical drafting, auto mechanics, printing, architectural and mechanical-blueprint reading, engineering mathematics, acetylene welding, and solid geometry.

Because school officials believe that local furniture plants will soon need cabinetmakers, the woodworking class provides intensive training in this direction.

Business English, shorthand, typewriting, and office practice are open to men and women in the commercial courses. The school is now experimenting with placing partially-trained stenographers in public offices for experience.

Young women over 18 years of age have a special service of their own which

offers classes in retail selling and advertising. Home economics classes are not part of the retraining program. They are confined to the regular school curriculum.

Vocational guidance, placement service and a recreational program are open to young men who have graduated from high school and are members of the Williamsport Graduates Club, an affiliate of the retraining school. The coordinator who interviews employers on behalf of members reports that, although business men are wary of hiring men under 20, they respect as high recommendations the certificates given by the retraining school and the Graduates Club.

After four years

Athletic teams of the club have use of the Y. M. C. A. on specified days. The Graduates Club's dance orchestra and band are popular not only with members, but with all Williamsport. They furnish music for social functions of the retraining program.

During the last four years Williamsport has battled unemployment. Its retraining school has been a bulwark against the demoralization bred of stagnating capabilities and unfulfilled hopes. Throughout its existence the school has kept Williamsport's unemployed, young and middle-aged, mentally alert, and it has maintained a 30-percent placement average.

Today authorities believe that the city's unemployment problem is nearly solved, but the retraining school is going on. Williamsport looks to the future. It means to train its young people so that local industries will not have to import specialists in the years to come. And it means to train all its people to a standard of efficiency that will keep them on pay rolls, even in the face of another depression.

Federal Aid and the Negro

MANY of the recent proposals and much of the suggested legislation concerning Federal aid to education have either ignored the educational inequalities imposed on Negroes in certain States, or have assumed that the proposed system of grants would operate in such manner as to iron out these inequalities.

Because many believe that the first policy is unwise and that the second is ineffective, four arguments are briefly presented in favor of specific safeguards for the education of Negroes in Federal aid legislation, if and when such legislation is enacted.

One

Low educational status. Because democracy increasingly demands an educated citizenry; because ignorance and backwardness constitute the most fertile soil for the growth of forces inimical to our democratic institutions; and because of the established fact that the educational status of Negroes is lower than that of any of our large minority groups, it is in the interest of the general welfare and of progressive democratic society that colored citizens be given a square deal in the matter of education.

Two

Migration. The need for the establishment of a minimum or foundation program of education for all States and communities is emphasized by the migratory nature of our population. Some form of Federal aid is generally accepted as one instrumentality for ironing out the educational inequalities resulting from (1) extreme variations among States in educational standards and practices, and (2) migration of the population.

Negroes are among our most migratory groups. Nearly a million have migrated from the South to other sections of the country during the past 25 years, and from 1920 to 1930 the number of Negroes in cities increased more than one and one-half millions. Because of this migration it is necessary to safeguard some sections of the country against the effects of educational inequalities of other sections, and to protect the cities against an influx of migrants from rural areas who have

Ambrose Caliver, Specialist in Education of Negroes, Explains Why the Negro Needs and Should Get Federal Aid; Four Arguments Presented

been denied the minimum essentials of an education.

Three

Inequality of opportunity. Americans have, through a gradual evolution, come very generally to accept in theory the principle of equality of educational opportunity for *all* children. It is far from being accepted in practice, however.

Experience indicates that unless definite safeguards are provided in the distribution of Federal grants, discrimination against Negroes will follow. Evidence of discrimination is pointed out in a recent study,¹ which shows that the only Federal fund from which Negroes receive allotments in proportion to their numbers is the Second Morrill Act, the one act which definitely specifies that the funds shall be distributed equitably. Further evidence may be found in the distribution of Federal emergency grants. During the first and part of the second year of the operation of these grants, according to official reports received,² there were gross inequalities in many States and localities. This condition was corrected somewhat after a statement was sent out from the Federal Emergency Relief headquarters to the effect that funds were to be distributed according to the ratio which Negroes bear to the total population. In the grant for school aid under the National Youth Administration specific stipulations regarding Negroes have been made. It remains to be seen how effective they will be without a definite and objective method of checking on their operation.

Similar discriminations are found in the distribution of State funds. In certain States that have equalization funds there are counties in which Negroes fail not only to receive the grants provided thereby, but are deprived also of the

¹ John W. Davis. Land-grant colleges for Negroes. West Virginia State College bulletin. (Contribution No. 6 of the Department of Education).

² Unpublished studies in F. E. R. A. office.

State funds allocated on the basis of the school census.

Four

Preservation of government. The perpetuity of governments rests upon the allegiance of their citizens to the fundamental principles upon which they are founded. Among the principles underlying our American democracy, education as a necessary accompaniment of citizenship has come to be one widely accepted. The interest shown in education by Washington, Jefferson, Hamilton, and others is proof that education may reasonably be considered a right of citizenship that was assumed under the Declaration of Independence and the Constitution. To deny equity to Negroes, therefore, in the distribution of Federal educational funds is a violation of the fourteenth amendment to the Constitution. Moreover, it is conceivable that a disregard of the rights of Negroes in the matter of equality of educational opportunity may eventually result in undermining our conception of the "rights of citizens to education." Proper safeguards, which will be welcomed by many local officials in the interest of good government, will help to prevent an encroachment upon this fundamental principle of democracy.

Safeguards

There are two safeguards that may be applied which will tend to guarantee equity for colored citizens in the distribution of Federal funds. The first is the simple method of inserting a clause which specifies that the law shall be so administered and the funds so expended as to take into account the ratio Negroes bear to the total population of the area under consideration. As previously stated, this has been found to be of some assistance, but in order that the full effect of such suggestion be felt, there needs to be added a second safeguard. It is the

requirement of reports on the use of the funds granted, such reports having data segregated according to race.

Neither of these safeguards can reasonably be said to involve "control", that bugbear of Federal support. There should be no objection to an accounting of the manner in which funds allotted have been spent. Such reports are essential as a basis in formulating future policies and as a matter of public information, and constitute a requisite procedure in all good governments and businesses.

NOTICE

ANNUAL Office of Education radio broadcast on education of Negroes will be heard on November 14 from 3 to 3:45 p. m., central standard time over the Columbia Broadcasting System. The Tuskegee choir will sing and the main address will be delivered by the new president of Tuskegee, Dr. F. D. Patterson.

Because of the educational status of Negroes, their migratory nature, and their privileges and obligations as citizens, if and when a Federal support measure for education is enacted, equitable distribution of the funds would be in the interest of the welfare of the Nation and the perpetuity of the Republic as well as in the interest of its Negro population.

★ Bookmarks

MOTION Picture Bookmarks, a service provided by the Cleveland Public Library to Cleveland citizens for the last 12 years, will now be made available to citizens throughout the United States by the Office of Education on its weekly radio program of Education in the News.

Motion-picture bookmarks are short lists of books which promise interesting reading in connection with current film hits based on famous novels, biographies, or historical episodes. The Cleveland Public Library selects from coming Hollywood releases the pictures most likely to create a demand on the library. Then experts select books interesting to those who are going to see the picture or who have seen the picture. In connection with "Alice Adams", the motion-picture bookmark listed not only Tarkington's book "Alice Adams" but four other books in which were to be found other famous Tarkington heroines. Also the bookmark listed four other books on manners which would have helped Alice in her social problems and might even help modern Alices faced with like problems.



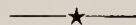
A Picture from the Past

GEORGE O. STREHLOW, Milwaukee, Wis., school director, at a recent Milwaukee school-board meeting, introduced a resolution to require all high-school girls to wear smocks while in school. The resolution brought to mind the above photograph which appeared in a 1901-02 catalog of a now extinct American college. The photograph, which we take pleasure in reproducing above, carried the legend, "Dumb Bells, 'A Sound Mind in a Sound Body.'" School Director Strehlow's resolution, as quoted in the Milwaukee Leader of September 4, drew broad smiles from his fellow directors. He defended the resolution "as a democratic move which would lessen the incentive for some mothers, who can afford it, to dress their daughters up in expensive silks, making less fortunate girls ashamed of their plain clothes."

In Washington, D. C., a 16-year-old high-school girl recently wrote a letter to the Board of Education asking that the Board require all Washington high-school students to wear uniforms. Chester W. Holmes, principal of the school the girl attends, replied to the letter as follows: "School officials can't dictate to the parents and the children what the children shall wear. Of course, they must be properly dressed. Bloomers and shorts won't go in the classroom any more than a sport suit can be worn to a dance. But uniforms are out of the question."

Other District of Columbia school officials questioned as to the practicability of having all high-school students wear uniforms seemed to voice the same com-

ment as Principal Holmes. One assistant principal, a lady, said "I'm afraid the children would soon all feel like orphans and would tire of their uniforms." Another said it suggested "regimentation." "It's too much of the 'institution idea'" declared Frank C. Daniel, McKinley High-School principal. Allen Davis, of Roosevelt High School, who believes that the tendency these days is toward individualism—even in school dress—recalled the days of the "gay 90's" when Eastern High School in the Capital City had a girls' cadet corps. The girls all wore the same kind of uniform. "The uniform was very attractive—below the ankles was the style then," Mr. Davis pointed out. "But after a while the girls became dissatisfied and abandoned the idea." Another principal said that all school officials and teachers should stress the "beauty and advantage of simplicity in dress."



Miss Bess Goodykoontz, Assistant United States Commissioner of Education, represented the Office of Education, United States Department of the Interior, at the Seventh Pan-American Child Congress held in Mexico City, October 12-19. She spoke at the Mexico congress on "Classification of Pupils: Its Function in Child Welfare and Its Advantages in Education." The other official delegates from the United States representing education at the congress were Dr. Elizabeth Woods, supervisor, Los Angeles city schools, and Dr. H. T. Manuel, professor of educational psychology, University of Texas.

New Standards

MARKED progress has been made by the committee representing the six regional educational associations of the United States which is engaged in studies looking to radical revision of standards for accrediting of secondary schools throughout the country.

During the past year more than 2,000 research studies have been carefully abstracted. This has been done in order to utilize results of scientific educational research as a basis for formulation of methods of evaluation of secondary schools which shall be more extensive, more detailed, more valid, and more stimulating to further growth than standards which have been used in the past.

Tentative check lists consisting of approximately 1,500 items were prepared during the year under the direction of the

Members of the Executive Committee of the Cooperative Study of Secondary School Standards in Session at Montreat, N. C., September 2-7, 1935

Standing—left to right:

Jesse B. Davis, Boston University, New England Association; M. L. Altstetter, educational specialist, Washington, D. C.; R. N. Gummere, Harvard University, Middle States Association; J. T. Giles, State Department of Education, Wisconsin, North Central Association; George E. Carrothers, University of Michigan, North Central Association; E. J. Ashbaugh, Miami University, National Committee on Research in Secondary Education; Walter C. Eells, coordinator, Washington, D. C.

Seated—left to right:

Carl A. Jessen, secretary, United States Office of Education; M. P. Moe, secretary, Montana Education Association, Northwest Association; Joseph Roemer, George Peabody College for Teachers, Southern Association; J. Henry Highsmith, State Department of Education, North Carolina, Southern Association; E. D. Grizzell, chairman, University of Pennsylvania, Middle States Association.

Walter C. Eells, New Coordinator for Cooperative Study of Secondary School Standards, Reports Progress of Committee Working Toward Radical Revision of America's Secondary School Accrediting Standards

administrative committee consisting of G. E. Carrothers, E. D. Grizzell, and Joseph Roemer. These are based upon research studies which have been abstracted, and upon judgments of specialists in different fields. They are designed to indicate, in considerable detail, characteristics of good secondary schools in a dozen important aspects.

The general committee in charge of the study consists of 21 members representing the 6 regional associations of colleges and secondary schools—the New England Association, the Middle States Association, the North Central Association, the Southern Association, the Northwest Association, and the Western Association. In addition there are advisory members representing the Federal Office of Education, the American Council on Education, the National Education Association, and the National Committee on Research in Secondary Education.

A smaller executive committee of 9 members has had direct responsibility for planning and development of the study to date. This executive committee met in North Carolina during the entire first week of September to go over in detail tentative check lists which had been prepared, to develop statements of guiding principles, and to make general plans for work during the current year.

The "Cooperative Study of Secondary School Standards", as the organization is officially known, was initiated at a meeting held in Washington in August 1933. (See Oct. 1933 *SCHOOL LIFE*.) At first it was financed only by contributions from cooperating associations. Last spring, however, substantial support was secured from the General Education Board, permitting a significant enlargement of activities of the committee. Offices were opened at 744 Jackson Place, Washington, D. C., in September, where



a full-time staff will devote attention to the study during the current year. The professional staff, to begin with, consists of Dr. Walter Crosby Eells, selected as coordinator of the study, on leave of absence from his position as Professor of Education at Stanford University, and of Dr. M. L. Alstetter, educational specialist, of George Peabody College for Teachers.

Before Christmas it is planned to revise the tentative check list and statements of principles in light of criticisms and discussions of the executive committee at its North Carolina meeting, and to submit them for suggestion and critical comment to 150 or 200 educational leaders and active secondary school principals in all parts of the country.

A meeting of the general committee of 21 members, of advisory members, and of invited educational consultants will be held in St. Louis the week preceding the meeting of the National Education Association Department of Superintendence.

At this meeting revised check lists will be presented for discussion and approval preliminary to their proposed experimental tryout in several hundred representative secondary schools of all types and sizes, both publicly and privately controlled, throughout the United States.



★ SINCE Jersey City's safety car, "The Voice of Safety", shown above, has been operating during the past 4 months, accident injuries have been lowered 37 percent, Helen Bannerman, principal of School No. 15 in Jersey City reports. The car's loudspeaker can be heard 5 blocks away. Operated by Sergeant David Conroy, supervisor of safety in Jersey City schools, and sponsored by director of public safety, Commissioner Thomas J. Wolfe, "The Voice of Safety" is used at designated play streets and dangerous crossings. The operator instructs children and adults in the way of safety.

Future Farmers

WHAT 100,000 vocational agriculture high-school students do is news. The organization of Future Farmers of America, which now enrolls more than 100,000 farm boys, is directed by boys, although F. F. A. activity in general comes under the supervision of the Office of Education. W. A. Ross, Agricultural education specialist in the Office of Education, who is executive secretary of the Future Farmers of America, will report for SCHOOL LIFE readers each month news of the F. F. A., our country's largest organization of high-school students.

The National Congress of Vocational Agricultural Students, which includes the National Convention of Future Farmers of America, took place in Kansas City, Mo., October 19 to 26.

Certificates

All F. F. A. members, both active and honorary, who have been awarded the Degree of American Farmer, fourth and highest in the organization, will receive a handsome engraved certificate properly signed by the national officers and bearing the emblem and seal of the organization. The engraving has now been completed and the names of all American farmers from 1928 to 1934, inclusive, are being hand lettered. The certificates, 8½ by 11 inches in size, will be furnished each year in the future as the new crop of American farmers is elected at the national convention.

Chapters

Forty-eight chapters from 23 States reached the finals in the 1935 F. F. A. chapter contest. The reports, for the most part, are beautifully compiled and show a broad scope of activities. The chapter contest inaugurated 5 years ago is responsible for considerable improvement in chapter programs of work and is a splendid device for self-teaching along cooperative lines; \$800 in awards are offered by the national organization.

100,000 plus

The active membership of the F. F. A. went over the 100,000 mark this fall as shown by the annual reports from the various State associations recently received at the national office. The steady,

healthy growth of this great organization of farm boys in the 8 years of its existence has been gratifying to all who are interested in the welfare of youth—especially farm youth.

The tenth edition of the F. F. A. Manual has just come from the press. This edition was 5,000 copies.

Grange award

The National Grange, through Mr. L. J. Taber, master, has provided \$100 in prize money to be awarded to outstanding State associations of F. F. A. The awards will be made on the basis of the annual reports submitted by the various State associations for the year ended June 30, 1935, and announced at the national convention.

Trippers

Thirteen chapters in Montana completed camping trips ranging from 2 to 10 days in length and covering such points of interest as Glacier and Yellowstone Parks, the State Capitols, Great Falls smelter, Boulder Canyon and parts of Wyoming and Idaho. On these tours the F. F. A. boys have planned their journey, done their own cooking and the whole undertaking averaged a dollar per day expense which included food, transportation, and entertainment.

Fourth tour

Twenty-three Medina, Ohio, F. F. A. members and their adviser made their fourth annual tour which this year carried them into the northeastern States and Quebec. The trip was for 10 days and they traveled 2,085 miles.

Band

The Texas association, with nearly 9,000 members of F. F. A., will furnish the official band for the national congress of vocational agricultural students and national convention of F. F. A. Texas had about 150 pieces in their band at the State convention this year. From this band a selection of about 75 members will be made and this group brought to Kansas City. This is the second time in 8 years that the official band came from Texas.

Educators' Bulletin Board



Recent Theses

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

BENNETT, OMER H. The status of county superintendence in Ohio. Master's, 1929. University of Cincinnati.

BRODSHAUG, MELVIN. Buildings and equipment for home economics in secondary schools. Doctor's, 1931. Teachers college, Columbia university. 178 p.

CARLETON, RALPH K. The personal equation in chemical analysis. Doctor's, 1934. George Peabody college for teachers. 85 p.

COLBERT, EDWARD B. The status of guidance in the larger secondary schools of Massachusetts. Master's, 1935. Boston university. 127 p. ms.

DANIEL, JOSEPH M. Programs of studies of small high schools: a study of the programs of studies of the small high schools of South Carolina based on an interpretative analysis of the factors influencing their organization. Doctor's, 1935. Harvard university. 486 p. ms.

GARLAND, AGNES G. Music and the development of international good will. Master's, 1935. Boston university. 103 p. ms.

GESSFORD, MARGARET. Social effectiveness and the leisure time activities of junior high school girls. Master's, 1935. George Washington university. 44 p. ms.

GOTSCHALL, JOHN H. The development of the union superintendency system of school supervision in Massachusetts. Master's, 1935. Boston university. 91 p. ms.

HAGER, WALTER E. The quest for vocational adjustment in the profession of education. Doctor's, 1931. Teachers college, Columbia university. 86 p.

KOEPP-BAKER, HERBERT. An examination of the problems of measuring speech abilities in freshmen at the Pennsylvania State college. Master's, 1934. Pennsylvania State college. 38 p. ms.

LANGFORD, HOWARD D. Educational service, its functions and possibilities. Doctor's, 1931. Teachers college, Columbia university. 212 p.

MACLELLAN, MALCOLM. The Catholic church and adult education. Doctor's, 1934. Catholic university of America. 125 p.

MEREDITH, HOWARD V. The rhythm of physical growth: a study of 18 anthropometric measurements on Iowa white males ranging in age between birth and 18 years. Doctor's, 1934. University of Iowa. 128 p.

MOORE, EOLINE W. Difficulties recognized by elementary teachers and their implications for supervision. Doctor's, 1934. George Peabody college for teachers. 70 p.

PRUDHON, MARION G. The use of kindergarten materials as a basis for the judgment of mental development. Master's, 1934. Syracuse university. 130 p. ms.

SCHNOPP, JESSIE MAY. A study of the assignment, with a plan for improving the teacher's ability in assignment making. Master's, 1935. West Virginia university. 92 p. ms.

SMITH, JAMES H. Legal limitations on bonds and taxation for public school buildings. Doctor's, 1930. Teachers college, Columbia university. 117 p.

STILES, WILMER H. The development of public education in York county, Pennsylvania. Master's, 1935. Johns Hopkins university. 168 p. ms.

WELLER, GERALD M. State equalization of capital outlays for public school buildings. Doctor's, 1935. University of Southern California. 242 p. ms.

YOUNG, ROBERT A. A study of reading disability cases. Doctor's, 1935. Harvard university. 502 p. ms.
RUTH A. GRAY

New Books and Pamphlets

Yearbooks in Elementary Education

Adventures in the Field of Elementary Science. Third Yearbook, Raleigh Elementary Education Council. Raleigh, N. C., Raleigh Public Schools, 1935. 226 p. illus.

Reports the results of a year's study in elementary science and nature study; units of work and classroom activities, grades one to six.

Socializing Experiences in the Elementary School. Fourteenth Yearbook of the Dept. of Elementary School Principals of the National Education Association. Washington, D. C., 1935. 622 p. illus. \$2.00.

Practical material on informal activities having socializing value.

New Methods

New Methods in the Social Studies, by M. J. Stormzand and Robert H. Lewis, New York, Farrar & Rinehart, inc., 1935. 223 p. \$1.75.

Discusses changes in content and method in the social studies in secondary schools. Topics include: the unit plan, workbooks and study guide tests, the problem method as based on current events, socializing class methods, laboratory methods and visual aids, integration of the social studies with English.

The Teaching of Reading for Better Living, by Mary E. Pennell and Alice M. Cusaek. Boston, New York, Houghton Mifflin Company, 1935. 469 p. \$2.00.

Teaching methods and specific helps for the kindergarten and grades one to six.

The Teaching of History through Dramatic Presentation, by Eleanore Hubbard. Chicago, New York, Benj. H. Sanborn & Co., 1935. 447 p. illus. \$1.76.

Techniques by which the dramatic instincts of children may be utilized in history class-room plays.

Reading Interests

An Experimental Reading Study in the Joint Library—Adult Elementary Educa-

tion Field, by Elizabeth C. Morriss, Marion V. Morse, Edna Phillips. New York, Teachers college, Columbia university, 1935. 44 p. 50 cents.

A report of the study and a list of 153 promising books for the use of adults of limited education.

The Library in the Fraternity House, by F. K. W. Drury. Nashville, Tenn., Peabody Library School, 1935. 12 p. (Peabody Contributions to Librarianship, no. 5.) 25 cents.

The organization of a fraternity house library and a list of basic books for a Chapter House Library.

Living with Books, the art of book selection, by Helen E. Haines. New York, Columbia University Press, 1935. 505 p. (Columbia university studies in library service, no. 2.) \$4.00.

The principles and methods of book evaluation and selection; useful for school librarians.

Negro Education

County Training Schools and Public Secondary Education for Negroes in the South, by Edward E. Redey. Washington, D. C., The John F. Slater Fund, 1935. 168 p.

The first historical presentation of the Slater Fund activity in Negro secondary education and an analysis of the present situation.

SUSAN O. FUTTERER

Meetings

AMERICAN ASSOCIATION FOR LABOR LEGISLATION. New York, N. Y., Dec. 26-30.

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE. St. Louis, Mo., Dec. 30, 1935, to Jan. 4, 1936.

AMERICAN ASSOCIATION OF SCHOOLS OF PROFESSIONAL SOCIAL WORK. Pittsburgh, Pa., Dec. 26-28.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH. Cincinnati, Ohio, Dec. 30.

AMERICAN ASSOCIATION OF TEACHERS OF SPANISH. New York, N. Y., Dec. 28.

AMERICAN ASSOCIATION OF UNIVERSITY INSTRUCTORS IN ACCOUNTING. New York, N. Y., Dec. 27-28.

AMERICAN CATHOLIC HISTORICAL ASSOCIATION. Boston, Mass., Dec. 26-29.

AMERICAN CATHOLIC PHILOSOPHICAL ASSOCIATION. Cleveland, Ohio, Dec. 30-31.

AMERICAN ECONOMIC ASSOCIATION. New York, N. Y., Dec. 26-28.

AMERICAN HISTORICAL ASSOCIATION. Chattanooga, Tenn., Dec. 27-30.

AMERICAN NATURE ASSOCIATION. St. Louis, Mo., Dec. 30, 1935, to Jan. 1, 1936.

AMERICAN PHILOLOGICAL ASSOCIATION. New York, N. Y., Dec. 26-28.

AMERICAN POLITICAL SCIENCE ASSOCIATION. Atlanta, Ga., Dec. 27-30.

AMERICAN SOCIETY OF MECHANICAL ENGINEERS. New York, N. Y., Dec. 2-6.

AMERICAN SOCIOLOGICAL SOCIETY. Chicago, Ill., Dec. 27-30.

AMERICAN SPEECH CORRECTION ASSOCIATION. Chicago, Ill., Dec. 30, 1935, to Jan. 1, 1936.

AMERICAN STATISTICAL ASSOCIATION. New York, N. Y., Dec. 27-31.

AMERICAN STUDENT HEALTH ASSOCIATION. New York, N. Y., Dec.

AMERICAN VOCATIONAL ASSOCIATION. Chicago, Ill., Dec. 4-7.

ASSOCIATION OF AMERICAN GEOGRAPHERS. St. Louis, Mo., Dec. 30.

ASSOCIATION OF AMERICAN LAW SCHOOLS. New Orleans, La., Dec.

ASSOCIATION OF BUSINESS OFFICERS OF PREPARATORY SCHOOLS. Tarrytown, N. Y., Dec. 20 and 21.

ASSOCIATION OF STATE DIRECTORS OF VOCATIONAL EDUCATION. Chicago, Ill., first week in December.

COUNCIL ON RESEARCH IN JOURNALISM. Washington, D. C., Dec.

GEOLOGICAL SOCIETY OF AMERICA. New York, N. Y., Dec. 26-28.

LINGUISTIC SOCIETY OF AMERICA. New York, N. Y., Dec. 26-28.

MATHEMATICAL ASSOCIATION OF AMERICA. St. Louis, Mo., Dec.

MODERN LANGUAGE ASSOCIATION OF AMERICA. Cincinnati, Ohio, Dec. 30, 1935, to Jan. 1, 1936.

NATIONAL ASSOCIATION OF BIBLICAL INSTRUCTORS. New York, N. Y., Dec. 27 and 28.

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC. Philadelphia, Pa., Dec.

NATIONAL ASSOCIATION OF STATE UNIVERSITIES IN THE UNITED STATES OF AMERICA. Washington, D. C., Nov. 20-22.

NATIONAL ASSOCIATION OF TEACHERS OF SPEECH. Chicago, Ill., Dec. 30.

NATIONAL COLLEGE ATHLETIC ASSOCIATION. New York, N. Y., Dec. 27.

NATIONAL COUNCIL OF GEOGRAPHY TEACHERS. St. Louis, Mo., Dec. 27 and 28.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH. Indianapolis, Ind., Nov. 28-30.

NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS. Cincinnati, Ohio, Dec. 27.

NATIONAL INTERFRATERNITY CONFERENCE. New York, N. Y., Nov. 30.

NATIONAL MUNICIPAL LEAGUE. Providence, R. I., Nov. 25 and 26.

NATIONAL PAN HELLENIC CONGRESS. Edgewater Park, Miss., Dec. 4-7.

NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS. New York, N. Y., Dec. 5-7.

STAMMERERS' ADVISORY GUILD. Chicago, Ill., Dec. 30, 1935, to Jan. 1, 1936.

UNITED CHAPTERS OF PHI BETA KAPPA. New York, N. Y., Dec. 18.

MARGARET F. RYAN

1936 Educational Directory

Two parts are now available.

Part 2, City School Officers, 5 cents.

Part 4, Educational Associations and Directories, 5 cents.

Order from Superintendent of Documents, Washington, D. C.

The Colleges

EMPLOYMENT of June (1935) graduates: Eight graduates of the University of Iowa music department have received positions as music teachers in Iowa schools. All of the graduates from agricultural courses at Pennsylvania State College have been appointed to teaching positions—13 in Pennsylvania and 2 in Oklahoma. University of Southern California reports that only 6 out of 54 engineering graduates have not yet been placed. Practically every graduate in agricultural education graduating from the College of Agriculture at the University of Wisconsin has been placed. The Teacher Placement Bureau at the University of Kansas has placed 125 teachers this year, about half of which were new graduates; home economics and music teachers are in demand this year since these courses are now being resumed. From the University of Kansas, eight journalism majors in the class of 1935 already have jobs as newspaper reporters or are on advertising staffs of newspapers.

Limitation of enrollments: Three land-grant colleges are maintaining waiting lists because of large entering freshman classes. In Pennsylvania State College 1,469 freshmen completed requirements for entrance before the beginning of freshman week, and enough others have been offered admission to bring the possible total for the class close to 1,500. The number of qualified entering students at Massachusetts State College has again exceeded the limit of 300 set for the freshman class (225 boys and 75 girls); each year since 1931 it has been necessary to turn away qualified applicants and the numbers of the undergraduate body have thus been held fairly constant at about 1,100 students. Rutgers University (New Jersey), reports that a total of 1,200 students is expected in the men's colleges, approximately the same as last year; the freshman class, although enrollment has been limited to 400, will show an increase of approximately 25 over last year.

Farmers' children: At Ohio State University farmers' sons and daughters made up 13 percent of the university's total enrollment last year. At the University of Wisconsin, farming continues to lead as the largest single occupation of parents although among the nine general fields into which all occupations are classified

in the survey, trade leads by a wide margin; most of the freshmen however do not intend to follow the occupations of their parents since only 70 out of 247 students majored in agriculture, forestry, and animal husbandry.

University of Iowa.—Honors courses in English and history will be available to superior students next fall. These courses, admission to which begins in the junior year, permit the scholar freedom from classroom routine; he may attend classes only for the lectures without being held responsible for assignments. Basis for graduation is proficiency in the field, determined by examinations for honors.

University of Arizona.—Appropriation cuts of from 25 to 37 percent have seriously curtailed Arizona's agricultural research program during the depression period, according to the dean of agriculture.

Department of Public Instruction, Pennsylvania.—Pennsylvania colleges and universities awarded degrees to 9,058 seniors and graduate students last June. Institutions with the largest graduation classes are: University of Pennsylvania, 1,460; Temple University, 1,040; University of Pittsburgh, 1,002; Pennsylvania State College, 777; Carnegie Institute of Technology, 455; others of the 56 accredited institutions graduated from 5 to 260 students each.

Washington State College.—In reports from 675 alumni, the broad training received by the agricultural student has stood him in good stead during the difficult years since 1929; with very few exceptions all are employed in useful, interesting, and remunerative work.

University of Kentucky.—An all-time record for registration in the summer session has been set with a total of 1,716 students registered for the first regular 5-week term, and for the short courses in vocational education and coaching. Since its organization the university has granted 8,887 earned degrees, including 1,171 advanced degrees.

WALTER J. GREENLEAF

Electrifying Education

AT THE annual meeting of the National Association of Educational Broadcasters held at the University of Iowa, September 9 and 10, H. B. McCarty, director of Radio Station WHA at the University of Wisconsin, was elected president; W. I. Griffith, vice president; Harold Engel, executive secretary; and B. B. Brackett, treasurer.

The Metropolitan Museum of Art, New York, has released a 3-reel film entitled "The American Wing" in both 35 and 16 mm. sizes, a gallery tour of the American Wing. It covers the rooms in chronological order, emphasizing the more important details in close-ups. Gallery views are supplemented by exteriors of representative types of homes contemporary with the American Wing—in some cases the very houses from which the Museum rooms were taken are shown.

The eighth consecutive season of the NBC music appreciation hour was begun by Dr. Walter Damrosch on October 4, at 11 a. m. eastern standard time.

The seventh season of the Ohio School of the Air opened over radio station WLW Monday, October 14, at 2 p. m. eastern standard time.

The present season of the Rochester School of the Air began over radio stations WHAM and WHEC, Monday afternoon, September 9.

Free copies of leaflets entitled, *Good References on Education by Radio*, and *Good References on Visual Aids in Education: Motion Pictures* may be obtained from the Editorial Division, Federal Office of Education.

Dr. Tracy F. Tyler, for the past several years executive secretary and research director of the National committee on education by radio, has resigned his position and is now abroad studying the school use of radio in European countries for the general education board.

The Field Museum of Natural History is cooperating with the Orthovis Co. of Chicago in the production of a series of third dimension illustrated books on natural history.

President Arthur G. Crane of the University of Wyoming was elected chairman of the national committee on education by radio, and Dean H. J. C. Umberger, vice chairman, September 13.

Free copies of a booklet entitled *Conservation of Radio Resources*, by Dr. Henry L. Ewbank, may be obtained from radio station WHA, University of Wisconsin, Madison, Wis.

Teachers interested in the educational use of radio should ask to be placed on the mailing list to receive free copies of recommended radio programs and other publications of the Radio Institute of the Audible Arts, 80 Broadway, New York.

Mr. Vernon Lyons has been appointed to the staff of Brookings Institution (722 Jackson Place NW., Washington, D. C.), to study the educational uses of radio.

CLINE M. KOON

State School Specialist

HENRY F. ALVES, for the past 9 years on the staff of the Texas State Department of Education, and previously a teacher, principal, and superintendent of schools, has been appointed Senior Educationist in charge of State School Administration in the Federal Office of Education. He entered upon his duties in the American School Systems Division October 1.

Mr. Alves has been working in the field of education since 1911, when he was teacher in a one-room school. Then he became principal and teacher in a five-teacher school. He was teacher of mathematics and social sciences in San Marcos High School, principal of Alamo Heights Schools in San Antonio, Tex.; headmaster of West Texas Military Academy, and superintendent of Alamo Heights Schools in San Antonio. On the staff of the Texas State Department of Education he was high-school inspector, college examiner, and for the past 5 years director of research and accounting.

In 1927 Mr. Alves received his B. A. degree from a Texas State Teachers College, and in 1928 obtained his M. A. from the University of Texas. Since then he has continued work for his doctorate. In 1929-30 he attended Teachers College, Columbia University, on a General Education Board Scholarship. During the summers of 1931-32 Mr. Alves was special lecturer in educational administration at Western State Teachers College, Gunnison, Colo. He was a member of the

summer school faculty, University of Texas, teaching pupil personnel work, 1932-35.

As a member of the Texas State Department of Education, Mr. Alves has made outstanding contributions through his studies of State school finance, college administration, local school district reorganization, child accounting, and State school statistics.

Duties of the new specialist in the Office of Education will include the initiating and conducting of studies of practices and problems of State school administration and coordinating resources and services of other divisions and specialists of the Office of Education insofar as they have relationship to State school administration. Mr. Alves will act as consultant to State and Territorial superintendents, commissioners, and other school officials in matters of State, Territorial, and local school administration, and Federal relations to public schools. He will cooperate with and assist in State studies and surveys of public education, prepare for publication results of surveys and studies conducted by his division, and address educational and other organizations on topics concerned with Federal, State, and local administration and support of public education.

Mr. Alves is the first specialist in State School Administration the Office of Education has ever had, the position being an entirely new one in the American School Systems Division.

School Attendance Laws

Age Limits, Term, and Educational Requirements for Exemptions in the 48 States and the District of Columbia

State	Compulsory attendance ages, full-time school	Work-permit ages	Attendance required	Legal minimum school term in months	Minimum education required	
					For exemption from school attendance on account of education acquired (grades completed)	For labor permits to minors within compulsory school attendance ages (grades completed)
1	2	3	4	5	6	7
Alabama	7-16	14-17	Full term	(1)	8th grade, if 14 years of age	8th grade, if 14 years of age.
Arizona	8-16	14-16	do	8	8th grade	5th grade.
Arkansas	7-16	14-16	100 days	6	do	4th grade.
California	8-16	14-16	Full term	8½	12th grade	8th grade, if 14 years of age; or 7th grade, if 15 years old.
Colorado	8-16	14-16	do	6	8th grade, if 14 years of age	Read and write.
Connecticut	7-16	16-18	do	9	(2)	8th grade.
Delaware	7-17	14-16	do	8	8th grade if 14 years of age	Do.
District of Columbia	7-16	14-18	do	9	8th grade, if 14 years of age and lawfully employed.	8th grade, if under 16.
Florida	7-16	14-16	do	8	8th grade	Read and write.
Georgia	8-14	14	6 months	6	7th grade	Read and write simple sentences.
Idaho	8-18	14-16	Full term	7	8th grade, if 15 years of age	Literacy and some knowledge of geography and arithmetic.
Illinois	7-16	14-16	do	8	(2)	8th grade.
Indiana	7-16	14-16	do	6	8th grade	Do.
Iowa	7-16	14-16	24 weeks ³	8	do	6th grade.
Kansas	7-16	14-16	Full term	8	do	8th grade.
Kentucky	7-16	14-16	do	7	12th grade	8th grade, if 14 years of age; or 7th grade, if 15 years of age.
Louisiana	7-14	14-16	140 days	7	Elementary course of study	6th grade, or 8 years' school attendance (Orleans Parish).
Maine	7-17	15	Full term	7½	8th grade, if 15 years of age	8th grade.
Maryland	7-16	14-16	do	9	7th grade, if 14 years of age and employed	7th grade (6th grade in Baltimore).
Massachusetts	7-16	14-16	do	8	6th grade, if 14 years of age and employed	6th grade.
Michigan	7-16	15-16	do	7	8th grade and employed in nonhigh-school districts; must be 16 in high-school districts.	Do.
Minnesota	8-16	14-16	do	7	May be excused upon completion of 8th grade.	8th grade.
Mississippi	7-17	14-16	80 days	4	Common school course of study	
Missouri	7-16	14-16	Full term	8	do	6th grade.
Montana	8-16	14-16	do	4 ⁹	8th grade, if 14 years of age	8th grade.
Nebraska	7-16	14-16	do ⁴	6 ⁹	12th grade in high-school districts; otherwise graduation from school maintained.	Do. ⁷
Nevada	7-18	14-18	do	6	12th grade	Elementary school course.
New Hampshire	8-16	14-16	do	9	8th grade, if 14 years of age and legally employed.	Literacy in English.
New Jersey	7-16	14-16	do	9	(2)	8th grade, if 14 years old; or 6th grade, if 15 years old.
New Mexico	6-16	14-16	do	7	(2)	
New York	7-16	14-17	do	9½	12th grade	8th grade, if 14; 6th grade, if 15.
North Carolina	7-14	14-15	do	8	(2)	
North Dakota	7-17	14-16	do	7	8th grade	8th grade, or school attendance for 9 years.
Ohio	6-18	16-18	do	8	12th grade	7th grade.
Oklahoma	8-18	16-18	¾ of term	3	8th grade, if 16 years of age and employed	Read and write simple sentences in English.
Oregon	7-16	14-18	Full term	8	8th grade, if 14 years of age and employed	8th grade, if under 16 years of age.
Pennsylvania	8-16	16-18	do	8	(2)	None mentioned.
Rhode Island	7-16	15-16	do	9	(2)	8th grade.
South Carolina	8-14	14	80 days ⁵	7	(2)	
South Dakota	8-17	14-16	Full term	8	8th grade	Read and write simple sentences in English.
Tennessee	7-16	14-16	do	8	do	
Texas	7-17	12-14	120 days	6	7th grade, if 12 and if services necessary for support.	5th grade.
Utah	8-18	14-18	20 weeks ¹⁰	5	12th grade	None mentioned.
Vermont	8-16	14-16	Full term	8½	8th grade	8th grade.
Virginia	7-15	14-16	do	8	7th grade, if employed	
Washington	8-16	14-18	do	11 ⁶	8th grade	8th grade, if 14 years old.
West Virginia	7-16	14-16	do	9	8th grade, unless high school within 2 miles from residence.	6th grade.
Wisconsin	7-16	14-18	do	8	Completion of most advanced course in district, if 14 years of age.	Completion of most advanced course in district.
Wyoming	7-17	14-16	do	6	8th grade	8th grade.

¹ Not fixed by law.

² No educational exemption noted.

³ 24 consecutive weeks; board may require full term.

⁴ 4 months in third-class districts.

⁵ In metropolitan city.

⁶ 6 months, districts with fewer than 10 pupils.

⁷ Or literacy in English, plus attendance at evening or continuation school.

⁸ 14-18 after Sept. 1, 1936.

⁹ District may require full term.

¹⁰ 30 weeks in first- and second-class districts.

¹¹ 8 months in first-class districts.

THE ABOVE CHART of school attendance laws is a composite of three tables appearing in a new publication of the Federal Office of Education titled "Compulsory School Attendance Laws and Their Administration." The bulletin (1935 no. 4, price 10 cents) prepared by W. S. Deffenbaugh, and Ward W. Keesecker of the Office of Education staff, and based on laws existing as of January 1, 1935, is the answer to numerous inquiries addressed to the Office of Education concerning school-attendance laws in different States, educational

requirements for labor permits, their enforcement, and the like. "This publication is designed to give information which will be helpful to those who seek the further development or improved administration of laws relating to school attendance," says Miss Bess Goodykoontz, Assistant United States Commissioner of Education. Data included in the accompanying table have been revised to include legislative changes noted during 1935 in the States of Connecticut, New York, Pennsylvania, Texas, and Wisconsin.

New Government Aids For Teachers

★ *Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering.*

Publications

INSTITUTIONAL Treatment of Delinquent Boys. Part I.—Treatment Programs of 5 State Institutions. 234 p. (Children's Bureau, Publication No. 228.) 25 cents.

Institutions included in the study: Whittier State School, Whittier, Calif.; Boys' Vocational School, Lansing, Mich.; State Home for Boys, Jamesburg, N. J.; State Agricultural and Industrial School, Industry, N. Y.; Boys' Industrial School, Lancaster, Ohio. Part II of this survey will contain an analysis of 751 cases of delinquent boys who had been under care in these 5 institutions and had been released 5 or more years prior to the time of the study. (Delinquency; Sociology; Civics.)

Studies in Illumination. 52 p., illus., charts. (Public Health Service, Bulletin No. 218.) 15 cents.

A study of the effect of the height and width of windows and of the reflecting power of the walls and ceiling upon the natural illumination within a building. (Eye-sight conservation; Public health.)

Employment Conditions in Beauty Shops. 46 p. (Women's Bureau, Bulletin No. 133.) 10 cents.

Philadelphia, New Orleans, St. Louis, and Columbus were chosen for the survey. At the time the study was made it was estimated there were close to 42,000 beauty shops, more than 300 training schools, and considerably more than 125,000 employees in the United States. (Vocational education; Sociology.)

Model Traffic Ordinances. 31 p. (National Conference on Street and Highway Safety, Department of Commerce.) Free.

Consists of: I. A model municipal traffic ordinance; II. A model traffic administrative ordinance; III. State law provisions which might be included in the traffic ordinance. (Safety education; Civics.)

Trading under the Laws of Great Britain. 170 p. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 153) 15 cents.

United States does a greater volume of business with Great Britain than with any other country in the world. As a result, this study, devoted to the essentials of English commercial law, should be of special interest to commercial attorneys, export managers, and the business community in general. (Foreign trade; Commercial law; Economics)

Wildlife Management in the National Parks. 142 p. (National Park Service, Fauna Series No. 2) 20 cents.

Contains intimate glimpses of the creatures of the wild in their native status and habitat and suggestions on



See Lantern Slides Reference.

how man may profit by the mistakes of the past in adapting himself to future restoration of wildlife. (Nature study; Vocational guidance; Civics)

Exhibit Books

REPORT cards designed since 1930 by 115 cities throughout the United States have been received recently by the Office of Education. Sample books of these report cards, the records of children's progress from the kindergarten through the elementary grades which are sent periodically to parents, may be borrowed upon application to the Office of Education, U. S. Department of the Interior. A complete set of all the cards is available for research students.

Practical Fish Cookery. 26 p. (Bureau of Fisheries, Fishery Circular No. 19.) 5 cents.

Recipes for cooking fish and shellfish, including eelp, oysters, shrimp, crabs, clams, lobsters, scallops, and salt or smoked fish, as well as for making sauces. (Home economies.)

Lantern slides

Six sets of colored stereopticon slides depicting activities in the nursery school, kindergarten, primary, and upper elementary grades may be borrowed upon application to the United States Office of Education. There are between 54 and 65 slides in the sets and are grouped under the following titles: A day in a Nursery School, Kindergarten Activities, Primary Grade Activities, Coordinated Nursery School, Kindergarten and Primary Activities, and Elementary School Experiences. (See illustration.)

A set of 12 slides showing the graphic representation of enrollments, attendance, length of session, etc., for kindergarten-primary grades as described in Office of Education Bulletin 1930, No. 30 "Kindergarten-Primary Education, A Statistical and Graphic Study," is also available upon request.

Lectures

B. Floyd Flickinger, Superintendent of Colonial National Monument, Yorktown, Va., announces the following series of 14 lectures for visitors to the Monument:

1. Archeological Discoveries at Jamestown and Yorktown.
2. Colonial Plantations on the York and James Rivers.
3. Colonial Days at Yorktown, 1631-1781.
4. The Story of Yorktown since 1781.
5. Stories of Surviving Colonial Houses in Yorktown.
6. Architecture of Colonial Houses in Yorktown.
7. Williamsburg, Colonial Capital of Virginia.
8. Jamestown, 1607-1698.
9. How the Battlefield of 1781 is Being Developed.
10. Interesting Flora at Colonial National Monument.
11. The Prelude to the Siege of Yorktown.
12. The Siege of 1781.
13. History Beneath the Waters of the York.
14. The Story of the Development of Colonial National Monument.

School classes, clubs, and other organizations wishing to have the lectures given at some other place than at the Monument are asked to write to Superintendent Flickinger at Yorktown.

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 many foreign countries

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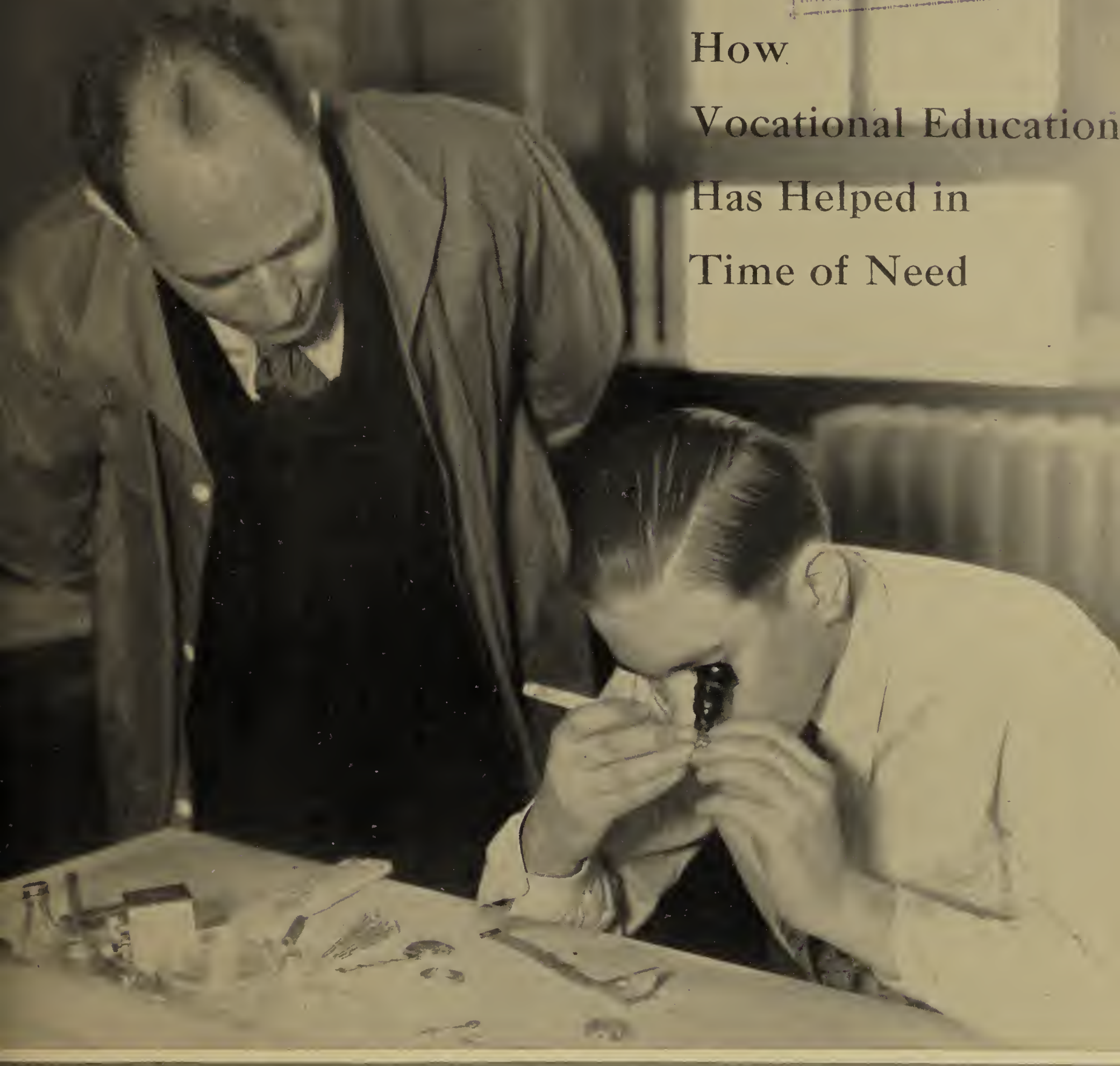
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NATIONAL EDUCATION ASSOCIATION

How
Vocational Education
Has Helped in
Time of Need



Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR · WASHINGTON

“In the Years Immediately Ahead—”

Report to the President
by the
Committee on Economic Security

January 15, 1935



“Education, training, and vocational guidance are of major importance in obtaining economic security for the individual and the Nation. * * *

* * * In a day and age of rapidly changing techniques and market demands, many people will find it necessary to make readjustments long after they have first entered industry. Adjustment of our educational content and technique to this situation is a vital need in a long-range program for economic security.

“In the years immediately ahead, when there is certain to be a large problem in the economic rehabilitation of so many individuals, there is a peculiar need for educational and training programs which will help these worst victims of the depression to regain self-respect and self-support. * * *”

FRANCES PERKINS, *Secretary of Labor* (Chairman)

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

Copies of this Supplement can be obtained from the Superintendent of Documents, Washington, D. C.

Price, 10 cents per copy

“The greatest issues in America today center around the problem of unemployment.”

HARRY HOPKINS
Works Progress Administrator.



How Vocational Education Has Helped in Time of Need

THIS special supplement to *SCHOOL LIFE* is a product of 6 months work by many people. Here in the unwritten words of illustrations and in compact language is the story of how vocational education has helped our people in time of need. Similar accounts might be presented concerning efforts of other groups of educators to battle against the forces of depression. The direct responsibility of the Office of Education for promotion of vocational education prompts this special presentation.—*Editor.*

CONTENTS

Cover Photograph: Unemployed Boy Learning Jewelry Making at New York Vocational School

	Page		Page
Foreword.....	2	The Unemployed.....	16
Camera Reports.....	2	A Future for Youth.....	18
The Hard Facts.....	4	CCC.....	19
Modern Pioneers of Calico Rock.....	8	Cases from the Reports.....	20
Aiding Agricultural Adjustment.....	9	Practical Homemaking in Hawaii.....	22
Portrait of a Vocational Teacher.....	10	New Horizons for the Physically Disabled.....	23
500 Courses—A Partial List of Subjects.....	12	Shoulder to Shoulder with Other Emergency Agencies.....	24
They Lost Their Jobs—But Learned New Ones.....	13	The Three Cooperators.....	27
Welders—an Example.....	14	Facts about Vocational Education.....	28
When You Listen to WABC.....	15		

Foreword

MILLIONS UNEMPLOYED! Like huge letters on billboards these two words—**MILLIONS UNEMPLOYED**—have confronted every American and every American institution at every turn during the past 5 years.

MILLIONS UNEMPLOYED.—That is the hard, inescapable fact. And with those two implacable words has gone an unwritten second line—a challenge to every American and every American institution: “What can be done about it?”



Vocational education has faced this central fact in American life during the past 5 years. Vocational education had to because those two words, **MILLIONS UNEMPLOYED**, stand like a barricade across the road to the goal of vocational education, which, in nontechnical terms, is to help individuals “to get a job, hold a job, or get a better job.”

The President of the United States in signing the George-
Ellzey Act making funds available for vocational education expressed the wish that the additional funds be used so far as possible *for the relief of unemployment.*

How vocational education has mustered its strength to help in the national drive to reduce unemployment is briefly reported in this special supplement. It is published to encourage renewed and unceasing efforts by vocational education in the battle against unemployment. This supplement follows up an earlier mimeographed State by State summary of vocational education and unemployment.

It is a record of which we may be justly proud. It is a record which shows that we can rely on vocational education to be a trustworthy friend to American citizens in time of need—a practical and helpful friend to help us meet many difficult personal problems created by the surging economic and social changes of our day.

J. W. Sturdenaker

United States Commissioner of Education.

1. More than 100 volunteer workers making war on weeds in a community potato field at Elwood, Ind.

Community and individual “relief” gardens, in the planting and cultivation of which the townspeople of Elwood and the teacher and students of the vocational agriculture department have cooperated during the past 3 years, have yielded a large quantity of food for distribution to the needy, much of which has been canned.

2. Canning fruit, vegetables, and meats for home consumption in Leslie, Ga.

The more than 25,000 cans of food preserved under the supervision of the vocational agriculture teacher, for home consumption, kept a number of families off relief rolls in this community. Canning centers of this type, open to relief families without charge, have been established in over 100 communities of the State and more than 2,000,000 cans of food have been prepared.

3. Rubber workers being retrained as silk workers in a vocational school at Williamsport, Pa.

While this course was planned for unemployed rubber workers, and 54 such workers were trained in silk weaving, other unemployed girls and young men enrolled and were successfully trained as silk weavers.

4. A vocational sewing center in Athens County, Ohio.

One of several such centers in this county, in which 100 women, sole supporters of their families, received pay for making clothing for the needy, and at the same time were given instruction in sewing, nutrition, and health.

5. Unemployed persons enrolled in a vocational class, building their own school in New Mexico.

In this school these unemployed persons are now being taught native crafts—spinning, weaving, woodwork-
ing, leather working—in which there is a shortage of skilled workers.

6. A vocational class in placer mining and prospecting for unemployed men.

Hundreds of unemployed men in the States of Colorado, Idaho, and Oregon were enrolled in vocational classes in placer mining and prospecting, and enabled to make a living producing precious metals—a field of activity in which there is no danger of overproduction.

7. A class at the Washburne Continuation and Apprentice School in Chicago.

There were not many vacant seats in this class. The “training and placing of victims of the depression” has been the most important work of this school during the past few years. Some 50 short-unit courses of from a month to 2 months duration are offered.



The Hard Facts . . .

. . . and what Vocational Education has done to meet them

"The solution of the unemployment problem in America involves every major aspect of our national life."

HARRY L. HOPKINS,

Federal Emergency Relief Administrator.

WHO ARE unemployed? Where are they? Has vocational education done anything for the unemployed in their hour of need?

FACT: *The Federal Emergency Relief Administration (FERA) made a study of 4,000,000 unemployed workers 16 to 64 years of age on relief rolls.*

This is what was found:

1,529,000 were from manufacturing or mechanical industries.

361,000 were from transportation and communication industries.

720,000 were from domestic and personal service trades.

146,000 were from clerical trades.

2,756,000 total, which is 69 percent of all workers on relief rolls.

There are, of course, millions of others unemployed but not on relief. Studies show that unemployment undermines the morale of a worker and his family. The longer

the period of unemployment the larger the odds against the worker.

VOCATIONAL EDUCATION HELPS THE UNEMPLOYED INDUSTRIAL WORKER—

By retraining him for a new job in his old field of employment.

By training him for a job in a new field of employment.

By finding a new job for him.

By providing instruction to safeguard his morale during unemployment and to prevent his becoming permanently unemployable.

Unemployed in the United States



Each figure stands for 500,000 unemployed persons.—From Report of the Committee on Economic Security, Frances Perkins, Chairman.

FACT: *By 1932 the depression had reduced farmers' purchasing power to one-third of what it was in 1929. And yet millions of unemployed city workers returned to farms. Successive droughts west of the Mississippi drove farmers to other sections of the country. Decrease in exports of agricultural products—particularly cotton and wheat—closed markets and threatened to liquidate farmers. Emergency agricultural legislation has introduced totally new conditions in American farming.*

VOCATIONAL EDUCATION HELPS THE FARMER:

By helping farmers through adult classes to become intelligent about the new agricultural programs; agricultural adjustment, soil-erosion control, farm financing details, rural rehabilitation programs, reforestation, and subsistence homesteads.

By aiding farmers who have lost their farms to become reestablished.

By assisting unemployed city workers going back to the farm to learn farming.

By training prospective farmers for farming under changing conditions.

By helping farm families to become self-sufficient through live-at-home programs.

FACT: *There were 28,400,000 women homemakers in the United States in 1930. Many of these homemakers are in the families hit by the depression—in families of the unemployed workers, in the homes of distressed farmers, and in the homes of families on relief. Many more are in families not yet on relief whose incomes have nevertheless been reduced nearly to the point of dependency by the depression.*

VOCATIONAL EDUCATION HAS HELPED HOMEMAKERS IN URBAN AND RURAL FAMILIES OF REDUCED RESOURCES—

By organizing consumer education to enable them to buy for the family economically.

By organizing nursery schools to care for the children of the unemployed.

By instructing them in the proper feeding, clothing, and health-care of the family.

By teaching them how to make over old rather than buy new garments and household articles.

By organizing community centers for canning and preserving surplus food products for themselves and for distribution to the needy.

By training unemployed girls and women for wage earning household employment.

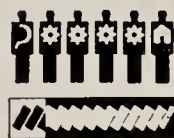
FACT: *More than 12,000,000 young people—a number exceeding the total population of 11 far Western States—have reached the age of 18, the age of employability, since the October crash of 1929. A recent survey in one city disclosed that 1,300 out of 2,000 young persons 16 to 24 years of age seeking work were unemployed. This*

Vocational Education: Its task, to make citizens *Employable*

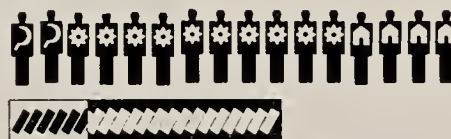
1917

Vocational Education Inaugurated

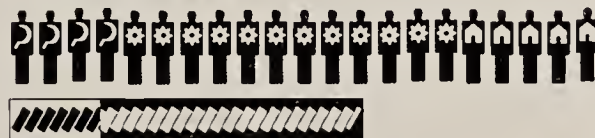
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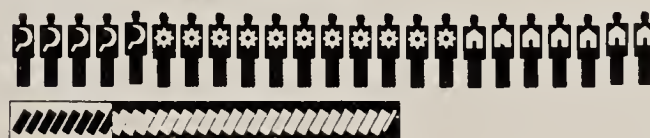
1925



1929



1933



Represents 50,000 pupils in AGRICULTURAL COURSES



Represents 1 million dollars of FEDERAL EXPENDITURES

Represents 50,000 pupils in INDUSTRIAL COURSES



Represents 1 million dollars of STATE & LOCAL EXPENDITURES

Represents 50,000 pupils in HOME ECONOMICS

Courtesy of the Architectural Forum

situation is typical of the conditions elsewhere. Factories are raising the age limits at which they will admit young people. More than 3,000,000 young people out of school and out of work are threatened with demoralizing idleness. The United States faces a youth problem.

VOCATIONAL EDUCATION HELPS YOUTH:

By providing a type of instruction useful and interesting to boys and girls held in school by new child-labor regulations and laws.

By providing training for older youths enabling them to pursue vocational training that will help them to secure work.

By organizing instruction in part-time schools for youths 16 and over who are employed as apprentices and learners.

FACT: *Many millions of persons in this country are physically handicapped. They have suffered an accident in a factory or perhaps on the highway. Or some disease or congenital disability has left them handicapped. The seriousness of this situation is pointed out by the report of the Committee on Economic Security appointed by the President. To obtain employment proves difficult for physically handicapped persons. If they are married it means that the family is threatened with destitution because the disabled breadwinner cannot find work.*

VOCATIONAL EDUCATION HELPS THE PHYSICALLY HANDICAPPED DEPENDENT WORKER:

By finding a job adapted to his capacities, preparing him for it, and placing him in it. Forty-five States are participating in this program. Since it was initiated some 68,000 permanently disabled persons have been restored to employment. More than 37,000 other physically handicapped persons are in process of rehabilitation.

FACT: *To meet the national emergency the Federal Government has created more than 60 new agencies: The AAA (Agricultural Adjustment Administration), WPA (Works Progress Administration), CCC (Civilian Conservation Corps), FCA (Farm Credit Administration), etc. These new agencies are working to eliminate unem-*

ployment or to alleviate distress produced by widespread unemployment.

VOCATIONAL EDUCATION HELPS BY COOPERATING WITH NEW AND OLD GOVERNMENT AGENCIES:

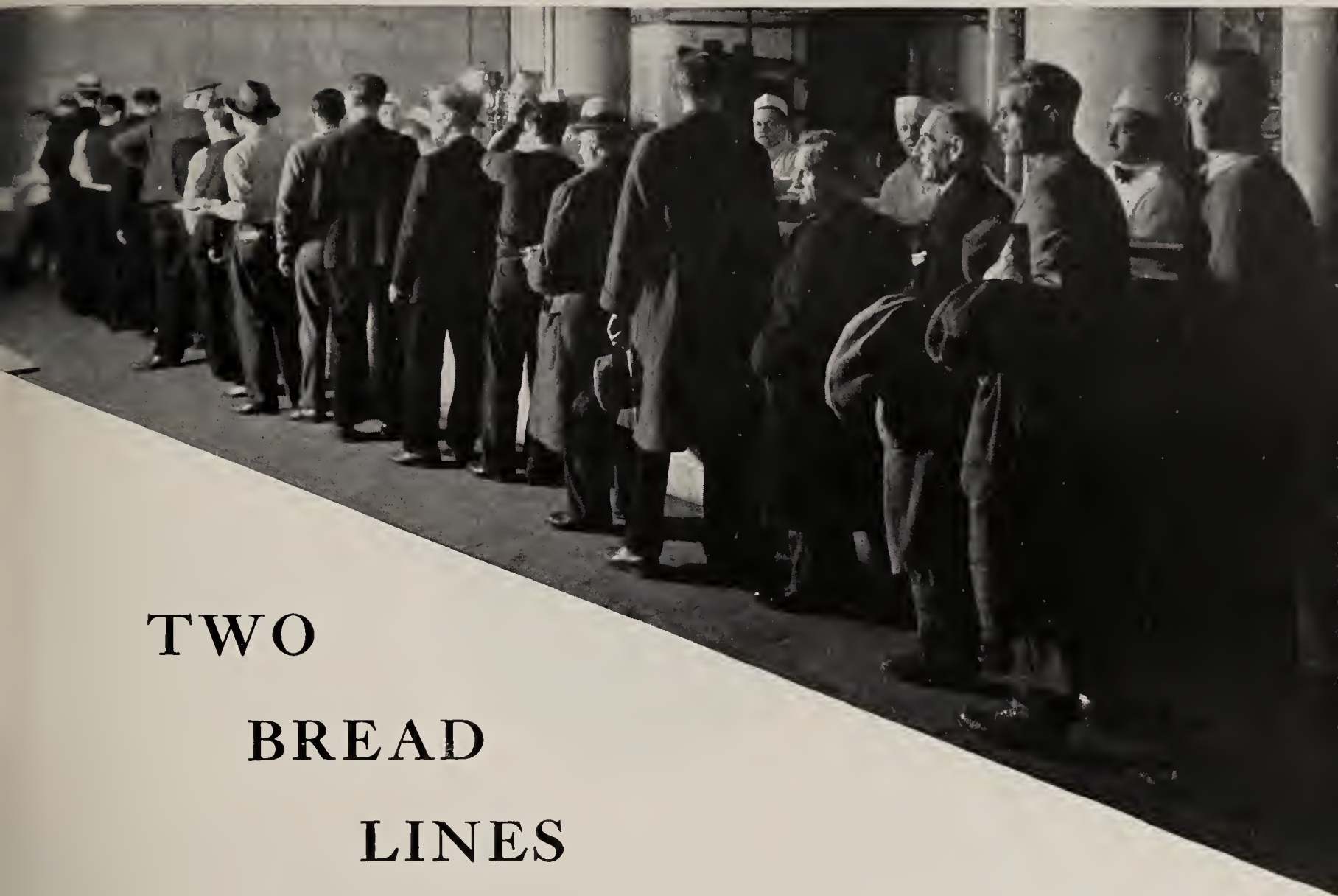
Boys from the CCC receive vocational instruction in schools near camps. Moreover a special committee of leaders in vocational education has prepared special study outlines for use in CCC camps.

Details of the AAA program and the Farm Credit provisions have been the subject of study by both high-school students and adult farmers in thousands of classes.

Vocational education leaders are taking part in the new national apprentice program promulgated by the President's Executive Order.

The Emergency Education Program of the FERA (now WPA) enlisted unemployed teachers to give instruction in vocational education and assist in vocational rehabilitation.





TWO BREAD LINES

Above is a bread line of men who are dependent upon the Government for food. Left is a group of men eager for the opportunity to earn their own bread. They are unemployed men receiving instruction in a Wyoming vocational school for prospectors. Thousands of unemployed men have earned their way after learning prospecting in short courses offered by vocational schools.

of Calico Rock



Modern Pioneers of Calico Rock, Ark., a group who sought security of farming in the Ozarks during the economic depression. From the local vocational agriculture teacher they received help and guidance to find a foothold in a new land.

CAN A city man go back to the land and make a living at farming? Would he know how to take care of cows? Could he grow good crops? Could he master the problems of fertilizing land? To millions of Americans these questions have been real, not theoretical. Depression forced a mass movement of city workers back to the land. Learning the vocation of a modern farmer is not easy.

Take Izard County, Ark., for example. Into this county 100 families have been encouraged to move in connection with the agricultural adjustment and rural rehabilitation programs. One hundred families pioneering again, with all the hardships that word carries with it.

With the assistance of the head of the department of vocational agriculture in the nearby Calico Rock High School, Mr. V. H. Wolford, about 100 newcomers organized the "Modern Pioneers." They organized to learn good farming practice and to attack cooperatively the problems which they faced.

To this group of "Modern Pioneers" the boys studying agriculture in the high school extended a warm welcome and a helping hand. Their organization, the local chapter of the Future Farmers of America, collected essential information about these newcomers and their properties. Soil tests conducted by the Future Farmers provided basis for advice on fertilizer practice.

These Modern Pioneers, some of whom came from cities, some from other States, some with a background of years spent in other lines of work—these Modern Pioneers drew up a five-point program:

1. Grow a cash crop.
2. Produce home supply crops.
3. Produce feed crops for livestock.
4. Practice soil improvement.
5. Sponsor home beautification.



A member of the Calico Rock Chapter of the Future Farmers of America, national club of boys studying vocational agriculture, helps survey lands occupied by the Modern Pioneers.

This year the Modern Pioneers are raising peanuts, and Irish potatoes. Plans for cooperative marketing of these products have been worked out with the assistance of the railroad agricultural agent and the vocational agriculture teacher.

The organization has been in operation a year now. These new farmers are making headway. They practice co-operation. They believe in the live-at-home idea. They barter surplus products for articles they need. They are building real homes. They meet and study their problems utilizing the facilities of the vocational agriculture department of the local high school.

Calico Rock with variations can be duplicated in the vocational agriculture service in hundreds of communities. Here is an approach to education that looks beyond the school youth to the whole community in which he must live. The good teacher not only knows his community's problems and needs but he aids both youths and adults to help solve their own and the community problems through education.



Community service is a Future Farmer objective. At Calico Rock the chapter aided the new pioneers by soil tests and surveys. Two Future Farmer aims are community service and ability to cooperate. Every chapter helps its neighbors. Every chapter works together on projects learning through practice the most difficult art of our civilization—Cooperation.

Aiding Agricultural Adjustment

How Vocational Agricultural Teachers Went Into Action to Help Farmers to Understand and Cooperate Intelligently on National Emergency Measures.¹

ASICK body, a sputtering gas engine, or irregular functioning machines of any kind are out of adjustment. They need tuning; they need care; they need attention; they require study. The same is true of our agricultural situation.

Intelligent adjustment calls for education. When people have a valid interest in a situation, a desire to understand it and the will to improve conditions, you have the potential elements of worthwhile adjustment—a chance for getting things back into a better relationship. Those involved must know something of the whys and wherefores in an adjustment program and education is, therefore, the key to success in any attempted program. What we do not understand we naturally oppose.

AAA

The Agricultural Adjustment Act of May 1933 set in operation a plan which, according to M. L. Wilson, Assistant Secretary of Agriculture, was—

“designed to restore to farmers the pre-war purchasing power of the domestically consumed portion of their farm crops. The plan included a democratic method of farmer-adjustment of production to effective demand. To make it possible for individual farmers to adjust their production, the plan provided for the distribution of benefit payments derived from taxes collected from processors.”

When the Agricultural Adjustment Act went into effect the farmer had many new situations to face and many new problems to consider. There were new angles to farming and new decisions with which the American farmer had not been faced to face. The same was true of the teacher of vocational agriculture who was charged with the responsibility of carrying forward a regular systematic, farmer-training program. There were cooperative production control contracts, marketing agreements, as well as licenses applying to dozens of commodities. There were thousands of acres of land to be retired from production of crops in which there were surpluses. There were problems of what efficient use could be made of land by planting substitute crops.

The Agricultural Adjustment Act within a very short time changed the American farming picture entirely. But most significant of all it meant that education was needed as never before. It meant a new and added responsibility for vocational

education in agriculture. It meant explaining, demonstrating, discussing with farmers the various angles of adjustment. It meant promoting thinking, encouragement, gathering facts, and helping the farmer educate himself to the new order of things. To vocational educators in agriculture it meant assisting in hundreds of ways to bring about a desirable readjustment of farming on a more sound economic basis.

Going into action

Realizing the importance of the adjustment program, a call for a conference was issued through the agricultural education service of the United States Office of Education in May 1934. The immediate purpose of the conference was to consider in detail objectives and procedures with regard to Government adjustment measures affecting farming and farmer-training. There were present at this conference 25 State and national leaders in the field of agricultural education, and a similar number of leaders from the Agricultural Adjustment Administration, Farm Credit Administration, and other emergency agencies. The theme was “Vocational Agriculture in Relation to Economic and Social Adjustments.” A study was made of the emergency and long-time features of programs affecting agriculture and especially the part the teacher of vocational agriculture could take in these programs. States were stimulated to carry on. Several helpful publications were issued based on the results of the May conference.

Some of the outstanding adjustment work by teachers of vocational agriculture took place in the South during 1933–34 in connection with the retiring of cotton acreage. More than 800 teachers in cotton communities took part in the cotton acreage reduction campaign. They traveled 634,000 miles at an average cost per instructor of about \$40 paid out of their own pockets. They held 3,700 farmer meetings attended by 247,000 farmers. They contacted 164,000 farmers individually. What did they accomplish? These teachers held meetings, explained the adjustment plan and contracts to growers; served as advisers and committeemen; directed others; worked with the county agent; distributed literature; measured acreage; taught farmers how to check acreages and estimate yields and acted as special collaborators and inspectors. A recent summary of reports from the supervisors of agricultural education in the principal cotton-growing States shows that teachers of vocational agriculture held approximately 21,000 evening class meetings between July 1 and December 15, 1934, dealing with economic cotton information. The total attendance at these evening class meetings with adult farmers was approximately 653,000. The scope of this type of cooperation was greatly increased the succeeding year.

A similar story can be told about the wheat States. Teachers gave instruction to 75,000 farmers, which called for a total of 1,700 days of time and 50,000 miles of travel.

In connection with the cotton, wheat, corn-hog, and tobacco programs, an effort has been made to organize the most helpful

¹From an address delivered by W. A. Ross, specialist in agricultural education, Office of Education, U. S. Department of the Interior.

teaching material possible. Trained vocational educators were called to Washington to collaborate with representatives of the AAA on this undertaking. The results thus far have been gratifying. Real assistance in the organization of subject matter has been given to an already overloaded teacher.

The educational activities of vocational agriculture in connection with the AAA illustrate similar cooperation on other important phases of the national adjustment program, including work with the Farm Credit Administration, the FERA, CCC camps, Subsistence Homesteads, Land Planning, Rural Rehabilitation, Emergency Education, Soil Erosion, and other similar agencies.

Teachers have adjusted their farmer-training program to be in tune with the times, meeting the new situation as they found it, but always serving from the *educational* angle rather than as an agency of promotion. Adult evening classes were the quickest avenue of approach for immediate REMEDY on adjustment, but the work with the Future Farmers of America enrolled in all-day and part-time schools continues to offer the opportunity to build for the CURE, if there is one.

Vocational agriculture has had to face a set of practically new conditions in agriculture in the past 2 years. The field of farm management and economics, for example, has been revolutionized; much material dealing with these subjects has become obsolete. The practices in farm credit and farm finance have also been greatly altered. Production-control measures have changed former practices governing labor, crop, livestock and land management. Then we must consider the recognition now being given the part-time farmers—those living on small acreages adjacent to industrial centers, and the hundreds of thousands who are returning to rural areas.

Surely, a constant intelligent adjustment, guided by training and education, would call for less drastic and abrupt adjustments than we have been experiencing and witnessing since about 1929. From the standpoint of education there is no more practical policy to follow than that of continuous schooling.

PORTRAIT

of a Vocational Teacher

HOW DO vocational teachers help people in need? Who are these teachers? What do they do? What is their training? What are their aims?

There are in the United States more than 20,000 teachers of vocational education. But it is useless to attempt to tell what they do in terms of statistics because each teacher faces different conditions. Each teacher must find his own answer to the problems of his own community and the problems of each student.

Therefore let us look in on the life of one representative vocational education teacher—Mark Jordon, of Chiefland, Fla. He lives 6 miles from the Suwannee River—a corn-hog-peanut country. Very sandy. A relatively new farming country populated largely by Alabamans. Mark Jordon is a teacher of vocational agriculture. His headquarters is the Chiefland High School to which busses bring 400 children from the countryside every school day.

Mark Jordon this year won the award of "Master Teacher" among 2,000 teachers of vocational agriculture in the Southern States. What did he do to merit this honor? What has he done to help the citizens of the Chiefland district during the national emergency?

If you had visited the Chiefland school on many an evening last year, you would have found it surrounded by automobiles. Inside in the auditorium you would have found more than 100 farmers eagerly listening to a discussion of the AAA. Washing-

Training Relief Teachers of Agriculture



DURING 1933-34 South Carolina had 200 relief teachers of Agriculture employed. The Department of Agriculture Education of Clemson College, in cooperation with the State supervisors of agricultural education, trained these teachers in five centers. In most cases these trainees were experienced farmers familiar with the needs of those receiving relief. Teachers of vocational agriculture under the guidance of the supervisors and teacher-trainers gave most of the actual instruction.

A general survey was made first at each center to determine what should be taught. Among the activities selected were culling poultry, delousing hens, building log poultry houses, remodeling buildings for poultry houses, feeding dairy cows, feeding hens, butchering hogs, sugar curing meat, and making a compost heap. After a week of intensive training the trainees returned to their home communities and started their teaching with needy families. For several months afterward they assembled once a month to discuss their work, methods of reaching more families and rendering new services. A similar program was carried on in South Carolina during 1935.



ton had reached a long arm into Chiefland. Something new had happened to farming. There were new words—crop restriction—allotments—corn-hog checks—contracts. What did they mean? Should a person sign a contract? What did it involve? The emergency acts brought Chiefland farmers to the school and there Mark Jordon, the vocational teacher, undertook to discuss and explain the AAA. In place of confusion came orderly, intelligent consideration. That is education for adults. Vocational teachers teach adults as well as high-school boys and girls.

Or suppose you had visited the Chiefland High School this last winter. On the big school ground—10 acres—you would have seen workers busy planting shrubbery, making brick walks, erecting fences. Some are elderly. Some are high-school boys and girls. The elderly workers are from Chiefland's relief rolls. Under Jordon's direction—with the vocational agriculture students participating—they are beautifying the school grounds. And the boys are learning elements of landscaping. Bushes are being unloaded from the big school truck. Jordon seized the opportunity of an offer of free shrubbery from a big nursery. His students went with him to select plants and bushes.

Sequel

This incident has a sequel. Beautifying the school grounds created an interest in beautification of Chiefland homes. This spring in the evening Jordon taught a class of women—mothers of his day-time students, many of them. They want to learn landscaping, raising flowers, and the care of roses. As a teacher his aim is to help the citizens make Chiefland a happier and more satisfying place to live. That is the aim of all vocational teachers. Mark Jordon is 34 years old, and a graduate of the University of Florida. But his greatest desire is to continue his education; to learn more so that he can serve his community more intelligently. His tanned face shows that he is no desk-bound teacher of agriculture. He works with his students on their individual farm projects and on the school demonstration farm.

By what stars does Mark Jordon, vocational teacher, lay his course? His program is definite. The programs of all voca-

tional teachers are definite. Following are nine accepted standards of teaching.

1. *Thorough knowledge of community.*—Jordon knows the exact home location of each student. He knows the amount, value, and uses of all the land in his region; the livestock, amount and value of crops. He has this all down in usable records.

2. *Instruction.*—His courses are set up to meet the needs of his community disclosed by his survey.

3. *Enrollment.*—He measures his enrollment in agricultural courses against the estimated proportion of Chieflanders who will become farmers.

4. *Preparation for and methods of instruction.*—Jordon prepares a course of study and farm projects for each student according to each student's particular need.

5. *Supervised farming practice.*—Jordon helps his students plan their practice farming so that they will (a) learn manipulative skills—that is, ability to do things with their hands, carpentry, mechanics, etc., (b) ability to manage a farm efficiently, (c) ability to cooperate with others, and (d) most important of all, the ability to create a satisfying and beautiful home.

6. *Equipment of school.*—Jordon must see that the testing devices, library, and laboratory equipment of his school are adequate to teach modern farming.

7. *Leadership.*—A going Future Farmer of America chapter, winning poultry judging teams, cooperative buying and selling associations, and numerous other activities stand witness to Jordon's work in helping to develop the latent leadership in the community.

8. *Publicity program.*—This, too, is the task of the teacher. Not propaganda, but publicity in the sense of keeping the community informed about the work of the school. Vocational agriculture students write regularly for local papers. In local store windows they set up exhibits to show how to tell the difference between good and bad eggs.

9. *Condition of teachers' reports.*—Last, but not least, the good teacher is judged by the thoroughness, accuracy, and scope of the records of the educational program.

These are standards by which vocational teachers test the quality of the service they are giving to their communities.

Class cares for four needy children

"In some instances the home economics teacher has, with the assistance of high-school pupils, worked out clothing and food lists which have been distributed by ERA workers. In one community the home economics classes took for their special problems four underprivileged families in the community. The needs of these families were studied, after which contact was made with the social service agency which assisted in procuring food and clothing which was distributed to these families by the school girls after school. Several teachers report that high-school girls are interested in bringing to class special problems about some underprivileged family. Sometimes this becomes a case problem for the teacher and the high-school pupil to find out specific needs and help secure employment and follow other procedures for bringing relief to the family."

—Report from Louisiana.

500 COURSES *A Partial List of Subjects Vocational Schools Offer Those Who Wish to Learn*

THE subjects of vocational courses listed below have been taken from the annual reports of State Boards for Vocational Education to the Office of Education for the year ended June 30, 1934, in vocational evening, part-time, and all-day schools. A more complete list can be obtained by application to the Office of Education, Washington, D. C.

Agricultural Adjustment	Cafeteria Cookery	Electric Arc and Oxy-Acetylene Welding	Heeling (Shoe Factory)	Making Play Equipment
Adequate Diets	Cafeteria Management	Electrical Installation and Practice	Hollow Metal Drafting	Manicuring
Advanced Food Study	Cakes and Cookies (Bakery Trade)	Electric Wiring Code	Home Canning	Marble Cutting
Aeronautics	Camp Cookery	Electrical Drafting	Home and Community Development	Marble Drafting
Agricultural Economics	Card Fixing (Textile)	Electric Refrigeration	Home Dietetics and Invalid Meals	Marine Engineering
Agricultural Financing	Carding	Electric, Related Science	Home Economics for Working Girls	Marketing Livestock
Air Brakes and Related Sciences	Care of Hair and Skin	Electric Wiring and Equipment	Home Furnishings	Marketing Milk
Air Conditioning	Care of the Sick	Electroplating	Home Garden	Marketing Turkeys
Aircraft Construction and Engine Repair	Care and Training of Children	Elementary Petroleum	Home and Health	Masonry
Alfalfa Production	Caring for the New Baby	Elementary Textile Arithmetic	Home Improvement	Materials of Industry
Analysis of Cotton Fabrics	Carpentry	Embroidery	Home Orchard	Mathematics Applied to Air Conditioning
Animal Diseases and Parasites	Catering	Essentials of Baking	Hooked Rug Weaving	Mathematics Applied to Architectural Drafting
Applied Art	Caulking, Glazing, and Painting	Estimating	Horticulture	Mathematics Applied to Oil Industry
Applied Chemistry	Cement Finishing	Ethics for Nurses	Hosiery Making	Mathematics Applied to Tailoring
Applied Electricity	Chemistry for Bakers	Family Economics	Hospital Meals	Meat Cookery
Armature Winding	Chemistry of Dry Cleaning	Family Meals	Hotel Cooking	Meat Cutting
Art Applied to Home Crafts	Chemistry for Nurses	Farm Financing	House Cleaning	Meat Packing
Art Applied to Photo-Engraving	Child Nutrition	Farm Machinery Repair	Household English for Domestic Workers	Mechanical Marine and Sheet Metal Drafting
Art Applied to Printing	Child Psychology	Farm Mechanics	Housekeeping for Janitors	Melon Production
Art in Dressmaking	Children's Garments	Farm Power	House Painting	Metallurgy
Art in Selecting Clothing	Civics	Fashion Drawing	House Wiring	Metal Lathing
Asparagus Production	Citizenship Training	Feather and Flower Making	How to be Well Dressed	Metal Mining
Assaying	Citriculture	Fertilizers	How to Use Color	Meter Repair
Auto Body Building	Cleaning and Pressing	Financing the Home	Hub and Die Work (Jewelry)	Mill Drawing
Auto Body Designing	Cloth Analysis	First Aid	Hydro Electric Station Operating	Millinery
Auto Brake Adjustment and Wheel Alinement	Cloth Calculations	Floor Finishing	Illumination	Millinery Renovation
Auto Chassis Repair	Clothing for the Family	Floriculture	Industrial Chemistry	Millwork
Auto Ignition	Clothing Renovation	Food Course for Maids	Industrial Designing	Mill Wrighting
Automobile Storage Battery Repair	Coal Mine Gases	Food Preservation	Industrial History	Miners' Short Course
Auto, Related Science	Coal Mine Safety Lamps	Food Selection	Industrial Physics	Mine Safety
Auto Salvage	Coal Mine Timbering	Foods in Relation to Health	Industrial Safety	Mining Law
Aviation	Coal Mine Ventilation	Foods and Nutrition	Infant Feeding	Monotype Operating
Baby Chick Production	Code Rules for Plumbers	Foods for Special Occasions	Insects and Their Control	Mosaic and Terrazo Work
Baking Trades (Commercial)	Color and Art in the Home	Foreman Leader Conference	Iron Work	Motion Picture Operating
Baking, Related Science	Color Theory for Painters and Decorators	Foremanship and Supervision	Irrigation	Moulding
Balanced Meals	Comptometer Operation	Forge Work	Janitor Engineering Course	Multigraphing
Banana Production	Concrete Construction	Foundry and Machine Shop Apprentices	Jewelry Manufacture	Novelty Making for Leather Workers
Bandaging (First Aid)	Consumer's Education	Fountain and Lunch Service	Jewelry Repair	Nurses Psychology
Barbering	Cooking for Men	Framing and Use of Steel Square	Job Pressman	Nurses Training
Basketry and Weaving	Cooperative Marketing	Fresco Painting	Joinery	Oil Field Mechanics
Battery Work	Coppersmithing	Front Office Training (Hotel)	Kitchen Table Service	Ophthalmic Prescription Grinding
Beautification of Home Grounds	Core Making	Fundamentals in Cloth Construction	Knitting and Looping	Ornamental Iron Work
Beauty Culture	Corn Production	Fur Operating and Cutting	Ladies Garment Designing	Painting and Decorating
Beauty in the Home	Cosmetology	Furniture Repair, Upholstery and Caning	Lamp Shade Making	Paints, Solvents, Varnishes
Beef Production	Costume Designing	Furniture Refinishing	Landscape Gardening	Paper Mill Chemistry
Behavior Problems	Cotton Marketing	Gas Engine Operation	Lasting (Shoe Factory)	Paper Mill Chemistry
Better Foods for Family	Crop Rotation	Gas Manufacture and Distribution	Lasting and Sole Fastening	Pastry Making
Biology	Cucumber Production	General Farming	Lathe Work	Pattern Making, Metal
Blacksmithing	Custodian Building Maintenance	General Shop Work	Laundry for Domestic Workers	Pattern Making, Wood
Blueprinting	Dairy Cattle, Feeding	Geology for Miners	Leather Tanning	Peanut Production
Blueprint Reading	Dairy Herd Management	Girl and her Job	Legume Production	Pepper Production
Blueprint Reading (Metal Trade)	Decorative Embroidery	Glove Cutting	Linotype Operation	Personal Grooming and Care of Clothing
Blueprint Reading for Railroad Shops	Dental Mechanics	Glove Making	Linotype Repair	Personal Hygiene
Boat Building	Dewberry Production	Golf Club Manufacture	Lithography	Permanent Wave
Boiler Room Layouts	Dictaphone Operation	Good Use of Leisure Time	Locomotive Operation and Control	Petroleum Refining
Boiler Room Practice	Diesel Engines	Gown Draping	Loom Fixing	Photo Engraving
Brass Molding	Die Sinking	Granite Cutting	Low Cost Diets	Photography
Brick and Stone Masonry	Dining Room Service	Granite Drafting and Designing	Lubrication	Piping
Bricklaying	Disease Control	Hair Dressing	Lumber Grading	Planing Mill Operation
Budgeting	Domestic Service	Hand Composition (Printing)	Luncheons and Suppers	Plastering
Building Estimates	Drafting for Sheet Metal Workers	Handling Supplies	Machine Designing	Platen Press Work
Building Trades Drafting	Drafting for Tailors	Harness Making (Leather)	Machine Drafting	Plumbing and Pipe Fitting
Butler Service	Draping and Costume Designing	Hay Crops for Dairy Farming	Machine and Bench Woodwork	
Cabbage Production	Drilling and Producing Oil	Heat Treatment of Steel	Machine Shop for Railroad Apprentice	
Cabinet Making	Dyeing	Heating and Ventilating		
Cable Splicing	Economical Cooking			
	Egg Production			

[Continued on page 26]

**THEY LOST
THEIR JOBS**

!

This girl is one of 35 who were able to secure employment after being retrained for the hosiery industry in a plant training class.



**BUT LEARNED
NEW ONES
THROUGH
VOCATIONAL
SCHOOLS**

GRIT PUBLISHING COMPANY



Once a cook—now he takes dents out of fenders



Out as a printer—making good in window decorating



Training enabled him to shift from bookkeeping to printing



Grocery let him go—6 months training—spotting expert

PHOTOGRAPHS BY FRANK WIGGINS TRADE SCHOOL



WELDERS

Showing how Schools are enabling Workers to keep up with the procession of Mechanical Invention and thus obtain Employment

Left:

When you see pictures of the gigantic new bridge from San Francisco to Oakland, think of these three men. They helped build that bridge. They were able to get employment building the bridge because they took a course in gas welding at Central Trade School, Oakland, California.

As a result, vocational classes for training men in the new type of welding were set up in the two cities. About 100 men—unemployed former welders, unskilled in the new type of welding—have already been trained and employed. The training period ranges from 10 days to 2 weeks.

Welding is merely one of the many examples showing how the doors of vocational schools are open to men and women who wish to continue to learn in order that they may continue to be employed. Vocational education has rendered a great service to the Nation in conserving our national resources of skill during the emergency of the past 5 years.

NOT one but many reasons account for persons being unemployed. One of the most common reasons is failure to keep up with the procession. New inventions and new tricks of the trade come so fast nowadays that a man may find himself on the street because he has neglected to learn the latest techniques of his trade. Welding is an example. In the last few years welding has entered the plumbing trade. Boat builders and bridge builders must now know welding. Workers in many mechanical fields are turning to schools for training in welding in order to escape being placed on the unemployment shelf.

Two bridges are now approaching completion at San Francisco—one across the Golden Gate, and one between San Francisco and Oakland.

Both acetylene and electric welding was used in the construction of these bridges, but men skilled in the types of welding required were not to be found in the San Francisco district.

Contractors realized that it would be necessary to have men skilled in the processes being used, and were considering importing welders from the East. Before doing so, they brought their problem to the educational authorities in San Francisco and Oakland.

Right:

Many street car lines are being abandoned. This man is a former street car conductor. He turned to a vocational school, learned a new trade, welding, and was able to secure employment. Without training he might have continued to be unemployed and eventually might have been on the relief rolls.



When You Listen to WABC

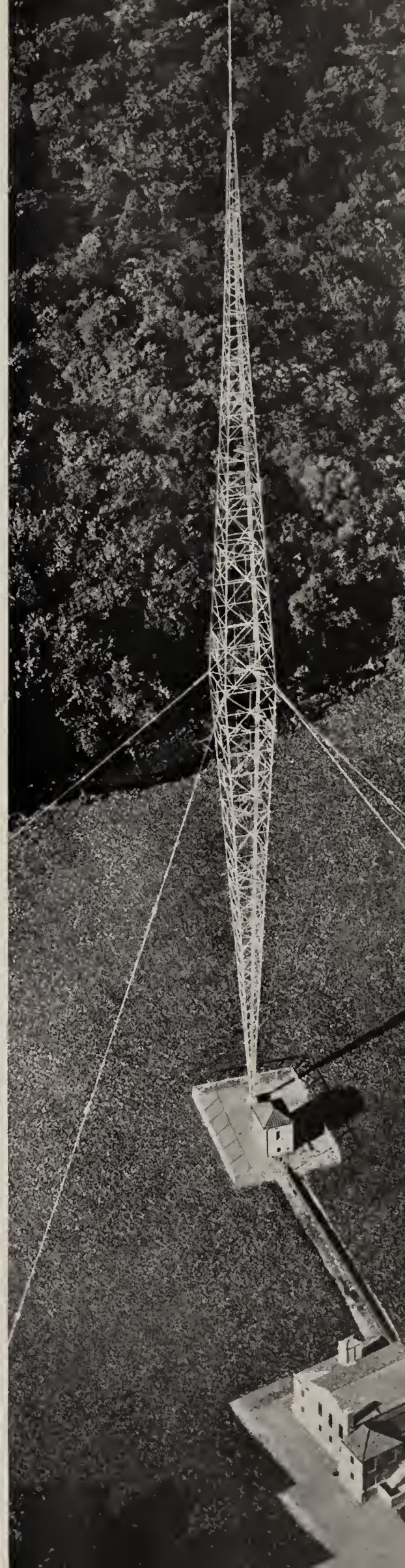
MEN EMPLOYED in constructing this station were retrained in the Paterson Vocational School of Paterson, N. J., to use Tobin bronze welding. The transmitter on which this work was done represents the most advanced type of electrical design and construction.

Tobin bronze welding was used to ground all parts of the metal framework of the building and of the conduit system carrying the high frequency and high voltage electric circuit.

This presented a problem for the construction company. The electrical workers on this construction did not have the necessary experience in the use of the welding torch, and the structural steel workers, who were experienced in ordinary welding, did not have experience in welding with Tobin bronze. They lacked also experience and judgment in electrical work of this character.

A short unit course was therefore organized in the Paterson Vocational School for a group of electrical workers on this job. After approximately eight periods of instruction these electrical workers had developed sufficient skill to carry out the special welding operation at the radio station. They had been retrained on their job. If this training had not been provided, they would have been displaced by workers imported from some other center.

The illustration on the right is the transmitter. Below is the control room of station WABC at Wayne, N. J.



The UNEMPLOYED

★ THIS summary could have been presented in figures. It could give in neat rows of figures what vocational education has been doing in each State; the number served, classes held, money expended. That information is on hand in the Office of Education.

But we are concerned with a warmly human problem. Each person, young or old, who comes to a vocational school has individual and special needs. During the past 5 years of economic crisis those who sought vocational instruction were suffering acute and tragic need—girls without shoes; fathers desperately in search of some skill to help them maintain their families; housewives anxious to make their few pennies buy the most nutritious food; farmers puzzled by new demands for national cooperation. To the doors of vocational schools has come this great procession of American citizens. They came in search of the light and comfort learning could give them; to find a way out of the valley of despair.

And so I say figures can never tell this story. Through pictures we can come closer to the truth. Therefore we have sought throughout the Nation for the camera records showing how vocational education has valiantly striven to help millions of American citizens in their hours of greatest need.

Carrying on its regular duty of training youth for industry, agriculture, and home-

making, vocational education has expanded its services to meet emergency needs. Special classes were held to enable farmers to learn about the AAA and Farm Credit. Special opportunities were created for unemployed adults, enabling them to keep fit, or learn new jobs. Special efforts were applied to find work for those trained. Special cooperation with other emergency agencies in canning surplus food, helping in establishment of emergency nursery schools, and teaching food facts to wives of relief families, was developed. CCC enrollees found a warm welcome in vocational courses. Thousands of the corps of 20,000 vocational teachers serve today on local and State committees ironing out the problems of the economic crisis. Vocational teachers seek out boys and girls who have left school. They help them to work out personal programs to get started in life. They train men and women in the ranks of the unemployed to teach others.

To the support of vocational education the Federal Government contributed \$6,950,945 in 1934. In addition the State and local governments contributed \$21,237,472. Some additional funds have been made available through the Emergency Education Program of the FERA. These are the funds which have enabled vocational education to aid millions of citizens, young and old, during the economic crisis. This special issue of SCHOOL LIFE is, in a sense, one of a

number of reports on the stewardship of these funds. We invite you, after reading this issue, to ask yourself whether the "service has been worth the hire."

To make one's way through life in any age demands skill. It takes skill to pan gold; skill to make a dress from a sugar sack; skill to grow 68 bushels of wheat to an acre; skill to operate a turret lathe. Helping citizens acquire skills, simple and complicated, necessary to existence, is the province of vocational education.

It takes particular skill to live through an economic depression that threw more than 10,000,000 workers out of work. Vocational education has adapted its service to help Americans acquire this remarkable skill also. It is the task of vocational teachers to keep their program so flexible and so attuned to our national life that vocational education will always be a valued and ready servant to the American people.



J. C. Wright

find in vocational schools



and old



Both young

by J. C. Wright

Assistant Commissioner
for Vocational Education
Office of Education

—to enable them
to find a place in
American life.

and training

counsel and
guidance



The Unemployed Turn to the Schools

IN NOVEMBER of last year Commissioner Studebaker wrote to a number of city school superintendents in different sections of the country requesting information which would indicate the extent to which federally aided vocational classes operated under the Smith-Hughes and George-Ellzey laws were rendering service to unemployed youths and unemployed men and women. Seventeen cities, reporting a total enrollment of 50,316 in Smith-Hughes and George-Ellzey classes, estimated the number unemployed in this enrollment to be 21,435. Two of every five were in school for training because they were unemployed.

Very considerable enrollments of unemployed workers in regular vocational classes have been reported, also, by State directors of vocational education. New Jersey: "A preliminary survey indicates that approximately 30 percent or about 2,100 of the students enrolled in the evening vocational classes for trades and industries are unemployed. * * * While most unemployed workers register as individuals and the registration of unemployed is merged with that of employed workers, we have several instances of particular groups which can be identified as unemployed groups. For example, in the Paterson Vocational School there

are 65 unemployed silk dyers who are receiving instruction in their field by teachers who are also unemployed. In Atlantic City 35 enrollees in one of the CCC camps are being given vocational instruction in the Atlantic City Vocational School. All of the teachers now employed in the evening vocational schools of Atlantic City, some 25 in number, are taken from the unemployed group. * * * The vocational program for unemployed is being carried on as an integral part of the regular evening vocational school program in agriculture, home economics, and trades and industries."

Ten percent of the enrollment in day vocational classes would be classed as unemployed, about 25 percent of the enrollment in evening trade and industrial classes, and 40 percent of the enrollment of adults in evening home economics classes.

New York: It is estimated that 91,000 unemployed will be served by vocational programs for the unemployed.

North Carolina: From 60,000 to 75,000 who are being served directly and indirectly by vocational programs would be "either on the unemployment list or without the services rendered would be relief cases."

Such figures as these, while they do not in any sense measure services being rendered the unemployed, reveal the extent to which vocational programs are serving the unemployed.



Future Refrigerator Servicer



Future Head Waitress



Future Farmer



Future Chemist

A Future for YOUTH

LAST November a vocational teacher in Covich County, Miss., asked a group of older boys at Sunday school what they were doing. "Nothing—there is nothing that we can do." They had left school. How about attending a part-time class at the school? Sure. The following Monday night 12 boys appeared. What are you interested in? "We don't know. We'll leave that up to you!"

"Need money?"

"I'll say!"

"How much?"

"All we can get."

"Well, how much really do you need to do what you want to do in this community?"

"Don't know."

To settle this a survey of each boy's personal needs was made that night—clothes, sports and entertainment, charity, savings. Each boy needed \$75 to \$200 annually.

"How are you going to get it?"

"I'm raising a patch of cotton."

"I got a couple hogs. Will that bring in enough cash?"

"Don't know. Let's figure it up."

This called for a study of prices, economic prospects, personal budgets. Each boy revised his farm program to bring in enough to meet his budget. Each boy began keeping records of his farm operations; inventory, cash account, labor record sheets, personal account. Every Tuesday and Friday evening the boys met at the high school. Sometimes in the farm shop. A checker tournament occupied 2 nights. Six boys have

joined the Future Farmers of America. No longer do these boys say, "There is nothing we can get to do." These boys are now launched in life. They have started work to meet their immediate needs. They have left the ranks of the idle. They have entered the ranks of working, self-supporting citizens.

This example from Mississippi has been duplicated in thousands of American communities. Vocational education has, since it began, faced the pragmatic question: How can vocational training guarantee a future to youth? The success of vocational education must be judged by results.

Into the gears of the vocational program the economic crisis threw a monkey wrench. Barriers went up against youth. Surveys in Massachusetts industrial towns show that more than 50 percent of young people 16 to 22 are unemployed; the highest percentage of any age group. The easy transition of school to jobs has been broken. For the first time in its history, the United States has a youth problem. More than 3,000,000 young people 16 to 25 are out of school and out of work.

Vocational education could not disregard these danger signals. Conferences of leaders in Washington considered the question of the out-of-school youth. Vocational educators throughout the Nation were asked to look beyond their classrooms. Local surveys revealed the names of boys and girls in need of help. Special classes have been organized. Vocational education is adapting its program, extending its services, reorganizing in order to fulfill its promise to offer a future to youth.

Future Fix-it Store Manager



Future Home-maker



Future Craftsman



Future Tea Room Manager





1. Surveying is popular subject.
2. Veterans' camp learns caponizing.
3. Technical books selected by vocational experts aid learners.
4. Craft work grows in favor.
5. Blacksmiths are CCC faculty members.
6. Vocational schools open their shops at night for CCC enrollees.
7. Map work one of many CCC opportunities.
8. Learning to make models of prehistoric animals.
9. Cook, printer, storekeeper, foreman—all CCC jobs become valuable apprenticeships.
10. Learners keep these few camp typewriters hot.





Store window exhibit prepared by Larwill, Indiana, home economics class

CASES

from the Reports



No clothes—no schooling

I FOUND one of the girls in my class in great distress. There were 10 children in the family and they were in very needy circumstances. This girl was very intelligent and a senior in high school, but she felt she had to stop school because she didn't have shoes and other clothes to wear. I gave her some clothing and helped her to remodel some for herself. She became interested in remodeling and took it as her home project. She made over clothing for herself, her mother, and the smaller children in her family."

—Report from a Virginia teacher.

Dresses from sugar sacks

"In the class work in our home economics department we are striving to meet the needs of all the needy girls. The object of each unit is to help the girls use materials available in their homes, to make them more livable and more satisfying.

"An interesting feature in our clothing unit has been the plans for a well-dressed school girl on the smallest sum of money, finding many money-saving schemes as a result. Some of the smocks for cookery uniforms receiving the highest scores were those made from sugar, flour, and feed sacks. A sugar sack with stripes was used for making a 2-year-old girl's dress designed and cut by one of the girls so that the stripes were very cleverly used for trimming. A 4-year-old girl's dress was made from Scotch Lassie flour sack which is made of pink-and-white checked material, using a white sugar sack for the collar and cuffs, making a very attractive little dress.

"Many other interesting things have been made from the different kinds of sacks such as scarfs, luncheon sets, pillows, bibs, pot holders, etc. Sacks were dyed different colors and cross-stitch or other

forms of needlework put on them with bits of bright wool thread or embroidery thread that had been donated. These were also worked up into purses, bags, pillows, scarfs, etc.

"The sack ravelings were saved and crocheted into attractive berets. The girls were very proud of these, for there again they had found they could make something they needed and wanted without any cost.

"There is a mill about 6 miles from our school where men's suits are made. The remnants from these suits may be bought for a very small sum of money and the material is excellent. One girl made a very attractive skirt out of a remnant for the small sum of 15 cents. One group of home economics girls picked cotton and did other odd jobs to earn money to buy enough of this material for a dress or suit. The materials for these averaged about \$1 each. This is to be their best dress for the season. They made several collar and cuff sets or blouses making them into smart and serviceable outfits for the season.

"The chief aim in our work is to help the girls to make the most of what they have. In our particular community there is *so little* they certainly need to make the most of everything."

—Report from Georgia.

Feeding children who come to school hungry

In another community the home economics pupils prepare nourishing plate lunches at 5 cents per plate daily as an integral part of their class work in foods. Children who are unable to pay money for lunches perform some small duties in connection with the preparation and service of the lunches. Working on the problem of an inadequate school lunch, another teacher says:

"We checked on the adequacy of the children's lunches. We found that 32 of the lunches were insufficient and upon investigation found that it was impossible for these children to bring better lunches. Therefore, we applied to the Welfare Association for help and this association furnished us with milk, two sandwiches, and often fruit for these children. A monthly record was kept of the health and weight of these children. We found that each child showed a marked improvement in looks and each one gained in weight."

—Report from Virginia.

Professional couple

"A professional couple who were on the relief rolls were struggling to keep up



appearances on the \$9.60 a week allowed at that time. The wife enrolled in a clothing construction class and made a beautiful suit out of an old garment. On displaying it to her husband, he remarked with considerable pride 'No one would ever believe we are living on \$9.60 a week when they see you in this suit.'"

—Report from Nebraska.

Housewives, our largest class of workers, have not lacked for employment during the economic crisis. But their difficulties in feeding their families, clothing them, and keeping the home together, have been multiplied.

Home economics instructors have swiftly adapted their instruction to meet the needs of distraught housewives and also the needs of girls seeking employment. On these two pages we present a few of many cases of service by home economics instructors.



Canning surplus crops in the vocational agriculture shop
Prince George County, Va.

Home economics education

stands for . . .

"The ideal home life for today unhampered by the traditions of the past.

"The utilization of all the resources of modern science to improve the home life.

"The freedom of the home from the dominance of things and their due subordination to ideals.

"The simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and of society."

—Ellen H. Richards.

relief rolls to cook the lunches in different schools in her county, and she is putting them through an intensive training course in quantity cooking, lunch management, with good sound 'fundamentals' of nutrition scattered throughout.

"It is this volunteer service on the part of these teachers and other local groups that is going to make this very important program really successful.

"Sincerely,

"HELEN S. SWANSON,

"Consultant Dietitian,

"Texas Relief Commission."

Off relief

"An effective home project was carried on by one girl whose family was on the relief list. The mother was ill and the father unemployed. This girl canned over 500 jars of fruits and vegetables, 200 jars of jellies and preserves, and dried 20 pounds of vegetables and fruits. As a result, this family will not be on relief this winter."

—Report from Virginia.

Sarah Mitchell's valedictory to the maid-service class

"Classes were held as usual on the final evening until 9 o'clock, when they were jointly assembled for an informal program. Just before Mr. Conley, local director of vocational education, issued the certificates, Sarah Mitchell of the maid-service class arose and asked if she might 'say a word.' Permission granted, she launched into the speech of the

evening—a sincere testimonial of the instruction received.

"She said she had never been able to keep a job and she was beginning to see why; that she had sometimes applied for work, but when she looked around at the fine rugs in a home, she had been 'too scared to try, but now wouldn't be afraid to ask the Roosevelts for a job'; that the teacher explained things so thoroughly anyone could understand; that the class had been live and interesting and the students didn't go to sleep as they had in other classes she had taken.

"A cry of 'sit down' from a seat-mate interrupted the speech, but Sarah's volubility was not to be outdone."

—From a report of a Florida vocational homemaking teacher.

Helping Grace recover her job at the night club

"Grace had trials and tribulations as maid at a night club. She quit her job once because the employer scolded her for leaving the garbage can out and for leaving the towels wadded up in the kitchen. The teacher said, 'That's what we mean when we tell you to check your work.' The maid said she didn't have time, she wanted to get away; the teacher told her to take time, that she now had plenty of time out of a job. Grace got her job back again, and by conferences with the teacher was able to overcome her difficulties."

—Reported by a Florida vocational teacher.

Gratitude from relief official

"Dear Miss Peek: Will you have room in your next news letter to express to your home economics teachers the appreciation of our director of the Texas Relief Commission division, that of the board of control, and my own genuine gratitude for the splendid cooperation which they are giving to the various county relief units in their efforts to provide a balanced school lunch to the children attending school from families on relief rolls?

"Many of your teachers are planning the plate lunches to be served, others are approving the plans submitted by the lunch-room managers, still others are actually preparing and serving these lunches as a part of their laboratory work. One very energetic home economics teacher has rounded up the several women who have been assigned from

Practical Homemaking

in

HAWAII

THESE three pictures were taken in the same house, before, during, and after. Above is a picture of a cottage in the Palama Settlement, one of the most congested districts of Honolulu, before a group of neighborhood women began work on it with the help of a vocational instructor. The problem, which is the problem of thousands of families (in continental United States as well as the Paradise of the Pacific) is how to make an attractive home on an extremely slender income. This unlovely cottage has been selected as a demonstration house by the practical home-economics teacher.

Twenty-four women worked on this cottage. Some of them were on relief rolls. First they learned how to scrub and clean and paint it. Every morning for 3 months they came for a short time, with their families. Often when they made one piece of furniture for the cottage they made copies for their own homes. Wood has been salvaged from packing boxes. Designs appear on unbleached muslin. Behind the house a garden begins to thrive. Japanese class members prepare meals for the renovators. The instructor, a young Japanese woman, carefully translates recipes based on local conditions and food preferences.

Ready for open house! That couch has springs from a discarded automobile seat. Rice and sugar sacks become curtains and couch covers. Book ends, ash trays, lamp shades, stands, and even the oven once were tin cans. Bright pictures from magazines look down from neat frames on the walls.

After a demonstration cottage has been completely outfitted all the neighbors are invited to come. A steady stream of inquiring sightseers absorb and carry away ideas for improvement of their own homes. Finally the cottage is turned over to the plantation to be allotted to a deserving family. Furnishings, inclusive of cleaning materials and paint for one house, totaled \$19.60. Similar cottages were furnished on other plantations, and more will be reconditioned during the current year.

N. B.: These pictures and the information on how vocational home economics has aided low income families in Hawaii came from Caroline W. Edwards, territorial supervisor of home-economics education.



Before: Drab rooms, dirty floor



Neighborhood women aided by a Vocational Instructor begin demonstration remodeling



Home sweet home for a \$19.60 pocketbook

New Horizons For the Physically Disabled

THE POPULATION of San Antonio, Tex., is 231,000. Think of a group of adults almost numerous enough to fill such a city, idle and jobless, due to some injury such as the loss of a leg, or arm, or eye. American citizens to the number of 225,000 are forced into the ranks of the unemployed every year because of some physical disability incurred through accident. Of this number at least 75,000 need training—vocational rehabilitation.

Unemployment is nothing new to the disabled man. He knows the heartaches and discouragements that go with joblessness.

To mitigate this reckless and tragic waste of our human resources and to attempt to give physically disabled Americans a real American opportunity to be restored to the full advantages of citizenship the Vocational Rehabilitation Service was established. It began with our soldiers in 1918.

On this problem of cutting down unemployment among the physically disabled the Vocational Rehabilitation Service has made a beginning. That it falls short of meeting the needs of the 75,000 who annually need its service is due to lack of funds.

Until recently 15,000 to 20,000 physically disabled persons were served annually. Since the onset of the depression the difficulties of disabled persons in obtaining work have increased.

The number applying for rehabilitation service has almost doubled. The problem was further complicated by decreases in both Federal and State funds available in the first years of the depression.

In spite of these decreases, however, the number of persons given service has increased more than 50 percent. This increase has been made possible in the main by the enlistment of aid from local sources and to the allocation of Federal Emergency Relief funds for expenditure for rehabilitation

purposes. During the past year more than 30,000 were given service.

Naturally during this period of distress the nature of the services rendered have had to be flexible in order to meet the needs caused by the unprecedented situation. In normal times a majority of those given service receive special courses of training followed by suitable placement. For the past 4 years the State departments have provided less training and directed their efforts toward placing the greatest possible number in employment.

The use of relief funds has been particularly effective in two directions: First, it has made it possible to employ additional personnel for placement services, and, second, it has afforded an opportunity to develop new methods of providing what

is termed "employment training", that is, training on the job. Heretofore this type of training has been accomplished by placing individuals in commercial establishments to be trained in the regular course of production. Emergency relief funds have made it possible to select and train groups of individuals in a kind of apprenticeship or vestibule school in connection with commercial establishments. For example, one such vestibule school was organized in cooperation with a regional distributor of refrigeration and air conditioning equipment. Twenty young disabled men were trained after which 18 were placed by the distributor in local communities throughout his region. Similar courses have been organized in a number of other types of business establishments. Upon completion of the courses the individuals who are thus trained obtain employment either with the business establishment or in some similar line of work.

On the whole, it may be said that vocational rehabilitation service has contributed to the relief of unemployment in three ways: First, by increasing the

number of physically disabled given service and placed in employment; second, by demonstrating an improved technique of employment service—which technique is now being increasingly applied in other public employment services; and third, it has definitely shown that new methods of preparing the unemployed for return to employment are necessary and practicable.



This lame Mexican woman was aided to revive an old handicraft, spinning. She is one of a number of physically handicapped Mexicans who were restored to carrying power by the vocational rehabilitation service in New Mexico. Spinning, weaving, carving and other native crafts gave them new hope and tourist money in their pocket-books.



Shoulder to Shoulder

with other

Emergency Agencies

Vocational educators helped with Transient Camp courses

FERA: Emergency Education Program

MORE than 50,000 unemployed teachers and other qualified persons on relief rolls have been given work through the Federal Emergency Relief Administration's education program. They have been engaged to: (1) Organize and operate emergency nursery schools (2) teach adults who cannot read or write, (3) instruct persons in need of vocational education, (4) aid persons in need of rehabilitation training, (5) instruct adults (largely from the ranks of the unemployed) who want general education, and (6) teach children in rural schools which otherwise would be forced to close. Two of these kinds of instruction—that for persons in need of vocational education and that for those in need of rehabilita-



tion training—gave the regular vocational education personnel an opportunity to cooperate.

At the last report, more than 5,000 unemployed teachers have been teaching vocational subjects, and about 500 more have been giving rehabilitation instruction.

During the past 2 years, two members of the staff of the Office of Education have been loaned to the FERA to direct the emergency education program, Dr. Lewis R. Alderman, chief of the adult education work, and C. F. Klinefelter, agent, industrial education service.

Agricultural Adjustment Administration

More than 3,000,000 farmers are taking part in the agricultural-adjustment programs, with some 4,000,000 cooperative production-control contracts outstanding. Each of these 4,000,000 contracts has meant for the individual farmer reorganization of his production activities, and development of a program for utilizing land and labor released under the contract—a program, it may be, for growing food for the family on the land released from a cash-income crop. The more than 5,000 agricultural teachers, servicing areas surrounding more than 5,000 communities in every section of the country, have cooperated extensively with individual farmers in effecting adjustment on their individual farms under these contracts. A few items summarizing reports bearing on cooperating in two important programs, namely, the cotton- and the wheat-control programs, may be cited by way of illustration. These reports show that the 800 white vocational agriculture teachers in cotton counties in the 1933 campaign traveled 634,000 miles, at an average cost per instructor of \$40. paid



out of their own pockets. They held 3,700 farmer meetings which were attended by 247,000 farmers, and contacted 164,000 farmers individually. Vocational teachers and students have made surveys under the production-control programs, participated in sign-up campaigns, assisted in farm-credit operations, and in the drought area helped farmers to make farm-management adjustments to meet feed-shortage and other drought problems. In all these activities they have worked in close cooperation with county agents of the Department of Agriculture extension services. State and local vocational programs have been based largely on cooperative service of this character.

Subsistence Homesteads

Cooperation with subsistence homestead projects may be illustrated by the record of services rendered by the director of the Minnesota vocational agriculture instructors, W. C. Wiegand, to the Austin Subsistence Homestead community. As reported by the State director of vocational education, Mr. Wiegand

AAA. FERA. CWA. NRA. FFCA. PWA. SEC. TVA. RFC. HOLC. CCC. FCOT. Batteries of initials trade mark the new social machinery for recovery and reform created by the Federal Government to meet the economic crisis. Vocational education has fought shoulder to shoulder with these new alphabetical agencies lending its strength and its personnel wherever it was needed. Following is a record of cooperation with new emergency agencies.



A new start! Rural rehabilitation leans on vocational agriculture teachers

organized a local committee of seven and served as secretary of Austin Subsistence Homestead, Inc., from its inception. This is the organization which purchased the plot of 216 acres of land, applied for a



subsistence homestead loan, interviewed the applicants, and engaged architects to make the necessary surveys. He made a complete soil survey of all available plots for this purpose. He made an outline of the plot sizes and drew up general plans for homestead plots. He prepared and recommended a list of fruits, vegetables, shrubs, shade trees, and other perennials to be supplied to each homesteader and to be included as part of the budget. He served on a special committee of three who interviewed and selected the 44 homesteaders. He worked with the local manager in locating driveways, walls, etc., on each homestead. He prepared working plans for homestead arrange-

ment and plantings. He assisted homesteaders in planning their cropping system for 1934. He is conducting evening classes in gardening, poultry raising, and subsistence farming for the 44 homesteaders each Monday evening from 7:30 to 9 o'clock. And finally he is serving as agriculture adviser to members of Austin Subsistence Homestead, Inc.

Civilian Conservation Corps

In January 1935, nearly 30,000 boys from CCC camps were regularly attending established schools at night in nearby towns. In many cases they were taking vocational courses and the local vocational education staff was providing the instruc-



tion. Reports roll into the Office of Education showing the variety of vocational education offered and eagerly sought. CCC boys are studying refrigeration, machine shop techniques, wood-working, carpentry, mechanical drawing,

gas engines, welding, electricity, and many other subjects in nearby high schools. Under able instructors they are learning trades and skills which will help them to obtain employment when their CCC "hitch" is up.

Educational advisers in the CCC have sent in demands for study outlines especially adapted to the needs of the boys in camps. As a result Commissioner Studebaker has appointed a committee of seven vocational education leaders to prepare teaching manuals and course outlines, which will be available to the camps. Following are subjects on which outlines have been prepared: Agriculture, forestry, auto repair, auto electricity, carpentry, elementary bridge construction, house wiring, masonry, mechanical drawing, concrete construction, photography, radio servicing, surveying, and cooking.

Youth Problems

To help solve the dilemma of youth, the Office of Education has set up a Youth Committee. This committee is working along three lines. First, it has prepared schedules by which communities can conduct surveys on the basis of which intelligent plans for youth can be made. Secondly, it is collecting information on promising attempts to solve the youth problem. This information will be made available to other communities. Thirdly,

the committee has prepared plans for a national community youth service. Members of both the research and vocational divisions of the Office of Education have worked on the Youth Problems Committee.



Federal and State Employment Services

In the vocational rehabilitation of physically disabled unemployed workers, the fiscal year 1934 was marked by a development of far-reaching significance in the formulation of plans of cooperation, under the Wagner-Peyser Act, between Federal and State employment services on the one hand, and State rehabilitation departments on the other. Formulation of such plans of cooperation in the training and placement of physically disabled unemployed workers is made a condition of receiving Federal aid under the Wagner-Peyser Act.

The Federal Board for Vocational Education

WITH the merger of the Federal Board for Vocational Education with the Office of Education on October 10, 1933, provision was made that the three citizen members of the Board should serve without compensation and that the functions of the Board would be advisory. Terms of the previous members having expired, President Roosevelt recently appointed three new members. Following is the membership of the Board as it is now constituted:

LINCOLN FILENE, of Massachusetts, for the unexpired term of 3 years from July 17, 1933, vice Edward T. Franks, term expired. (Representative of manufacturing and commercial interests.)

CLARENCE POE, of North Carolina, for the unexpired term of 3 years from July 17, 1934, vice W. Harry King, term expired. (Representative of agricultural interests.)

HENRY OHL, of Wisconsin, for the unexpired term of 3 years from July 17, 1935, vice Perry W. Reeves, term expired. (Representative of labor.)

Ex officio:

Secretary of Labor, Frances Perkins, Chairman.

Secretary of Agriculture, Henry A. Wallace.

Secretary of Commerce, Daniel C. Roper.
Commissioner of Education, John W. Studebaker.

SCHOOL LIFE

SUPPLEMENT

VOL. XXI



NO. 2

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

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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."

SPECIAL SUPPLEMENT
OCTOBER 1935

500 Courses

[Continued from page 12]

Plumbing and Steam Fitting
Pork Production
Potato Production
Pottery Making
Poultry Feeding
Power Plant Operation
Power Sewing
Preparing and Serving Dinner
Preserving and Canning
Pressman
Printing and Bookbinding
Printing: Engraving
Problems of Childhood
Profitable Crop Production
Proof Reading
Prospecting
Pulp and Paper Testing
Quartz and Placer Surveying
Radio Repair, Advanced
Radio Repair, Elementary
Radio Servicing
Railroad Mathematics
Recreation for Parents
Redecoration of Home Furniture
Reducing Diets
Refrigeration
Related Mathematics for Carpenters
Remodeling Clothing for Children

Repairing, Altering, and Cleaning Garments
Repair of Farm Tools
Retail Selling
Rodmaking (Furniture Factory)
Roof Framing
Rope and Leather Work
Rubber Chemistry
Rug Weaving
Safety and Accident Prevention
Sanitation
Sew Machine Operation
Seamanship and Navigation
Serving Simple Meals
Service Station Operation
Sheep Management
Sheet Metal Drawing
Sheet Metal Work
Ship Carpentry
Ship Fitting
Shirts and Boys' Blouses
Shoe Cutting
Shoe Fitting
Shoe Machine Operation
Shoe Repairing
Shoe Shining
Show Card Writing
Sign Lettering
Silk Knitting
Silk Weaving
Silk and Wool Garments
Silversmithing
Slide Rule
Smelter Processes

Social Development of Children
Soda Fountain and Lunch Stand Operation
Soil Conservation
Soil Drainage
Soil Geology
Soil Improvement
Soybean Production
Special Machine Operation
Spindle Carving
Spinning
Spinning and Twisting
Stationary Engines (Operation)
Steam Electric Power Generation
Steam Fitter
Steam Heating and Ventilation
Steam Metallurgy
Steel Square and Its Use
Stoekfitting
Stone Drafting
Stonework
Strawberry Production
Strength of Materials
Structural Drafting
Structural Steel
Sugar Cane Production
Sugar Technology
Sweet Potato Production
Swine Management
Switchboard Operation
Table Service
Tailoring and Fitting
Textile, Carpets and Rugs
Textile Mathematics

Tile Setting
Tobacco Production
Tool and Die Making
Toolmaking
Topographical Mapping
Topping (Hosiery)
Tractor Care
Trade Sewing
Truck Crops
Turkey Production
Typesetting
Understanding Adolescent Boys and Girls
Understanding Human Nature
Urinalysis and Laboratory
Upholstering
Vegetable Growing
Ventilation for Janitors
Waitress Training
Watch and Clock Repairing
Water Analysis
Weave Room Calculations
Weaving
Welding for Machinists
Welding for Plumbers
Window Designing
Winter Wardrobe for Family
Wood and Cabinet Shop
Wood Carving
Wood and Metal Finishing
Wrought Iron
Yarn Production
Yard Drafting and Twist Calculating
Year Round Garden

The Three Cooperators

Federal, State, and Local Governments Contributed Men and Money to Provide Vocational Education Adapted to Our National Needs

THE NATIONAL vocational program is a going cooperative Federal, State, and local program established in 1917. It is essentially a training-for-work program. In the past 5 years relief of unemployment has become a dominating aim of vocational education. In this program Federal, State, and local public authorities assume definite responsibilities.

What the Federal Government does:

Money: The Federal Government appropriates funds to the States and Territories for the promotion of vocational education in agriculture, trades and industry, and homemaking, and for vocational rehabilitation of the physically disabled. For the year ending June 30, 1935, the appropriations for allotment to the States and Territories total \$11,482,000. Appropriations for this year, as for other years, have been made for expenditure jointly with State and local money under the provisions of the Smith-Hughes Act of 1917, and the Vocational Rehabilitation Act of 1920.

Men: The Federal vocational staff in the Office of Education functions as a central coordinating agency. In the present situation it is a clearing house for the collection and dissemination of information. To guide the States and local communities in adapting their vocational programs to meet local emergency needs for relief of unemployment, the staff is a central agency for rendering service and conducting research. The Federal vocational staff cooperates directly with State boards for vocational education and their staffs.

What the State or Territory does:

Money: The State or Territory having voluntarily accepted the Federal acts, appropriates money for expenditure jointly with Federal and local money. For the last fiscal year the 48 States, Hawaii, and Puerto Rico contributed \$7,093,203 for expenditure under State plans for vocational education. In addition 45 States and local communities in these States contributed over \$1,000,000 for cooperation in vocational rehabilitation of disabled persons. The State functions administratively through a State or Territorial board for vocational education. These boards formulate State plans under which Federal, State, and local money is expended. They are the central State administrative authorities for promoting vocational education and rehabilitation services. Established vocational programs so administered in 1934 enrolled 1,119,140 boys and girls and adults of all ages in vocational classes and rehabilitation services administered by the State boards returned to employment 8,062 physically disabled dependent persons. Expenditures under State plans in 1934 totaled

\$28,188,417 (\$6,950,945 Federal and \$21,237,472 State and local money) for vocational education, and \$2,079,905 (\$915,659 Federal and \$1,164,246 State and local money) for vocational rehabilitation of physically disabled persons.

Men: In each State a State director of vocational education is generally responsible for administration of the policies formulated by the State board. He organizes and directs the State staff. In 1934 these staffs included some 555 State directors, supervisors, and teacher-trainers for vocational education, and 169 supervisors and case workers for vocational rehabilitation. In the present emergency the State director will be found serving on State committees organized for relief work. He may be State director of FERA education programs. In practically all States, he will be found to be cooperating actively with State agencies for dealing with unemployment. Similarly State supervisors of agricultural education, of trade and industrial education, of home economics education, of commercial education, and of vocational rehabilitation cooperate with State agencies for relief of unemployment in their several fields. They work with local vocational administrators and teachers in developing emergency programs, prepare and distribute teaching materials, serve on emergency committees for rural rehabilitation, agricultural adjustment, apprentice training, FERA adult education, relief, and welfare.

What the local community does:

Money: The local community provides buildings and equipment for vocational schools, and appropriates money for the salaries of vocational teachers and local administrators of vocational programs. In the year ended June 30, 1934, the local communities provided a total of \$14,144,269 to be expended under State plans.

Men: In the war being waged against unemployment, occupational maladjustment, and dependency, the vocational teacher occupies the front-line trenches. He conducts vocational classes to prepare youth for entrance into useful employment. He organizes apprentice training for young workers. He works with individual unemployed adult wage earners to train them back into employment. He helps individual farmers to solve their difficult problems of agricultural adjustment. Also, the vocational teacher aids individual homemakers to enable them to safeguard home welfare under conditions of reduced family income. There are 13,186 teachers of vocational agriculture, trade and industry, and home economics in all day schools; 5,093 in part-time schools, and 8,677 in evening schools for adults. Vocational teachers are cooperating with every agency for relief of unemployment, occupational adjustment, rural rehabilitation, and home welfare. They have organized classes for the unemployed, established community work centers and for canning surplus food products for the needy, developed vocational programs for CCC camps; supervised community gardens, organized nursery schools, cooperated with subsistence homestead communities; and cooperated with the FERA in the organization of emergency adult education programs in the field of vocational education.

FACTS

about

Vocational Education

THE NATIONAL program was initiated in 1917. The program is a cooperative Federal, State, and local program under public control.

The 48 States, Hawaii, Puerto Rico, and Alaska are voluntarily cooperating with the Federal Government in this program.

Enrollments in vocational classes operated under this program in 1934 exceeded 1,100,000 boys and girls and adult workers of all ages.

These enrollments included 488,000 boys and girls in full-time school attendance taking preparatory vocational training; 269,000 employed boys and girls in part-time vocational classes; and 370,000 adult wage earners, farmers, and homemakers in evening vocational courses.

More than 8,000 disabled persons were vocationally rehabilitated in 1934 and placed in self-sustaining employment, and more than 37,000 were in process of rehabilitation at the close of the fiscal year. Since initiation of the rehabilitation program in 1921 some 68,000 physically handicapped persons in 45 States have been rehabilitated and placed in employment.

State staffs in 1934 included 555 State directors, supervisors, and teacher trainers for vocational education, and 169 State supervisors and case workers for vocational rehabilitation. Vocational teaching staffs of local communities included 8,677 teachers of evening classes, 5,093 teachers of part-time classes, and 13,186 all-day school teachers. Vocational teacher-training institutions enrolled 15,962 pupils in teacher-training courses taught by 790 teachers.

In 1934 the National Government contributed \$6,950,945, State governments \$7,093,203, and local governments \$14,144,269 to this cooperative vocational education program, not including expenditures of State and local money for buildings and equipment; and in this year the National Government contributed \$915,659, and State and local governments \$1,164,246

to the cooperative program for vocational rehabilitation of the physically handicapped.

Acts under which Federal funds are appropriated to the States for vocational education and vocational rehabilitation include the basic vocational education (Smith-Hughes) Act of 1917; the basic vocational rehabilitation act of 1920, as extended and amended; the act of 1924 extending the benefits of these acts to Hawaii; the act of 1929 providing vocational rehabilitation for the District of Columbia; the act of 1931 extending the benefits of the basic acts to Puerto Rico; and the act of 1934 providing additional funds for vocational education.

Home of the Office of Education

Until the completion of the new addition to the Department of the Interior Building the Office of Education occupies the Hurley-Wright Building, Eighteenth Street and Pennsylvania Avenue. Here are the offices of the vocational education and general education divisions. The first undertakes all activities for which the Federal Board for Vocational Education is responsible. The second undertakes the work of the Office of Education as it was constituted before the merger of the two governmental branches. Across the street in the Interstate Commerce Building is the Office of Education library, one of the largest in the world devoted to education.



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OR A CLASS OF 500,000

The Vocational Education Division of the Office of Education, U. S. Department of the Interior, has prepared a *Manual* and *Outlines of Instruction for Use in the CCC Educational Program* during the next year.

Educators in general, as well as CCC Camp Educational Advisers for whom they were prepared, should be interested in seeing what Uncle Sam thinks 500,000 young men wishing to further their education could well study, and how the courses should be taught.

Copies of the *Manual* and the *15 Outlines of Instruction* are available, 10 cents each

OUTLINES OF INSTRUCTION

Titles are as follows:

- | | |
|---|---|
| No. 1— <i>Agriculture</i> | No. 9— <i>House Wiring</i> |
| No. 2— <i>Automobile Repairing</i> | No. 10— <i>Elementary Masonry and Bricklaying</i> |
| No. 3— <i>Automotive Electricity</i> | No. 11— <i>Mechanical Drawing</i> |
| No. 4— <i>Carpentry</i> | No. 12— <i>Photography</i> |
| No. 5— <i>Concrete Construction</i> | No. 13— <i>Radio Servicing</i> |
| No. 6— <i>Cooking</i> | No. 14— <i>Soil Conservation</i> |
| No. 7— <i>Conservation of Natural Resources</i> | No. 15— <i>Plane Surveying</i> |
| No. 8— <i>Forestry</i> | |

and

A Manual for Instructors in Civilian Conservation Corps Camps

Order from
THE SUPERINTENDENT OF DOCUMENTS
U. S. GOVERNMENT PRINTING OFFICE
WASHINGTON, D. C.

SCHOOL LIFE



November
1935

Vol. 21 • No. 3



IN THIS ISSUE



The Cincinnati Survey • For Rural Needs • High-School Correspondence Study
To Teach or Not to Teach • Dance of 18 Nations • Higher Education's Outlook
William John Cooper • Youth-Adult Hearings • Teaching Class of 10 Million

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
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Primary Education

Elementary Education

Secondary Education

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Schools

School Administration

School Finance

School Legislation

Exceptional Child
Education

Rural School Problems

School Supervision

School Statistics

School Libraries

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Educational Research

School Building

Negro Education

Commercial Education

Homemaking Education

Radio Education

Native and Minority
Group Education

Vocational Education

Parent Education

Physical Education

Rehabilitation

Teacher Education

Health Education

Industrial Education

Educational Tests and
Measurements

Comparative Education

Adult Education

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



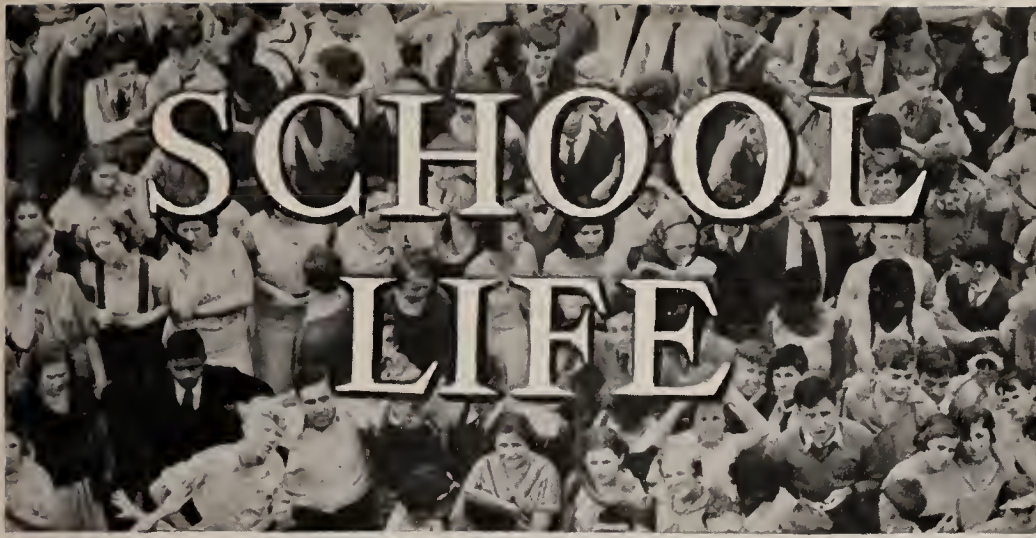
Christmas Gift

8 More Pages in SCHOOL LIFE

Beginning With the December, 1935, issue.

•

WE are pleased to announce to SCHOOL LIFE readers that the Bureau of the Budget recently approved the use of Office of Education printing funds to increase the number of pages in this official monthly journal from 24 to 32. . . . This increased space each month gives us opportunity to bring you a more rounded picture of American education—more features—more articles by education specialists—a more complete service from your Office of Education. . . . The fee remains the same—\$1 for one year's service.



For November 1935



Vol. 21

No. 3

Table of Contents



	Page
The Cincinnati Survey. BESS GOODYKOONTZ.....	50
For Rural Needs. CLARENCE POE.....	52
Two Thousandth Birthday Celebration.....	53
The Vocational Summary. CHARLES M. ARTHUR.....	54
Academic Freedom in England.....	56
Teaching a Class of 10 Million. J. W. STUDEBAKER.....	56
Youth-Adult Hearings. KATHERINE GLOVER.....	57
William John Cooper. MARIS M. PROFFITT.....	58
Negro Education. DAVID T. BLOSE.....	59
To Teach or Not to Teach.....	60
C. C. C. with C. C. C. HOWARD W. OXLEY.....	62
Schools Report. W. S. DEFFENBAUGH.....	63
Higher Education's Outlook for 1935-36. HENRY G. BADGER.....	64
The Colleges. WALTER J. GREENLEAF.....	65
Dance of 18 Nations. JACQUELINE DORMINY.....	66
Electrifying Education. CLINE M. KOON.....	67
Indian Education.....	68
Measurement Today. DAVID SEGEL.....	68
Educators' Bulletin Board.....	69
High-School Correspondence Study. W. H. GAUMNITZ.....	70
In the Libraries. SABRA W. VOUGHT.....	71
New Government Aids for Teachers. MARGARET F. RYAN.....	72

The cover design for this issue of SCHOOL LIFE is by R. W. Perry, State Supervisor of Trade and Industrial Education, Providence, R. I. See page 71.

Since Last We Met

Future craftsmen:

City youth will have opportunities comparable to those opened up to farm youth by the Future Farmers of America if the plan for a future craftsmen of America organization completed in committee at the Future Farmers of America convention in Kansas City is approved by the American Vocational Association.

Christmas present:

Beginning with the December issue, SCHOOL LIFE will have eight more pages—at no increase in subscription rate. This will enable us to provide better service to readers: Health-education suggestions, new books, what the States are doing, education in the news, radio calendar, and other features.

A la carte survey for New York:

"We are going to try to list everything in the curriculum on a cost basis", says Owen D. Young, director of the new \$500,000 general education board survey of New York education. "This is your menu", we can say to the taxpayer. "You will see listed the price of each dish—the old dishes by actual computation; the new dishes by estimate. It is for you to say what you want. Then, when the bill comes in, you will have no quarrel, since you yourself have given the order."

On Fresno air:

High-school students of counties near Fresno, Calif., are presenting some of the best radio dramatizations that have come to our attention.

C. C. C.:

Howard W. Oxley, director of C. C. C. camp education, has written a very good account of "Educational Activities in the C. C. C. Camps." Mimeographed copies are free. Address the Office of Education.

Harris dinner:

In memory of William Torrey Harris, one of the great leaders of American education, a one-hundredth anniversary dinner will be held in Washington, D. C., December 9. State superintendents of education then in session, Office of Education staff members, and other educators will hear former Commissioner P. P. Claxton and Dr. Payson Smith, Massachusetts commissioner of education. Commissioner Studebaker will preside.

[Continued on page 56]

The Cincinnati Survey

THE publication of the Survey Report of Cincinnati Public Schools marks the completion of the 73d school survey made by the United States Office of Education during the last 13 years of its nearly 70 years of existence. In accepting the invitation of school officials to make this survey the Office continued its stated policy of making surveys of schools only under certain conditions: First, when the situation indicates good prospects for constructive action following the survey, thus justifying local expenditure for the survey; and second, when the situation to be surveyed is typical in some respects of those existing in other parts of the country so that a survey may throw light on these type problems, thus justifying a Federal office in contributing the time of its staff members.

Cincinnati met both of these conditions. Like other cities having faced the depression for several years with its responsibilities increasing and its resources dwindling, the Cincinnati Board of Education very wisely decided that a comprehensive survey of its responsibilities, its practices, and its resources was the best basis upon which to base future growth. Accordingly in May 1934 the board's committee on educational policy reported as follows: "Every human system should be subjected to the process of periodic appraisal. One as complex and as important to the future of our democracy as the system of public education should not go without at least an occasional attempt at surveying the past and plotting the future. A survey of this character ought to be welcomed by the staff and teachers of the schools, inasmuch as it should serve the purpose of showing clearly the great merits of the system, as well as those directions in which it is capable of improvement. Moreover, owing to the present status of public finance, it is essential that wherever the chance for economies may exist, it should be discovered and seized." Followed then a resolution unanimously adopted that "the board of education hereby request the Cincinnati Bureau of Governmental Research to make, or arrange to have made, a comprehensive survey of the Cincinnati

Bess Goodykoontz, Assistant United States Commissioner of Education and Director of the Survey Reports Why and How the Investigation Was Made Together With Certain Survey Recommendations

public-school system covering all its various departments, functions, activities, personnel and the costs incident thereto. * * *

Following the adoption of the resolution the United States Office of Education was officially invited to conduct the survey. The staff consisting of 22 persons, 10 from

capacity throughout the duration of the survey, and to advise in regard to the final recommendations. This committee also met in Cincinnati.

In general, the survey follows the outline so well mapped out by the committee on educational policy. The first section of the report gives a brief picture of the community of Cincinnati and its educational problems and follows with a brief discussion by Dr. Bode, of the technical advisory committee, of the school's aims and purposes. This section attempts to answer the problem posed by the committee on educational policy: "What is the purpose of public education, not only in general, but in these days, and in this community of ours with its unique character and problems?" The second section of the report describes, in order, (1) the school's present program of education at all levels, from classes for the youngest children to the adult educational opportunities; (2) the status of and provisions for the teaching staff; (3) the administration of the schools and the services afforded through the superintendent's office; (4) the present provisions for housing and equipping the schools; (5) administration of business affairs; and (6) the present program of financing the schools.

Each chapter of the report after Part I aims to take the following three steps: First, to describe present practices; second, to evaluate the effectiveness or adequacy of present practices; and third, to make recommendations looking toward further growth or improvement of services. Accordingly a summary of findings and recommendations follows each chapter. Space will not permit any extensive listing of these, but the following brief quotations may serve as illustrations of the major recommendations in certain chapters exclusive of those specifically on administration, physical properties, and finance.



Dr. Bess Goodykoontz, Assistant U. S. Commissioner of Education, and Director of the Cincinnati Survey.

the Office staff and the others carefully chosen to represent certain specialized fields, began field work late in September and continued until early in December. Altogether the survey staff itself spent approximately 265 days in Cincinnati visiting schools and administrative offices and collecting data. A technical advisory committee consisting of seven persons from outside the Office, was appointed to assist in mapping out the general plan of the survey, to serve in a consultative ca-

Elementary education

It is recommended:

That there be a thorough revision of the curriculum for kindergarten and primary grades, unifying all phases of work and clearly defining standards for advancing levels.

That the present excellent work for experimental groups in first grade be extended to all schools and that this work be further developed and supported as far as possible by school funds.

That in order to secure further coordination in the instructional program, a policy be adopted looking toward gradual elimination or reduction in numbers of special subject teachers in grades below seventh.

That in schools which are organized on departmental or cooperative group plans, teachers be assigned to teach groups of subjects (such as social studies) rather than single subjects (such as history), and that conferences be held frequently of all teachers working with the same pupils, so as to secure a well-rounded program.

That so far as is possible seventh- and eighth-grade students still necessarily in the elementary schools be given the same type of program that is recommended for junior high schools, including guidance and extracurricular activities.

Secondary education

It is recommended:

That the specialization on college preparation in Walnut Hills High School be abandoned.

That economies be effected through increasing the number of pupils per teacher in certain of the junior and senior high schools to the extent of equalizing the pupil-teacher ratio in all secondary schools.

That more emphasis be placed on extra-curricular activities having a carry-over value into adult life.

That counseling and social advisory service be extended to all schools and grades above the sixth, with one person in each school delegated to assume responsibility for an integrated program in this field.

Vocational education and industrial arts

It is recommended:

That no more separate industry schools be organized unless it is assured that there will be a student body of sufficient size to justify such action. . . .

That general vocational courses, short-unit courses, and technical courses related to a particular industry be included in

some of the vocational programs; that training for types of jobs for personal service also be provided.

That vocational courses be extended to 3 years or more in length in vocations having sufficient content to warrant the extension on sound educational grounds.

That at least 25 percent of the total time of the school program for courses 3 years or more in length be devoted to instruction for general education values, particularly in social studies, with the same subject matter and with the same objectives as in other high schools.

That in general the completion of the ninth grade be required for entrance and that exceptions to this general rule be made only in cases where the physical and mental maturity and the vocational interests of the pupil warrant such action.

That the industrial arts be made a core subject about which to organize an educational program in a sufficient number of schools, especially junior and 6-year high schools, in order to care for (a) the over-age boys whose educational qualifications are insufficient to meet the entrance requirements of the vocational high schools, and (b) those who plan to leave school at the end of the compulsory school age.

That a combined activity program in practical arts for boys and girls be provided in the elementary schools.

Exceptional children

It is recommended:

That a full-time director of special education be appointed who will have charge of the entire instructional program for the various groups of exceptional children.

That more extensive child guidance facilities be developed within the school system through additional psychiatric and visiting teacher service that will

reach the child, the teacher, and the parent.

That plans be made for the extension of the program being evolved at Rothenberg Junior High School, through which mentally retarded adolescents may participate in those junior high school experiences by which they can profit.

That in general the practice of segregating mentally deficient children in separate buildings gradually give way to the practice of making special provisions for them in regular schools and of giving them opportunity for participation to the extent of their ability in the school life of normal children.

That in order to carry out their function as adjustment schools, Hillcrest and Glenview Schools remain under the administrative control of the board of education.

That certain administrative and supervisory expenditures be reduced in connection with the education of the deaf and the sight defective and that serious attention be given to the costs of any other items on which the State department of education has made specific recommendation.

Pupil achievement and adjustment

It is recommended:

That the weaknesses revealed by the survey achievement testing program in the elementary school be a starting point for making a reexamination of the curriculum, the methods of instruction—with special attention to the possibilities for individual instruction—and the supervisory program. Since the test results showed a particular weakness in early instruction in reading, the attack on the problem might profitably be begun in that field.

That in the bureau of pupil personnel service (now the vocation bureau) there be established a division of achievement testing and group mental testing.

That the division of testing supervise the counselors in the schools in the techniques of testing as a means of pupil adjustment.

That immediate steps be taken to take care of two types of maladjusted pupils in the Cincinnati schools, namely, (a) the superior pupil now retarded as to grade placement, (b) the overage pupil.

That in general no pupil in the elementary schools shall fail of promotion in any grade more than once, and that any pupil who has reached the age of 14 years shall be given the opportunity of junior high school experiences regardless of his academic achievement.

THE REPORT of the Survey of Cincinnati Public Schools made by the Office of Education, U. S. Department of the Interior, has been published by the Cincinnati Bureau of Governmental Research. It is known as Report No. 64, of July 1935, and is available from the Cincinnati Board of Education at \$1.50, plus postage. The report covers 476 pages.

For Rural Needs

LET NOT him that girdeth on his harness boast himself as him that taketh it off."

This, you will remember, was the wise message of Ahab, King of Israel, to Benhadad, King of Syria, in ancient days.

And this message immediately came to mind when I received your letter requesting me to present some opinions regarding vocational training as I begin my service as a member (representing American agriculture) of the Federal Board for Vocational Education. The proverb from Ahab would seem to make it more discreet to wait till I have served longer on the Federal Board before sending you the desired article.

Nevertheless, when one has been studying any problem almost continuously for nearly 30 years, he should have his general philosophy about it pretty well matured—while of course still keeping his mind open to all further information. Consequently, I take pleasure in dilating upon what has always been one of my favorite subjects, that of making our farm schools train for farm life.

My interest in this subject really goes back to the little country school I attended as a boy and particularly to the day when one of my schoolmates came to me and said, "Well, Clarence, I am not going to school any more."

"And why?" I asked.

"It won't be any use", he answered, "I have decided to be a farmer."

There indeed was a tragedy for you—a boy who had come to the school with the hope that it would give meaning and richness and color to his life, now going back to his work hopeless of the help that should have been his, going back to a work that ignorance has made a life-long drudgery, but which science and practical education should have glorified into a joyous art.

Not only was there no Smith-Hughes teaching at that time and no 4-H club work, but the textbooks in use in rural schools did not even suggest to the farmer's child the possibilities of science and training in agricultural work. On the contrary, the natural and logical inference from much of our rural instruction was that education was not indispen-

Clarence Poe, Editor of the Progressive Farmer, and Recently Appointed Member, Federal Board for Vocational Education Representing Agriculture, Writes for *School Life*

sable to the farmer but was intended chiefly for the commercial and professional classes. As I said more than 30 years ago in an article which my friend Walter H. Page published in the *World's Work* while I was still fresh from actual experiences in a typical southern country school:

"In your spelling book, for instance, it has been easy to find commercial and city words—dividend, stock, interest, account, percentage, balance, etc.—but where have you found such fundamental agricultural terms as nitrogen, potash, protein, or even such common farm words as clevis, singletree, mattock, etc.? In

your arithmetic, you will find all about foreign exchange and commissions and bank discount and British money, latitude and longitude, and the metric system of weights and measures, but never a word about how to calculate a feeding ration for cows, or a fertilizer formula from certain quantities of potash, phosphoric acid, and nitrogen. Is it not high time to say that we will, if necessary, let the farm boy learn less about far-away Australia and Kamchatka, but anyhow let him learn more about the soil he walks over and plows every day of his life? The farm girl, too, must learn of food values, of the chemistry of cooking, the principles of hygiene and sanitation, etc."

Since that time, of course, invaluable and almost incredible progress has been made through vocational training, but much still needs to be done. The great need is to develop a system that will carry inspiration and richness and color into the daily tasks of the great masses of our people.

Nor need we be disturbed by those who say that in training for work and for efficiency the schools will become less useful in building character or in developing genuine culture. There is probably about as much culture and character-training in learning how to calculate a fertilizer formula as there is in learning how to calculate latitude and longitude; just as much culture in learning the food values of the various vegetables as there is in learning to parse French sentences; just as much culture in learning to fight the bacterial invaders of one's own body as in learning how some Roman emperor repelled martial invaders 2,000 years ago. The idea that character and culture cannot be found in anything that has to do with sweat and horny hands, with the hiss of steam, the smoke of factories, and the smell of plowed ground—this is an inheritance from the dudes, fops, and perfumed dandies of courts that we have no more



Dr. Clarence Poe Visits a Young Dairyman.

use for in America than we have for powdered queues, gold snuff-boxes, and velvet knee-breeches.

I also believe that agricultural leaders everywhere should not only seek to enlarge vocational teaching, club work, etc., but that the majority of farm pupils who are not reached by these agencies should also be awakened to the importance of scientific knowledge (1) in increasing farm profits, and (2) in increasing the farmer's happiness in his work by increasing his range of intellectual interest.

One fact, however, let me make clear. In saying all this, I am not pleading at all for a merely commercialized or utilitarian view of farm life. We need to keep ever in mind Ruskin's saying: "There is no wealth but life", and that indisputable truth contained in the following anonymous paragraph I have often quoted:

"A boy or girl who likes a beautiful picture, a sunset, a rose bush, a robin, a sky full of stars, a fine old melody, a courtesy, a generous deed, or a good book, is better educated than a boy or girl could be without them, even if he could work all the sums in algebra and parse everything in Virgil."

And here an experience of my own comes to mind. When I was a country boy I came across a battered old astronomy, part of the leaves and all of the maps missing. Nevertheless, with the aid of the descriptive pictures, I located constellation after constellation, fixed star after star, while the story of the wonders of God's universe, its planets and suns and systems, filled my imagination, broadened my vision, and stimulated my thinking as no mechanical language drill could ever have done. And while I have wholly forgotten the little I learned of Latin and Greek, it is still a pleasure when I go out at night to find myself under the light of friendly stars, and to recognize the same ancient guardians of the sky that looked down on Job when the Lord answered him from the whirlwind: "Canst thou bind the sweet influences of the Pleiades or loose the bands of Orion? Canst thou bring forth Mazzaroth in his season, or canst thou guide Arcturus with his sons?" When Vega, with her twin attendants, glitters above me in the summer evenings, or in winter red Aldebaran glows like a ruby in "the rainy Hyades", my soul lifts with a knowledge of their sublimity and of the illimitableness of the universe of which I am a part.

Let us see to it, then, that agriculture is taught in the schools, and let us see to it also that, unlike Markham's "Man With the Hoe", the countryman of the future is no longer indifferent to the beauties of nature—"the swing of the Pleiades, the rift of dawn, the reddening of the rose."

Two-thousandth Birthday Celebration



ABOUT nineteen and a half centuries ago Horace wrote, "I shall not wholly die." His prophecy will be fulfilled this year when his two-thousandth birthday (65 B. C.—A. D. 1935) will be celebrated throughout the world. Prof. Roy C. Flickinger, University of Iowa, Iowa City, Iowa, is general chairman of committees for the bimillennium horatianum sponsored by the American Classical League.

State chairmen have been appointed as follows:

Arkansas.—Prof. H. W. Kamp, Hendrix College, Conway, Ark.

Illinois.—Miss Florenece Brubaker, Oak Park High School, Oak Park, Ill.

Iowa.—Dean Carrie T. Cabbage, Drake University, Des Moines, Iowa.

Kentucky.—Dean F. C. Grise, Western Kentucky State Teachers College, Bowling Green, Ky.

Michigan.—Miss Thelma Hunt, Ionia High School, Ionia, Mich.

Minnesota.—Mr. Leonard H. Hauer, St. Thomas College, St. Paul, Minn.

Missouri.—Prof. Eugene Tavenner, Washington University, St. Louis, Mo.

Nebraska.—Prof. Clarence A. Forbes, University of Nebraska, Lincoln, Neb.

North Dakota.—Prof. A. M. Rovelstad, University of North Dakota, Grand Forks, N. Dak.

Ohio.—Prof. Dwight Nelson Robinson, Ohio Wesleyan University, Delaware, Ohio.

Oklahoma.—Miss Isabel Work, Southeastern Teachers College, Durant, Okla.

Wisconsin.—Miss Lena B. Tomson, Milwaukee-Downer College, Milwaukee, Wis.

California.—South: Mrs. Jane M. Infield, Classical Center, Los Angeles. North: Miss Claire Thursby, 856 Contra Costa Avenue, Berkeley.

Colorado.—Prof. Milo G. Derham, University of Colorado, Boulder.

Delaware.—Miss Frances L. Baird, Friends School, Wilmington.

District of Columbia.—Mr. Stephen A. Hurlbut, St. Alban's School.

Florida.—Mrs. Clara M. Olson, University of Florida, Gainesville.

Idaho.—Prof. Paul Murphy, College of Idaho, Caldwell.

Indiana.—Prof. Lillian G. Berry, Indiana University, Bloomington.

Kansas.—Prof. L. D. Whittemore, 1615 College Avenue, Topeka.

Mississippi.—Miss Clara E. Stokes, Central High School, Jackson.

Montana.—Prof. W. P. Clark, University of Montana, Missoula.

New Hampshire.—Prof. John Barker Stearns, Dartmouth College, Hanover.

New Jersey.—Miss Edna White, 127 Summit Avenue, Jersey City.

Oregon.—Prof. Frederic Stanley Dunn, University of Oregon, Eugene.

Pennsylvania.—Prof. Horace W. Wright, Lehigh University, Bethlehem.

South Dakota.—Prof. Grace Beede, University of South Dakota, Vermillion.

Wyoming.—Miss Edythe M. Faivre, 2309 Evans Street, Cheyenne.

No chairman in Arizona and Nevada.

Copies of the University of Iowa Service Bulletin, giving selections from Horace for use in high schools, will be sent free upon request. Address your letter to Roy C. Flickinger, University of Iowa, Iowa City, Iowa, enclosing return postage.

★ Department of State

TO PERSONS in the United States planning to visit and study institutions of higher education and research establishments in Germany, SCHOOL LIFE submits the following letter, sent to the Department of State through the German Embassy, and referred to the Office of Education, United States Department of the Interior:

MR. SECRETARY OF STATE: Pursuant to instructions from my Government, I venture to invite Your Excellency's attention to the following:

Of late, many subjects of foreign governments have, in ignorance of the circumstances, presented requests to make a survey of institutions of higher learning and research establishments which are under the jurisdiction of the Minister of the Reich and of Prussia for science, training, and national education, not through diplomatic channels but directly to the heads of individual institutions. While in principle there is no objection of any kind against the survey of German institutions by subjects of foreign governments, it appears to be desirable that suitable applications should be presented, as early as possible, through diplomatic channels. Since the occasional rebuilding, convocations, necessary intermissions, et cetera, of an institution might prove to be hindrances, the danger arises that a survey desired could not be made.

I would therefore be obliged to Your Excellency if persons concerned could be requested to present, through diplomatic channels, and well in advance, applications for surveying German institutions of higher learning and research establishments, so that a notification from the institution in question, or, if the occasion should arise, a decision could be sent to the applicant in due time.

The Vocational Summary



INDICATIVE of the trend in employment in certain occupations is the information contained in the annual report of the Connecticut State Board for Vocational Education to the United States Office of Education. "Much effort has been made", this report states, "to counteract the marked tendency for young men to flock to the electrical and auto repairing trades. Probably well over 40 percent of all applications in the State are for these two occupations. The auto repair departments have been filled to capacity and about 90 percent of the graduate apprentices in this trade have secured regular employment. The record in the electrical trade, however, is not so satisfactory." As a result of this situation, the State board reports, "efforts are being made to point out to young men the desirability of entering apprenticeship in the building trades at this time in order that they may complete their apprenticeship and be ready for employment a few years hence when employment in the building trades is likely again to be normal." The record of placement of graduates in the trade and industrial field, the report declares, has been particularly satisfactory. "At least 150 more graduate machine apprentices could have been placed if they had been available."

Friendly house

Training service and placement for housemaids are combined in an effective manner under a cooperative plan carried out in Phoenix, Ariz., by the community chest and the State department of vocational education. Young women who are not employed report at the appropriately named community center, Friendly House. Those best qualified are sent out in response to telephone calls for household helpers. Classes offering training appropriate to their needs are provided for those who are not placed in employment. Instruction is given in food preparation and serving, house cleaning, and sewing. The instructor, who is employed half time, fills the role of coordinator and makes contact with the homes. Her car expense is met from the community chest fund. Her salary is paid by the local school district and reimbursed in part from Federal vocational education funds. Approxi-

mately 325 girls participated in the services offered by Friendly House, during the past school year, and as a result their families have been kept off the relief rolls. A day nursery is maintained at Friendly House where mothers who go out in household service or attend classes may leave their young children for a fee of 10 cents.

A. V. A. Convention

An attractive program has been arranged for the tenth annual convention of the American Vocational Association to be held at the Stevens Hotel, Chicago, December 4-7. Men and women prominent in the educational, industrial, agricultural, home making, and vocational rehabilitation fields have been scheduled for addresses and discussions during the convention sessions. Educational exhibits demonstrating the work of vocational students in agriculture, trade, and industry and home economics, and an exhibit demonstrating the value of vocational rehabilitation work will be set up in convention headquarters under the direction of Dr. William J. Bogan, superintendent of Chicago schools and honorary chairman of the convention committee. The theme of the convention sessions will be "Vocational Education for a Better Balanced Life." Sectional meetings dealing with vocational training for industrial, public service, and distributive occupations, as well as for home making and agricultural pursuits have been arranged. Representatives of wholesale and retail distributing houses will be present for the discussion on training for distributive occupations. Several sessions have been arranged for consideration of topics of interest to those engaged in vocational rehabilitation activities. One of the convention periods will be devoted to a conference on emergency education and the program of the National Youth Administration.

A commendable project

News of a commendable project carried on by part-time Negro vocational agriculture students in Fayette County, Tenn., comes from J. R. Branham, agricultural instructor, of Mason, Tenn. On March

31, 1934, this part-time group bought a well-located project farm of 85 acres in the Mason community, on a cooperative basis, for the sum of \$1,500. This farm, which the boys have maintained as a teaching laboratory for supervised practice work in vocational agriculture, and which they paid for from supervised project earnings, is now valued at \$2,000. On this farm a 4-acre community park has been developed, which is gradually being beautified with various types of flowers, shrubs, and shade trees, and has been provided with a grandstand sufficient to accommodate 500 or more baseball or football spectators. Athletic and social affairs play a major role in this community park project. These part-time agricultural students have organized a local chapter of New Farmers of America. Each year members of this organization spend several weeks in a camp they have established in the neighborhood of the West Tennessee Experiment Station, at Denmark, where they make a special study of the farm crops cultivated by the station. They have been the pioneers, also, in introducing winter legume cover crops in Fayette County communities and in arousing interest in beautification of farm homes. They maintain a thrift bank, from which farmers may borrow; have brought into the county \$28,000 from their project crops; have introduced purebred hogs into their communities on a cooperative basis; have staged father-and-son banquets; and have effected an arrangement whereby each part-time student may be employed on the project farm when he is not engaged on the home farm, thus relieving unemployment among farm youth.

Counseling—Placement

Counseling, as well as placement, and coordination are listed as specific responsibilities of those in charge of vocational education in trade and industry in Michigan. These two forms of vocational activity, K. G. Smith, supervisor of vocational trade and industrial education in Michigan, believes, are essential to any vocational program. "The George-Ellzey funds", Mr. Smith says in his annual report to the Office of Education, "have enabled us to emphasize these two forms

of vocational activity to a greater extent than in the past. As an illustration of the demand for counseling and placement, Grand Rapids alone reported 12,714 young persons interviewed last year. Of this number 764 girls and 476 boys were actually placed in employment. The total number of individuals placed in the entire State was 2,378 boys and men and 3,025 girls. These totals include only those placed by directors and coordinators and not those placed by a separately organized department, such as the Department of Guidance and Placement of the City of Detroit."

Parent education

Approximately 500 parent education chairmen in Parent-Teacher Associations in the State of Washington participated in a program for training in study group leadership made available to them by the State department of education as a part of the past year's adult vocational program in home economics. Classes were established in 10 city centers. Each class met for a minimum of eight 2-hour sessions to discuss methods, materials, subject matter, and principles for use by leaders of parent-education groups. Class members were supplied with subject-matter outlines and other study materials, given basic information on child development, and

trained to lead discussions. Since most of the participants were former teachers with an excellent educational background, the program was enthusiastically received and resulted in a large increase in enrollment in the parent-education project. A radio parent-education program with registered "listening in" groups enrolling between five and six hundred people, was arranged by the State department of education for rural parent-education study groups.

New field for disabled

A new field of employment for men with limb and other disabilities has been opened up in Roanoke, Va., during the year. With the help of R. N. Anderson, supervisor of vocational rehabilitation for Vir-

ginia, and Walter C. Chapman, rehabilitation case worker in Roanoke, 20 young men with physical handicaps, hailing from all parts of the State, were trained in electric refrigeration and radio servicing work, and the principles of air conditioning. A thoroughly equipped workshop, set up under the supervision of Messrs. Anderson and Chapman, was used in the training work. Instruction was divided between classroom work on related subjects and practical work in the shop. With a view to preparing those who were interested in selling, classroom instruction in salesmanship was given by the sales manager of the distributing firm at whose request the training program was set up. It is the company's belief that salesmen should be familiar also with the installation and servicing of refrigerators and radios. All



Vocational rehabilitation is an Office of Education service reaching thousands of physically disabled persons each year. Reclaimed from disabilities of various kinds, the Roanoke, Va., boys shown above are learning to service refrigerators and radios.

of these men, who previous to their period of training had been out of work for periods of from 6 months to 4 years, and some of whom had never held jobs, have now been placed with distributors, 3 of them as salesmen and the rest in servicing activities. Those placed as salesmen receive a salary of \$150 a month. The living expenses of these trainees during their period of instruction were provided from relief funds. Tuitional cost during the training period was only \$15 per month per man. Another class of 35 disabled persons was started October 1. Training is given during the fall and winter months so that trainees will be available for employment in the spring when openings are plentiful. A refrigerator distributor in

Atlanta, Ga., who observed the work done in the Roanoke class, has with the help of F. M. Greene, supervisor of vocational rehabilitation in the State, organized a similar class.

Fifty-six boys

Fifty-six out-of-school farm boys from 16 to 26 years of age were enrolled in agricultural classes in 2 months by T. M. Waller, teacher of vocational agriculture in Catchings school district, Mississippi, last spring. He began by making a survey of the community to find all the boys eligible for instruction. He secured data covering each boy's family, personal facts about the boy himself, and complete information about his home farm. He divided the communities over which he has instructional supervision—55 square miles in all—into five centers, in order to make it more convenient for the boys to meet in the summer period. He got the boys interested in buying and planting pure cottonseed, with a view to establishing the community as a one or two-variety cotton community. Through his guidance a number of the boys are carrying on paying supervised projects. Four of his students have become interested in land measurement work, which they carry on on a fee basis. Three boys trained by him in hog vaccination work are

assisting other farmers in inoculating their hogs against disease. His class members have made a four-wheel trailer. Boys whose crop chances were nil, but who were good carpenters, are hiring out for carpentry jobs. Through the boys, Mr. Waller has started a purebred hog program, which he hopes will rid the community of all scrub hogs eventually. During the fall the out-of-school boys enrolled in the centers of instruction staged a self-paying community fair. All of these activities have given the students a chance to demonstrate their ability and at the same time to make some money. Mr. Waller even plans to advise his students in investing their money in a suitable way.

CHARLES M. ARTHUR

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NOVEMBER 1935

ACADEMIC FREEDOM IN ENGLAND

Steps taken some time ago to safeguard freedom of speech for university teachers have just been made public. An antiwar speech delivered by Mr. H. D. Dickinson, lecturer in economics at Leeds University, last August at Auckland University, New Zealand, at which he was at the time an exchange lecturer, caused some press comments, and disciplinary action was demanded by a member of the New Zealand House of Parliament. The council of Auckland University College, however, not only refused to censure Mr. Dickinson, but passed a resolution affirming their support of the right of free speech for university teachers. This resolution stated:

"1. The university teacher has no less freedom of speech within the law than any other citizen, excepting that there is a special responsibility on him to weigh his public utterances. It must also be recognized that his position in the community may sometimes seem to him to involve a special obligation to speak and, indeed, to make a pronouncement not in accordance with the opinions and traditions of the majority of citizens.

"2. The exercise of this freedom (as defined in clause 1) and, indeed, the obli-

gation to speak should not place in jeopardy a university teacher's tenure of his post or make him subject to supervision or correction by the governing authority."

About the same time some adverse criticism was passed on a speech made by Professor Laski, and it was felt by many university teachers in Great Britain that the Auckland resolution should not pass unnoticed in this country. Accordingly, a letter was sent congratulating the council of Auckland University College on its "timely pronouncement on a subject of such fundamental importance."

This letter was signed by 620 members of the staffs of 19 English, Welsh, Scottish, and Irish universities, including 185 professors or heads of colleges.—*The Schoolmaster and Woman Teacher's Chronicle*, Organ of the National Union of Teachers, London, England. (Aug. 16, 1935.)

Since Last We Met

[Continued from page 49]

Will:

By terms of William Bross' will, \$15,000 will be awarded for a manuscript on the fiftieth anniversary of his death. Subject: Relation between any branch of knowledge and the Christian religion. Date due, September 1, 1939. Ambitious writers should communicate with President Herbert McComb Moore, Lake Forest College, Lake Forest, Ill.

Teacher singing star:

Lansing Hatfield, former North Carolina school principal, won a Peabody Conservatory scholarship 2 years ago. Last week motion-picture and radio offers dangled before him when he was placed first in Eddie Duchin's Nation-wide amateur contest. But he turned down all offers to return to Peabody.

Teaching a Class of 10 Million

WHILE the battle rages over the proper size of classes, we educators are being asked to devise methods for teaching classes of 10 million by means of radio. A committee of educators and broadcasters will be meeting this year to attack the problem of education on the air. The Federal Communications Commission has appointed me to act as chairman of this group.

We shall face not only the problem of how to get a proper and fair allocation of air time for educational purposes, but also the problem of how to use air time effectively for education. Radio sets are equipped with switches and dials. We all know about these switches and dials, but we do not take them into account sufficiently as we plan for education by radio. We forget that it isn't rude to walk out of "class" by turning off the switch or by changing the dial; that students who fail to come to "radio" class aren't marked absent; and that we do not have grades and degrees to stimulate the members of the unseen class. We have not provided substitutes for the teacher's pointer, the blackboard, and various visual devices. Too often, have we expected people to listen to a voice, any voice, regardless of whether that voice was suited to be a medium for education by radio.

The Office of Education has asked for a special budget appropriation to experiment with methods of radio presentation, and to carry forward research. There is much to be done in preparing for effective radio education programs. When the forces of education make the technical conquest of a fair share of air time, they should be prepared to consolidate their position with well-planned programs able to hold people on the air and attract mass listening.

It is not enough to increase the proportion of air time devoted to education. Broadcasters may be forced to give time, but listeners cannot be forced to tune in or to refrain from switching off.

Radio education, like public forums, is one of this century's social frontiers. The Office of Education faces this frontier with the hope that the Office may make a unique contribution in keeping with its congressional mandate: "To promote education." That hope will be turned into accomplished results only with the thoughtful cooperation of teachers, principals, and superintendents everywhere. For this Office is a democratic mechanism which depends upon the creative work of the thousands of teachers and leaders in the local communities to contribute ideas and to share the results of their experience.

Youth-Adult Hearings

FINDING a technique of democracy", Dr. Harry A. Overstreet characterized the State Youth-Adult Conference held at the Michigan State College in East Lansing on September 28, or "a revival of the old town meeting."

There have been other such "hearings" through the State of Michigan leading up to this culminating conference, district meetings in which youth and their elders came together to clarify their thinking on the problems of youth and try to work out solutions. The cream of this thinking was skimmed and brought to Lansing on that September Saturday.

There were two important events scheduled for that day in East Lansing. One was the first football game of the season and the other the Youth-Adult Conference. There were a good many people who knew only of the football game, as I discovered from my taxi driver when I arrived in Lansing. That seemed typical. There is always a considerable proportion of any population that is unaware when new and significant things are stirring under their noses. But the auditorium of the State college was packed, a goodly number of the audience young people, and though the game was only a few hundred feet away they were not for a moment deflected in their interest from the discussions on the platform.

In fact, the one thing that marked the entire proceedings was the intense, unswerving interest of the representatives of youth, and not, strange to say, so much in their own immediate problems of jobs and finding "a place in the sun" as it was in getting at the basic problems that have made things as they are and try to discover solutions. From 10 in the morning to 10 at night a selected group of young people and adult leaders, with Dr. Overstreet at the helm, and 500 or more people listening in, groped to define the main issues of youth's problems and to guide the thinking toward constructive adjustments in their environment that would at least lessen some of those problems.

The morning was devoted to a hearing of youth's case presented under six main topics:

Youth's Situation Regarding Work and Employment.

A Report of Conference in Michigan Culminating Many Other Meetings in the State on Youth Problems. By Mrs. Katherine Glover, Office of Education Committee on Youth Problems

Youth's Problems of Leisure and Recreation.

Education and Youth Today.

Youth and the Political Situation.

The Church and the Social, Recreational, and Religious Needs of Youth.

Youth and International Affairs.

At the conclusion of the talks there was an adjournment for group discussions, youth dividing into six groups according to the topics assigned, the adults gathering their forces in one meeting to try to find answers to some of the issues with which the youth speakers had confronted them. After lunch youth again took the platform, further presenting their case, summarizing the gist of their group discussions, and formulating their questions to the adult hearing board. At the conclusion of youth's turn the adults were summoned to the platform by Dr. Overstreet and under the leadership of Dr. David M. Trout, of Hillsdale College, did their best to stagger through the battery of questions.

These were some of Michigan youth's queries:

1. Can we as young people expect help in counteracting crime?

2. Is it possible for capital and workers to get together?

3. Can leisure be discussed at all without taking into consideration the economic situation?

4. How can the older people help us to find a religion that we can live?

5. Is war ingrained in human nature?

6. How can we strengthen our neutrality laws?

7. Has an educational institution the right to interfere with free speech?

8. What should education train youth for? Has it not failed in training both for living and for earning a livelihood? Has it not taught us too much by rote and failed to equip us to think?

9. Are property rights in this country regarded as superior to personal rights?

10. Isn't the usefulness of the home being broken down as a pleasant place for leisure time, due to the unhappy depression psychology of our parents?

They were hardly questions that could all be answered in an hour on a platform, even if the adult "judges" had been supremely endowed with wisdom but the members of the hearing board and of the audience, representing education, religion, social welfare groups, business leadership, and others, took those questions home to their groups to ponder and act upon.

Two concrete recommendations made by the young people were:

First. That youth should be represented on all boards of agencies and organizations that regulate the world in which youth must live: Churches, education, service organizations, etc.

Second. That in case of threatened war a referendum of those who must fight should be called before war is declared.

A continuation committee was appointed to attempt to carry out some of the demands of youth.

As the brilliant young summarizer of youth's case at the evening session (Ralph Blocksma) said, "Youth is bewildered but has not given up hope." These young people berated their elders for the conditions in which they have plunged them, but, hopefully enough, they also asked help. If the spirit that is stirring in Michigan youth can be directed and wisely guided as they are trying to—youth being frank with their elders, asking help, and the elders providing leadership—it hardly seems that we will fail to steer through the reefs and shoals that now confront us.

Next Issue

Highlights on America's Youth Problem, an article based on findings of the Office of Education's Committee on Youth Problems During the Past Year.

William John Cooper

READERS of *SCHOOL LIFE* together with other persons interested in the improvement of the program of education will miss the contributions that Dr. William John Cooper has regularly made, both through the press and the public platform, to the discussion of current problems in education. Dr. Cooper's wide experience in public education accompanied as it was by a zeal to promote the cause of education on all levels, created a great demand for his services as speaker and writer and made him an outstanding figure in the educational world. To meet these demands that were made upon him during the years 1929-33 when he was the United States Commissioner of Education, he traveled extensively, delivering addresses before educational meetings, participating in the work of conferences called to study special problems or to lay plans for the promotion of some educational program, and interviewing outstanding leaders in different phases of education for an exchange of ideas that would lead to a unity of opinion and effort in the furtherance of their common cause.

Dr. Cooper's record as a school administrator and as a college teacher reveals that he held a very definite philosophy of education and maintained clear-cut views as to what educational practices should be. In the positions of leadership which he occupied he emphasized education as the safeguard of our democracy and the security for our liberty. On one occasion he said we must have "faith in universal education as a prerequisite to universal liberty." Time and again Dr. Cooper stressed the importance of studying the present state of society as a basis for planning our educational program. With respect to this point he made the following statement at a meeting of the department of superintendence held in Minneapolis in 1933: "Education cannot be divorced from social theory. . . . Education is a close reflection of the social order, but it should be a little ahead of the present social order since it is preparing folks to live in the future." To emphasize this point of view he loved to quote the line from Lowell that says, "Time makes ancient good uncouth; they must upward still and onward who would keep abreast of Truth."

Philosophy and Administrative Practices of Late Former United States Commissioner of Education. By Maris M. Proffitt, Educational Consultant and Specialist in Guidance and Industrial Education

Industry as a dominant element in our civilization made a strong appeal to him as a factor conditioning the organization of an effective educational program. He believed in "power-driven machinery" and its result on society and advocated the incorporation in the curriculum of instruction, subjects which would meet the needs for knowledge of industrial life and for changed conditions in society. "Mechanical inventions", he said, "have gone ahead rapidly while social machinery has changed but little."

Definition of education

The philosophy of education held by Dr. Cooper may be summarized by his explanatory definition of education published in *SCHOOL LIFE*.¹ "Human education", he wrote, "is a process of individual growth and development beginning with birth and ending only with death,



William John Cooper, U. S. Commissioner of Education, Feb. 11, 1929, to July 10, 1933.

¹ *School Life*, Vol. XVI, February 1931.

requiring at the outset much effort on the part of others in discovering, nourishing, and directing inherent potentialities, but at every stage demanding increasing self-reliance and self-control. During this entire process the individual learns to observe and analyze his natural environment, to modify it to his needs, and to adjust himself intelligently to nonalterable conditions; to comprehend the social environment in which he finds himself, to understand how it came to be what it is and how it can be changed, and to appreciate the mutual 'give and take' character of human association to the end that he may not only demand his own rights and opportunities but also will discharge to the full his economic and social obligations."

As to educational practices Dr. Cooper's record, expressed both in theory and in administrative acts, shows constructive ideas. He took a very positive stand that "The school exists to provide stimuli for, and afford direction to, the development of children", and insisted that school administrators never lose sight of the purpose for which schools are maintained, namely, the child. He advised superintendents at the N. E. A. meeting in 1927 that two principles should govern their policies. "First, keep the machinery of administration subordinate in importance to the teaching process. Never forget that it exists to make good teaching and real learning (in its broadest sense) possible and effective. Second, keep the administration democratic; keep it in touch with those who are in daily contact with those for whom the school exists and let them help create and constantly rebuild the necessary administrative machinery."

Retrenchment and economy

Scientific methods for determining educational practices were held as cardinal principles of procedure by Dr. Cooper.

In 1929 he recommended to his fellow school administrators assembled at the convention of the N. E. A.: "First, that we ascertain as fully as possible those respects in which present-day schools are meeting satisfactorily the problems of this generation. Second, that we define as clearly as possible those respects in which our schools have failed to meet satisfactorily the problem of the generation. Third, that we study objectively the results obtained in schools, including colleges, which have departed from traditional curriculums or methods or both. Fourth, that we catalog the inadequacies or deficiencies in our present society, taking for study those upon which our leading thinkers are in substantial agreement; that we hunt for the factors responsible for these deficiencies, estimate the social effects likely to result if they are not remedied, and the possibilities of eliminating them or offsetting them through education."

Dr. Cooper seized upon the opportunities furnished by the depression to drive home some cherished ideas relative to educational practices. He stressed economy—in contradistinction to retrenchment—in money, time, and instruction, and pointed out with renewed emphasis not only the necessity but the virtue of efficiency in all educational activities. In 1933 he wrote: "Retrenchment can be made by anyone who has power to levy taxes; economies can be practiced only by the professional experts who have charge of the school system. Economy requires much study. Retrenchment is simply a reduction in expenditure. Economy involves reduction, but it means a wiser spending of money that we have, including some consideration of what is essential in public education." With these assumptions as a basis for discussion, he proceeded to call attention to the need for larger school administrative units, one board of control for all institutions of higher education in a State, organization of instruction in accordance with educational levels, revision of the curriculum in accordance with social needs, development of improved techniques of instruction and instructional materials, and better prepared teachers.

On this latter point he said in an address to superintendents: "When I find that more than three-fourths of the high-school work of 1,000 prospective teachers in 24 universities and colleges has been in fields of English, foreign languages, mathematics, and history, and that approximately one-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

the preparation for the leadership which the age demands."

In some of the more recent phases of education and also in new means and media of instruction giving promise of larger contributions to the objectives of education, Dr. Cooper showed an ardent interest. He came to the defense of the kindergarten and of art and music in the school curriculum when they were endangered by the depression. He advocated classes for adults and defined adult education as "education that ends only

with the grave." He was keen to sense the educational values of such agencies as moving pictures and the radio and urged their development for instructional purposes.

Dr. Cooper, as an educational philosopher and as a school administrator attained to an enviable position in the educational world. In the language of one educational magazine he "was highly respected . . . throughout the entire Nation for his brilliant scholarship, indefatigable energy, and high idealism."

Negro Education

EDUCATION of Negro children in the public schools of 17 Southern States and the District of Columbia, where the white and the Negro races are segregated in the schools, shows a remarkable advancement during the 16-year period between the year 1917-18 and the school year 1933-34. Strangely enough, most of these schools are located in areas where the property values are low and tax rates are high.

During the 16-year period the enrollment for all grades increased from 1,976,155 to 2,427,925, a gain of 451,770 or 22.9 percent. The increase in elementary grade enrollment was from 1,956,913 to 2,267,142 or a gain of 310,229 or 15.9 percent. Enrollment in high-school grades increased from 19,242 in 1917-18 to 160,783 during the school year 1933-34. This was an increase of 737 percent. This

means that for every colored child in high school in these States during the first period there were eight during the last period.

The aggregate number of days attended by pupils nearly doubled during the period. During the year 1917-18 every Negro child enrolled attended school an average of 69 days a year in a school whose average session was 106 days while 16 years later he was attending 111 days in a school that had an average session of 142 days.

The number of teachers increased from 35,932 to 56,252, a gain of 20,320 or 56.6 percent. During the year 1917-18, each teacher taught an average of 55 pupils. In 1933-34 there were 43 pupils per teacher.

DAVID T. BLOSE

Statistics of Negro education in the public schools of 18 Southern States 1933-34

	Enrollment			Aggregate number of days attended	Average daily attendance	Number of teaching positions	Average number of days schools were in session
	Elementary schools	High schools	Total				
Alabama.....	203,824	9,162	212,986	23,603,612	173,449	4,351	138
Arkansas.....	104,851	4,038	108,889	10,269,277	82,839	2,379	124
Delaware.....	6,376	771	7,147	1,101,850	6,053	219	182
District of Columbia.....	27,293	5,382	32,675	4,741,879	26,355	964	180
Florida.....	99,331	5,550	104,881	13,166,838	82,129	2,601	160
Georgia.....	262,409	10,927	273,336	25,868,750	206,950	5,738	125
Kentucky ¹	43,307	4,677	47,984	5,620,332	35,348	1,578	159
Louisiana.....	158,506	8,832	167,338	18,078,699	137,630	3,299	131
Maryland.....	50,832	5,536	56,368	8,267,527	46,096	1,558	179
Mississippi.....	292,504	6,757	299,261	25,860,247	217,313	5,982	119
Missouri.....	38,213	6,033	44,246	6,580,875	37,605	1,312	175
North Carolina.....	256,016	24,725	280,741	36,120,257	229,575	6,531	157
Oklahoma.....	42,202	5,493	47,695	5,893,477	36,529	1,498	161
South Carolina.....	218,465	10,377	228,842	20,006,726	170,298	4,656	117
Tennessee.....	105,058	10,751	115,809	14,790,596	91,734	2,812	161
Texas.....	187,839	25,505	213,344	24,219,478	165,345	5,624	147
Virginia.....	148,415	12,475	160,890	21,419,643	127,386	4,004	168
West Virginia.....	21,701	3,792	25,493	4,134,675	23,708	1,146	174
Total 1933-34.....	2,267,142	160,783	2,427,925	269,744,738	1,896,342	56,252	142
Total 1931-32.....	2,217,339	135,981	2,353,320	242,978,653	1,802,846	54,242	135
Total 1929-30.....	2,169,992	112,586	2,282,578	217,754,344	1,645,518	51,455	132
Total 1919-20.....	2,070,374	33,341	2,103,715	168,414,206	1,416,034	37,625	119
Total 1917-18.....	1,956,913	19,242	1,976,155	136,723,518	1,289,793	35,932	106

¹ Statistics for year 1931-32.

TO TEACH OR NOT TO TEACH

Congressional Rider on District of Columbia Appropriation Bill, Recently Interpreted by Corporation Counsel, Results in Agitation

“**H**EREAFTER no part of any appropriation for the public schools shall be available for the payment of any person teaching or advocating communism.” Thus reads the law, passed as a rider to the District of Columbia appropriation bill by the Seventy-fourth Congress. The following is a chronological statement of the conflict which has developed over the meaning of this rider.

The Board of Education asked the District of Columbia corporation counsel (equivalent to city attorney) for an interpretation of this congressional enactment.

Corporation Counsel E. Barrett Prettyman said in his ruling: “I am of the opinion that the mere recitation or study of factual data is not the ‘teaching’ prohibited by this statute. . . . There is a vital difference here between ‘teaching’ and ‘teaching about’ But I am also of the view that any shadow of favor or support of communism shown by or reasonably to be drawn from such recitation or study is prohibited.”

Prettyman ruling

The legislation committee of the board of education recommended by a vote of 2 to 1 that the Prettyman ruling be ignored and that the law be followed to the “letter.” The report said: “. . . it is the opinion of the majority of your committee that the statute was intended to prevent not only advocacy of but dissemination of information concerning communism. . . . If the policy which results from this interpretation of the statute is a mistaken one the fault lies with Congress, and those who agree, as probably some do, that ‘the danger to be apprehended breeds in ignorance and not in knowledge’ (quoted from Prettyman ruling) may soon have the opportunity to make their views known and petition for a change.”

The board of education, after hearing the committee report, voted 8 to 2 to accept the Prettyman ruling. This meant the continuation of established teaching policy.

The American Coalition, an organization combining “111 patriotic groups” passed a resolution condemning the action of the school board. The resolution said, in part: “We hold with Senator King, chairman of the District of Columbia senatorial committee, and others, including R. F. Walters, attorney for the Interstate Commerce Commission, that the intent of Congress was to prohibit the teaching of communism within the educational institutions of the District of Columbia, thereby encouraging all other educational institutions of the country to do likewise. . . . We demand that the teaching of communism be forbidden in the schools of the District and that the study of constitutional Americanism be substituted.”

Author’s stand

Chairman Cannon of the House subcommittee on appropriations, author of the rider prohibiting “teaching or advocating communism”, placed himself in agreement with the Prettyman interpretation. He said, according to newspaper accounts, “I am confident that the more people know about communism the less they will think of it.”

Vice Commander E. Brooke Fetty, of the Maryland Department of the American Legion, attacked superintendent of District of Columbia schools, Dr. Frank W. Ballou, in a radio broadcast. Subsequently, George J. Jones, head of the history department in District schools, and Dr. Ballou accused the legionnaire of misrepresentation and misquotation. Both Dr. Jones and Dr. Ballou insisted upon answering the prepared questions of the Maryland Legion leader by written statements to avoid further misunderstanding.

Representative Blanton, of Texas, is reported to have asked Mr. McCarl, Comptroller General of the United States, to stop salaries of teachers of courses including mention of communism until Congress meets again.

Replying to a series of questions submitted by Vice Commander Fetty, of Maryland, Dr. Frank W. Ballou said, in

part, “The teaching of the facts about communism as provided in our courses of study will clearly indicate that the fundamental ideals of communism are antagonistic to the fundamental ideals of American democracy.

“No person can fully appreciate the advantages of our form of government or understand the political, social, economic, and the religious and spiritual life of foreign countries without knowing something of European life and European conditions, including communism, fascism, and other forms of government in Europe.

Late Bulletin: November 15, 1935

Comptroller General J. R. McCarl instructed the District Commissioners to furnish proof of the compliance of all employees of the District school system with the provisions of the law. He ordered that all public-school employees must sign an affidavit declaring under oath that they have neither taught nor advocated communism during the period involved before they can draw salaries.

He further stipulated that such oaths would have to be made covering the period from the time the congressional rider became law on November 15.

The affidavit prescribed for this purpose, to be signed by over 4,000 school officials, teachers, and janitors, reads in part: “I, ———, an official, teacher, or other employee . . . hereby state that I have knowledge of the provision appearing in the act of Congress approved June 14, ——— (rider quoted) and further state, without reservation and for the purpose of obtaining payment of salary otherwise due me, that I did not at any time during the period ——— to ——— . . . in any school of the District of Columbia, or elsewhere, teach or advocate Communism.”

The affidavit goes further than the provisions of the rider by prohibiting teaching or advocating of Communism outside as well as in the schools.

Newspapers quoted Maj. Gen. Fries November 16 as saying: “It must now be a battle against the theory of academic freedom which is nothing but educational anarchy.”

Washington Newspaper Editorial Comment

★ Supporting the School Board's Action

DAILY NEWS (*Scripps-Howard*) October 31

POISON GAS IN D.C. SCHOOLS. We rise to defend our free American school system against insidious assaults of subversive foreign influences, now boring from without. We have particularly in mind one Major General Fries, recently retired after some years as head of the poison gas section of the United States Army. We are concerned about the activities of General Fries, for we fear he is attempting to impose the Russian system on this city's schools.

Stalin and General Fries have no deep confidence in their respective governments. Each fears that his system won't stand comparison with other systems. So, under the Fries system as developed in Russia and as duplicated in Germany and Italy, the schools teach only blind adoration of the government. They withhold all information regarding other countries and other economic systems.

We demand that he keep his poison gas out of our American schools. These schools, as established by the founding fathers, were intended to be and have been free schools. Inquiring minds have not been turned away from the facts of the world. Great men and women have been produced by these free schools. They were good enough for Jefferson and Lincoln.

If they're not good enough for General Fries, let him go to Russia or some place.

WASHINGTON POST (*Independent*) October 31

THAT RED MENACE. Whatever the underlying aim of those who are sponsoring this campaign, it is all too clear that communism stands to gain from the hubbub. If a doctrine is so effective as to force admission that impartial presentation of it is likely to win wholesale converts, the only possible conclusion is that here must be a highly persuasive and appealing creed.

Moreover, none can miss the handsome compliment paid to the Soviet by the imitation of its methods which is now advocated here.

Under the specious cloak of protecting 100 percent Americanism these vociferous red-baiters are in reality undermining everything for which this Nation traditionally stands. It is the very opposite of democracy—it is, indeed, pure fascism—to attempt to deny our future citizens access to facts about the world in which they must shortly take their places.

The position taken by both (Prettyman and Ballou) is admirably patriotic and anti-Fascist as well as anti-Communist. It may be hoped that Dr. Ballou's stand will close an episode which is superficially ridiculous, but fundamentally much more menacing to this country than any amount of Russian-inspired propaganda.

EVENING STAR (*Independent*) September 11

FACTS ABOUT COMMUNISM. It is the verdict of history that danger to society, as to the individual citizen, breeds in ignorance and not in knowledge. To be possessed of the truth about anything is to have power over it, but lack of knowledge, by the same logic, is a source of weakness and disability.

Certainly the schools of the Nation's Capital should be protected against misuse by professional advocates of alien

[Continued on page 63]

★ Opposing the School Board's Action

WASHINGTON HERALD (*Hearst*) October 31

BALLOU AND COMMUNISM. Here is a statement upon which the mothers and fathers of Washington public-school children may well ponder today when they commit their youngsters into the care of Dr. Frank W. Ballou, superintendent of schools.

It is as follows:

"I think a well-qualified teacher can teach communism and be a patriotic American, in the same manner that one can teach the facts about a monarchial form of government and be a patriotic citizen of this country, or teach the fundamental political theory of one of the great political parties in the United States without belonging to that political party."

Can the ugly truth about communism be masked beneath the glossy title of "politics"?

Is it simply politics that has starved millions of defenseless peasants in the Ukraine while their wheat was being dumped on the world markets to build up Soviet trade and strengthen the supplies of the Red army which Communists promise will one day dominate the world?

Does Dr. Ballou's "patriotic American" teacher, when discussing "the facts" of communism, also tell what their horrid effect has been?

Here is what Dr. Ballou told E. Brook Fetty, vice commander of the American Legion of Maryland, on that side of the "factual instruction" of communism in District schools:

"Undoubtedly, if pupils read the textbooks and the reference books used in the instruction of communism, they will become familiar with conditions that exist in communistic countries.

"If, for any reason, pupils do not read such assignments their knowledge of the conditions as they exist will be to that extent incomplete." . . .

Citizens of Washington emphatically object to communism. If it is to be discussed at all, it is to be treated in common with murder, robbery, and atheism, all three of which are its foundations. In not doing so the teachers in our public schools are derelict in their duty.

Better had they leave it alone entirely and spend that time telling again the deathless glories of true Americanism.

WASHINGTON HERALD (*Hearst*) November 16

"In-as-much as Congress, which appropriates the money for the District of Columbia, had evidently been forewarned of communistic influences at work in the schools, and had ordained that Communism should be neither taught nor advocated, the Board of Education may have stored up some real trouble for itself.

Disobeying Congress, by servants of Congress, usually calls for contempt citations.

Mr. McCarl's ultimatum should end all the quibbling and sidestepping that has been going on here ever since Corporation Counsel Prettyman told the board teachers could teach but not advocate communism. . . ."

[Continued on page 63]

C. C. C. With C. C. C.

DURING the past month the Office of Education has been receiving letters from several college presidents pledging the cooperation of their institutions in helping extend C. C. C. education facilities. Not only have a number of college scholarships for enrollees been opened up, but extension services such as classes, books, special lecturers, and films have been offered to the camps.

This pledge of assistance came in response to a letter recently sent by the Office of Education to over 80 institutional heads. The communication stated: "The purpose of this letter is to obtain suggestions from you as to how the colleges and universities may cooperate with us in providing further educational opportunities for enrollees in the Camps. . . . We are in great need of more and better extension classes, lectures, library services, and other instructional assistance in the camps. . . . Would it be possible for your institution to set up a scholarship of some kind, or any sort of financial aid which would enable a promising C. C. C. youth to continue his educational plan?"

In looking over some of the replies which have come in, we can see the trend of college thinking on this subject.

Director W. D. Henderson, of the University of Michigan Extension Division, writes: "For the past 2 years the university has cooperated actively with some 60 or more C. C. C. camps in this State through the medium of extension lectures, the use of educational slides, radio programs, library extension material, and forestry exhibits."

Dean E. L. Whitsett, of Arkansas State College, reports: "We are beginning tonight on the college campus an extension course for the men of Camp Jonesboro. This course is Soils. As soon as this course is completed, we will begin a second course in forestry."

Pennsylvania State College authorities announce that they are planning the following program this fall for nearby C. C. C. camps:

1. Continue to arrange for volunteer lecturers to go out into camps—over 100 lectures given since last March.

2. Special admission rates for enrollees to athletic events on campus.

Colleges Cite Cooperation With Civilian Conservation Corps Camps; Citizenship Classes Commended by Howard W. Oxley, Director of C. C. C. Camp Education

3. Use of our recreation hall for one evening each week, and other athletic facilities.

4. Use of library for educational advisers; gift of books and magazines to camps by college library.

5. Use of college facilities for conferences, institutes or short courses, and possibly for individual lectures and demonstrations.

6. Classes on campus for enrollees in nearby camps in vocational subjects such as electric wiring, welding, auto mechanics, etc.

7. Correspondence courses in which one member of a group may enroll and work over assignments with all group members.

8. College syllabus material in home study courses at 2 cents per sheet.

9. A directed reading course prepared especially for enrollees of the camps.

Institutions which have recently established C. C. C. scholarships for deserving enrollees are Boston University, Northeastern University, Massachusetts State College, Wesleyan University, Reed College, Davis and Elkins College, and University of Virginia.

The Office of Education is hoping that other institutions will follow the example set by the above schools and help supply the educational openings which many C. C. C. youth need. College authorities interested in extending cooperation of this sort should contact the C. C. C. Division of the Office of Education.

In the Second and Ninth Corps areas, citizenship classes in the camps are proving very successful. There are few camps in



College prom? No. C. C. C. enrollees of Camp Glenn Co. 614, Murphysboro, Ill., at a dance given by the Business and Professional Women's Club of Murphysboro.

these corps areas at this time which have not done something to develop citizenship instruction. Educational advisers in other sections should lay more emphasis on this subject.

Enrollee Meredith F. Parker, of Camp S-58, Hope, N. J., writes: "A class covering various phases of the responsibilities of good citizenship is held for 1

hour each Thursday evening. It consists of a panel discussion, carried on under the direction of the educational adviser. Comments and questions from the floor are welcomed and are recognized by the chair. Attendance of at least one-fourth of the camp is very encouraging, when one considers the fact that an enrollee's presence is not compulsory."

A bulletin giving news and plans regarding the music department of the Cincinnati, Ohio, public schools is sent every 2 months by the director of music to the teachers and principals in that city.

Schools Report

A SURVEY of the School Organization and School Plant of Powell County, Ky., is the title of a recent bulletin of the Bureau of School Service, College of Education, University of Kentucky. The survey report reveals the educational situation in a mountain county and presents an immediate and a long-term program looking toward the improvement of the schools of the county.

The 1934-35 report of the superintendent of schools of Pittsburgh, Pa., includes in addition to the statistics usually found in school reports, general discussions on education and information on some of the newer activities of the schools. A recommendation contained in the report is that the superintendent be authorized to study the present high-school curriculum and secondary school practice in the city to ascertain what activities and instructional materials and what methods on the part of teachers, counselors, and leaders are most effective in influencing youth.

The 1934-35 report of the superintendent of schools of Eagle Grove, Iowa, includes data on various phases of child

accounting, finance, and instruction, also reports from the several departments.

Social Services as Administered by Public and Private Agencies in Membership in the Council of Social Agencies of Los Angeles, Calif., is the title of School Publication No. 263 (1935) of the Los Angeles city school district. The pamphlet, which includes chapters on character building, child care, family welfare, and transient services, is to be used as material for study of local social services by students enrolled in the various social-study classes in the senior high schools of Los Angeles.

A new report card is being introduced into the elementary schools of Detroit, Mich. The card "has the added feature of indicating qualities of citizenship, such as adaptability, cooperation, courtesy, initiative, reliability, and self-control. . . . Another innovation is the fact that the former marking system, involving A, B, C, etc., has been eliminated, the marks for subject matter being confined to S (satisfactory), U (unsatisfactory), and in a very small percent of cases E (excellent)."—*Detroit Educational News*, September 24, 1935.

Geographic Education in Elementary and Junior High Schools is the title of a 183 page bulletin recently issued by the State Department of Education, Harrisburg, Pa. "The material in the bulletin is intended primarily to aid teachers in developing their courses of study."

A report of a comprehensive survey of the Tracy (Calif.) Union High School, made under the direction of Dr. Jesse B. Sears, professor of education, Stanford University, and published by the board of education of the Tracy Union High School district, presents many interesting facts and recommendations regarding the schools of that district. Among the general topics included in the report are the curriculum and its administration, the program of student activities, measurements of ability and achievements of pupils, organization and administration of the high school, the school plant and its use, school costs, and business management.

W. S. DEFFENBAUGH

★ Bookmarks

MOTION pictures only tell half the story—or less. The rest lies between covers of books in your nearest library. Copies of Cleveland Public Library bookmark suggestions given on "Education in the News" (WEAF National Broadcasting Co. network) programs may be obtained free from the Office of Education. Listen Monday nights, 7:30 eastern standard time for fresh bookmarks.

Supporting Action

[Continued from page 61]

concepts of government. And they are so safeguarded by act of Congress. For that reason, if for no other, the "rider" was unnecessary. . . . The objective most to be desired is the sane and sensible philosophy of untrammelled instruction. An arbitrary prohibition against all mention of communism and its doctrines would but serve to defeat the ends which the sponsors of the "rider" appear to have had in mind. It undoubtedly would prompt curiosity, stimulate inquiry among the pupils of the schools. Thus it would provide an opportunity for propaganda clandestinely circulated from outside.

Opposing Action

[Continued from page 61]

Those members of the Board of Education who hold with Dr. Ballou, Superintendent of Schools, that Congress may be disobeyed and that this particular law is an absurdity are now demanding that Mr. McCarl furnish an interpretation of his ruling.

The Herald believes Dr. Ballou and all the other advocates of academic freedom should be able to devote school periods they now give over to communism teaching to instruction about the ideals of American Government. . . .

Higher Education's Outlook for 1935-36

INSTITUTIONS of higher education over the country are looking forward to the school year 1935-36 with a little more optimism than at any time since 1932, to judge from reports recently summarized in the Office of Education.¹ Few institutions expect great decreases in funds from 1934-35, whereas increases are not uncommon. The average increase for all institutions reporting is 6.2 percent.

A questionnaire on this subject was sent out early in August, 740 institutions being circularized. Up to September 16, usable replies had been received from 319 institutions, representing the District of Columbia and all except one of the 48 States. These included 73 publicly controlled degree-granting universities, colleges, and professional schools, 86 publicly controlled teachers colleges and normal schools and 160 privately controlled degree granting universities and colleges. Twenty-two of the institutions are for Negroes.

The accompanying table shows the average anticipated increase or decrease in current and capital income (except additions to endowment) and in current educational and general expenditures from 1934-35 to 1935-36 and from 1929-30 to 1935-36. It is significant that in all sections of the country and for all types of institutions, increases over last year are expected in both income and expenditures.

When the coming year is compared with 1929-30, decreases in income are apparent, with the national total standing at approximately five-sixths of the amount available for use the earlier year. A slight increase in expenditures is expected, this increase being quite largely concentrated in the privately controlled institutions in the section from Pennsylvania north and east.

Few changes are taking place in the tuition rates of last year. Of 305 schools reporting, 276 are making no change, 3 are reducing, and 26 are increasing. Some of the increases are rather large in proportion to the old rates, but none are large in terms of actual money involved;

¹ The Economic Outlook in Higher Education for 1935-36. United States Office of Education. Circular No. 148. Single copies gratis.

Henry G. Badger, Office of Education Statistician, Reveals Findings of Study Which Brought Reports From More Than 300 Colleges and Universities Throughout the United States

increases of very nominal rates in teacher-training schools account for most of the cases.

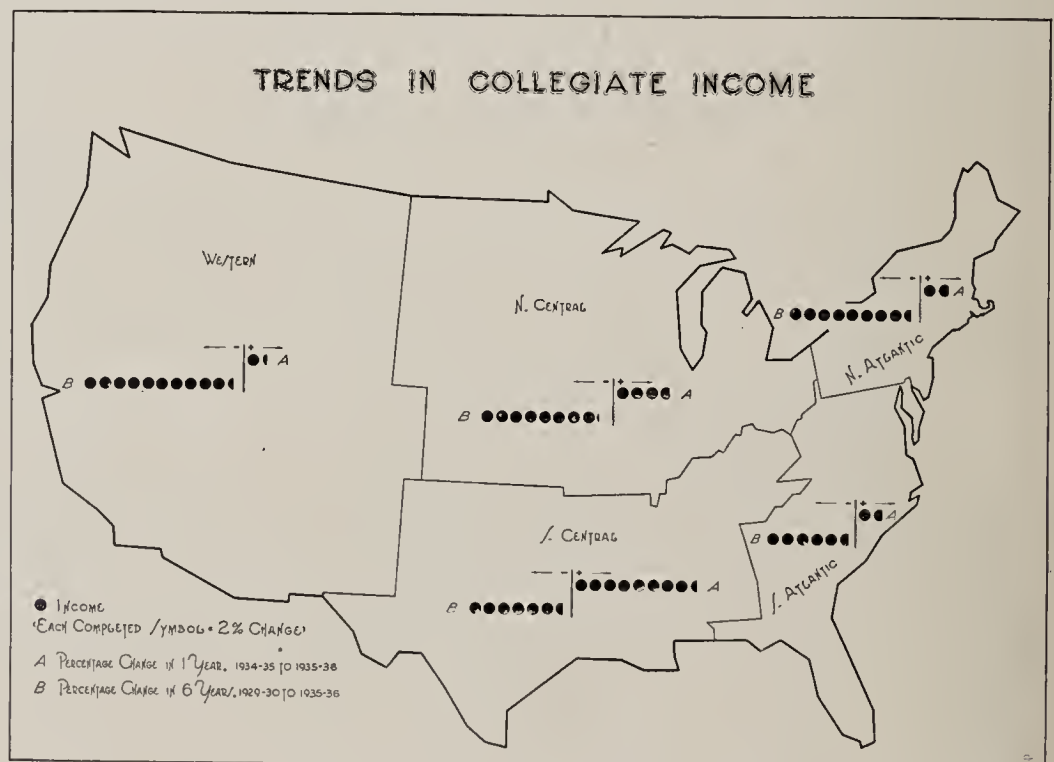
Tuition rates show a more marked change from 1929-30. Of 292 schools reporting, 171 are holding to the 1929-30 level, 26 are reducing, and 95 are increasing. In some of the teacher-training schools these rates are tripled or quadrupled, but even in these schools the rates for 1935-36 are still not prohibitive.

Salaries will remain practically stationary, fewer than half of the schools reporting changes. Most of these changes are slight increases, although there are a few cuts of as much as 20 percent from the 1934-35 schedules. A stationary salary schedule may be the equivalent of a reduction in view of a rising cost of living, but in some institutions the average salary per person is actually slightly increased without increasing the most common salary by promotion of

teachers who had been receiving less than the most common salary. In other schools, teachers are being promoted from one rank to another, thus increasing the salary per person without disturbing the standard salary for the grades affected. Most of the increases are explained as full or partial restoration of salary cuts made a few years ago.

An encouraging feature is that last year's pay roll is practically all paid. Of 289 schools reporting on this item, all but 28 had paid in full. This contrasts with the 1934 situation, in which out of 381 schools reporting, 67, or 17.6 percent, had failed to pay in full. Again, this year only one school had as much as half its 1934-35 pay roll unpaid, whereas last year nine schools were in this condition, two of them having met less than one-fourth of their salary obligations.

[See table on next page]



The Colleges

Religion

In many universities the evolution of chapel services is similar to that in Vermont.

At the University of Vermont chapel services are held once a week, on Wednesday morning, at the university. Attendance is voluntary and speakers are from widely scattered parishes about the State; vesper services are held approximately one Sunday a month. Chapel services have long been held at the university with few interruptions since its earliest days. The earliest building, started in 1801, contained a chapel. Its successor, erected in 1824 after fire had destroyed the original building, also provided for a chapel. A hundred years ago chapel was held daily before breakfast, the rising bell ringing at 5:30 and chapel coming 15 minutes later, to be followed by a recitation period and then breakfast. The service consisted of scripture reading and extemporaneous prayer. There was no organ, responsive reading, nor singing. Singing was introduced in the late fifties. Gradually, under changing conditions, Sunday evening and morning devotions were abandoned and the week-day services became fewer. Compulsory chapel was discontinued and voluntary chapel substituted. The first agitation against chapel was in the 1890's. Such agitation, under the voluntary system, no longer exists.

At Princeton University new regulations for the attendance at chapel became effective early this year. Until then all undergraduates were required to attend chapel or church on half of the Sundays during the college year; now only freshmen and sophomores are required to attend.

At Pennsylvania State College a student pastor for Jewish students has been provided by B'nai B'rith with the formation of a chapter of the Hillel Foundation at the College this fall. The Hillel Foundation, which serves Jewish college students as the Christian associations serve Gentile students, has chapters at Ohio State, Cornell, Wisconsin, Michigan, West Virginia, Illinois, and University of California. Rabbi Ephraim Fischhoff, formerly of New York, has been named by B'nai B'rith as student pastor at Penn State and has temporary headquarters in the Christian association offices. Approximately 300 of the 5,000 students at Penn State are of the Hebrew faith.

At the University of Iowa, an enrollment of 279 students, largest in the eight-year history of the school of religion, is reported. There are 120 students enrolled in the course in modern marriage, compared with 45 a year ago; this course takes up the subject from practically every

point of view and brings before the class specialists from numerous other university departments.

The University of Texas freshman students are permitted this year for the first time, to enroll for courses in Bible, taught by the association or religious teachers. These courses are taught by the various denominational Bible chairs in the university community and may be taken for university credit. Not more than 12 semester hours, or the equivalent of four 1-semester courses, may be counted toward any university degree. Two courses, previously open only to students of sophomore or higher standing, have been opened to freshmen this year, namely, The Life of Christ and The Life of Paul.

Four Bible chairs are located at the university. The Wesley Bible Chair carries on the work of the Methodist Churches of Texas; Baptist students may take A. R. T. courses at the John C. Townes Bible Chair; the courses for Presbyterian students are offered in the university Young Men's Christian Association building; and the Texas Bible Chair offers courses to members of the Christian Church.

New Courses

Manager of wildlife, a new 2-year vocational training course, will be given to 16 men this year for the first time at Massachusetts State College. Training will include a knowledge of forestry, environment, soil character, adaptability of various species to various living conditions. The wildlife manager will be able to make surveys and maps, investigate the biological and ecological condition of streams, have a fundamental knowledge of methods of propagation of fish, birds, and fur-bearing animals, understand diseases and practicable methods for controlling them, undertake elimination of vermin, and have as his working knowledge, because he must deal with the public, understanding of Federal and State laws which have been enacted for the protection of wildlife.

In the Northwest, Washington State College claims to be the first institution to offer instruction in conservation of wildlife, the first course being given in 1927. More courses have been added so that it is now possible for a student to specialize in this field. Training includes courses in mammalogy, ecology, ornithology, aquatic biology, game management, natural history of vertebrates, conservation of wildlife, economic mammals and birds and other subjects which lead to a career as a game conservationist.

WALTER J. GREENLEAF

Percents of average anticipated change, I. Educational and general current and capital receipts, and II. Educational and general expenditures, 1934-35 to 1935-36, and 1929-30 to 1935-36, institutions of higher education

Item	1934-35 to 1935-36		1929-30 to 1935-36	
	Receipts, current and capital	Expenditures, current only	Receipts, current and capital	Expenditures, current only
1	2	3	4	5
North Atlantic States.....	+3.8	+2.1	-17.1	+31.0
North Central States.....	+7.7	+5.6	-16.2	-1.1
South Atlantic States.....	+3.3	+7.1	-11.4	+3.3
South Central States.....	+17.0	+11.4	-13.1	-13.5
Western States.....	+2.4	+4.8	-20.9	-2.3
Total, all sections.....	+6.2	+5.3	-16.7	+3.6
All publicly controlled universities, colleges, and professional schools.....	+7.8	+6.7	-15.7	+1.1
All publicly controlled teachers colleges and normal schools.....	+12.4	+7.1	-20.1	-16.6
All privately controlled universities and colleges.....	+1.5	+1.3	-17.8	+23.4
All institutions attended by white persons.....	+6.2	+5.3	-16.6	+3.5
All institutions for Negroes.....	+9.6	+3.5	-17.9	+12.1

Dance of 18 Nations

THE International Folk Dance Festival that took place in London, England, from July 15 to 20, 1935, was the first of its kind ever held on so large a scale and giving so fine an opportunity to compare the representative dances of the European countries. And because some of my readers may not have very much information about the illustrative traditional dances of any race of people, I shall explain at once that folk dancing is the customs and beliefs of a common people expressed in rhythmic movement. Any nation may have a large number of such dances. Spain, I believe, boasts over 60.

With this meaning in mind, one can grasp something of the significance and magnitude of an international dance festival in which 18 countries participate, each sending a troupe of folk dancers ranging in number from 10 to 60. England alone was represented by 150 dancers, and teams came from Austria, Bulgaria, Denmark, France, Germany, Hungary, Italy, Latvia, Lithuania, the Netherlands, Norway, Poland, Rumania, Scotland, Spain, Sweden, Switzerland, and the Union of Soviet Socialist Republics. The brilliance of the native costumes, the color harmonies of the materials from which they were made, the various and sundry instruments in each unique orchestra, and the spirited action of the different dancers made a glorious spectacle. Briefly, the festival gave a birdseye view of the customs, dress, costumes, music, and temperaments of the European peoples as expressed through their folk dances.

Note that I write European. While countries outside of Europe were invited to send official representatives, they were not allowed to enter dance teams mainly because the festival would have become much too large to be successful. The delegates from India and Canada and we of the United States could sit in at the conferences and attend all the performances, both of which were rare privileges, but troupes from these countries could have no place on the programs.

To answer your direct question, "Why hold such a meeting?" I reply that the festival came distinctly within the activ-

¹ Miss Dorminy is president of the Dance Masters of North Carolina and was a member of the official delegation from the United States to the festival.

International Folk Dance Festival Held in London, England, Described by Miss Jacqueline Dorminy,¹ Member of Official Delegation from the United States

ities of the League of Nations, and was purposed to promote understanding and friendship between nations through common interest in the folk dance, demonstrate the value of folk dancing in the social life of today, and further the comparative study of these primal dances. These objects were accomplished, I think, in a very real way. Certainly none of us who attended could feel other than kindly toward our hostess, England, and the many participating groups and naturally we would carry that feeling back to our own countries. At the conferences held each morning at Cecil Sharpe House, plans were laid for an international bureau of folklore to be established in London and to be of service to the entire world. Of course, the time and place of the next festival were considered. They were not finally decided. Holland and Switzerland each extended an invitation that it be held there, and we all hope that it will come within the next 4 years. It is to be worldwide, not simply European.

Were I to describe for you even one dance for each of the countries represented, it would fill a volume, so I shall mention only a few high lights. Understand at once that in Europe dancing of this kind is a man's business and that most of the performers are men. If women take part at all, it is in only a minor way. Of course, from Austria came a sword dance, but the most impressive of the exhibitions from that country was a men's carnival dance, the "Tresterer" specially learned for this festival from traditional dancers, but with great difficulty because of the secrecy about it that is maintained by the Tresterer guilds.

Germany was represented in 13 different dances, the most compelling of which was the Rothenburg Shepherds' Dance, an ancient ceremonial for Whitsunday, when the shepherds go into the towns to dance with the burghers' daughters. This dance is first mentioned in 1516, but probably it dates back to about 1300. Hungary also furnished 13 dances, includ-



Brilliance in costume and excellence in dance marked the International Folk Dance Festival held in London, England.

ing their Turkish Dance, which recalls the Turkish invasion, and the Swincherds' Dance, a most difficult performance over crossed sticks.

An ancient Epiphany ritual dance, that of the Hobbyhorse and Calusari, came from Rumania. The Calusari are the dancing attendants of the Horse and they wear jangling bells which, from one end of Europe to the other, denote magic-making at the seasonal feasts. The famous La Tarantella which we see in our own motion-picture houses and which takes its name from the rapid twirling of the tarantula came over from Naples. The outstanding feature from the Netherlands was the ceremonial flag waving by a flag waver of North Brabant.

The Spanish representation was from the Province of Catalonia. The city of Barcelona furnished the dancers, but they demonstrated dances of every section that they had learned in the villages from the Pyrenees to the coast. The Sardana is usually considered the great Catalan dance, but in reality it is only an upstart in the choreographical history of the country.

The Union of Soviet Socialist Republics provided two troupes, one from Moscow, the other from Asiatic Russia. The Moscow group was probably the fastest, most colorful at the festival. The work from Asia was in a very different Turkish style of quick movements of the head and chin.

In the English presentations were the Hobbyhorse dance, and the Sellenger's Round which was once a Maypole dance and known even before the sixteenth century. The dancers and pipers of the Second Battalion of the queen's own Cameron Highlanders, a troop of men clad in very smart brown and green plaids, came in from the highlands of Scotland.

The international bureau of folklore that I have already mentioned, is to have its headquarters at Cecil Sharp House, 2 Regents Park Road, London, and is to include a folk-dance library to which anyone may turn for the authentic records of the folk dances and music, and their expression of the customs and traditions of different peoples in every country of the civilized world. The House is a worthy center for such an activity. It was built in 1930 to honor the memory of Cecil Sharp, the man "who restored to the English people the songs and dances of their country."

Mr. Sharp died in 1924 after devoting the last 20 years of his life to collecting, teaching, publishing, and revising English traditional dances and songs. He founded the English Folk Dance Society in 1911

to provide a nucleus of dancers who would pour new life into a national art which was in danger of disappearing altogether. He had previously aided enthusiastically in the work of rescuing and preserving the rich heritage of English folk songs, had himself collected several thousand songs, and in various ways, notably by writing suitable piano accompaniments, contributed preeminently to the healthy revival of the national folk song. When he came to undertake the same service for the folk dance, he found a new obstacle—there was no dance notation comparable to the universally understood musical notation in which the tune of a song can be communicated to all the world. So he devised a system of notation and was thus able to make accessible to anyone who wished to dance them an unsuspectedly large number of English dances.

Though fully aware of the great antiquarian interest of folk dances whose roots go back far beyond the centuries of their known history, Mr. Sharp aimed primarily at making the dances known by practice rather than by study. He wished to repopularize what had been in the past a favorite recreation and a ritual observance, and at the same time to maintain certain artistic standards in the execution of the dances. To him the folk arts in general owe an immense debt of gratitude.

★ Electrifying Education

The National Park Service (U. S. Department of the Interior, Washington, D. C.), announces the availability of six new talking motion pictures in geology. They are Atmospheric Graduation, Work of Rivers, Underground Water, Mountain Building, Geological Work of Ice, and Volcanoes.

The Motion Picture Section of the Federal Housing Administration (Washington, D. C.), recently announced that the first of their Better Housing News Flashes, which have been running in motion picture theaters, is now available free for use by schools and clubs. These films are 35 millimeters sound nitrate. It is anticipated that other films in the series will soon be available for nontheatrical exhibition. They do not handle the National Housing Act in a perfunctory manner, but are high in entertainment value and show various phases of better housing which are of interest to home owners and merchants.

The United States Office of Education is cooperating with the American Council

on Education in making a comprehensive survey of educational films. Readers of this column who have films that they wish to have considered should communicate with Dr. John W. Studebaker, United States Commissioner of Education, Washington, D. C.

The work of the University Broadcasting Council, 230 North Michigan Avenue, Chicago, Ill., is worthy of consideration by educators and broadcasters who are interested in extending the educational use of radio on a cooperative basis.

Harper & Bros., 49 East Thirty-third Street, New York City, announce the publication of the *Psychology of Radio*, by Drs. Hadley Cantril and Gordon W. Allport. This book contains tested conclusions on how broadcasts influence listeners.

Teachers on the west coast indicate that they are very much interested in the New World series of broadcasts being offered by the California Teachers Association on Mondays at 9:30 a.m. Pacific standard time over the gold-and-blue network of the National Broadcasting Co.

With their usual foresight the National Council of Teachers of English have set up a radio committee to consider the desirability of teaching radio-program appreciation in English classes. The *English Journal* (college edition) September 1935 contains an article entitled "Tentative Units in Radio Program Appreciation", by Max J. Herzberg, committee chairman.

Peabody College is presenting a series of broadcasts entitled "The Teachers College of the Air" each Friday evening from 6:30 to 7 eastern standard time over station WSM, Nashville, Tenn.

In response to the growing demand for information about motion pictures in education, the United States Office of Education recently issued a circular entitled *Sources of Educational Films and Equipment*, which is available free from the Editorial Division, United States Office of Education, Washington, D. C.

According to information recently compiled in the Office of Education, approximately 10,000,000 people attended the nontheatrical exhibition of Federal Government motion pictures between July 1, 1934, and June 30, 1935.

CLINE M. KOON

Indian Education

Talking pictures and the radio are helping bring to Indians an understanding of English, says Dr. Carl H. Skinner, superintendent of the Phoenix, Ariz., Indian School. The many tribal languages among the students also bring an acceptance of and training in the students' only common tongue, English.

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Broadening the curricula in Indian schools, which today face a problem of satisfying the differences of situation and the needs of 220 tribes, has brought about greater efficiency, writes John Collier, Commissioner of Indian Affairs, in a recent issue of *Indians at Work*.

Concentrating on boarding schools, the Indian Office formerly cared for the education of slightly more than half of the Indian children at a cost of approximately \$9,000,000. Because of their heavy cost these schools were expected to produce far-reaching results. However, a lack of variety in the courses caused them to lag in efficiency.

Because of a shrinkage in the appropriation, it became necessary to shift the funds to a less expensive type of work and, as a result, Government day schools and public schools were aided.

The Government day school system, though by no means as large as either public or boarding schools strives for a qualitative rather than a quantitative change. This system has gone beyond the public schools in the flexibility of its curriculum and has built its activity around the problem of conservation in the use of natural resources. Conserving the soil, breeding sheep, and flood-water farming are natural elements in the courses of these schools.

In addition, writes Mr. Collier, the benefits derived from the special educational innovations, such as, the activity schools that go on during school vacations, the nurses' training school to commence at Kiowa Hospital, the important school conducted this year at Santa Fe, and the trachoma school at Fort Apache, all are deserving of mention.

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For the first time, boarding schools sent teachers into Indian communities to conduct summer schools, instead of having the children come from their communities to be educated in Indian schools, according to Lela M. Cheney, acting supervisor of social work, Office of Indian Affairs. At least 35 such schools were carried on during the past summer, the pupils ranging from preschool children to adults.

Indian legends, local Indian history, the study of native flowers, trees, and birds, and of wild plants and berries good for food, the production of beautiful designs, and of Indian arts and crafts, all tended to awaken new appreciations of the native culture of their own environment.

Many of the activities centered around the home and the family. Mothers and daughters cut and made new clothing and remodeled old garments. Preparation of noon lunches (the food contributed by the families) gave practical experience in planning, preparing, and serving meals. Even the boys insisted on helping, writes Miss Cheney.

Stimulated by the general interest in home improvement, adults and children found themselves busy reshingling houses, chinking logs with lime from stones they fired themselves, repairing and painting old furniture and making new from available materials; trimming trees, cleaning yards, planting flowers and vegetables, raising chickens; and for the interior of the home, making sheets, pillowcases, and curtains from flour sacks, drapes and bedspreads from burlap dyed or decorated, quilts and rugs from scraps of cloth, iceless refrigerators, shelves, fly traps and fly swatters, and screens for both doors and windows.

Measurement Today

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THORNDIKE'S latest report on his studies of the psychology of adults is *Adult Interests*, published by the Macmillan Company. This volume of 265 pages presents valuable data on the change of interests from youth to adulthood as to type and strength. It is an important contribution to the psychology of adults. Much of the data is of direct and immediate value to teachers of adult classes and to the adult education program. Suggestions for measuring the interests and abilities of adults are given. It is gratifying to see this growth in our knowledge of adult psychology occurring at the same time that the social exigencies of the time demand adult education.

Helen Walker's *Mathematics Essential for Elementary Statistics* is a text which has been needed for some time. Graduate students in education have for too long a time attempted statistics courses without any adequate review of the mathematics they once knew. This volume has culled

out the mathematics prerequisite to an understanding of the study of statistics.

The June 1935 issue of the *Review of Educational Research on Psychological Tests* covers the literature on tests of personality, intelligence, and aptitude for 1932 through 1934. A valuable point in the presentation is the studies of the validity and uses of the different tests. The attempt to evaluate the different studies rather than just listing them as was done in early numbers of this *Review of Educational Research* is an improvement.

A study of the effect of using student teachers on the achievement of pupils in high school had been reported upon by Harry P. Smith in the *Journal of Educational Research* for May 1935. Using experimental and control groups in several high-school subjects and analyzing the data carefully the conclusion is arrived at that "the presence of student teachers in these classes under the conditions obtaining in Syracuse at present may or may not affect the achievement of the pupils adversely."

A study of the use of elementary graduating examinations has been made by the Office of Education. It is in press and will be available shortly from the Superintendent of Documents. The elementary school leaving examination is an old institution in our country and it is interesting to note the influence of standardized tests and the new-type test techniques upon it. The variations in the construction and use of this test in the different States show the flexibility in educational practice throughout our country.

DAVID SEGEL

★ Financial Advisory Service

ALL colleges and universities, educational groups, and agencies throughout the country may avail themselves of a financial advisory service recently established by the American Council on Education, 744 Jackson Place NW., Washington, D. C. Inquiries should be addressed to Mr. George E. Van Dyke, technical associate in charge of the Washington office, although the service is being carried on under general supervision of Dr. Lloyd Morey, comptroller, University of Illinois, and formerly chairman of the National Committee on Standard Reports for Institutions of Higher Education.

Educators' Bulletin Board



Meetings

- AMERICAN ASSOCIATION FOR LABOR LEGISLATION. New York, N. Y., December 26-30.
- AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE. St. Louis, Mo., December 30, 1935, to January 4, 1936.
- AMERICAN ASSOCIATION OF SCHOOLS OF PROFESSIONAL SOCIAL WORK. Pittsburgh, Pa., December 26-28.
- AMERICAN ASSOCIATION OF TEACHERS OF FRENCH. Cincinnati, Ohio, December 30.
- AMERICAN ASSOCIATION OF TEACHERS OF GERMAN. Cincinnati, Ohio, January 2.
- AMERICAN ASSOCIATION OF TEACHERS OF SPANISH. New York, N. Y., December 28.
- AMERICAN ASSOCIATION OF UNIVERSITY INSTRUCTORS IN ACCOUNTING. New York, N. Y., December 27-28.
- AMERICAN CATHOLIC HISTORICAL ASSOCIATION. Boston, Mass., December 26-29.
- AMERICAN CATHOLIC PHILOSOPHICAL ASSOCIATION. Cleveland, Ohio, December 30-31.
- AMERICAN ECONOMIC ASSOCIATION. New York, N. Y., December 26-28.
- AMERICAN INSTITUTE OF ELECTRICAL ENGINEERS. New York, N. Y., January 28-31.
- AMERICAN MATHEMATICAL SOCIETY. St. Louis, Mo., January.
- AMERICAN NATURE ASSOCIATION. St. Louis, Mo., December 30, 1935, to January 1, 1936.
- AMERICAN PHILOLOGICAL ASSOCIATION. New York, N. Y., December 26-28.
- AMERICAN POLITICAL SCIENCE ASSOCIATION. Atlanta, Ga., December 27-30.
- AMERICAN SOCIAL HYGIENE ASSOCIATION. New York, N. Y., January.
- AMERICAN SOCIETY OF CIVIL ENGINEERS. New York, N. Y., January 15-18.
- AMERICAN SOCIOLOGICAL SOCIETY. Chicago, Ill., December 27-30.
- AMERICAN SPEECH CORRECTION ASSOCIATION. Chicago, Ill., December 30, 1935, to January 1, 1936.
- AMERICAN VOCATIONAL ASSOCIATION. Chicago, Ill., December 4-7.
- ASSOCIATION OF AMERICAN COLLEGES. New York, N. Y., January 16 and 17.
- ASSOCIATION OF AMERICAN GEOGRAPHERS. St. Louis, Mo., December 30.
- ASSOCIATION OF BUSINESS OFFICERS OF PREPARATORY SCHOOLS. Tarrytown, N. Y., December 20 and 21.
- BOTANICAL SOCIETY OF AMERICA. St. Louis, Mo., December 31, 1935, to January 2, 1936.
- COLLEGE PHYSICAL EDUCATION ASSOCIATION. New York, N. Y., December 26 and 27.
- GEOLOGICAL SOCIETY OF AMERICA. New York, N. Y., December 26-28.
- LINGUISTIC SOCIETY OF AMERICA. New York, N. Y., December 26-28.
- MODERN LANGUAGE ASSOCIATION OF AMERICA. Cincinnati, Ohio, December 30, 1935, to January 1, 1936.
- NATIONAL ASSOCIATION OF BIBLICAL INSTRUCTORS. New York, N. Y., December 27 and 28.
- NATIONAL ASSOCIATION OF TEACHERS OF SPEECH. Chicago, Ill., December 30.
- NATIONAL COLLEGE ATHLETIC ASSOCIATION. New York, N. Y., December 27.
- NATIONAL COUNCIL OF GEOGRAPHY TEACHERS. St. Louis, Mo., December 27 and 28.
- NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS. Cincinnati, Ohio, December 27.
- NATIONAL SCHOOL BAND ASSOCIATION. Champaign, Ill., January 2-4.

PRESBYTERIAN COLLEGE UNION. New York, N. Y., January 14.

SOUTHERN BAPTIST EDUCATION ASSOCIATION. Nashville, Tenn., January.

STAMMERS' ADVISORY GUILD. Chicago, Ill., December 30, 1935, to January 1, 1936.

MARGARET F. RYAN

New Books and Pamphlets

Character education

Some Practical Efforts to Teach Good Will, by Henry Lester Smith and Peyton Henry Canary. Bloomington, Ind., Bureau of Cooperative Research, Indiana University, 1935. 169 p. (Bulletin of the School of Education, Indiana University, vol. xi, no. 4.) 50 cents.

Lesson materials used in teaching good will in grades 1-6, high school, and college.

Character and Citizenship through Student Government, by Lillian Kennedy Wyman. Chicago, John C. Winston Company, c1935. 173 p. \$1.

The methods and results of actual experiments during 20 years of student government in the William Penn High School, Philadelphia.

Research summaries

Reading Disabilities and Their Correction. Third annual research bulletin of the National Conference on Research in Elementary School English. 50 cents. (From the secretary, Mr. C. C. Certain, Box 67, North End Station, Detroit, Mich.)

A summary of 43 recent research studies in the field of reading difficulties and an annotated bibliography on reading disabilities.

A Critical Summary of Selective Research in Elementary School Composition, Language, and Grammar (2d yearbook). May be ordered from the same source for 50 cents.

Music education

List of Books on Music. National Association of Schools of Music. 1935. 57 p. 25 cents. (From the secretary, 3547 Shaw Avenue, Cincinnati, Ohio.)

A musical literature list for music school libraries. Contains a section "Public School Music."

College Music, an Investigation for the Association of American Colleges, by Randall Thompson. . . . New York, Macmillan Co., 1935. 279 p. \$2.50.

Report of a survey of music in 30 institutions of higher learning.

SUSAN O. FUTTERER

Recent Theses

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

ANDREWS, FRANCIS M. JR. The educational status of the blind mentally retarded in the United States. Master's, 1933. Boston University. 42 p. ms.

BAILEY, HAROLD M. The relative teaching efficiency of liberal arts college graduates and teachers college graduates in the secondary field level. Master's, 1934. Pennsylvania State College. 31 p. ms.

BOOKER, IVAN A. The measurement and improvement of silent reading among college freshmen. Doctor's, 1934. University of Chicago. 197 p.

BOTTJE, MARY. A study of secondary school programs of physical education as related to the leisure time activities of 875 college women. Master's, 1934. University of Michigan. 83 p. ms.

BURNELL, MARION E. Present status of home economics for boys. Master's, 1935. Boston University. 66 p. ms.

BURNS, ANNA C. History of the treatment of crippled children in Massachusetts. Master's, 1935. Boston University. 158 p. ms.

CONRAD, CHARLES W. Shall we unify the "dual school system" in Illinois? Master's, 1935. Northwestern University. 179 p. ms.

DECKER, J. CLARENCE. Student participation in school government in the junior high schools of New York State; a study of status. Master's, 1935. Syracuse University. 125 p. ms.

DONOHU, DORSEY. A comparison of the results of student achievement in the 11-grade school systems as represented by the 1935 senior classes in the high schools of Crisfield, Marion, and Princess Anne, in Somerset County, Md., with the 12-grade school systems represented by the 1935 senior classes in the high schools of Laurel, Seaford, and Georgetown, in Sussex County, Del. Master's, 1935. University of Maryland. 43 p. ms.

GILLAND, THOMAS M. The origin and development of the powers and duties of the city school superintendent. Doctor's, 1935. University of Chicago. 279 p.

GROSE, S. C. The status of the 6-year high school in West Virginia during the last year of local control (1932-33). Master's, 1935. University of West Virginia. 107 p. ms.

KANER, CHARLES. Public school publicity in the six leading newspapers of Boston, Mass. Master's, 1935. Boston University. 161 p. ms.

MUDGE, EVELYN L. Transfer of training in chemistry. Doctor's, 1935. Johns Hopkins University. 5 p. ms.

PARSONS, RHEY B. Teacher education in Tennessee. Doctor's, 1935. University of Chicago. 265 p.

RELLER, THEODORE L. The development of the city superintendency of schools in the United States. Doctor's, 1934. Yale University. 339 p.

RIO, PEDRO E. Y. Thirteen educational foundations and American higher education. Doctor's, 1935. Temple University. 108 p.

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RUTH A. GRAY

High-School Correspondence Study

THE chief question to which a recent conference¹ dealing with the problems of high-school correspondence lessons directed itself was: How can school authorities and the public in general be provided with quick, complete, and reliable information concerning the high-school courses now available by correspondence?

The need for a central or Nation-wide "clearing house" to provide such information was decided upon as one important step in solving this problem. The types of services which such a "clearing house" could render was also fairly definitely agreed upon. They can be briefly outlined as follows: (1) To build up at some central point a complete file of all the various types of correspondence courses on the high-school level now available, together with objective information concerning each. The basic facts which the conference desired should be made available for each course are: (a) Data on the name, location, and other pertinent information relating to the institution of issue; (b) the quality, the cost, and the length of each course; (c) the age of the student and the types of educational background for which each is best suited; (d) and any other information which experience would show to be useful in helping those interested to select and use such courses most intelligently. (2) To devise plans and procedures whereby the essential information can readily be supplied to educational authorities and to the public in general. (3) To furnish counsel, guidance, and leadership to any State educational institution, or other organization considering the use of such courses as a means of improving their services. (4) To stimulate, guide, and coordinate further experimentation and research looking toward improvements in this field. (5) To devise ways and means whereby information

¹ Called at Teachers College, Columbia University, July 26 and 27, by Superintendent S. C. Mitchell, of Benton Harbor, Mich., chairman of the National Conference on Supervised Correspondence Study, and attended by representatives of the U. S. Office of Education, the National University Extension Association, the National Education Association, the National Home Study Council, and of several State departments of education, universities, and private correspondence schools. Visitors from Saskatchewan, British Columbia, and Puerto Rico also participated.

W. H. Gaumnitz, Specialist in Rural Education Problems, Reports on Conference Giving Consideration to Problems of High-School Lessons by Mail; Central Clearing House Recommended

concerning the progress and developments in the use of high-school correspondence lessons can be brought to the attention of the educational and the general public.

Two other major steps were decided upon:

(1) It was generally agreed that such a service will involve so much careful study in setting it up and that it will entail responsibilities so extensive and far-reaching in character that wider discussions of the problem should be sought at this time. To that end it was decided to request the Office of Education, United States Department of the Interior, to hold a conference on high-school correspondence study, which will bring together educational leaders, including representatives of all the various organizations which are vitally concerned with this field of development. Such a national conference is now being considered.

(2) A committee was appointed to study ways and means whereby the "clearing house" service can be established and maintained. Dr. A. A. Reed, director of the extension service of the University of Nebraska, was made chairman of the committee. The other members consist of the following: W. H. Gaumnitz, senior specialist in rural education problems, United States Office of Education; H. A. Dawson, assistant director, research division, National Education Association; J. A. Moyer, director, division of university extension, State Department of Education, Boston, Mass.; J. S. Noffsinger, director, home study council, Washington, D. C., and F. W. Cyr, assistant professor of education, Teachers College, Columbia University.

Three other committees were created to give further study to the following problems: (1) To define the field of high-school correspondence study; (2) to work out administrative and supervisory procedures, and (3) to improve instruction

and instructional materials. The appointments to these committees have not been announced at this writing.

For the information of those who have not followed closely the developments in use of this device during recent years it should be pointed out that a recent study² revealed that one or more high schools in each of 33 States had at some time or other experimented with correspondence lessons as a means of enriching curricular offerings and of eliminating small classes. In each of 4 States, namely, Nebraska, Michigan, Massachusetts, and Pennsylvania, 15 and more high schools had used such courses. Since that study was made great interest has been shown in other States. Notable among these is North Dakota, in which the legislature has recently appropriated \$40,000 for the purpose of setting up such a service. State and local school officials of the following additional States have recently declared their interest in studying and experimenting with this type of school service: Arkansas, Idaho, Montana, New Hampshire, South Dakota, and Oklahoma. Officials of the Seventh Corps Area of the C. C. C. reported recently that during the past year upward of 900 enrollees received high-school instruction by mail from the University of Nebraska. In the Ninth Corps Area of this organization the officials responsible for the educational welfare of these camps developed their own correspondence lessons through the aid of F. E. R. A. workers. Two fairly comprehensive bibliographies of the literature dealing with the subject are now available. One was published in *High-School Instruction by Mail*,³ and the other in a report of a conference on supervised correspondence study held in August 1934.⁴

² Gaumnitz, W. H. *High-School Instruction by Mail*. U. S. Office of Education, Bulletin 1933, No. 13.

³ *Op. cit.* pp. 60-66.

⁴ *Supervised Correspondence Study*. International Textbook Co., Scranton, Pa.

Ways to use courses

The following are some of the major ways in which high-school self-teaching correspondence lesson materials and services are now being used in various parts of the United States. Such lessons are made and serviced either by the extension departments of the State universities, by State or private colleges, by State departments of education, or by private correspondence schools. These lessons are made available by mail and instructional services are furnished by the same methods. Enrollments in such courses are either by groups or by individuals.

1. To eliminate many inordinately small classes, especially in the junior and senior years of large high schools and in all grades of the smaller high schools. The resulting increase in the pupil-teacher ratio naturally reduces the cost.

2. To enrich the offerings of the smaller high schools and to furnish unusual courses in the larger ones, thus more closely fitting the school program to the various needs of those seeking to continue education to this level.

3. To make it possible for the high school to meet the demand for vocational, technical, and other fields of special instruction more closely related to practical everyday living.

4. To provide a means for recognizing individual differences in instruction and in student progress.

5. To serve as a means of providing post high-school education to persons who have graduated from high school, who are unemployed, and who cannot afford to go to college. This objective is particularly significant in localities where the school plant is overcrowded and the existing staff is overloaded.

6. To provide high-school education to persons who for a great many reasons stopped short of high-school graduation and who because of unemployment, additional leisure, the desire to remove college-entrance deficiencies, and other reasons, wish to resume their interrupted education.

7. To extend some rudiments of secondary education to persons living in sparsely settled areas or at isolated points where it would be uneconomical to undertake the assembling of classes for high-school work. Many such boys and girls are financially unable to travel the long distances or to board near the existing high schools.

8. To provide evening school, continuation school, and extension services in localities where regular classes are too small and the need too diversified to warrant regular classes of these types. School systems now finding it necessary

to curtail these types of school services are finding correspondence lessons a means whereby they can continue a part of such work on a more limited basis.

In the Libraries

DURING the summer the New York Public Library tried an unusual and interesting experiment. Under the direction of the superintendent of the extension division an outdoor library of 150 volumes and 200 periodicals was opened in Bryant Park, adjoining the public library. The department of parks provided a place for the books and 16 benches for readers. Five persons from the Works Progress Administration were in charge. If the experiment proves successful the plan will be extended to the larger parks of the city.

The American Library Association has recently issued a clip sheet of 34 pages for newspapers and magazines entitled "The Public Library—A Vital Need." It is designed to help in campaigns for library establishment, and in continuing publicity for existing libraries.



Canton, Ohio, book truck.

An attractive book truck with a capacity of 2,000 volumes has been operated for the past year by the Canton, Ohio, Public Library to give service to Stark County. It is shown above.

A recent publication of interest to libraries is the American Library Directory, published by the R. R. Bowker Co. It includes 9,947 libraries with names of librarians and statistical data. Special libraries and school libraries are not included, but there are lists of library schools, library organizations, State and Provincial extension agencies.

SABRA W. VOUGHT

9. To facilitate the instruction of persons who are crippled, invalidated, or who for other reasons are either permanently or temporarily prevented from attending school regularly.

10. To provide a practical means of adult education. Correspondence lessons are now used as outlines for study center groups and correspondence procedures are being employed to motivate, instruct, and otherwise assist in the educational growth and development of groups of adults both young and old who without such aid cannot receive instruction or who are likely to follow a rather spasmodic and headless course.

11. To provide practical instruction in C. C. C. camps where the many types of interests and abilities demand a wide variety of types and levels of instruction and where the instructional staff available is extremely limited.

12. To enrich and practicalize the offerings of small freshman colleges, junior colleges, depression colleges, and similar efforts now being made to bring the beginnings of a college education within the reach of youth living in the more sparsely settled centers.

13. To provide high-school and post high-school courses to isolated persons such as shut-ins, prisoners, transients, and other groups who cannot avail themselves of the organized systems of education.

14. To provide a flexible and available means to local youth organizations, guidance councils, employment agencies, and other organizations interested in the conservation of youth and to supply educational experiences geared to the needs and interests of the various types of young people.

New F. F. A. president:

William R. Shaffer, 19-year old Mauertown, Va., hatcheryman, was elected president of the Future Farmers of American for the coming year.

Cover Design:

The cover illustration for this issue of *SCHOOL LIFE*, by R. W. Perry, State Supervisor of Trade and Industrial Education, Providence, R. I., is a typical New England scene of 40 years ago, depicting a winter evening in a little village. An old lamplighter has just lighted one of the square kerosene lamps of the times. He is seen with his short ladder in the foreground. On the opposite side of the road is the little church.

New Government Aids For Teachers

★ *Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering.*

Publications

Industrial Injuries to Women in 1930 and 1931 Compared with Injuries to Men. 57 p., charts and graphs. (Women's Bureau Bulletin No. 129.) 10 cents.

Data for 16 States, including accident experiences of several which are industrially important. (Safety education.)

Economic Security Program: Child Welfare, 6 p.; Old Age Security, 6 p.; Unemployment Insurance, 6 p. (Committee on Economic Security.) Free.

Two Years of Emergency Conservation Work—C. C. C., April 5, 1933—March 31, 1935. Mimeog. (Civilian Conservation Corps.) Free.

Based upon reports prepared by Robert Fechner, Director of the Emergency Conservation Work, and the departments cooperating in the program, namely, War, Interior, Agriculture, Labor, and Veterans' Administration. (Civics; Sociology.)

Emergency Relief Appropriation Act of 1935—Public Resolution No. 11—74th Congress. Joint Resolution making appropriations for relief purposes. 6 p. (Government Printing Office.) Free.

Air Commerce Bulletin. Issued monthly by the Bureau of Air Commerce.

Contents of Vol. 6, No. 12: Department of Commerce to Survey Sites at 12 Airports for Installation of Blind Approach Equipment; Licensing of Pilots; Number of Airports and Landing Fields in the United States; etc. (Aviation, Transportation, Commerce).

National Park Publications Sold by the Superintendent of Documents. 8 p., multigraphed. (National Park Service.) Free.

The following illustrated publications are available from the *Pan American Union, Washington, D. C.*, at the prices stated:

American Nation Series.—Brazil, No. 3. 5 cents.

Commodities of Commerce Series.—Alpacas of Peru and Bolivia, No. 19; Coconuts in the Americas, No. 22. 5 cents each.

Maps

The following Department of Commerce Sectional Airway Maps are now available for distribution:

Albany, N. Y.	Douglas, Ariz.
Birmingham, Ala.	Huntington, W. Va.
Charlotte, N. C.	Prescott, Ariz.
Del Rio, Texas.	

Copies may be obtained from the Office of the Director, Coast and Geodetic Survey, Washington, D. C., at a cost of 40 cents each for single copies and 25 cents each when ordered in lots of 20 or more. (Lots of 20 or more may cover miscellaneous maps if desired, when sent in one shipment to one address.)

Films

Sulphur and its uses. 2-reel, silent. 16 or 35 mm sizes.

Illustrates the story of the mining of sulphur—its preparation for the market, its transportation, and its many uses in such things as paper, fertilizers, explosives, rubber, paints, and chemicals. The film may be borrowed by schools, churches, clubs, civic and business organizations, and others, by applying to the Pittsburgh Experiment Station of the U. S. Bureau of

Mines, Pittsburgh, Pa. No charge is made for the use of the film, but the exhibitor is asked to pay transportation costs.

The Forest Service has a number of motion-picture films of 1 and 2 reels each, which because of their clearness and simplicity as well as their subject matter are of particular interest to schools. As the demand for them is large, application should be made as far as possible in advance of the date they are desired. The following subjects are covered in a general way by these films:

Forest Fire Prevention and Suppression; Reforestation; Lumbering; Grazing, Forest Service Work; Forests as Reservoirs; Game Protection; and Scenery and Recreation.

Lists of motion-picture films are available upon request.

Songs

The following five series of illustrated songs containing 12 songs most popular with 4-H Club members are now available for purchase in the form of film strips or for loan in the form of glass slides, according to information received from the Extension Service of the Department of Agriculture:

Series No. 233:

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2. Dreaming
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4. Home, Sweet Home

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- Last year this article appeared in *SCHOOL LIFE*. Its popularity resulted in many hundreds of reprints being distributed. Both this reprint and the vest-pocket edition of the *Constitution* referred to above should be useful to Americanization classes and in schools required by law to teach the *Constitution*.

UNITED STATES DEPARTMENT OF THE INTERIOR
OFFICE OF EDUCATION • Washington, D. C.

SCHOOL LIFE



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IN THIS ISSUE

▼
Highlights on America's Youth Problem • New Deal in Schoolhousing • Germany's Changing Education • Schools Point the Way • What Do You Mean—F. F. A.? For Exceptional Children • In 1936 for Education • 17 Years of Home Economics

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SCHOOL LIFE

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December 1935

Vol. 21, No. 4

Table of Contents

Cover Design, "Public Forum Tonight", by William Thompson,
New York Academy of Design

Highlights on America's Youth Problem · Dorothy B. Cammell.....	74
In a King's Reign · James Frederick Rogers, M. D.....	76
Educators' Bulletin Board.....	77
New Deal in Schoolhousing · S. L. Smith.....	78
Measurement Today · David Segel.....	79
Vocational Summary · Charles M. Arthur.....	80
Education in the News · John H. Lloyd.....	82
Germany's Changing Education · Alina M. Lindegren.....	84
In the Libraries · Sabra W. Vought.....	85
For Exceptional Children · Elise H. Martens.....	86
Schools Point the Way · Henry Ohl, Jr.....	87
Editorials.....	88
Freedom of Thought and Instruction · J. W. Studebaker.....	89
Education in Other Government Agencies.....	91
Forums to the Fore.....	92
Job Training in the C. C. C. · Howard W. Oxley.....	93
What Do You Mean—F. F. A.? · W. A. Ross.....	94
17 Years of Home Economics · Adelaide S. Baylor.....	98
The Colleges · Walter J. Greenleaf.....	100
Electrifying Education · Cline M. Koon.....	101
In 1936 for Education.....	101
Building a Schoolhouse.....	102
Schools Report · W. S. Deffenbaugh.....	103
New Government Aids for Teachers · Margaret F. Ryan.....	104



A Christmas Message

IT IS RECORDED that some shepherds were tending their sheep when they saw a great light in the heavens and heard voices singing.

In a nearby village, a Roman soldier paced out his watch. But he saw no light in the heavens, nor did he hear voices singing a brave song. He was startled by the soft shuffle of a camel's padded feet, and drew his sword. A wise man passed by, his eyes fixed on a bright star. ¶And it came to pass some two thousand years later that a group of American teachers gathered around a decorated tree, with a lighted star at the very top. Children were singing songs. Some of these teachers saw a new light of inspiration. It shed bright rays across the months of a new year. They heard the voices of hundreds of thousands of children and youth mingled with those in the room. And they knew in their hearts that the work of their days was significant and worthy of a new devotion. ¶One among them saw no new star, and heard not the music in the air. That one thought of the holidays as a time of escape, and the months of a new year as filled with routine and work rewarded by small pay. ¶When the song was ended, one child began a recitation of the Christmas story—"They were tending their sheep when they saw a great light, and heard voices singing, Glory to God in the highest, and on earth peace, good will toward men."



I wish you all a Merry Christmas and a New Year of significant teaching.

J. W. Sturdivant

Commissioner of Education.

Highlights on America's Youth Problem

TWENTY-ONE million young people in the United States, from 16 to 24 years old, are wondering what the future holds for them. Five million of them are without gainful occupation at work, at home or at school. What is to be done about it? What is being done about it? Let a few extracts from data collected by the Committee on Youth Problems, of the United States Office of Education, speak for themselves.

Youth knows what it wants

In a survey of rural youth made in Douglas County, Wis., the young people were asked: "What are the principal present needs of young people in your community?" The answers were revealing. First, these young people wanted recreation and increased recreation facilities. Second, they wanted work with pay. Third, organizations for young people and group leadership. And fourth, more education both in school and out of school.

Are these demands unreasonable? Would not every community be a better place to live in if they were met? Are they not worth a great deal of cooperative effort in order that they may be met?

Getting together on the job

A survey of the status and activities of 300 unmarried, unemployed young people, from 16 to 24, in 9 Ohio townships, disclosed the fact that although local facilities for education, occupational training, and recreation were meager in the extreme, 43 percent of the people interviewed had no suggestion to offer as to possible new types of organization in the community. "It appears to be clear", states the report, "that large numbers of rural people are still unaware of the benefits to be derived through a planned community organization."

Is a planned community organization possible in a rural district?

Breathitt County, Ky., has demonstrated what can be done. Opportunity for young people in the Kentucky mountain regions has never run high, and the depression brought it to a still lower ebb. "Agriculture at best offers a gloomy outlook; mining, lumbering, and railroading

Certain Findings of Committee on Youth Problems During Year of Existence in the Office of Education as Reported by Dorothy B. Cammell

have declined * * * the county was badly in need of some intelligent concern for its youth." With the help of the Southern Women's Educational Alliance, officials, including the county superintendent of schools, the president of the University of Kentucky, agricultural extension workers, and others, have put on a demonstration program with three objectives: (1) The creation of a county council concerned with the guidance problems of youth; (2) a county survey of

actual and potential resources for capable, aspiring young people; and (3) the gradual development of a program taking into account both in-school and out-of-school youth. The result is a two-way program: (1) To act upon the in-school youth in changing the curriculum with the end of better adjustment of boys and girls to life conditions, safeguarding character, and devising wholesome recreations; (2) to provide guidance and develop vocationally and avocationally the out-of-school young people. The first is accomplished through teacher and leadership training, headed up by a guidance institute under the auspices of the university. The second is accomplished through opportunity centers in various parts of the country, which provide:

Study adjusted to individual needs and interests.

Supervised work projects having a training value.

Recreations, as varied as possible.

Provision for developing and enjoying avocational hobbies.

While the funds for financing the demonstration come from the Carnegie Corporation, there is a high degree of community cooperation in carrying it through. The opportunity centers are financed by Federal funds, the county schools, Jackson citizens, and a small special grant. County health officers help with the health program. The surveys are financed by Relief Administration funds. The University of Kentucky provides the occupational speakers, the meetings being held in the Jackson City Auditorium, the Breathitt County High School Auditorium, and the Jefferson Hotel. The guidance institute for teachers is administered by the university and sponsored by the county superintendent of schools and the Southern Women's Educational Alliance.

Committee on Youth Problems

IN JUNE 1934 the United States Commissioner of Education called a national conference in Washington to consider the youth problem of today. The Committee on Youth Problems was appointed as a result of this conference to collect data on the present status of youth throughout the United States. For the past year the committee has been sponsoring; 1, a youth census; 2, surveys of activities now existing in behalf of unemployed young people in the fields of education, guidance, employment, and recreation. Results of the work of the committee will be published by the Office of Education in bulletin form. A bulletin, *Youth: How Communities Can Help*, has been published in mimeographed form and is now being printed for distribution. Two other bulletins, *Youth: Activities of Libraries and Museums*, and *Youth: A Contemporary Bibliography*, are available in mimeographed form. Other printed publications will deal with recreation, guidance and placement, youth surveys, education, and employment.

That is what community cooperation will do.

The Connecticut State Employment Service has made a study of the applications for work of more than 43,000 young men and women. "The outstanding fact revealed by this study", states the report, "is that over 73 percent of the young people seeking jobs through the employment offices were untrained for any skilled occupation; over 40 percent were untrained to do any kind of work * * * They seemed for the most part to have obtained the few jobs they had had by a chance method rather than by any planned selection of occupation and careful training to enter it. * * * All too often the young man or woman came to the employment office with the statement, 'I'll take anything!'"

How can they get the vocational guidance and training so obviously needed?

Connecticut is doing much to remedy the situation, but for the sake of variety let us turn to another part of the country. "Wisconsin has for some years offered a broad range of vocational training for out-of-school youth * * * The class offerings in any of these schools are dependent on the demands of the students * * * The directing boards are made up of representatives of employer, employee, and school." Some interesting trade and industrial units are offered in the Madison Vocational School, as commercial photo retouching, office training for men with technical backgrounds, plumbing, mechanics, home economics (for both sexes), arts and crafts of many kinds. Besides training, the Madison Vocational School offers a comprehensive placement service. "All students desiring work are registered and their recommendations and training checked. A particular effort is made to inform local business firms and householders that the school is prepared to furnish workers trained in specific lines, with the result that offices, trades, industries, and housekeepers call the school when in need of employees. The students best fitted are sent to apply * * * The placement office is an integral part of the school and works in close cooperation with all departments; thus students may be trained for types of work in which vacancies are likely to occur."

The retraining program of Williamsport, Pa., illustrates another way of solving this problem.¹

A report on a survey made by the New York State College of Agriculture, of Cornell University, on the "Interests, Activities, and Problems of Rural Young Folks", states: "In arranging programs

for boys and girls another very important problem presents itself. Some of those individuals or agencies who are attempting to help young people may actually be hindering their development. If a program is arranged by adults, the leaders are adults and the planning and work are done by adults. When this happens, the programs are not for boys and girls but for adults; the adults are receiving the training and youth is being entertained. Would it not be possible * * * to sponsor programs which can be planned

5,000,000 Youth Unemployed

STATISTICS compiled and collected by the Committee on Youth Problems in the Office of Education indicate that of the 20,100,000 young people 16 to 24 years of age, inclusive, in the United States—

4,000,000 are in full-time schools and colleges.

500,000 without employment are taking part-time school work.

2,800,000 are young married women not employed and not in school.

7,800,000 are employed at full-time or part-time nonrelief jobs.

300,000 are out of school and unemployed but not seeking employment.

4,700,000 are out of school, unemployed and seeking employment.

These figures show an increase of 150 percent in the unemployed youth group over the United States Census figures for 1930.

Independent studies of high-school graduate placement indicate that approximately 46 percent of graduates continue their education; 24 percent find remunerative employment; 2 percent are classified as married (girls), unreported or deceased; and 28 percent are unemployed.

The greater need for further education and employment lies in the 16- to 19-year group as against the 20- to 24-year group.

and developed by the young folks themselves? Well-trained adults might give wise guidance when needed, but the young folk would work out their own problems in a way satisfying to them."

Is this possible?

Several years ago a group of small boys in Washington, N. C., got together through a common interest in natural science and started an amateur museum. As their collection of bugs and birds grew, older people became interested. The museum began with quarters in a private building, progressed to a vacant room in the city hall and finally to a brand new structure erected specially for it in the city park. The Bug House Laboratory, as it is called, is now the largest amateur museum in the country. There is a membership of 25 young men and women between 16 and 30 years of age, with a junior associate group of about 20. This organization sponsors, maintains, and directs the museum. All of the actual work, including field trips for the collection of specimens, classification and preservation of material, and arrangement of specimens for exhibition, is done by the members. The museum is divided into five departments, with weekly courses of instruction in each section. Quite an achievement for a little town of 7,000 population!

The Job-Finders' Club of Cleveland, Ohio, proves that young people can organize for work as well as for hobbies. In 1931 a number of unemployed boys gathered daily in the waiting room of the vocational employment department of the Cleveland Y. M. C. A. Someone suggested that the group might meet regularly in an adjoining classroom and discuss topics of interest. The Job-Finders' Club was the result. Luncheons are held once a month, and all young men registered with the employment department of the "Y" are invited. The members of the club look for work individually, and when one discovers a vacancy which he himself cannot fill he refers it to the employment department. An honor roll is kept of men who have referred one or more jobs to the department. In this way members are fortified with the knowledge that others are helping them, and are reminded that they are helping others.

Some of the 5,000,000 unemployed young people are in every city, town, and hamlet throughout the country. They constitute a national problem, but one which must be met in each community according to the particular needs and resources of that community. A plan that works well in one place might be worse than useless in another. Many of the plans described are being, or may be, modified as time goes on and circumstances change. The point is that these communities, and others equally progressive, have heard the call of youth and are doing their best to respond. They have made a start.

¹ See SCHOOL LIFE, October 1935.

In a King's Reign

THE SCHOOL medical officer of London in his report for the past year very happily used the king's jubilee as an occasion for a review of school health work in that city during a quarter of a century. This was highly fitting for "the organization and growth of care for the children's health in the London schools are exactly contemporaneous with the reign." Preparatory work had begun but it was "not until the year of his Majesty's accession that the school medical service of London took shape," and the first treatment centers were opened. We quote from Dr. Menzie's report:

"In 1900 the school board for London by special resolution put on record their grave concern that 96 percent of scholarship children were found with advanced dental decay. At that time nothing could be done about it, as there was no provision for dental treatment and no power to provide it. In 1910 the first dental center was opened. Now, there is provision for the treatment of 150,000 children annually, and only 4 percent of the scholarship candidates are found with advanced dental decay.

"The effect of the nurses' patient and unremitting work is shown in the improvement in the appearance and cleanliness of the children. In 1912, 39.5 percent of the children in the schools were infected by parasites, in 1920 this percentage was reduced to 13.8 and in 1934 to 4.5.

"Ringworm of the scalp, formerly one of the greatest scourges of school children, is now rarely found. In 1911 there were 6,214 new cases of this disease, in 1920 there were 3,983, but in 1934 only 265.

"In 1912 the proportion of children with subnormal nutrition in London was 12.8 percent. By 1934 it had been reduced to 4.6 percent; but these figures do not tell the whole story of improvement, for the children now returned as subnormal in nutrition are practically all slight cases, whereas formerly a large proportion were severe. It may help the reader to visualize the improvement which has taken place in this respect more accurately when it is pointed out that in the winter of 1909-10 the school doctor in a single school in Bethnal

James Frederick Rogers, M. D., Office of Education Consultant in Hygiene, Quotes and Comments on London's School Health Report

Green counted 91 children very seriously ill-nourished; this number is more than three times as great as those found ill-nourished to the same degree in 1934 by all the school doctors in all the schools of London.

"The early reports of the school medical inspectors showed that visual defect was serious, that its incidence was much heavier upon girls than upon boys, and that it advanced very rapidly in girls during school life. With improvement in school hygiene, the vision of the children, particularly the girls, has greatly improved and the girls no longer suffer from worse vision than the boys. The percentage excess of defective vision in 12-year-old girls over 12-year-old boys was, in several years, as follows:

Year	Percentage excess of defective vision in girls
1913-----	17.6
1918-----	11.0
1922-----	9.3
1927-----	5.3
1931-----	2.7
1933-----	0.0
1934-----	0.0

"His Majesty's reign is distinguished from all those that went before by consideration for the health of the children. The above figures and facts serve merely to illustrate the great advance which has already been made.

"The school children, many of whom were formerly unhappy, ill-nourished, defective, unclean, and prematurely old, have been replaced by a generation which approaches more nearly to the ideal of a population healthy, wholesome, and full of the joy of living."

Health is not a measurable quantity, but decayed teeth and running ears are very definite conditions. Children with and without these conditions can be counted and the accomplishments of the medical service of the London schools in the brief span of a quarter century are very heartening. Part of this improve-

ment is the result of preventive measures. We in this country have never found the vision of girls significantly worse than that of boys. The cause of this in London was believed to be due to too early use of the eyes for needlework under conditions of lighting which were none too good for the purpose. Poor nutrition is always conducive to the development of visual and other defects. The cause of excessive eyestrain in young girls has been removed and their nutrition has been improved with apparent effects.

The striking results of dental treatment does not mean that the teeth of the child of 1935 are much less subject to decay than were those of his father and mother when they were attending school, but it does mean that most teeth which the parents lost at an early age are now preserved during school days and beyond. Some day we will prevent this most common of diseases—dental caries, but in the meanwhile the best we can do (and it is a very good best) is to compensate for poor tooth building by tooth repair.

Some of the school health services of our cities have accomplished as much as have those of London but some have not done so. The secret of getting things done is to do them and the school medical service gets nothing done by the mere finding of defects. While many schools secure the treatment of a large proportion of abnormal conditions some communities are unblushingly content with reporting as low as 15 or even 10 percent. In other words, the cost of finding defects in 85 children out of 100 has gone for naught. The teeth of these children continue to rot, their ears to run, and their eyes to strain. Perhaps Dr. John Sundwall was not unduly pessimistic when he recently remarked that "the average school or college health program is the art of not getting important things done." As Richard Jefferies made the old toad say, "If you are only going to do a thing, it would be no use if you lived a thousand years, it would always be just the same."

Educators' Bulletin Board



New Books and Pamphlets

Helps for Debaters

Socialization of Medicine, comp. by Julia E. Johnsen. New York, The H. W. Wilson Co., 1935.

335 p. (The Reference Shelf. v. 10, no. 5.) 90 cents.

Selected material of general, affirmative, and negative nature, with brief and bibliographies.

Free Medical Care—Socialized Medicine. Comp. and ed. by E. C. Buehler. New York, Noble and Noble, Publishers, Inc., c1935.

360 p. (Debater's Help Book, v. II.) \$2.00.

Material on every phase of the subject for the debater and the debate coach. Includes: Principal arguments for and against socialized medicine; Questions and answers pertaining to the interpretation of the question; Definition of terms; Bibliography; Selected articles.

University Debaters' Annual . . . 1934-1935. ed. by Edith M. Phelps. New York, The H. W. Wilson Co., 1935.

453 p. \$2.25.

Contains 10 intercollegiate debates for 1934-35 with accompanying briefs and bibliographies.

Adjustment and Guidance

Measurement of the Personality Adjustments of High School Pupils, by Percival M. Symonds and Claude E. Jackson. New York, Bureau of Publications, Teachers College, Columbia University, 1935.

110 p. \$1.00.

Describes methods and instruments which have been devised for measuring the personality adjustments of school children.

Guidance Working Materials for Junior and Senior High Schools, by Frank Jones Clark. Seattle, Wash., 1935.

117 p. mimeog. \$1.00 plus postage (From Frank Jones Clark, Roosevelt High School, Seattle, Wash.).

Suggestions and practical helps for working out guidance plans, includes 46 forms in use at the Roosevelt High School.

School Library Aids

Essays on Modern Authors, an index for high-school use, by Muriel Augusta Crooks. Chicago, American Library Association, 1935.

21 p. 35 cents.

An index to sources of interesting material about 82 modern authors, generally studied in high school.

Manual of Cataloging and Classification for Elementary and Small High School Libraries, by Margaret Fullerton Johnson. 2d ed. rev. New York, The H. W. Wilson Co., 1935.

47 p. 50 cents.

Cataloging principles adapted to suit the needs of libraries in grade schools and small high schools.

Supplementary Material

Petroleum, the story of an industry. Prepared and published by American Petroleum Institute, 50 West 50th St., New York, N. Y. 95 p. illus.

15 cents. (Free to any school library.)

The story of the operations and services performed in transforming a natural resource into useful products.

The Story of Milk. Philadelphia Interstate Dairy Council, 20th and Race Sts., Philadelphia, 1935.

6 folders (loose leaf). illus. Free.

Assembled for classroom use under the following topics: 1. Rocks and soil.—2. The growing plant.—3. The cow.—4. The dairy farm.—5. Transportation and distribution.—6. Milk, the food.

SUSAN O. FUTTERER

Recent Theses

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

ALSHOUSE, HERMAN S. What errors in the mechanics of English survive college training? Master's, 1930. Syracuse University. 56 p. ms.

ANDREAS, LEWIS P. Summer recreational programs for adults and children in 26 New York State cities receiving State aid. Master's, 1935. Syracuse University. 54 p. ms.

BALDWIN, SADIE LOUISE. Civic values in social science clubs. Master's, 1935. Boston University. 138 p. ms.

BORRITT, J. STERLING. An evaluation of home study as measured by teachers' marks in the Spanishburg high school. Master's, 1935. West Virginia University. 55 p. ms.

CONNELLY, MARY ELIZABETH. A remedial drill for correcting the language errors of children. Master's, 1935. Boston University. 92 p. ms.

CORKERY, OPAL GRACE. The training of social studies teachers as provided by 26 leading teachers' colleges in the United States. Master's, 1935. George Washington University. 60 p. ms.

DOYLE, Sister MARY PETER. A study of play selection in women's colleges. Doctor's, 1934. Teachers College, Columbia University. 75 p.

FENDRICK, PAUL. Visual characteristics of poor readers. Doctor's, 1934. Teachers College, Columbia University. 54 p.

HURD, W. CHANDLER. A study of individual differences and failures in algebra. Master's, 1935. Boston University. 57 p. ms.

MACKENZIE, DONALD HERSHEY. Effects of various physical activities on the physical fitness of university men. Master's, 1935. Boston University. Research quarterly of the American physical education association, 6: 125-43, March 1935.

MYERS, THEODORE R. Intra-family relationships and pupil adjustment: the relation between certain selected factors of the home environment of junior senior high school pupils and the adjustment and behavior of these pupils in school. Doctor's, 1935. Teachers College, Columbia University. 115 p.

PRIOR, WILLARD F. The junior high principal of New York State. Master's, 1935. Syracuse University. 88 p. ms.

RANCATORE, MARIAN ELVIRA. Appreciation units in chemistry based on practical applications in an agrarian community and in the home. Master's, 1935. Boston University. 89 p. ms.

ROCK, ROBERT T., jr. The influence upon learning of the quantitative variation of after-effects. Doctor's, 1932. Teachers College, Columbia University. 78 p.

SHERMAN, ALLAN H. A study of the pitch preferences of children. Master's, 1935. Syracuse University. 479 p. ms.

SIDDALINGAIYA, M. Reconstructing elementary education in Mysore, India. Doctor's, 1930. Teachers College, Columbia University. 211 p.

SPENCER, STANLEY EARL. The history and philosophy of the Latin grammar school in the Massachusetts Bay colony, 1635-1780. Master's, 1935. Boston University. 101 p. ms.

STREBEL, RALPH F. The nature of the supervision of student teaching in universities using cooperating public high schools and some conditioning factors. Doctor's, 1935. Teachers College, Columbia University. 154 p.

VAN ORNAM, FRANCIS HUNT. The possibility of reducing the range of individual differences within the grades of an elementary school through regrouping on the basis of composite grade, reading or arithmetic scores. Master's, 1935. Syracuse University. 147 p. ms.

WINSLOW, HARRY D. The organization and administration of adult education in public schools, 1929-1930. Doctor's, 1935. Teachers College, Columbia University. 117 p.

RUTH A. GRAY

Meetings

AMERICAN ASSOCIATION OF TECHNICAL HIGH SCHOOLS AND INSTITUTES. St. Louis, Mo., Feb. 22-27.

AMERICAN COLLEGE PERSONNEL ASSOCIATION. St. Louis, Mo., Feb. 19-22.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION. St. Louis, Mo., Feb. 22-27.

AMERICAN INSTITUTE OF ELECTRICAL ENGINEERS. New York, N. Y., Jan. 28-31.

AMERICAN MATHEMATICAL SOCIETY. St. Louis, Mo., Dec. 30, 1935-Jan. 3, 1936.

AMERICAN MEDICAL ASSOCIATION. Chicago, Ill., Feb. 17 and 18.

AMERICAN SOCIAL HYGIENE ASSOCIATION. New York, N. Y., Jan. 15.

AMERICAN SOCIETY OF CIVIL ENGINEERS. New York, N. Y., Jan. 15-18.

[Continued on page 83]

New Deal in Schoolhousing

★ *United States money allotted for school-building repairs and for new buildings:*

<i>C. W. A. and E. R. A.</i>	<i>\$150,000,000</i>
<i>P. W. A.</i>	<i>338,932,614</i>
<i>W. P. A. (to Oct. 24, 1935)</i>	<i>97,222,890</i>
<i>Total</i>	<i>586,155,504</i>

THE PERIOD from 1920 to 1930 was the greatest school-building decade in the history of our country, due to an era of prosperity, making bond issues easy to be voted and sold, and to studies and surveys of school officials to determine the needs for adequate housing of pupils in both cities and rural areas. Thousands of poorly planned, inadequately constructed buildings were replaced by schoolhouses of modern design. Records show that many States more than doubled their public-school property values during this decade. The progress was so great that business men, politicians and economists sounded notes of warning against overbuilding. But careful check-ups clearly revealed the fact that probably with all this aggressive building program more than 2 million pupils of the Nation, generally in the rural sections, were still housed in overcrowded, insanitary, unsightly, poorly equipped buildings which neither inspired civic pride nor provided proper health protection.

As has been previously pointed out, this school-building program continued fairly steady through 1931. But there was comparatively little schoolhouse construction in 1932 and 1933, although the school enrollment continued to increase very rapidly, due to special emphasis on attendance and to a sharp decrease in the employment of children in industry, farming, and other activities. Not only was there a sudden drop in the normal annual schoolhouse construction programs, but because of lean school budgets and lack of satisfactory continuous plans for school-plant upkeep, a large per-

S. L. Smith, Director, Southern Office, Julius Rosenwald Fund, Nashville, Tenn., Addresses National Conference on Schoolhouse Construction

centage of existing school plants were being greatly neglected and thousands had reached a state of too rapid deterioration. Careful estimates indicated that probably 2 billion dollars worth of public-school property was in need of immediate improvements.

Indebtedness

Added to the acute problem of financing current expenses of public schools in this period of depression, which emptied public coffers, school officials were staggering and trembling under the heavy burden of bonded debts incurred mainly for buildings in the past decade. The best estimates revealed the alarming fact that the total school indebtedness was more than 3 billion dollars (half as much as the total value of all public-school property).

School-building officials should so plan their programs in the future as to prevent a recurrence of this condition. It is right and proper to issue bonds for school buildings, but provision should be made to retire them by setting up equal annual payments with interest over a period not to exceed 15 to 20 years, otherwise undue and unjust burdens are passed on to handicap the next generation.

An additional demand for special types of buildings or classrooms has been made necessary because of adjusted curriculum offerings to meet the changing needs in the new social order, which has probably affected the high schools more than the elementary, because of the unemployment situation and special stimulation which has brought in abnormally increasing numbers of pupils from 16 to 20 years of age.

C. W. A.

The first ray of light thrust through this dark picture giving hope to school officials was the C. W. A., in 1933-34, which helped to stimulate the improve-

ment and rehabilitation of thousands of school plants, ranging from a very few hundred in some States to several thousand in others. But because the very nature of the C. W. A. emergency program, in efforts to provide immediate employment for millions who had lost their jobs, required quick action, and because public-school officials necessarily go slowly in developing projects and are not always in complete accord in presenting their requests for Government aid, this fine program ended in March 1934, just as a large number of counties and communities were about ready to begin their projects. Those who acted promptly received a larger share of aid. The average number of schools per State receiving C. W. A. aid was about 1,000, and the average amount per school was \$1,000, averaging from less than \$100 to several thousand dollars per school.

F. E. R. A.

Soon after the closing of the Civil Works Administration program, the F. E. R. A. assumed the task of completing the unfinished projects and cooperated by furnishing labor from relief rolls in new projects for improvement and beautification of school plants, resulting not only in modest rehabilitation of these existing school plants, but in some, planning for continuous upkeep. Careful estimates received from the Office of Education and from about half of the State superintendents of education and State public works administrators indicate that probably more than \$150,000,000 was received and used for material and labor in the rehabilitation of school plants in 1933-34, through aid of the C. W. A. and the F. E. R. A.

P. W. A.

This program of school plant rehabilitation by aid of F. E. R. A. labor continued through 1934-35, but complete

data from all States are not yet available. Reports from about half of the State superintendents and public works administrators indicate that an average of about 1,000 schools per State were improved and rehabilitated under the F. E. R. A. in 1933-34, the average total cost being about \$1,000 and the average aid from relief rolls approximately \$600 per school. Work ranged from the grading of school grounds, planting shrubs, setting trees, building walks and sanitary privies to major repairs such as remodeling and modernizing existing school plants, painting them inside and outside, and in the building of several small, modern rural school plants.

The Federal Office of Education estimates that up to November 1, 1935, P. W. A. aid for new school-building projects throughout the United States totaled \$338,932,614. The total estimated cost of educational building projects under the old P. W. A. which comes to a close December 15 was estimated at approximately \$200,353,708 on August 1. P. W. A. grants and loans authorized under the Emergency Relief Appropriation Act of 1935, better known as the \$4,000,000,000 works-relief act, amount to approximately \$205,863,502. Counting in funds supplied by the borrowers, the total estimated cost of all P. W. A. school building projects to date is approximately \$503,690,000.

It is interesting to know that John W. Studebaker, United States Commissioner of Education, recently announced that the P. W. A. has directed approximately 40 percent of the total amount of the 1935 P. W. A. grants and loans available into educational building channels. On October 1 there were 2,133 educational building projects of various types included for a share of the new P. W. A. money. Total P. W. A. school building projects to date, 3,100.

W. P. A.

The Works Progress Administration program is just getting under way. To October 24, there were 11,200 school and college projects amounting to \$97,222,890 approved by the President for the W. P. A. A few statements from State public works administrators and from State departments of education indicate that this program will be very extensive during the current school year, particularly in substantially improving and beautifying existing rural school plants, and in the erection of small school buildings and additions of classrooms to existing plants. The following statements from a few States are given which show the trend of the W. P. A. program:

The Works Administration in Washington has just approved a project for Mississippi, which will add 1,500 classrooms for both white and colored in communities having no public-school facilities whatever—for schools now housed in old lodge halls, churches, and cabins.

The Works Administrator of Georgia writes that she has recommended an allotment of \$5,000,000 to be

“NEXT year will show the greatest progress in school-house construction that has been known since 1929-30, and the greatest program of school-plant rehabilitation and beautification in the Nation's history”, says Mr. Smith, the author of “New Deal in Schoolhousing.” Copies of the leaflet, “Suggestions on Improvement and Beautification of School Plants”, are available from the Office of Education, Washington, D. C.

used mainly in improving and beautifying the rural school plants of that State.

The State Director of Building and Business Administration of Minnesota states that they have requests in Washington for W. P. A. allotments amounting to \$30,000,000, of which \$5,000,000 is to be used in improving and beautifying existing school plants.

Similar statements come from other State superintendents and public works administrators from various States. This is the floodlight to the dark picture painted in 1932-33.

Measurement Today



New Tests

The *Manwiller Word Recognition Test*, published by the World Book Company, is a measure of the ability to recognize word forms. There are norms available for grades 1 and 2.

Symposium on Educational Research.—The October number of the *Journal of Educational Research* is composed of a symposium on the participation of field workers in educational research. There are 12 articles, not counting an introduction and an editorial by Carter V. Good, who arranged the symposium. This series of short articles gives a very good picture of the need and opportunity for research for those in regular educational work. The articles are more or less on different topics, avoiding overlapping of material. This method of conducting a symposium does away to some extent

with the possibility of presenting different views on the same subject, but has the advantage of having each subtopic presented by one who has a special interest and experience in the area covered by the subtopic.

The meaning of research is discussed by J. Stanley Gray. A. S. Barr and Clifford Woody describe methods of instruction which the two institutions, Wisconsin and Michigan, respectively, follow in inculcating research methodology. Carter Alexander shows how instruction in library methods aids research. Warren W. Coxe discusses the function of a State department of education in furthering research, while W. W. Charters indicates how an institution of higher learning may encourage and aid in research in the field. J. Paul Leonard and A. K. Loomis discuss the methods of curriculum research, coming to some disappointing conclusions in regard to teacher participation. Harl R. Douglass and William A. Brounell take the opportunity to present in new style their criticisms of such research methods as the control-experimental group and certain statistical techniques. Jesse B. Sears describes how workers in school systems can be used in making a school survey. The relation between the problem-solving method and research is brought out by both Gray and Good.

Current emphasis on character education brings about new demands on our research facilities. We need to know much more about the influence of various factors in and out of school which may influence character before much can be definitely said on the subject. A revealing article is that of Martha C. Hardy in the September *Journal of Educational Psychology* called “The Out-of-School Activities of Well-Adjusted and Poorly Adjusted Elementary School Pupils.” In this study the behavior factors of children outside the schoolroom were related to the behavior difficulties of children in the schoolroom. In general, it was found that the relationship was weak. As far as the activity on the playground and at home was concerned, poorly adjusted pupils in school had about the same responses as the adjusted pupils in school. Insofar as this result can be substantiated by further research this means that the adjustment in the classroom is a specific adjustment and does not follow very closely the general expression of the social traits of the child when unhampered by the schoolroom. This conclusion has considerable bearing on character education practices.

DAVID SEGEL

The Vocational Summary



A FACT which many people seem to overlook is that despite widespread unemployment, many manufacturers are today facing an actual and serious shortage of skilled mechanics, and that this condition will become more acute as business recovery goes forward. Realizing this the Tri-Cities Manufacturers Association, representing manufacturers in Moline and Rock Island, Ill., and Davenport, Iowa, has made a survey in the area represented by its membership to determine the cause of the skilled help shortage, and to ascertain the vocational training facilities available in the community. The shortage of skilled workers is due, they have found, to—

(a) Switching of workers from one field to another in an endeavor to keep employed, (b) drift of workers into small businesses of their own, (c) decimation of ranks through retirement or ill health, (d) reduced working hours, (e) cutting off of supply of mechanics from other countries, and (f) decreased apprenticeship-training programs since 1929.

These conditions, the association's study shows, have reduced skilled help almost 50 percent. The concern which the Tri-Cities Manufacturers Association feels over the lack of skilled help in the industries represented by its members is exemplified in a statement which appears in the study made by the association, that "in place of the 34 apprentices now in training for toolmakers and machinists there should be approximately 165." Training of apprentices for Tri-Cities manufacturing industries is conducted in cooperation with the vocational-training program carried on under the supervision of the State boards for vocational education of Illinois and Iowa, and local public schools. To help boys who have been unable during the last few years to find employment as apprentices to prepare themselves for apprenticeship opportunities as these become available, a trade program has been developed at Moline. Forty-one students are enrolled in this trade school at the present time.

Rehabilitation

More than half of the 456 persons rehabilitated in Pennsylvania last year received their disabilities in industry, as compared with two-thirds of those rehabilitated in 1934 and more than

four-fifths of the persons rehabilitated in 1933. Nineteen percent of those persons cared for had not been employed before. Thirty-nine percent returned to former employers, 46 percent of them found work with new employers, and 13 percent went into business for themselves. Sixty-nine persons received vocational training for 40 different occupations. A consistent effort was made in Pennsylvania, according to a report to the Office of Education, to interest younger rehabilitation registrants in the possibilities of taking training for occupations for which they were adapted. Considerable time was given to discovery of new types of training and new opportunities for rehabilitated persons.

Education in camps

September statistics on the educational program in C. C. C. camps show that 11,430 vocational courses—37 percent of the total number of courses offered—were in operation during that month. Indicative of the practical nature of this instruction is the fact that 178,411 enrollees were being given instruction on the job. It is apparent from this report that education for leisure time activities also has a place in the camp schedule. Proof—109,652 enrollees had in September adopted 4,471 different hobbies for their leisure-time diversion.

A revelation

Home projects to the number of 83,831 were carried on in connection with the vocational home economics program in Texas for the year ended June 30, 1935. Of this number 71,426 projects were carried on in white schools and 12,405 in Negro schools. Clothing-construction projects topped the list with a total of 15,738. Family-meals projects, 11,634, food-preparation projects, 8,415, home decorating, 5,197, and care and repair of clothing, 4,626, were next in order. Other home projects included in the Texas list are: Personal, family, and community relationships; child care and guidance; marketing; guest meals; emergency meals; health problems; home improvement; selection of clothing; and such phases of

home management and financing as clothing, food and family budgets, household records and schedules, and care of house and room.

The Texas report shows further that in connection with home project work, 809 pounds of food were stored; that 35,964 pints of food were canned; that the estimated value of food stored under home project work was \$5,891.34; and that the economic value of clothing constructed or renovated in these projects was \$33,288.78. These figures speak volumes for the scope and economic value of the homemaking program in the Lone Star State.

Skills and anchors

Vocational education and emergency relief work go hand in hand, according to Randall C. Biart, director of urban rehabilitation for Nebraska.

"One of our most vital concerns", he says in a report sent to Commissioner Studebaker, "should be vocational education. Many of those on relief find that technological advancement has made their jobs obsolete. Others find that inactivity has robbed them of their skills. Still others must acquire new skills because age or some slight physical defect or employment regulations bar them from their old lines of occupation. Fully two-thirds of those in the relief lines are unskilled or were semiskilled—this at a time and in a world ruled by power and machines and demanding skills and knowledge. There is perhaps no more pitiable object than a man out of work who has nothing specific to offer an employer. The possession of some skill serves as an anchor for the unemployed person and gives him a measure of self-confidence. Without a skill he becomes disheartened and actually becomes a drag on recovery. There are those who believe that vocational work at this time is folly—that we must have jobs first of all. But I wish to point out that skills cannot be renewed or be acquired overnight, and unless men are ready for welding when welding must be done, the opportunity passes. I cannot stress too strongly the importance of vocational education in helping solve the problem of what we shall do with our

people. Give a man a skill which has a place in our present or near future community or industrial life, and sooner or later he will find a way to put it to a practical use. Even though there be great unemployment in the country today, business is continually looking for men and women who can do certain things. It is for this reason that we frequently find that to fit a man for a job is to take him off relief. I firmly believe that vocational education along practical lines is a necessary adjunct to any recovery program."

Eager

How he recruited a part-time class of 12 from a group of out-of-school boys—members of a Sunday school—is told by E. A. Peek, teacher of vocational agriculture in Union Vocational High School, Copiah County, Miss., in a recent issue of the Mississippi Vocational News. Eager to accept his offer of part-time instruction, seven of these boys, who by their own admission had "nothing to do", volunteered to attend. Twelve boys were on hand when the class opened. To make the course practical Mr. Peek helped each boy to estimate how much he would need to purchase clothing for himself, and have a surplus for sports and entertainment, charity, savings, and future expenditures. With this in mind, he guided the boys to select farm enterprises which could be carried out on their home farms, and might fairly be expected to yield profits sufficient to enable the boys to maintain themselves. This involved, among other things, a study of cost of production, marketing, and price outlook. Arrangements were made with the parents of each boy to permit him to work out his project on the home farm. A 5-cent notebook provided for the necessary records—on a 3- or 4-year basis—covering inventory, yearly estimate of cost and return, cash account, farm practice record sheets, personal budget, personal account, and similar items. Farm shop work was included in the instruction schedule. Nine of the boys finished the course, which extended for a period of 18 meetings. At last report these

boys were carrying on with their farm businesses. Incidentally, Mr. Peck had his eyes on 35 other boys uncovered in a survey of the out-of-school group in his community. It may be possible in a later issue of SCHOOL LIFE to tell the story of his accomplishments with part or all of this group.

Restaurants interested

Three organizations—the Western Pennsylvania Restaurant Association, the State employment bureau, and the Bellefield Girls Trade School—cooperated in a waitress-training program started in Pittsburgh, Pa., last summer. Two classes of 20 girls each attended a 6-weeks course, spending alternate weeks in classroom instruction and in restaurants designated by the restaurant



Waitress-training class in tearoom of Bellefield Girls Trade School, Pittsburgh, Pa.

association. All high-school graduates, these girls ranged in age from 18 to 25 years. Each girl was given a physical examination before being admitted to training. Personality, appearance, a pleasant speaking voice, a gracious manner, courtesy, and adaptability were among the attributes emphasized in selecting the girls. The girls were taught waitress routine in the school tearoom and food preparation in the tearoom kitchen. In this way they were schooled in formal service, and in food values, menu building, food preparation, serving, and marketing. The restaurants employed the girls as apprentices, paid them a minimum wage, and agreed to employ them regularly when they finished the course, provided their services were satisfactory. In addition the State employment bureau has agreed

to keep a record of the girls not placed when they have finished the course and to place them as opportunity offers.

Jobs for special groups

The diversity of occupations into which rehabilitated persons may be fitted is indicated in the results of a limited study made by the vocational rehabilitation division of the Federal Office of Education. The study, which covered 16 States, showed, for instance, that 25 blind persons were employed in 12 different occupations; 100 deaf persons in 66 occupations; 58 tubercular persons in 38 occupations; 34 cardiac cases in 18 occupations; and 118 one-armed persons in 79 occupations. Certain surprise occupations followed by different type cases were uncovered in the study. Cardiacs, for

example, placed as laborers; one-armed persons as stenographers; and one blind person as a seamstress. Commenting on this study, H. C. Corpening, supervisor for vocational rehabilitation for the District of Columbia, says: "Occupations followed by special groups as we find them today, are determined, I believe, more by environmental factors than by the disability factor. For instance, the blind as a group are trained for such vocations as basketry, chair

caning, mop and broom making, weaving, music, and piano tuning. We need to turn our minds away from the traditional occupations for the blind and search out new fields of employment for them. Every possible means should be taken by those concerned in the rehabilitation of disabled persons to extend and broaden employment openings for them."

Montana boys active

A total labor income of \$56,329 was obtained by 615 vocational agriculture students in supervised farm practice projects in Montana schools, during the year ended June 30, 1935. The report of the department of vocational education of the State lists these projects.

CHARLES M. ARTHUR

Education in the News

TO AMERICA'S newspapers we turn once again for a national perspective of education. Our Nation's press is probably the major informer of the school child's parents and those who help to pay the United States' educational bill. School teachers and administrators should know what newspapers are publishing these days on matters pertaining to their particular work—education.

Newspapers report much news that is significant to education. New plans or practices appeal as especially good news. From Pennsylvania, New York, and Minnesota recently, there filtered into the Office of Education three clippings which reveal that new thought is being given to the school curriculum.

Pennsylvania Department of Public Instruction has recognized the value of including a course in automobile operation in the public high-school curriculum. Putting responsibility for safe driving into the hands of high-school teachers may do much toward decreasing the number of automobile accidents in our country.

Superintendent of schools in Minneapolis, Minn., Carroll R. Reed, says, "Mathematics can be an interesting social study instead of a boring puzzle of figures", in announcing a new experiment in arithmetic teaching in Minneapolis junior high schools. "The financial relationship of children to parents, the economics of health and leisure, and measurements of land, sky, and sea", are among the suggestions in the new approach which Superintendent Reed stresses "is an experiment", and that "teachers will study reactions of children and suggest changes" from time to time.—*Minneapolis Star*, October 23.

The third announcement of something new in education came out of the recent meeting of the National Council of Teachers of English. Long newspaper stories drew attention to and explained the Council's recommendation of "a new type of English curriculum in which each of the major divisions of learning in English—literature, reading, speech, and writing—is developed in relation to its usefulness to the pupil." We selected the October 26 *New York Sun* account of the meeting to quote from in this paragraph.

Net Result of an Editorial Sifting and Simmering of Newspaper Clippings Reaching the Office of Education.

By John H. Lloyd

Colleges came into the picture quite a bit recently. Here's a new one for college boys. It probably applies to college girls as well. We'll have to put it up to R. M. Hughes, president, Iowa State College. Mr. Hughes told the Cedar Rapids, Iowa, Rotary Club, "it is worse to walk badly than to use poor English. Why should a college hesitate to dismiss a student for shiftless dressing—for failure to take baths and clean up, any more than for failure in his studies?" That's the question. President Hughes adds * * * "The man who has no manners, or bad tonsils, should have corrections made—it is just as important as academic grades for his success in the future."

Another college actually took steps to do something about the matter of student character and conduct. Michigan State Board of Agriculture, which controls Michigan State College, adopted a resolution giving the college executives the right to eject any student who, in the judgment of the administration, is not of good moral character, or whose "conduct is subversive of authority."

"Students are not in universities to act—they are there to get ready to act wisely in the life of their time. They are not there to organize and to promote propagandas—they are there to learn to keep their heads in the midst of myriad propagandas, both sound and sinister * * *", reported the *St. Paul, Minn., Dispatch* of October 23. "* * * universities should permit students to invite representatives of all sorts of philosophies to walk across their platforms, tell their stories, argue their cases, and submit to cross-examination by the students—all in the honest quest of understanding."

Football brings more persons to the college campus in the fall than could ever crowd into our country's college classrooms. Many times, however, persons frown on emphasis placed on sports in our colleges and universities. Now comes the statement from Chancellor

James H. Kirkland, Vanderbilt University, that "a good football player should be looked upon as an asset to the college." He said that athletic sports are now an integral part of a college or university and that trustees and administrators should concern themselves with scholarships to athletes just as much as to non-athletes. Quote from *Birmingham Herald*, November 1: "Certainly something should be done to get away from the hypocrisy of the present situation in which athletes are given scholarships in more or less open disregard of regulations * * *."

Finance and salaries

Dr. Paul R. Mort, Teachers College, Columbia University, who directed the National Survey of School Finance conducted by the Office of Education, told 1,000 educators recently that "it took 75 years to complete a system of school finance, a system so poor that it needs far-reaching reorganization everywhere in the Nation." With regard to teacher training, Dr. Mort said, "I hope money will soon be available for the retraining of teachers. This branch of education has been like Cinderella before she got to the ball."—*New York Times*, October 27.

Health education now comes into the school finance picture very prominently, but probably not prominently enough according to Dr. George C. Ruhland, District of Columbia health officer. The *Washington Star*, October 23, told readers that Dr. Ruhland asked the question, "What is the use of spending almost \$14,000,000 annually to educate our children, and then, because we spend only \$100,000 on their physical well-being, allow them to die at an early age?"

School janitors, probably more than classroom teachers, will read this item of news with deep interest. A Minneapolis school board member declared that "A janitor has more responsibility than a

teacher." What do you think? He made the assertion, according to the *Minneapolis Journal*, October 31, when someone questioned the justice of raising janitorial salary scales, while leaving those for beginning teachers still far below the minimum for "heating engineers."

After reading the preceding paragraph, teachers might well agree with Commissioner William H. Hackett of Hartford, Conn. As a former teacher, talking to a gathering of Connecticut teachers, the commissioner said "What teachers need is an attitude of 'God helps him who helps himself' and 'Speak and act for yourself.'" He exhorted teachers "to come out of their corners and become more self-assertive."—*Hartford Courant*, October 26.

Patriotism

But it fell to recently enacted and now compelling statutes regarding the salute of the American flag and teacher oaths of allegiance to make patriotism news during the last few weeks. Newspaper columns, both editorial and reportorial, brimmed over with stories and opinions upholding or denouncing actions or activities rising out of demands for teachers to take oaths, or students and teachers to salute the flag.

Williams College students had a "Red, white, and blue day" all of their own, with a gala display of flags and bunting "intended as a polite spoofing for sponsors and supporters of a recently enacted statute which requires an oath of allegiance to State and national constitutions from all Massachusetts teachers."—*Baltimore Sun*, November 6.

Chicago commanded that all public school systems shall open with the singing of the national anthem and repeating by pupils of a pledge of allegiance to the flag. Pennsylvania Department of Public Instruction turned back to an opinion written 15 years ago to advise its school boards throughout the State they could require students to salute the flag.

Newspaper clippings show, however, that there is considerable difference of opinion among school children and parents about saluting the flag. Some do, others don't, and a few have been expelled for not pledging allegiance. Seacucus, N. J., Canonsburg, Pa., Minersville, Pa., Saugus, Mass., and Lynn, Mass., report nonsaluters, all members of a group known as Jehovah's Witnesses. A Betsy Ross descendant, 14-year-old Charles Newcomb, was suspended from Boston's Weymouth High School for refusing to salute. He also is a Jehovah Witness. Commenting on the stand of this group, an attorney appearing before

Lynn, Mass., school committee explained the religious and conscientious objections. He said, "The history of the nations, including the United States, proves that Satan, the devil, is the invisible power which directs their acts. The flag of the Nation then is his flag and it would be a disobedient and dishonorable act for any true follower of Christ to salute it."—*Omaha World Herald*, October 21.

"Seeing that children are given a schooling is one of the functions of government, and it applies to all children whether or not they belong to parents who have conscientious objections to having the flag saluted", says the *St. Paul Press*, November 4. "When regarded from this angle, expulsion from school hurts the child more than his refusal to salute hurts the flag." While the *Springfield, Ohio, Sun* of November 1 declares, "it is the tyrant of history who insists upon the unwilling salute. If a free government does not awaken a sufficient degree of patriotism in the people by whom and for whom that government is carried on, there can be little benefit from adopting the methods of tyrannical governments to enforce a show of patriotism."

The *Waterbury Republican* of October 22 regards action of Supt. Phillip A. Jakob, of Norwalk, Conn., dealing with a nonsaluter as praiseworthy. Superintendent Jakob said, "Our problem is to try to educate the boy who refused to salute the American flag into changing his attitude, not to prosecute him." Meanwhile the schoolmates of the "rebel against accepted school convention are being urged to tolerate him and respect his point of view."

All of this brings us to the question, What is patriotism anyway? To the *Christian Science Monitor* of September 22 we are indebted for the following defi-

inition, which the *Monitor* explains was made by Dean Stanley of Westminster, in the late nineteenth century, upon appeal by Dr. Henry W. Lawrence for a broader teaching on the love of country:

"That is a true sentiment which makes us feel that we do not love our country less, but more, because we have laid up in our minds the knowledge of other lands and other institutions and other races, and have had enkindled afresh within us the instinct of a common humanity, and of the universal beneficence of the creator."

Meetings

[Continued from page 77]

- ASSOCIATION OF AMERICAN COLLEGES. New York, N. Y., Jan. 16 and 17.
- HEADMASTERS ASSOCIATION. Feb. 7 and 8.
- NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING. St. Louis, Mo., Feb. 23-25.
- NATIONAL ASSOCIATION OF HIGH SCHOOL SUPERVISORS AND DIRECTORS. St. Louis, Mo., Feb. 22-27.
- NATIONAL ASSOCIATION OF COLLEGE WOMEN. Cincinnati, Ohio, April 10-13.
- NATIONAL ASSOCIATION OF REGIONAL STANDARDIZING AGENCIES. St. Louis, Mo., Feb.
- NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERINTENDENCE. St. Louis, Mo., Feb. 22-26.
- NATIONAL FEDERATION OF STATE HIGH SCHOOL ATHLETIC ASSOCIATIONS. St. Louis, Mo., Feb. 24.
- NATIONAL HONOR SOCIETY OF SECONDARY SCHOOLS. St. Louis, Mo., Feb. 23.
- NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. St. Louis, Mo., Feb. 22 and 25.
- NATIONAL SOCIETY OF COLLEGE TEACHERS OF EDUCATION. St. Louis, Mo., Feb. 21-25.
- NATIONAL VOCATIONAL GUIDANCE ASSOCIATION. St. Louis, Mo., Feb. 19-22.
- NEW ENGLAND HEALTH ASSOCIATION. Cambridge, Mass., Jan. 14.
- PRESBYTERIAN COLLEGE UNION. New York, N. Y., Jan. 14.
- PROGRESSIVE EDUCATION ASSOCIATION. Chicago, Ill., Feb. 27-29.
- SECONDARY EDUCATION BOARD. Lawrenceville, N. J., Feb. 14 and 15.
- SOUTHERN BAPTIST EDUCATION ASSOCIATION. Nashville, Tenn., Jan.

MARGARET F. RYAN

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Germany's Changing Education

DURING this last summer I was in Germany for 12 weeks in an official capacity, gathering data on education. The opportunity to study the educational system of Germany at this time when it is undergoing radical change, was of particular value. Twelve weeks, however, was all too short for anything but a mere glimpse at a few of the many phases of education which it would have been worth while to study in more detail.

The chief feature of the present period of educational transition in Germany is the attempt to unify the country educationally in line with the political unity. Previous to the creation on May 1, 1934, of the Reich Ministry of Science, Education, and Public Instruction, and the appointment of Doctor Rust, Minister of Education of Prussia, to the double office of Reich and Prussian Minister of Science, Education, and Public Instruction, each of the states of Germany had a separate and independent educational system under the direction of its own ministry of education. After May 1, 1934, this autonomy was lost. The state ministries still exist, but instead of acting as independent units, they are subordinate to and cooperate with the Reich Ministry at Berlin. The aim also is to simplify the educational system. In secondary education alone there are said to be at present about 54 different types of schools. The object is to reduce this number through change and combination to comparatively few types.

In its reform, the avowed policy of the educational administration is to move slowly along evolutionary rather than revolutionary lines. Thus actual contact with the educational system of Germany a year and a month after the significant decree of May 1, 1934, revealed change expressed more in spirit than in the actuality of classroom procedure. In fact the provisional course of study (Richtlinien) approved May 23, 1935, planned to provide for girls in large numbers the training considered necessary for their careers as future wives and mothers, had just been published in *Deutsche Wissenschaft, Erziehung und Volksbildung*, the official organ of the Reich Ministry of Education. This was the first regulation under the new

Alina M. Lindegren, Office of Education Specialist in Western European Education, Reports on 12 Weeks' Study and Travel in the Reich

regime to provide a course of study for any type of training on secondary school levels. It was to go into effect immediately. After a year of operation reports as to how it has worked out are to be called for and further procedure determined.

The regulation is applicable to the entire Reich. It provides for a 1- and a 3-year *Frauenschule* (school for girls or women) open to pupils who have maturity for upper class II (*Obersekunda*), that is, pupils who have completed about 10 years of organized school training.

One who has a certificate from the 3-year *Frauenschule* after 1937, will be qualified for admission to institutions on the level of those offering training for kindergarten and elementary teachers, but not for admission to a university. Attendance at a 1-year *Frauenschule* is equivalent to attendance of upper class II of the 3-year school. The provisional curricula for these schools are given in the accompanying table.

Among decrees in the field of higher education may be mentioned that of April 1, 1935, which made the rector the



Picturesque entrance to the grounds of the University at Bonn, Germany.

CHANGES

By a 4-3 vote, Michigan's Supreme Court untangled the State superintendency legal knot and installed Eugene B. Elliott, former research director.

James H. Richmond has resigned as Kentucky State superintendent to accept the presidency of Murray State Teachers College. Successor not yet named.

MODERNISM

Ansonia, Conn., has accepted plans for a new school designed by one of the most modern of modern architects, according to News Week.

In the Libraries

New Guide:

While much has been written about the desirability of more effective use of library facilities by students of education, nobody has outlined the methods of such usage and the student has been left to fumble through reference books and other library tools on the chance that he may sometime, somewhere, find the information he wants. Dr. Carter Alexander, of Teachers College, Columbia University, is the author of a book entitled "How to Locate Educational Information and data", which deals with this problem in a concise and authoritative manner. Beginning with a discussion of the educator's needs for library materials, the book is divided into two main sections: (1) General library sources and techniques; (2) special library sources and techniques. The first includes general subjects, as note taking, mechanical work of making a bibliography, library reading, and three exhaustive chapters on Government documents, United States Office of Education publications, and National Education Association publications. The second section deals with the location of specific information needed by the teacher or student of education. Accompanying the text is a book of exercises which may be used by a class or by a student to promote practical library resourcefulness.

This book fulfills a need for a textbook on methods and procedure in library usage, and it may also serve as a guide to the librarian in enabling her to procure the materials that will be needed by the student of education.

Vermont Experiment:

That the regional plan of library extension is one excellent solution of the

[Continued on page 103]

Subjects of instruction	Number of hours per week:		
	OII (upper class II) ¹	UI (lower class I)	OI (upper class I)
I. Cultural subjects:			
Religion.....	1	1	1
History.....	3	3	3
German.....	4	4	4
Music.....	2	2	2
Drawing.....	2	2	2
II. Home economics subjects:			
1. Theoretical subjects:			
Biology.....	2	2	1
Chemistry.....	1	2	1
Physics.....	1	1	2
Geography.....	1	1	2
Mathematics and bookkeeping.....	2	2	2
2. Practical subjects:			
Cooking, housework, and gardening.....	5	5	5
Needle work.....	4	3	3
3. Nursing subjects:			
Study of nursing.....	1	1	1
Service (infant home, kindergarten, family).....	2	2	2
III. Physical education:			
Hygiene and dietetics.....	1	1	1
Physical training, gymnastics, sport.....	2	2	2
IV. English.....	2	2	2
Total.....	35	35	35

¹ Also 1-year school.

Führer of his university. As such he is appointed by the Reichsminister of Education and is responsible to him alone. The decree provides further that the teaching staff of the university and the student body shall each be under a leader responsible to the rector and appointed by the Reichsminister on the recommendation of the rector after consultation with the Gauführer of the National Socialist University Teachers Association and the Gauführer of the National Socialist Student Association, respectively.

Beginning with the current semester, admission to a university in Germany is dependent on evidence of having completed 6 months of work service (Arbeitsdienst) in addition to possessing a certificate of maturity. Except for 7 of the larger universities and 3 of the larger technical colleges, which by the decree of March 20, 1935, have a limited maximum attendance, students are free this semester to select any university they wish to attend.

Unification in higher education has been furthered also, within the last year, by the provision for a plan of study in law, by decree of January 18; in economics, by decree of May 2; in journalism, by decree of April 30; and in agriculture, by decree of June 18.

We have been considering so far some of the new phases of the period of transition. It may be well to mention also a few characteristics which, in the main, have their origin in the past.

About the only examinations offered regularly by the universities of Germany are those prescribed by the promotion regulations of the various faculties.

There is an exception to this, however, in the case of students who desire exemption or reduction of fees. They must show the quality of their work during the preceding semester through a diligence examination (Fleiss Prüfung).

Closely allied to the absence of regular examinations is the German conception of academic freedom, according to which the student has been practically free to prepare for his degree examination where and how he pleased, provided he registered and paid the required fees for the required number of semesters. Beyond these restrictions, he has been free to select any subjects he wished, and to attend or absent himself from class, except in the case of courses with required seminars and practicums.

With a residence requirement for a degree of generally not more than 1 year, the German student has enjoyed almost unlimited freedom in moving about from one university to another, not only in the selection of courses he wished to include in his training, but also in the selection of professors under whose guidance he wished to study.

All universities in Germany have an Office for Foreign Students (Akademische Auslandsstelle) whose main function is to advise and assist foreign students in every way practicable, including that of trying to help them in getting acquainted with German students.

A number of universities, such as those of Berlin, Leipzig, Tübingen, and Cologne, have also an Academic Information Office (Akademische Auskunftsamt) to which students may go for advice concerning academic questions and problems of vocational guidance.

For Exceptional Children

SYMPATHIES of thousands of citizens go out to children who vary from normal, children who are handicapped, or are otherwise exceptional. There are eight different groups of these children who need the helping hand of special attention: (1) The blind and the partially seeing, (2) the deaf and the hard of hearing, (3) the crippled, (4) the speech defectives, (5) delicate children, (6) mentally deficient, (7) mentally gifted, and (8) children who present serious problems of behavior.

How can we give these exceptional children a fair opportunity to make something of their lives? Warm-hearted, generous-minded citizens seeking an answer to this question are turning more and more to their State governments. During the past 20 years the tendency for States to assume responsibility has become a significant trend in education.

With the leadership and assistance of the State many local communities are able to make progress that they could not achieve alone. Especially is this true when progress demands extra facilities and hence extra money for a particular group or class. It costs more to educate properly a physically or mentally handicapped child than it costs to educate a normal child because special equipment must be bought and classes must be smaller than average. At least we have not yet found a way to manage the problem satisfactorily without making the working groups comparatively small. Moreover, teachers must be specially trained and adequate supervision should be available. Yet all of this is merely an adaptation of the principle of providing for individual differences. It is the privilege of the State to encourage local communities to make such provision by taking the necessary steps in that direction itself.

Previous to the year 1915 laws had been placed upon the statute books of a number of States designed to promote the social and physical welfare of handicapped children. Even special educational opportunities had been encouraged. But no State had at that time an organized bureau within its State department

* This is the first of three articles dealing with education of exceptional children.

Elise H. Martens, Specialist in Education of Exceptional Children, Tells How States Have Organized to Meet the Needs of These Children During the Past Twenty Years*

of public instruction, the specific function of which was to develop and to supervise a State-wide educational program for exceptional children. There were State supervisors of elementary schools, of high schools, of rural schools, of teacher training and certification, and of numerous other activities, but there was not one State supervisor of special schools and classes for exceptional children. Neither was there in this year any State supervisor of educational measurements and research. It is interesting to note that these two fields of work have grown

DETAILED data on topics mentioned in this article may be found in Office of Education Pamphlet No. 42, "Organization for Exceptional Children Within State Departments of Education", and in a series of mimeographed circulars prepared as supplements to this pamphlet. Order Pamphlet No. 42 from the Superintendent of Documents, Washington, D. C., price 5 cents.

up simultaneously—naturally so, because provision for the individual differences of exceptional children presupposes measurement and diagnosis of those differences.

By 1920, however, we find supervision of both special education and educational measurements included in the functions of at least three State departments of education. By 1923 the number had grown to 6, and by 1935, 13 States had answered to the need of supervision for exceptional children, while a number of others had gone part of the way by installing services in tests and measurements. The 13 States in which the State education department has now definitely assumed responsibility for the supervision of at least certain types of special schools and classes through the

establishment of a bureau or division of special education, with one or more specialists in charge, are: California, Connecticut, Delaware, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, New York, Ohio, Pennsylvania, Wisconsin, and Wyoming.

Space does not permit the discussion of the various types of organization that exist in these States for the performance of approximately the same functions. Nor is it necessary to detail the specific duties of each division so organized. Illustrative comments regarding a few States will suffice. In Delaware, for example, the director of the division of special education and mental hygiene is a highly qualified specialist serving all eight groups of exceptional children in the State. He also serves as immediate director of the work for Wilmington. In Pennsylvania the director of special education, educationally and psychologically trained, has one assistant, who gives particular attention to the problems of mentally retarded children. In this State, too, all eight groups of exceptional children are considered. In Ohio the director of special classes has several assistants: A progressive program is under way, but its State-wide applications are limited to work for the blind and partially seeing, deaf and hard of hearing, crippled, and cardiac cases. Finally, in Wisconsin the State supervisory program for exceptional children is divided among three persons, the first of whom gives attention to crippled children, the second to children who have defects of sight, hearing, or speech, and the third to mentally retarded children.

The important point to be considered with regard to the development of these and other State programs is that within a period of fewer than 20 years, 13 States have undertaken to place the education of exceptional children on a firm foundation through official designation of per-

[Continued on page 92]

Schools Point the Way

OPPORTUNITY for part-time school attendance for those of so-called "postschool age" is not only practical, feasible, and desirable, but must be offered as a public service necessary to evolve the best qualities of our people for the best type of citizenship. The civic indifference of a heretofore educationally neglected tremendous proportion of our population constitutes the answer to our present defective social status. That something has been woefully lacking is quite obvious. It is perhaps not generally realized, however, that our shortcomings are attributable to the inadequacies of our schools. The conclusion is just beginning to be accepted that there is a definite connection between the pitiable floundering of a great nation in a sea of economic turmoil and the deficient functioning of our schools in an equally turbulent sea of traditional education.

Neither the youth who receives a permit for his first employment nor the graduate of a higher institution of learning can be considered to have absorbed sufficiently in the way of learning how to draw conclusions, how to do things, how to meet his many problems, to last him through even a short period of his life. Nor can the school complacently consider its duty fulfilled so long as there is a single mental or physical need unsupplied to a single individual; so long as there is a single unexplored niche in the area of living souls; so long as he seeks in vain for an answer to a problem; so long as there is a hope unfulfilled, a destination toward which he knows not the route.

America must adopt the perpetual process of searching and learning the truth through part-time education in its several branches—adult education as a continuation in the usual courses; workers' education (as distinguished from adult education), offering an insight into the workers' everyday difficulties and the manner of dealing with them; vocational education, with its several departments of guidance, trade finding opportunities, apprenticeship training, trade extension courses, etc. In addition, cultural courses must be offered as an essential to full life, to neutralize and gratify those labors which, without them, become offensive toil.

Henry Ohl, Jr., New Member of the Federal Board for Vocational Education, Says America's Debt to Youth and Adults Can Be Liquidated Through Education

It is not honest to offer youth, at any particular period or age, a mental picture of a world unmovable, unalterable, and keep them unaware of the inevitable rapid and constant changes in its customs. The community, the State and the Nation must assume the responsibility of creating opportunities where they are now lacking so that the whole realm of human wants and desires shall be embraced in the field of education.

Vocational education is destined to play a large role in the development of this kind of an America. Better technicians and craftsmen of a higher order will be required in the future. Apprenticeship is at once a problem of the school and of industry. Real apprenticeship is never a feeder for a cheap labor market. Trade extension likewise must not be confused with the fallacious and harmful short-course classes for the tradeless, so often suggested in planning vocational education and unfortunately too often practiced.

Vocational education is a special service for the reclamation of neglected youth and

adult. As a special service it demands special administration and specially trained instructors in the vocations. A splendid beginning has been made to bring to the workers of our Nation opportunities so broad that the present army of victims of smothered talents and stunted genius should soon be but a dismal recollection.

While full use has not been made of the possibilities of Federal, State, and municipal cooperation in this field, every State can build advantageously on the solid foundation laid by the Federal Government at the behest of the pioneers who visioned glowing results when they advocated the passage of the Smith-Hughes Act nearly two decades ago. America's debt to the youth of our land, reaching into adulthood, can be liquidated largely through part-time education, by guiding the Nation's potential workers into an era of opportunity and thus toward a greatly democratized and really free America.



Henry Ohl, Jr.

★ Vocational Guidance

H. D. KITSON, Professor of Education, Teachers College, Columbia University, who is chairman of a committee to cooperate with the National Advisory Council on Radio in Education, announces a special series of vocational guidance radio programs being broadcast each Friday, 2:30 to 2:45 p. m., E. S. T., over the Columbia Broadcasting System. As a feature of the American School of the Air, the programs take the form of dramatic skits, each one dealing with some particular problem of vocational life or one occupational field. Lesson plans for these broadcasts or teachers' manuals describing the entire curriculum of the American School of the Air will be sent to teachers addressing their requests to the American School of the Air, 485 Madison Avenue, New York City.

SCHOOL LIFE

VOL. 21



NO. 4

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DECEMBER 1935

FUTURES IN EDUCATION

If students could be as excited over biology as they are over basket ball! If they could throw as much energy into physics as they do into football! If only music and mathematics had half the lure of the movies!

Thus runs the teacher's prayer; the parent's unfulfilled wish.

Elsewhere in this issue we present one answer to the teacher's prayer and parent's wish. We present a young school organization which gears the boundless energies of youth to the task of learning. It channels the "gang" impulse to service to the community. It commands the confidence and enthusiasm of parents. It couples learning with earning seasoned with thrift so that its products graduate from high school with something in their pockets as well as their heads. This remarkable organization is the F. F. A.; the Future Farmers of America, sponsored by the Agricultural Education Service of the Office of Education.

To those in secondary education who are occasionally stricken with despair and doubts I commend a study of the

F. F. A. Perhaps this is the touchstone you have been searching for to make high school a broad, inviting stairway instead of an island in American life. Educators in other branches of learning already have their eyes on the F. F. A. At Chicago this month the American Vocational Association approved plans for a comparable organization in the trade and industrial field. It will be called "Future Craftsmen of America." At least five States have organized chapters of the Future Homemakers of America. Perhaps these three associations forecast a future trend in American education. Perhaps educators will have the ingenuity to make education as exciting as athletics.

TO DR. BAYLOR

Hundreds of letters have been pouring into the Office of Education with testimonials of affection and appreciation for Dr. Adelaide Steele Baylor, who, on October 31, retired after 17 years' service as leader in the vocational program in homemaking education. These letters have come from home economics supervisors, teacher trainers, heads of home economics departments, and teachers in colleges and universities, from State and city superintendents of schools, from deans and college teachers of education, and from former students and coworkers representing all types of vocations. Each letter speaks in its characteristic way of the esteem in which she is held, of her record of signal achievement, her public service to educators, her wise guidance, her democratic attitude, her friendly counsel, and her inspiration for further achievement.

Dr. Baylor made a host of friends in her years as teacher of elementary and high-school work, high-school principal, superintendent of schools, State supervisor of home economics, and Federal agent for home economics in the southern and central regions for 5 years. From this latter position she was promoted to Chief of the Home Economics Education Service of what is now the Vocational Division of the Office of Education, United States Department of the Interior.

Many organizations have recognized her leadership by electing her to honorary membership and to offices of responsibility. She is the first woman to be accorded the honor of being presented with a life membership in the American Vocational Association. The two honorary home economics professional fraternities, Phi Upsilon Omicron and Omicron Mu, have conferred national membership upon her. The high-school library in Wabash, Ind., has been named

for her. She has served as president of the National Council of Administrative Women in Education, of the elementary section of the National Education Association, and of the Indiana branch of the American Association of University Women; as secretary of the National Council of education of the National Education Association, and as national chairman of homemaking in the National Congress of Parents and Teachers.

People who have an opportunity to know Dr. Baylor personally and professionally invariably come to think of her as a warm friend, deeply interested in their welfare. They value her sense of justice, her loyalty to a cause, to her coworkers, and to her friends.

Although it was with deep regret that her resignation was accepted, Dr. Baylor's associates in the Office of Education are glad that she is free to continue her wide contacts in education and professional organizations, and to devote her energies to writing and lecturing on homemaking and general education problems.

DR. J. C. WRIGHT,
Assistant Commissioner for
Vocational Education.

EDITOR'S NOTE: Miss Baylor died on December 18.

Her passing is a great loss to American education.

EDUCATION'S GIFT

How appropriate it is that the yuletide season brings one year to a close, and inaugurates another. What a sincere satisfaction one derives from bringing happiness to others, through giving, as one year fades out and another looms on the horizon.

One gift, however, is not confined to the few waning days of Father Time's old year—not peculiar to any one season of any one year. This gift is one that is offered and accepted every day of every year, a gift that marks the difference between life and death, poverty and riches, knowledge and ignorance, happiness and unhappiness. It is a gift ages old, priceless, everlasting—education's gift.

All of us are the recipients and beneficiaries of education's gift. This Christmas-tide let all who are responsible for or indebted to education's gift regard our responsibility for the education of others with a more genuine interest and sincerity than we have ever before manifested. Let us realize more fully the importance of education's gift in the days ahead. Let us all enjoy more completely from now on the satisfaction that comes only from giving education's greatest gift, education itself.

Freedom of Thought and Instruction



★ THE LAST decade has revealed a tidal wave of anti-democratic movements throughout the world. Claiming that the principles of democracy are impracticable for our

highly complex machine age, dictators have marched to power. With religious fervor, their adherents prophesy the ultimate downfall of self-government, and the triumph of the doctrines of the totalitarian state.

Whereas, once we claimed that peoples exploited by Old World despotisms would eventually turn to democracy, the Napoleonic voices abroad now boast that people who are unsuccessful in ruling themselves will gladly turn from liberty to the promise of dictated security and efficiency. Only a few years ago it seemed that our claims were to be quickly and completely vindicated, and that democracy had triumphed as the predominant form of social and political life in the world. Germany, Austria, Hungary, and the new post-war countries came into the orbit of democracy. Even China patterned its revolution after ours, and many of its new institutions were modeled according to our example. But now, democracy is definitely being challenged. The next decade may determine whether democracy will survive.

Fortunately for us, we are experiencing a new awakening, a new social consciousness, and a new expression of popular concern for democratic processes. There is no doubt that the constructive forces in America are now devoted to a serious attack upon the problems of the new industrialism to be built within the framework of self-government. But there are also repercussions from that tidal wave abroad. Even here in our country a certain amount of distrust of the democratic way is being expressed.

Overseas

But again, fortunately for us, the experimentations, to test the modern appli-

Our Educational System Must Be Safeguarded from Suppression and Censorship, Says J. W. Studebaker, United States Commissioner of Education

cations of the principles of absolutism, are being made overseas where we may witness the practical results and contrast them with our own attempts to adjust our social system to this baffling machine age. Already we may see the outcomes of dictatorship: Steadily declining standards of living; persecution of all dissenters; suppression and censorship of speech, assembly, and the press; the crushing of women's rights; the burning of books; the repudiation of scholarship; the emasculation of education; the limitation of educational opportunities; and finally the destruction of youth in imperialist war.

You may say, "What has this to do with the question: Should Educational Organizations Safeguard Freedom of Thought and Instruction in American Schools?" My answer is this: It should be the primary concern of our professional educational organizations to safeguard our educational system from the straight-jacketing influence of these alien doctrines of suppression and censorship.

One of the major characteristics of modern dictatorships is the imposition of iron-clad control over education. They aim to prevent both youth and adults from hearing about, reading about, or discussing other governments. They suppress all inquiry of the criticisms of their regimes on the ground that such consideration is seditious, that all critics are disloyal, and that the acts of the government are not properly subject to investigation or analysis. To youth, the modern Caesars say, "Yours is not to question why, yours is but to do and die." To the world, they say, "People believe what they are told, and we propose to tell them." Education consists purely of learning what the rulers dictate to be truth. Patriotism consists of believing implicitly, and following unquestioningly.

Some few among us, apparently unfamiliar with the parenthood of their proposals, are seeking to interfere with the democratic process of free inquiry,

which has always been basic to our system of education, by imposing restrictions and taboos, borrowed directly from the repressive systems of dictatorial regimentation abroad.

This high calling

As professional organizations, we must state our faith plainly and defend not only our profession but *democracy itself* by insisting on freedom of thought and freedom of instruction.

I think it highly proper that I should state, as one who has been active in school administration for more than 20 years, that I know of no other body of citizens in public or private service more devoted to the principles of democracy, and more conscientious in the discharge of their duties and responsibilities than teachers. Out of a million teachers in our schools there may be a few, unfaithful to this high calling, who use their positions to plead for principles contrary to our ideals of freedom, self-government, equality of opportunity, and justice for all. I have not met them. We who live in the educational world certainly can testify that the number of such teachers is infinitesimal.

If any criticism properly may be leveled against a few in our profession whose purposes are pernicious or whose methods are undemocratic, it is not because the schools have encouraged teachers to "preach" or "advocate" social doctrines in the classroom. On the contrary, the criticism might more legitimately be made that in the caution which has been exercised to avoid the pitfalls of propaganda, we have neglected to provide adequate opportunities for students to come to grips with the important social and economic issues of the day. We have failed to contribute the degree of social understanding which our people must have to enable them to preserve and improve democracy.

The founding fathers of American education made it abundantly clear that the primary purpose of free public educa-

tion in a democracy should be to prepare youth for intelligent and independent exercise of citizenship. They saw that the improvement of personal competency and culture was second in importance in a scheme of education for stable self-government.

We are charged with the stern responsibility of liberating the minds of youth, of giving them the mental agility with which to grapple with the inescapable perplexities of a swiftly moving social order. It is not our right as teachers to impose our personal beliefs, prejudices, biases, and philosophies. "Liberating" means to me that we must teach young people how to think clearly and precisely, to analyze, to criticize, to weigh evidence, to discover facts, to check conclusions, and to discuss. We cannot be content with fulfilling our negative obligation not to impose our own ideas. We must also fulfill the great positive obligation of leading youth, and adults too, in full, free, unrestricted investigation of the world in which we live and its many varied and conflicting ideas. We must be impartial and expert guides of learners in their ceaseless quest for knowledge and understanding. Nothing short of that can be honored with the term "education." Nothing short of that can make of our people the intellectually vigorous, discriminating, self-reliant, and self-respecting citizens which a sturdy democracy demands.

Stuffing

We have a long way to go in the scientific management of this unfolding process of discovery and learning, which we call education. We will do well in protecting the freedom of instruction to pay special attention to the problem of organizing our curriculum so that complex problems are opened up to the students when they are really prepared to cope with them intelligently. One reason why we have forced so much of the social studies subject matter into the early stages of the process is that we knew that for most people there would probably be little or no chance later to get a glimpse of such problems. This stuffing of the school curriculum will be rendered unnecessary in the future as we develop adult education to the point where the masses of American citizens expect to go on with the organized learning process throughout life.

Also, we have need of examining our techniques of teaching social studies in the secondary schools to see that the teaching is really training young minds for critical analysis, and not simply retailing information. The discussion method,

the guided research program, and the use of widely selected reading will contribute to assuring an unbiased presentation.

More than this, we need to arrive at a clear view of what we as educators mean by academic freedom and by that little word "teach", and to make our position understood by the citizens in our communities. The assumption is so frequently made in this whole discussion of freedom of instruction that the word "teach" is synonymous with the word "indoctrinate" and "advocate." Therefore, it must be made clear, somehow, that true teaching seeks to produce an understanding of ideas, principles, and theories, leaving the individual free to choose for himself.

What people seem to fear, when they, perhaps unwittingly, subscribe to alien and undemocratic proposals to interfere with freedom of instruction, is that teachers will use their positions to "preach" and advocate social philosophies necessarily included in certain courses. For this reason it is highly important that we make it crystal clear by our classroom deeds as well as by our professional pronouncements, that when we seek the right to teach and the inalienable and essential American right of the learner to learn, we are not asking for the right to "preach" or "advocate."

Four freedoms

At the same time, we must make it clear that, having avoided the role of the propagandist, we are not responsible if students accept unpopular ideas as a result of discovering them in this process of free inquiry. The only way to be sure that students will not accept ideas contrary to the accepted ones, is to go the whole way as in the case of foreign dictatorships, and impose strict censorship to prevent the expression of these opposing ideas by speech or printed word. And even then as the history of autocracy so clearly reveals, such ideas are circulated by an underground movement, which in itself vests them with particular interest for youth.

In reality, when we ask for freedom of thought and instruction for the American schools for so-called "academic freedom," we are not asking for something for ourselves but for the students and for the preservation of American democracy. Freedom of speech, of press, of assembly, and of teaching, go hand in hand. These freedoms are not primarily for the protection of the individual rights of speakers, or publishers, or organizers of meetings, or of teachers. They are fundamental to democracy because they pro-

tect the masses of people in their essential right to hear, to read, to assemble and discuss, and to learn. Once any one of these freedoms is successfully suppressed, we are in danger of losing all of them. We are thereby put on the road toward an authoritarian society, in which the people may be regimented by control over and restriction of the opportunities to get at the alternatives from which they may choose. It is as much the function of citizenship to reject proposals as to accept them. Therefore, it must be a fundamental right in a democracy that people have free access to knowledge about any and all proposals in order that they may be intelligent in their rejections as well as in their acceptances.

If we fear that people who are free to hear and discuss every idea, plan, or proposal, will choose the wrong idea, a bad plan, or a vicious proposal, the only answer to that fear must be some kind of authoritarian dictation permitting the consideration of certain ideas, and prohibiting the mention or discussion of others.

Certain European countries have finally come to that system of censorship. If our profession believes in democracy it must do its part in safeguarding our schools from the beginnings of dictatorship. To me, that means vigorous and united effort on the part of teachers and patriotic American citizens, not only to thwart specific threats to academic freedom but to improve our educational personnel, our techniques, and our whole program of education, so that we may more adequately and competently meet the heavy demands which democracy makes upon its citizens for intelligent action.

C. C. C.

[Continued from page 93]

agencies concerned, to study ways and means for improving instruction on C. C. C. work projects. The ultimate objective is to develop better teachers on the work project and a fuller job analysis. Lists of jobs common to the camps will be studied, and outlines of fundamental principles involved will be prepared for distribution to the camp personnel. Special emphasis will be laid on systematically organized information.

To effect the desired results from C. C. C. opportunities, all of us interested in the enrollee's welfare, should become fully conscious of the many potentialities that lie about us and the responsibilities involved in making proper use of them.

Education in Other Government Agencies



Reconstruction Finance Corporation

RECONSTRUCTION Finance Corporation's Circular No. 20 supplies information for prospective applicants for loans under the provisions of Public, No. 325, Seventy-fourth Congress. This act, approved August 24, 1935, relates to the refinancing of indebtedness incurred in connection with public schools. Circular No. 20, available from the Office of Education or the Reconstruction Finance Corporation, Washington, D. C., reprints the act as passed by Congress, which authorizes the R. F. C. "to make loans in an aggregate amount not exceeding \$10,000,000 to or for the benefit of tax-supported public-school districts or other similar public-school authorities in charge of public schools, for the purpose of enabling such applicants to refinance their outstanding indebtedness and for certain other purposes. The circular explains in detail how loans must be applied for, by whom, and for what purposes.

National Resources Committee

"The United States can look forward to having a stable population in 25 years, with twice as many of its citizens over 60 years of age as there are now, and with age gaining an ascendancy over youth in business and Government, if present trends continue." This is the conclusion of the National Resources Committee based on recent population studies made in 21 States by State planning boards and the Scripps Foundation for Research in Population Problems.

Some of the conclusions in this survey are as follows: "During the next 25 years the proportion of the population over 60 years of age will be approximately doubled; that the number of young people under 20 years will decrease in about the same amount as those over 60 will increase; that the demand for primary education facilities will decrease while that for continuing adult education will increase."

While the conclusions of these population studies are so general that their specific implications for education in the

near future cannot be shown, the fact that we are entering a period of stable population with the social changes that such a condition brings should make the inclusion of population studies of much greater importance in educational planning of the future than it has been in the past. As long as the administration of schools remains largely a local problem, however, population studies on a State basis will not throw light on school problems in the local district. If the movement to finance education to a large extent from State funds continues as it has developed in the past few years, on the other hand, State population data will have meaning for State appropriations for education.

With respect to school buildings, a possible decline in the numbers of persons enrolled in elementary education and an increase in those in adult education may call for a different type of school building. The most important conclusion from these studies is that the educational planner may be population conscious in the next few years.

Indian Education

Teachers in Indian schools will be interested in "Trachoma, Some Facts About the Disease and Some Suggestions for Trachoma Sufferers," by Paul Mossman, surgeon of the United States Public Health Service. A copy may be had for 5 cents from the Superintendent of Documents, Washington, D. C. Ask for Reprint 1429 from Public Health Reports.

Eagle Dance is the legend for the picture on this page showing eagle dancers



from the Jemez School, aged 2½ to 8 years, as well as the name of the following poem by a second-grade pupil from the Taos School:

*I made this picture of the eagle dance.
Two men dance this dance.
They try to look like the eagle.
They put feathers on their arms.
That is for the wings.
They put feathers on the back of the skirt.
That is for the tail.
Four or five men beat drums.
The two men dance to drum music.*

Both the picture and the poem appeared in a special children's number of *Indians at Work*.

Health teaching is becoming a real part of every Indian school curriculum, and both children and youths are courageously displaying an eagerness to grasp the opportunity offered them, according to Sally Lucas Jean.

One method found successful in safeguarding the health of children attending Indian boarding schools, writes Miss Jean, is a faculty health committee in which the school principal, the doctor, nurse, physical educator, nutritionist, science teacher, and boys' and girls' advisors participate. A coordinator is selected from the group to insure the application of the various available services with the view of promoting the health of each individual child through the informed interested cooperation of all who come into contact with him.

Probably the most fascinating school activities provided for Indian boys are those requiring the use of hammer, nails, and saws, writes Miss Rose K. Brandt, supervisor of elementary education, Indian Service, in a recent issue of *Indians at Work*. In order that they may develop early one of the important physical skills and to satisfy this urge to create something with their own hands, the children are provided with simple woodworking materials in the classroom during their very first year in school. Their earliest efforts at construction are on the play level and generally yield crude toys cut with a coping saw from thin softwood.

For Exceptional Children

[Continued from page 86]

sonnel to supervise the program. It is to be hoped that in the years to come other States will follow the lead of these original 13 States of the "union for exceptional children" until, like the political Union, it too shall comprise 48 different States and additional Territories.

Adequate provision for a specific responsibility involves more, however, than merely assigning someone to the job. It means finding the right person to do the job. Progressive State leaders have realized three important items relative to the task of supervising work done for exceptional children:

First, that the beneficiaries of the program are children, most of them of elementary or junior high school age.

Second, that the person in charge should therefore be trained first of all in elementary educational methods and next in the adjustment of those methods to the needs of exceptional children; and

Third, that the program is an all-round educational one and not primarily a program in welfare or health or even in any particular phase of education, such as vocational training.

Health and welfare may contribute to the program, but they do not constitute the whole program. Vocational training or rehabilitation may be an element in the program for adolescents, but it is not the whole program, nor does it enter the picture at all in childhood. The school's job is to educate from the kindergarten up, and education is greater than any of its parts or any of its contributing elements. It is a process designed to help the individual to make satisfactory adjustment to every life experience.

In the light of such reasoning as this, it is recognized by experts in the field that if money is lacking to employ an additional specialist on the State educational staff the general elementary supervisor is the person closest to the problem and is the one who should carry the responsibility for the education of exceptional children until a special supervisor can be secured. In a few States some excellent work has been done on this basis. In most cases, however, the supervisor of elementary schools, as well as every other regularly appointed supervisor, is already so overburdened with work that no comprehensive program in special education can be expected until a specially trained and experienced full-time official is charged with its development.

Recognizing this fact, State school administrators in most of the 13 States in which the program has been organized

have been careful to place it upon a truly educational basis, with a person at the helm who has had training and experience in the education of children, and additional training and experience in the education of exceptional children. If the progress made in these States will be

used elsewhere as a guide in planning the organization of a State program, the future holds much of promise for the development of a service that will bring to exceptional children everywhere their birthright of an education suited to their needs.

Forums to the Fore

So They Got Started—

"In the fall of 1934 the city school system (Ann Arbor) sponsored a conference on community leadership, one section of which dealt with adult education. The concrete plans for a community forum crystallized out of this meeting." This is a brief statement of the beginnings of a community forum in Ann Arbor, Mich., as described in a fascinating paper submitted to the Office of Education by Edgar G. Johnston, chairman.

He further explains: "The Council of Social Agencies, through its committee on education, took the initiative and called a meeting of those interested to discuss the feasibility of a community forum for Ann Arbor. In addition to the Council, the Adult Education Department of the city schools, the School of Education, and the Bureau of Alumni Relations of the University, the Trades and Labor Council, and the city Library were represented in the organization committee."

"It was made clear * * * that the function of the forum was solely that of promoting community enlightenment and that it represented the point of view of no particular community group or interest."

The Ann Arbor Community Forum was crowned with success from the beginning, presenting a short program of free open-forum discussions in 1934. It now begins its second season.

Pamphlet on Public Affairs Forums

A 75-page pamphlet dealing with public-affairs forum as the means for educating for democracy is about ready for distribution. It describes the techniques for managing and organizing forums, and makes many helpful suggestions to forum leaders and those interested in starting public-discussion programs. Attention is also given to the problem of meeting the modern demands of democracy through organized adult education, the existing forum movement, the Des Moines plan and pro-

cedure, and ways of promoting a national application of the forum technique.

Survey of Forum Movement

The Office of Education is pushing as rapidly as possible a general survey of the forum movement in the United States. If the readers of this column know of any public forums in their communities, large or small, sponsored by the schools, churches, citizen's committees or other agencies, we will appreciate receiving the names and addresses. We hope to make this survey as comprehensive as possible, and therefore ask the cooperation of all the friends of the public-forum movement.

We Find Out:

From the thousands of letters received from school superintendents in response to the query asking for name of existing forums, we have discovered that literally scores of forums are being planned and established this year for the first time. These letters indicate an encouraging and rapid growth of interest in public forums. Here are a few of the places where new forums are being sponsored by the school systems:

Santa Cruz, Calif.; Edward J. Warren, Evening High School principal.
Medford, Mass.; J. Stevens Kadesch, superintendent of schools.
North Newry, Maine; R. E. Pomeroy, superintendent of schools.
Seattle, Wash.; Worth McClure, superintendent of schools.
Wauwatosa, Wis.; William T. Darling, superintendent of schools.
Mamaroneck and Larchmont, N. Y.; Albert E. Tuttle, principal Mamaroneck Senior High School.
Dunkirk, N. Y.; F. R. Darling, superintendent of schools.
Stratford, Conn.; F. Burton Cook, director of adult education.
Cape Charles, Va.; George J. Oliver, superintendent of Northampton Public Schools.
North Adams, Mass.; Grover C. Bowman, superintendent of schools.
Troy, Mo.; Florence Begeman, superintendent of schools.
Independence, Iowa; F. E. Mueller, superintendent of schools.

Job Training in the C. C. C.

★ TRAINING on the job has had a steady growth in the Civilian Conservation Corps. Increasingly is the camp personnel becoming aware of the importance of offering enrollees actual experience plus planned training in various lines of work.



Howard W. Oxley, Director, C. C. C. Camp Education, Points out the Many Ways in Which C. C. C. Camp Enrollees Can Be and Are Being Trained for Future Jobs

The following table will indicate the development that Civilian Conservation Corps job training has experienced during the past several months:

Instruction on the job

	February 1935	May 1935	October 1935
Enrollment	70, 405	100, 293	188, 783

Within the camp itself numerous opportunities have been found for training the enrollee in types of work which should better equip him for a future job. Take, for instance, the activities of the company headquarters. They provide a chance for the learning of filing, typewriting, stenography, accounting, and business administration.

In the work of the mess hall, enrollees can get first-hand experience in waiting tables, dishwashing, cooking, catering, baking, and mess management. In the infirmary, there are nursing, first aid, and medicine. In the supply and post exchange, there are clerking, stockkeeping, accounting, and purchasing. The job of the adviser is to assist in planning the instruction in order that the enrollee will receive the maximum of knowledge and training from this effort.

In considering the kinds of projects engaged in by the Civilian Conservation Corps, we note that certain camps offer special facilities for practical instruction due to the nature of work in which they are engaged.

In forestry camps there are excellent opportunities for training enrollees in the development of tree nurseries, transplanting trees, clearing brush and forests, lumbering, utilization of waste lands, conservation of forests, rodent control, building

fire trails and lanes, constructing telephone lines, building roads, bridges, and lookout trails.

In National and State park camps there is training to be had in landscaping, beautification of lakes and rivers, road and bridge construction, brick and stone masonry, house construction, building of water systems, playgrounds, and beaches, construction of golf courses, and surveying.

In soil conservation camps, enrollees have an excellent chance to acquire instruction in drainage, irrigation, river control, building of windbreaks, planting of shrubbery and trees, construction of dams, and the preservation of land.

Common problem

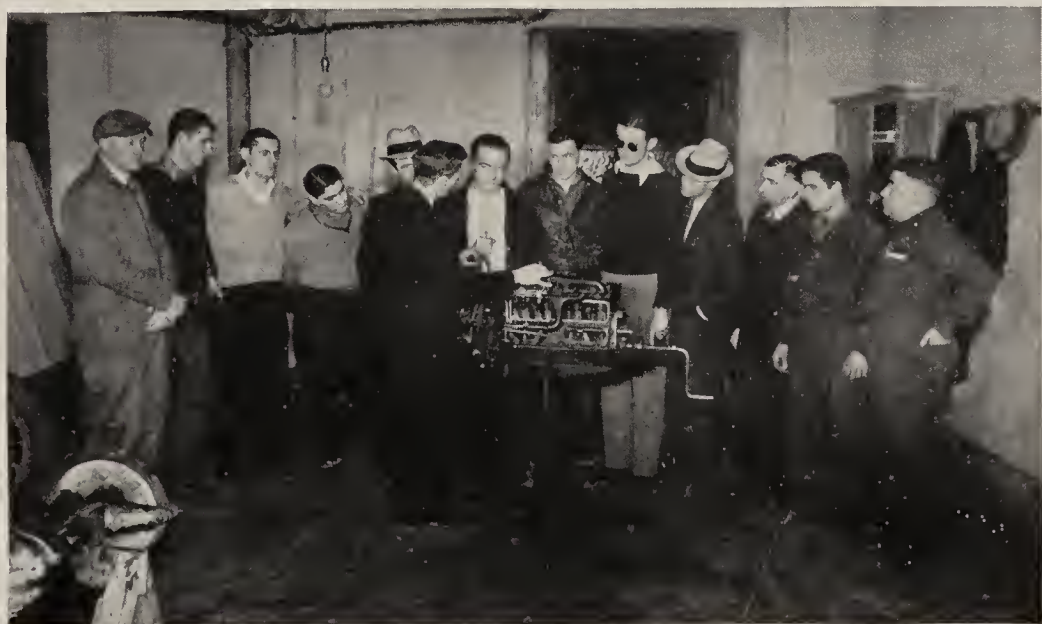
Since the camps offer such an excellent chance to train young men in definite lines of work, everyone connected with the C. C. C., and advisers in particular, are striving to make the camp experience just as useful as possible to those who pass through it. All enrollees have a common

problem—unemployment. Some of them are unemployed because they are unskilled. Others are gradually losing their skills due to a long period of unemployment. Still an additional number have never had a chance at a job at all, due to the depression.

The variety of jobs in the camp offers the enrollees an opportunity to test out their skills and aptitudes and ascertain the types of work for which they are best suited. They are encouraged to develop their capacities to the fullest degree. They learn a trade by actually engaging in one. Thus, by a process of first-hand experience the individual may determine whether he can best be a carpenter, a forester, a farmer, an electrician, a storekeeper, an engineer, or something else.

In order that the proper use may be made of the enrollee's experiences on camp jobs, the C. C. C. office of education and the technical services of the Government recently initiated a committee, composed of representatives from all C. C. C.

[Continued on page 90]



Latest reports show 188,000 C. C. C. camp enrollees getting instruction on the job, and 166,000 studying vocational courses of various kinds.

What Do You Mean—F. F. A.?

I AM 14 years old and like chickens. I intend to have a poultry farm of my own in a few years. Today I heard about the Future Farmers of America on the radio and I want to join. Please tell me all about the Future Farmers and where there is a chapter near me." So run the inquiries of hundreds of boys, true sons of the soil, whose direct and sincere letters reach the desk of the national executive secretary of the F. F. A. In the same mails come also letters from parents, business men, educators, and the heads of civic and commercial concerns asking for specific information regarding this national organization of boys studying vocational agriculture in public high schools which in 8 years has developed a membership of over 100,000.

How did such an organization come about? What are its purposes? Upon what type of foundation is it built? Why is it attracting so much attention? What are its possibilities? Good questions! Let's take a look at this largest of farm boy organizations and answer some of the queries for ourselves.

Since vocational agriculture courses were first established in public high schools in 1917 under provisions of the National Vocational Education Act, boys enrolled in these courses have felt a spirit of comradeship due to a common background of country life and desires with regard to farming as a vocation. It was natural, then, in certain localities, for them to be drawn together into groups—so-called "agricultural clubs." Such groups were largely social and recreational, but also included educational, self-improvement, and cooperative features as well. Under the guiding hand of enterprising teachers these undertakings marked the first expression of students of vocational agriculture to do things in an organized way.

Within a few years students tried out the idea of banding together into State organizations. This move established contacts between different localities, and widened the interests of groups. Between 1923 and 1928 a number of States formed State-wide organizations of vocational agricultural boys. While the names "Young Farmers", "Junior Farmers", "Future Farmers" and the like

W. A. Ross, Office of Education Specialist in Agricultural Education and Executive Secretary of the F. F. A., Answers the Question

were applied to these groups of vocational agriculture students as they developed in various sections of the country, the name "Future Farmers" seemed to be most popular. This was due, no doubt, to the pioneer work of the "Future Farmers of Virginia." In this State Henry Groseclose and his associates had developed an outstanding organization

with distinct purposes and with a splendid constitution and ceremonies. New Jersey, Tennessee, Arkansas, North Carolina, South Carolina, Oklahoma, Ohio, Utah, New York, California, Wyoming, and other States also did splendid work along this line.

By 1928 the time was ripe for a national organization of students of vocational agriculture. From the Western States came a proposal to build nationally upon the good work of Virginia and other pioneer States to launch the *Future Farmers of America*. So it came to pass. Under leadership of the staff of the Agricultural Education Service, cooperating with State supervisors of agricultural education, a temporary constitution and bylaws for the Future Farmers of America, patterned very closely after that of the Future Farmers of Virginia and similar organizations, was drafted during the summer of 1928. In November of that year the national organization of the Future Farmers of America was born at Kansas City, Mo.

The Future Farmers of America exists today because of a cooperative spirit and a desire on the part of farm boys, 14 to about 21 years of age, preparing for farming through vocational agriculture, to have a national organization of their own in which they could secure practical business experience, act as their own instructors, and enjoy the fellowship of one another.

The "F. F. A.," as the organization is commonly known, is composed of chartered State associations which, in turn, are made up of local chapters situated in schools having departments of vocational agriculture. The boys enrolled in such courses constitute its active membership but provision is also made for associate and honorary memberships. Membership is entirely voluntary.

How does a boy progress in the organization after he becomes a member? There are four grades or degrees of active membership—"Green Hand", "Future

Purposes of the Future Farmers of America

1. To develop competent, aggressive, rural, and agricultural leadership.
2. To strengthen the confidence of the farm boy in himself and his work.
3. To create more interest in the intelligent choice of farming occupations.
4. To create and nurture a love of country life.
5. To improve the rural home and its surroundings.
6. To encourage cooperative effort among students of vocational education in agriculture.
7. To promote thrift among students of vocational education in agriculture.
8. To promote and improve scholarship.
9. To encourage organized recreational activities among students of vocational agriculture.
10. To supplement the regular systematic instruction offered to students of vocational education in agriculture.
11. To advance the cause of vocational education in agriculture in the public schools of the United States and its possessions.



Newly elected officers of the F. F. A. for the coming year, with J. A. Linke, Chief of the Office of Educational Agricultural Education Service, on the left, and W. A. Ross, Executive Secretary of the F. F. A., lower right.



Above: A showing of F. F. A. exhibit and publicity material.



In Circle: W. A. Ross, Executive Secretary of the F. F. A., who broadcasts the F. F. A. program on the NBC Farm and Home Hour.



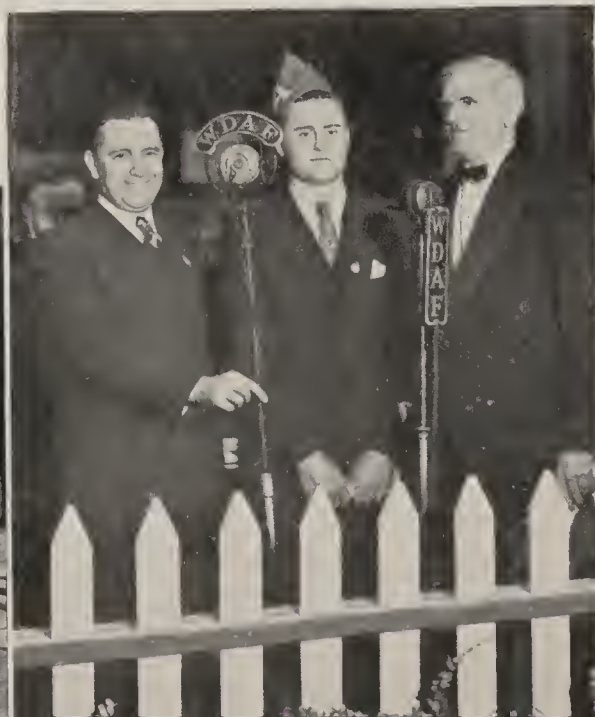
Champion steer over all breeds at the 1935 American Royal Livestock Show in Kansas City, fed and shown by Hale Thompson, Hatfield,



Above: F. F. A. Boys of the prize-winning Shawnee Mission Chapter, Merriam, Kans., which tested 150 cows regularly, using shop-made testing cabinet.

Below: Paul Leck, of Washington, Kans., Star American Farmer, with Hon. Oscar L. Chapman, Assistant Secretary of the Interior, left, and W. A. Cochel, Editor, Weekly Star of Kansas City, right.

They selected the Star Farmer this year. Left to right: John Finley, Associate Editor, New York Times; P. W. Litchfield, President, Goodyear Tire and Rubber Co., and W. I. Myer, Governor, Farm Credit Administration.



Below: Tennessee F. F. A. Camp covering 26 acres of land and valued at \$30,000.00.



Farmer", "State Farmer", and "American Farmer." These grades of membership are contingent on definite accomplishment in connection with the vocational agriculture program of the school. Local chapters determine the individual's advancement in the first two grades of membership; the State association awards the third degree, and the national organization awards the fourth degree. Specific levels of attainment with respect to farming, earnings, investments, leadership, and scholarship ability are set up for each degree.

Officers for each unit of the F. F. A.—local, State, and national—are elected annually. Each of these units meet at specified times. There are approved forms for conducting meetings and for passing members to the various degrees, *but there is no secrecy in connection with meetings or ceremonies anywhere.* In addition to the youthful national officers, constituting the National Board of Trustees, there is an adult National Advisory Council composed of 4 State supervisors of vocational agriculture, 1 from each of 4 administrative regions, and the Chief of the Agricultural Education Service, who, as national adviser, is chairman of the council. This Advisory Council cooperates with and serves in an advisory capacity to the national adviser on the administrative direction and guidance of the organization.

F. F. A.'s lifeblood is its program of work, the worth-while activities partici-

pated in by all members. These are set up annually by every chapter, State association, and the national organization. The items in a program of work are guideposts pointing the way. A program indicates the direction and course to follow in order to reach definite goals and there is a definite relationship among local, State, and national programs of work. All F. F. A. activities are boy-initiated and boy-directed. Results attained, therefore, are due to definite farmer-training objectives set up and carried out by the boys themselves.

The F. F. A. is an integral part of the program of vocational education in agriculture. It was and is designed to provide additional training opportunities for vocational boys who are progressing toward the goal of establishment in a farming business. Through F. F. A. activities the cooperative spirit is fostered, individual talent is discovered, and agricultural leadership developed. Here is a school of experience in the art of working together for a common good. Members have a splendid opportunity to learn how to deal effectively with themselves as well as with others. The organization embodies the fundamentals of a true democracy. Each member has voice in setting up policies and making rules and regulations by which he is governed. Each member also has individual responsibility resting on his shoulders, but teamwork is necessary to accomplish the larger undertakings.

An emblem, colors, and a creed? Yes, the boys have all these and other similar items important in organization life. Take a look at the emblem in blue and gold. It is significant to the last detail. Every paragraph of the F. F. A. creed expresses faith in the future and the last paragraph reads as follows:

I believe that rural America can and will hold true to the best traditions in our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

And so we begin to discover, one of one, foundation stones upon which the F. F. A. structure is built and upon which a superstructure may be carefully but safely reared in coming years. The important blocks in the Future Farmers by American foundation are: Leadership and character development, sportsmanship, cooperation, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

Study the product of an organization to determine its effectiveness. Is the F. F. A. actually training for rural and agricultural leadership? To answer this question one has only to review the records of outstanding members and other members who are making good as young farmer-leaders in their home communities. Thousands also have passed on into the ranks of the Grange, Farm Bureau, Farmers Union, and other agricultural organizations, there to accept and to fill creditably places of trust and responsibility while still in their youth. Go into local communities where F. F. A. chapters are located. Observe the interest and achievement of F. F. A. members in improving the communities in which they reside.

Something was added to the program of vocational education in agriculture when the F. F. A. came into existence. The boy's point of view on preparation for farming shifted considerably. He received a new interest in agriculture and a renewed enthusiasm for work that had not been there previously. There was new appeal and a challenge to bring out the very best within him.

At the recent National Convention held at Kansas City, Mo., during late October, some 4,000 "Future Farmer" members participated in the activities, sponsored by their own organization to develop qualities of leadership. The boys exhibited their farm animals, judged livestock, meat, dairy, milk, and poultry, conducted meetings, engaged in public speaking and parliamentary procedure contests, made radio appearances, supplied their own music and entertainment, and transacted fully twice as much business in open meeting as the average adult



The emblem is made up of five symbols:

The owl, the plow, and the rising sun, within the cross section of an ear of corn which is surmounted by the American eagle. Upon the face of the emblem appear also the words "Vocational Agriculture" and the letters "F. F. A." The owl is symbolic of wisdom and knowledge; the plow is the symbol of labor and tillage of the soil; the rising sun is emblematic of progress and the new day that will dawn when all farmers are the product of vocational agricultural schools, and have learned to cooperate; the cross section of an ear of corn is indicative of the national scope of the organization, as is also the American eagle. The emblem is protected by copyright.

group usually transacts. Some of their problems were knotty, but decisions were sound. This group even supplied its own 65-piece State F. F. A. Band from Texas. Kansas City welcomes these young fellows every year because they always conduct themselves as gentlemen. They win or lose with sportsmanship. They show growth of character and spirit in their contacts with both adults and boys of their own age.

Cooperation, group thinking, and productive action are portrayed best in F. F. A. chapter programs of work. This year most outstanding in the United States was the Shawnee Mission Chapter located at Merriam, Kans. With 62 active members, this chapter undertook as cooperative projects the landscaping and beautification of the school grounds, operation of electric incubators and electric hot bed, organization of a cow-testing association, publication of a chapter magazine, and the operation of a fruit and truck plot. Comparable records were shown in chapter reports from Live Oak, Calif., Little Valley, N. Y., Massanutten, Va., and 300 other chapters entering the national contest.

Last year an enviable record was turned in by the Toyack Chapter, of Roosevelt, Utah, the State which was declared high point winner for the 1935 State association award and home of Mont Kenney, who won the 1935 public-speaking contest. It takes "plenty" of member cooperation to win such recognition.

When it comes to thrift the F. F. A. is outstanding. It is self-supporting. Operating nationally on 10 cents a year member dues it has been in good financial shape from the very beginning. Bills are paid promptly and the treasury maintains a safety balance at all times. Many chapters operate thrift banks where systematic and regular saving are encouraged.

In reviewing applications for American farmer degree (for highest achievement) and chapter reports over a period of 8 years, I have been impressed with the quality of scholarship shown by F. F. A. members. When a boy belongs to an organization which stands for high scholarship and which demands reasonable scholarship to engage in competition it is conducive to better school records. Paul Leck, of Washington, Kans., crowned the "Star American Farmer" for 1935, had an enviable record including scholarship.

Now a word about recreation. Future Farmers not only work well together but they know how to provide organized recreation for themselves as well as others. Here again this organization of, by, and

for farm boys provides ample opportunity for games, sports, and other recreational activities appealing to the farm boy. Many State associations provide State-wide camps which combine recreation with leadership-training activities that reach into every chapter in the State. In Tennessee F. F. A. boys own and operate a \$30,000 camp. What an opportunity for business training as well as recreation.

During the summer of 1935, it was my good fortune to journey to the Hawaiian Islands. While there I visited all but two of the local chapters comprising the Hawaiian Association. It was an inspiration to meet face to face and talk with these eager and enthusiastic mem-

THE F. F. A. MOTTO

LEARNING to Do
 Doing to Learn
 Earning to Live
 Living to Serve

bers living 2,000 miles off the coast of California. The Hawaiian Association received the award as the most outstanding association for 1934; a loyal and enterprising group! Bear in mind that there are over 50 nationalities represented in the Hawaiian Islands; 50 percent of the population is Oriental. As I sat in some of the chapter meetings where the officers in charge were Chinese-Hawaiian, Japanese, Korean, Spanish, or Portuguese, I was thrilled to hear these lads conduct a regular F. F. A. meeting and finally, during the closing ceremony, all facing the American flag, at salute, declare:

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands—one nation indivisible with liberty and justice for all.

What fine Americanization work and citizenship training and what a fine patriotic influence all because agriculture—the common bond of interest—has drawn the boys of many creeds and nationalities together into an organization of their own.

Is the F. F. A. an extra-curricular activity? No, indeed, it is an intra-curricular activity according to my way of thinking because this organization has its very origin and roots in a definite part of the school curriculum—vocational agriculture. It vitalizes, motivates, and correlates the regular, systematic instruction offered within a carefully outlined course of study. Activities of the members are derived from a training program

designed to produce a capable farmer-citizen. The F. F. A. is a nonprofit organization providing actual experience to boys under actual conditions. Improved agriculture, better local communities, a more satisfying farm home life, and more efficient farmer-citizens are developing as a result of the boys' experiences.

Few student organizations in rural public high schools are attracting more attention than the Future Farmers of America. There are approximately 4,000 local chapters in 47 States, the Territory of Hawaii, and Puerto Rico. The rapid but healthy expansion, keen interest and whole-hearted support shown have been gratifying to all who are interested in the education of the farm boy and the improvement of country life.

With an increase of 20,000 members during 1934-35 (total membership now 100,000 plus), these strong-hearted lads have recently set 125,000 by October 1936 as their membership goal. They will make it, for in their organization "Cooperation" is the watchword, "Service" is their theme song, and "Accomplishment" their guiding star.

★ Advanced Fellowships

THE Commission for Relief in Belgium Educational Foundation announces that a limited number of advanced fellowships are awarded annually for study in Belgium. Established in 1920, these fellowships are a part of the general purpose of this foundation to commemorate the work of the Commission for Relief in Belgium during the Great War and to promote closer relations and the exchange of intellectual ideas between Belgium and America. A candidate for a fellowship, to be eligible, must (1) be an American citizen; (2) have a sufficient speaking and reading knowledge of French or Flemish; (3) be a member in good standing of the faculty of an American college, university, or research institute, and have the intention of continuing in academic teaching or research; (4) have definite plans for his proposed work in Belgium; (5) be capable of independent study or research; and (6) be in good health. The basic fellowship stipend for living expenses is \$120 monthly, with allowances for necessary traveling expenses. A supplementary stipend may be granted to fellows with dependents. Appointments will be made usually for periods of from 4 to 12 months. Application forms and further information may be obtained by addressing the Secretary, C. R. B. Educational Foundation, Inc., 420 Lexington Avenue, New York, N. Y.

17 Years of Home Economics

★ When Dr. Adelaide Baylor, Chief of the Office of Education's Home Economics Service, retired on October 31, she prepared for J. C. Wright, Assistant Commissioner for Vocational Education, a summary of progress in vocational home economics. This proved to be such a splendid record of the advancement of a great movement of which she was an outstanding leader, that we asked and secured permission to reprint the high points. EDITOR.

IN SEPTEMBER 1918, I became a member of the Home Economics Education Service staff under the Federal Board for Vocational Education. I was in special charge of the central region and several additional scattered States not claimed by the chief of the service and her assistant. In 1919, 25 of the 48 States were definitely assigned to me for official work, 12 in the southern region, 12 in the central region, and West Virginia. This assignment continued until 1923, when I became chief of the service.

During the period from 1918 to 1923, I traveled officially in all these States, visiting each of them two or three times. Since 1923, however, in my capacity as chief of the service, I have visited the 48 States, Hawaii, and Puerto Rico so that during the past 17 years I have been in every State in the country three or more times, in Hawaii twice, and in Puerto Rico once.

Expansion of program

The vocational program in home economics is now operating in every State in the United States, in Hawaii since 1924, and in Puerto Rico since 1932. A program is being introduced at the present time in Alaska. Numerical growth in home economics schools and classes is shown in the accompanying table.

Miss Adelaide Baylor, Who Retired as Chief of the Office of Education's Home Economics Service, Tells High Points of Her Work as a Leader in the Vocational Homemaking Education Movement

When the vocational program in home economics was initiated, there were practically no itinerant teacher trainers in the field to train teachers in service except State supervisors. At the present time, so far as our statistics show, there are 17.

For the organization and direction of the work, as well as for the training of teachers in service, there are employed in the States and Territorial possessions a total of 65 State supervisors of home economics and their assistants, an increase of approximately 19 since 1918. In each State and in each Territorial possession there is at least 1 State or Territorial supervisor of home economics, while in 11 States there are also from 1 to 4 assistant State supervisors of home economics.

Important developments in program

Among the many important developments during my 17 years of work in

the vocational education program in homemaking, the following are highly important:

1. Setting up goals for work and developing programs in light of these goals.
2. General acceptance of home projects as an essential in light of these goals.
3. Improvement in preemployment teacher training through enlarged staffs, and closer tie-up of special methods and their application to real problems in public schools as shown by provision in practically all teacher-training institutions for student teaching in public schools where projects and related subjects are considered integral parts of the program.
4. Teaching of more and better home management by residence in home-management houses in teacher-training institutions. An increase in the number of such residences in the 17 years from 1918 to 1934 by approximately 63.

Expansion of Home Economics Education Program, 1918-35

A. SCHOOLS AND CLASSES

	Year	Day schools	Part-time schools	Evening schools	Total
Number.....	1918	200	¹ 111	123	434
	1934	2,665	158	1,711	4,534
Vocational teachers.....	1918	398	¹ 275	688	1,361
	1934	3,205	311	2,441	5,957
Enrollment.....	1918	8,333	¹ 17,668	22,360	48,361
	1934	203,599	41,264	137,173	382,036

B. TEACHER TRAINING INSTITUTIONS

Number:	
1918.....	60
1934.....	84
Home economics education:	
Teachers:	
1918.....	263
1934.....	344
Pupils:	
1918.....	3,319
1934.....	5,636

¹ Figures given in Annual Report for 1918 for part-time classes include all 3 services, Agriculture, Trade and Industry, and Home Economics. The figures given represent one-third of the total.

5. Increase in amount and quality of content for giving instruction in home planning and furnishing, with much attention in the last 2 or 3 years, especially, to the formulation of home and individual budgets, and to instruction in consumer buying.

6. Instruction in child care and development and family relationships.

7. The basing of all instruction more closely upon actual home conditions and needs in the community as ascertained through informal studies, surveys, and inventories.

8. Closer cooperation with State and local organizations in an effort to improve home life.

9. Constant improvement in checking up the effectiveness of instruction and in the development of valid tests and measurements.

10. Marked improvement in the selection and organization of content and methods of teaching homemaking to adult classes.

11. In the last few years much more attention has been given to the utilization of home-economics content in the field of vocational guidance and also actual training for such vocations as household service, that are closely tied up with home-making activities.

12. Curriculum revision and the building of new curricula more in line with actual needs and conditions.

Federal Board with the Office of Education October 10, 1933, and has done splendid work.

The photograph below of Dr. Baylor was taken by Arthur Carpenter, a prominent Los Angeles, Calif., photographer, who was one of her students at the Wabash (Ind.) High School. Last year while she was a guest in Mr. Carpenter's home, he and Estol Wilson, a portrait painter and another former student under Miss Baylor, took great delight in posing their former teacher for the picture. An interested spectator to the picture-taking was Mrs. Lucy Carpenter, wife of the photographer, who also proudly claims that she was graduated from Wabash High School under Miss Baylor.

Dr. Baylor's experience preceding Federal Government work included teaching in Indian public schools, and service as superintendent of Wabash, Ind., city schools, assistant State superintendent of public instruction in Indiana, and State supervisor of home economics in the same State. A member of America's leading educational associations and organizations, Miss Baylor plans to continue to consult on educational problems, particularly in the field of home economics. Author of numerous publications and articles on educational subjects, and writer of children's books, Miss Baylor will continue to write.



DR. ADELAIDE STEELE BAYLOR retired October 31, 1935, as Chief of the Home Economics Service in the Office of Education. Since 1917, Miss Baylor has been engaged in Federal work in the

field of vocational home economics. In 1923 she was appointed chief of the Home Economics Service in the Federal Board for Vocational Education. She retained this position after the merging of the

THE Office of Education regrets the death of Miss Adelaide S. Baylor on December 18 at Emergency Hospital in Washington, D. C. Her untimely passing is a great loss not only to vocational home economics but to American education in general. Upon Dr. Baylor's retirement as a member of the Office of Education staff, she gave *SCHOOL LIFE* permission to publish this article briefly summarizing her 17 years of service in the vocational home economics field. She carefully checked the article personally before it was sent to the Printer. It appears here as probably Miss Baylor's last statement about vocational home economics—a field of education in which she pioneered and labored, and was nationally known.

The Colleges

Music in the Colleges

THE YEAR 1867 marks the beginning of schools of music in the United States. In that year the New England Conservatory was founded in Boston; the Cincinnati Conservatory in Ohio; the Chicago Musical College in Illinois; and Oberlin's music department was established. Today, three-fourths of the colleges accept music credits for entrance and most of these institutions offer music, granting the bachelor of music degree with a major in a special field upon satisfactory completion of 4 years of college work. Most colleges provide concerts and recitals for all college students, often including local citizens.

To mention only a few extra-class activities:

The Allegheny Singers (Allegheny College, Pa.) are rehearsing for their winter and spring concerts. The group is composed of 40 young men and women, most of them with no previous experience or training, yet they thrill large audiences with their excellent renditions.

The Mundy Worlds Fair Jubilee Octet recently appeared at Wayne University

(Mich.). The student assembly of the university was open to the public.

First steps in the forward movement of the prairie region Federal work relief project for unemployed actors and musicians were taken by two professors of the University of Iowa appointed as regional directors. No other region has a greater number of States, and the goal is to work out plans for the employment of musicians, copyists, binders, tuners, and instrument repairers.

The extension department of the University of Kentucky supervised a program in which more than 500 boys and girls of the fifth to eighth grades of Kentucky rural schools were guests of the university. Rural music contests were planned and conducted by the instructor in music.

The lecture course bureau of the University of Kansas has placed all of the talent available for the 1935-36 season serving about 200 communities. At least 700 other communities would participate. Next year the bureau is outlining a popular-priced course to include music, lectures, educational and entertainment features at popular prices.

Washington State College's "fight song" by the director of the college band has been accepted by high schools in a number of Western States.

The \$50,000 carillon of the University of Michigan will be housed in the new Burton Memorial Campanile which will also house a number of music studios and will serve as the nucleus of the proposed School of Music Building.

The Student Symphony Orchestra of Pennsylvania State College has attained full instrumentation with the addition of 28 new members.

The 50-piece R. O. T. C. band of the University of Vermont is a feature at the football games.

Williams College (Mass.) has received an endowment by Paul Whiteman for the first museum of modern American music to be

accessible to musicians to aid in the art of arranging, radio broadcasting, composing, and playing modern American music.

As a part of the Wisconsin School of the Air, more than 5,000 boys and girls join in singing at the command of the professor over the radio.

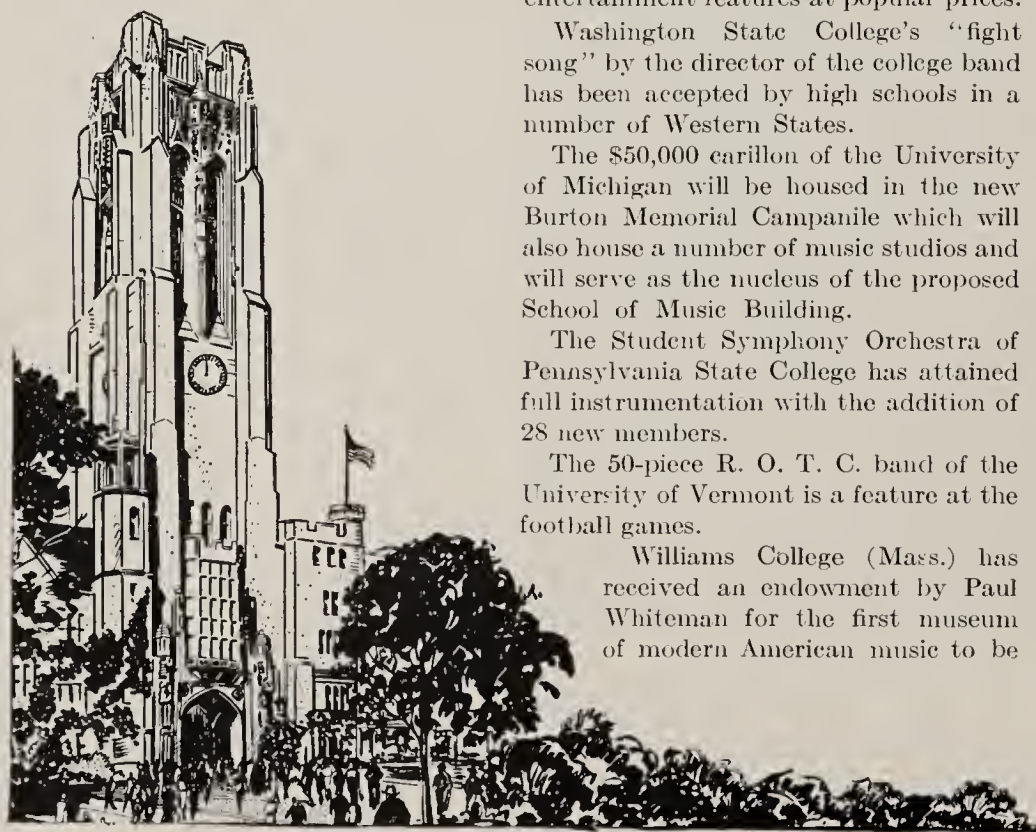
New Publication

The American State and Higher Education by Alexander Brody, prepared for the American Council on Education (1935) presents higher education as a function of government and shows the political factors which affect its administration; and analyzes the political and legal conditions which underlie the creation, support, and administration of State institutions for higher education in the United States. Constitutional and statutory provisions relating to higher education and the judicial cases decided thereunder in the several States have been selected, arranged, and presented with a view to acquaint the student of education, as well as the student of government, with the pattern of legal control of higher education in the United States. State activity in higher education through the medium of organized government involves, first, the problem of formulating sound social policy, and second, the problem of implementing these policies by law.

Land-Grant Institutions, 1935

United States Office of Education Circular 149, the preliminary report on land-grant institutions, is available free upon request. This study reveals that 2,626 more students were enrolled in agriculture in 1934-35 than in the previous year. More students than ever before were enrolled in veterinary medicine. The 2,455 students in forestry represent nearly twice as many students as were enrolled the previous year; influence of the national forestry projects is plainly evident in enrollments. The number of girls enrolled in home economics courses has fallen off greatly during the depression, but 1934-35 enrollments represent an increase of 858 over the previous year. Although 1930-31 is the peak year for students in engineering courses, there were 2,667 more men taking engineering in 1934-35 than in the previous year.

WALTER J. GREENLEAF



Electrifying Education

Dr. W. S. BITTNER, Secretary of the National University Extension Association, reports that 20 out of 57 universities and colleges responding to a questionnaire sent out by him indicate that they maintain a motion-picture service for approximately 5,000 schools and other organizations. Nine other universities contemplate establishing a film service. A total of 8,989 motion-picture reels are reported by the 20 institutions maintaining film libraries.

The Federal Communications Commission recently announced the membership of the Federal Radio Education Committee, of which Dr. John W. Studebaker, United States Commissioner of Education, is chairman. As stated by Judge Eugene O. Sykes of the Commission, it is the sincere belief of the Commission that the hearings, conferences, and constructive thought and experience given to this subject have produced a situation whereby within the present broadcast structure the educators on the one hand and the broadcasters on the other can combine forces which will:

1. Eliminate controversy and misunderstanding between groups of educators and between the industry and educators.

2. Promote actual cooperative arrangements between educators and broadcasters on national, regional, and local bases.

Suggestions intended to aid the committee in realizing its objectives should be sent to Commissioner Studebaker.

The National Safety Council, 1 Park Avenue, New York, has some excellent new visual aids in safety education.

The University of Michigan announces that Dr. Joseph E. Maddy's radio music courses for band and orchestra instruments are being broadcast over Station WMAQ, Chicago, as well as over Station WJR, Detroit. Thousands of Michigan boys and girls have learned to play musical instruments from these free courses in the past and it is gratifying, indeed, to see this service extended to other States.

Teachers desiring to be kept informed regarding forthcoming educational broad-

casts of the Columbia Broadcasting System may do so by writing to the Columbia Broadcasting System, 485 Madison Avenue, New York, and asking for the weekly release *For the Student*, a listing of CBS programs of special interest to educational and cultural groups.

The Museum of Modern Art Film Library, 485 Madison Avenue, New York, announces two series of film programs available for distribution on January 1, 1936. The first series is on *A Short Survey of the Film in America* and consists of 57 reels to be exhibited on

5 occasions. The second series is on *Some Memorable American Films* and is made up of about 100 reels of the most popular films ever produced. These films are of special interest to college and cultural groups and are usually exhibited on an admission basis.

Kansas City, Mo., public schools are giving a radio program each week. These programs feature (1) an address (6 minutes) by some staff member or school official in order to acquaint the people of Kansas City with the work of the schools and the needs of the schools; (2) a program of music or public speaking by pupils of the Kansas City public schools. This is in order that the citizens of Kansas City may enjoy some of the splendid programs prepared by the pupils in their regular school work.

The broadcast is on Tuesday of each week, 5:30-5:45 p. m., over WDAF.

CLINE M. KOON

In 1936 for Education

TO PROMOTE education in the United States, Federal funds to the amount shown below will be spent through the Office of Education, United States Department of the Interior. To the right are figures showing amounts flowing

directly to the States. Next are figures showing expenditures for auditing these accounts and promotion of American education. On the left you will find, briefly stated, what this expenditure is for:

	For administrative expenses	For allotment to the States
For salaries of staff to gather information and statistics to promote general education.....	\$251,720	
For travel, mimeographing, and other general expenses.....	15,000	
For distributing facts through publications.....	46,500	
To promote higher education through State land-grant colleges and universities:		
(a) Original.....		\$2,550,000
(b) Supplementary.....		980,000
For cooperative promotion of vocational education:		
(a) Home economics (297,000 students, 3,205 teachers).....		1,600,000
(b) Agriculture (286,150 students, 4,886 teachers).....		3,950,000
(c) Trades and industries (466,999 students, 4,555 teachers).....		3,400,000
(d) Hawaii.....		30,000
(e) Puerto Rico.....		100,000
For staff (salaries and travel) to give consultative service and audit expenditures to promote vocational education:		
(a) Original.....	192,000	
(b) Supplementary.....	64,000	
For cooperative promotion of education to restore handicapped persons to self-supporting status:		
(a) Subsidies to States.....		1,050,000
(b) District of Columbia.....		15,000
For staff (salaries and travel) to give consultative service to promote vocational rehabilitation education.....	63,500	
For cooperative training of teachers to conduct vocational education.....		1,050,000
For operating C. C. C. program, salaries of advisers, books, etc. (2,200 advisers, 500,000 enrollees).....		5,084,512
For administering C. C. C. educational program.....	30,660	
Total.....	663,380	19,809,512
		663,380
Grand total.....		20,472,892

¹ An equal amount, appropriated to the District of Columbia, is turned over to the Office of Education for administration.

Building a Schoolhouse

ALL OF us have witnessed the construction of a school building. Have we ever stopped to consider, however, what actually goes into the making of that building? How many men work on it from the time the first shovelful of dirt is turned over until the structure is finally ready to accommodate pupils? What various types of labor are required? What costs the most in process of constructing the building—common labor, brick masonry, or supervision? Have you ever wondered?

Uncle Sam is a good bookkeeper, when it comes to keeping an accurate record of how his money is spent. Expenditure of Federal funds for repair or construction of school buildings has not been an exception. The Division of Economics and Statistics of the P. W. A. has done an exceptionally good job for the Public Works Administration in keeping account of types of labor used on school building projects P. W. A. has helped to finance. This Division also has prepared project charts showing number of men employed on each building, man-hours of work supplied, and wages earned by various types of labor during process of construction.

New school

Let's take a typical example. In Lyme, Conn., there was an old one-room schoolhouse, built by public subscription before the Revolutionary War. Four other small schoolhouses in the township offered inadequate educational opportunities to children of Lyme and vicinity. It was decided to build a new schoolhouse, which would make it possible to do away with the scattered one-room schoolhouses, and bring boys and girls of the community to one centrally located and modern building.

The Public Works Administration provided \$8,400 for the new Lyme school project. In contrast to the poorly equipped schoolhouses it replaced, the P. W. A. project consolidated school building is modern in every respect. It has high ceilings, numerous wide windows providing good ventilation and natural light. There are electric lights, up-to-date heating facilities, library space, playgrounds, an auditorium. Four teachers and a nurse now do the work formerly

New Consolidated School Building at Lyme, Conn., Used to Illustrate Where Construction Money Goes and Types of Labor Required; P. W. A. Supplies Information

requiring six persons, and it is now possible to group children according to ages, instead of teaching them all together as in the original one-teacher schools. Busses take the boys and girls to and from their homes, in some cases 4 and 5 miles away. Total cost of constructing the new building was \$31,000.

Fifty-eight men on job

What has gone into the making of this interesting new building which we shall use as an example of the hundreds of school buildings being constructed throughout the United States?

Fifty-eight men had a job of some kind on the Lyme School Building before it

was completed. There were common laborers, machine operators, carpenters, brick masons, plumbers, electricians, concrete workers, painters, roofers, sheet-metal workers, tile layers, iron workers, and, of course, supervisors. They all had a hand in the building's construction.

About one-third of the cost of Lyme School went for wages of men employed. This expenditure, according to the P. W. A. Division of Economics and Statistics, was \$10,897. Supervisors, common laborers, carpenters, and brick masons received more than 80 percent of the total wages paid. Carpenters received \$2,638. Common laborers were paid \$2,351. Supervisors' wages were \$2,257,



The original Lyme, Conn., schoolhouse.



Today's Lyme school building, which P. W. A. funds made possible.

and brick masons, \$1,088. Pay for other types of work ranged from \$15 for 2 days' labor by an iron worker, to \$755 for painting, and \$866 for plumbing.

Work on the building began June 2, 1934, and ended November 24, 1934. During that period of time, this school project provided 547 man-weeks of work, giving employment to 2 supervisors, from 2 to 15 laborers, 1 or 2 machine operators, 2 to 8 carpenters, 1 to 7 brick masons, 1 to 4 plumbers, 1 to 4 electricians, 1 concrete worker, 1 to 4 painters, 1 to 5 roofers, 1 to 2 sheet-metal workers, 1 tile layer, and 1 iron worker. Some supervisors, common laborers, machine operators, and carpenters were working nearly every day. There was comparatively little work for the iron worker, tile layer, sheet-metal worker, roofer, and concrete worker. On September 2, when the project was just about half completed, we find 2 supervisors on the job, 10 common laborers, 1 machine operator, 6 carpenters, 2 brick masons, 2 plumbers, 4 electricians, 1 painter, 3 roofers.

At any rate, if this many men can be employed on one school construction job, and there are 3,100 Federal and non-Federal school and educational building construction P. W. A. projects either completed, under construction, or allotted, at an estimated cost of \$503,690,000, we can readily see that many thousands of men in all types of work are or have been employed on school projects throughout the United States. If the Lyme (Conn.) School Building at a cost of \$31,000 provided approximately 550 total man-weeks of work, then all of the school or educational buildings already completed, under construction, or those for which allotments already have been made may be said to have provided nearly 17,000 times as much employment as that provided by Lyme's much admired new consolidated school building.

For more than 160 years the original Lyme School has been producing substantial Connecticut citizens. Some of the notables among its graduates include Zebulon Butler, commander of forces in the Wyoming Valley during the Revolution; Z. Reed Brockway, for many years head of the New York State penal system and pioneer advocate of the parole system; and Col. James A. Brill, former State senator and a chairman of the Connecticut State Board of Fisheries and Game.

Schools Report

From Texas:

The child, the teacher, school plant, and cost accounting are four major items in the 1934-35 Annual Report of the Superintendent of Schools in Beaumont, Tex.

Survey:

Wellesley, Mass., school committee has published a report based on a survey recently made of the Wellesley schools. Dr. C. E. Prall, dean of the School of Education, University of Pittsburgh, directed the survey.

Exchanging High-School Principals:

They're exchanging junior high school principals these days. At least that is what Pasadena, Calif., and Passaic, N. J., recently decided to do. Pasadena sent Principal George Hetzel to Passaic for 1 year in exchange for the services of Principal E. Scott Holbeck of Passaic.

Courses for Adults:

Unit courses in general and vocational education for adults have been prepared

by the Mississippi State Department of Education cooperating with the F. E. R. A.

Georgia P.-T. A.:

"Parent Cooperation in the Georgia Program for the Improvement in the Public Schools" is the title of a study bulletin recently issued by the Georgia Congress of Parents and Teachers, Atlanta, Ga.

Washington's Adults:

More than 40,000 adult students were enrolled in the adult education program in the State of Washington, State Superintendent N. D. Showalter reports. More than 100 types of academic and recreational services were offered.

Curriculum Revision:

Teachers in Wilmington, Del., are endeavoring to revise the school curriculum. How they are succeeding is reported by the Wilmington superintendent of schools in his biennial report, 1933-35. The report tells of the need for curriculum revision, preparation of courses, their installation, and results obtained. The report also includes a tentative social-studies program, a sample unit of social-studies course of study, and a tentative language-arts program.

W. S. DEFFENBAUGH

In the Libraries

[Continued from page 85]

problem of bringing to all the people the books that belong to them, seems to have been demonstrated in Vermont. The librarian has recently published a helpful report on this experiment covering 2½ years ended in August 1935. It should be most helpful to other rural districts.

C. W. A. Projects:

Seven women and one boy, working on C. W. A. 1 day a week, have repaired, finished, and restored about 7,000 volumes to the school libraries of Wayne County, W. Va., at an average cost of 11 cents per volume according to the November West Virginia School Journal.

Parnassus on Wheels:

How Connecticut is trying to bring books to the inmates of her county jails is graphically described in America, August 3. "Parnassus on Wheels", a book wagon, visits the jails and brings recreation and inspiration to the inmates. The librarian attempts to provide books on any subject requested, and the success of her experiment is most encouraging.

SABRA W. VOUGHT

New Government Aids For Teachers

Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance [check or money order] at time of ordering.

Publications

How to Have the Home You Want. 24 p. (Federal Housing Administration.) Free.

The first section of this booklet deals with the financing of new home construction, with the purchase of new homes, and with the refinancing of existing home mortgages. The second deals with home modernization, repair, and alteration. (Home economics; Civics.)

Light and Power for the Farm. 13 p. (Rural Electrification Administration.) Free.

A pamphlet giving a brief, simple explanation of the aims and methods of operation of the REA and instructions for preliminary steps to initiate a project. (Civics; Economics; Home economics; Agriculture; Electrical engineering.)

What Every Farm Leader Should Know About Rural Electrification. 15 p. (Rural Electrification Administration.) Free.

A primer about the REA program for county agents, university and farm organization officials, and other farm leaders. A chart on the cover in red and black shows the extent of farm modernization as measured by electric service, running water, radios, telephones, and automobiles. (Civics; Agriculture; Electrical engineering.)

Library of Congress Classification—Class P—PJ—PM. 246 p. (Library of Congress.) 60 cents.

Librarians: Classification scheme for languages and literature of Asia, Africa, Oceania, America, mixed languages, and artificial languages is now available. (Library science.)

Summary of Mortality from Automobile Accidents, 4-week period ending Sept. 28, 1935. 4 p. (Bureau of the Census.) Free.

Reports on automobile accidents from 86 large cities. Most of the deaths were the result of accidents which occurred within the corporate limits of the city. (Safety education.)

Instructions for Airway Meteorological Service. 142 p., illus. (Weather Bureau, Circular N, Aerological Division.) 25 cents.

Specific instructions for making, transmitting, and recording airway weather observations. Contains 41 illustrations among which are a number of exceptional ones of cloud formations. (Meteorology; Aviation.)

First Annual Report of the Central Statistical Board. 50 p. (Central Statistical Board.) 10 cents.

Foreign Radio Broadcasting Services. 30 p. (Bureau of Foreign and Domestic Commerce.) 25 cents.

A list of such stations by country, locality, call, wave length, frequency, and power. (Geography; Commerce.)

Preparation and Use of Weather Maps at Sea. 48 p., maps, charts. (Weather Bureau, Circular R.) 10 cents.

Contents: Weather as a factor in navigation; the ship's weather observations, the radio weather message and its uses; radio weather bulletins; preparation of weather maps; weather types; tropical storms; drawing inferences from the weather map. (Civics; Navigation; Science.)

Rural Planning—The Village. 40 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1441.) 5 cents.

Answers the following questions: Why should villages be planned? Who should initiate the planning? Where should responsibility for action and accomplishment lie? How can cooperation effect desirable results? Should plans include the future? What will they cost, how can they be financed, and what difficulties will be encountered? (Agricultural economics; Civics.)

International Traffic in Arms. 19 p. (Department of State, Publication No. 787.) 15 cents.

Laws and regulations administered by the Secretary of State governing the international traffic in arms, ammunition, and implements of war. (International law; Economics; Commerce.)

The Southern Alaska Range. 101 p., illus., maps. (Geological Survey, Bulletin 862.) 70 cents.

Data on the geography, geology, and mineral resources of this area. Also gives a short résumé of previous explorations and surveys of this part of Alaska. Two folded maps in colors are to be found in a pocket at the back of the bulletin. (History; Geography; Geology; Mineralogy.)

Minerals Yearbook, 1935. 1200 p. (Bureau of Mines.) \$2.

A library of current developments in the mineral industry in one volume. A survey of gold and silver mining and markets, detailed State mining reviews, current trends in coal and oil, analysis of the extent of business recovery for various mineral groups. 75 chapters, 59 contributors, 129 illustrations. (Economics; Mineralogy.)

Planting and Care of Lawns. 18 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1677.) 5 cents.

Rainfall Intensity—Frequency Data. 68 p., charts. (Department of Agriculture, Miscellaneous Publication No. 204.) 10 cents.

A study of the frequency at which excessive rates of precipitation occur in different sections of the United States, and the intensity and duration of those rates. (Agricultural engineering; Geography; Nature study.)

Price lists (Free from the Superintendent of Documents): Laws—Federal and State, opinions of Attorney General, Decisions of courts, No. 10; Birds and wild animals, No. 39; Agricultural chemistry and soils and fertilizers, No. 46; Maps, No. 53.

Films

The two following films are available from the Pittsburgh Experiment Station of the U. S. Bureau of Mines, Pittsburgh, Pa. Exhibitor pays transportation charges only.

Nickel. 2-reel, silent. Size: both 16 and 35 mm.

Complete story of the production and use of nickel. The story opens more than half a mile below the earth's surface where nickel ore is mined, loaded into cars, hauled to the bottom of the shaft, and crushed. Scenes showing spectacular operations of drawing the slag and tapping a cupola furnace as well as electrolytic refining and casting are presented. The film ends with several scenes showing how nickel is utilized in industry, in sports, and in the home.

The Making of a Safe Miner. 2-reel, silent. Size: both 16 and 35 mm.

Includes many scenes depicting the operation of a large coal mine. The action of the film hinges on the story of a capable but careless miner who later becomes converted to carefulness and safety-mindedness through personal experience in a mine disaster. A number of scenes show a U. S. Bureau of Mines rescue team in action and illustrate the necessity of first-aid training and mine rescue work for those engaged in the industry.

Film strips

The following film strips of the Division of Cooperative Extension, of the Department of Agriculture, may be purchased at the prices stated from Dewey & Dewey, Kenosha, Wis., after first obtaining authorization from the U. S. Department of Agriculture. Blanks for this purpose will be supplied upon request to the Division of Cooperative Extension.

Series 347. Selecting Foods for Good Nutrition. 59 frames. 65 cents.

354. Bringing an Old Wisconsin Farmhouse Up to Date. 45 frames. 50 cents.

356. Farm Family Money Management. 60 frames. 65 cents.

MARGARET F. RYAN

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 many foreign countries

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Courtesy of the
Department of Superintendence, National Education Association
1201 Sixteenth Street, NW., Washington, D. C.

All Programs Listed as Eastern Standard Time

Monday

Afternoon

- 12:30- 1:30 National Farm and Home Hour—NBC Blue
2:00- 2:30 American Education Forum—NBC Red
2:30- 3:00 American School of the Air—CBS
5:00- 5:15 Junior Radio Journal—NBC Blue

Evening

- 7:30- 7:45 Education in the News (Office of Education)—NBC Red
10:30-11:00 National Radio Forum—NBC Red

Tuesday

Morning

- 11:30-11:45 Your Child—Children's Bureau, Department of Labor—NBC Red

Afternoon

- 12:30- 1:30 National Farm and Home Hour—NBC Blue
2:30- 3:00 American School of the Air—CBS
4:30- 4:45 Science Service Series—CBS
5:00- 5:30 Your Health—American Medical Association—NBC Blue

Evening

- 7:45- 8:00 You and Your Government—NBC Red

Wednesday

Afternoon

- 12:30- 1:30 National Farm and Home Hour—NBC Blue
2:30- 3:00 American School of the Air—CBS
2:30- 3:00 National Congress of Parents and Teachers—NBC Blue
4:00- 4:15 Youth Today—National Student Federation—CBS

Evening

- 7:30- 7:45 Our American Schools—NBC Red

Thursday

Afternoon

- 12:30- 1:30 National Farm and Home Hour—NBC Blue
2:30- 3:00 American School of the Air—CBS
4:30- 5:30 Radio Guild (Shakespeare)—NBC Blue

Evening

- 8:45- 9:00 Hendrik Willem Van Loon—NBC Blue

Friday

Morning

- 11:00-12:00 Damrosch Music Appreciation Hour—NBC Red and Blue

Afternoon

- 12:30- 1:30 National Farm and Home Hour—NBC Blue
2:00- 2:30 Magic of Speech—NBC Red
2:30- 3:00 American School of the Air—CBS
2:45- 3:00 General Federation of Women's Clubs—NBC Blue

Saturday

Morning

- 11:00-11:15 Our American Schools—NBC Red
11:00-12:00 Cincinnati Conservatory of Music—CBS

Afternoon

- 12:30- 1:30 National Farm and Home Hour—NBC Blue

Evening

- 8:15- 9:15 Boston Symphony Orchestra—NBC Blue

Sunday

Morning

- 10:30-11:00 Music and American Youth—NBC Red

Afternoon

- 12:30- 1:00 University of Chicago Round Table Discussion—NBC Red
12:45- 1:00 Speakers and Events in International Field—CBS
3:00- 3:15 Your English—NBC Blue
3:00- 5:00 New York Philharmonic Symphony Orchestra—CBS

SCHOOL LIFE



January
1936

Vol. 21 • No. 5



IN THIS ISSUE



Taxes for Public Education • Pupils' Progress Reports • Goal Kicks for '36
Guides for Studying Comparative Education • Underprivileged Third • Five Educa-
tional Projects • Teaching Technique in the C. C. C. • Honors to Chief Clerk Kalbach

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
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Nursery-Kindergarten-
Primary Education

Elementary Education

Secondary Education

Colleges and Professional
Schools

School Administration

School Finance

School Legislation

Exceptional Child
Education

Rural School Problems

School Supervision

School Statistics

School Libraries

Agricultural Education

Educational Research

School Building

Negro Education

Commercial Education

Homemaking Education

Radio Education

Native and Minority
Group Education

Vocational Education

Parent Education

Physical Education

Rehabilitation

Teacher Education

Health Education

Industrial Education

Educational Tests and
Measurements

Comparative Education

Adult Education

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



Vol. 21, No. 5

January 1936

Table of Contents

The cover design for this issue of SCHOOL LIFE was drawn by Ray Steele,
Hadley Vocational School, St. Louis, Mo.

	Page
Goal Kicks for '36 · J. W. Studebaker.....	105
Five Educational Projects.....	107
Electrifying Education · Cline M. Koon.....	108
Honors to Chief Clerk Kalbach.....	109
Taxes for Public Education · Timon Covert.....	110
University Farthest North · Walter J. Greenleaf.....	111
Teaching Technique in the C. C. C. · Howard W. Oxley.....	112
The Underprivileged Third · Emery M. Foster.....	113
A. V. A. Convention · John H. Lloyd.....	114
Pupils' Progress Reports · Mary Dabney Davis.....	115
Commercial Education Congress · Ray Abrams.....	116
Bootstraps for Youth · Elaine Exton.....	117
Vocational Summary · Charles M. Arthur.....	118
He De-regimented Schools · Walton C. John.....	121
Editorials.....	122
Guides for Studying Comparative Education · James F. Abel.....	123
Flower's Island School · Agnes Samuelson.....	125
Coordination for Exceptional Children · Elise H. Martens.....	126
Home Economics Chief.....	128
Educational News.....	129
In Public Schools · W. S. Deffenbaugh	
In Colleges · Walter J. Greenleaf	
In Educational Research · David Segel	
In Other Government Agencies	
In the Libraries · Sabra W. Vought	
Educators' Bulletin Board.....	133
New Government Aids for Teachers · Margaret F. Ryan.....	136



Goal

Kicks

for '36

“YOUR MOST PROFOUND WISH FOR EDUCATION FOR 1936. WHAT IS IT?” I asked this question today of some outstanding friends of education in the Nation. I want to share with you their inspiring wishes:

Mrs. Franklin D. Roosevelt: “My great desire in this country, is to see every man and woman take a vital interest in the public schools of their neighborhood. I should also like to see the Office of Education, in the Department of the Interior, become the logical place for any State to turn to for information as to possible improvement of their educational situation.

“If possible, this Office should get before the public, the knowledge of the educational conditions in various parts of the country. There can be at no time any control over the States, but it is most desirable that throughout the country we should have a clear knowledge of the standards maintained, and the methods followed in every State.”

Hon. Oscar L. Chapman, Assistant Secretary of the Interior, expresses this wish: “May the new year see the end of exploitation of boys and girls in factory or on farms; and, instead, bring to the children of all the people the broad educational advantages too often reserved for those of the favored few.”

W. A. Ross, executive secretary of the Future Farmers of America, expresses his wish in terms of boys. He wishes: “That at least 125,000 boys studying vocational agriculture in public high schools of America be enabled to take advantage of rural leadership training opportunities offered by this national organization.”

Willard E. Givens, executive secretary of the National Education Association, states: “The National Education Association hopes that during 1936 real progress may be made toward securing for each and every child and youth under the American flag better educational opportunities.”

These ideals we may well strive to attain: That education shall be given deeper significance throughout the world; that educational frontiers shall be moved forward; that social and economic life shall be less distressed; and that fuller cooperation and understanding shall exist among people everywhere.

Toward fulfillment of these ideals, some very specific and immediate goals for the year may be definitely established and these goals can be “chalked up” only through the everlasting teamwork of the Nation’s educational leadership.



Youth Problems Goal

Among these definite goals for 1936, we look forward to the development of some solutions to many of the difficult problems facing the Nation’s young people. Findings of the United States Office of Education Committee on Youth

Problems should throw new light upon the situation and open avenues of helpfulness on this educational frontier. The extensive educational program for youth through the C. C. C. camps will be improved. Anticipated outstanding efforts of the American Youth Commission, newly appointed by the American Council on Education, will undoubtedly make permanent contributions in this field. The National Youth Administration will continue through 1936, its program of Student Aid and the recently created recreation division in the N. Y. A. should assist in attaining the goal of increased wholesome recreation for young people. Surely there can be no more important goal for 1936 than the further development of a united, cooperative and coordinated program of understanding and of action for the Nation’s youth.



Five Projects Goal

We look forward to new and far-reaching accomplishments during the year, for the five educational projects made possible through Federal emergency funds administered by the United States Office of Education. These projects include: Cooperative university research, public affairs forums, Negro education and guidance studies, educational radio programs, and school district surveys. They offer an unprecedented challenge to local, State, and Federal school leadership for the advancement of educational frontiers.



Policies Commission Goal

Another 1936 goal is that of the new Educational Policies Commission of the National Education Association. This is a distinct step into the field of future educational planning. The commission, created for a 5-year period and consisting of 15 members from the ranks of America’s leading educators, will, during 1936, begin the planning of a long-term program for the improvement of education in the United States.



Radio Goal

Still another education goal for 1936 is the further development of better and more extensive use of radio and visual instruction in the public schools and for education in general. In this direction, the Federal Communications Broadcast Division has appointed a special Federal Radio Education Committee to promote fuller cooperation between the educational group and broadcasters, on national, regional, and local bases. In the direction of visual instruction, the United States Office of Education is now launching a Nation-wide inquiry endeavoring to find ways in which agencies can facilitate use of visual aids for instructional purposes.

school buildings constructed with Public Works Administration funds. With nearly \$100,000,000 being poured into school construction by the Public Works Administration this year, the schools can look forward to a greater number of and better school buildings than ever before in the history of American education.



"Time to Think" Goal

Finally, may we look forward in 1936, to taking more time "to think", on educational problems. If the Nation's First Lady can find time to follow the resolution which she pronounced for herself on New Year's Day, and she will, the rest of us should also be able to find time to do the things of fundamental importance. "To take time to think," would solve many an educational problem that unthinking action only muddles. Clear thinking followed by effective action will turn mountains into molehills.

GOAL KICKS FOR '36! LET'S GO!



Better Buildings Goal

As we enter upon another year of educational effort, many students of the country are also entering, or soon will enter, new

J. W. Sturdenaker

Commissioner of Education.



Ray Steele of the Hadley Vocational School, St. Louis, Mo., drew the cover design for this issue of SCHOOL LIFE. The drawing won first prize in the SCHOOL LIFE cover-design contest conducted by the Hadley Vocational School. Honorable-mention drawings, shown above, were done by Gordon Vineyard, Donald Douglass, and Erwin Bubenik, respectively. The drawings submitted this month were the first ones coming from the vocational art departments of the larger vocational schools. Watch future issues for other winning SCHOOL LIFE cover designs.

Five Educational Projects

IT IS of significant importance that the public schools of the Nation, under the guidance and coordination of the United States Office of Education, have been designated to carry forward five major educational projects involving expenditures of nearly \$2,000,000 of emergency relief funds.

This opportunity offers a distinct challenge to educational leadership to demonstrate how funds for worthwhile developments in school fields may be administered by the public schools, the long established governmental agencies for education. Some 3,500 trained persons who are now unemployed will be given employment in professional fields, according to plans for these projects.

Public affairs forums for civic education, educational radio programs, cooperative university research, studies of local administrative school units, studies of opportunities for vocational education and guidance for Negroes—all are included in this challenge.

Public affairs forum

Commissioner of Education J. W. Studebaker will be in general charge of these Nation-wide projects, with Dr. Bess Goodykoontz, Assistant Commissioner of Education, devoting particular attention to supervision of the cooperative university research project, the Negro survey project and the study of local administrative school units. Dr. Studebaker, "official father" of the community-wide forum plan as an adult education program, is giving personal supervision to the public affairs forum

development. This project will enable a few communities to further explore this field which the Des Moines plan has demonstrated can be successfully developed. The few communities which carry on these demonstration projects will serve the entire Nation by further discovering the problems and potentialities of public forums as a method of civic education.

University research

The university research project will bring forth a variety of cooperative studies of important educational problems. Results of these cooperative efforts made at different universities by unemployed persons, will be brought together by the United States Office of Education for use throughout the country. Ben W. Frazier, associated with Dr. F. J. Kelly, Chief of the Division of Higher Education, has been designated by the Commissioner to be in immediate charge of this project.

Negro studies

Opportunities for vocational education and guidance for Negroes will be studied in 34 States in approximately 150 communities. This study, it is hoped, will prove the basis for material improvements in standards of education among Negroes. This project is under the immediate direction of Dr. Ambrose Caliver, Office of Education specialist in the education of Negroes.

Radio project

William Dow Boutwell, editor of the Office of Education, has been appointed director of the emergency education radio project. This project is expected to provide one of the first adequately staffed attempts to demonstrate the far-reaching potentialities which radio holds for education. Mr. Boutwell is director of the regular Education in the News coast-to-coast broadcast of the Office of Education.

It is planned to establish in or near Washington, an educational radio workshop staffed by workers who seem especially gifted and who are chosen from such groups as C. C. C. camps and the WPA

The photographs—top to bottom:

Commissioner of Education, J. W. Studebaker.

Assistant Commissioner of Education, Bess Goodykoontz.

Director of Radio Project, William Dow Boutwell.

Director of University Research Project, Ben W. Frazier.

Director of Studies of Vocational Education for Negroes, Ambrose Caliver.

Director of Organization of Local School Units Studies, Henry F. Alves.



professional projects. This radio workshop will prepare and present educational radio programs that are expected to be unique in the field of broadcasting. Particularly it is planned to stimulate and advance the educational program in the C. C. C. camps through this project.

Local school units

State departments of education in 10 States will be enabled to employ emergency workers to collect information about school districts which should provide a sounder basis for planning economies and improvements in the organization and administration of education. The Office of Education has already prepared materials and basic survey "blueprints" to assist States in launching such studies. Henry F. Alves, Office of Education specialist in State school administration, will be in immediate charge of this project.

If such as these five major educational projects can be demonstrated to be of intrinsic value to the schools, colleges and universities of the country, and likewise to the masses of the people, these or similar efforts will continue. This is no one's promise but a traditional and historical fact in all progress. If school leadership carries forward such efforts to a deeper meaning and wider influence upon the thinking and acting of people than would otherwise have come, then again, shall school leadership have proven the wisdom of its selection.

Commissioner Studebaker, in referring to the public affairs forums particularly, says: "It is our hope that these demonstration centers, like the one in Des Moines, may point the way toward a national adult civic education program. Nothing is more important to American democracy than that the people in all walks of life in their own localities with the help of their own educational institutions shall devise means of getting a clearer understanding of their common problems through a process of free discussion, giving opportunity for the expression of every important point of view.

"We hope and expect that other communities than those actually selected will begin to promote programs under local initiative, and that others will gain an understanding of the problems involved from observation of the plan being demonstrated in their region as a basis for preparing their own programs. As soon as possible, other communities should be added to the list and assistance provided for increasing the number of centers."

It is worth repeating that these five projects with their \$2,000,000 attached, are a significant challenge to the Nation's schools.

Electrifying Education



THE motion-picture screen has grown until today it is the public's medium of contact with one of the Nation's greatest industries. This growth and expansion has been due primarily to the entertainment values offered. Occasional attempts have been made by motion-picture producers to include educational elements in screen fare, but sad to say, this idealism has seldom proven successful at the theater box office. Feature pictures have at times been able to reenact historical events with success, such as "Cimarron", or the current attractions "The Last Days of Pompeii" or "Mutiny on the Bounty." The Frank Buck wild animal pictures have also been made on a formula that assures success, but these pictures have shown the adventurous and glamorous aspects of history or wild life and their educational factors have been subdued or sugar-coated.

The screen, however, does have an opportunity for presenting educational entertainment and this opportunity is being taken advantage of in the short-reel subjects "Struggle to Live" produced by The Van Beuren Corporation in association with H. L. and Stacy R. Woodard. Here, perhaps due to the shortness of the single-reel subject, interest is maintained at a high pitch and facts are driven home with compelling force in the greatest detail. Each subject is really an intense lesson in natural history and it is perhaps this intensity and minute detail that forces the public to give attention, watch the secrets of natural life unfold on the screen, and listen to the accompanying narration.

This series deals with such subjects as snails, octopi, crabs, seals, birds, and ants in an authentic and fascinating way. It is being released through RKO Radio Pictures, and it will really be worth any theatergoer's while to ask his theater manager when these pictures will be shown.

In an effort to meet the need of teachers interested in securing advance information about radio programs of possible educational value which may be used in the schools of Ohio, the bureau of educational research, Ohio State University, Columbus, is issuing a weekly listing of radio programs under the title of the

Ohio Radio Announcer. Ohio teachers may be placed on the mailing list and others obtain sample copies by addressing Mr. I. Keith Tyler at the address given.

Teachers may obtain free copies of the new improved weather maps by addressing the United States Weather Bureau, Washington, D. C.

The Newtonville, Mass., public schools are broadcasting a 15-minute program, 1:45 to 2 o'clock every other week over station WBZ, Boston. Traffic problems, history of education, school activities, and character patterns are some of the subjects being presented by the pupils. Mr. Russell V. Burkhard, principal of the Frank A. Day Junior High School, is chairman of the radio committee and can supply additional information about the broadcasts.

The October issue of The Educational News Bulletin, Western State Teachers College, Kalamazoo, Mich., contains five short articles on educational broadcasting written by well-known authorities in the field.

Mr. Milton Anderson is author of a book entitled THE MODERN GOLIATH, dealing with talking pictures for schools and churches, and published by the David Press, 1329 South Alvarado Street, Los Angeles, Calif.

The Pennsylvania Department of Public Instruction has recently issued a curriculum study on the use of radio in developing instructional programs. This bulletin, which was prepared by Dr. William H. Bristow, director, Curriculum Bureau, assisted by Miss Alice Chapen, contains much practical information in a concise form for teachers interested in the instructional use of broadcasts.

A group of southern California teachers of motion-picture appreciation have organized The National Cinema Workshop and Appreciation League to exchange experiences. Further information regarding the league's activities may be obtained from Mr. Bernard Lonsdale, secretary, University Park, Los Angeles, Calif.

CLINE M. KOON

Honors to Chief Clerk Kalbach

AGENTLEMAN who had passed his ninety-ninth birthday commented that "not many people die after reaching this age." Likewise, not many persons retire after 48½ years of service in the Federal Government, and particularly in the same branch of the Government. But that is the record of Lewis A. Kalbach.

Chief Clerk Kalbach of the United States Office of Education retired voluntarily a few weeks ago. Immediately prior to his retirement, the staff of the Office of Education, officials from the Department of the Interior, representatives of the American Council on Education, the National Education Association, and other organizations, met in Washington to honor the retiring worker.

The event was the occasion of congratulations and testimonials from the Secretary of the Interior, Hon. Harold L. Ickes; from prominent educators throughout the country including three former United States Commissioners of Education; and from acting and former officials high in the Government service. Substantial remembrances in the form of gifts from colleagues in the Office of Education were presented with expressions of appreciation of Mr. Kalbach's services and of regret at his departure from the position he had filled so long.

Lewis A. Kalbach came to the Bureau of Education as a young man of 20 in May 1887. He was appointed to act in a clerical capacity in the Division of Statistics by the third Commissioner of Education, Dr. Nathaniel H. R. Dawson. During many years he was assigned to the collection and compilation of statistics concerned with colleges and universities in the United States. In this position Mr. Kalbach was concerned also with general relationships of the Bureau of Education to these institutions. In 1907 he was appointed as Specialist in Charge of Land Grant College Statistics, a position concerned also with the distribution of certain Federal funds for which the Office of Education is still responsible. These relationships resulted in a wide acquaintance with the organization of higher institutions of learning in the United States as well as personal acquaintance with presidents and other important officials of these institutions. Mr. Kal-

Lewis A. Kalbach, Office of Education Chief Clerk and Employee Since May 1887, Retired Voluntarily After Working for Eight United States Commissioners of Education



Secretary Ickes (right) expresses appreciation to Chief Clerk Kalbach.

bach is one of the few who personally knew all the Commissioners of Education from Henry Barnard on. He was officially associated with 8 of the 10 Commissioners who have headed the Office of Education.

During the incumbency of Dr. Henry Ellsworth Brown as Commissioner of Education, Mr. Kalbach was promoted to the position of Chief Clerk of the Bureau in 1909, a position in which he has served to the present time with the exception of an interval of approximately 1½ years during which, as Director of Statistics, he was entrusted by Commissioner Claxton with responsibility for visiting State departments of education throughout the country in the interests of facilitating the gathering of data on education and educational systems and of coordinating and unifying such data for reports of the Bureau of Education.

Until the new position of Assistant Commissioner was created in 1929, the

Chief Clerk of the Bureau of Education was ex-officio Acting Commissioner of Education during the absence from Washington of Commissioners of Education or during vacancies in that office. From August 31, 1928, when Commissioner John J. Tigert resigned, to February 11, 1929, when Dr. Wm. John Cooper assumed office as Commissioner, as well as during many absences of the several Commissioners who had preceded Commissioner Cooper, Mr. Kalbach served with ability and distinction as Acting Commissioner of Education.

On December 1, 1935, he completed his 48½ years of service with this Office. He retired with those abiding satisfactions of life which come only to those who carry with them into the years of greater leisure the respect and confidence of their associates as well as their cordial good wishes for continued health and happiness. Long live Kalbach to enjoy his well-won retirement.

Taxes for Public Education

IN SPITE of the fact that public education is universally defined in constitutional and statutory law as a function of the State government, it is far from being a universally State supported function of government.

An examination of the several State school support systems reveals many interesting facts concerning the development of various provisions for financing public education throughout the United States. Such a study deals primarily, of course, with State plans rather than with local plans for school finance, since the plans under which any local school district operates emanate from the State and constitute a part of the larger State system.

Such an examination reveals that each of 12 States provided less than 10 percent of the funds used by their public schools in 1933-34; each of 24 provided less than 25 percent; while only 4 States provided as much as 50 percent. However, as reluctant as many States appear to be in the matter of assuming a major share of the burden of public-school support, there is considerable indication that this is coming to be looked upon more and more as a State obligation. For example, revisions of State school support systems during the last 10 years show a definite trend toward provisions for larger annual State school funds, and reports of State school systems show, for the country as a whole, that the part of the public-school cost carried by the State increased from 17 percent in 1923-24 to 24 percent in 1933-34.

Depression emphasized problem

It is common knowledge that local revenue units are obliged to depend chiefly upon the ad valorem tax for their local funds. Consequently when this source of revenue becomes unsatisfactory or inadequate school districts left to their own financial resources are bound to suffer financially. There may have been a time in the past when localities of a given State could, without burdensome taxation and with nearly equal effort, support the educational program which the State outlined as the necessary minimum. If such a period existed, it long since dis-

Increasing Importance of State Revenue for Public Education, Presented by Timon Covert, Specialist in School Finance, United States Office of Education

appeared. Revenue producing ability has been unequal for many years among the various localities of each and all States.

Legislative assemblies then, particularly during the last two decades, have had these two problems relating to school finance rather constantly before them. The depression did not create the problems but made them more in evidence. Revisions of State school support systems are attempts at solutions.

Relief for local tax payers

To relieve localities of a part or all of their general property tax burden for schools, larger State school funds have been provided; for the State can utilize tax types which localities cannot feasibly administer. The percentage of all public-school revenue coming from State-wide sources was increased to a significant degree during the period 1920 to 1934 in 19 States, as indicated by the following tabulation:

Percentage of public-school revenue derived from State-wide sources in 19 States for the years 1919-20 and 1933-34

State	Year	
	1919-20	1933-34
Arizona.....	18.7	30.6
California.....	50.4	48.9
Delaware.....	35.4	93.1
Florida.....	7.2	31.0
Indiana.....	10.6	36.3
Louisiana.....	24.5	36.1
Michigan.....	17.1	32.2
Minnesota.....	19.5	26.8
New York.....	12.1	34.1
North Carolina.....	30.1	68.3
Ohio.....	7.3	15.7
Oklahoma.....	7.5	31.2
Pennsylvania.....	15.0	20.6
South Carolina.....	15.8	30.0
Tennessee.....	17.8	44.9
Utah.....	31.5	39.7
Washington.....	18.1	37.3
West Virginia.....	6.4	54.1
Wisconsin.....	15.6	20.6

While fewer than half of the States are included in the group showing significant increases in State participation in school support during the 14-year period ended 1934, preliminary reports indicate that a number of additional ones would be included in such a grouping for the year 1935-36.

Types of State taxes

As one State after another provides a larger amount of State school money thereby attempting to ease and to equalize the burden of local general property taxpayers, it is interesting as well as important to note the sources of State revenue utilized for the purpose. Data for the school year 1933-34 show that for the country as a whole by far the greatest amount (66 percent) of funds provided by the several States for the public schools came from general fund appropriations. All but 10 States drew upon their general funds for the support of their schools. Such appropriations amounted to 100 percent of the total State school moneys in 4 States that year while they ranged among the remaining 34 States in which they were made from less than 1 to 99 percent.

General property taxes were levied especially for schools in 17 States for the year 1933-34. The proceeds ranged from less than 3 percent of all school funds provided by 1 of the 17 States to 96 percent in another. For the country as a whole this source of State school revenue was second only to general fund appropriations.

A number of other taxes are levied especially by various States for their school funds. Among the most important of these measured by the amount of revenue produced for the public schools are taxes on incomes (both private and corporate), public utilities, motor fuel, occupations, natural products, transfer of goods or sales, and individuals. Ten

[Concluded on page 124]

University Farthest North

MOUNT McKinley, or "Denali" as the Indian tribes of the North called it, is the highest mountain peak on the North American Continent, rising 20,300 feet above sea level. Until 1913 man had not set foot on its summit.

About 150 miles north of this mountain and 3 miles from Fairbanks the University of Alaska is located on a knoll in the broad Tanana Valley. This institution which has the distinction of being the farthest north of any college or university, first opened its doors as the Alaska Agricultural and Mechanical College with six students enrolled in 1922.

The main college building was a two-story frame structure containing the classrooms, laboratories, and assembly room. Adjoining the college building 13 of the 689 acres of campus and farms were under cultivation, and timber had been cut from 6 acres. During the first year of operation, the college valued its property at \$90,251. Of its total income of \$58,398 Federal appropriations of \$50,000—being Alaska's share of the Morrill-Nelson funds—accounted for most of the receipts.

Under the guidance of Dr. Charles E. Bunnell, the first and only president of the institution, the college grew in size and prestige so that by act of the Territorial Legislature it became the University of Alaska on July 1, 1935.

Regular 4-year courses are now offered in agriculture (4 students enrolled), arts and letters (19), business administration (41), chemistry (9), civil engineering (19), education (10), general science (12), home economics (6), geology, mining engineering and metallurgy (44). Last year (1934-5) 104 men and 60 women were enrolled and 12 States represented. The faculty was composed of 18 men and 6 women.

In addition to the original building there have been completed a well-equipped power plant, an agricultural shop building, a mine shop building, a motors building, a dormitory for men, and a dormitory for women. The total value of the plant and equipment is now \$681,332 which includes \$71,000 in dormitories. Total receipts for all purposes in 1934-35 amounted to \$169,297 of which \$79,000 represents the faculty pay roll.

Walter J. Greenleaf, Specialist in Higher Education, Tells of University of Alaska, One of America's 69 Land-Grant Institutions of Higher Learning



University of Alaska at Fairbanks. COURTESY ARMY AIR CORPS.

Final registration for the current year includes 180 regular students. Since the men's dormitory accommodates only 58 men, the housing problem has become acute and additional rooms have been provided in basements and cabins. Dining room facilities, first inaugurated in 1929, have been expanded until the whole of the basement of the girls's dormitory is being utilized with an addition built on. Board, formerly billed at \$45 per month, has been reduced due to the operation of the university farm where food supplies such as vegetables, milk, and meat are sold at prices slightly in excess of the cost of production. This year facilities have been leased to the new University Club and board is now offered at \$35 per month and rooms at \$10 per month.

Positions await graduates

Most students who desire part-time employment during the school year and

summer are able to form contacts which provide opportunities. President Bunnell makes the statement that "every member of last year's graduating class at the university helped in putting herself or himself through college, and every member had a position awaiting on receiving a diploma. It is doubtful if another university or college in America can boast such a record."

The university maintains six departments in addition to instructional activities. (1) The Biological Survey established an experiment station at the college in 1927 to develop domestic animals which are suitable to Alaskan conditions and resources. (2) The assay department operated by the United States Bureau of Mines in Fairbanks from 1917 to 1924 has since been maintained at the university; during 1934 the department made 2,240 determinations of gold, silver, and platinum, and 1,263 other determina-

[Concluded on page 135]

Teaching Technique in the C. C. C.



★ IN THE development of the C. C. C. Educational Program, there have evolved a number of interesting methods of instruction. These techniques of teaching have been employed as a means for accomplishing the far-reaching purposes of the program.

Before examining the C. C. C. methods of instruction, one should first understand the wide variety of youth who compose the corps. Some are misfits in the home-town school and have dropped out with a distaste for school in any form. Some have not had any schooling at all and are illiterate.

Others have completed a portion of their educational preparation but have been compelled to drop out of school because of lack of funds. Still others have gone through high school or college but cannot find any work or any way to make use of their training.

After realizing what a divergency the enrollees represent in their individual development, one can easily see why we have had to make the C. C. C. Educational Program just as flexible and adaptable as possible. In the camps there is no prescribed curriculum of study; the program is arranged to meet individual differences, interests, and aptitudes.

Interviews

One of the first things the educational adviser seeks to do after enrollees enter camp is to hold personal interviews. Through these conferences he becomes acquainted with the enrollee's background, his previous training, job-experiences, and evidence of skills or proficiency in any particular lines of work. After gathering this information the adviser helps the youth develop an educational and vocational plan for himself.

The number of guidance interviews held with enrollees climbed from 131,040 in September 1934 to 300,594 in October 1935.

Counseling and guidance do not stop with the initial interviews which are extended the men upon entering camp. Enrollees are given ample opportunity to

Methods of Instruction Developed in the Camps Up to This Time, Described by Howard W. Oxley, Director of C. C. C. Camp Education

try their hand at many jobs within the camp and on work projects. These jobs offer the men practical experience and a chance to see the type of work for which they are best fitted. While at work, enrollees receive training and information valuable for their self-improvement.

Systematic training on the job has enjoyed a steady growth in the C. C. C. In February 1935 there were 70,405 men receiving such instruction; in October 1935 this number had increased to 188,783.

Advisers encourage enrollees to enter evening classes after the enrollees finish their daily work program which follows the seminar rather than the classroom method. There, the instructor may preserve a certain formality, but he is constantly exchanging ideas and information with the learner. It is partly an unconscious process—a recognition that the leader of the group is dealing with young men who are voluntarily seeking to learn from him. He talks with them in a direct conversational way. Language is practical and forceful.

To enrich the job training which enrollees receive during the day, the C. C. C. offers special vocational courses in evening classes. Vocational instruction has expanded rapidly during the past year. At present approximately 50 percent of all camp courses are vocational. The number of such courses in the C. C. C. rose from 4,202 in September 1934 to 14,063 in October 1935.

To make it possible for enrollees to continue training beyond that afforded by the camp, advisers have made arrangements with neighboring high schools, trade schools, and colleges to supply further instruction. The number of camp members attending nearby night schools increased from 2,739 in September 1934 to 8,021 in October 1935. The number of enrollees taking correspondence courses from colleges and special schools expanded from 1,187 in September 1934 to 19,836 in October 1935.

In addition to their work and educational training, camp members are encouraged to develop hobby and avocational interests. Many enrollees have discovered their vocational aptitudes through hobby interests. Through arts and crafts, dramatic and music groups, debating, newspaper writing, and drawing, many of these men have come to know their talents better. They have found that they can do things; this sense of achievement is the beginning of many other interests and associations.

Educational aids

Hobby activities in the C. C. C. have increased from 4,471 in number in September 1934 to 13,611 in October 1935. During the latter month there were 238,421 men engaged in such activities.

To broaden the culture and general knowledge of the men, advisers have attempted to develop educational aids throughout the camps. In April 1934 there were only 16,590 books circulating monthly in the C. C. C., whereas, last October there were 293,517 books circulating. During the same period of time, educational films shown to the enrollees increased from 817 in number to 6,075.

During a recent month, 4,471 field trips for enrollees were held to acquaint them with plant and animal life. More than 73,000 men took part in these instructional tours.

We who are connected with the C. C. C. Educational Program feel encouraged over the methods which have been devised thus far to meet the requirements of thousands of men who come into our hands. In a program in which participation is on a voluntary basis and individual interests and needs are wide-spread, there necessarily must be adjustable and suitable methods of instruction. In our efforts and planning, we shall continue to keep these facts in mind.

The Underprivileged Third

ONE OF the basic rights in a democracy is equality of opportunity enabling each person to develop to his fullest capacity. In order that the individual's educational opportunity should not be abridged, compulsory education was established. School opportunity, however, must be measured by the number of days the school is actually open for instructional purposes.

In the United States as a whole, this opportunity varies from 50 days or less to 200 or more a year, a variation of 400 percent. This seems an unjustifiable difference. Within States there is also great variation. In one State in 1934 the county average terms for white pupils ranged from 155 to 180 days, averaging 175; and for Negro pupils ranged from 60 to 180 days, averaging 120. In another State the county average term for whites ranged from 147 to 180 days, averaging 165, and for Negroes from 94 to 180 days, averaging 160. In a Western State the term varied from 151 to 184 days and in a New England State from 168 to 181 days. A variation of 10 days or less may not be significant as it may be due to including or excluding holidays, although holidays are supposed to have been excluded in the above figures.

One-room stood low

The variation between terms of urban and rural schools is shown in the State of Kansas in which 1-room rural schools averaged 158 days and cities averaged 178.

It is unfair, in a sense, to the States having a dual system of schools, with a much shorter term in Negro than in white schools, to compare their average term for the State as a whole with the average term in States having only one system of schools. The accompanying table 1, which compares the length of term of schools for whites and the term for Negroes with the term for all in States with a unit system, shows that the dual system does not necessarily mean shorter terms for Negroes.

The average term, however, in separate schools for Negroes, is the same as the lowest average term in any State for white or mixed schools, 142 days—only

Emery M. Foster, Chief of Statistical Division, Office of Education, Presents Wide Differences Shown in Length of School Terms

7 months. There are three States in which the average term for whites in 1933-34 was also approximately 7 months (Georgia, Mississippi, and South Carolina). The fact that the average term for Negroes in Kentucky is longer than for whites is due to most of the Negroes living in cities having long terms while many whites live in rural areas having short terms.

Encouraging increase

The distribution of enrollment according to length of term shows the number of children who are affected by short-term schools. Reports from 33 States indicate that in 1934 about one-third of all pupils were in schools offering 8 months or less while the other two-thirds had 9 months or more. As shown in the accompanying table 2, the percentage of pupils in very short term schools, under approximately 6 months, is only half as large (1.7) in 1934 as in 1932 (3.5).

Except for those having 9 months, the opportunity for attending school was greater in 1933-34 than in 1931-32. No doubt part of this improvement is due to the \$15,000,000 which the Federal Emergency Relief Administration spent in 34 States, paying teachers' salaries in rural and small village schools which were without funds to stay open for their usual term.

Approximately 10 percent of pupils can attend only 7 months or less. The raising of this group to the national average of 8½ months or to the 9-month term would remove a most serious handicap.

The graphic representation of table 2 shows in black the percent of pupils in short-school terms and the shading of each section is lighter until the pure white two one hundredths of 1 percent in the upper right-hand corner shows the percent in schools having more than 210 days in the term. The next to lightest shading, also in the upper right-hand corner, shows the approximately 4 per-

cent of students in schools with terms of 191 to 210 days. It is interesting to see how this compares with school terms in other countries.

TABLE 1.—Average length of school term in days, 1933-34

State	White or mixed schools	Negro schools	All schools
Alabama.....	159	138	151.6
Arizona.....	167		167.3
Arkansas.....	150	124	143.8
California.....	178		177.5
Colorado.....	180		179.9
Connecticut.....	182		182.0
Delaware.....	184	182	183.6
District of Columbia.....	180	180	179.9
Florida.....	165	160	163.5
Georgia.....	142	125	136.0
Idaho.....	164		163.9
Illinois.....	179		178.9
Indiana.....	171		171.2
Iowa.....	176		176.1
Kansas.....	166		165.7
Kentucky.....	153	162	152.6
Louisiana.....	174	131	158.4
Maine.....	176		175.9
Maryland.....	188	180	186.5
Massachusetts.....	180		180.3
Michigan.....	175		175.4
Minnesota.....	177		177.4
Mississippi.....	145	119	132.5
Missouri ¹	175	175	174.9
Montana.....	182		181.8
Nebraska.....	179		178.7
Nevada.....	175		174.6
New Hampshire.....	177		177.3
New Jersey.....	187		187.1
New Mexico.....	173		172.9
New York.....	185		185.4
North Carolina.....	160	157	159.3
North Dakota.....	181		180.6
Ohio.....	173		173.2
Oklahoma.....	172	161	171.0
Oregon.....	171		170.8
Pennsylvania.....	181		180.8
Rhode Island.....	183		183.4
South Carolina.....	147	117	146.7
South Dakota.....	171		171.7
Tennessee.....	163	161	163.3
Texas.....	163	146	163.0
Utah.....	172		171.5
Vermont.....	193		193.1
Virginia.....	171	168	170.5
Washington.....	181		180.9
West Virginia.....	174	174	174.4
Wisconsin.....	178		177.7
Wyoming.....	177		177.0
Average.....	174	142	171.6

¹ Partly estimated.

[Concluded on page 134]

The A. V. A. Convention

THE Future Craftsmen of America, an organization for industrial art students, vocational-school students, and apprentices was launched during convention week. An NBC radio program on December 4 brought in telegrams of congratulation on the new boys' organization which is expected to do for future craftsmen what the Future Farmers of America is doing for the 100,000 vocational agricultural students in the United States. (See the Vocational Summary for further information about the F. C. A.)

Speakers at the banquet on December 6 included Hon. William J. Bogan, superintendent of Chicago schools, Henry Ohl, Jr., newly named member of the Federal Board for Vocational Education, and Charles A. Prosser, director of Dunwoody Institute, Minneapolis, Minn. Dr. J. C. Wright, Assistant Commissioner for Vocational Education, and Miss Agnes Samuelson, president of the N. E. A., brought greetings to the banquet from the Office of Education and the National Education Association.

"Let's help American youth to find a place in our industrial civilization" was the keynote sounded by many speakers throughout the convention.

The technical and vocational schools in Chicago kept "conventioners" well informed of convention news and activity. Newspapers came from the school printing presses—the product of students. Among them were The Mortonian Weekly, special A. V. A. issue by J. Sterling Morton Schools, Cicero, Ill., Lane Tech Daily, Crane Tech Chronicle, and the Tilden Tech Times.

Three radio programs on vocational education were broadcast from Chicago by the National Broadcasting Co. during the A. V. A. convention. One was the regular Monday night Education in the News program, featuring the apprenticeship phase of the vocational education program. A Wednesday night

With a Record Registration of 2,500, the American Vocational Association Met in Chicago, with George P. Hambrecht in General Charge

program described the Future Craftsman of America organization, and Friday night of convention week highlights of the convention went on the air.

Sectional meetings were held, as is the usual convention procedure. For those in agricultural education there were discussions on organizing the all-day teaching program; the philosophy of vocational education in agriculture, cooperation with the college of agriculture; experiment station, and extension division; out-of-school young farmers; and charting the future. Commercial educators, as stated previously, conferred on training for store owners, managers, salespeople, and other workers in distributive occupations, Federal aid for such workers also was discussed. Both the emergency educational program under the W. P. A. and the National Youth Administration sessions were well attended. Home economists focused their attention on these three topics: The Home Economist and the Problems of Rural Youth, the P. T. A., and the Home Economics Teacher—Their Common Interests, and Contributions Which Home Economics Can Make to Better Housing. Under industrial education came exchanges of thought and opinion on adult and part-time education and its relationship to trade training, trade-training problems, new developments affecting training for auto mechanics, selecting and training the industrial employee, vocational education and the American youth, and training to meet the new industrial era. Printers got together on the last day of the convention to discuss new developments in printing education, while those interested in rehabilitation considered better promotion of rehabilitation services in the several States. Industrial arts educators participated in programs devoted to functions of industrial-arts in training for social-economic security, the challenge

of 1936, and industrial arts in the junior and senior high school.

For further information on any one of these topics of discussion, write to L. H. Dennis, executive secretary, American Vocational Association, Inc., 1115 Denriker Building, 1010 Vermont Avenue, Washington, D. C., who will gladly put you in touch with the person or persons who took part in such discussion.

New A. V. A. officers for the coming year, as announced at the convention, were George P. Hambrecht, State board for vocational education, Madison, Wis., to succeed himself as president; L. H. Dennis, executive secretary, director vocational education, Baltimore, Md.; and Charles W. Sylvester, treasurer. Vice presidents are: Agriculture, A. K. Getman, State supervisor of agricultural education, Albany, N. Y.; Commercial, B. J. Knauss, director of commercial studies, board of education, Chicago, Ill.; Guidance, Ray Fife, State supervisor of agricultural education, Columbus, Ohio; Home Economics, Ruth Freegard, State supervisor of home-economics education, Lansing, Mich.; Industrial Arts, R. W. Selvidge, professor of industrial education, University of Missouri, Columbia, Mo.; Part-Time, Harry A. Tiemann, State director of vocational education, Denver, Colo.; Rehabilitation, R. L. Bynum, State supervisor of rehabilitation, Nashville, Tenn.; and Trade and Industry, Thomas H. Quigley, professor of industrial education, Georgia School of Technology, Atlanta, Ga.

Next year's A. V. A. Convention will be held at San Antonio, Tex., Baltimore, Md., or Denver, Colo.

JOHN H. LLOYD

Pupils' Progress Reports

MARKED contrasts between report cards constructed from 1932 to 1935 and those in use before 1930 are revealed by even a cursory examination. Cards of 1935 are larger in size than those used before 1930; they contain more explanatory material for the progress rated or there is more vacant space left under captions for teachers' comments; and many cards are accompanied by supplementary diagnostic records and by introductory or explanatory letters addressed to parents. Furthermore, instead of the tendency apparent in 1930 for most of the newer cards to be designed for small grade groups, the practice in 1935 seems about divided between having several cards for small groups of grades and having one card for all the elementary schools. This general card is usually so arranged that a report can be adapted to the curriculum goals in any of the grades. Another contrast that is evident is the predominant elimination in 1935 of numerical rating symbols and the substitution of symbols or phrases designating degrees of success in the pupils' work.

Behavior type

The first impressions of these cards from about 250 cities are for the most part confirmed when a detailed study is made of them. About a fifth could be classified as the type that rates subject matter without any explanation of goals and with little or no reference to the pupils' social behaviors. Less than a third could be classed as on a border line between the first group and a third group. In the third group the rating of individual children's specific skills and social adjustments appeals to the cooperation of both the pupil and the parent to strengthen weaknesses and reinforce strengths. Perhaps this is too ideal a description of the third group of cards, but it suggests the goals evidently desired and may be termed the "behavior" type of card. Nearly one-half of the school systems are using cards suggestive of these goals. This is the group of cards described in this article.

The original purpose of school progress reports is to give parents an accounting

Trends in Recently Constructed Report Cards for Elementary Grades as Analyzed by Mary Dabney Davis, Specialist in Nursery-Kindergarten-Primary Education

of their children's achievements. A second, and equally important purpose has developed during the past decade. This purpose is to inform parents as the schools' goals change and as new information is obtained about child growth and development. The aim is to solicit parents' cooperation in attaining these educational goals during the 24 hours of the child's days rather than leaving the entire responsibility with the 4- or 5-hour school day.

In one form or another, explanation of school objectives to the parents through the medium of the report card is used in many school systems. In encouraging parents to visit the schools, South Pasadena lists eight "Reasons Parents Should Visit Schools" and points out nine items under a heading "What To Observe." These last items range from the sanitary conditions of the buildings to the size of classes and the extent to which children participate in the school's activities.

Special notes about unsatisfactory work are prepared in some school systems to explain to parents the apparent reasons for difficulties and to ask their cooperation in avoiding possible failure. Bakersfield, Calif., uses two direct letters to parents in addition to the regular

report cards. One of these is a "diagnostic card" and carries this general explanatory statement:

This means that the teacher, principal, counselor, school nurse, and special teachers have attempted to indicate certain things which it seems are helping or interfering with your child's progress in school. * * * This is an attempt to indicate ways in which you may help the school to help your child.

After reporting on the child's physical condition, his scholarship, social adaptability, and special abilities, a request is made for a report from home. The parent is asked (1) to report on the child's use of time at home; (2) to tell whether help is given the child with his school subjects and, if so, with what subjects and how much time each day; (3) to estimate the child's ability to concentrate on tasks at hand; and (4) to make suggestions to the school. The second direct letter to parents has the title "Teachers' Special Report to Parents" and, like the "Diagnostic Card", supplements the regular report card. In this special report the teacher congratulates the parent on certain desirable traits in the child, draws attention to weaknesses, and asks that the parent confer with the teacher.

In several instances when new report cards are being introduced the superintendents send letters to parents soliciting their cooperation in the new routine. The opening paragraph of such a note to parents in Olympia, Wash., concludes with a statement of belief that the new report card "will create a better understanding of our common problem: The development of your child."

Progress ratings

Achievement in subject matter is rated for all the elementary grades. There is a general tendency to group the studies of geography, history and science under a heading of "Social Studies" or "Social

[Concluded on page 132]

LAST spring a request was made of the superintendents of schools in cities having populations of 10,000 and more, to send samples of their report cards which had been constructed since 1932. This report is based upon the response to that request. As new cards are developed the Office will appreciate receiving copies. Cards received are made available to other school systems interested in the same problem.

Commercial Education Congress

IN THE heart of Europe lies Czechoslovakia. Yesterday, its frontiers changed before the battering rams of conquest. Today, its boundary lines are firmly set about an established people. Scenes accustomed to tragic struggle in the past are now housing the contented citizens of a republic. New democratic responsibilities and standards are directing new developments. Czechoslovakia today is one of the leading industrial centers on the Continent.

It was in Czechoslovakia that the International Society on Commercial Education conducted a 2-week economic tour from August 15 to August 29. Each one of the 17 cities visited has one or more well-known industries. In Plzen, there is the giant steel foundry, the Skoda works and there also is the world-famous Plzen brewery. In Usti, there is the Schicht works with its diversification of manufacturing. In Jablonec, craftsmen are producing glassware famous in all markets of the world.

Most surprising of all is the city of Zlin, unique in its Americanism. Its buildings of cement, granite, and plate glass follow the severe lines of modern trends in architecture. There is entirely missing in Zlin the baroque influence, symbolic of the past, so prevalent in other parts of Czechoslovakia. Developed by Thomas Bata from a population of 4,000, within a few years it has become a world center for the manufacture of shoes. Mr. J. A. Bata, brother of Thomas Bata and since his death the head of the company, is president of the Czechoslovakia section of the international society. His address on Young People's Education for Commerce and Industry expressed his modern, progressive views and echoed many familiar notes so often stated by our own educators. "Without an exception," said Mr. Bata, "those who have attended a European commercial school are of the opinion that they will have to be clerks. They think that trade and industry consist of clerical labor being done automatically, of doing a lot of mechanical handwriting. In the heads of many who have

¹ Miss Abrams, principal of the S. J. Peters Boys' High School of Commerce, was the official United States delegate to the International Congress on Commercial Education.

Czechoslovakia Welcomed International Society on Commercial Education Which Brought Together Representatives of 29 Different Nations. By Ray Abrams¹

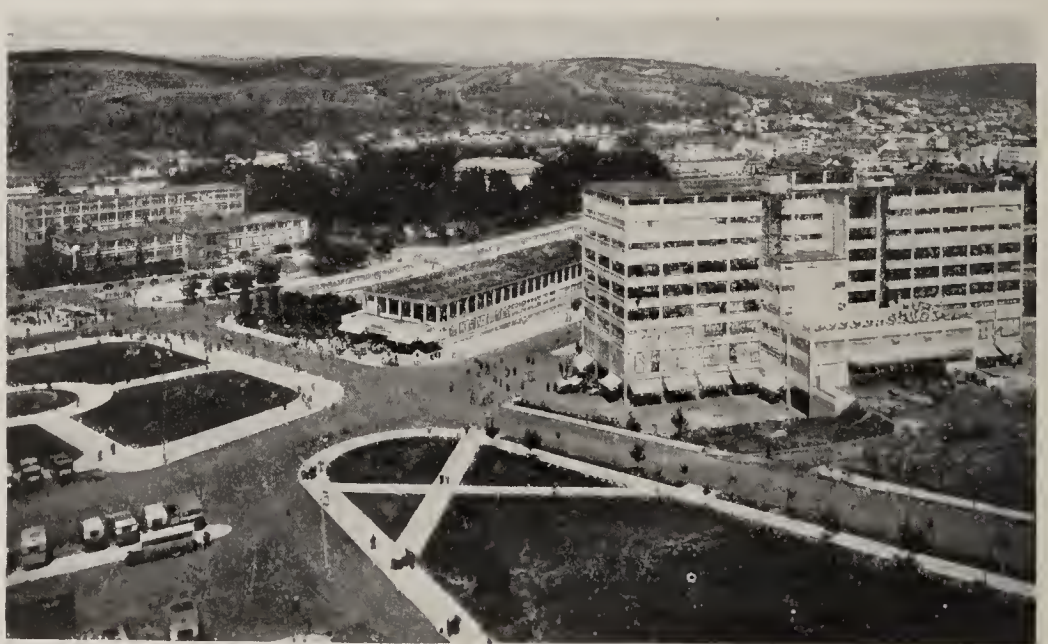
undergone such course in commercial instruction these thoughts have become fixed so that they cannot get rid of them even many years after. Watching them, we observe serious moral weaknesses resulting from a misunderstanding of the employers' task. . . . Trade and industry want real employers, capable of finding work for others. . . . Whatever the commercial development may be, always business men and not bureaucrats will be necessary. By a business man, I mean an obliging and capable man who serves the customer. . . ." The continuation school supported by the Bata enterprises is one of the outstanding features of Zlin. Here boys in the Bata employ are given a 3-year course and trained to be future leaders in the shoe industry. Thrift and discipline are the foundation upon which the training is built. A quotation taken from the walls of the Bata memorial may serve to show the drive which dominates the remarkable growth of the city built around the largest

shoe factory in Europe, a city which has not yet felt the depression, a city in which every man who wants to work can get a job. Thomas Bata said to his men, "Do not fear to fight and do not avoid fighting even though you may know that there is a danger of being overcome, for in the struggle there is life."

Following the completion of the tour, the International Congress climaxed its 1935 meeting with a 6-day session which opened in Prague on September 1. Topics of interest in commercial education held the attention of 600 representatives drawn from schools, universities, and businesses of 29 nations. Although many school problems are identical the world over, methods of procedure in the United States show a radical departure from European educational customs.

Our social conditions determine to a large extent the atmosphere which we encourage in the school. Their social con-

[Concluded on page 132]



Zlin. Building to left is Continuation School for boys in the Bata employ. To right is hotel.

Bootstraps for Youth

ARE the young people in your town or city pulling their weight? Much is being discussed about community responsibility toward youth. There is also something to be said about youth's responsibility toward the community. Instead of lamenting the fact that "there is no place for them", are young people discovering to their own satisfaction, and the satisfaction of their elders, that there is a place, and an important place? Is your community a better town or city to live in because of the enterprise and interest of its young men and women? A community-conscious youth is one of the best guarantees of a youth-conscious community.

Youth is finding itself in at least a few communities.

Cape Charles, Va., is a safer place to live in now that young people have an interest in community affairs. Students in the safety section of the F. E. R. A. community problems class recently investigated traffic conditions and found that children were going to and from school, a distance of about a mile, over a crowded highway. A committee, therefore, was appointed to call on owners of property along the road and permission was secured to build a sidewalk. Materials were obtained by public contribution and from the State highway department. The F. E. R. A. Works Division furnished labor. The public safety group provided plans and supervision.

The recreational section of the community problems class organized the young people of the community according to recreational interests and provided the necessary facilities. Malnutrition and eye and teeth defects were revealed in a survey of health conditions in the local school, initiated by the health section of the class. Service clubs, resident doctors, dentists, and others cooperated in meeting the needs disclosed. A community league, composed of all the class sections, has been formed to enlist the aid of the entire community in carrying out any project too large for a single group to undertake.

Iron County, Mich., is justly proud of its young carpenters. Students in F. E. R. A. carpentry classes have been

There are Many Opportunities for Youth in Community Service, Says Elaine Exton, Who Sees Need for Youth-Adult Cooperation for Community Betterment

making rustic and plain furniture for county parks, and building equipment for their own workshop. They have demolished deteriorated buildings, have studied the causes of their decay, and are converting a skating house, with per-

mission of the city commission, into an all-year-round community center. When the American Legion and various business and professional men's clubs in the district decided to sponsor amateur ice hockey teams, boys in the class were asked to build two hockey rinks. Club members were so pleased with the result that they raised money so that a log clubhouse might also be constructed as an adjunct to the rinks.

Fenn College, Ohio, young people have been using the city of Cleveland as a laboratory for citizenship. Freshmen students enrolled in what is known as the "blended curriculum" course studied local civic, economic and hygienic conditions. A number of them became so interested in what they discovered on their trips to the county jail, settlements, public library, and other institutions that they volunteered their services as group leaders and teachers in settlement-house classes and clubs and worked as investigators for the old-age pension for the Cuyahoga County Welfare Federation.

Jackson, Mich., has had a kind of spring cleaning by its young people. In 2½ years more than 300 of them have prepared community studies, given community service and plotted community spot maps. Community needs have been revealed and presented to local civic and service groups. As a result, clubs have been organized to check delinquency, recreational facilities have been increased, methods of recording birth statistics to replace the present system are being studied, spot maps of crimes are being kept by the police department and of fires and false alarms by the fire department, and money has been appropriated for a city-wide traffic survey by the traffic committee of the city commission. Students in the social problems course at the high school, who now include seniors as well as post-graduates for whom the course was originally

[Concluded on page 120]

Suggestions for Community Service

YOUNG people throughout the Nation are serving their communities in the following way. Youth groups may like to use or adapt some of these ideas for service in their own communities:

Educational programs, including debates, discussions on current issues, educational films, collecting museum material, making library surveys.

Recreational projects, including plays, historical pageants, county picnics, fairs, evenings of song and games; reading to and amusing children in hospitals and older people in institutions; running community centers; making equipment and furniture; building skating rinks, tennis courts, swimming pools, trails, etc.; improving parks; landscaping public grounds, including school grounds; creating bird and game sanctuaries

Agricultural projects, including sponsoring and helping to run community gardens, canning kitchens, pure-seed campaigns, projects for insect control, cooperative marketing, soil-erosion prevention.

Health and safety campaigns including fly and mosquito control, clean-up drives, making traffic surveys, providing traffic patrols.

The Vocational Summary



Future Craftsmen of America

FINAL plans for a national organization composed of students enrolled in vocational trade and industrial and industrial arts classes in secondary and vocational schools in the United States were adopted by the executive committee of the American Vocational Association last month.

These plans, which were formulated by the association's committee on industrial youth organizations, call for the organization of three separate groups. These are: The Amateur Craftsmen of America, to be composed of industrial arts students in the seventh grade and above; the Junior Craftsmen of America, to be composed of students in vocational trade preparatory courses; and the Apprentice Craftsmen, to be composed of apprentices enrolled in vocational trade extension programs. Each of these groups will be a separate entity with local, district, State, and national organizations. The national organizations of the three groups will in turn affiliate to form a combined national body, to be known as the "Future Craftsmen of America", which will be a boy-organized, boy-operated, and boy-controlled organization. Members will elect their own officers, carry on their own affairs, and determine their own activities. Provision is made for an administrative council which will be composed of a president, three vice presidents, a secretary, a treasurer, and four adult advisers. Voting power is vested entirely in the members. Advisers have no vote. Before a boy can become a member of the Future Craftsmen, he must first have satisfied definite eligibility rules. Among other things he must possess technical knowledge and practical skill in his craft, he must have a good scholarship rating, must have demonstrated leadership ability, and must have rendered distinguished service in his school or community. Under the organization plan of the Future Craftsmen of America, club groups already existing among vocational training and industrial arts students may become members of one of the three affiliated groups, and automatically of the Future Craftsmen of America.

A plan for financing the Future Craftsmen has been developed and the American Vocational Association has made available a small fund to be used for initial promotional expenses. Full information concerning the Future Craftsmen of America may be secured by addressing the United States Office of Education or the American Vocational Association, Washington, D. C.

Bachelor farmers

Back in 1933, Sam Hitchcock, vocational agricultural teacher in the Buffalo, Wyoming, district was invited by the Young Bachelor Farmers' Club in his community to tell them about his work. Composed of 30 members 20 to 30 years of age scattered over a radius of approximately 20 miles from Buffalo, this club had been holding social meetings at the home of its members. Impressed with Mr. Hitchcock's recital of his vocational agriculture program, the members of the club asked him to organize a part-time shopwork class for their benefit. Pleased with the shopwork instruction, these bachelor farmers have been coming back each year for additional work. Twenty to twenty-five meetings of the class have been held in the local school each year. Following up the shopwork started the first year, Mr. Hitchcock continued this instruction the second year, adding to the course instruction in milk testing, methods of measuring the amount of hay in a stack, and other subjects in which the club members requested help. Last year one of his students rode horseback 19 miles and back to attend the winter class meetings.

Women study problems

Of the 2,503 persons enrolled in adult classes in home economics in Ohio high schools last year, the majority were young women just beyond high-school age living at home. Others were women working in stores and offices, teachers, brides, and experienced homemakers. Class work was based on units of homemaking—home furnishing, foods, clothing, and consumer-buying—which the women expressly desired to study. They learned to interpret values in home

furnishings and to improve and make use of furnishings already available in the home. In their study of foods they learned the relationship of foods and nutrition to family health and the value of intelligent planning of food expenditures. Those in the consumer-buying courses learned how to improve their buying habits through detailed studies of commodities frequently purchased by class members. In the clothing units the women studied fabrics and patterns, as well as the selection of ready-made garments and methods for construction of garments. Certificates of achievement were presented to those who attended 75 percent of the sessions. Reports from Texas show that almost 11,000 adults were enrolled in home-making classes during the year. Four city centers in Texas employed full-time parent education specialists, who reached 5,525 parents.

Lumber graders trained

Lumber grading classes were organized in Lewiston, Idaho, again this year at the request of a lumber company in that city, under the supervision of the State board for vocational education. To meet a demand for lumber graders necessitated by increased demand for lumber, the local mills sent out a call for former employees. It was found that many of these men had, as a result of unemployment, either left the community or drifted into other lines of employment. The mills were therefore faced with a shortage of graders. To meet this shortage they sought the assistance of the State board for vocational education in training as lumber graders, men engaged in other lines of work in their mills. Additional lumber grading classes were organized also in Potlatch, Emmett, and Barber.

Cadet teachers

Training agricultural teachers, prospective and in-service, has been developed to a high degree of perfection by the California Polytechnic School at San Luis Obispo. Under the plan adopted there, a group of from 8 to 14 graduates of the College of Agriculture, University of California, or other approved college

or university, are placed in certain designated high schools for the fall semester. Here they teach part time under supervision of the teacher-trainer of the State bureau of agricultural education and local high-school agricultural department heads. For the spring semester these trainees, known as cadets, are placed at the California Polytechnic School. Here they continue part-time teaching under similar supervision, and in addition get practical experience with the herds, flocks, and farm operations at the Polytechnic School. They also receive systematic instruction in teaching methods and procedure. For in-service teachers the school provides a summer session, in which intensive courses in livestock and dairy management, poultry production, horticulture, and shopwork are presented by members of the school faculty and the staff of the State bureau of agricultural education. These summer courses are attended by 75 to 90 percent of the agriculture teachers in the school each year.

A social asset

A number of boys have found employment in congenial occupations and juvenile delinquency has been reduced through a special general shop operated in Holland, Mich., during the last 2 years, for continuation-school boys. Those responsible for this shop declare that it has increased the interest of boys attending the Holland school in school work, and has enabled them to acquire a considerable degree of skill. No large shop projects have been attempted. The chief interest of students centered in making castings, art metal, and woodwork. The enrollment, as well as the number of hours spent by students in school, increased during the year. In a few cases boys come only the required 4 to 8 hours a week, but the great majority spend many hours in school.

Graduates of the continuation school are employed in a variety of occupations. They work as finishers, clerks, molders, shoe shiners, carpenters, salesmen, meat cutters, band sawyers, gardeners, dairymen, machinists, cooks, waiters, painters, printers, bakers, farmers, furniture decorators, gasoline station owners, and Government employees. The comment of those responsible for the Holland continuation school, that it has prevented boys attending the school from "becoming delinquents or aimless drifters", is significant.

Georgia cans

The canning program carried on under the direction of the State division of vocational education in Georgia as an outgrowth of the live-at-home program



Burgard Vocational School, Buffalo, N. Y., students learn oil testing in their related subject courses.

started several years ago has reached real proportions. On June 30, 1935, 136 community canning plants had been erected and were in operation under the supervision of teachers of vocational agriculture. During the 12 months ending December 31, 1934, a total of 2,225,000 cans of home-raised products and meats were canned in these plants. A total of 57,575 persons were served by this program. The canning is done by individuals who have products to can. In other words, a family brings in its products and actually does its canning under the vocational agriculture teacher's supervision. Many of the poorer communities, the State's report shows, need additional equipment and more adequate and sanitary canning buildings. During the last year emphasis has been placed upon improving the quality of the products canned in the community canneries; teachers have been provided with bulletins on canning meats; standards have been set up for selecting the several vegetables to can; and better record systems have been inaugurated.

Diesel engine course

Garage workers, mechanics employed on ranches using tractors and trucks, and forest service and highway workers in Montana and several surrounding States, are among those attending itinerant courses in Diesel engines recently inaugurated by the Montana State Board of Vocational Education. These courses, which are given by two itinerant instructors, were started early in November under the direction of Mr. Ralph Kenck, State supervisor of trade and industrial education in Montana. Started in Miles City, these courses, which cover a period of 6 weeks in each

town, are being given in Billings, Great Falls, Missoula, and Lewiston. The plan will probably continue until April. The courses resulted from a recognized need for instruction in the use, adjustment, and repair of Diesel engines, which are used to an increasing extent in trucks and tractors in Montana. The equipment used in the courses is furnished by equipment manufacturers, and is moved from place to place as required. Applications for admittance to the courses come not only from Montana but also from several surrounding States. Classes are limited to the number of persons which can be conveniently handled by two instructors.

Agricultural education

"Summaries of Studies in Agricultural Education" is the title of bulletin 180 issued by the Federal Office of Education, which should be of interest to teachers, supervisors, and teacher trainers in the field of vocational agriculture. Three hundred seventy-three studies in all, ranging from methods of determining courses of study in vocational agriculture to the value of teaching adult farmers, are classified in alphabetical arrangement by the authors. Each study is identified, its purpose and method outlined, and its findings and interpretations briefly explained. A chapter on evaluations by Dr. F. W. Lathrop, specialist in agricultural education research of the Office of Education, completes the bulletin. The publication was prepared under the supervision of a special research committee of the American Vocational Association, of which Prof. R. M. Stewart, of Cornell University, was chairman. CHARLES M. ARTHUR

Bootstraps for Youth

[Concluded from page 117]

started, work in Y's, churches, and day nurseries, help develop playgrounds, entertain in hospitals and sew for charity in order to fulfill the course requirement of 5 hours of community social service.

New Haven, Conn., has a directory of local recreational and educational opportunities, the information for which was gathered by young people. The directory is published by the Council of Social Agencies.

Vermont people know more about their own State and civic affairs, thanks, partly to the efforts of young people. As part of a State-wide campaign, sponsored by the Vermont State Chamber of Commerce, students in several communities have been dramatizing town-village-city reports (community textbooks) so that the people would be better informed and could participate more actively in local civic occurrences.

Baton Rouge, La., has a number of new or improved community parks through the energy and initiative of youth. According to the report of an Agricultural Extension Worker in Baton Rouge the building of parks has been a summer objective of young people 14 to 24 years of age in a number of communities. Barbecue pits, furnaces, benches, tables, swings, bird houses and stages have been placed in the parks; in one a well was dug. The young people study native trees, shrubs, and flowers, and plant them in the parks.

If young people would survey the community service opportunities and needs of their own town and list the things that need to be done for the improvement of community life, they would find an amazing variety of projects to be undertaken that would give full play to their creativeness and provide a chance to develop new skills. Many youth groups have already learned through experience that studying community problems not only appeals to their idealism but also results in the development of social intelligence and in life experiences which build character and which may lead to permanent vocations or avocations. Youth is steadied by having responsibility, invigorated by feeling useful, strengthened by the normal process of youth-adult living. An antidote to social unrest is found in the working together of adult and youth for the common cause of community betterment, whether this be tearing down fire hazards or building community centers.

Radio Education Commission

COMMISSIONER of Education J. W. Studebaker has accepted chairmanship of the Federal Radio Education Committee organized by the Federal Communications Commission. This committee will endeavor to bring about a closer cooperation between educators and the radio industry. It will endeavor to promote genuine cooperative arrangements between educators and broadcasters on national, regional, and local bases. A budget for expenses of the committee has been pledged, half by the National Advisory Council on Radio in Education on behalf of educational interests, and half by the National Association of Broadcasters on behalf of broadcast stations.

Acceptances on the Federal Radio Education Committee include the following persons:

Mr. Waldo Abbott, University of Michigan.
Mr. Merlin Aylesworth, president, National Broadcasting Co.
Mr. James W. Baldwin, managing director, National Association of Broadcasters.
Mr. Edgar Bill, Radio Station WMBD.
Dr. S. Parks Cadman, Federal Council of Churches of Christ in America.
Dr. Morse A. Cartwright, director, American Association for Adult Education.
Dr. W. W. Charters, director, Bureau of Educational Research, Ohio State University.
Dr. Harry W. Chase, chancellor, New York University.
Mr. Gardner Cowles, Jr., Des Moines Register.
Mr. Lester E. Cox, Radio Station KWTO.
Mr. Edwin Craig, Radio Station WSM.
Dr. A. G. Crane, president, University of Wyoming.
Dr. Walter Damrosch, National Broadcasting Co.
Mr. Milton S. Eisenhower, Director of Information, Department of Agriculture.
Mr. John Elmer, Radio Station WCEM.
Mr. O. D. Fisher, Station KOMO.
Mr. Leo J. Fitzpatrick, president, National Association of Broadcasters.
Mr. Willard Givens, secretary, National Education Association.
Mr. Tom C. Gooch, Daily Times Herald.
Mr. William Green, president, American Federation of Labor.
Mrs. Rose Jacobs, president, Hadassah Womens Zionist Organization.
Rev. Geo. W. Johnson, Catholic University of America.
Dr. C. B. Jolliffe, Radio Corporation of America.
Mr. Lamdin Kay, Station WSB.
Mr. John F. Killeen, Director of Broadcast Division, Federal Communications Commission.
Dr. Cline M. Koon, Office of Education, U. S. Department of the Interior.
Mrs. B. F. Langworthy, president, National Congress of Parents and Teachers.
Miss Lnella S. Laudin, Womens National Radio Committee.
Mr. H. B. McCarty, president, National Association of Educational Broadcasters, University of Wisconsin.

Mr. A. J. McCosker, president, Bamberger Broadcasting Service, Inc.

Mrs. Harold V. Milligan, president, Womens National Radio Committee.

Dr. Robert A. Millikan, president, California Institute of Technology.

Mr. William S. Paley, president, Columbia Broadcasting System.

Mr. A. D. Ring, Assistant Chief Engineer, Federal Communications Commission.

Mr. John Shepard, III, president, Shepard Broadcasting Co.

Dr. Levering Tyson, director, National Advisory Council on Radio in Education.

Miss Judith C. Waller, Mid-West educational director, National Broadcasting Co.

Mr. Frederick A. Willis, Columbia Broadcasting System.

Dr. Geo. F. Zook, president, American Council on Education.

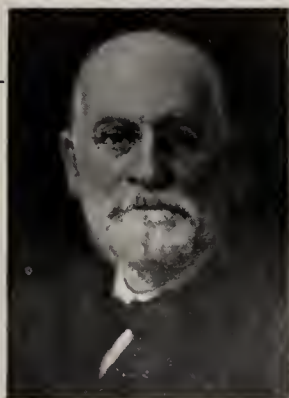
★ School Survey Popular

COPIES sold, 116,811; income to the United States Treasury, \$18,161.35. The Office of Education is pleased to announce banner sales of the 28 monographs reporting findings of the National Survey of Secondary Education. Best selling monographs are: Instruction in English, 10,430; Programs of Guidance, 6,440; Instruction in Science, 5,935; and Instruction in Social Subjects, 5,643. For a complete list of the survey monographs, with their prices, write to the Office of Education.

★ C. W. A. Report on Deaf

INQUIRIES have reached the Office of Education regarding status of the study on employment possibilities of the deaf and hard of hearing carried on under the Civil Works Administration. The Office of Education directed this survey. Although funds were withdrawn before most of the C. W. A. projects were completed, work on this study was continued in the Office of Education. With cooperation of graduate students in the normal department at Gallaudet College, tabulations were completed. A series of articles in issues of "Annals of the Deaf" reported some findings of this Nation-wide investigation, the September and November 1935 issues giving special attention to occupational data. Assistant Commissioner of Education, Bess Goodykoontz, announces that the final report of the C. W. A. deaf and hard-of-hearing study will appear as an Office of Education printed bulletin some time during 1936.

He De-regimented Schools



Centennial Celebration Tribute to William Torrey Harris, Outstanding Philosopher and Educator, By Walton C. John, Chairman, Celebration Committee

TO BRING citizens to a better understanding of the educational contribution of Dr. William Torrey Harris, who as United States Commissioner of Education gave an unusual type of spiritual and intellectual leadership to education, the present Commissioner of Education, J. W. Studebaker, inaugurated a national program of celebration of the one hundredth anniversary of Harris' birth.

William Torrey Harris, the creator, perhaps as much as any one man, of our modern public-school system, and the illustrious philosopher who carried on the traditions of the Concord School of Philosophy, would have been 100 years old in 1935, had he lived.

With the cooperation of the National Council of State Superintendents and Commissioners of Education, the American Council on Education, and National Education Association, the Office of Education gave a William T. Harris dinner at the Mayflower Hotel in Washington, D. C., December 9. The dinner was attended by more than 200 leaders in government, education, and professional life, including also some of the near relatives and former associates of Dr. Harris.

A part of the program was broadcast through the courtesy of the National Broadcasting Co., as a part of the Office of Education's program of Education in the News.

Commissioner Studebaker, toastmaster, gave the opening address in which he said:

"William Torrey Harris, the man whose life we honor tonight on the one hundredth anniversary of his birth, advanced progress in his field—education, as much or more than Mr. Eastman advanced photography; as much or more than Mr. Whistler advanced art.

"History neglects the teachers who teach it. Therefore, I shall attempt to give you a yardstick with which to measure the greatness of Dr. Harris. A new approach to learning came in with the kindergarten which was introduced into the public schools for the first time in 1873 by Dr. Harris as superintendent of schools in St. Louis.

Joyous places

"Soon after 1889, the year Dr. Harris began his service as United States Commissioner of Education, children in New York City elementary schools had to sit immovably, looking straight ahead at the teacher. For a child to turn his head to look around brought immediate and severe punishment. That rigid, inhuman, mechanical method of education was common in the United States. Dr. Harris helped to turn our schoolrooms into the joyous places for learning which they are today, by preaching the doctrine of learning through self-activity.

Suggestion

"If you take satisfaction in the pleasure with which children now go to schools; in the inspiration which now accompanies learning; in the modern attitude which thinks of children as precious personalities, not as little automatons, then I am sure you will join enthusiastically in this tribute to William T. Harris. He, of course, was not the only one who brought about these marked improvements in our schools. But he was one of the truly great leaders in a period of profound change. During his 17 years as United States Commissioner of Education he won international fame not only for himself but also for American education. He showed how the Federal Office of Education can help communities and States work together for the improvement and

development of the service which education renders to our people.

The Hon. Charles West, Under Secretary of the Interior; Vierling Kersey, State superintendent of public instruction in California and president of the National Council of State Superintendents and Commissioner of Education; President George F. Zook, of the American Council on Education; and Willard E. Givens, executive secretary of the National Education Association, extended greetings in behalf of their respective organizations. Commissioner Studebaker also presented the Assistant Secretary of the Interior, Oscar L. Chapman; Secretary G. C. Abbot, of the Smithsonian Institution; Senator Elbert D. Thomas, of the Senate Committee on Education; and Miss Agnes Samuelson, president of the N. E. A.

Assistant Commissioner of Education, Miss Bess Goodykoontz, read a number of messages from educational leaders throughout the country, including messages from Dr. John J. Tigert, former Commissioner of Education and now president of the University of Florida, and President Walter A. Jessup, of the Carnegie Foundation for the Advancement of Teaching.

Dr. J. C. Wright, Assistant Commissioner for Vocational Education, introduced a number of former students and coworkers of Dr. Harris. Among relatives introduced were Mrs. Theodore Harris, his daughter-in-law, and his granddaughter, Mrs. Edith Shultz; and Miss Catharine Watkins, supervisor of kindergartens of the District of Columbia, and Mrs. Margaret G. Boykin, of the Statistical Division of the Office of Education.

A paper by Payson Smith, in his unavoidable absence, was read by Dr. E. W. Butterfield. Dr. E. E. Richardson, professor of philosophy at George Washington University, told briefly some of his experiences as a student of Dr. Harris.

SCHOOL LIFE

VOL. 21



NO. 5

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

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Commissioner of Education - - - J. W. STUDEBAKER
Assistant Commissioner of
Education - - - BESS GOODYKOONTZ
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JANUARY 1936

300TH ANNIVERSARY

A demonstration in honor of the three hundredth anniversary of Descartes' Discourse on Method will be held in Paris, France, in 1937, concurrently with the 1937 International Exposition. A commission has been formed and with the societies of philosophy and the leading personalities of French intellectual circles is working to make the ceremony worthy of Descartes and his work. The purpose of the ceremony is to give the savants of the various countries an opportunity to expand the thoughts and ideas, as well as the events, which have led up to their present day civilizations and intellectual tenets.

The Office of Education has been asked to call this gathering to the attention of university and college men throughout the United States and takes this means of complying with the request. Anyone who may desire to take part in the ceremony may register with Mr. Leveille, Groupe I, "Expression de la Pensee", Exposition Internationale de 1937, 35, Rue Saint-Didier, Paris (XVIe), France, and will receive in due time detailed information as to the meetings and the ceremonies of the celebration.

BESIDES BRIDGE!

With at least a dozen new public forums making their bows to American communities this year and hundreds of programs of discussion being announced, reports reaching the Office of Education indicate that the "styles" in subjects follow the political motif, stressing the bright colors of campaign issues. The topics which are being most widely discussed are:

- The Constitution... Shall It Be Amended?
Is It Endangered?
Whose Liberty Does It
Protect?
- War..... Can We Keep Out of
It?
Can the League Stop
It?
Can We Control the
Munitions Traffic?
- States' Rights.... Is the American Form
of Government Be-
ing Changed?
Federal Control: Pro-
tection or Menace?
Can States Regulate
National Corpora-
tions?
- Relief..... What Are the Alterna-
tives?
Where Do We Stop the
Dole?
Are We Getting Our
Money's Worth?
- Taxation..... Shall We Redistribute
Wealth by Taxa-
tion?
Who Is Going to Pay
the Depression Bill?
When and How do We
Balance the Budget?

These general subjects are listed in one way or another on all the public-forum programs we have seen so far.

LISTEN!

"Education in the News", weekly Office of Education radio program, now goes on the air every Monday at 7:45 p. m., eastern standard time. The program is broadcast over the red network of the National Broadcasting Co.

TOWN HALL'S SECOND YEAR

(Guest editorial)

The Town Hall forum has opened its second season and, for all the jibing talk about the preciosity of presuming to conduct open discussions of this changing world amid the alabaster security of a grand ballroom, it must be said that at least the assemblies have been quick to catch and firm to hold the interest of many Washingtonians. In a city dedicated, 8 hours daily, to the business of gearing a nation with this changing world, it is no small tribute that any after-dinner considerations of the same problem should meet with such sustained and lively interest.

It must be that the forum method of discussion accounts for a good measure of the success. Brought from Des Moines by Mr. Studebaker, the Commissioner of Education, it has proven a vast improvement over the didacticisms of that un-American phenomenon, the unchallenged public lecturer. At the precise moment that the Republic was gasping for intelligent analysis of its problems, a means has been found to stimulate and develop that intelligence as never before. The public forum is everywhere hailed as an effective reagent to clarify the confusion of current events.

Where the forums have been most successful, however—and Washington might well take note—has been where they have been kept relatively small and informal. The jibes at the Town Hall have not been entirely without justification. Ideally, Washington's forums would be conducted in places like the several high-school auditoriums of the city, where less attention might be paid to finger waving and more to arm waving. * * *

—The Washington Post.

DID YOU NOTICE?

That SCHOOL LIFE appeared in December in a brand new Christmas coat of green, and with eight additional pages, allowed by the Bureau of the Budget? This is the second issue of this official monthly journal of the Office of Education, United States Department of the Interior, in its expanded form—32 pages. You will see, as you page through, a more complete coverage of education in our country, from a national perspective—important educational news and reports of outstanding progress in the various fields of learning. We hope you will find SCHOOL LIFE serving you better than ever before during the months ahead.

Guides for Studying Comparative Education

ANNUALLY nearly 200 young people who are studying phases of comparative education ask the Office of Education for help. Many of them are writing term papers; others, theses for the degree of bachelor or master. A few are preparing dissertations for the doctorate. Occasionally a professor of foreign and comparative education wishes assistance in outlining and carrying on his courses. The group of people in our colleges and universities who are offering courses in the history and philosophy of education, and comparative education is larger than one may suppose. Replies to a questionnaire mailed out last spring brought the names of nearly 800 persons so engaged and a later inquiry discovered over 200 more. Assuming for each of these instructors only one class with from 5 to 10 students, the combined number of students and teachers with this special interest is considerable.

To each of the requests for aid the Office attempts a suitable answer: Brief lists of references to material readily available in English for those who are preparing term papers; wider bibliographies with considerable foreign language matter included for the bachelors' and masters' theses; and extended aid and direction, at times for several months, to those doing research work for the doctorate. If the subject seems to warrant it, the cooperation of the Department of State is enlisted to secure data from one or several foreign countries.

Experience in working with these students and teachers leads to the belief that a few suggestions as to sources of information both in the United States and abroad, and ways of tackling the study of education in other countries may be useful. Hence, this article.

A student or teacher who approaches comparative education equipped with no language but English is seriously handicapped. At best he can hope to work in a fraction—let us say, a quarter—of the field. Add a good reading knowledge of French to the English and his effectiveness is more than doubled; many countries besides France print much of their education writing in French. Knowing

Suggestions to Students and Teachers offered by James F. Abel, Chief of the Comparative Education Division, Office of Education

Spanish will open to him acquaintance with the mass of reports and periodicals that are coming from the Latin-American countries and Spain, and are growing constantly more valuable. A few students, and they are very rare in the United States, may have several languages at their command and as workers in comparative education are to be envied. But if he has only English and wishes to know about education abroad, he will still find plenty to interest and delight him, and exploring about in it may lead to the use and enjoyment of French or Spanish or German taken in either high school or college and not yet applied as a tool in learning.

In the United States every student or teacher of education in other countries should have, or have access to, Paul Monroe's *Cyclopedia of Education*. It was first published in 1912 and has been reprinted without revision three times since. The data in it come only to around 1910; the World War and post-war periods are not included, but it is a valuable handbook nevertheless. Turn to it first. The articles, bibliographies, and cross-references in it may help direct thinking and save many hours of aimless and often fruitless effort. The *cyclopedia* needs to be rewritten and brought to date, but that is a task that will require a large staff of workers and considerable money. There is some hope that it will be undertaken in the next 3 or 4 years. Pending that time, we must gain our general knowledge of education for the past 25 years from a variety of other sources.

Educational yearbooks

Among them are the educational yearbooks of the International Institute of Teachers College, Columbia University. One each has been published for the years 1924 to 1934, inclusive. The set now includes accounts of education in 26

European, 7 Asiatic, 5 Latin American, and 3 North American countries, including the United States. The school systems of Australia, New Zealand, and the Union of South Africa are described and some of the volumes deal with special topics such as the problem of teacher-training, education in colonial dependencies, the relations of the State to religious education, and the expansion of secondary education.

Another annual, the *Year Book of Education*, published in England and now somewhat closely connected with the recently founded University of London Institute of Education is valuable mainly for its articles on education in the many parts of the British Commonwealth of Nations. Among other good things it contains unusually clear expositions of the financing of education in the United Kingdom. Four numbers have been issued, one each for the years 1932 to 1935, inclusive. A survey of the Commonwealth's numerous school systems maintained in an infinite variety of conditions for peoples of many different races, creeds, and stages of development is nowhere else available in so brief a compass. To that are added accounts of education in 15 European, 4 Oriental, and 2 American countries.

Other good annuals are listed in *Office of Education Bulletin* 1934, No. 10. It is 59 pages of references selected especially for students of comparative education. Of course, it lacks the publications emanating in late 1934 and in 1935, several of which are important. Education movements are going swiftly. One of the chief values to be had from a study of foreign school systems is to acquire a sense of the reasons for and the rapidity of the changes in them as well as a knowledge of their basal principles.

As aids in doing that, the student should not confine himself to correspondence and contact with organizations in the United States, but should directly

form his own relationships with institutions and associations abroad. Here are a few of the many that he should know and know about:

Educational bibliography

The International Institute of Intellectual Cooperation with its headquarters at 2, rue de Montpensier, Paris, is a part of the League of Nations. Recently it published lists of the principal pedagogical journals in many of the countries. This year it issued an international bibliography of education for 1934 and now has one in the making for the principal educational events of 1935.

The International Bureau of Education at 44, Rue des Maraichers, Geneva, Switzerland, uses French for its publications which now consist of an international annual of education and instruction, the proceedings of its international conference on public education held yearly in July, and various research studies made in connection with the topics chosen for consideration at the July conferences. While the bureau is now an official organization with its membership confined to national governments or ministries of education, individuals may be subscribers and receive all its publications.

International review

The International Society for Business Education, Schanzenberg 7, Zurich, Switzerland, uses many different languages in its *International Review for Business Education* which appears in June and November of each year. No better collection of information on commercial education can be had than that contained in the 18 numbers of the *Review*. Occasional supplements like the one to No. 18, which is a comparative study of school systems in general and business education in particular in various countries, enhance its value greatly. Membership in the society carries with it a subscription to the *Review*.

The International Bureau of Technical Education, 2, Place de la Bourse, Paris, is a younger organization that as yet confines its semi-annual publication, "*Les Informations du B. I. E. T.*," to the French, but is hoping that its resources will soon permit it to use several languages. It prints also the proceedings of its international congresses of technical education. "*Les Informations*" is made up of articles on many phases of technical education in different countries.

The World Association for Adult Education, 16 Russell Square, London, uses English mainly but by no means exclusively, in its "*International Quar-*

terly of Adult Education." Besides the *Quarterly*, the association is credited several occasional studies among which are "*The International Handbook of Adult Education*" and a report on adult education and unemployment. A Polish group acting as an illiteracy committee of the association is making an exhaustive study of illiteracy in the various peoples of the world and is now receiving replies to a questionnaire on the subject that it drafted with much care.

The International Commission on Instruction in Mathematics (Commission Internationale de l'Enseignement mathématique) with its general secretariat at 110, Route de Florissant, Geneva, Switzerland, is an older organization with an established record for good work. Its official organ, *L'Enseignement Mathématique*, runs to volume 32. The latest of its publications, "*4e Serie.—1933–1934*," is a summary of the theoretical and practical preparation of teachers of secondary mathematics in the different countries.

Within the realm of teachers' organizations, the International Federation of National Associations of Teachers in Public Secondary Schools, 3 Lloyd's Place, Blackheath S. E. 3, England, mailed out recently the forty-fifth number of its "*International Bulletin*," printed in French, English, and German. It contains, by way of example, an account of the Seventeenth International Congress of Secondary Education held at Oxford last summer in connection with the World Federation meeting; and the replies from its constituent members to a questionnaire on principles and conditions governing admission to secondary schools.

Educational research

Advanced students may wish to know about the people and organizations in other countries that are doing research work in education. They are many. The Australian Council for Educational Research, 145 Collins Street, Melbourne, is a young, active organization that is turning out some excellent studies. Of special interest to people in the United States are "*An Australian Looks at American Schools*," "*Comparative Intelligence of English, American, and Australian Children*," and "*Primary Education by Correspondence*."

The Scottish Council for Research in Education, 46 Moray Place, Edinburgh, was instituted in June 1928 to encourage and organize research work in education in Scotland. The reports of its studies usually appear as supplements to the

Scottish Educational Journal. Its seventh annual report notes that two historical research studies were published during the year, one entitled "*A History of Scottish Experiments in Rural Education from the Eighteenth Century to the Present Day*," the other, "*The History of Mathematical Education in Scotland to the End of the Eighteenth Century*."

Those interested in the education of backward peoples may well turn to the Advisory Committee on Education in the Colonies, 2 Richmond Terrace, Whitehall, S. W. 1, London, a group to which the secretary of state for the colonies turns for assistance in planning and directing the school systems in the non-self-governing areas of the British Commonwealth. Its quarterly, "*Oversea Education*," which is a journal of educational research in tropical and subtropical areas, points the way to types of educational thinking and literature with which Americans are not ordinarily familiar.

Finally, students may, of course, write to the national ministries of education of the different countries. The Office of Education will send a directory of them on request. The various American consular and diplomatic offices abroad are helpful and the Pan American Union at Washington is always well informed on the educational situation in the Latin American countries.

Taxes for Public Education

[Concluded from page 110]

States levied income taxes for their school funds for the year 1933–34, four levied motor fuel taxes, five natural products taxes, three general and five tobacco sales taxes, while one or more States levied taxes on certain occupations, intangibles, property of public utilities, and on individuals. The proceeds from these various taxes ranged among the States utilizing them from a small percent of their total current State school funds that year to as much as 83 percent.

In addition to general fund appropriations and State taxes as significant sources of revenue for public schools, a number of States possess permanent school funds or school lands, or both, yearly incomes from which are important sources of such revenue. In all, 40 States report revenue from such sources. Twelve of these derive at least 8 percent of their school funds from these permanent funds or school lands, while five depend on such income almost exclusively as the source of their funds for distribution to the public schools.

Flower's Island School

NATURE and depression joined in bringing a new type of educational problem to Iowa school officials which the Federal courts may have to solve. The problem is how to provide an education for children living on an island in the Missouri River, which prior to 1911, was a part of the Winnebago Indian Reservation on the Nebraska side of the river. Today, this water-surrounded strip of land is known as "Flower's Island."

The island presents a unique situation, although it is only one of several places along the Missouri River in which it is not clear which school district is responsible for the education of the children. The difficulty lies in the fact that, according to the constitution of Iowa, the boundary line of the State was fixed at the middle of the main channel of the Missouri River. Since the adoption of the constitution, the river has shifted its course back and forth in some places leaving Iowa territory on the Nebraska side of the river and at other places resting Nebraska territory on the Iowa side of the river. As a result many children have been cut off from access to the school in their home district even when it is known what district it is to which they belong.

More than 20 families are found on Flower's Island, which covers an area of approximately 11,000 acres of land, about one-third of which have value for agricultural purposes. The 20 families have about 50 children, the majority of whom are of school age. Their fathers and mothers, who construct local buildings with lumber from the island's large cottonwood and other native trees, are average American citizens. Several families moved to Flower's Island from Sioux City to avoid going on relief. They have a pioneering spirit, wishing to make a new start. For the most part they are ambitious to improve their own living conditions and to have their children in school. Mothers and children show the pinch of poverty in dress and in appearance but they are making the most of an unfortunate situation. It is only natural that the presence of children on the island would attract the attention of educators, legislators, and leaders of nearby community groups.

A Fascinating Story Told by Miss Agnes Samuelson, President of the N. E. A., Iowa State Superintendent of Public Instruction, and Unofficial Superintendent of Flower's Island School

Most of the year one can drive a car to the so-called island, but during the seasons of high water the old channel is not passable by automobile. The typical Flower's Island house contains only one room, although a few of the buildings have attics. These houses are little more than loose boards nailed to the framework. They are unplastered and there are many wide cracks caused by shrinkage of unseasoned lumber. Use of old automobile doors and other discarded materials in finishing houses illustrates handicaps under which many of these people are trying to establish homes and get along.

Clean despite conditions

As one approaches the groups of buildings the house is hardly distinguishable from other buildings. On the inside of the house one generally finds a box-type wood stove in the corner, an old table, chairs, a bed, and a few odd pieces of furniture. There are usually firearms and tobacco sacks of ammunition suspended from nails in the rafters. Most of the homes are clean despite crowded and primitive conditions.

What has been done to bring education to the island? Through the F. E. R. A., funds came to Flower's Island for the school year 1933-34, but the school failed to materialize. Restrictions on the emergency education fund prevented the Iowa Department of Public Instruction from renewing the offer to establish a school there the following year.

As State superintendent of public instruction in Iowa, I presented the plight of children living in this territory to the emergency education headquarters office in Washington. I was authorized to investigate the situation on the island, and to recommend action. Fred L. Mahannah, deputy superintendent, and other school officials investigated educational conditions on accretion lands along

the Iowa side of the Missouri River, particularly in Harrison, Monona, and Woodbury Counties. Flower's Island was the only place where it seemed advisable to establish a special school.

Hunters' cabins used

The investigating committee met with whole-hearted cooperation and unanimously recommended immediate establishment of a school. At an organization meeting a few days later, many parents of children living on the island met with school officials at Glover School, and completed plans for opening a Flower's Island school. Owners of two hunters' cabins consented to their temporary use for school purposes. A petition for erection of a permanent school building was sent, meanwhile, to the Office of Indian Affairs in the Department of the Interior.

Men of the island put temporary desks and benches in the one cabin. The dirt floor was covered with sawdust. Additional windows were added to improve the lighting. Outside toilets were erected. A school bell was mounted on a platform near the schoolhouse. A supply of wood was cut, and sawed, a large stove installed, and the Flower's Island schoolbuilding was ready. The other cabin was to be used as living quarters for the teachers.

Mrs. Fern Kinion of Onawa was hired to teach the lower grades, and Mr. Gilbert Ray of Ocheyedon, Iowa, a student at Morningside College, was employed as the teacher of the upper grades. Mr. Kinion was also unemployed so the young couple established a home on the island in the other hunters' cabin. Mr. Ray lived with them. While the school was being equipped, the teachers visited the various homes on the island where there were children of school age, acquainting themselves with the educational back-

[Concluded on page 128]

Coordination for Exceptional Children

AROUND the conference table sat a group of earnest men and women. They represented the work done by 20 or more different national organizations devoted to the education of mentally or physically exceptional children. Their various fields of interest included the blind and the partially seeing, the crippled, the deaf and the hard of hearing, the speech defective, and delicate children. Represented also was the cause of children mentally deficient, mentally gifted, and those exhibiting serious behavior problems.

Yet, while the specific needs of all these groups were recognized, the purpose of the conference was not to emphasize *differences* existing among them but rather to stress their *common* appeal for an education suited to their needs. Coordination in pulling together for a common cause versus separation in pulling apart for individual causes was the keynote of the meeting. Coordination, it was pointed out, prevents duplication of effort and waste of resources—it promotes economy of time and of funds—it stimulates efficiency of service and effectiveness of results.

But what is coordination? it was asked. By consensus of opinion the term was defined as a "planned cooperative program involving the services of all the agencies interested in a common cause", the common cause in this instance being education of all types of exceptional children. Not merely being willing to work together, but working together—not merely working together in the abstract, but working together for concrete goals—not merely talking, but doing, accepting responsibility by mutual consent or seeing it delegated to another, planning definitely to join hands in a cooperative enterprise, and to encourage unity of purpose; finally not destroying the identity of any one group of exceptional children, yet considering each group only an integral part of the whole.

The conference referred to above was a national one, called by the Office of Education,¹ United States Department of the Interior. Reference to it here serves

¹ Proceedings of the conference are given in U. S. Office of Education Bulletin, 1935, No. 7, Coordination of Effort for the Education of Exceptional Children.

The Second of Three Articles on Education of Exceptional Children by Elise H. Martens, Office of Education Specialist in This Field of Learning

only as an introduction to consideration of coordinated service in States and in local communities. The word "coordination" has been on the lips of many civic and educational leaders during recent years. But coordination in State and local affairs has actually been achieved only through conscious and persistent efforts on the part of those who have caught the vision of its possibilities. How it has been applied in the field of State and local services for exceptional children may be illustrated through a brief description of the program in several outstanding instances.

In some States

In Massachusetts the school superintendent or principal seeking help in locating mentally deficient children who need special attention in special classes receives assistance through a coordinated plan of the State department of education and the State department of mental diseases. The latter, through its division of mental deficiency, sends out traveling clinics to school districts of the State, each one staffed with a psychiatrist, a psychologist, and a social worker. Local school authorities give assistance through teachers and the school nurse or school visiting teacher. The superintendent receives a clinical report on each child studied, together with recommendations for treatment, including educational, social, and physical aspects of the case. It is then the responsibility of the school department to carry out these recommendations to the best of its ability. General supervision of work done comes through the supervisor of special classes in the State department of education.

These provisions for coordination of service have long been in operation in Massachusetts for mentally retarded children. In 1930 a somewhat similar plan was inaugurated for home instruction of physically handicapped children unable to attend school, and cooperating agen-

cies are in this case the State department of education and the State department of public welfare. In each instance the educational program is under immediate direction of the educational agency, while the cooperating agency contributes services in keeping with its own primary purpose.

A children's court

In New York a children's court, operating under county or city auspices, receives petitions for physical care or education of a physically handicapped child who requires special attention. The judge of the court is authorized to issue orders for medical service or for special educational service or for both, according to needs of the child. Orders for medical service must be approved by the State health department and orders for special educational service must be approved by the State education department, which also supervises all educational activities. Cost of such service is charged to the city or county concerned, but the State makes reimbursement to the extent of one-half of the expenditures incurred. It is the purpose of the physically handicapped children's bureau in the State education department to cooperate with other State departments "in developing a comprehensive State-wide program for education, physical care, and general welfare of physically handicapped children." The plan operating under the children's court act is one example of how this objective is being achieved.

Mentally subnormal children in New York receive help from both the State education department and the department of mental hygiene. In early years the State education department did most of the psychological examining for placement in special classes. As examining facilities expanded in local school districts and as the State department of mental hygiene developed its services, the State education department has

gradually withdrawn from conducting psychological examinations. If the local school system does not have the personnel for examining, the request is turned over to the department of mental hygiene. The educational program for the child, after he has been examined, is directed by educational authorities.

Day and residential schools

Is the problem of education for a deaf or a blind or a crippled or a mentally deficient child any different when he is enrolled in a residential school than when he is in a day school? Progressive leaders in a number of States have answered: "No; the problem of his education is essentially the same, wherever he is." As a result, services of day schools and residential schools have in some cases been closely coordinated, to the advantage of both.

In Pennsylvania, Massachusetts, and New York, the division of the State department of education that is responsible for all special education of exceptional children exercises general supervisory relationship toward instruction given in residential schools for the deaf and the blind. Many of these are semi-private in character but receive public money toward their support. In California superintendents of State residential schools for the deaf and the blind are also supervisors of the day schools in their respective fields.

But mentally deficient children, too, have the same general educational needs whether they are in day or in residential schools. Coordination here, however, has scarcely been touched. As a member of the national conference referred to at the beginning of this article said, himself connected with a residential school for the mentally deficient: "Experiences of the public-school system ought to be carried over into the educational departments of public institutions, and this should be provided by empowering State departments of education to supervise all State institutions, or at least educational departments of such institutions."

Supervisory service

But even the best of supervisors of exceptional children needs to coordinate his services with those of other supervisors. This is true even throughout the elementary years, but it assumes particular importance when the handicapped child reaches adolescent or high-school age. That is the time when serious thought should be given to his early vocational adjustment. If he is able to attend high school preparatory to going to college, he becomes the immediate

responsibility of the high-school staff, who will naturally look for guidance to the special supervisor of exceptional children. For has he not followed the child through his entire elementary school career and seen to it that special tools and special methods have been made available for his learning? His help will still be needed to solve the problem of high school adjustment.

If, on the other hand, the physically handicapped adolescent looks to early occupational activity, the division of vocational rehabilitation will take him over for specific training. Vocational rehabilitation of physically handicapped young people of employable age should not be confused with special education

A Boy's Plight

A BROKEN home. A mother unable to control her boy. Persistent truancy from school. Booked by police for stealing and other offenses. In trouble on the public playground.

Treated by the health department for disease. Help given his family by relief. Counseling and special instruction offered by the schools.

But, with utter lack of home supervision the lad seemed to have no ability to meet even the ordinary social requirements of the community. In other words, his total history showed that nothing short of placement in a foster home, with probation, or in an institution, could protect the boy.

What could a coordinating council do in such a case?

of exceptional children. The first is a program for adults, the second for children. The first is restricted to the vocational aspects of education, the second concerns education in its entirety. Special education looks to vocational rehabilitation to prepare the handicapped youth for occupational activity just as it looks to health education to keep him well, to the arts to help him to enjoy leisure time, and to social education to help him to live acceptably with other people. Each of these is essential to the complete program.

Being done locally

What the States can do, surely local communities can also accomplish. And they have accomplished it even to a

greater extent in many cases than either State or Federal agencies. It is encouraging to see in how many cities the entire program of special education for all types of exceptional children is integrated under the direction of one supervisory or administrative official who is especially trained for this service. Berkeley, Los Angeles, and Oakland, Calif.; Wilmington, Del.; Baltimore, Md.; Minneapolis, Minn.; Rochester, N. Y.; Cleveland, Ohio; Philadelphia, Pa.; are among the cities where such an arrangement obtains, frequently with assistants in immediate charge of the highly technical service needed for specific groups. It has been found that the united force of all special teachers working under a single directing head can make an impression in the community for the continued development of special education as a whole, that can never be equaled by divided services of a few small and ineffective groups.

Coordinating councils

Visualize, gathered about a table in a city office, the superintendent of schools or his representative; the chief of police; the director of the city health department; the superintendent of social service in the city health center; the executive secretary of the city welfare society; the director of playgrounds. Listen to them as they earnestly discuss plans for community betterment in which they are all interested, for the elimination of menaces to the lives and the characters of the children in their homes and their schools, for the solution of individual problems which have come to the attention of one or more of the departments represented. Note how they strive to coordinate the activities of their respective agencies, to promote personal acquaintance and esprit de corps, and to prevent duplication of effort and waste of time and money.

There was, for example, the case of persistent truancy from school. A broken home, with the mother unable to control the boy. He was booked in the police department for stealing and other offenses. He had been treated by the health department for disease. The recreation department reported trouble on the playground. The welfare society had given help to the family. The schools had given counseling service and special opportunities in instruction. With the utter lack of home supervision, the boy seemed to have no ability to meet the ordinary social requirements of the community. The total history showed that nothing short of specific placement in a foster home, with probation, or an institution, could protect the boy and society.

Such cases frequently come to the attention of the coordinating council, which delegates specific responsibilities to the respective agencies for the solution of the problem. It develops policies of planned cooperation which serve as a guide in handling other cases. It outlines programs of attack upon destructive gangs and unwholesome places of amusement. It makes constructive plans for the encouragement of wholesome leisure-time activities among the youth of the community and, in these days of unemployment, for occupational assistance of practical value. And the entire program is based upon the conviction that the serious problems of children and young people can be met adequately only by a united and coordinated effort on the part of all those persons and agencies influencing their lives.

The first coordinating council of this general type was organized in Berkeley, Calif., in 1924. Los Angeles followed soon afterward with an extensive organization on a county-wide basis. Other cities and counties in California followed suit, and the plan has met with great favor in the East as well as in the West. There seems to be no reason why a movement of this kind could not spread to State units of government. Through a coordinating council, composed of representatives of the State department of education, State department of health, State department of public welfare, State institutes of juvenile research, and other interested departments, an integrated program could be worked out that can be realized in no other way. If it is a voluntary matter, someone must take the lead; the growth may be slow, but perhaps the more substantial. If it is provided for through legislation, the road is clear for immediate action—provided true cooperation can ever be secured through legislation.

Finally, why not a Federal coordinating council which will recognize and consider the needs of all States, of all groups of exceptional children, and of all agencies interested in their welfare? This is an ideal well worth working for. The organization of State coordinating councils will contribute materially toward its realization.

DR. PAUL L. CRESSMAN has been appointed director of the Bureau of Instruction in Pennsylvania, succeeding Dr. William H. Bristow, who had been director since 1931. For the past 2 years Dr. Cressman has been assistant superintendent of public instruction in the State of Michigan. Prior to that, he had served for many years in various educational capacities in Pennsylvania.

Home Economics Chief



With a rich background of experience and training in homemaking fields, Miss Florence Fallgatter has been appointed Chief of Home Economics Education Service in the Office of Education, United States Department of the Interior.

Miss Fallgatter succeeds Dr. Adelaide S. Baylor who directed this service since 1923. Dr. Baylor had recently retired at the age of 70. She died December 18, 1935.

For the past several years Miss Fallgatter has been a regional agent in this service of the Federal Government. Prior to this, her professional record includes high-school teaching in home economics in the States of Iowa and Minnesota; city supervision of home economics in Duluth, Minn.; teacher training at the University of Minnesota and at Montana State College; and State supervision of home economics in Montana. Miss Fallgatter was acting head of the College Home Economics Department in Montana immediately before coming to the Federal Board for Vocational Education. She has also taught in summer sessions at the Universities of Missouri and Minnesota.

Organization connections of Miss Fallgatter include membership in the American Home Economics Association, American Vocational Association, National Education Association, American Association of University Women, Progressive Education Association, National Council of Parent Education, League of Women Voters, Adult Education Association, Western Arts Association and Phi Mu. She is national president of Phi Upsilon Omicron, professional home economics fraternity. Miss Fallgatter is the newly-appointed chairman of the National Committee on Homemaking of the National Congress of Parents and Teachers.

Flower's Island School

[Concluded from page 125]

ground of the children. They gathered together for use in the school, such textbooks as the homes possessed. Nearby county and city superintendents supplemented these materials from their offices, and classes began.

Lacked warm clothing

There were 34 children. The average attendance for the first 2 weeks was 28. Several children could not attend on cold days because they lacked warm clothing. The Transient Bureau at Sioux City solved the problem by sending clothes for all the children. Sioux City and Onawa merchants augmented the Flower's Island supply of gifts.

I visited the Flower's Island school late in the winter. All the children appeared to be clean and comfortable. Both parents and children requested that the school continue during the summer months. Since the two teachers had not planned to remain during the summer, two other experienced teachers, Miss Olive Breed and Mrs. Gladys Ross, were secured for the summer months. They conducted much of the school work out of doors, and introduced handicraft work. Handmade rugs and other attractive articles began to appear in Flower's Island homes.

Residents of the island have always displayed a very cordial attitude toward representatives from the Department of Public Instruction, teachers, and nearby county superintendents. Parents have succeeded well in submerging personal differences for the welfare of the school.

Possibility of a permanent school on Flower's Island is uncertain. It is hoped that, even though issues of squatters' rights, fixation of State boundary lines, Indian reservation, and local obligations for school maintenance are all being raised, the educational welfare of children on Flower's Island will somehow continue to be safeguarded.

Maps

The Bureau of Reclamation has just issued the following maps which may be obtained upon application to the Bureau at the prices indicated, payment to be made in advance by check or money order drawn to the Bureau of Reclamation:

No. 26170. Boulder Canyon Reservoir and Vicinity. Size 8 by 10½ inches. 5 cents.

No. 25190. All American Canal System (colors). Size 10 by 14¾ inches. 10 cents.

Educational News



In Public Schools

BALTIMORE, Md., brings the schools to the people through regional meetings. As explained in the Baltimore Bulletin of Education, November 1935, "the city is divided into five broad districts and the parents of the children in each district are invited to a meeting in a suitable school auditorium where specific phases of the school program are clearly explained by means of illustrated lectures. Specialists in the various fields appear in turn, in company with the superintendent of schools, to explain work that is being done and problems faced by the schools."

A committee composed of 12 Michigan educators will make a study of correspondence courses. The committee plans to compile reliable information about correspondence schools and courses, develop a plan of approval of correspondence centers, and suggest methods of using correspondence courses in curriculum enrichment in the public schools.

A plan has been evolved in C. C. C. camps of Michigan for teaching certain courses for high-school credit. The high school granting such credit determines qualifications of the instructor, content of the course, and scholastic record of the C. C. C. enrollee. In addition, the final examination is conducted, supervised, and graded by high-school authorities.

In Philadelphia, Pa., according to the report of the superintendent of schools of that city for 1934-35, continuation classes have now declined to a point where they have faded out of the educational picture. Education of the type of pupils who were in continuation schools in that city has been transferred largely to the all-day vocational schools and to some extent to junior and senior high schools.

"The Small High School", University of the State of New York Bulletin No. 1071, makes an analysis of literature regarding the small high school and of

curriculum offerings of the small high school in the State of New York. The bulletin reveals that schools below 200 enrollment find it difficult to offer a program of studies sufficiently enriched to meet modern educational needs. It also shows that other than college preparatory subjects find a narrow berth in most schools below 250 and 300 enrollment.

In order to solve the problem the report states, "Obviously there are at least two steps to be taken: (1) Increase the size of many small high schools through the process of consolidation, by enlarging the territorial unit in areas where two or more small schools can be satisfactorily brought together or combined with a larger school; (2) set up a program of enrichment for those small schools destined to remain small, the program to canvass such devices as alternation of subjects, supervised correspondence and radio instruction, circuit teachers and enrichment within subjects and courses."

An experiment with an activity program in the Pittsburgh Public Schools is described in "Pittsburgh Schools" for September-October 1935. There are nine elementary schools in that city enrolling between eight and nine hundred kindergarten and primary grade children in "activity centers" to provide better articulation between the kindergarten and first grade. The goal anticipated by teachers and principals is that at the end of 2 years the children will be as far along in the usual skills and, in addition, will have other highly desirable qualities usually undeveloped such as independence of thought, experience in problem solving, more social feeling, and ability to get along with other children and in new situations.

The Fathers' Council of the Parent-Teacher Association of Washington School, West Orange, N. J., indicates that fathers in that community are awake to the possibilities for service to the school which their children attend. The objectives of the council are: To promote child welfare in the community; secure an understanding of public-school objec-

tives, methods, organization, administration, and needs; become familiar with recreational activities and welfare problems of the community that affect young people; aid in the solution of these problems; offer an opportunity for the study of problems of parenthood; promote acquaintance among the fathers of the community; develop a more active interest in the work of the Parent-Teacher Association. W. S. DEFFENBAUGH

In Colleges

Bachelor of foreign service. Two universities in the United States offer work leading to the degree of bachelor of foreign service. Georgetown University (District of Columbia), and Los Angeles University of International Relations, affiliated with the University of Southern California. Recently international honors have been accorded the latter institution when the FIDAC (Federation Interallie des Anciens Combattants) medal was awarded; the medal is given annually to the educational institutions in each of the allied countries having a curriculum best adjudged to encourage international understanding and friendship.

Enrollments. Most institutions are reporting enrollments larger than last year. Such increased total enrollments despite smaller senior classes are looked upon by many as an indication that the turning point in enrollments has passed. University of Kentucky reports 3,550 students; University of California at Los Angeles reports 3,662 students with 46 more women than men; University of Vermont has 1,245 students—762 men and 483 women; University of Washington reports a record year with 5,569 men and 3,648 women, or a total of 9,217 students; University of Iowa reports a record year with 6,339 students; Rutgers University 2,550 students; Lafayette 826; and Ohio State University 11,417.

Harvard finds a definite trend of college students' interest toward economics, government, and sociology as well as in psychology, history, English, and music. Total registration in agriculture at North Dakota Agricultural College

jumped up 29 percent this fall over last fall. University of Washington shows the strongest enrollment in the University College with economics, and business second. Rutgers (men's college) has 662 students in arts and sciences, 198 in agriculture, 173 in engineering, and 104 in education. At Ohio State University greatest gains were in agriculture and law.

Freshman college centers. After recognizing the need of providing college education for unemployed graduates of high schools, several States have provided a means by which students in certain areas may attend college at small cost. Sometimes Federal funds are available for such use, and sometimes these centers are sponsored by existing institutions of higher education. Last year Michigan has established 100 such centers, taking care of hundreds of students within the State. In Ohio more than a thousand students attended the emergency junior college centers in 30 different cities and towns. New Jersey provided six centers and Connecticut was experimenting with a new system of "federal colleges". This fall Texas has planned to open 15 freshmen college centers to take care of some 5,650 young men and women from 16 to 25 years of age who are members of relief families. Five of these centers will open at Dallas, Houston, San Antonio, Fort Worth, and Lubbock, and tuition will be free. These centers are provided for students who are unable to obtain a college education because of lack of funds.

"*Placement Success of the 1933-34 Education Graduates of 374 Collegiate Institutions*" by J. G. Umstattd (University of Minnesota), Bulletin of the National Institutional Teacher Placement Association (vol. 1, Mar. 15, 1935). From this survey it was found that—

Of the 37,832 graduates of 1933-34 reported as qualified to teach by the 374 institutions, 21,145 or 56 percent had been placed before January 1, 1935. The types of institutions ranked as follows in terms of placement of last year's graduates before the beginning of this calendar year: State teachers colleges and normal schools, 63 percent; State and land-grant institutions 56 percent; large denominational colleges (500 and over) 47 percent; small denominational colleges, 44 percent; municipal institutions, 38 percent; and private institutions, 35 percent. Other findings are detailed in tables.

WALTER J. GREENLEAF

In Educational Research

THE educational research division of the New York State Education Department has studied the occurrence of small high schools in that State, not with the view to consolidation of schools but to explore the possibilities of creating better opportunities within the small high schools themselves. The suggested possibilities include: (a) Increased alternation of subject matter, (b) supervised correspondence study similar to that being employed in some States, (c) supervised radio instruction, (d) circuit teaching, i. e., traveling teachers, for some subjects, and (e) enrichment of courses through using methods of instruction better adapted to the small class. The published study is the University of the State of New York Bulletin No. 1071.

Several Southern States have recently been studying the curriculum quite intensively on State-wide bases. The Mississippi Program for the Improvement of Instruction, Bulletin No. 2, October 1935, issued by the State department of education of Mississippi, describes this cooperative effort on the part of the educators of that State. For the purpose of this program of improvement of curricular materials the State is divided into five regions. Each of these regions has a representative committee which coordinates and encourages the work in the various cities and counties in their respective regions. Local study groups are organized in the cities and counties. The general plan for these groups is to bring to light from their own groups plans of instructional presentation which seem to be good and report these to the regional committees. In this way an attempt is being made to have the teachers themselves develop and grow with the changes taking place in the curriculum. During this year the emphasis is on ways of developing social understanding on the part of the pupils and increasing the opportunity for children to participate in socially significant enterprises. The construction of units of work will therefore be important

A survey of the high schools of St. Louis in regard to teacher load, size of class, enrollment, failures, and achievement has been reported upon by George R. Johnson, director of research, in the St. Louis Public School Messenger for

October. The median class size in the St. Louis high schools was found to be 30.7, the lowest in 10 large school systems of the United States. The amount of failure in high school was found to be 8 percent (1934-35) compared to 11 percent in 1931-32. The failure percentages were found not to vary by schools in relation to the intelligence and achievement of their pupils. In fact the school having the highest failure (10 percent) had a higher intelligence than the school having the lowest percent of failure (5 percent). Examination of the achievement in relation to intelligence did not explain the discrepancy, and it was concluded that each school had its own standard of expected achievement. This result shows the need for checking objectively on achievement in high-school subjects.

Average scores on achievement tests of St. Louis high-school pupils were higher than the published norms. This was explained partially by the fact that there is a greater drop-out from school in St. Louis than in other cities of pupils of high-school age, thus leaving pupils of higher scholastic aptitude in school. However, tests in the various subjects showed that there was still a great problem of adapting the materials of instruction to pupils of varying abilities. The analysis of the test results subject by subject is particularly ably done.

The application of research findings to current educational practices is the interesting topic of the first complete annual report of the American Educational Research Association. This report gives the substance of the various papers read at the Atlantic City meeting. The application of research is an important problem to consider. This is because there have been few agencies or groups of workers in the schools concerned with interpretation of research findings to administrators, supervisors, and teachers. Research people are in general of a scientific nature, interested in the scientific approach to problems. They do not as a rule tend to interpret to the layman in education their findings. For this reason a special effort must be made to get research findings into practice. Here is, therefore, a field open to interpretation of research. This annual report is an initial step in the direction of such interpretation. Paper after paper shows how research findings would change school practice if the research findings were carried into practice. The next step will be to bring these findings to the teacher. This may be done by publications such as those of the United States Office of Education and the various associations of

teachers, through a consumer education for teachers in teachers colleges, and in in-service training of teachers. Typical papers published in the report are: "What changes in Guidance of Physical and Mental Growth of Elementary School Children Would Be Effected in Elementary Education if Research Findings to Date were Actually Applied?" "What Changes Would be Made in the Curriculum if Secondary Education Followed Research?"

Except in the medical departments of Philadelphia and Rochester the schools have been nearly barren of studies in the field of medical inspection. That there is need of investigation along this line is evident from the fact that the Metropolitan Life Insurance Co. went to the expense of financing an investigation by the research division of the American Child Health Association. What most concerns those who have taken a critical glance at the work of the school health service is not so much the inspection or examination of school children as the lack of results from that inspection. It comes near being a complete waste of time and public funds if we find that Johnny Jones has poor vision but nothing is done about it, or that Sarah Smith has lamentably bad teeth and said teeth continue to decay. Maybe it is "educational" (how we like to mouth the word education) for Johnny to read a test card (or part of it) and for Sarah to have her mouth looked into, by a dentist or doctor, and it may be "educational" for the respective parents to learn (education is the process of learning) that their respective children have bad eyes and rotting teeth; nevertheless if nothing is done the 10 minutes of time and the \$2 of cash which went to this process of education seem to have been lost.

The researchers in this study were interested especially in finding the reasons why defects had not received attention, or in other words, why public funds are wasted in the business of medical inspection. The answers to this question refer especially to New York City in which the study was conducted and here they learned that entirely too many defects were recorded for the public facilities for treatment available. They found that many cases were neglected because of poor records, and they found teachers unprepared for the important role which they may take in the work of the school health service.

The investigators seem to have overlooked the most important agent in the whole problem, the parent, for they

make no mention of the attendance of parents at the examinations of their children. Except for this oversight the conclusions arrived at are most suggestive and valuable. They should lead to economy of time and effort in this important field. The report of the study "Physical Defects, The Pathway to Correction", American Child Health Association, may be obtained by purchase from the National Education Association, Washington, D. C.

DAVID SEGEL

In Other Government Agencies

PLANS are being formulated in the Indian Service for active cooperative work with the Public Health Service and the Children's Bureau under social security legislation. Some preliminary work is to be carried out through institutes on infant and maternity hygiene at Fort Wingate for the Navajo country and at another point in the Pueblo country.

Approximately 20,000,000 Indians inhabit the Western Hemisphere, of whom about 350,000 are American Indians.

A total of 4,290 Indian boys and girls were enrolled in 4-H Club work during the year 1935, winning 33 State and 299 county prizes.

Nineteen acts were passed by the Seventy-fourth Congress providing for aid in the education of Indian children in public schools. Under these acts \$1,108,000 was appropriated to assist in erecting school buildings.

Dr. Henry Roe Cloud, full-blood Winnebago Indian, who is superintendent of Haskell Institute, Lawrence, Kans., was presented with the 1935 Indian Achievement Medal award given by the Indian Council Fire each year for outstanding Indian achievement.

Miss Rose K. Brandt, Supervisor, Elementary Education, Office of Indian Affairs, in a summary of Indian elementary education for the past year lists among others the following achievements:

1. Parent-teacher organizations have been formed, notably in the Rosebud, the Pima, and the Papago areas.

2. School and home gardening, which has long had an important place in the

day-school program in the Northern States, and especially so in South Dakota, has had considerable impetus.

3. Under the guidance of the instructor in woodworking at Santa Fe, the boys at the Santo Domingo Day School made beautiful chairs for their classroom, thus enabling them to abandon the old form school seats.

4. At the Sells Day School, under the direction of a teacher in the intermediate grades, the construction work has been responsible for much community and home improvement by making things needed in Indian homes.

5. In practically every area where the old culture still functions in the lives of the people native songs, dances, literature, and arts have an important place in the school program.

6. Creative work in poetry and music is going forward slowly.

7. Children's art efforts in the entire Indian area continue to show remarkable results.

In Libraries

IT IS well known that prison libraries have long been neglected and left to themselves to function. Only recently have they been recognized as forces for culture and education in their communities. Under the inspiring leadership of Austin MacCormick, the reorganization of Federal prison libraries was begun. That it is continuing successfully is evidenced by the recent appearance from the Northeastern Penitentiary of an excellent volume (processed) entitled "Library Operations." The volume carefully describes the set-up and work of the library and gives samples of forms used. The book should serve not only as a description of a service now being rendered, but also as a handbook for other libraries in penal institutions.

The American Library Association, in a mimeographed circular "Friends of the Library Groups," describes the newest effort to promote libraries in the United States. The movement is fairly widespread and is proving of great benefit to libraries in general and university libraries in particular. The A. L. A. circular explains how the idea operates, and shows what has already been accomplished. Another A. L. A. circular entitled "State Citizens' Library Committees and Conferences," tells of projects in library promotion on a State-wide basis.

SABRA W. VOUGHT

Pupils' Progress Reports

[Continued from page 115]

Science." There is also a tendency to break down the rating for a single subject into specific achievements. For example, the Raleigh, North Carolina Report of Reading Progress is rated as follows: Gets thoughts for himself (silent reading); gives thoughts to others (oral reading); gets new words; reads silently without pointing and moving lips; reads because interested; reads to the point; appreciates good literature.

Five sections of the Lawrence, Kans., report rate status and progress as follows: "Health Education, Report of Standardized Achievement Tests, Scholarship, Progress in Habits, Attitudes and Characteristics" and also solicits "Parents' Report of Pupil's Home Efforts." Under "Health Education" the pupil's habits of posture, cleanliness, and hygiene are rated as satisfactory or unsatisfactory and the school nurse reports upon physical conditions and needed corrections achieved. Under "Test" reports the child's individual score, the class score, and the normal score are given twice a year for specific achievements in school subjects. Subject matter knowledge as rated under "Scholarship" and "Behavior" ratings are grouped under objectives for the pupil "As an individual person" and "As a member of the social group." The "Parents' Report" includes home reading, hours of sleep daily, habits of hygiene, and specific types of social behavior.

A large number of report cards reserve most of the space for teachers' comments. Sometimes there is one card for each grade or small group of grades, with the major objectives stated first and adequate space for the teacher to describe how the child's achievements measure up to the objectives. Frequently nearly as much space is left for the parent to comment when returning the card as for the teacher's comments.

Another interesting contrast between the 1935 and 1930 cards is in the statements of behaviors rated. The negative statements such as "is indifferent" "is discourteous" have apparently disappeared and the following statements from Leominster, Mass., for grades 1 and 2 are fairly typical:

Self control: Obeys promptly; does not interrupt; forms line quietly without pushing; keeps things away from mouth; uses quiet tones.

Courtesy: Listens when someone else is talking; avoids passing in front of people; is courteous in speech, manner, and attitudes.

Work habits: Follows directions; is able to work alone or in a group; is ready for work on time; cooperates in caring for school property.

Adjustments to age levels

Seventy-six cities using the "behavior" type of reports sent cards covering the whole elementary school. Many cities had changed only one or two cards during the past 3 years and so did not send their entire series. Of these 76 cities, 33 use 1 card for all grades; 31 use 2 cards, usually dividing the grade group at the third or fourth grade; 9 use 3 cards for 3 grade groups (most of these cities include the seventh and eighth grades in the elementary school); and 3 cities use 4 cards. Half of the cities using but one card for all grades allow for adjustments of the rating plan to meet the needs of individual grades. When more than one card is used the subject matter, skills, and behaviors are in terms adapted to the grade objectives. By comparing the cards the uninitiated person should be able to get a pretty clear notion of how children learn and what the schools expect of them at different age levels. It is evident, however, that this is one element in the cards that could bear more study.

How progress is rated

Symbols used for rating achievements and behaviors definitely tend to convey more meaning as to pupil status and progress than was formerly the case. Letters, checks, minus and plus signs, words, phrases, and sentences are used, with the order of popularity as listed.

The letters S (satisfactory), U (unsatisfactory), I (improvement), in various arrangements and combinations, with checks signifying ratings, are most commonly used. Other letters signify Outstanding, Satisfactory, Not Satisfactory, and Failure; Excellent, Good, Average, Below Average, and Failure; Under developed, Well developed, and Improvement; Well developed, Shows improvement, Needs development. The well-remembered A, B, C, and D are also used, with explanations of meanings, and in some cases are defined with numerical symbols.

Phrases are sometimes used, with space allowed for checks or other symbols. These phrases include "Below but improving, Below average, Satisfactory" and for the recurrence of behaviors "Almost never, Part of the time, Practically always." Other phrases are arranged for completion: "Strongest work in _____" and "Weakest work in _____."

Supplementing the ratings, several reports indicate in various ways children's special aptitudes and interests.

A few reports arrange for diagrams to show the periodic standing of the pupil's

achievements in relation to the class average and the highest class scores, and in relation to norms for standardized tests in school subjects. These graphs apply only to records for upper grade pupils.

Individual growth

The variety of types of reports to parents is an indication of the general effort of school systems to help each child grow and develop according to his best ability and to remove the onus sometimes associated with periodic reports. This tendency is in keeping with the philosophy underlying changes taking place in general curricula and teaching methods.

[Concluded on page 135]

Commercial Education Congress

[Concluded from page 116]

ditions determine their school background. We emphasize the development of the individual student through self-expression, through participation. They expect the student to conform to the school pattern. We believe in a socialized classroom; they in uniformity, in rigidity. They require thorough mastery of the entire course or elimination; we offer a selection of subjects in an attempt to discover student aptitudes. We see socialistic tendencies, the communistic spirit an outgrowth of their discipline; they see lawlessness an outgrowth of ours. Is either view fair? Their work in linguistics is broader in scope than ours because their need is greater. Their continuation schools are further developed than ours. Their buildings and physical accommodations are as fine as ours; their physical and chemical laboratories as complete. In commercial education, they do not feel the need for questioning and evaluating objectives and results as we do, for having adjustable curricula in an attempt to meet the needs of the constant changes required by economic conditions. Research to discover possibilities for employment, to analyze job requirements, to decide school equipment in the form of office machinery, to determine methods are not topics for discussion. We have much to learn from each other. The opportunity provided by the international congress for closer contacts and better understanding will result not only in benefits to educational progress but may help bring about a world condition that spells progress and peace.

Educators' Bulletin Board



New Books and Pamphlets

Handicrafts

Hand Loom Weaving for Amateurs, by Kate Van Cleve. Boston, Mass., The Beacon Press, Inc., 1935. 122 p. illus. \$1. (The Beacon Handicraft series.)

A self-instruction manual for a creative handicraft; materials and tools described are of minimum cost.

Tin-Can-Craft, by Edwin T. Hamilton. New York, Dodd, Mead & Co., 1935. 508 p. illus. \$3.50.

Describes the use of tin plate of discarded tin cans as a substitute for expensive materials in art metal work.

Unit Teaching

Uses of the Class Period in Unit Teaching, by John P. Wynne. Farmville, Va., The Herald Publishing Co., 1935. 105 p.

Indicates the relationship of assignment, study, recitation, and planning as features of the class period, to the stages of the learning-teaching unit.

Our Times, Unit Projects in the Social Studies. Published semimonthly during the school year by American Education Press, Inc., 40 S. Third Street, Columbus, Ohio. Edited by Harrison M. Sayre and Arthur Moehlman assisted by faculty members of Ohio State University. Single subscription, 75 cents a year.

Vol. 1, no. 1, was issued Oct. 1, 1935. Topics include: The plight of the consumer; Social security; Population changes; The farmer; Industry.

Unit Projects in Modern Literature, published by American Education Press, Inc., Columbus, Ohio. Semimonthly, September 15 to June 1. Subscription, \$1 a year.

Units in v. 4, 1935-36, include: Travel and adventure; Letters and letter-writing; Journalism—Your school papers; Historical fiction; Book week—your library; Drama and motion pictures.

Modern Trends

Guidance at Work in a Large City High School, the second annual report of the Guidance department of the Samuel J. Tilden High School, Brooklyn, N. Y. . . . by Elsa G. Becker. New York, Board of Education, 1935. 125 p.

Report of a guidance program which seeks to coordinate all advisory services in the interests of the individual student by means of trained full-time counselors.

Curriculum Trends, a preliminary report and a challenge, by Laura Zirbes. Washington, D. C., Association for Childhood Education, 1935. 39 p. 35 cents.

A study of educational and social changes and significant curriculum trends.

Essentials of Nursery Education, with special reference to nursery schools, ed. by Beth L. Wellman. Prepared by a committee of the National Association for Nursery Education. Boston, Mass., National Association for Nursery Education, 1935. 34 p. 30 cents.

Descriptions of some general arrangements, procedures, and conditions that will help in meeting the needs of the nursery school child.

The Development of Speech Understanding in Relation to Intelligence, by Samuel T. Orton. . . . Langhorne, Pa., Child Research Clinic of Woods School, 1935. 14 p. (Child Research Clinic Series, v. 1, no. 6.) Free.

A paper of special interest for those concerned with reading and speech disabilities of exceptional children.

Free Illustrated Material

The American Can Co., 230 Park Avenue, New York City, supplies the following booklets of educational material, with maps and illustrations:

The Hawaiian Islands and the Story of Pineapple; The Story of Salmon; The Story of Coffee.

Social Problems

Viewpoints on Economic and Social Issues and their Relation to Rural Life, 1935. Lectures and discussions of the Institute of Rural Economics, Rutgers University, New Brunswick, N. J. (New Brunswick, 1935.) 230 p.

Presents important economic and social problems confronting the nation.

Education and Recreation. Harrisburg, Commonwealth of Pennsylvania, Department of Public Instruction, 1935. 33 p. (Bulletin no. 107.)

A community program of leisure-time activities for educational and social progress.

SUSAN O. FUTTERER

Recent Theses

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

BECK, Sister M. B. A study of content and achievement in the Materia Medica course. Doctor's, 1935. Catholic University of America. 125 p.

BROWNFIELD, LELAH. A comparative analysis of current textbooks in secretarial practice. Master's, 1930. New York University. 76 p. ms.

CASTEEL, SARAH C. Trends in beginning Latin textbooks published in the United States, 1724-1933. Master's, 1934. George Washington University. 80 p. ms.

ESPEY, B. B. Analysis of nine anthologies of junior high-school literature. Master's, 1934. George Washington University. 33 p. ms.

EWALD, HAROLD H. A handbook of facts concerning Kansas public schools. Master's, 1934. Kansas State Teachers College, Emporia. 48 p.

EWAN, S. N. jr. The relation of class size and selected teaching methods to pupil achievement. Doctor's, 1934. University of Pennsylvania. 109 p.

FITZ-SIMONS, MARIAN J. Some parent-child relationships as shown in clinical case studies. Doctor's, 1932. Teachers College, Columbia University. 162 p.

GREEN, MILDRED. A study of opinions regarding homework in the intermediate grades of the elementary schools of Washington, D. C. Master's, 1935. George Washington University. 27 p. ms.

HAUPT, GEORGE W. An experimental application of a philosophy of science teaching in an elementary school. Doctor's, 1933. Teachers College, Columbia University. 109 p.

KIRACOFFE, EDGAR S. Athletics and physical education in the colleges of Virginia. Doctor's, 1932. University of Virginia. 90 p.

MANN, GEORGE. A study of the present status of industrial arts education in central rural schools of New York State. Master's, 1935. Syracuse University. 100 p. ms.

MATTERN, LOUIS W. Chemistry and science in college entrance and college graduation requirements. Doctor's, 1928. American University. 328 p. ms.

MOYER, DOROTHY P. State book lists for high-school libraries and vocational guidance. Master's, 1934. George Washington University. 55 p. ms.

STACY, W. II. Integration of adult education: a sociological study. Doctor's, 1935. Teachers College, Columbia University. 148 p.

VAN WAGENEN, NOEL B. The stability of self-description tests of personality adjustment. Doctor's, 1935. Teachers College, Columbia University. 58 p.

WALKER, M. M. A study of high-school failures. Doctor's, 1935. Temple University. 113 p.

WEAVER, JACK. An objective study of 10 introduction-to-business textbooks to determine their value as classroom textbooks. Master's, 1935. Syracuse University. 126 p. ms.

WEI, W. S. S. The history of educational philosophy in China. Doctor's, 1934. New York University. 240 p. ms.

WESSEL, B. B. An ethnic survey of Woonsocket, R. I. Doctor's, 1931. Teachers College, Columbia University. 290 p.

YOUNG, ELIZABETH B. A study of the curricula of seven selected women's colleges of the Southern States. Doctor's, 1930. Teachers College, Columbia University. 220 p.

RUTH A. GRAY

Meetings

- AMERICAN ASSOCIATION OF DENTAL SCHOOLS. Louisville, Ky., March 16-18.
- AMERICAN ASSOCIATION OF TECHNICAL HIGH SCHOOLS AND INSTITUTES. St. Louis, Mo., February 22-27.
- AMERICAN COLLEGE PERSONNEL ASSOCIATION. St. Louis, Mo., February 19-22.
- AMERICAN EDUCATIONAL RESEARCH ASSOCIATION. St. Louis, Mo., February 22-27.
- AMERICAN INSTITUTE OF ELECTRICAL ENGINEERS. New York, N. Y., January 28-31.
- AMERICAN MEDICAL ASSOCIATION. Chicago, Ill., February 17 and 18.
- HEADMASTERS ASSOCIATION. February 7 and 8.
- INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN. Chicago, Ill., February 20-22.
- MUSIC EDUCATORS NATIONAL CONFERENCE. New York City, during week of March 29.
- NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING. St. Louis, Mo., February 23-25.
- NATIONAL ASSOCIATION OF COLLEGIATE DEANS AND REGISTRARS IN NEGRO SCHOOLS. Knoxville, Tenn., March.
- NATIONAL ASSOCIATION OF DEANS OF WOMEN. St. Louis, Mo., February 18-22.
- NATIONAL ASSOCIATION OF HIGH SCHOOL SUPERVISORS AND DIRECTORS. St. Louis, Mo., February 22-27.
- NATIONAL ASSOCIATION OF REGIONAL STANDARDIZING AGENCIES. St. Louis, Mo., February 19 and 20.
- NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERINTENDENCE. St. Louis, Mo., February 22-26.
- NATIONAL FEDERATION OF STATE HIGH SCHOOL ATHLETIC ASSOCIATIONS. St. Louis, Mo., February 24.
- NATIONAL HONOR SOCIETY OF SECONDARY SCHOOLS. St. Louis, Mo., February 23.
- NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. St. Louis, Mo., February 22-25.
- NATIONAL SOCIETY OF COLLEGE TEACHERS OF EDUCATION. St. Louis, Mo., February 21-25.
- NATIONAL VOCATIONAL GUIDANCE ASSOCIATION. St. Louis, Mo., February 19-22.
- PRIVATE SCHOOLS ASSOCIATION OF THE CENTRAL STATES. Chicago, Ill., March 13 and 14.
- PROGRESSIVE EDUCATION ASSOCIATION. Chicago, Ill., February 27-29.
- SECONDARY EDUCATION BOARD. Lawrenceville, N. J., February 14 and 15.

MARGARET F. RYAN

★ Arkansas Acts

ARKANSAS Educational Association, enrolling 3,200 teachers, recently adopted resolutions requesting their congressmen and others interested in the public schools and public welfare in general to take immediate steps to see that the teachers of the public schools receive equal consideration with other professions and organizations included in the Social Security Act.

They further went on record requesting the National Education Association to continue its efforts in behalf of teachers and to extend those efforts by requesting that each State education association pass similar resolutions. Parent-Teacher Associations were also requested to take like action.

The Underprivileged Third

[Concluded from page 113]

200 days or more

The recent circular No. 124, of the Office of Education, entitled "The School Year and Vacations in Different Countries", shows that the common term in both elementary and secondary

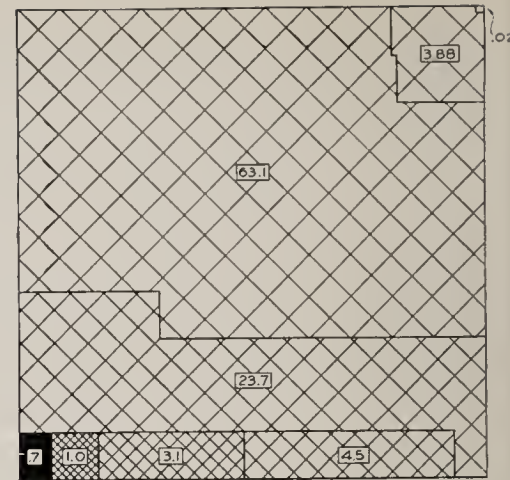
TABLE 2.—Percent of children enrolled in schools with certain lengths of term

Length of term in days	Months (approximate)	Percent enrolled	
		1931-32	1933-34
90 or less	4	1.7	0.7
91 to 110	5	1.8	1.0
111 to 130	6	2.6	3.1
131 to 150	7	3.5	4.5
151 to 170	8	22.6	23.7
171 to 190	9	64.3	63.1
191 to 210	10	3.5	3.9
More than 210	12	(1)	(1)
		100.0	100.0

¹ 0.006 in 1932 and 0.02 in 1934.

schools in most foreign countries is 200 days or more. Of the 50 countries included in this study, in only 10 countries was the elementary school term less than 191 days and of the 45 reporting the secondary school term, only 6 had terms of less than 191 days.

Of the 50 countries 22 reported elementary terms of from 191 to 210 days and 18 countries reported terms averaging more than 210 days. Of the 45 countries reporting secondary school terms, 23 reported terms of 191 to 210 days and 16 reported terms of more than 210 days.



Graphic representation of table 2.

The customary school term in the United States today is 9 months, and one-third of the pupils do not have the opportunity to attend this long.

What can be done to give this underprivileged third equal opportunity to attend school?

★ Does It Pay to Study?

WHAT is the relationship of final-grade averages of commercial graduates and the placement of these graduates in positions? A study was made in Elizabeth, N. J., to find the answer to this question. The study revealed that of 78 commercial students classified as being in the first quarter of their classes, 56 percent of them are employed in the type of work for which they were trained. Of the 192 students in the other three quarters of their graduating classes, only 24 percent were found to have been employed in offices. The study revealed definitely that those students who get highest marks quite generally get the kind of jobs for which they train.

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University Farthest North

[Concluded from page 111]

tions and analyses of antimony, arsenic, calcium, chromium, coal, copper, cobalt, iron, lead, manganese, mercury, molybdenum, nickel, water, and zinc reveal a fair cross section of industry in Alaska. (3) The extension service, organized in 1930, brings the best and newest information available to the farmers, homemakers, and fur producers. (4) Two college experiment stations are maintained by the university—one at Matanuska and one near Fairbanks to find out what crops may be grown advantageously and what methods may best be used; vegetable gardening and farming have been carried on successfully for many years and diversification of crops is warranted by good farm land and range of climate. (5) Paleontological work under the direction of the president, in cooperation with the American Museum of Natural History and the Fairbanks Exploration Co., has progressed, and fossil skeletal remains have been recovered. (6) Investigation of the aurora to determine its nature and relation to other electrical and magnetic phenomena is under way.

Matanuska project

The extension service of the university was called upon to assist with the setting up of the colonization project at Matanuska. Last fall there were 172 families remaining in the colony; "all houses and the community center will be completed before winter sets in. It was thought for a time that it would not be possible to complete the community school this past year, and that it would be necessary to build some little red school houses for temporary use, but work has been begun on the community school building and, much to the delight of the colonists, it will be completed this year." (Sept. 1935.)

The university's director of extension was loaned to the Alaska Rural Rehabilitation Corporation and his duties consisted largely of "straightening out the personal problems of the settlers, explaining to them why they have not already secured houses on their 40-acre farms, and explaining to them why they cannot all have wells at one time * * * every effort has been made to have the housing problem entirely taken care of before the freeze-up. At the present rate, with 19 new houses started the week of August 5-10, colonists will be housed securely by November 1."

In addition to acting as coordinator, the director took charge of locating wells for the settlers, of all survey and location work for the corporation, and of the 50 carpenters and helpers.

Likewise the home economics division of the university assisted with all kinds of home-making projects. The extension veterinarian was called upon, when the livestock arrived, consisting of almost 200 cows and 150 horses, to assist in getting the animals taken care of and giving them the necessary medical aid and treatment.

Cooperative enterprise

The extension agent at Palmer reported that while the colonists were interested in everything pertaining to the practical arts of home-making, *canning* was of paramount importance during the first few weeks.

"As soon as salmon could be obtained in quantity, a fishing crew was organized from the various camps. The fish were obtained at Knik, 30 miles from Palmer. A temporary cannery was improvised in a vacant building at the experimental station and canning crews of 3 women and 2 men were secured twice a day from the various camps, and often worked late into the night. In 10 days they put up 3,500 cans, totaling 2 tons of fish. Since all labor was furnished by the colonists, the only expense involved the cost of cans and transportation. The product amounted to less than 6 cents a pound. The shortness of the season made it impossible to secure a full case for each family; nevertheless, everyone felt that as a cooperative project it was worth while. The canning activities have not been confined to salmon alone. Hand sealers and tin cans have been distributed to all camps, and the Extension Service bulletins on canning Alaska products have been widely used. Wild berries are plentiful, and in spite of bears and rumors of bears, there is hardly a colonist who has not secured something to can. To feed, clothe, and protect the health of so many families will tax the skill and ability of every housewife, and there is great need of a home demonstration agent stationed in the valley continuously."

The government of the University of Alaska is vested in a board of eight regents, citizens of the United States and residents of the Territory of Alaska, who are appointed for a term of 8 years by the Governor subject to confirmation by legislature.

No instruction either sectarian in religion or partisan in politics is permitted in any department of the university, and no person shall, because of sex, color, or nationality, be deprived of the privileges of this institution.

The University of Alaska is one of the 69 land-grant institutions of the United States, and by virtue of this fact receives Federal support for instruction in agriculture and the mechanic arts.

Pupils Progress Reports

[Concluded from page 132]

Some recent publications on the rating of pupils progress

- BALL, GRACE. An evolutionary report card. *Progressive Education*, February 1935, pp. 89-94.
- BEATTY, W. W. Objectifying school marks. *The American School Board Journal*. Vol. 87, No. 1, July 1933, pp. 27-28.
- CROOKS, E. D. Marks and marking systems; a digest. *Journal of Educational Research*. Vol. XXVII, No. 4, December 1933, pp. 259-272.
- DAWSON, MILDRED A. Improving report cards. University of Wyoming. *In School and Society* for November 23, 1935. Vol. 42. No. 1091, p. 717.
- FOSTER, V. H., and WILCOX, E. B. From a report card to a character-training program. *Childhood Education*. Vol. VIII, No. 6, February 1932. pp. 306-312.
- KIRBY, B. C. Report cards. *Educational Method*. Vol. VIII, No. 9, June 1929, pp. 530-534.
- LEAHEY, E., and LOWREY, N. H. Making the school report of value to parents. *The American School Board Journal*. Vol. 87, No. 5, November 1933. pp. 50-52.
- MORTON R. L. The influence of pupil conduct on teachers' marks. *Educational Research Bulletin*, Ohio State University, XI, No. 3, February 3, 1934.
- NEW DEVELOPMENTS IN PUPIL REPORT CARDS. Educational Research Service, Department of Superintendence and Research Division, National Education Association, Circular No. 4, May 1934.
- WOLTON, J. T. Shall we eliminate the comparative marking system from the report cards? *Elementary School Journal*. November 1933, pp. 176-184.

★ One Dollar or Less

MANY who wish to purchase children's books, particularly inexpensive ones, find it difficult to distinguish between the "wheat" and the "chaff." Fortunately, no one needs to remain uninformed on this subject, for many lists of low-cost books that have the approval of librarians and educators are now available.

"One Dollar or Less: Inexpensive Books for School Libraries" (Circular No. 147 of the Office of Education) gives a sample list of this kind published by the library extension and rural education divisions, New York State Department of Education.

Miss Edith A. Lathrop, Office of Education Associate Librarian, author of the new circular, discusses inexpensive publishers series. She also has reproduced a list of books for children published by the Denver Public Library.

Many libraries have requested additional copies of Circular 147. Although single copies are free, there is a charge of five cents for each additional copy up to 25, and two cents for each additional copy thereafter. Address orders to the Office of Education, Washington, D. C., making check or money order payable to the Treasurer of the United States.

New Government Aids For Teachers

★ *Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering.*

Publications

Some Public Health Service Publications Suitable for General Distribution. 23 p. (Supplement No. 116 to Public Health Reports.) 5 cents.

Recent Court Decisions on Milk Control. 7 p. (Reprint No. 1644 from Public Health Reports, Vol. 49, No. 34, Aug. 24, 1934, pp. 993-998.) 5 cents.

These decisions have been concerned with price fixing in the interest of public health, the control of undulant

fever, the eradication of bovine tuberculosis, pasteurization, typhoid carriers, and the marking of milk bottles. (Economics; Public health.)

Technological Changes in the Relation to Women's Employment. 39 p. (Women's Bureau, Bulletin No. 107.) 10 cents.

Based on data received from the management of 115 factories which supplied descriptions of the changes that had taken place between 1921 and 1931 and their effects on numbers employed, on wages, on production, and on labor costs. (Vocational guidance; Economics.)

Price Lists (Free): Transportation—Railroad and shipping problems, postal service, telegraphs-telephones, and Panama Canal, No. 25; Tariff and taxation, No. 37; Publications of the Interstate Commerce Commission and the Federal Communications Commission, No. 59. (Government Printing Office.)

New Publications

FUNDAMENTALS in the Education of Negroes, by Ambrose Caliver, specialist in the education of Negroes. Objectives, addresses, and summaries of reports of The National Conference on Fundamental Problems in the Education of Negroes. 90 pages. Bulletin, 1935, No. 6. 10¢.

Coordination of Effort for the Education of Exceptional Children, by Elise H. Martens, specialist in the education of exceptional children. Report of a conference called by the Office of Education; origin, purpose, and summary of the conference, contributions made by members of the conference, and voluntary organizations devoted to education of exceptional children. 82 pages. Bulletin, 1935, No. 7. 10¢.

A Review of Educational Legislation, 1933 and 1934, by Ward W. Keesecker, specialist in school legislation. Chapter VIII of the Biennial Survey of Education in the United States, 1932-34; examples of outstanding legislation affecting the support of education; major legislative trends. 37 pages. Bulletin, 1935, No. 2, Chap. 8. 5¢.

Private Proprietary and Endowed Schools Giving Trade and Industrial Courses, by Maris M. Proffitt, specialist in guidance and industrial education. A directory of schools ranging from those of elementary grade giving a few fundamental industrial courses to schools of college grade; corporation, correspondence, private and endowed collegiate schools of technology. 91 pages. Bulletin, 1935, No. 8. 10¢.

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

Composite List of Nontheatrical film sources. 39 p. multi. (Bureau of Foreign and Domestic Commerce.) 10 cents.

Lists films on such subjects as: Art, biography and history, civics, drama and literature, geography, health and hygiene, natural sciences, safety and travel. (Visual education; Adult education.)

The Health and Safety of Women in Industry. 23 p. (Women's Bureau, Bulletin No. 136.) 5 cents.

Discussion of working conditions, industrial hazards, women's wages, working time, and protection of the worker in plant and at home. (Safety education; Health education; Vocational guidance.)

State Planning—Review of Activities and Progress of the National Resources Committee. 16 p. multilithed. (National Resources Board.) Free.

Summary of governmental relationships taken from the reports of State planning organizations to the National Resources Board. (Civics; Conservation.)

Grant Teton National Park—Wyoming. 35 p., illus. (National Park Service.) Free.

Data on the history of the region, geographic features, work of glaciers, trails, mountain climbing, wildlife, trees and plants, naturalist service, dude ranches, accommodations and expenses, how to reach the park, points of interest along the way, etc. (Geography; History; Civics; Geology; Nature study.)

Periodicals

PUBLIC HEALTH REPORTS. Vol. 50, No. 46, Nov. 15, 1935:

Physical condition and unemployment. By Harold S. Diehl, Director, Students' Health Service, University of Minnesota. pp. 1610-1618. 5 cents.

MONTHLY LABOR REVIEW. Vol. 41, No. 5, November 1935:

Partial list of contents: Employment conditions and unemployment relief, pp. 1192-1202; Recent activities of the C. C. C., pp. 1209-1211; Health and industrial hygiene, pp. 1226-1234; Leisure-time activities, pp. 1235-1241; Recent vocational training activities in foreign countries, pp. 1269-1274; Trend of public employment, pp. 1377-1390. 30 cents.

Photographs

A display of photographs of construction scenes at Boulder Dam and progress pictures of the work at Grand Coulee Dam site may be borrowed upon application to the Commissioner, Bureau of Reclamation, Washington, D. C.

Posters

Two new colored posters on winter sports are now available free upon application to the National Park Service:

Skiing, skating, sliding, and sleighing in the National and State Parks.

Winter sports in the National and State Parks.

MARGARET F. RYAN

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At the end of one year and at the beginning of another is a good time to check your file of that material which you receive and use regularly. *SCHOOL LIFE*, during the past 12 months, has provided a national perspective of American education. Be sure you have a complete, permanent record of the year's advances, outstanding practices, and activities in the major fields of education. as reported in the following issues of *SCHOOL LIFE*:

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Security . Schools Without Security . Helping the Unemployed . Education in the News . Indian Education . National Resources Report . Vocational Education in 1934 . What Has Happened to Our Schools? . Subsistence Homesteading.

March 1935

A New Frontier in Education . High-School Birthday Party . The White House . Education in the Virgin Islands . Indian Education . Education Bills Before Congress . New Government Aids for Teachers . Educators' Bulletin Board.

April 1935

Washington Monument . Atlantic City Beach Marks . School Building Needs . Government's Interest in Youth . Uncle Sam's Libraries . On Freedom for Teachers . Tercentenary Celebration Aids . Education Bills Before Congress.

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Denver—Gateway to National Parks . How Small Are Our Small Schools? . Education in Turkey . Education of Uncle Sam's Tenants . Education Bills Before Congress . Summer Courses in Vocational Education . Education in the News.

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The Automobile and the School Child . For 2,000,000 Youth . Teachers at the Battle of Oaths . Master Teacher on the Job . Comparative Education Conference . Small Schools—Large Costs . Twelve Leaders in Secondary Education.

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Highlights on America's Youth Problem . New Deal in Schoolhousing . Germany's Changing Education . Schools Point the Way . What Do You Mean—F. F. A? . For Exceptional Children . In 1936 for Education . 17 Years of Home Economics.

January *SCHOOL LIFE* is the second issue containing the 8 additional pages allowed by the Bureau of the Budget for a more complete reporting of educational activity and progress in the United States by the Office of Education.

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SCHOOL LIFE



February
1936

Vol. 21 • No. 6



IN THIS ISSUE



A Tribute to Unknown Teachers • Recent Educational Legislation • Reproductions From a Famous Copybook • Federal Student Aid • Forward March in Vocational Education • University Education Abroad • Trends in Industrial Arts

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



February 1936

Vol. 21, No. 6

Table of Contents

The cover design for this issue of SCHOOL LIFE was drawn by Plumer Simmons,
Connelley Trade School, Pittsburgh, Pa.

	Page
A Tribute to Unknown Teachers · J. W. Studebaker.....	137
Reproductions From a Famous Copybook · John H. Lloyd.....	138
Death Rate for Children Decreases · James F. Rogers, M. D.....	139
Electrifying Education · Cline M. Koon.....	140
School Buildings Decrease · Emery M. Foster.....	141
Office of Education Library · Sabra W. Vought.....	143
Enrollees Report on CCC Experiences · Howard W. Oxley.....	144
Recent Educational Legislation · Ward W. Keesecker.....	145
Federal Student Aid for 109,000 · John H. McNeely.....	147
Parent Education's First 10 Years · Ellen C. Lombard.....	148
Trends in the Industrial Arts · Maris M. Proffitt.....	149
Editorials.....	150
Five Projects Report.....	151
Forward March in Vocational Education.....	152
Vocational Summary · Charles M. Arthur.....	154
Exceptional Children and the Depression · Elise H. Martens.....	156
New Government Aids for Teachers · Margaret F. Ryan.....	158
University Education Abroad · James F. Abel.....	159
Educational News.....	162
In Public Schools · W. S. Deffenbaugh	
In Colleges · Walter J. Greenleaf	
In Educational Research · David Segel	
In Other Government Agencies	
In Other Countries · James F. Abel	
Educators' Bulletin Board.....	166
CCC Lesson Outlines.....	167
Education in the News.....	168

A Tribute to Unknown Teachers



THIS MONTH carries our thoughts toward two great men in history—Washington and Lincoln. Each, as the world well knows, made an indelible contribution to human progress.

Today, as I write this message to schools of the Nation these men helped build, my thoughts keep turning to the teachers who are guiding the childhood of the Nation's future leaders.

Unknown, save to the few in his own community, the teacher stands with staid concern for the ultimate good of the boys and girls. He seeks to bring better order out of confusion. He keeps the faith in human endeavor that made Washington and Lincoln live on in the hearts of men and women.

We well know that cheers for great deeds may be muffled over night or silenced forever by tomorrow. Mere popularity may sink into oblivion when a new hero mounts the rostrum calling some different ware. Even the most loudly applauded effort becomes only a small part of the record of mankind.

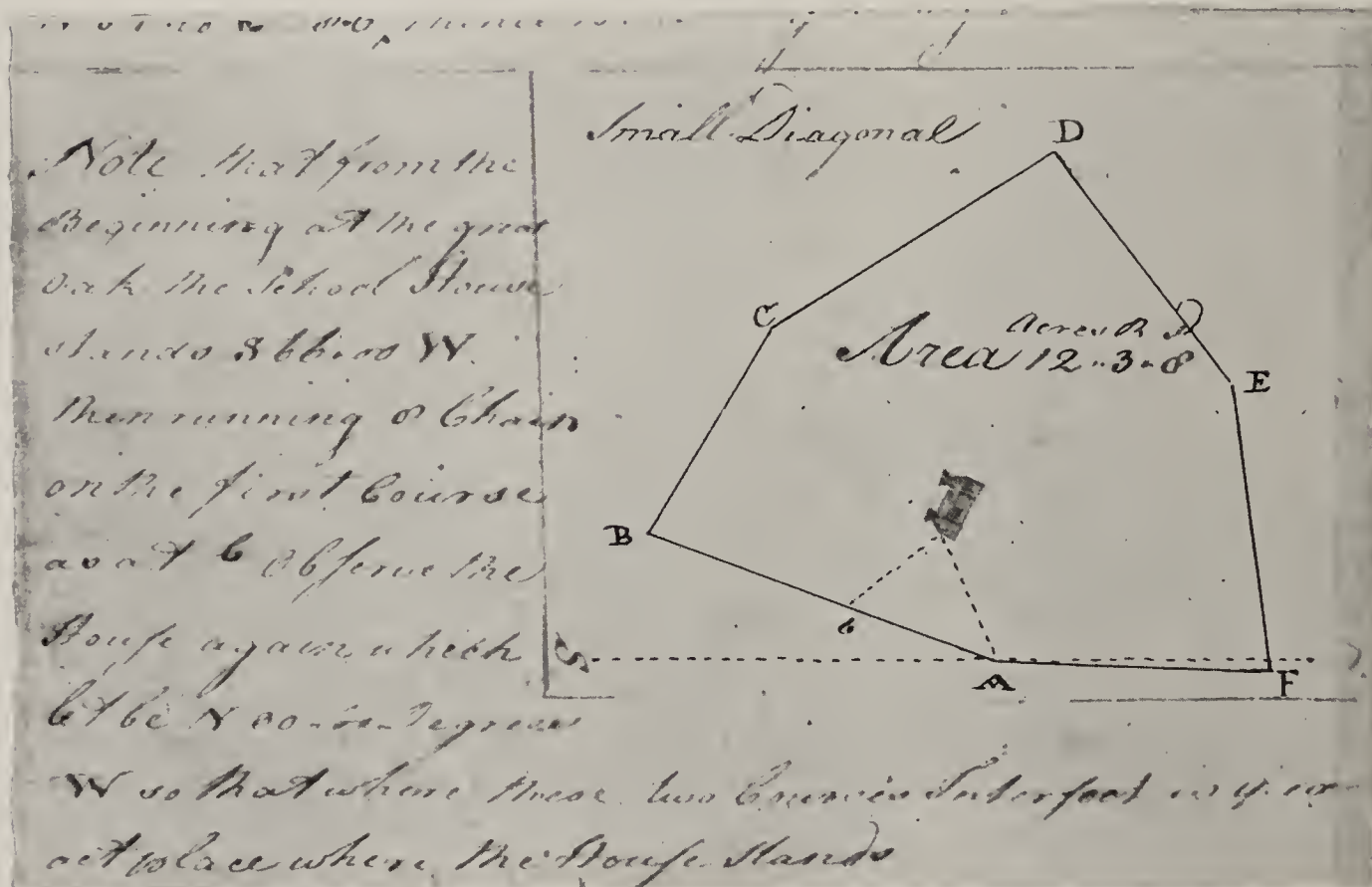
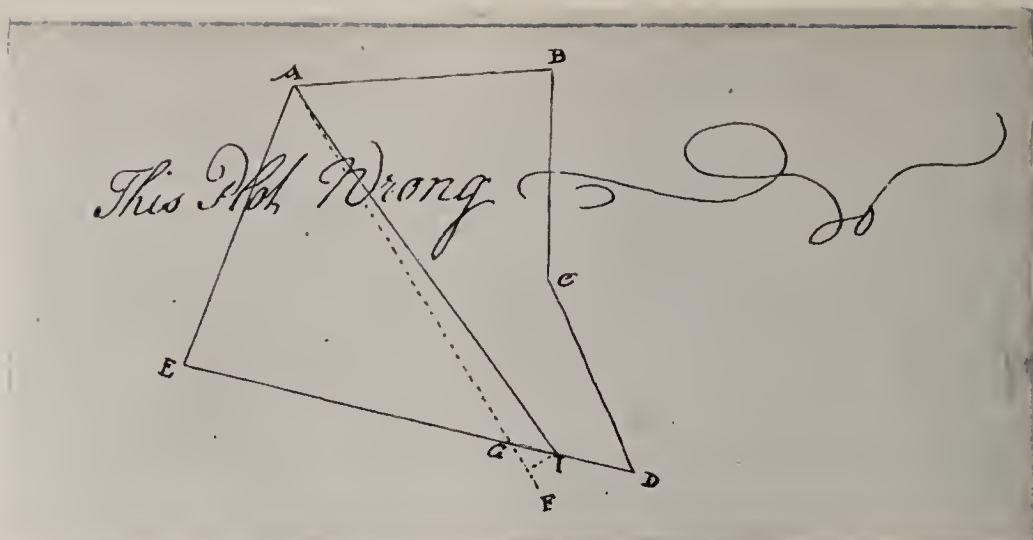
But the teacher's daily work with his pupils, his quiet kindness, his unassuming leadership, his thoughtful and gracious deeds, his silent inspiration—these live on in the hearts of men and women. These go into life's eternal pattern.

Great, even as Washington and Lincoln were great, is the teacher who leads the youth to an admirable way of life.

J. H. Sturdivant

Commissioner of Education.

Reproductions
from a
famous
copybook



EVEN George Washington made mistakes! Probably the best preserved, most guarded, and most valuable copybook in the world—a rare manuscript in the Library of Congress—reveals this fact.

The copybook, incidentally, is one in which a 15-year old boy neatly recorded problems in arithmetic and surveying nearly 200 years ago. The schoolboy was George Washington.

The 107-page copybook, now leatherbound, shows the writing of the boy who later became the “Father of His Country.” The writing is extremely legible. There are rules for all kinds of arithmetic problems, from decimals through logarithms—many examples, and neat rules on each page.

Two pages of the famous copybook are reproduced here. One shows a survey of his own school grounds made by Washington August 10, 1747. The other reveals the humanness of George Washington. He did things, but, like all of us, he was not infallible. He made mistakes. The copybook, now treasured in the Library of Congress preserves the evidence, shown here, with George’s own comment, “This Plot Wrong.”

George Washington’s mistake does not overshadow, but tends to give us a deeper appreciation of the outstanding accomplishments and qualities of a truly great and human American.

JOHN H. LLOYD

Death Rate for Children Decreases

DEATHS among the Nation's children ranging from 5 to 14 years of age, have diminished approximately 25 percent in less than a 10-year period.

The Office of Education in 1929 issued a circular on the "Mortality and morbidity of children of school age" in which statistics with reference to the causes of death were given, along with comparative death rates for the United States and for Australia, New Zealand, Denmark, France, Germany, and Switzerland. These countries were chosen because the rates for the period covered were relatively lower than in our own. While ours is a mixed population and there are some reasons why we should not be expected to be as healthy or as long-lived as are some other nations, there is stimulus in realizing that other countries excel in this highly important business of the preservation of human life.

A prophecy

It was suggested in the publication that the loss of thousands of school children was wholly unnecessary. It was stated that deaths from typhoid, malaria, small-pox, diphtheria, dysentery, rabies, tetanus, pellagra, and rickets were practically all preventable and that, with better protection from infection and with better care of the sick, deaths from scarlet fever, whooping cough, mumps, and measles might be much reduced. In 1925 over 8,500 lives were lost from accidents in the ages 5 to 14, and over 3,000 of these fatalities were due to automobiles. A large proportion of these deaths need not have occurred. It was suggested that by putting into effect our knowledge of preventive measures at least 10,000 lives of children could be preserved through this age period in the next decade and the death rate reduced by at least 25 percent.

The death rates given in this Office of Education circular were the average of those for 1921 to 1925. We now have, for comparison, the rates for the years 1931 to 1933, inclusive. The figures furnished by the Bureau of the Census are as follows:

An Encouraging Health Note Is Sounded by James Frederick Rogers, M. D., Consultant in Hygiene, United States Office of Education

Years	Rates per 1,000			
	5 to 9 years		10 to 14 years	
	Boys	Girls	Boys	Girls
1921-25.....	2.5	2.1	2.0	1.7
1931.....	2.0	1.6	1.7	1.3
1932.....	1.7	1.5	1.6	1.2
1933.....	1.7	1.4	1.5	1.1
1931-33.....	1.8	1.5	1.6	1.2

Prophecy fulfilled

The number of deaths of children in these age groups have diminished 25 percent in less than 10 years.

Details of what has happened are not at present forthcoming but we know that by active immunization against diphtheria doubtless a host of children have been preserved. (Some 3,000 children between 5 and 14 died of this disease in 1925.) We know that deaths from accidents (including automobile accidents) have been somewhat reduced. However, if diphtheria had been abolished and the deaths from accidental causes had been lowered by a fourth, not more than half the decline in mortality is accounted for.

Just how much the schools have had to do with this business of lifesaving we cannot say, but school medical inspectors have immunized a large percentage of their pupils against diphtheria. Parents have been asked to be present at medical examinations and have been advised concerning the care of their children. Slowly, but we hope surely, our teachers are being trained, and are expected, to detect the signs of beginning communicable disease and to see that children who show such signs are excluded.

Safety education has been added to the curricula of many schools and the information imparted concerning the laws of health must have had some effect in causing the child to avoid conditions which lead to destruction, but, which are not so apparent or immediate as a motor car.

New Zealand leads

And how do we compare with other countries? We do not, at the present time, have figures from all those mentioned in our 1929 circular, but some statistics which should keep us from growing conceited and content, are shown on the following page.



They have a 25 percent better chance.

Electrifying Education

It is quite evident that we have not surpassed Sweden, Norway, or Holland in the preservation of children at school age and that New Zealand, as a decade ago, is still far in the lead. But considering our conglomerate population we are making progress, and if we could keep our present pace, premature deaths between the ages of 5 and 14 should soon become a thing of past history. The decline in recent decades has been a

	5 to 9 years (deaths per 1,000)	10 to 14 years (deaths per 1,000)
1931.....	1.45	1.45
1932.....	1.49	1.50
1930-32 (average).....	1.47	1.48

	5 to 9 years		10 to 14 years	
	Boys	Girls	Boys	Girls
1931.....	1.31	1.31	1.49	1.20
1932.....	1.28	1.00	1.52	1.25
1933.....	1.36	1.09	1.17	1.06
Average.....	1.32	1.13	1.39	1.17

	5 to 9 years	10 to 14 years
1932.....	1.58	1.09
1933.....	1.08	1.12
Average.....	1.50	1.11

	5 to 14 years	
	Boys	Girls
1931.....	1.35	0.97
1932.....	1.19	.88
1933.....	1.10	.91
Average.....	1.21	.92

rapid one. In England and Wales in the period, 1841-50, the average annual death rate at 5 to 9 years was, for boys, 9.2 per 1,000, and for girls, 8.9 per 1,000; at 10 to 14 the rates were 5.1 and 5.4, respectively. In Sweden, in the decade 1751-60, the average rate per year for children 5 to 9 was 12.59, and for those 10 to 14, 6.39 per 1,000. In the period, 1771-80, the rates rose to 15.69 and 8.73 for the two age groups. Since those dire years, made so by famine and epidemics, the death rate has been declining but not at any such speed as in the past decade.

THE Federal Office of Education is undertaking the most exhaustive survey of visual aids ever made in this country. The purpose of this survey will be to determine the nature and use of visual aids in elementary and secondary schools with a view to guiding national agencies such as the American Council on Education, the National Education Association, the National Congress of Parents and Teachers, the United States Office of Education, and others in extending and improving their services to schools. This study has been made possible by a grant from the American Council on Education, of which Dr. George F. Zook, former United States Commissioner of Education is president.

Report blanks have been mailed to more than 20,000 superintendents of schools throughout the United States. School officials can assist in this study by filling in the blanks and returning them promptly to the Commissioner of Education. Pertinent data collected in this study will be published by the Office of Education.

Mr. Waldo Abbott, director of broadcasting for the University of Michigan, and Miss Judith Waller of the NBC (Merchandise Mart), Chicago, are issuing advance announcements of educational broadcasts available in their respective sections. Free copies may be obtained upon request to them.

Scholastic (250 East Forty-third Street, New York) January 11, 1936, issue is a special radio number and contains many interesting articles for high-school students.

The third annual session of the American Institute of Cinematography was held at the University of Southern California. A report of the meeting may be had by addressing Dr. Boris V. Morkovin, assistant director, 3551 University Avenue, Los Angeles, Calif.

Radio Station WOR, Newark, N. J. is now broadcasting a weekly college hour planned and directed by college students under the supervision of Osear Kavee, 6 Malden Lane, New York City.

The General Education Board has granted three Fellowships to Arthur W. Colley, Luke L. Roberts, and Stanley P. Young to study methods of planning and presenting radio programs as a means of further developing the techniques of educational broadcasting.

Copies of the combined proceedings of the sixth annual session of the Institute for Education by Radio and the fifth annual assembly of the National Advisory Council on Radio in Education have been printed as an attractive volume entitled *Education on the Air and Radio and Education*, 1935. It may be purchased for \$3 from the University of Chicago Press, 5750 Ellis Avenue, Chicago, Ill.

Among the teaching aids included in The Eighth Yearbook, Department of Supervisors and Directors of Instruction, National Education Association is a bibliography of sources of supplementary teaching aids by Eleanor M. Dye and Etta Schneider.

Under the able direction of Elmer A. Sulzer, the University of Kentucky is presenting several series of educational broadcasts over Radio Station WHAS of the *Courier Journal* and *Louisville Times*. French, agriculture, the art of speech, and music are among the features offered.

Teachers College, Columbia University, is issuing a monthly *Audio-Visual Teaching Aids Bulletin*. Copies may be obtained from Dr. Fannie Dunn.

Harold Engel, executive secretary of the National Association of Educational Broadcasters, University of Wisconsin, Madison, has recently completed a survey of the feasibility of the State of New Mexico obtaining Radio Station KOB for State services.

See page 151 for an account of the Federal Office of Education broadcasts made possible by a grant from WPA funds.

CLINE M. KOON

School Buildings Decrease

WITH public-school enrollments increased by 34 percent, the total number of school buildings showed a decrease of 13.3 percent for the same 19-year period. The number of school buildings in use in the public elementary and secondary school system in the United States reached its peak in 1915 when 277,941 buildings were reported, of which it is estimated more than 195,500 were one-room schools. By the school year 1933-34, the latest for which national data are available, the total number of buildings in use had decreased to 241,428, a decrease of 36,513 buildings or 13.3 percent, as shown in the accompanying graph. The number of one-room schools decreased to 139,180 or about 56,320 or more buildings and evidently about 20,000 larger buildings were built in place of the one-room buildings closed. There probably has been about a 30 percent decrease in the number of one-room schools in the 19 years since the peak number estimated for 1915.

During these 19 years public-school enrollments have increased by more than 6,700,000 or about 34 percent. The decrease in the number of buildings by 13.3 percent in the face of an increased enrollment of this magnitude has been due to a number of causes including the fact that people were moving to cities where their children could be taught in comparatively large schools; and good roads have developed the possibility of eliminating the one-room school and transporting the pupils to much larger consolidated schools.

The gradual elimination of the one-room school is shown in the graph. Figures for one-room schools are not available previous to 1918. The reason for the large number of one-room schools remaining is not entirely poor roads or sparse population but partly the organization of small areas as school districts each with its school board or trustees, taxing power, etc. Probably the reorganization of school districts on the basis of efficient units from the standpoint of school finance, topography and curriculum offerings would greatly reduce the number of school districts and eliminate a large number of small school buildings.

Statistics Presented by Emery M. Foster, Chief of the Statistical Division, Show Decided Decline in One-Room Schools



You can still find one-room schools—even with “private car” transportation—in many spots in the United States.

Numerous surveys indicate that many small schools could be eliminated as in the case of the recent survey by Dr. L. V. Cavins, of West Virginia, which shows the possibility of eliminating 55 percent of one-room buildings in that State and transporting most of the pupils to six-room schools, if buildings are located as recommended by the survey.

For the United States as a whole, 57.6 percent of all public-school buildings were one-room in 1933-34 (see table). This percentage decreased from 60.1 percent in 1930. If the country is divided into nine divisions, the West North Central States have the highest percentage of one-room schools, 78.2 percent. Every State in this division is organized on the district basis and every State except one has 75 percent or more of its schools of the one-room type, and Missouri, the remaining State has 74.4 percent one-room schools. Of the eight States having 75 percent or more one-room schools, six are in the



Little red schoolhouse—1935 edition. Built with PWA funds.

Number and percent of one-room public-school buildings 1933-34 and comparison with 1929-30

Division and State	Total number of school buildings	1-room schoolhouses used		
		1933-34		1929-30 ³
		Number	Percent	Percent
United States.....	241,428	139,180	57.6	60.1
New England.....	9,863	3,928	39.8	46.2
Maine.....	2,345	1,642	70.0	69.0
New Hampshire.....	892	476	53.4	56.5
Vermont.....	2,114	982	46.5	48.8
Massachusetts.....	2,726	399	14.6	17.5
Rhode Island.....	438	64	14.6	35.3
Connecticut.....	1,348	365	27.1	33.3
Middle Atlantic.....	25,388	13,581	53.5	56.0
New York.....	11,416	7,251	63.5	66.3
New Jersey.....	2,051	225	11.0	17.5
Pennsylvania.....	11,921	6,105	51.2	53.7
East North Central.....	43,211	27,477	63.6	68.5
Ohio.....	6,690	3,121	46.7	54.9
Indiana.....	¹ 4,128	¹ 1,830	44.3	57.9
Illinois.....	15,517	9,990	64.4	70.9
Michigan.....	8,585	5,957	69.4	70.0
Wisconsin.....	8,291	6,579	79.4	79.8
West North Central.....	58,204	45,542	78.2	79.7
Minnesota.....	8,929	6,765	75.8	76.9
Iowa.....	11,820	9,215	78.0	79.2
Missouri.....	² 9,810	¹ 7,296	74.4	74.9
North Dakota.....	5,552	4,492	80.9	83.6
South Dakota.....	5,128	4,539	88.5	88.5
Nebraska.....	7,554	6,068	80.3	79.9
Kansas.....	9,411	7,167	76.2	80.7
South Atlantic.....	30,134	14,728	48.9	50.9
Delaware.....	251	134	53.4	49.0
Maryland.....	1,546	710	45.9	54.9
District of Columbia.....	172	2	1.2	.6
Virginia.....	5,134	2,675	52.1	49.2
West Virginia.....	6,093	3,928	64.5	67.2
North Carolina.....	4,803	1,502	31.3	36.0
South Carolina.....	3,782	1,661	43.9	43.8
Georgia.....	6,269	3,170	50.6	57.1
Florida.....	2,084	³ 946	45.4	43.9
East South Central.....	23,657	14,046	59.4	58.7
Kentucky.....	7,943	5,537	69.7	76.0
Tennessee.....	6,008	2,987	49.7	51.3
Alabama.....	5,471	2,759	50.4	50.3
Mississippi.....	4,235	2,763	65.2	50.7
West South Central.....	25,345	9,283	36.6	40.2
Louisiana.....	2,987	1,228	41.1	46.2
Texas.....	11,844	2,934	24.8	28.8
Arkansas.....	4,646	2,621	56.0	58.5
Oklahoma.....	⁴ 5,868	2,500	42.6	44.3
Mountain.....	11,829	6,890	58.2	61.1
Montana.....	3,311	2,483	75.0	76.1
Wyoming.....	1,507	933	61.9	68.8
Colorado.....	2,965	1,738	58.6	57.8
New Mexico.....	927	611	65.9	59.4
Arizona.....	705	150	21.3	32.0
Utah.....	721	65	9.0	13.8
Nevada.....	340	208	61.2	59.7
Idaho.....	1,353	702	51.9	57.4
Pacific.....	13,797	3,705	26.9	29.7
Washington.....	2,423	874	36.1	36.5
Oregon.....	2,654	1,312	49.4	48.6
California.....	⁵ 8,720	¹ 1,519	17.4	20.5

¹ Statistics, 1932.

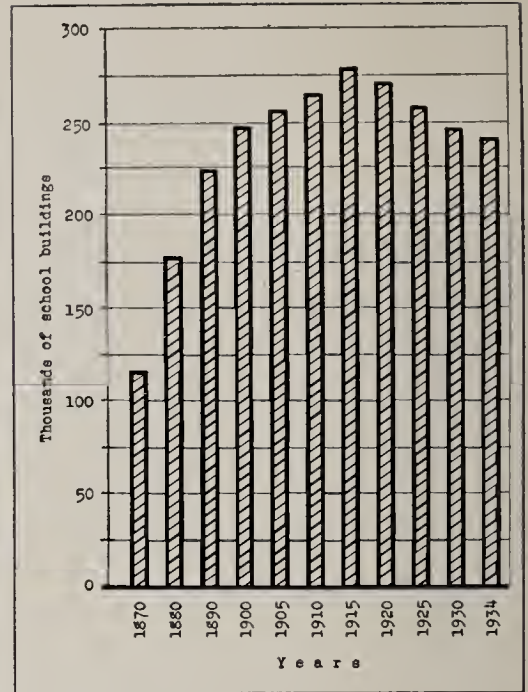
² Statistics, 1926.

³ Statistics, 1930.

⁴ Statistics, 1928.

⁵ A few States seem to show large changes from 1930 to 1934. These are probably apparent only and due to the data not being comparable for the 2 years.

Number of school buildings 1870-1934



West North Central division. The three Pacific States averaged 26.9 percent one-room schools and the four West South Central States averaged only 36.6 percent one-room schools.

The eight States having the largest percentage of one-room schools in 1933-34 were:

South Dakota.....	88.5
North Dakota.....	80.9
Nebraska.....	80.3
Wisconsin.....	79.4
Iowa.....	78.0
Kansas.....	76.2
Minnesota.....	75.8
Montana.....	75.0

The seven States having less than 25 percent one-room schools in 1933-34 were:

Utah.....	9.0
New Jersey.....	11.0
Massachusetts.....	14.6
Rhode Island.....	14.6
California.....	17.4
Arizona.....	21.3
Texas.....	24.8

Visitor from Mexico

Mr. Joaquin Espinosa, a teacher in the schools of Mexico City, was a recent visitor in the United States Office of Education. He came to the United States as a representative of the Department of Education of Mexico. In speaking of teachers in Mexico, Mr. Espinosa commented that "a teacher in Mexico is looked upon as a guide to take the children by the hand and lead them somewhere." Mr. Espinosa is making a study of the schools of this country.

The Office of Education Library



Sabra W. Vought, Chief of the Library Division, Outlines Services Which the Library Seeks to Give Public and School Libraries

was published Cutter's "Rules for a printed dictionary catalogue." This code for cataloging with its excellent rules for alphabeting was used for many years as a textbook in library schools of this country, and is still being used abroad.

In 1893 the Bureau of Education published a collection of "Papers prepared for the World's Library Congress" held in Chicago in connection with the World's Fair. This was of inestimable value to librarians in the days when there was little printed material on library administration, as it covered the whole field, including organization of libraries, and was written by the most experienced librarians in the country. At this same time there was also published the "Catalog of the 'A. L. A.' Library of 5,000 volumes for a public library", which was a collection of books selected for exhibit at the World's Fair. As the selection had been carefully made, and as the catalog was arranged in three lists: (1) dictionary, (2) classed by Cutter Expansive, (3) classed by Dewey Decimal, it served for many years as a standard for book selection and a model for cataloging.

Library statistics have had consideration since the earliest years of the Office, first as sections in the report of the Commissioner and later as "Statistics of public, society, and school libraries", which has been issued at intervals of 4 or 5 years.

Guides to book selection

It has been the hope of various Commissioners of Education that the library might serve as a standard for educational libraries and might be helpful to them in matters of organization and administration, particularly in the matter of book selection. Stimulated by this purpose the library compiled the Record of Current Educational Publications which was published periodically from 1912 to 1932. Since that time a series of selected annotated bibliographies on special subjects has been issued, listing up-to-date material on current educational topics,

to serve as guides to book selection or as suggestions for reading courses. This "Good References" series has been widely distributed and has apparently met a real need.

Theses available

Since 1926 the library has been collecting information on research in education, including masters' theses, doctors' dissertations, and faculty studies. This has been published in an annual "Bibliography of research studies in education." In 1930 the institutions of higher education were asked to deposit in the library copies of published and unpublished theses in order that they might be available for interlibrary loan. The collection now numbers more than 2,000 volumes, which are in constant demand by libraries in all parts of the country.

Interlibrary loans

While it is primarily a reference library, a large part of its service has been directed toward supplementing by interlibrary loan the book collections of college, university and public libraries for the aid of students of education. Material which is in constant demand for reference purposes, as courses of study, college catalogs, and periodicals, cannot be loaned outside of the library. This is also true of reports of departments and boards of education, and textbooks.

Acts as clearing house

Another service to libraries which is carried on extensively is helping them to complete files of the publications of the Office of Education. The library acts as a clearing house for duplicates of these publications, receiving and filing those which are sent in by librarians, and sending out those which may be asked for to complete files elsewhere.

Many requests for information and material pertaining to educational subjects are received from students and

[Concluded on page 146]

JUST how can the library of the Office of Education in Washington be of service to the public and school libraries of the country?" To answer this question and to show how such service has been a policy needs a brief survey of its history.

200,000 volumes

The first Commissioner of Education brought his own collection of books on education when he took office. Around this collection has been built up a specialized library, now numbering more than 200,000 volumes on the subject of education, which includes reports, pamphlets, catalogs, school journals, and monographs on educational subjects. Such material was necessary in order that those occupied with the affairs of the Office of Education might have source material from which to draw in the preparation of statistics and studies concerning all phases of educational conditions in the United States and in foreign countries. Carefully preserved and cataloged, it now forms a great storehouse of information on the educational history of the world.

The importance of libraries was early recognized by the Commissioner of Education. When the schools were being studied for the first time by the Bureau of Education and data concerning them were being gathered, a survey was also being made of the public libraries in the country. The year 1876 is notable in library history for the beginning of the American Library Association and for the publication by the Bureau of Education of the special report entitled "Public Libraries in the United States, their history, condition, and management." The author of that report was the first librarian of the Bureau. As part 2 of the special report just mentioned there

Enrollees Report on CCC Experiences



★ CIVILIAN Conservation Corps camp educational advisers were recently asked by the Office of Education to gather from enrollees interesting stories on their CCC Camp experiences, and how they have been benefited or aided in the corps. Several hundred reports have been received from the camps, and daily mails are bringing in further stories.

These accounts by enrollees are revealing. They vary from personal histories to detailed analyses of CCC values. They represent a collection of some of the most interesting material on individual experiences that I have seen in a long while.

After all, if the CCC is making progress toward developing human resources, its values should be finding expression through the development of camp members. It seems very worth while and fitting, therefore, that we should turn to this collection of letters and learn what the men in the camps are feeling.

Here are some excerpts taken from typical letters recently received by our Office from CCC enrollees.

New outlook

From Company 3460, Tellico Plains, Tenn., Enrollee Loel Hickman writes: "I feel that the Civilian Conservation Corps has benefited me in many respects. It has greatly changed the outlook on life that I had 20 months ago when I entered camp. I am no longer discouraged and easily beaten. I believe that I can find a position when I leave camp and hold it as well as the man who is working next to me. It has given me self-confidence and new ambition to succeed."

"Life here is clean, wholesome, and invigorating", reports Enrollee Anthony Anzalone of Company 218, Branchville, N. J. "I feel as though I always want to be on the go; my veil of depression has lifted; and unquestionably, this is an existence that without reservation can be recommended to every young man."

Howard W. Oxley, Director of CCC Camp Education, Presents Portions of Interesting Letters From Enrollees Received Recently

William Shaub of Company 1451, Archville, Tenn., writes: "During my 12 months (in the CCC) I have not only learned to sign my name, write letters home—this was a thrill—read the newspapers, but also how to use woodworking tools, lathes, saws, and such."

"My education has been improved greatly through the educational program conducted in this camp", says Enrollee Frank Basa of Camp S-117, Penfield, Pa. "This program has kept me in constant touch with the studies I've had in school."

From Company 5413, Laurel, Miss., David P. McDavid reports: "When I came to camp I could hardly speak before a crowd, but now I don't mind it a bit in the least."

"Besides learning valuable things about office procedure, operating adding and mimeograph machines, cutting stencils, and editing the camp paper, I have regained confidence in myself", states William Whitehead of Company 239, Butler, N. Y. "When friends and acquaintances ask, 'Are you working yet?' I reply with my chin up, 'I'm not only working, I'm getting an education at the same time.'"

Vocational training

Vocational and on-the-job instruction have also come in for their share of comment in the enrollees' letters. "Since I have been in the CCC, I have learned an interesting and profitable trade—saw filing", reports Robert Trentham of Company 1461, Tremont, Tenn.

"I always desired to be a first-class cook", writes Charles Gray of Company 325, Indian Head, Md., "and when I enrolled in the CCC and the opportunity came so that I could learn, I made it known and was offered a course in cooking at Fort Meade. I took the course and as a result of that training I am now able to do first-class cooking."

J. W. Reeves of Company 484, Bay Minette, Ala., states: "I feel that I shall,

because of the training received while in the CCC, be able to secure a good position when conditions improve. I can now operate and service any kind of tractor and grader made."

"Now I am learning the ancient art of how to make useful articles from leather", writes William Street of Company 287, Carthage, N. Y. "Not only has this instruction given me an opportunity to earn some extra money, but it has bestowed upon me something exceedingly precious, a hobby."

Citizenship experiences

Charles Lithgow of Company 1397, Johnstown, Pa., writes: "I had lost contact with my fellow man; I had been living a self-centered life; I was bitterly selfish. The CCC has re-established that contact; it has broadened my understanding; it has brought me in closer harmony with my fellow man; it has re-taught me the meaning of give and take."

As a result of his term of service in the CCC, Ross Kirby of Company 456, Robertstown, Ga., believes: "The fundamentals of governmental procedure have been presented to me forcibly and plainly. . . My attitude has been changed now; more than ever, I realize the importance of being a good citizen."

Enrollee P. D. Alborrt of Company 1245, Wawayanda, N. Y., in his letter offers an excellent summary of CCC experiences in these words: "I feel that my stay (in the CCC) has rounded me into manhood . . . I have been helped by the officers under whom I worked as company clerk. With the advice and corrections of my educational adviser and discussions with my fellow workers, I can say that I have improved my speech and writing in English. To me the camp is a community. I have met officers I respect as I would respect a mayor, teachers and advisers who have been kind as fathers, and many friends I look upon as brothers. Through these I have become a better citizen."

Recent Educational Legislation

A CLOSE observer of educational legislative enactments during recent years recognizes that major changes in the legal organization and support of public education are increasingly evident.

Such legislation strongly indicates that in many States both educators and legislators regard it no longer enough merely to make amendments; or merely to tinker with legal systems of school administration and support whose main frameworks were built up in the formative years of educational systems and under conditions quite different from those now existing. But in many States major legislative changes, especially with respect to State responsibility for supporting education, are now regarded as essential.

Legislative power

Before reviewing legislative action in 1935 affecting education, it may be of interest to state briefly some of the basic legal principles which underlie the legislative prerogative in the States with respect to education. A full understanding on the part of educators concerning legislative control over education should encourage improvement in the legal organization and support of public schools in many States.

The educational prerogative of a State legislature is a vital one. The authority over education has been held by courts to be not necessarily a distributive one, to be exercised by local instrumentalities; but on the contrary, a central power residing in the legislature of the State. The Supreme Court of Indiana has aptly stated this principle in the following words:

It is for the law-making power to determine whether the authority (over education) shall be exercised by a State board of education, or distributed to county, township, or city organizations throughout the State. . . . As the power over schools is a legislative one it is not exhausted by exercise. The legislature, having tried one plan, is not precluded from trying another. . . . (23 N. E. 946).

In the American Commonwealths, where education continues to be regarded primarily as a State function, the following basic legal principles may be noted:

Ward W. Keesecker, Specialist in School Legislation, Reports on Important State and Federal Legislation Affecting Education



Ward W. Keesecker.

1. That State legislatures have absolute power to control public schools unless limited by constitutional provisions. (State constitutions generally turn the subject over to the legislatures.)

2. The control of education is in no way inherent in the local self-government except as the legislatures have chosen to make it so.

3. That public education may be a separate field distinct from local government.

4. The legislature having tried one method of school administration and maintenance is not precluded from trying another.

State legislation

It is possible in the space here to note only tendencies and outstanding features of the great mass of legislation enacted in 47 States in 1935 which relate to education.

Legislative action in 1935 reveals a general abandonment of panic-stricken

methods of slashing school expenses, curtailing school facilities, and reducing teachers' salaries which were so obvious in legislation during the early part of the depression. Legislation during the past year shows a tendency to restore teachers' salaries, to lengthen school terms, and to promote more uniform school systems. In short, legislation was enacted in an unusual number of States which either increased State responsibility for the financial support of schools or served to strengthen the instrumentalities of the State for uniform State-wide school facilities.

Changes in support

From the standpoint of school support it is significant to note several characteristic tendencies or features of 1935 general tax legislation, namely:

1. To utilize and develop nonproperty tax systems.
2. To increase State responsibility for the support of public schools.
3. To increase State control over public-school expenditures.
4. To improve or revise methods of distributing State school funds.
5. To promote efficiency in the administration of public-school funds.

The following are some examples of nonproperty taxes which were made to yield revenue expressly for schools:

Sales tax: Arkansas, Idaho, Michigan, New Mexico, North Carolina, North Dakota, Ohio, South Dakota, Utah, West Virginia, Wyoming.

Liquor tax: Georgia, Idaho, Maryland, Michigan, Nevada, New Mexico, South Carolina.

Business transaction tax: Washington, and West Virginia.

Income tax: Pennsylvania, South Dakota, and Florida levied a license tax on persons and firms engaged in public works, and also a chain store tax.

State's greater share

Educational legislation during the year shows a vigorous extension of the principle that the State should assume increased responsibility for the financial support of education. This principle

evidently won legislative favor in the following States: Alabama, Arizona, Florida, Illinois, Minnesota, Montana, New Jersey, North Dakota, North Carolina, Ohio, Oklahoma, South Carolina, Texas, Washington, West Virginia, and Wyoming.

Increased State control over school budgets or expenditures were noted in Alabama, Colorado, Arkansas, Louisiana, New Mexico, North Carolina, Ohio, North Dakota, Pennsylvania, and Rhode Island.

Methods of distributing school funds were altered in many States; and an unusual number of States reorganized their *equalization systems* or established *minimum foundation programs*; among, some of these States are: Michigan, Minnesota, Montana, New Jersey, Ohio, Oklahoma, Wyoming, and North Carolina.

Many phases affected

The extent of 1935 legislation which affects some of the many phases of education is indicated by the following summary:

Legislation affecting:

State school organization and functions: Arkansas, Georgia, Louisiana, New Mexico, North Carolina, North Dakota, Ohio, Oregon, Rhode Island, Tennessee, Utah, Texas, Vermont, and West Virginia.

Larger local school units (consolidation): Arkansas, California, Illinois, Indiana, Iowa, Maine, New Mexico, New York, Ohio, Pennsylvania, South Carolina, Texas, and Vermont.

Higher education institutions: Alaska, Arizona, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Illinois, Indiana, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Nevada, New Jersey, New Mexico, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Washington, West Virginia, and Wisconsin.

Secondary school facilities: Alabama, California, Colorado, Connecticut, Florida, Illinois, Indiana, Iowa, Minnesota, Missouri, Montana, New York, North Dakota, South Carolina, South Dakota, Texas, Vermont, Wisconsin, and Wyoming.

Teacher statutes: (a) Teachers' certification requirements: Arkansas, Alaska, Colorado, Florida, Michigan, Minnesota, Ohio, Oregon, Texas, Vermont, Wisconsin.

(b) Teachers' salaries, improved or made more secure: Colorado, Delaware, Iowa, Georgia, Florida, Minnesota, New

Jersey, Montana, Oklahoma, Oregon, Pennsylvania, Vermont.

(c) Teacher tenure: Alaska, New Jersey, New York, California, Hawaii.

(d) Teacher retirement: California, Connecticut, Illinois, Indiana, Iowa, Maine, New Mexico, Ohio, Oregon, Pennsylvania, Texas, Utah.

(e) Teachers' oath: Arizona, Georgia, Massachusetts, Michigan, New Jersey, Vermont.

Curriculum: Alaska, California, Connecticut, Florida, Hawaii, Illinois, Indiana, Iowa, Maine, Massachusetts, North Carolina, Utah, Wyoming.

Textbooks for school children: Florida, Georgia, Indiana, New Mexico, North Carolina, Ohio, Tennessee, Texas, Wisconsin.

State's Responsibility

LEGISLATION in 1935 shows a vigorous extension of the principle that the State should assume a very sizable or major responsibility for the financial support of public education.

School health and safety: Alaska, Alabama, California, Colorado, Connecticut, Florida, Indiana, Maine, Massachusetts, New Hampshire, Nevada, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Texas, Vermont, Washington, Wisconsin.

Handicapped children: Illinois, Maine, Minnesota, Missouri, New Jersey, New York, North Dakota, Oklahoma, Texas, Wisconsin.

Vocational education: Connecticut, Maine, Massachusetts, Minnesota, Missouri, New Jersey, New York, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, Tennessee, Texas, Utah, Wisconsin.

Federal legislation

As a rule no great amount of legislation is enacted at a single Congressional session which affects education in the different States. However, in 1935 there were at least three educational enactments by the United States Congress which are of Nation-wide concern. They are briefly summarized below.

1. The Bankhead-Jones Act (Public, No. 182, June 29, 1935). Under this act, for the purpose of further development of cooperative extension work and the more complete endowment of land-grant colleges in the several States, Congress appropriated \$9,980,000 for the year

1935-36, with increasing amounts each year until 1934-40 when the amount shall be \$19,480,000 and annually thereafter.

2. Public, No. 325 (Aug. 24, 1935). This act authorized the Reconstruction Finance Corporation to loan as much as \$10,000,000 to school districts in the various States to enable them to reduce and refinance previous outstanding indebtedness.

3. The Social Security Act authorized increased amounts for vocational rehabilitation for each of the fiscal years ending in 1936 and 1937, by \$841,000. For each year thereafter the total authorization for this purpose will be \$1,938,000. The last session failed to make the appropriation called for by this act, but the Congress now in session has made the appropriation.

EDITOR'S NOTE.—Those who are interested in more complete data on legislation during the past year affecting the various phases of education are referred to Circulars Nos. 142, 145, and 155, each entitled "Legislative Action in 1935 Affecting Education", which may be obtained free from the Office of Education, Washington, D. C., so long as its supply lasts.

The Office of Education Library

[Concluded from page 143]

teachers in all parts of the the country. Reference questions are answered and material sent whenever possible. It frequently happens that the best answer that can be given is a list of books on the subject, in which the inquirer may find information on his subject. Such lists are prepared upon request, and duplicate copies filed for further use. The library now has on file several hundred such bibliographies which help to answer many questions.

Surveys school libraries

In recent years the library has given particular attention to the problem of service to schools by studying and surveying their library activities. A specialist in school libraries was added to the staff in 1930 and since then has devoted her entire time to the study of school libraries, their relations to public libraries, and their services to teachers and pupils. Aids for the selection of books have been published, and bulletins dealing with the library service to rural schools and other related subjects.

The library has always been handicapped by lack of suitable housing. With the completion of the new Department of the Interior building within the year, it will be moved to a suite, specially planned to meet the requirements of an up-to-date library, which will enable it to extend and greatly improve its services.

Federal Student Aid for 109,000

FEDERAL student aid funds go a long way or a short way in meeting a student's total college expenses. This is a striking feature of the Federal Student Aid Program, formerly under the Federal Emergency Relief Administration and now being conducted by the National Youth Administration.

There are 1,602 institutions of higher education in the United States participating in this program and approximately 109,000 students receiving an average of \$15 per month to assist them in working their way through college.

To supplement the information gleaned from a questionnaire, the writer recently made a field trip to 16 institutions where students were receiving Federal aid. Among them were institutions of various types and methods of control located in different sized communities and geographical regions of the country. It is believed that the colleges visited represented a cross section of all the institutions taking part in the program. During the course of the field trip a special inquiry was made into the question of how far Federal aid goes toward financing students through college at the different institutions.

Surplus meets other needs

In a number of institutions Federal aid was found to be more than sufficient to pay the collegiate expenses of students. This is particularly true of certain types of publicly controlled junior colleges located in large cities, such as Chicago. These institutions are supported almost entirely by taxation and are conducted in conjunction with the local public-school system. The students live in their homes. The only charge for attendance is a small registration fee of \$10 or \$12 per year. Thus, out of the average monthly aid of \$15, totaling approximately \$120 for the entire academic year, the students have considerable surplus which is in general used to buy textbooks, pay for daily lunches, and purchase clothes.

In other institutions the Federal student aid is discovered to be just sufficient to pay the actual tuition charges made by the college. This situation

1,602 Colleges and Universities in the United States Participating in Program. By John H. McNeely, Research Assistant in Higher Education

Self-Reliance

A WHOLESOME spirit of self-reliance is illustrated by one of the Federal-aid students attending the Connecticut State College. This particular student lived in a small cabin in the woods near the campus. He paid a dollar a month rent for the cabin. He cooked his own meals on a coal-oil stove. By these and other economical measures he was able to stretch his student-aid money to cover his entire expenses of attending college.

At many teachers colleges and normal schools where a considerable number of students come from farms, arrangements are frequently made with their parents to send farm products by parcel post on a regular scheduled basis. By this means the Federal student-aid funds are enabled to meet all other collegiate expenses.

applies especially to municipal universities also supported by public taxes, such as Wayne University, in Detroit, and University of Louisville, in Louisville. Tuition and fees in these institutions amount to an aggregate of \$100 per student for the full college year. With the students living at home, the annual income from the Federal student aid covers these college charges with a small sum remaining to pay for textbooks and other incidental academic expenses.

Expenses higher

At the other extreme were found institutions where the Federal aid was far from sufficient to pay the student's cost of attendance at college. Most of these institutions are privately endowed universities, such as Duke University in Durham, N. C., and Columbia University in New York. Not only are the tuition charges higher than at the publicly supported institutions but in most cases the students do not live at home and are compelled to pay for their room and board. The minimum cost of attending Duke University is approximately \$700 per year and for Columbia University \$900 a year. The average of \$120 per year received from Federal aid by students attending this type of institution therefore comprises only a minor proportion of their expense in attending college.

The extent to which Federal aid goes toward covering the student's cost of going to colleges or universities participating in the program taken as a whole is determined in a large measure by the cost of their board and room, which is the largest item of expense for the student. This item varies greatly among the different institutions, dependent on their type, method of control, size of communities, and geographical regions in which they are located. In the following tabulation are presented the ranges of minimum cost for monthly board and

[Concluded on page 161]



FERA Students testing accuracy of scientific machines.

Parent Education's First 10 Years

THE first decade of organized effort in parent education in the United States has been characterized by special financial support which has enabled various national, State and local organizations, institutions, and individuals to develop both professional and lay aspects of this new field of education.

With the beginning of the second decade, there is urgent need to find channels of further support for this movement, especially since the Laura Spelman Rockefeller Memorial has gone out of existence. It would seem necessary that parent education projects now in operation will need to be financed by the respective institutions carrying such programs, through their regular budgets, by legislative appropriations for the work, or by private funds.

During the first decade the funds granted by the Laura Spelman Rockefeller Memorial totaled in the aggregate a considerable amount for research in child development and for the development of various phases of parent education, including professional leadership, methods of conducting study groups, and the training of lay leadership. Funds were distributed to such institutions as the Universities of California, Minnesota, Iowa; Yale, Columbia, and Cornell Universities; State departments of education in New York and California, and these funds formed the basis of support for parent-education programs conducted by various organizations.

When parent education and child development became integral parts of the program under grants, universities and colleges, as well as organizations, in at least one instance, furnished the necessary housing and physical conditions under which facilities for research, experimental work, and scientific study of child behavior were made possible. Nursery schools with special equipment, furnished students and parents with facilities for observation and practice with children and their parents.

Frequently, in order to round out the preparation of students in child development and parent education, college departments of psychology, education, sociology, economics, biology, mental and physical hygiene, or home economics,

A Decade of Parent Education With Private Funds . . .

What Next? By Ellen C. Lombard, Associate Specialist in Parent Education, Office of Education

were drawn upon for appropriate courses for the development of professional skill and leadership.

Many of the organizations that received grants for parent education, organized study groups which were used as experimental centers both for the training of leaders in parent education and for the instruction of parents. Financing the organizations which were carrying programs of parent education under grants is perhaps at present the most vital problem with which such organizations have to deal. Some of them anticipated the end of the foundation grants for parent education purposes and as in the instance of the American Home Economics Association, reduced this particular service.

Several departments of child development and parent education in State colleges and universities, and in a few State departments of education, are able to continue research and experimental work already in progress with funds from their general budgets. In some

instances increased budgets for child development and parent education have followed the withdrawal of foundation support and the assumption of financial responsibility by the respective institutions and agencies.

The State departments of education in California and New York secured legislative authorization and appropriations to cover parent education programs and in both cases the legislative bills were passed early enough for the respective departments to proceed with the programs without interruption after the grants were discontinued. In California this year a new feature of the parent education work has been inaugurated. The State director gives courses in parent education in some of the State teachers colleges. The program in New York carries important research and experimental features of child development and parent education necessary to

[Concluded on page 160]

WHAT opportunities for education do parents have? The Office of Education supplies some answers in one of its new publications, "Parent Education Opportunities", prepared by Ellen C. Lombard, associate specialist in parent education.

The bulletin indicates where opportunities for training leaders in parent education have been available in the United States since 1930. It also points out how some agencies have been financed for this work, and to what extent Federal and State Governments, church organizations, agencies, and organizations in local communities take part in the parent education movement.

"The importance of still further developing this field of education cannot be overestimated in the face of the economic adjustments necessary in the home and in view of the expressed desire of parents throughout the country for help in analyzing and solving their problems", says John W. Studebaker, United States Commissioner of Education. "I believe", he continues, "that every aspect of parental education should be extended and that the future of our country depends upon an adequate program of adult education included in the school system."

Parent Education Opportunities is Office of Education Bulletin, 1935, No. 3, price 10 cents, and is available from the Superintendent of Documents, Government Printing Office, Washington, D. C.

Trends in the Industrial Arts

INDUSTRIAL arts is the one subject in the American school curriculum that has for its specific purpose acquainting the pupil with the dominant element in his environment, namely, industry—its processes and products. In addition, the industrial arts furnish experiences for self-expression in a variety of material media not used to the same extent by any other school subject. When it is considered that modern educational principles stress the function of education as an adjustment of the individual to his environment and that modern educational psychology is emphasizing the value of opportunities for self-expression in the educational process, it is apparent that there are good reasons for the increased interest that is now manifest in the industrial arts work in the public schools.

In order to obtain an expression of opinion relative to present programs and purposes of industrial arts in the public schools, the Office of Education sent a letter to directors of industrial arts in approximately 20 cities having a population of more than 100,000 and geographically selected, asking them to report on trends and present emphases in their industrial arts work. These reports have been reviewed and summarized for aims and practices most commonly reported and which received the greatest emphasis. As a whole the reports indicate a trend toward a closer integration of industrial arts work with the total curriculum of the school and with general education objectives according to grade levels. Details of trends indicated in the information furnished by city directors are classified and reported under seven categories as follows:

1. *Increased emphasis upon general education values.*—Changes in practices have taken place during the past 4 or 5 years that indicate an increased emphasis upon the contribution industrial arts can make to general education values. Directors of industrial arts are increasingly appreciating the fact that the principles underlying education in general are applicable to their field and that industrial arts is an integral part of general education. The practices reported show that an effort is being made to give meaning and value to industrial arts work that

Maris M. Proffitt, Educational Consultant and Specialist in Guidance and Industrial Education, Discusses Increased Interest in the Industrial Arts

will enrich the total sum of the individual's experiences.

The emphasis laid upon the general education values of the industrial arts is shown by the following excerpts taken from these reports:

We are experiencing a decided trend from the treatment of industrial arts as an isolated special subject to its treatment as an integral part of the whole educational program.

Our objectives for shop work are becoming less and less vocational and more and more general educational, emphasizing fundamental processes and related information and materials.

We believe that all pupils should acquire a knowledge of industry and industrial occupations sufficient to give them an intelligent understanding of their environment. We, therefore, have this as one of our objectives for the industrial arts.

Our work in the industrial arts provides experiences for learning about consumers' values, including knowledge on the selection, use and care of industrial products and services.

Five years ago our shops placed the major emphasis upon the finished product the boy turned out in the shop; now it is upon the boy's general education as furthered through shop work and related activities and studies.

Opinion is gradually growing that our industrial arts make a decided contribution to general education values.

Emphasis in the industrial arts work of the elementary and junior high school grades is placed upon the pupil and an insight into the place of industry in the scheme of living.

2. *Broadening of shop activities.*—In conformity with the increased emphasis placed upon general education values of the industrial arts, schools are broadening their shop activities. In the elementary and junior high school grades this is particularly manifest in the variety of materials used for construction work; in the senior high schools largely by the increase in the variety of projects undertaken. Some significant statements concerning this point, taken from the reports of city directors, follow:

As far as we are able to determine, one of the chief changes in our industrial arts work which has taken place during the past few years is the liberalizing of the curriculum content. We have brought closer together what is done in unit shops and have made these shops more general. For example, the machine shop has been made to include sheet metal work, cold bending of iron, bench metal, lathe spinning, art metal, ornamental iron work, and pewter spinning. Woodwork has been made to include carpentry, cabinet making, wood turning, wood carving, model airplane building,

canoe and kiyak construction. By these provisions the pupil is permitted to select a wider range of activities than formerly.

More and more we are stressing industrial processes and industrial intelligence as significant pupil-outcomes of the industrial arts. Electrical work is receiving more attention and a greater variety of construction materials used in industry is included for shop projects. Greater recognition is also given to the importance of design and finish.

While we have retained the unit shop idea we have made our shops more versatile and incorporated many of the general shop ideas.

The aim is not to train for any specific occupation but to give a well-rounded background that will have broad application.

3. *Exploratory values.*—General recognition was given to the exploratory values that can be realized from the industrial arts. The fact that this work provides opportunities for self-expression and study in material media used in industrial occupations and in connection with industrial products and services in common use, makes it readily apparent that when organized for that purpose the industrial arts work contributes in a large measure to the discovery of interests and aptitudes or the lack of these that are significant for certain occupational fields. This is indicated by the following statements from the reports received.

We are emphasizing the value of industrial arts for the discovery of interest and aptitudes by working through various media found in industrial arts shops.

Our pupils are learning something of their interests in construction work and consequently something of the factors necessary for success in industrial life.

The industrial arts eliminate impossible fields for a considerable number of pupils.

Industrial arts should precede all vocational training.

The industrial arts must be scheduled to serve as a means for providing an important type of exploratory experiences for every child.

It is reasonable to assume that a considerable number of pupils enrolled in industrial arts will gain at least an introduction to certain employment possibilities.

4. *Values for special groups of pupils.*—The impression is gained from the reports of the city directors that there is a trend to provide industrial arts for special groups of students and to arrange for flexibility in the program that will permit pupils to take such work in accordance with their interests and needs.

[Concluded on page 160]

SCHOOL LIFE

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FEBRUARY 1936

FREE TEACHERS

"Every man is aware of the debt he owes those devoted teachers who had a part in shaping his mature intellectual credo." The speaker was Secretary of the Interior, Harold L. Ickes, taking part in a recent National Education Association broadcast. He continued, "When I recall my own student days at the University of Chicago, I remember clearly many of the dynamic influences of the classroom. But I remember with greatest clarity the liberal and tolerant spirit of the university's great faculty founders which encouraged the unlimited and untrammelled investigation of ideas. I, as one of the early graduates, hold with other alumni a profound respect for the principles of tolerance and liberalism developed under the tutelage of free teachers who conscientiously pointed out all approaches to knowledge. We were free to explore. There was no indoctrination; our teachers were faithful to themselves and to their high trust."

THE DAY ITSELF

Petty annoyances, real and fancied slight, trivial mistakes, disappointments,

sins, sorrows, joys—bury them deep in the oblivion of each night.

Now for the day itself? What first? Get in touch with the finite. Grasp, in full enjoyment, that sense of capacity in a machine working smoothly. Join the whole creation of animate things, in a deep heartfelt joy that you are alive, that you see the sun; that this glorious earth is yours to conquer.

This is the gist of Sir William Osler's "Way of Life", an essay reprinted many times.

ORGANIZATIONS RESOLVE

"That all educational activities now sponsored or to be sponsored by the Federal Government should be brought together and coordinated into one department of the Federal Government, the name of which shall carry the term 'education' in the title."

"That the State superintendents and commissioners of education in session assembled favor the principle of Federal aid for education and further that an effort be made through an appropriate committee of its body to secure such aid."

"That the services of the National Council of State Superintendents and Commissioners of Education be offered to the President of the United States in the formulation and extension of policies pertaining to education in the several States of the Union."

These were among resolutions adopted by the National Council of State Superintendents and Commissioners of Educa-

tion at their annual meeting in Washington in December.

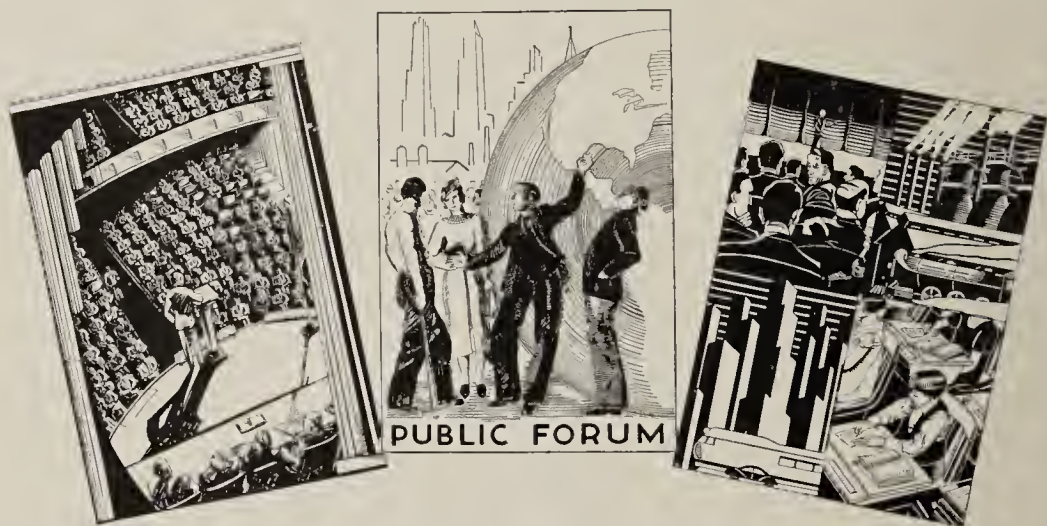
At the seventeenth annual convention of the American Farm Bureau Federation in Chicago, the following resolution was adopted:

"In conformity with our previous position, we urge that Federal aid shall be provided for elementary education, and that such aid shall be administered by State departments of education in cooperation with the Office of Education in the Department of the Interior."

OMENS FAVORABLE

The dawn of 1936 witnesses a notable mobilization of the forces of education. Four years ago to predict the present passion for educational development would have been impossible. Some there were even then who maintained their faith and refused to swerve from the macadam road of progress to the einder path of expediency. Others, however, in the dark hour of crisis either lost their way or were misdirected. Many of these have with the prospect of returning prosperity resumed their old places and are accompanied by others newly recruited or recently convinced. With such reinforcements the educational campaign of the New Year should be one of real conquest. The omens are certainly favorable.

The Schoolmaster. (England)



Plumer Simmons, Connelley Trade School, Pittsburgh, Pa., submitted the winning cover design for this issue of *School Life*.

Honorable mention designs submitted in the contest this month, under the title of Public Forums, were drawn by Henry Leiczak, Henry Frishof, and William Stepin.

Five Projects Report

EACH of the five educational projects is making forward strides in organization, according to the directors of these special activities of the Office of Education. These projects are financed through emergency relief funds.

★ *Commissioner Studebaker, who is directly in charge of the Public Affairs Forum Project, reports:*

"Three communities have been selected for immediate promotion of public-forum programs under provisions of the special grant to the Office of Education for this purpose. They are Manchester, N. H., Monongalia County, W. Va., and El Paso County (Colorado Springs), Colo. The administrators of these local projects will be L. P. Benezet, superintendent of schools, Manchester, N. H., Floyd B. Cox, county superintendent, Monongalia County, W. Va., and H. M. Corning, city superintendent, Colorado Springs, Colo. The three administrators met in conference in Washington, January 21 and 22 to share their problems and suggestions. The administrators will organize their programs in their local communities and select the leadership in cooperation with their regular boards of education, with the advice and suggestions of local advisory committees, composed of persons representing various interests and groupings in the community.

"These three demonstration centers will operate during the spring season. Meanwhile the Office of Education will select 7 more centers from 25 proposed communities to be in operation next fall.

"The survey on existing public forums is going forward—almost 500 questionnaires have been sent out to forum leaders in all parts of the country.

"A youth conference composed of representatives from some 30 youth organizations was held in Washington, December 21, 1935, at which numerous recommendations were made for making public forums more attractive to young people. The members of the conference also suggested questions and subjects for discussion which in their opinion had great appeal to young people. The results of this conference will be made available in the near future to those interested."

★ *William Dow Boutwell, director of the Educational Radio Project, reports:*

"With the appointment of an advisory committee composed of nationally known radio educators and with the assembling of the staff practically completed, the Educational Radio Project of the Office of Education is rapidly nearing the point of being ready to face the microphones.

"United States Commissioner of Education J. W. Studebaker announced that at his invitation two major networks have appointed representatives to advise William Dow Boutwell, editor of *School Life* and administrator of the project. Those named are Edward R. Murrow, director of talks of Columbia Broadcasting System and Dr. Franklin Dunham, educational director of National Broadcasting Co. Dr. Ned H. Dearborn, Dean of the division of general education, New York University, and Sidonie M. Gruenberg, director of Child Study Association of America, have also accepted Commissioner Studebaker's invitation to serve on the advisory committee.

"The radio workshop staff, under the supervision of experienced radio technicians, is now engaged in preparing a series of educational programs. These may include broadcasts on vocational guidance, hobbies, summer educational opportunities and conservation education. Among other proposed programs is a series for CCC enrollees to augment the existing educational programs in the camps.

"The American University, Washington, D. C., has supplied the Educational Radio Project with headquarters office space at 1905 F Street NW., in Washington, D. C."

★ *Dr. Ambrose Caliver, director of the surveys on Vocational Education and Guidance of Negroes, reports:*

"These studies will bring together valuable information in approximately 150 communities of 34 States, selected upon the advice of a special advisory committee. H. L. Trigg, supervisor of colored high schools in North Carolina, has been selected as associate director of

the study. Mr. Trigg, who is a candidate for the doctor's degree in secondary education at Columbia University, has had a wide teaching and administrative experience. In order to assist in the study, Mr. Trigg was granted leave of absence from his present position.

"Four outstanding Negro educators have been selected to act as regional directors. All have been granted leaves of absence for the period of the study. They are: Dr. Felton G. Clark, formerly professor at Howard University and now dean of Southern University in Baton Rouge, La.; Dr. James H. Robinson, professor of sociology and director of the division of social administration at Wilberforce University, Xenia, Ohio; L. A. Potts, formerly itinerant teacher-trainer in agriculture for Texas and now head of the division of agriculture of Prairie View State College; Walter R. Chivers, professor of sociology at Morehouse College and candidate for the Ph. D. degree in that field. For several years he has been associated with the Commission on Interracial Cooperation in making research studies.

"The advisory committee composed of representatives of national educational and professional organizations among Negroes is being formed to advise on major policies and problems in connection with the survey. This project will be coordinated with one now being directed by Dr. Robert C. Weaver, Department of the Interior, which is designed to study the occupational opportunities for Negroes. The results of the two studies should furnish a complete national picture of the vocational life of Negroes, and should be helpful in formulating educational policies and programs."

★ *Ben W. Frazier, director of the Cooperative University Research Project, reports:*

"Announcement and preliminary plans of the project in research in universities and a list of cooperative research studies suggested by the United States Office of Education were distributed in late January to 132 institutions of higher education having organized graduate work. From 1 to 10 institutions in the various States were invited to participate in this

[Concluded on page 161]

The Forward March

[Accompanying charts were prepared by W

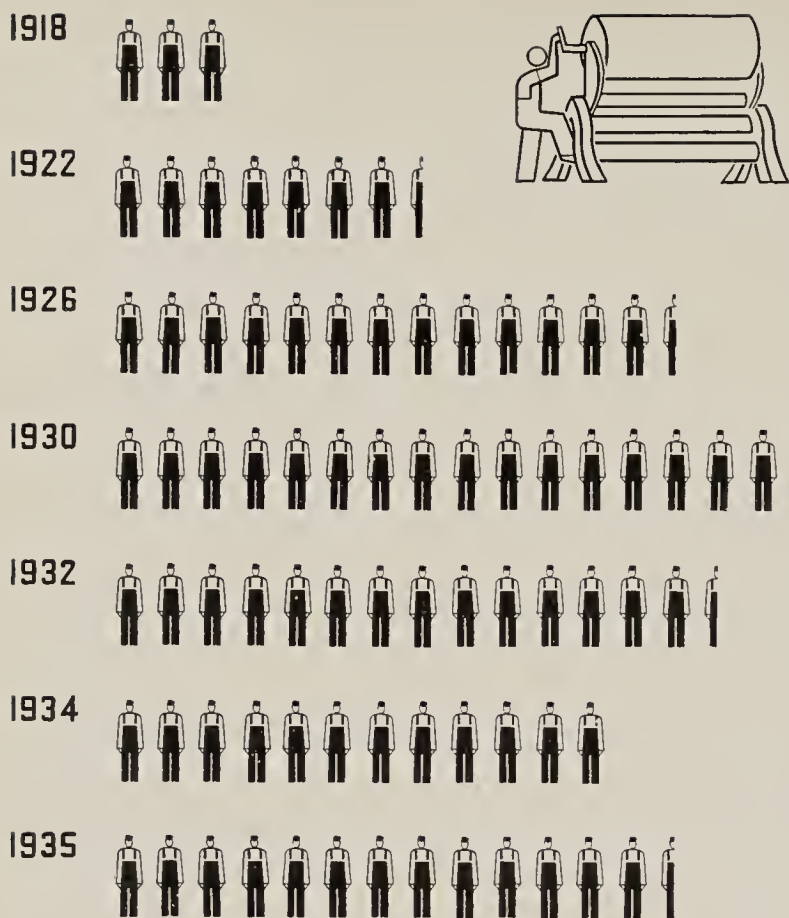
ENROLLMENTS in vocational education classes in agriculture, trade and industry, and home economics reached a peak of 1,241,189 during the fiscal year ended June 30, 1935. This is an increase more than 130,000 over the previous year. This increase is divided as follows: Agriculture, 40,622; trade and industry, 51,924; and home economics, 37,503. The increases are based on a total enrollment of 329,983 persons in agricultural courses; 537,983 in trade and industry courses; and 381,224 in home economics courses.

Reports from State boards of vocational education to the Office of Education show definite highlights in the program of vocational education carried on during the year under the Smith-Hughes and George Ellzey Acts.

Emergency activities

Emergency activities included services of vocational teachers, supervisors, and others in helping farmers to adjust to recovery program by assisting them in reorganizing their farm enterprises to fit the agricultural adjustment program; and giving help in obtaining credit through the Farm Credit Administration. Participants in rural rehabilitation projects were given instruction in agricultural enterprises, and food preservation. Agricultural teachers taught classes composed of CCC camp enrollees. Specific instruction was offered in soil conservation subjects advocated by the Soil Conservation Service.

Unemployed workers in trade and industrial fields were provided with training which enabled them to find employment in available



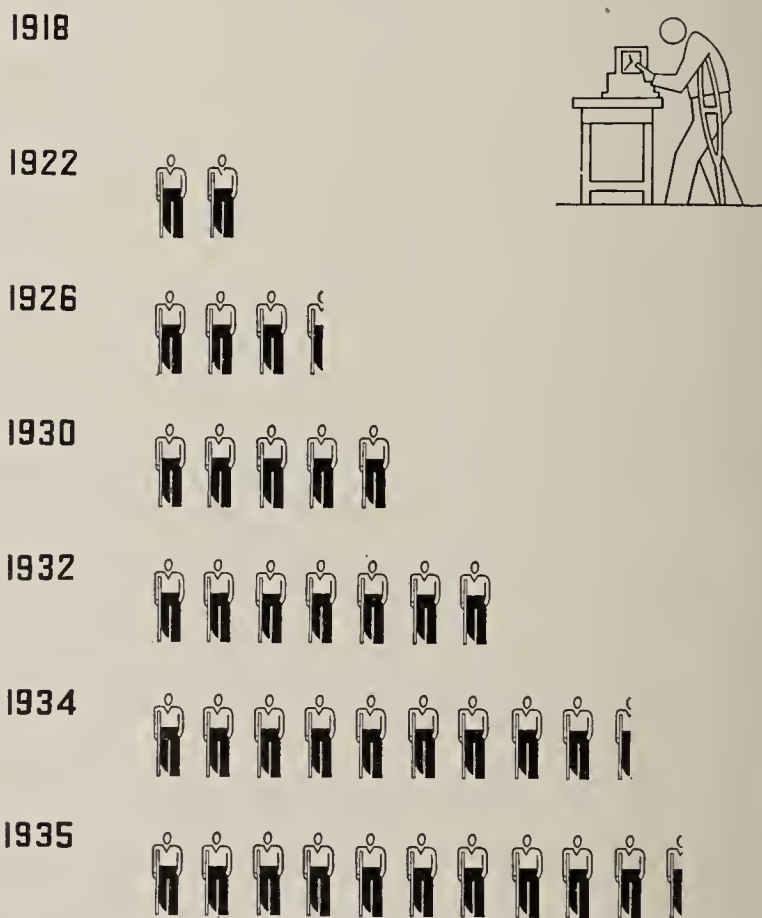
Trade and Industrial

Each symbol represents 40,000 students enrolled.



Home Economics

Each symbol represents 40,000 students enrolled.



In process of rehabilitation

Each symbol represents 4,000 persons.

Vocational Education

ject no. 273, directed by Rudolf Modley]

jobs, to set themselves up in trades or small business ventures of their own, or to fit them for jobs which have become and will become increasingly available with the upturn in the economic situation. Additional teachers were given employment in training unemployed persons for trade and industrial occupations.

In the field of vocational homemaking, emergency programs have focussed on instruction upon problems arising out of economic conditions. Instruction has been given in methods of adjusting purchases to reduced incomes in order to better develop understanding and judgment as to where, what, and how to buy, as well as planning for more effective use of all home resources—home garden products, dairy and meat products, and discarded furnishings and clothing.

Youth and adults

Special attention has been directed to training for out-of-school youths and adults.

Youths from 16 to 25 years have been trained in part-time classes to farm, or have been directed toward other employment in rural areas. Adult farmers have been reached in evening classes providing instruction in individual farm problems and in social and economic subjects.

Special courses have been provided for out-of-school girls compelled to stay at home through lack of employment, to aid them in securing further education and practical training. Surveys, moreover, have enabled instructors to discover openings and markets for the sale of the services and products of these youth.

[Concluded on page 168]

ALL DAY

PART TIME AND EVENING

1918



1922



1926



1930



1932



1934



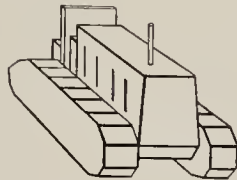
1935



Total enrollment in vocational schools

Each symbol represents 80,000 students enrolled.

1918



1922



1926



1930



1932



1934



1935



Agriculture

Each symbol represents 40,000 students enrolled.

TOTAL ENROLLMENTS IN VOCATIONAL SCHOOLS OPERATED UNDER STATE PLANS: YEAR ENDED JUNE 30, 1935

Includes Agriculture, Trade and Industrial, and Home Economics

SCHOOL	TOTAL
All types.....	1, 249, 189
Evening.....	415, 992
Part-time.....	279, 658
All-day.....	542, 578
Day-unit.....	10, 961
INCREASE 1935 COMPARED WITH 1934	
All types.....	130, 049
Evening.....	46, 133
Part-time.....	18, 276
All-day.....	64, 935
Day-unit.....	705

Rehabilitation—Year Ending June 30, 1935

Year	Number rehabilitated	Number being rehabilitated	Year	Number rehabilitated	Number being rehabilitated
1918.....	None	None	1932.....	5, 592	27, 666
1922.....	1, 898	9, 966	1934.....	8, 062	37, 681
1926.....	5, 604	13, 606	1935.....	9, 422	40, 941
1930.....	4, 589	20, 394			

The Vocational Summary



Parent education plan

APARENT education program in which the State board for vocational education and the State Congress of Parents and Teachers cooperate was started in Utah last fall. Dr. Hazel M. Cushing, a parent-education specialist, who was employed for the purpose, has been conducting classes for lay leaders of parent study groups. Dr. Cushing's program includes instruction in the philosophy of adult education methods and content for parent-education courses, and suggestions for sources and materials available for use of study groups. Leaders were given opportunity for directed observation of nursery-school procedure and classes in parent education. Dr. Cushing started her leadership training program in Salt Lake City with two classes, each with 40 members, which met twice weekly, and two observation classes—one for the study of parent-child relationships, and the other for the study of problems of the adolescent. A number of other city centers were served under this plan, also.

School survey

Considerable time and attention were given in the State of Washington last year to a survey of high schools. This survey was made with a view to determining the educational centers and sub-centers which should be maintained in connection with a long-time educational program. Incidentally, it uncovered data and information which may be used to advantage in determining the possibilities for establishing departments of vocational agriculture in additional State aided schools. Data covering the number of farms, amount of cleared land, and similar items were secured for each school district in western Washington and in many of the areas in eastern Washington. As the proposed reorganization of the educational program planned as a result of this survey becomes effective, agricultural departments will be established in many high schools now too small to justify such a department. It is signifi-

cant that no vocational agriculture departments were dropped in the State of Washington during the year, and that eight new departments were added.

Rotary clubs help

During the past year a special committee of Rotarians in Toledo, advised of the need of disabled persons in that city for training for specific employment, equipped a business training school and employed a qualified instructor. Enrollment is limited to 12, and each case is carefully selected for the type of training provided. Members of the Rotary committee have made themselves personally responsible for the placing of graduates of the business school. Between March and October 1935 nine graduates were placed in good positions. A similar program was inaugurated in Newark, although the situation there did not warrant setting up a special school. As the need for a program of this type develops throughout the State, more committees of Rotarians will be requested to assist in the work. The Ohio Rotarians are sponsoring these programs for the disabled in cooperation with the State board for vocational education.

Homemaking cottage

A modern bungalow with all the atmosphere of a pleasant home is the laboratory for homemaking courses taught at the Broad Ripple High School, Indianapolis, Ind. Containing five rooms and bath, the cottage is, according to a local paper, "the very last word in modern efficiency." Laboratory work in this cottage began when the girls in the school's homemaking course planned and carried out the interior furnishing and decorating. Choice of draperies, rugs, blinds, pictures, and various accessories offered real problems to the young homemakers. Harmony of color and line and choice of pieces suited to the modest home were among the problems the girls tackled and solved, with the aid of Mrs. Stella Richardson, home economics director of the school. Now that the cottage has been put in condition for laboratory cottage purposes, it has

become the center of the practical instruction in planning, buying food materials for, preparing, and serving meals; selecting, making, and remodeling clothing; budgeting, child care, nursing, and other homemaking projects. This cottage, with the opportunity it offers for practical instruction in homemaking, under conditions faced in the average home, is the fulfillment of a hope nursed by Mrs. Richardson and the school principal, Mr. K. V. Ammermann, for a number of years.

Geared instruction

It is not always advisable, as some teachers have discovered, to try to fit a standard course of training to a part-time group. Mr. A. Coan, agricultural teacher at the Lambertville, N. J. high school, tells how he found this out in organizing a part-time course in farm shop work. The original plan for the course called for a formal 4-weeks' program—1 week of electrical work, 1 week of painting and glazing, 1 week of cold metal work, and 1 week of woodwork. During the first few days of the course, however, he was convinced that training geared to the immediate individual needs of the students, and offering instruction in their practical farm shop problems would be advisable. By foregoing a potential expansion in the size of the class and by liberal use of a large number of mimeographed lesson sheets, such a course was successfully concluded. The list of accomplishments in this course, which included among other things, repairing and overhauling plumbing fixtures, electrical work, painting and glazing jobs, installing a gas furnace, and work on farm machinery and tools, indicates its extent and scope. The class met daily for 6 weeks. Practical material only was used in the course, and most of it was provided by the students who attended. Students varied in age from 15 to 22 years, with the exception of one man 40 years old. Five evening schools in poultry husbandry and one in dairy husbandry had previously been conducted in the Lambertville community, and this farm shop class was designed to meet the needs of a different group.

Floyd's recommendations

Two studies made by Arthur Floyd, professor of agricultural education in Tuskegee Institute, have uncovered some interesting facts. The first study shows, for instance, that of 1,008 Negro pupils enrolled in vocational agriculture schools in Alabama in 1934, 276 graduated, and that 211 of these graduates, or 76.4 percent, were farming. Of this 76.4 percent, moreover, 13 percent had purchased land and were farming as owners. The remainder of these graduates were engaged in farming as renters, partners, managers, or laborers. Ten percent of the 276 graduates were attending agricultural colleges. The second study made by Professor Floyd, of the ultimate occupation of 1,772 Negro students of vocational agriculture over a period of from 1 to 10 years, shows that 765 of them are farming. Of this number 166 are graduates of vocational agriculture courses. Professor Floyd lays special emphasis on the fact that 9.9 percent of the graduates and 3.4 percent of nongraduates are attending college. He calls attention to the fact that the average schooling of the 10 most prosperous farmers in each of 18 counties in Alabama is only a little above the sixth grade. This is a particularly low rating, Professor Floyd points out, because the annual term in the schools attended by these farmers ranges only from 1 to 4 months. With this in mind, he recommends that in the future Negro colleges provide opportunity for a greater number of pupils to take advantage of college training in agriculture and other vocational fields. He suggests that students in these colleges who are interested in securing ultimate employment as waiters, porters, cooks, hotel keepers, and in other similar occupations, be trained for such work by being employed in various departments in the college in which such services are required. He recommends that this plan be substituted in place of the general practice of hiring outside help for such work.

Pertinent questions

"Is it assuming too much to say that each State supervisor has gone carefully into the matter of sources of available farms in connection with his program of placement for part-time students in agriculture? Does any one know of a single case where a part-time student has through the efforts of his agricultural

teacher or State supervisor become established in farming by the purchase of a farm through a land bank?" These questions are propounded by Dr. C. H. Lane, agent for agricultural education, Federal Office of Education for the North Atlantic Region to State supervisors and teacher trainers in the region. Dr. Lane has suggested that reports on how part-time students in the region have become established in farming would make interesting discussion for the spring regional conference.

Staff changes

Miss Marie White has been appointed to fill the vacancy in the staff of the home economics service, vocational education division, Office of Education, caused by the promotion of Miss Florence Fallgatter to the position of chief.

Miss White, who as agent for special groups, was a member of the home economics staff for several years, and for the past three years has been in charge of the home economics program for girls and women carried on by the Tennessee Valley Authority, has been appointed home economics agent for the southern region. Miss Rua VanHorn, who has served as agent for the southern region since March 1935, takes Miss Fallgatter's place as agent for the central region.

Oil geology and airbrakes

Instruction in two fields—oil field geology and airbrake operation—are being stressed in vocational programs in Kansas. Started in 1933 at the request of the Wichita branch of the American Petroleum Institute, the oil field geology course is conducted by Dr. W. A. Ver Wiebe, professor of geology, University of Wichita. Weathering, erosion, swamp deposits, marine deposits, and oil traps are among the subjects covered in the course. Thirty men attended in 1933 and the class was continued in 1934-35. Classes in airbrake operation, carried on for the past 7 years, are conducted in railroad division points, about 25 in all, and continue for a period of 5 weeks. Morning, afternoon, and evening sessions permit all railroad workers, regardless of their "runs" or hours to attend at least one unit of instruction. Instruction is given through drawings, by which airbrake operation is outlined a step at a time. Engineers, firemen, conductors, brakemen, carmen, shopmen, hostlers, round-

house men, switchmen, supervisors and inspectors are enrolled in the airbrake classes. About 8,000 men have received instruction, thus far. Railway officials and labor organizations, civic clubs, and educational authorities have cooperated in the plan. The airbrake and oil geology classes are sponsored by the State board for vocational education, of which C. M. Miller is director.

How Virginia does it

From Virginia comes a suggestion for a part-time program for out-of-school youth—not boys and girls, but young men and young women—which might well be helpful as a pattern in other States. Under the Virginia plan two to six centers of instruction were established in six counties. A special teacher was provided for young men and one for young women. Meetings were held in convenient school buildings one or two nights a week and in some cases during the afternoon. Instruction was practical and informal. While the young men made portable wood saws from old automobiles, did simple wiring and radio repairs, overhauled electric and gas motors, and repaired farm implements, the young women remodeled hats, overhauled dresses, fixed home furnishings from cheap materials, planned meals, and studied home nursing and infant care. Both men and women also participated in business training courses. During the day, teachers visited individuals in their homes or on the job to help them with home projects. Out of these classes grew clubs of both a social and forum character. The members of one of these clubs formed a similar one in an adjoining village and induced the village fathers to initiate a village clean-up and roadside planting project. In Gloucester two high schools housed evening classes in which 20 men and 40 women received practical training. And members of one group in these schools occupied themselves in research in local history. Recreational and community chorus singing programs were carried on in connection with this vocational program. Informality was the keynote of the entire program, which was inaugurated by the State board for vocational education. Approximately 1,600 persons were reached in the centers set up under the Virginia plan.

CHARLES M. ARTHUR

Exceptional Children and the Depression

WHAT has been the effect of the depression upon special classes for exceptional children? Serious curtailments in this field of educational endeavor during the past few years have been reported in the press. Is special education losing ground? Has financial stringency forced handicapped children into the background of educational attention? Are gifted children considered even less in the scheme of things than in 1930?

The National picture

Statistics of city school systems on a Nation-wide scale are gathered every 2 years by the Office of Education. Figures for 1935-36 will not be available until later in the year; hence the most recent comparison that can be made with previous years is for 1933-34, when educational retrenchments had reached a serious level. Interesting facts can be gleaned from these surveys that are made from one biennium to the next.

These statistics show, not a decrease but a substantial increase in the total number of exceptional children reported as enrolled in special classes during the past 5 years. Even in the 2-year period from 1932 to 1934, this increase in enrollment was more than 40,000. And it applies to each of the eight groups of exceptional children except one. Children of lowered vitality, or delicate children, who were reported as segregated in so-called open-air or similar classes were fewer in 1934 than in 1932 by about 1,000. It is claimed by some that these can be absorbed into regular classes more easily than most of the other groups, provided proper provisions are made for them. In fact, the National Tuberculosis Association is now advocating a program which shall bring to *every* child the same benefits of fresh air, nutrition, and rest, without the necessity of segregating any but the most serious cases. Let us hope that, whether segregated or unsegregated, these delicate children will receive the attention that their physical weakness demands.

When we turn from a consideration of the number of pupils reached to the

¹ This is the last of a series of three articles dealing with the education of exceptional children.

Is Special Education Losing Ground? Elise H. Martens, Specialist in Education of Exceptional Children, Discusses This and Kindred Questions ¹



COURTESY CLEVELAND, OHIO, PUBLIC SCHOOLS

Preparation for home responsibilities. A group of older girls in a special class learn to make clothing for little people in the nursery school.

number of cities reaching them, the picture is not quite so encouraging nor so consistent. The number of cities reporting provision for crippled children (including home instruction for those physically unable to attend school) rose from 195 in 1932 to 229 in 1934, while the number reporting classes for mentally retarded children dropped from 515 to 427 during the same period. The largest losses in this latter case were among the small towns which found it difficult to maintain one or two special classes of light enrollment. On the other hand, there were those that succeeded in preserving at least one special group in the system by increasing the size of class from 12 or 15 to 20 or 25.

Varying changes took place among other groups. Additions occurred in the number of cities reporting special classes for the blind or partially seeing and the speech defective, but losses appeared for the gifted, the delicate, the deaf and hard of hearing, and the socially malad-

justed. The last-named group, to be sure, is coming more and more to the attention of child guidance clinics, which are considered by mental hygienists with much greater favor than are segregated classes in the school system.

A seeming contradiction

Now we have here an apparent contradiction of facts. The total number of children reported as enrolled in special classes has materially increased, while the number of cities reporting maintenance of such classes has on the whole decreased. How can this be? There can be but one explanation, and that is that the program has been substantially enlarged in a number of cities. Statistics show that this has actually occurred. From Baltimore, for example, came the report in 1934 of an enrollment in special classes for the mentally retarded which was greater than that reported in 1932 by more than 1,000 pupils. Similarly, Philadelphia changed its report for the

same group from 8,663 in 1932 to 9,230 in 1934. Some smaller cities show the same development, not necessarily by adding to the number of teachers but by increasing the size of classes, sometimes to an unfortunate extent. The value of

education. We see here a State director promoting the cause of the same three groups of children that are the concern of special education in Ohio. We look at his State report for 1929-30 and then at a later report for 1934-35. We find that

come to their aid in this important branch of special education.

Established State subsidies for crippled, deaf, blind, and speech defective children in Wisconsin have been retained, and the work in these fields shows varying amounts of gain since 1930. The significant point to be considered in this as in every other State is the importance of impartial treatment for all types of exceptional children without neglect or favoritism of any one group. Each of them is equally in need of educative and socializing influences adapted to peculiar conditions of mind or body. *If they are to serve society in adulthood, surely society must first serve them in childhood.*

More encouraging for the mentally retarded is the situation we find when we come east to Pennsylvania, where 560 "orthogenic backward" classes in 1930 grew to 586 classes in 1934. Orthopedic, sight-saving classes, speech-correction groups, and classes for delicate children have all either held their own or increased in number during the same period, while disciplinary groups and classes for deaf and hard of hearing children show a slight decrease.

Massachusetts, too, gives consistent attention to mentally retarded pupils. Moreover, even back in 1930 the State of Massachusetts began an active campaign for crippled children, which resulted in gratifying development of educational facilities for this group during the succeeding years. Particular emphasis is given to home instruction for those physically unable to attend school in local communities.

City achievements

Turning to individual cities, we find that one of the most notable achievements of the depression period has been the further development of child-guidance services in connection with city school systems. The bureau of child guidance in New York City and the bureau of special service in Jersey City, N. J., are two of the outstanding agencies of this general type which have been recently established and are doing exceedingly constructive work for the children of the city. The delinquent, the pre-delinquent, and the emotionally unstable are a vital concern of every school system and demand an organization of specialized service that will do its utmost to save them from a career of crime or of mental incompetence. It is gratifying to note that education is sharing the responsibility for such problems to an increasing degree.

Curriculum adjustment for special groups, health service and related activ-

[Concluded on page 161]



COURTESY SAN FRANCISCO, CALIF., PUBLIC SCHOOLS

Adjusted desk tops, correct lighting, large type books and charts are important factors in guarding sight of children with poor vision.

the program has proved itself. Children need special attention. The only way to give it is oftentimes through increasing teacher load. With a return toward more nearly normal economic conditions, it is hoped there will also be a return toward a more reasonable size of class for handicapped and normal children alike.

State developments

In each of 13 State departments of education there is a division which is responsible for the development and supervision of a State-wide program for one or more types of exceptional children. What has happened in some of these States will be of interest in determining the general effect of the depression upon provisions made for handicapped children.

We go first to Columbus, Ohio, where a State director is watching over the educational welfare of crippled, deaf and hard of hearing, and blind and partially seeing children of the State. We pause to hear her say: "It seems reasonable to state that this has been one of the best years this division has known, in spite of the constant pressure for funds." And in support of her statement she cites that 9 new classes were opened for the deaf and 7 for sight defective children. Home instruction, transportation, and even board for certain children who would otherwise be unable to attend special classes are all a part of the Ohio program.

From Ohio we go northward to Michigan—one of the pioneer States in special

an enrollment of 2,701 pupils in all special classes in 1930 has grown to 3,360 pupils in 1935. A total of 89 special classes has become a total of 93 classes. An increase of 4 classes and of 659 pupils! Obviously the size of classes must have grown in Michigan, as elsewhere, to take care of the additional enrollment. The director says that "while costs in special classes have been greatly reduced, the essential services for our handicapped children have been maintained."

In the neighboring State of Wisconsin, which can also lay claim to a progressive program of special education, there has, unfortunately, been a definite backward step. The legislature of 1933 repealed the law of 1927 granting State aid for classes of mentally deficient children. If retarded children are to receive the special attention they need in every community of the State—rural as well as urban—the State will need to come to their assistance in a financial way. Wisconsin did this for 6 years, and the program had forged ahead. With assistance cut off, the burden has been much heavier for local communities. They have thus far succeeded in holding the program steady with relatively few losses. In fact the number of children reached was greater by almost 300 in 1934 than in 1930—again the result of larger rather than more classes. No doubt the local school systems are temporarily holding the fort with the expectation that the State will once more

New Government Aids For Teachers

★ *Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering.*

Publications

Grants to States for Maternal and Child Welfare Under the Social Security Act Approved August 14, 1935. 20 p., chart. (Children's Bureau, Maternal and Child Welfare Bulletin No. 1.) 10 cents.

The following annual expenditures by the Children's Bureau are authorized under title V of the Social Security Act: Maternal and child health services, \$3,800,000; Services for crippled children, \$2,850,000; and Child Welfare Services, \$1,500,000. (Sociology; Child welfare.)

Officials and Organizations Concerned With Wild-Life Protection, 1935. 16 p. (Department of Agriculture, Miscellaneous Publication No. 231.) 5 cents.

Names and addresses of Federal officials, national and international organizations, State officials and organizations, Canadian and provincial officials and organizations, as well as officials of Newfoundland and Mexico. (Wild-life conservation; Biology; Librarians.)

Price lists (free from the Superintendent of Documents): Proceedings of Congress—Annals of Congress, register of debates, Congressional Globe, Congressional Record, No. 49; Political Science—Documents and debates relating to Government, lobbying, elections, liquors, political parties, District of Columbia, No. 54; Mines—Explosives, fuel, gas, gasoline, petroleum, No. 58; Plants—Culture of fruits, vegetables, grain grasses, and cereals, No. 44.

Six Rural Problem Areas—Relief, Resources, Rehabilitation. 167 p., maps, charts. (Federal Emergency Relief Administration, Research Monograph No. 1.) Free.

An analysis of the human and material resources in six rural areas with high relief rates. (Sociology; Economics; Geography; Civics.)

Style Manual of the United States Government Printing Office. 330 p. (Government Printing Office.) \$1 bound in buckram.

Includes decisions of the editors and printers of the Federal Government as to proper punctuation, spelling, abbreviations, compounding, and other detailed reminders for writing, editing, and proofreading, to be observed by authors of Government publications. (Grammar; Spelling; Editorial work.)

Annual Report of the Secretary of the Interior for the Fiscal Year Ended June 30, 1935. 440 p. (Department of the Interior.) 30 cents.

Pages 275 through 335 are devoted to the work of the Office of Education. (Civics.)

Design and Construction of Building Exits. 76 p., charts, diagrams. (National Bureau of Standards, Miscellaneous Publication M-151.) 10 cents.

Methods employed in surveys of current practices in providing exits from various types of buildings and of the rates at which people can effect their escape through different kinds of exits are presented in detail with a summary of the results obtained. (Safety education; Construction engineering.)

The Ports of the Territory of Hawaii. 132 p., illus., maps. (U. S. Army, Corps of Engineers, Port Series No. 17.) 35 cents.

Data on the facilities, services, and charges in the more important ports of the principal Hawaiian Islands. Contains 18 full-page illustrations and numerous maps. (Geography; Arithmetic; Engineering; Economics.)

Periodicals

MONTHLY LABOR REVIEW, Vol. 41, No. 6, December 1935. 30 cents.

Child Labor Under the N. R. A. as shown by employment certificates issued in 1934, pp. 1477-1491.

Course in Industrial Hygiene at the University of Michigan, pp. 1527-1528.
Convention of National Rehabilitation Association, pp. 1546-1547.
Trend of Public Employment—Works program, Emergency Conservation Work, Emergency Work Program, construction financed by the R. F. C., etc., pp. 1652-1666.
Cost of living, pp. 1714-1730.
Index to Vol. 40, January to June 1935, pp. 1689-1710. (Bureau of Labor Statistics.) Free.

BULLETIN OF THE PAN AMERICAN UNION, January 1936. 15 cents. (Order from the Pan American Union, Washington, D. C.)

Special Andrew Carnegie Centennial number.

Maps

The following maps are available by purchase from the Superintendent of Documents at the prices stated:

Map of the United States system of highways corrected to July 1, 1935. 15 cents.

Federal-aid highway system progress map of eastern and western Wyoming, data corrected to May 1, 1935 (2 charts per set). 20 cents the set.

Federal-aid highway system progress map of northern and southern Idaho, data corrected to June 1, 1935 (2 charts per set). 20 cents the set.

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MARGARET F. RYAN

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University Education Abroad

Elementary and
Secondary
Instruction

Instruction on
University
Levels

THAT heavy black line is to represent the division between elementary and secondary instruction considered here as a unit, and instruction on university levels, as both are commonly understood. Of course, the demarcation between the two is not in any country so clearly and sharply defined as the line is, and it varies much in different countries. But there *is* a division; it *is* distinct; and crossing over it is not easy as many young people and their parents know. I am using this graphic representation here in connection with comparative education and I do it in order to emphasize an important difference between these two phases of education—pre-university and university. That difference is in the amount of study, taking all countries into consideration, that has been made of each phase.

In elementary and secondary education, histories, arguments as to principles, descriptions, comparisons, expositions of administrative organization and of the organization of instruction, may be had for all the larger and many of the smaller countries. That part of comparative education has been worked over continuously and vigorously for many years and with good results. In the English language alone it is now attaining a stage of fair documentation.

Take, for example, the organization of instruction on elementary and secondary levels—it differs in nearly every country from the scheme valid in any other country, and the 8-4, 7-4, and 6-3-3 plans commonly used in the United States. France has this training organized on two parallel lines, primary and secondary. Italy has a 5-5-3 arrangement leading to university studies; Japan uses a 6-4-3 or a 6-5-2 plan. The details of all these various ways of arranging the knowledge to be imparted to and the powers to be acquired by the students in the schools have been studied and reported on, and one has no great difficulty in finding out about them by consulting available works in either English or French.

Organization of Instruction on University Levels Abroad Discussed by James F. Abel, Chief of the Comparative Education Division

This is not to say that enough writing has been done about elementary and secondary education abroad or that more study should not be made of it. Neither would be correct; opportunities in plenty for original efforts in it still exist. My point is that here much basal work has been done.

Contrast this with the university phase of comparative education, the field to the right of the heavy black line. It is relatively untouched, so much so that few actual comparative studies of university curricula, organization of instruction, administration, degree-granting powers, and similar matters now exist. Yet there is just as much scope here for extensive and intensive study, the need for it is as great, and it can be of extraordinary practical and theoretical value.

As to the scope, let me point out that in the one element, organization of instruction, university systems of education are more diverse and more complicated than the elementary and secondary systems. In a faculty of philosophy in Sweden, the degree of *filosofie kandidat* may be acquired in about five semesters of study. Then follows the *filosofie licentiat* in four more semesters. If the student wishes to be a *filosofie doktor*, he must work for at least two additional semesters. The *candidat*, *licencie*, and *docteur* degrees in Belgium call for 2 plus 2 plus 1 years of study. The philosophical faculty in any Czechoslovak university grants only one degree, the *doktor filosofie*. The applicant must first complete the eight-semester curriculum and for that he is granted a diploma, the *absolutorium*. He has still to present an approved thesis and pass two examinations, the *rigorosa*. In the faculties of arts and cognate subjects, in England, the first degree is usually a baccalaureate and may be either ordinary or with honours, the former calling for 3 years of study; the latter for a longer time and higher type of achievement. The first

ordinary degree in Scotland is the master's. Italian universities in any faculty grant only one degree, the *laurea* which confers the title of doctor (*dottore*) and is granted at the successful completion of the years of study required in the specific group of subjects.

The citations given apply to faculties of philosophy; greater differences and diversities appear in faculties of law, medicine, and theology. And besides these regular universities with certain common characteristics, are many other institutions giving instruction on university levels in specialized branches of learning. These include the technical institutions for engineering in all its phases, agriculture, veterinary science, mining, commerce, political and social science, colonial administration, tropical medicine, marine biology, and others. They differ among themselves more than the regular universities do, probably because they are younger and less standardized.

In the two preceding paragraphs on scope, I have used only a single item—organization of instruction—and have noted briefly that it calls for and justifies much study. Among other items are: Relation to the National Government; internal management; financing; selection of students; administration; curricula; and degree-granting powers, any one of which can easily prove to be more important than the one chosen for illustration. Particularly, the function of university degrees as licenses, either direct or indirect, for the practice of a profession should be comprehensively and accurately worked out by some student.

As to the immediate practical need for such research, my attention has been drawn to it many times in the past few years by requests that came to the Office of Education. They are of this nature: A State department of public instruction writes:

I am wondering if you have any information in your department concerning what comprises in detail the course of study in a French dental school. I believe

that the dental course in France is 5 years in length. Some of this includes what might correspond with pre-dental college work in the United States, while the remainder is the usual work designed for this profession. However, the credentials submitted to this Department from time to time make no reference to any pre-dental work. They merely indicate that the candidate has passed certain examinations and has been, therefore, granted certain degrees or diplomas. What I am particularly desirous to know is how much credit in terms of semester hours is required in the 5-year dental course in France in each of chemistry, biology, and French, in addition to the regular work in the strictly dental subjects themselves.

The department wanted similar information about medical studies in France. It helps to pass upon licensing for the professions in that State and needs to know whether specific kinds of foreign training meet the requirements of the State laws.

In another instance a university appointed a committee to determine whether the bachelor of literature degree awarded by Oxford University, England, is equal to the doctorate in philosophy as usually granted in the United States. Again, a firm of attorneys asks for an opinion on the worth of the degree of doctor of natural sciences (doctor *rerum naturalium*) granted by Charles University at Prague, Czechoslovakia. In each case the question was asked with the intention of applying the answer to some one person whose welfare in his chosen field could be greatly affected by the opinion given. The answer would also have much bearing on our ability and willingness to use to advantage people who are trained abroad.

Less immediately practical but probably more useful in the longer term is the application that can be made to our own university situation of studies of the kind suggested. The investment in higher education institutions in the United States in 1932 was around \$3,824,983,000, and the annual expenditure, not counting capital outlays, was \$420,632,500. For some reason or other the college and university administrative and teaching personnel in this country knows little about higher education in other countries and has little interest in it. Perhaps the universities of other nations have nothing in all their variety and strength that will suggest to us how to manage and maintain ours more effectively and wisely, or how to train our university men and women more competently, but I doubt it. At any rate we shall not know until we have examined them carefully. I feel confident that good comparative studies of university education abroad will amply repay the time, effort, and money used in making them.

Trends in the Industrial Arts

[Concluded from page 149]

A few statements from the various reports indicate the emphasis placed on the special values for special groups.

Industrial arts courses are to be given with full appreciation of the fact that for some boys they may provide genuine trade training. This is particularly true where a pupil is permitted to register for a single trade subject throughout the 3 or 4 years of a general high-school course.

We are developing flexible schedules to allow more students to elect the industrial arts courses, particularly in the senior high school.

What the industrial arts program can do for the retarded pupil may best be understood by scanning a scale of occupational levels with reference to the degree of skill required. Such a scale would start at the top with professional occupations and proceed downward through technical, skilled, semiskilled, and unskilled activities. The mentally retarded pupil ordinarily possesses no ability to perform above the semiskilled level in any line.

The industrial arts work makes its greatest contribution to retarded pupils by motivating the learning process, by an appeal to inherent activity urges, and by teaching elementary fundamental manipulative processes. The greatest importance for retarded pupils, however, is the acquisition of work habits, including the development of proper motivation.

In our senior high schools emphasis is placed upon fundamental processes and the tools and materials of industry.

5. *Values for girls.*—The reports of the city directors indicate (1) a definite recognition of a need for inclusion of girls in the industrial arts program and (2) for providing activities in accordance with their special needs. Some substantiating statements from directors' reports are:

We have recently adopted in the elementary schools the activity room plan for both boys and girls to replace the work formerly done in wood.

Ceramics, art metal work, and a study of electrical appliances are emphasized for girls.

Opinion seems to be growing that industrial arts work is as desirable in many instances for girls as for boys.

Our industrial arts work for girls includes such activities as simple repairs and construction pertaining to household articles and an understanding of heating, plumbing, and automobiles from the standpoint of the user.

6. *Techniques and materials of instruction.*—The reports show an increasing interest in the improvement of techniques and materials for instruction in industrial arts classes. A few statements based on the city directors' reports will make this clear:

In our teaching we use instruction sheets, visual aids, library references, and a definite plan for assigning home work.

Our classes have been increased to a standard size of 30. As an aid to instruction we use shop cards, lesson sheets, job sheets, and a large supply of reference materials and models.

Most of our class work is organized on an industrial basis, providing a superintendent, a foreman, and workers. Pupils take turns in filling managerial positions.

Our teacher-pupil load has been increased through a better understanding and use of methods of instruction, teaching materials, and modern teaching aids

such as mimeographed materials, motion pictures, and charts.

7. *Qualifications of teachers and supervisors.*—The city directors emphasized the fact that the qualifications for teachers and supervisors are being increased and that this tendency should be continued. A few citations will serve as examples of this.

The requirements for industrial arts teachers have been raised. The bachelor's degree is becoming very common among our teachers as contrasted with 2 years of training a few years ago.

As a result of the emphasis placed upon the improvement of teachers for their work, approximately 75 percent of our teachers have taken special courses in design.

There is no way in which our industrial arts can be improved except through the selection of men and women as teachers who have the intelligence and will to study pertinent problems in their fields.

It is necessary to provide leadership through the employment of directors who are not only well trained in the general techniques of the industrial arts but who also have the breadth of view necessary to enable them to secure cooperation of the industrial arts teachers and of other teachers whose work correlates with the industrial arts.

Parent Education's First 10 Years

[Concluded from page 148]

provide for leadership, research facilities, equipment, and experimental work.

The decade 1925-35 in parent education is characterized not only by the vast amount granted by a private foundation but it will also be remembered that during this period the Federal Government, under the authorization of President Franklin D. Roosevelt, allocated funds for parent education in the States through the Federal Emergency Relief Administration. Activities in parent education conducted under these funds have resulted in awakening the interest and cooperation of school administrators, and parents in large numbers have shown interest in their own educational advancement by joining study groups.

★ Bibliographies

TEACHERS, librarians, and other interested persons may write to the Library of the Museum of Science and Industry, Jackson Park at Fifty-seventh Street, Chicago, Ill., for free copies of extremely interesting bibliographies. Subjects are as follows:

- Reading List No. 1, The Machine Age and Allied Subjects.
- Reading List No. 2, Literature Best Liked by Boys and Girls Visiting the Library.
- Reading List No. 3, Boulder Dam Project.
- Reading List No. 4, History of Railroads.
- Reading List No. 5, Agricultural History and Allied Subjects.
- Reading List No. 6, Ships and Shipbuilding of Other Days.

Federal Student Aid

[Concluded from page 147]

room charged students in 812 of the institutions participating in the program. The number of institutions classified by type having the various costs are also shown.

Types of institutions	Number of institutions where minimum cost for monthly board and room charged students ranges from—					
	\$10- \$13	\$14- \$17	\$18- \$21	\$22- \$25	\$26- \$29	\$30- upward
Universities, colleges, and professional schools.....	33	35	87	58	50	137
Teachers colleges and normalschools.....	23	34	40	16	14	20
Junior colleges.....	32	54	50	29	15	30
Negro colleges.....	11	17	19	5	1	2
Total.....	99	140	196	108	80	189

In about 1 out of every 10 of these institutions, the average of \$15 per month of Federal aid given the student is sufficient to more than pay the monthly cost of board and room. The aid in



FERA Students assist in college offices.

almost one-fifth of the institutions is approximately equal to the charge for board and room. In the remainder of the institutions the minimum cost of board and room ranges upward to more than twice as high as the average monthly Federal aid.

Geographically speaking

The larger number of institutions with low cost of board and room are located in the Central and Southern States, with the result that the Federal student aid is of greater proportionate assistance to students attending colleges and universities in these geographical regions. In the New England and Middle Atlantic

States are found the smallest number of institutions with low rates for board and room and the largest number with high rates. These regions have more colleges where monthly cost of board and room is \$30 upward than any other section.

Comparing the different types of institutions, the lowest rates for room and board are found in Negro colleges, teachers colleges and normal schools, and junior colleges. In approximately 50 percent of the Negro colleges, 45 percent of the teachers colleges and normal schools, and 40 percent of the junior colleges minimum charges for room and board range as low as from \$10 to \$17 monthly. The monthly Federal aid in these types of institutions goes far toward paying this main item of the expense of the students in going through college. In contrast, only about 17 percent of the universities, colleges, and professional schools have monthly charges of from \$10 to \$17 for board and room.

Exceptional Children

[Concluded from page 157]

ities, parent-teacher organization on behalf of exceptional children have all received added impetus in particular cities during the past 5 years. But there is one other item which merits special mention, namely, the growing recognition of the need of special education on the secondary level. Until recently exceptional children have been considered the major responsibility of the elementary school. Yet handicapped children become adolescents just as other children do, and great is their need of the social influences of junior and senior high school experience. Even mentally retarded children, who used to leave school at the earliest possible age, now find themselves unable to secure jobs in many places and consequently stay on in the classroom. The school is awakening to the necessity of giving them something suited to their adolescent maturity. An increasing number of special groups have been organized in junior and even in senior high schools, through which the retarded youth may secure the education for which he is best fitted and at the same time the social contacts so necessary for the "growing-up" period.

Real encouragement

Special education for exceptional children has passed the experimental stage. It has come to stay—and to grow. Temporary retrenchments have been suffered in individual localities, but the picture for the Nation as a whole is by no means one of undue losses caused by the eco-

nomie depression. On the contrary, it brings real encouragement, because of the gains that have been made during the past 5 years. In States and cities in which the program had been firmly established, services have been maintained even at the expense of teachers' salaries and teaching load, and with the loss of special subsidies. To restore these items to normal should be the first objective of present efforts. And for future achievement, the goal is no less than impartial provision for all types of exceptional children in communities of all sizes and with a State participation that will guide and support local efforts.

Five Projects Report

[Concluded from page 151]

project and a number of acceptances have been received. The institutions may select their particular research from a list of nearly a score of research studies; or staff members of the institutions may propose studies which are of interest to their institutions. These studies to be undertaken will be of a wide variety and will cover problems of interest locally as well as to the country as a whole.

"Selection of the administrative staff in Washington was completed in January."

★ *Henry F. Alves, director of the Studies on Organization of Local School Units, reports:*

"In the Study of Local School Units it is proposed that participating States collect and tabulate data on the present status of these units in such a way as to enable the professional staffs of the State departments of education (1) to formulate plans for the reorganization of existing school administrative units in rural areas, villages, towns, and cities and their contiguous rural territory, and (2) to ascertain and plan for the needs in future school programs.

"Ten States are participating in the project under the direction of the United States Office of Education. Arrangements for the organization of project staffs in these States are rapidly being completed. It is planned that actual field work begin within a few days.

"A number of other States will have the opportunity, through their institutions of higher learning with graduate schools in education, to make these studies in a representative number of counties as provided for by grants of the university research program. In addition some States have received and are hoping to receive grants to conduct these and/or related studies."

Educational News



In Public Schools

"ADVENTURES in the Field of Elementary Science", the Third Yearbook of the Raleigh (N. C.) Elementary Education Council, is an illustration of what a committee of teachers can do in the preparation of valuable supplementary curriculum materials. Part I gives an account of the means used by the council members to survey the resources of the community and to secure the information and materials needed in classroom activities. Part II presents units of work as suggestive of the way such units may be organized and the possibilities of these units with children of a given grade.

During the school year 1934-35 the continuation school of York, Pa., was absorbed by one of the junior high schools and a program was planned especially for the children who had been attending the continuation school. The aim was to make the materials of instruction utilitarian and specifically practical for the immediate needs as well as the future needs of the children. The pupils were divided into two groups, each group attending school one day a week.

A circulating library of 23,761 volumes is moved from school to school every 6 weeks at Oklahoma City, Okla. The library contains sets of books of the newest publications in science, history, geography, health, music, and art.

Of the 2,558 high schools approved by the North Central Association of Colleges and Secondary Schools 844, or about one-third, are reorganized high schools; that is, schools other than the traditional type of 4-year high school. The evidence, according to the North Central Association Quarterly, January 1936, indicates that the undivided high school is growing in favor, and that the trend in this direction is most marked among the smaller schools. Many significant data are presented in the Quarterly, showing trends in the development of the secondary schools belonging to the association.

Janitors go to school—at least this is what they do in Minneapolis, Minn. As early as 1916 the business department of the board of education of that city "outlined and put into practice a definite training program for janitresses, janitors, and engineers. Candidates for this branch of

of 3 months. During this period, the possibilities of each as a janitor-engineer are thoroughly tested. Intensive training is accompanied by practical work in the field. The women are sent directly to the school in which they are to serve and receive their probationary training.

"After completing the probationary period successfully, the candidate is placed on a job and continues his vocational training upon a part-time basis. He must spend 10 hours each month in the training school. Eight hours of this time are given to engineering courses and 2 hours to housekeeping. The training course is organized in monthly segments. The work of each month is organized as a unit, and the student is tested upon his mastery of the unit before he is permitted to take up the next section. Each unit provides experience in all phases of janitor-engineer work, as housekeeping, electricity, and engineering, and includes a variety of activities—lectures, home study, demonstration, laboratory, and field work. The complete course for janitors and engineers is composed of 24 units, and these are covered at the rate of 8 units per year, the entire course requiring 3 years.

"The women take only the housekeeping courses. They spend 2 hours a month in training. Their training extends over a 3-year period. After graduation from the janitor-engineer training school, the men and women are required to return to the school for one class a month in housekeeping, and the men are encouraged to attend occasional classes in engineering.

"The school is supported by the board of education but receives some financial aid from State and Federal sources because it qualifies as a part-time vocational school. . . . anyone may enroll for training; therefore, the school includes among its registrants many individuals who are not members of the Minneapolis public school janitorial-engineering staff."

What are the underlying causes of pupils' absence from schools? The director of the bureau of attendance, Newark, N. J., in his report for 1934-35, answers this question as follows:

"In our investigations of cases of absence, truancy, nonattendance and tardiness the bureau of attendance has found from year to year that the real

New State Appointments

EIGHT States—Kentucky, Massachusetts, Michigan, Mississippi, Ohio, Pennsylvania, South Dakota, and Wyoming—as well as the Virgin Islands, have newly appointed State superintendents or commissioners of education since issuance of the 1935 Educational Directory of the Office of Education, as follows:

Kentucky: Harry W. Peters, State superintendent of public instruction, Frankfort.

Massachusetts: James G. Reardon, commissioner of education, Boston.

Michigan: Eugene B. Elliott, superintendent of public instruction, Lansing.

Mississippi: J. S. Vandiver, State superintendent of education, Jackson.

Ohio: E. L. Bowsher, director of education, Columbus.

Pennsylvania: Lester K. Ade, superintendent of public instruction, Harrisburg.

South Dakota: J. F. Hines, State superintendent of public instruction, Pierre.

Virgin Islands: C. Frederick Dixon, superintendent of education, St. Thomas; Frederick D. Dorsch, superintendent of education, St. Croix.

Wyoming: R. L. Markley, commissioner of education, Cheyenne.

work", as explained in a circular issued by the Minneapolis Board of Education, "are selected on the basis of their health, character, education, and interest in the work. After being admitted to the group, the men candidates are sent to an auxiliary training school for a probationary period

causes are not those which first appear, but rather underlying causes of greater or lesser significance. It may be the school, the location, its equipment for modern activities, the attitudes of principal, teachers, and others associated with the child. It may be the home—death or separation of parents, chronic illness, immorality, abnormal mentality of parents, improper discipline, the attitudes of members of the family, or it may be the physical or mental condition of the child. All of these conditions are found at one time or another as the direct cause of absence from school. . . . It is necessary that careful social, medical, psychological and psychiatric study may be made and a plan formed which will take into consideration all the assets and liabilities found in the child under study and provide a satisfactory basis for supervision over a long or short period. That the maximum amount of good may accrue from this supervision, members of the staff have been trained to provide the guidance necessary to reach a satisfactory degree of normalcy at the earliest possible period in the child's life. . . . With this in mind the members of the bureau were offered during the year 60 hours of social welfare instruction that they might keep abreast of the more modern application of social work."

W. S. DEFFENBAUGH

In Colleges

AT THE University of Pittsburgh, a reorganization of the college curriculum approved for adoption beginning next September, will divide the school into upper and lower units. During the freshman and sophomore years, students will dispose of their curricular requisites; they will enter the junior and senior years with the same quality point requirement stipulated for graduation. The university holds that some students, who go to college with no well-defined interest or plan, desire to take general courses until judgment can mature. Many who have selected a profession or vocational field wish to devote as much time as possible to cultural development before beginning to specialize. Others can afford to take only 2 years of college work. The new plan has been inaugurated to enrich the program of the first 2 years with broad general courses of the liberal arts type so that students will have a better opportunity to study their aptitudes, become better acquainted with the cultural, social, and vocational aspects of contemporary life and institutions, and at the same time lay a foundation for future study while taking the general required courses. Graduation from the

lower to the upper division will constitute a college graduation quality point standing and average grade so that students will know whether they are college material before they invest their time and money in a college education.

At the University of Oregon, a definite attempt is now under way to aid the "forgotten 50 percent" of students who enter as freshmen but who drop out before the close of their second year. The "forgotten 50 percent" is made up of students who enter the university not knowing what vocation to choose, those who are not fitted for a career in the field chosen and those who are not mentally equipped to continue on to specialized work. The Oregon educators have concluded that these students need a real friend, who can advise them, talk over their personal problems with them, and eventually guide them, if not into some specialty, at least into a definite plan. This idea of an advisor for each of the "forgotten 50 percent" and others who may wish this service, is the basis of the lower division advisory plan. A reorganization of the lower division system has been made, and a group of 24 of the faculty members have been named for this work. Students are given much more freedom in selecting courses for the first 2 years and a wide range of studies is available. Many of these courses are of the survey type, which permit the student to explore the field and determine where his interests lie. Others are designed to broaden the viewpoint of the student, give him a better idea of society and his place in it. The courses designed for those who adopt this general college program are "student centered" and place heavy emphasis upon interest, understanding, and appreciation. Observations of results obtained here are being made, and at the same time similar work carried on at other institutions will be studied and the best ideas adapted to the university.

At the Pennsylvania State College a council on student welfare composed of administrative officers who have direct contact with students has been established, for the purpose of correlating the administrative duties and practices of the several administrative officers and to provide another link between student organizations and the administration of the college.

Rutgers University will revise its journalism curriculum in order to meet the needs of New Jersey newspapers

more adequately and to afford the journalism student training in the business and advertising phases of newspaper work. The revised curriculum, as planned by Rutgers with the cooperation of the New Jersey Press Association, will be divided into three sequences after the freshman year: (1) For students preparing to go into news work (essentially the same as offered at present); (2) for students wishing to prepare for work in advertising, circulation, and business departments of daily newspapers; and (3) for students intending to enter the weekly newspaper field.

At the University of Kansas students from 38 Kansas colleges entered this fall with advanced standing. Those with the largest representation came from Kansas City, Kans., Junior College, with 37; Kansas State College, 25; Wichita University, 24; Washburn College, 24; Hutchinson Junior College, 21; and Ottawa University, Parsons Junior College, and Fort Scott Junior College, 19 each. The number of students coming to the university with advanced standing—that is, students who began college work elsewhere—has multiplied fourfold in the past 20 years, and now numbers 800 a year.

Harvard University has announced a gift of \$2,000,000 from Lucius N. Littauer of New York City, manufacturer and ex-Congressman, for the establishment of a graduate school of public administration, to promote the science and art of government administration and to improve our public administration—national, State, and local—for the welfare of the people. The new school will be organized and conducted not merely to train technical specialists, but to educate men in a broad way for public service.

At the University of California the cyclotron, a machine weighing 85 tons was originally designed by Dr. E. O. Lawrence, professor of physics on the Berkeley campus. It has been operating for several years but its effectiveness is to be heightened 10 or 20 percent by means of enlargements and improvements just designed by Dr. Donald Cooksey, visiting researcher from Yale University. The machine gun will discharge about 100,000 billion bullets per second, at a velocity of approximately 12,400 miles per second. Its bullets are invisible fragments of double-weight hydrogen atoms obtained from heavy water and called deuterons. Its object is not to kill living things but to bombard

atoms, to transmute one element into another, and to increase the world's knowledge of the structure of matter. This machine will make it possible to produce artificially radioactive elements.

Cornell University became the atom-smashing center of the East when one element after another was disintegrated recently with a cyclotron—the second device of its kind ever operated in the United States. Although the apparatus is a small duplicate of the cyclotron, or magnetic resonance accelerator, at the University of California, it represents a definite advance over its prototype in economy of construction, compactness, and greater safety for the operator.

According to statistics as of November 1, 1935 (by Dr. Raymond Walters, published in *School and Society*, Dec. 14, 1935) there were 1,063,472 resident students in 577 American universities and colleges; of these 700,730 were full time resident students. The increase in enrollments over the previous year was 6.6 percent. The report includes returns from 459 colleges and universities, 47 technical institutes, and 71 teachers colleges on the approved lists of the various regional associations as published by the American Council on Education.

These colleges represent about one-third of the institutions of higher education. In the new Directory of the Office of Education there appear 1,706 institutions of higher education—714 colleges and universities, 265 professional and technical schools, 175 teachers colleges, 90 normal schools, and 462 junior colleges.

WALTER J. GREENLEAF

In Educational Research

Of importance to those who are dealing with the program of education of youth is the study of Mapheus Smith reported in the December issue of the *Journal of the American Statistical Association* of the 1910, 1920, and 1930 census data in regard to occupation and the average age of those engaged in the various occupations. In practically all occupations a very definite trend toward an increase in the average age was observed. The average ages for all gainful workers for these dates in 53 occupations were as follows:

	1910	1920	1930
Men.....	31.3	33.6	34.6
Women.....	28.5	28.7	29.8

The changes in some occupations are rather striking. For example, locomotive engineers and firemen averaged 34.7 in 1910, 35.6 in 1920, and 41.6 in 1930. The average for 1930 over 1920 is thus 6 years. Thus in this occupation the chance of a young worker being advanced into this occupation during the decade 1920-30 must have been very small. The trends for all occupations and for each of the occupations reported upon are of special importance in considering the education of youth of the ages 15 to 25.

An instrument to measure intrafamily relationships has been developed by T. R. Myers. The study is reported as "Intra-Family Relationships and Pupil Adjustment" and is published by the Bureau of Publications of Teachers College, Columbia University. The reliability of the instrument is fairly high, and scores on it have been found to have a considerable relationship with the adjustment of pupils in school. The instrument furnishes a method of getting at the home environment without actually visiting the home or talking to the parents. Its use will furnish more accurate information for more pupils about home conditions than has been possible before.

A study of the effect on achievement of certain practices pointed to as progressive is reported in *Educational Method* for October 1935. It is "A Study of Cooperative Group Plan with Particular Reference to Achievement" by B. D. Stuart. It describes the results of a 5-year experimental program evaluating an experimental school in which the subject matter in different fields was correlated. Results on achievement tests given in this school were compared with the results in a matched control school. The correlated method of instruction gave superior results.

The Progressive Education Association, through a subcommittee, is making an attempt to evaluate the work in certain high schools involved in the experiment being conducted by the commission on the relation of school and college. Five objectives of these schools which seemed to call for such evaluation were: (a) study habits and skills, (b) ability to get the implication of data and interpret new facts, (c) emphasis, particularly in the natural and social sciences, on the skill in applying facts and principles to new situations, (d) attitudes and interests, and (e) the estimation of sensitivity to significant problems.

DAVID SEGEL

In Other Government Agencies

Works progress education

The Emergency Education Program, which has been operating since the fall of 1933 under the Federal Emergency Relief Administration, has been transferred to the Works Progress Administration. This transfer was made necessary by the discontinuance of the Federal Emergency Relief Administration. There has been considerable delay in making this transfer, but the projects in the various States are now approved. These projects are, for the most part, sponsored by the State departments of education and have been submitted by the Works Progress Administrations. There is an education director in each State who is to be the administrator of the program.

Perhaps the main difference between methods of operating under the W. P. A. and the F. E. R. A. is that the new program will be controlled more by the State administrations and less by the Federal office than was the old.

The projects submitted, in the main, are similar in scope to those conducted under the Education Program of 1934-35. The fields of instruction this year comprise general adult education, literacy classes, vocational training, workers' education, parent education, and nursery schools.

The major objective of the program is unchanged: Such education and training as will enable more men and women to be self-supporting and thus be taken off the relief rolls. The building up of morale is a necessary aspect of emergency education. Men and women long out of work not only lose their occupational skill but also lose their courage and their faith in themselves. The Emergency Education Program seeks to renew courage and restore self-confidence by retraining in old and development of new skills.

We expect that the 1935-36 program will be superior to that of the past 2 years. In the first place, we have had the experience of the last 2 years and our supervisors are, in the main, those who have had much experience with emergency education during this time. The supervisors have also had training and have been in charge of training programs. Many of the teachers have attended institutes and have had intensive training courses in various colleges and specially staffed conferences during the summer and fall months. In-service training will also probably be emphasized more this year.

It will be interesting to see to what extent the work done in adult education under the Emergency Education Program will bring recognition of the need for permanency of this field in the educational set-up. Three facts of outstanding significance have been demonstrated. The first is that adults *want* to learn to a much larger degree than has heretofore been supposed—where a few were expected, many came. The second is that adults *can* learn with much more facility than has heretofore been supposed. The third is that teaching adults is an exciting and pleasurable adventure. Teachers and students enjoy their classes. So significant are these factors, that they should have great importance in determining the future of general adult education.

L. R. ALDERMAN

Indian education

Seventeen community workers were appointed during the past year by the Office of Indian Affairs in an endeavor to make the community day schools in Alaska more adequately serve the entire population of each native village.

In each case the community worker, according to an article in a recent issue of *Indians at Work*, is stationed in an isolated village with a population of 75 to 200 Indians or Eskimos. His duties are not only to teach the children in the first four or five grades of a rural school, but also to work with the adults in the village—assisting in the promotion of native industries, domestic arts, personal hygiene, village sanitation, improvement of water supply, gardening, local self-government, relations with whites, liquor questions, land matters, fishing rights, destitution, cooperative stores, and reindeer.

Commissioner of Indian Affairs, John Collier, in a recent editorial on the progress of the new Navajo day schools writes: "Some observers, friendly and unfriendly, have doubted the feasibility of day schools for Navajos. The event proves that after 2 months, and with pupil transportation to some of the plants not yet provided, and with a scarcity, as yet, of good drinking water at many of them, these day schools already (on November 19) hold 1,700 children, or more than 70 percent of their top capacity. A few weeks more will fill to capacity nearly all of these new schools. The number of adults making regular use of the community plants started at 1,007 on September 14, has steadily risen, and on November 9 totaled 2,162."



Mural in the Oklahoma College for Women, a P. W. A. art project by Acee Blue Eagle.

In Other Countries

The Government of the United States was officially represented by a delegation of six members at the Fourth International Conference on Public Education held at Geneva, Switzerland, July 15 to 19, 1935, and called by the International Bureau of Education. In its subsequent report to the Department of State, the American delegation made the following recommendations:

1. It is desirable that the United States affiliate more closely in the future than in the past not only with the conference but with the continuing work of the International Bureau of Education.

2. It is profitable for American teachers to have contact with the ideas and institutions of some other forms of civilization.

3. It is the opinion of the members of the 1935 Commission of Six that to a certain degree the principle of continuation should be followed and at some later date a member of this year's conference be again appointed representative of the United States.

4. It is recommended that the literature of the International Bureau of Education be made more available to American students of education.

5. It is strongly recommended that the United States of America join the International Bureau of Education and send delegations regularly to the annual conference held under the auspices of this Bureau.

6. It would seem to the committee that the Office of Education might preferably be the agency through which the United States of America would join the International Bureau of Education. United States membership in the International

Bureau of Labor would seem to be a parallel case.

7. The delegation would strongly advise that, if at all possible, the Commissioner of Education be the chairman of the representatives from the United States at the 1936 conference in Geneva.

8. It is recommended also that the report presented by the delegates of the United States to the 1936 conference be prepared in the United States Office of Education following the outline furnished to that Office by the International Bureau of Education.

9. It would be of value if, from time to time, the United States delegation could have as a member one person who could speak and understand a modern foreign language; at one time say French; at another time, German; at another time, Spanish; at another time, Italian; etc., in order that a more intimate exchange of educational ideas could be carried on during the more informal sessions and periods of the conference.

10. If the United States Government could see its way clear to pay the expenses of the members of the delegation, and this latter we heartily recommend, the size of the delegation might well be reduced.

11. The delegates should be chosen several months in advance of the conference and the report of the delegation should likewise be prepared well in advance of the conference so that it could be translated into French, Spanish, German, and Italian, and mimeographed so that copies in these different languages could be circulated at Geneva at the sessions of the conference.

12. To supplement such a meeting furthers peace. It is the conviction of the

[Concluded on page 167]

Educators' Bulletin Board



Recent theses

A LIST of the most recently received doctors' and masters' theses in education, which may be borrowed from the library of the Office of Education on interlibrary loan.

BAKER, HARRY L. A study of high-school teachers' knowledge of their pupils. Doctor's, 1934. Yale University. 183 p. ms.

BERNARD, TED B. Secondary education under different types of district organization. Doctor's, 1933. Teachers College, Columbia University. 93 p.

BOWEN, HOWARD L. The history of secondary education in Somerset County in Maine. Master's, 1934. University of Maine. 85 p.

BROWN, ELMER A. A study of the platoon plan of school organization. Master's, 1932. University of Hawaii. 434 p. ms.

BUTLER, VERA M. Education as revealed by New England newspapers prior to 1860. Doctor's, 1935. Temple University. 503 p.

DORE, B. L. A study of the leisure activities of intermediate grade pupils. Master's, 1935. George Washington University. 57 p. ms.

ELLIOTT, ROLLAND R. Some phases of school law as determined by Supreme Court decisions. Master's, 1935. University of Kansas. 117 p. ms.

FARLEY, SISTER M. PATRICE. Correlation of English ability and general ability. Doctor's, 1931. Fordham University. 109 p. ms.

FLINT, ELDORA. The status of the commercial teachers in Ohio: their training and teaching duties. Master's, 1935. University of Syracuse. 108 p. ms.

HANSON, LAWRENCE W. School records and reports. Master's, 1935. University of North Dakota. 106 p. ms.

HEFLEY, JOHN T. Factors which condition the training of high-school teachers in Oklahoma. Doctor's, 1935. University of Oklahoma. 235 p. ms.

HUANG, CHING S. Elementary supervision on a county basis for specialized agents in selected States: professionalized supervision of instruction in selected States on a county basis with application to China. Doctor's, 1927. Columbia University. 177 p.

HYDE, RICHARD E. The preparation and partial standardization of unit tests in American history. Doctor's, 1929. University of Pittsburgh. 58 p.

JAGGERS, CRADDOCK H. The superstitions of junior-high-school pupils. Doctor's, 1935. George Peabody College for Teachers. 89 p.

JERDE, EDWIN A. Dormitories for high schools. Master's, 1935. University of North Dakota. 62 p. ms.

MARKEY, FRANCES V. Imaginative behavior of preschool children. Doctor's, 1934. Teachers College, Columbia University. 139 p.

THOMPSON, ELEANOR S. Training girls for art vocations: A study dealing with four phases of professional art employment: textile design, interior decoration, costume illustration, costume design. Doctor's, 1934. Teachers College, Columbia University. 139 p.

WADE, J. THOMAS. A measure of the secondary school as a part of the pupil's environment. Doctor's, 1935. Teachers College, Columbia University. 68 p.

WATSON, ALICE E. Experimental studies in the psychology and pedagogy of spelling. Doctor's, 1934. Teachers College, Columbia University. 146 p.

WEST, ELMER D. Stage of ossification as a measure of growth and its relation to intelligence test score. Doctor's, 1935. Harvard University. 336 p. ms.

RUTH A. GRAY

New Books and Pamphlets

Curriculum studies

An Experience Curriculum in English. A report of the Curriculum Commission of the National Council of Teachers of English, W. Wilbur Hatfield, chairman. New York, D. Appleton-Century Co., c1935.

323 p. (English monograph no. 4, National Council of Teachers of English.) \$1.75.

A pattern curriculum in English from kindergarten to college.

A Syllabus in American History and Problems of American Democracy for Secondary Schools, by a committee of the New England History Teachers' Association. Boston, New York, D. C. Heath & Co., c1935.

213 p. \$1.00.

A suggested course, flexible and adaptable to varying types of schools.

The Small High School, by Wayne W. Soper. Albany, The University of the State of New York, 1935.

80 p. (University of the State of New York Bulletin, no. 1071.) 25 cents.

An analysis of the literature in the field and the curriculum offerings in the small high schools in New York State.

Organization and Administration of Extension Centers, Schools and Classes. Harrisburg, Commonwealth of Pennsylvania, Department of Public Instruction, 1935.

46 p. (Bulletin 78, 1935. Pennsylvania Curriculum Studies.)

Presents the development, present status, and certain problems of extension education.

Creative work

Prize Poems from Creative Verse Writing Contest, conducted by California State Fair in cooperation with California State Department of Education. 1935. [Sacramento] Published by California State Department of Education, 1935. 19 p.

The verses awarded first, second, and third places in both elementary and high-school groups are presented.

More verse: another anthology from the high schools handcopied in manuscript writing. Bronxville, N. Y., 1935. 95 p. 20 cents. (From Superintendent's Office, High School, Bronxville, N. Y.)

Examples of creative work, with an introductory discussion of speed, legibility and legality of manuscript writing and signatures.

An Activity Program in Action, by Bun Bates Brusse, and an introductory chapter and edited by Fred C. Ayer. Dallas, Banks Upshaw & Co., 1935. 197 p. \$1.50

An activity program developed in the elementary schools of Houston, Texas.

Activities for youth

Interests, Activities, and Problems of Rural Young Folk. II. Men 15 to 29 year of age. By W. A. Anderson and Willis Kerns. Ithaca, N. Y., published by Cornell University Agricultural Experiment Station, 1935. 43 p. (Bulletin 631.)

Part II of a study to provide factual information that may be useful in the development of programs for these young people.

Organizations For Youth, leisure time and character building procedures, by Elizabeth R. Pendry and Hugh Hartshorne. New York, McGraw-Hill Book Co., 1935.

359 p. \$2.75.

Descriptions and interpretations of forty nonsectarian and national organizations for youth and their programs.

Miscellaneous

Guidance; a list of books and pamphlets recommended for use in secondary schools and in the upper grades of elementary schools, by George E. Hutcherson. Albany, The University of the State of New York Press, 1935. 15 p.

A useful list for the teacher and school librarian.

The Behavior Problem Child in the Home, the School, and the Community, by Charles Scott Berry. Columbus, Ohio, Bureau of Special and Adult Education, Ohio State University, 1935. 31 p. 10 cents.

Discusses the prevention and correction of juvenile delinquency by means of a well-integrated program.

Examinations Old and New: their uses and abuses, by Max McConn. Washington, D. C., The American Council on Education, 1935. 37 p.

A survey of the uses of examinations in current educational practice.

SUSAN O. FUTTERER

Meetings

- AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE. Philadelphia, Pa., April 24 and 25.
- AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS. Detroit, Mich., April 14-16.
- AMERICAN ASSOCIATION OF DENTAL SCHOOLS. Louisville, Ky., March 16-18.
- AMERICAN PHYSICAL EDUCATION ASSOCIATION. St. Louis, Mo., April 15-18.
- ASSOCIATION FOR CHILDHOOD EDUCATION. New York, N. Y. April 28-May 2.
- CLASSICAL ASSOCIATION OF NEW ENGLAND. Brunswick, Maine, April 3 and 4.
- CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH. Cleveland, Ohio, April 9-11.
- EASTERN ARTS ASSOCIATION. New York, N. Y., April 15-18.
- JUNIOR HIGH SCHOOL CONFERENCE. New York, N. Y., March 13 and 14.
- MEDIAVAL ACADEMY OF AMERICA. Boston, Mass., April 26.
- MUSIC EDUCATORS NATIONAL CONFERENCE. New York, N. Y., during week of March 29.
- NATIONAL ASSOCIATION OF DEANS AND ADVISERS OF MEN. Philadelphia, Pa., April 30-May 2.
- NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS. Chicago, Ill., April 22-25.
- Commission on Institutions of Higher Education. Chicago, Ill., April 22-25.
- Commission on Secondary Schools. Chicago, Ill., April 22-25.
- PRIVATE SCHOOLS ASSOCIATION OF THE CENTRAL STATES. Chicago, Ill., March 13 and 14.
- PROGRESSIVE EDUCATION ASSOCIATION. Chicago, Ill., February 27-29.
- SOUTHERN SOCIETY FOR PHILOSOPHY AND PSYCHOLOGY. Atlanta, Ga., April 10 and 11.
- WESTERN ARTS ASSOCIATION. Nashville, Tenn., April 1-4.

MARGARET F. RYAN

In Other Countries

[Concluded from page 165]

members of the Commission that the educational representatives of nations drawn together by their common interests in the education of children can do much to further understanding and friendship between nations. Such understanding and friendship is in reality the only substantial foundation for harmony, justice, and peace.

The American vice consul at Bradford, England, recently reported:

A careful and detailed investigation has revealed that there is no serious juvenile unemployment problem in the Bradford consular district. It would appear that in most of the towns in this area little difficulty is experienced in providing employment for juveniles; those who do become unemployed remain so for relatively short periods; and there are few instances of boys leaving school and remaining without work for several years, as is commonly the case in the "distressed areas." This is no doubt due to the fact that the numerous industries in this district continually present openings for juvenile unskilled labor of both sexes.

Consequently, the health conditions of local juveniles is known to be normal;

there are no indications of malnutrition due directly to juvenile unemployment; and generally the juveniles do not present a serious local social problem.

The only Government-aided program on behalf of juveniles in which local authorities are engaged is that imposed upon them by the Unemployment Act 1934, which places upon local education authorities the obligation to provide such courses of instruction as may be necessary for boys and girls under 18 years of age in their area, who are in receipt of unemployment benefit, are capable of and available for work, but have no work or only part-time or intermittent employment.

Three of the local education authorities in this district, York, Halifax, and Keighley, have not established juvenile instruction classes because of the negligible amount of local juvenile unemployment in those towns.

JAMES F. ABEL

4. **CARPENTRY:** Principles of carpenter's trade analysis of carpentry jobs.
5. **CONCRETE CONSTRUCTION:** Fundamentals of concrete construction; analysis of projects in concrete construction.
6. **COOKING:** Instruction in foodstuffs; the cooking of vegetables.
7. **CONSERVATION OF NATURAL RESOURCES:** Description of conservation problem in the United States; unit courses dealing with soil, water, forests, and wildlife.
8. **FORESTRY:** Importance of forests; opportunities for employment; phases of forestry—forest fires, reforestation; care and use of forest tools.
9. **HOUSE WIRING:** Information on occupation of house wiring; specific jobs in house wiring.
10. **ELEMENTARY MASONRY AND BRICKLAYING:** Fundamentals of elementary masonry and bricklaying; particular projects.
11. **MECHANICAL DRAWING:** Principles of drawing and orthographic projection; drafting as a vocation; two- and three-part assembly drawings; practice in lettering and designing.
12. **PHOTOGRAPHY:** Principles of photography; photography as an occupation.
13. **RADIO SERVICING:** Servicing of radio receiving sets; repair work; occupational opportunities.
14. **SOIL CONSERVATION:** Need for conservation; methods to prevent soil erosion, such as terracing, crop rotation, cover crops, dam building, etc.
15. **PLANE SURVEYING:** Fundamentals of plane surveying; occupational opportunities; special projects in surveying.

These publications, many of which will prove useful in other educational enterprises, may be purchased at the Government Printing Office, Washington, D. C., price 10 cents each. Camp advisers will be supplied with copies by their corps area educational advisers.

C C C Lesson Outlines

THE Federal Office of Education has just completed a manual for C. C. C. instructors and a series of 15 lesson outlines on subjects of vocational importance in the camps. These publications were written to assist C. C. C. camp educational advisers in their instructional work. Distribution of the material will be made through C. C. C. corps area educational headquarters.

John W. Stuebaker, United States Commissioner of Education, says of the *Manual and Outlines of Instruction*: "They will definitely fill a need in camp instruction and will go far toward elevating methods of teaching in the C. C. C. Educational Program."

Dr. J. C. Wright, Assistant Commissioner for Vocational Education, believes the new material "will greatly stimulate interest in vocational training in the camps and produce more adequately prepared men."

The *Manual and Lesson Outlines* were prepared during the past summer by a special committee appointed by the Federal Office of Education. Dr. M. Reed Bass, of the Dunwoody Industrial Institute, Minneapolis, Minn., acted as chairman of the committee.

The *Manual for C. C. C. Instructors* deals with the responsibilities of camp advisers, methods of teaching, lesson planning, vocational guidance, and success factors of an educational program.

The *Outlines of Instruction* are on the following subjects:

1. **AGRICULTURE:** Fundamentals of agriculture; adjusting an enrollee to the study of agriculture; and instruction in poultry production.
2. **AUTOMOBILE REPAIRING:** Discussion of automobile's place in modern life; information on different principles of automobile operation and repair work.
3. **AUTOMOTIVE ELECTRICITY:** Vocational training for automotive electrician; instruction in repairing automobile's electric system.

Youth and adults

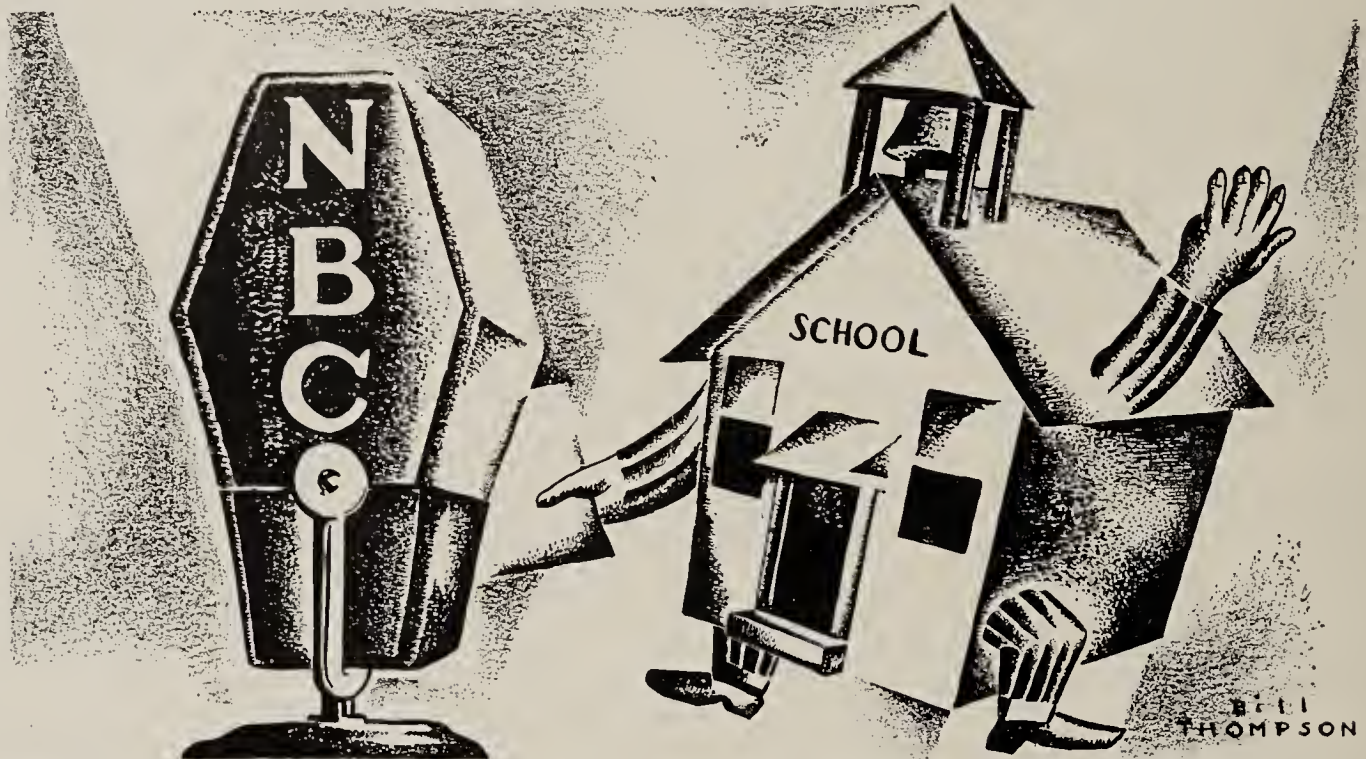
[Continued from page 153]

Notable among the trends in vocational education during the year was the shift in enrollment from one type of vocational class to another. Workers who have felt the need for additional training and skill have turned in large numbers to evening classes. Enrollments in all-day trade-preparatory classes have jumped also as young men and women in the lower age ranges—unable to find employment—have remained in school for definite occupational training. Higher beginning employment age limits, also, have pressed into trade courses large numbers of high-school seniors, high-school graduates, and those who have had some college training.

Vocational rehabilitation

The record in the field of vocational rehabilitation during the year has been outstanding. The number of disabled persons actually rehabilitated, as well as the number of persons in process of rehabilitation, exceeds that of any year since the establishment of the program in 1920. These increases were made possible through the allotment of relief funds for rehabilitation purposes. The number of persons rehabilitated during the year was 9,422, while the number in process of rehabilitation at the close of the year was 40,941. These figures are the more impressive when it is understood that rehabilitation cannot be done on a mass basis, but must be carried out on an individual or case basis.

[Please Post]



EDUCATION · IN · THE · NEWS

from the Federal Office of Education

EVERY MONDAY AT 7:45 P.M. (E. S. T.)

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GUIDEPOSTS

IN EDUCATION

Motorists find highway route numbers and intersection markers convenient and necessary most of the time along the road of travel. . . GUIDEPOSTS IN EDUCATION, directing school teachers and administrators to new and progressive school practices, new and useful publications and source material, are also very essential.

The United States Office of Education points educators to 10 guideposts in education—publications reporting research studies in practically every field of learning—annual reports of theses and faculty research studies made in colleges and universities throughout the country. Included in these studies are 2,100 theses available on interlibrary loan from the library of the Office of Education in Washington, D. C., a 5-year collection. These 10 educational guideposts are:

- BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION, 1933-34
Bulletin, 1935, No. 5.....25 cents
- BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION, 1932-33
Bulletin, 1934, No. 7.....25 cents
- BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION, 1931-32
Bulletin, 1933, No. 6.....(out of print*)
- BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION, 1930-31
Bulletin, 1932, No. 16.....50 cents
- BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION, 1929-30
Bulletin, 1931, No. 13.....50 cents
- BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION, 1928-29
Bulletin, 1930, No. 23.....45 cents
- BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION, 1927-28
Bulletin, 1929, No. 36.....25 cents
- BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION, 1926-27
Bulletin, 1928, No. 22.....(out of print*)
- DOCTORS' THESES IN EDUCATION
Pamphlet No. 60....10 cents
- RECENT THESES IN EDUCATION
Pamphlet No. 26....10 cents

(*Consult reference copies at libraries)

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NATIONAL EDUCATION ASSOCIATION

SCHOOL LIFE



March
1936

Vol. 21 • No. 7



IN THIS ISSUE



State Scholarships Increase • Handicapped Children • Vocational Education in the Canal Zone • First Lady Outstanding Forum Leader • Guidance Survey of Negroes • Direction of Secondary Education • Educational News

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

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Group Education

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Parent Education

Physical Education

Rehabilitation

Teacher Education

Health Education

Industrial Education

Educational Tests and
Measurements

Comparative Education

Adult Education

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



March 1936

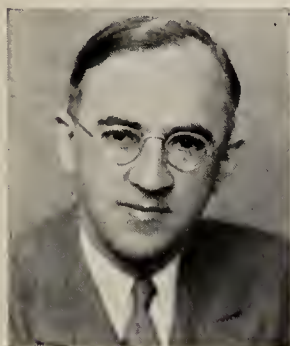
Vol. 21, No. 7

Table of Contents

The cover design for this issue of SCHOOL LIFE was drawn by Thomas DiPaolo,
State Trade School, Providence, R. I.

	Page
Handicapped Children • J. W. Studebaker.....	169
Legislative Action for Young Children • Mary Dabney Davis.....	170
State Scholarships Increase • Ella B. Ratcliffe.....	171
Vocational Education in the Canal Zone • J. C. Wright.....	173
Direction of Secondary Education • Carl A. Jessen.....	175
First Lady Outstanding Forum Leader • J. W. Studebaker.....	177
Guidance Survey of Negroes • Ambrose Caliver.....	179
Importance of Library Catalog • Agnes Lee.....	181
Editorials.....	182
Vocational Summary • Charles M. Arthur.....	184
Arts and Crafts in the CCC • Kenneth Holland.....	186
Salary Trends in Private Colleges • Henry G. Badger.....	187
Education in Portugal • James F. Abel.....	189
New Government Aids for Teachers • Margaret F. Ryan.....	191
Electrifying Education • Cline M. Koon.....	192
Counseling and Guidance in the CCC • Howard W. Oxley.....	193
Educational News.....	195
In Public Schools • W. S. Deffenbaugh	
In Colleges • Walter J. Greenleaf	
In Educational Research • David Segel	
In Other Government Agencies	
Indian Service	
WPA Education	
In Other Countries • James F. Abel	
F. F. A. News Bulletin • W. A. Ross.....	199
Educators' Bulletin Board.....	200

Handicapped Children



INCREASING interest in the education of handicapped children, probably stimulated through the implications of recent social legislation, has precipitated numerous inquiries regarding State organization for the education of exceptional children within State departments of education, with some reference to its relationship to vocational rehabilitation and to the Social Security Act. State administrators working on this problem will find in certain Office of Education publications suggestions for consideration.

Briefly stated, the policy which this Office recommends, after careful consideration of the various points of view, emphasizes the following factors:

First: That the education of exceptional children should not be confused with vocational rehabilitation. The former is a program for children, the latter is a program for adults and young people of employable age. The former concerns education in its entirety, the latter concerns only education as vocational adjustment. The former deals with physical handicaps, mental handicaps, behavior problems, and intellectual superiority. The latter deals only with physical handicaps. Both are important in making complete provisions for physically handicapped persons.

Second: That, according to the provisions of the Federal Vocational Rehabilitation Act, "no portion of the appropriations authorized by this act shall be used by any institution for handicapped persons except for vocational rehabilitation." This precludes its use for the education of exceptional children or for the supervision of such education.

Third: That, according to the provisions of the Social Security Act, no portion of the appropriations authorized by this act may be used for the education of exceptional children or for the supervision of such education. This is in accordance with statements made publicly by representatives of the Children's Bureau.

Fourth: That, since the education of exceptional children begins with the kindergarten (or earlier) and extends at least through all the elementary grades, it should be under the supervision of someone who by training and experience is thoroughly familiar with the principles and methods of elementary education and with their particular adaptations to the needs of various groups of exceptional children.

Fifth: That, since vocational rehabilitation is primarily concerned with the vocational adjustment of handicapped persons of employable age, it should be supervised by someone who is familiar with the principles of educational guidance, with special training and experience in methods of case work, vocational counseling, vocational training, and placement.

Sixth: That, in view of the above, the education of exceptional children and vocational rehabilitation should be carried on as two distinct but coordinated activities of the State department of education, each under the direction of a qualified person.

The Office of Education stands ready at any time to advise with you in the development of your program.

J. H. Sturdenaker

Commissioner.

Legislative Action For Young Children

WHAT determines whether or not a public school may provide classes for children below the age of 6, the customary school entrance age? Public opinion expressing the desires of parents or citizens is a deciding factor, but this opinion needs to be expressed in legal form to protect the educational interests of young children. Forty-two States have enacted legislation with reference to the establishment of kindergartens and under the general terms of school laws in other States some kindergarten facilities have been maintained. Legislation expressly related to kindergartens in some of the States tells the parent whether or not the local school board *may* or *must* provide a kindergarten for young children. It also tells the parent at what age his child is permitted to enter kindergarten, what preparation is required for the teacher, and what funds are available to pay for the child's education.

Interest in this legislation has been recently renewed by two outcomes of the economic depression—first the ease with which kindergartens have been eliminated or the program curtailed and second the emergency nursery schools enrolling children below kindergarten age which have been organized in practically all the States. Many questions have been asked concerning the establishment and continuance of kindergartens. Among these are the following: What has been the wording of legislation that has permitted the curtailment of kindergartens? What are the possibilities of modifying existing laws so as to make kindergartens an integral part of public-school systems? What modifications would permit school districts to add nursery schools?

Without answering each question specifically the following illustrations will indicate some of the variations which exist among State laws and emphasize some of the problems involved.

Wisconsin law

Suppose a parent living in Wisconsin asks if his child of 4 may enroll in the local public school. Wisconsin's law permits these 4-year-old children to enter the kindergarten and pays the bill from

Mary Dabney Davis, Specialist in Nursery-Kindergarten-Primary Education, Discusses State Legislation Affecting Children Under Six

the same fund that cares for the child in the second or the fifth grade of the elementary school. But suppose there is no kindergarten in this parent's community. In Wisconsin, and in five other States, the law offers an opportunity for the parent to join with others and voice his desire. The Wisconsin law stipulates that school boards must establish a kindergarten upon the petition of parents of 25 children 4 to 6 years of age residing within a mile of the school.

Children of Yesterday

THIS enhanced interest in early childhood has resulted in part from the discovery that many of the adults who are involved today in serious social difficulties were the neglected, dependent, poorly nurtured, or otherwise maladjusted children of yesterday.—From "*Recent Social Trends in the United States.*"

Suppose a parent in another State, in Kansas, Kentucky, South Dakota, or Washington for example, wants a public school kindergarten for his child. If he lives in a *city* it is possible that he will find what he needs. But if he lives in a town or out in the country he will find that the school authorities may not maintain a kindergarten because the State law places a population limit on the school districts that may offer such service.

Again suppose that a parent lives in a State where public-school kindergartens are permitted, where the bills are to be paid from the general school fund, but also, where this fund is available **ONLY** for children enumerated in the school census. This census customarily begins with the 6-year-old child. At least a fourth of the States have laws of this

type, and it is in these States that much confusion exists concerning the rights of maintaining kindergarten facilities.

Testing laws

The following questions give parents and school administrators a guide to gauge the effectiveness of their own laws: What districts within the State are authorized to maintain kindergartens? What are the age limits within which children may be enrolled? What preparation is required of the teacher? May interested parents require boards of education to establish kindergartens? Is the provision for financial support as secure as for the regular elementary school?

Another question may be asked as to whether nursery schools may be established under the provision of the kindergarten law. Since the economic difficulties, the parents of about a hundred thousand children 2 to 5 years of age have participated in the emergency nursery school program, usually with a good deal of enthusiasm. Sponsoring committees of citizens have observed the benefits the children and parents have received from these nursery schools and for many people the program has broken at least two generally accepted limitations—the first concerned with the age at which children begin to benefit from a guidance program and, the second, with the practicability of conducting schools for young children in villages and rural districts.

Village schools

Teachers' records and parents' reports show that the children enrolled in the emergency nursery school as well as their parents benefit from the school program. Reports from the 1913 nursery school units operating in 1934-35 show that 622 were in small towns and 225 were located in villages and rural districts. Problems

[Continued on page 176]

State Scholarships Increase

WHILE State legislatures have very generally found it necessary during the past 5 years to curtail their appropriations for support of State higher educational institutions, they have at the same time made more generous provisions of various kinds of scholarship aid to enable citizens of the State to attend these institutions.

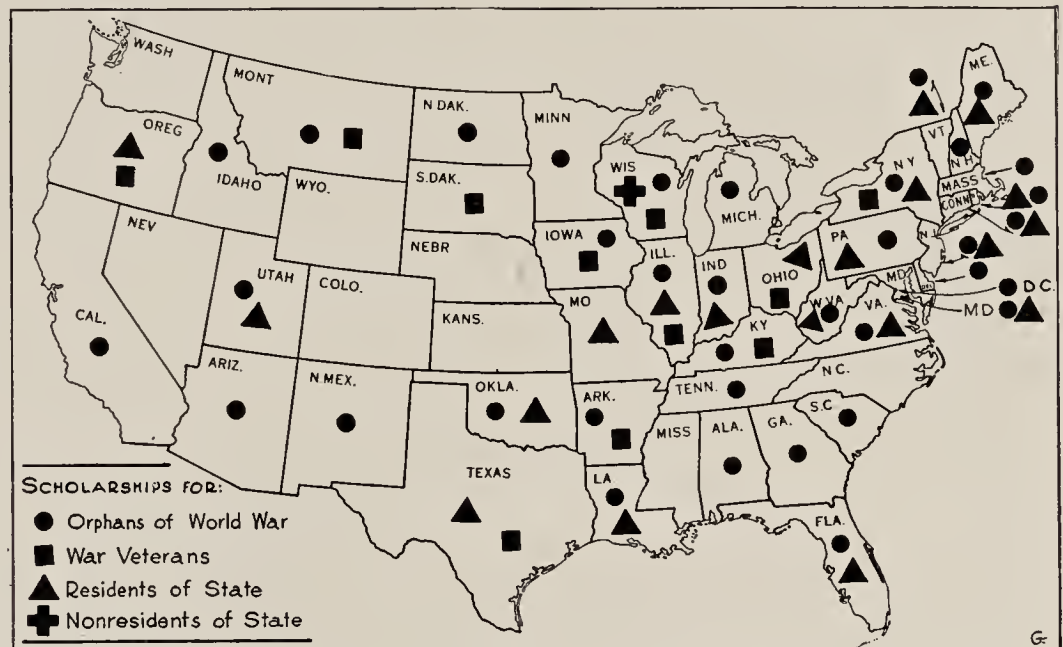
The more recent scholarship laws enacted, with few exceptions, have been for the benefit of orphans of the World War. Four States—Maryland, Missouri, Oklahoma, and West Virginia—have within the past 2 years enacted laws providing for Negro residents to enable them to attend institutions of college grade outside the State, where they may be admitted to advanced or professional courses of study not available to them in their own States.

There are now 20 States—Connecticut, Florida, Illinois, Indiana, Louisiana, Maine, Maryland, Missouri, New Jersey, New York, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, Texas, Utah, Vermont, Virginia, and West Virginia—which provide by law for some sort of general scholarship aid for residents of the State who can meet certain requirements. Another State, Wisconsin, as an offset to the effects of high tuition charged nonresident students at the University of Wisconsin, provides by legislative enactment for a number of scholarships (about 235) to be given nonresident students at the university. There are also 35 States and the District of Columbia which provide by law for scholarships for the children of deceased World War participants. Most of these laws were passed during the years 1930 to 1935. In 10 States they were enacted in 1935. For the District of Columbia, Congress enacted the law in 1934. Eighteen of these States are included among those that have other scholarship laws as well.

A few exceptions

While the trend during the depression has been toward increasing student aid, three States, namely, Arizona, North Carolina, and South Carolina, have recently abolished State scholarships for-

Encouraging Report on Scholarship Aid Provisions in Many States, by Ella B. Ratcliffe, Chief Educational Assistant, Division of Higher Education



merly given. The two Carolinas abolished this aid in 1933, and the State of Arizona in 1935. In both Carolinas the law not only abolished all State scholarships, but provided that tuition must be paid by all students in the State-supported institutions. The State of Florida also discontinued appropriations for scholarships to all but certain agricultural students in the University of Florida. At the same time, it enacted the most liberal law of any State in the Union providing scholarships for the children of World War veterans. The State of Delaware, also, which formerly provided 60 scholarships at the University of Delaware to be given residents who intended to become teachers in the elementary schools of the State discontinued the practice several years ago "when it became unnecessary to offer inducement to secure an adequate supply of teachers for these positions."

There are several purposes underlying the granting of scholarship aid by the States. All of them seem to have in mind the good of the State as well as of the individual. One purpose, which has

grown somewhat less needful in recent years, is that of encouraging students to prepare for teaching positions in the State. This is the motive of the scholarships given in Connecticut, at the State teachers colleges and normal schools; in Illinois, at the State teachers colleges; in Indiana, at the State teachers colleges; in Ohio, at Wilberforce University (for Negroes); in Rhode Island, at Brown University; in Utah, at the State university; and in Virginia, at the College of William and Mary and the University of Virginia.

Another purpose in granting scholarships aid is that of training persons for carrying on agricultural pursuits in the States. Scholarships having this object in view are given by legislative enactment in Florida, at the State university; in Louisiana, at the State university; in Oklahoma at the Colored Agricultural and Normal University; and at the University of Vermont. The State of Vermont also grants 90 scholarships annually to students of medicine, who must agree to practice medicine in the State 1 year for each year the scholarship is held or

refund the amount received. The State of Maryland places 129 annual scholarships in engineering at Johns Hopkins University for State students, but imposes no obligation upon the holders to engage in the practice of engineering.

Basis of awards

The greatest number of State scholarships, however, are given for study in the general field of higher education without reference to training for a specialty. They are awarded as a rule to students of good character and ability, and are regarded as an investment which will accrue to the benefit of the State. Usually they are distributed in equal number to the counties or legislative districts of the State, and are awarded on the basis of a competitive examination, or of standing in the high-school graduating class, or of scholarship combined with need. Most of these scholarships release the holders from the payment of certain fees during the length of the course of study, but others are limited to 1 or 2 years. They range in value from about \$50 to \$350 a year. Such scholarships are supported from State funds in the following States: Illinois, Indiana, Louisiana, Maryland, New Jersey, New York, Oregon, Pennsylvania, Texas, and Vermont.

The State scholarship laws commonly assign the scholarships to the State-supported institutions, but in Louisiana, Maine, Maryland, New York, Ohio, Pennsylvania, Rhode Island, and Vermont, State scholarships are placed at privately endowed institutions. New York, having no State university and having made no other provision for general higher education at State expense, appropriates most liberally for scholarship aid, the greater portion of which is made available at the privately supported institutions. State scholarships may now be used in 53 privately supported higher institutions in New York, in addition to 3 municipal colleges and universities, 2 State teachers colleges, the State college of forestry, and the State normal schools (where 25 scholarships are given for the use of industrial teachers). The total number of State scholarships in effect at any one time (excluding those for industrial teachers) is 3,000, approximately 750 of which are given annually.

In Pennsylvania a similar practice is in effect. The State appropriates annually for 1 scholarship to each county which may be used at any of the 53 privately endowed approved colleges and universities in the State or at the Pennsylvania State College.

Direct appropriations

In several States appropriations for the support of scholarships are made directly to certain designated privately controlled colleges and universities. Such a practice is in effect in the following States:

In Maryland, the legislature makes an annual appropriation for the support of scholarships to eight privately controlled institutions—Blue Ridge College, Johns Hopkins University, St. John's College, St. Mary's Female Seminary, Washington College, Western Maryland College, Charlotte Hall (a private secondary school for boys), and Maryland Institute (a private school of art and design).

In Louisiana, provision is made for each State representative to nominate one beneficiary to attend Tulane University or Sophie Newcomb College free of expense for tuition and other college fees.

In Maine, 10 State scholarships are placed in Bates College, for award preferably to children of those who have borne arms in defense of their country.

In Ohio, the law provides that each State senator and each State representative may designate one or more youths in his district to enter the normal and industrial department of Wilberforce University (for Negroes) free of expense for tuition and other charges.

In Rhode Island, annual appropriations are made to Brown University for graduate scholarships in education, at Rhode Island College of Pharmacy and Allied Sciences, and at Rhode Island School of Design.

In Vermont, each State senator is authorized to appoint two students from their respective counties to attend Middlebury College on State scholarships.

Allot own funds

In addition to the scholarships made possible by direct State appropriations, many State colleges and universities provide scholarship aid for their students out of the funds allotted to them for their own support. As a rule, this aid is given for the definite purpose of helping students of superior ability, and a high grade of performance must be maintained in order to secure and hold the scholarships. Help of this kind is given by State institutions to both undergraduate and graduate students. Furthermore, many institutions also provide a number of assistantships, which require usually only a small amount of service and are available as a rule to students engaged in advanced study or research work. These carry, of course, much larger amounts of money than do scholarships and fellowships, the average annual amount being around \$500.

Scholarships for orphans

Thirty-five States have enacted laws providing scholarship aid for orphans of the World War, and Congress has passed an act giving aid for the education of war orphans of the District of Columbia. War orphans to be benefited by these acts are usually defined as those children not under 18 and not over 21 years of age whose fathers were killed in action or died as the result thereof while serving in the armed forces of the United States during the World War.

The most liberal provision is that of the State of Florida passed in 1935, granting \$300 a year and free tuition at State educational or training institutions of secondary or college grade for a maximum period of 4 years. The State having the next most generous provision is Wisconsin. Under the Wisconsin law, either a war veteran or a child of a war veteran may receive \$30 a month, or a total amount not to exceed \$1,080, to pay his expenses at a public or a private institution of elementary, secondary, or college grade within the State.

Under the California, Massachusetts, and Montana acts, \$250 a year is allowed for each war orphan attending institutions of college grade. In Connecticut, Delaware, Minnesota, New York, Pennsylvania, Rhode Island, and the District of Columbia, \$200 is allowed. The Minnesota law, in addition to the \$200 grant, provides for free tuition for the children at State institutions of secondary and college grade.

In Arkansas, the act provides for an appropriation of \$1,800 a year to be used for paying matriculation fees, board, and room rent, and purchasing books and supplies for war orphans, without specifying the amount to be allowed each, and granting them free tuition at the State-supported higher institutions.

The most general provision, however, places the amount which war orphans may receive at \$150 a year and allows free tuition at State institutions of secondary and college grade. This provision is in effect in 13 States—Alabama, Georgia, Illinois, Kentucky, Maine, New Hampshire, New Mexico, South Carolina, Tennessee, Vermont, Virginia, and West Virginia. In Iowa, Maryland, New Jersey, and Utah, \$150 a year is allowed, without the privilege of free tuition at State-supported institutions.

In Arizona, Idaho, and Michigan, no special designation of funds for the education of war orphans has been made, but the departments of the governments having in charge the welfare of veterans have authority to provide from their

[Concluded on page 192]

Vocational Education in the Canal Zone



Assistant Commissioner for Vocational Education, J. C. Wright, Describes School Conditions as Seen on His Recent Visit in the Canal Zone

SCHOOLS in the Canal Zone now include a junior college, two senior high schools, two junior high schools, and six elementary schools for white children, together with a normal school and eight elementary schools for colored children. Approximately 3,000 white and 3,600 colored pupils are enrolled.

The teaching and supervisory staff is of unusually high order. Practically all of the colored pupils are children of parents brought to the Canal as laborers during the days of construction. As such they are not citizens of the United States, but are citizens of the Republic of Panama, unless they take steps to retain the citizenship of the parents, most of whom come from Jamaica.

Administration of the schools is centralized in the Governor through the superintendent of schools, and the standards for graduation compare favorably with those in the best schools in the States.

Like young people in the United States, children of residents of the Canal Zone find it difficult to secure work opportunities; in fact, it is more difficult for them to find such opportunities than it is for children in the States. Practically all employment in the Canal Zone centers around the maintenance and operation of the Canal and the Panama Railroad. Among other sources of employment are the various commissaries and supplementary businesses which must be maintained to meet the needs of those employed in the operation of the Canal and the railroad, for clothing, foodstuffs, house furnishings, and similar commodities.

The operation of the Canal and the Panama Railroad calls for a considerable percentage of skilled and semiskilled labor. The various commissaries, hospitals, the Division of Mosquito Control, and other kinds of business employ

common, semiskilled, and technically trained labor.

Large numbers of young people in the schools are interested in the skilled and semiskilled trades. More than 1,300 students are enrolled in the secondary schools for white pupils. They have no alternative but to rely upon the Government schools for training which will prepare them for entrance into some field of employment after they leave school.



Columbus Monument, Panama Canal.

All skilled labor was formerly imported from the States and common labor was imported largely from the West Indies, principally the island of Jamaica. From this group also a considerable number of semiskilled laborers were secured. To insure a supply of workers, therefore, the administration of the Canal Zone must continue to import a new supply from the States or elsewhere, or must provide an opportunity for the sons and daughters of former employees to prepare themselves for work in the Zone, where most of them were born. In partial solution of

this problem the administration has established an apprenticeship and learnership program which is limited at present to white employees.

Apprentice regulations

Governor Schley issued regulations on August 2, 1935, for the employment of apprentices. Under these regulations an apprentice must be at least 18 years and not more than 22 years of age, except graduates of technical colleges, who may be 24 years of age. Applicants for apprenticeship training must have completed an accredited 4-year high-school course. Those who have completed 1 year of the Canal Zone Junior College may be advanced 6 months on their apprenticeship, while those who have completed 2 years of the engineering or mechanical course in the junior college are granted 1 year apprenticeship credit. In addition, the latter group is not required to attend the apprenticeship school for the first year of their apprenticeship.

In a similar manner learnerships have been provided under rules and regulations issued November 12, 1935, covering the several occupations and positions in the Panama Canal Zone for which shorter periods of training are necessary and which differ in other respects from those occupations for which regular apprentice training programs have been provided. The learnership training program includes training for such occupations as baker, coffee roaster, laundryman, and sausage maker in the Commissary Division; customs inspector in the Customs Bureau; engineers for steam and Diesel engines; machine operators for the Dredging Division; and laboratory technicians, sanitary inspectors, and X-ray technicians in the Health Department. Separate regulations covering admission requirements—minimum education, age limits, rates of pay, and credit for previous experience—have been set up in connection with learnership programs.



City of Panama, 1855.

In his recommendations on preemployment training apprenticeship and learnership programs in the Canal Zone, the assistant commissioner for vocational education proposed that the public schools utilize the junior college not only as an institution for providing the equivalent of 2 years of college work, but also as a finishing school for the larger number who will not leave the Canal Zone for completion of college courses in the States. A large percentage of the junior college students are interested in securing employment in the Canal Zone. For this group it is recommended that the school provide 1 or 2 years of preemployment training covering not less than 10 hours a week in shop work and related instruction. The recommendations also provide for an adequate program of vocational information and guidance reaching back into the high school as well as the junior college.

Responsibility of schools

During the period of apprenticeship or learnership it is recommended that the school be made responsible for coordinating the educational program with the work program, to the end that its instruction for apprentices may more nearly meet their needs. This program of coordination will require the services of at least two coordinators, both of whom will devote part of their time to teaching and the rest to visiting the apprentices and learners on the job and consultation with foremen and apprentices, with a view to tying the educational and work programs as closely together as possible.

In addition to the preemployment and apprentice-training program, a follow-up service—always essential—is recom-

mended, this service to function for a year or two after the apprentice has completed his training program in order



Opening of the Panama Canal, 1914.

to help him make such adjustments as may be needed.

The apprentice and learnership rules and regulations recognize the importance



Train leaving Panama R. R. station.

ONE of the problems facing educational authorities in the Canal Zone, Panama, is that of preemployment training for occupations carried on in the operation of the Panama Canal and the Panama Railroad. Realizing the necessity of setting up an effective training program, both Governor Schley, of the Panama Canal, and Ben Williams, superintendent of schools for the Canal Zone, have given this question serious consideration. With this problem in mind, therefore, Governor Schley requested that the Assistant Commissioner for Vocational Education, Dr. J. C. Wright, be sent to Panama to assist Superintendent Williams in planning for preemployment training and in organizing the program of related subjects for apprentices and learners in the high schools and junior college. In this article Dr. Wright, who returned from the Canal Zone assignment in February, explains briefly the educational set-up there, the problems involved in establishing effective apprentice training programs, and the recommendations made to Governor Schley for setting up such programs.—EDITOR.

of representative advisory committees. The recommendations provide for the creation of committees on which the employer, the worker, and the schools shall be represented, and the members

[Concluded on page 183]

Direction of Secondary Education



HARRIS & EWING.

Carl A. Jessen, Senior Specialist in Secondary Education, Reports on Administration and Supervision in Larger Cities

IN EVERY city having two or more high schools there is need for integration of the work of the several schools. Such integration through central organization is effected in various fields but it probably occurs most often in the fields of administration and supervision. In many cases the superintendent of schools through cooperation of the principals of the schools, carries forward this coordination of efforts. In other situations principal responsibility for such coordination is delegated by the superintendent of schools to administrative and supervisory officials attached to his central staff.

The Office of Education has undertaken to ascertain what personnel is specifically assigned to administration and supervision of secondary education. The present article gives an analysis of responses received to date from cities having a population of 30,000 or more.

Replies received

According to the United States Census of 1930 there are 329 cities of this size in the nation. Replies have been received from 231 of them distributed as indicated in the totals of table 1.

It will be observed that the most frequent type of control is through the superintendent and his principals only; nearly one-half of the total number of cities administer and supervise their high schools by this method. Cities in the smallest of the three size groups supply most of these cases. Relatively few of the cities of the next size group control their high schools in this way and cities having a population of half a million or more in every case provide additional personnel.

The method next in frequency is that of having city-wide subject supervisors; again the numbers are accounted for entirely by cities having a population under 500,000. The cities of more than 100,000 population most often employ assistant superintendents in charge of secondary education and assign them a staff of subject supervisors who work under their direction. The last type of organization is that of having in charge of secondary education an assistant superintendent or other designated official, however, with no staff of supervisors under his direction.

Designations differ

In some cities the person placed in control of high schools is not known as assistant superintendent but is given some

assistant superintendent for secondary education is employed in a number of larger cities. The distinction in assignment of duties is then likely to be made between junior high schools and senior high schools or between schools for white pupils and schools for colored pupils. One city has district superintendents and another distributes duties related to secondary schools functionally among three assistant superintendents; still another has both assistant superintendent and director of instruction. Seventy of the 231 school systems report having assistant superintendents or other similarly designated officials in charge of high schools; however, in these 70 school systems there are 87 such assistant superintendents.

Two criteria

Ninety of the 231 school systems report that they employ city-wide subject supervisors. It will be realized that such supervision ranges in extent all the way from a city which employs a supervisor or director in one subject only to the comprehensive plan in another city where a large staff is employed for giving city-wide supervision in all or nearly all of the important curriculum fields.

Some judgment regarding the kind and extent of city-wide supervision may be formed from examination of table 2, which supplies information on the number of school systems employing supervisors in various subject fields and the number of supervisors so employed. In compiling the table the term "supervisor" was interpreted to include director, supervisor, assistant supervisor, department head, etc. The two criteria which were applied as carefully as possible before inclusion of an item in the table were, first, that the work should be supervisory in character, and, second, that it should be performed on a city-wide basis not being limited to only one school.

TABLE 1.—Number of cities following various plans for direction and supervision of secondary education

Personnel assigned	Population of cities			Total
	500,000 and over	100,000 to 500,000	30,000 to 100,000	
1	2	3	4	5
Superintendents and principals only.....		11	99	110
Officers assigned to secondary education in addition to superintendents and principals: Assistant superintendent (or similarly designated official) only.....		11	20	31
City-wide subject supervisors only (supervisors, directors, or department heads).....		14	36	50
Assistant superintendents and subject supervisors.....	12	21	7	40
Total.....	12	57	162	231

other title such as director or supervisor of secondary schools. More than one

TABLE 2.—Number of school systems having city-wide supervision in certain subjects and number of supervisors employed

Subject	Population of cities						Total	
	500,000 and over		100,000 to 500,000		30,000 to 100,000			
	Number of school systems	Number of supervisors	Number of school systems	Number of supervisors	Number of school systems	Number of supervisors	Number of school systems	Number of supervisors
1	2	3	4	5	6	7	8	9
English.....	5	6	9	10	14	15	28	31
Social science.....	4	4	8	8	9	9	21	21
Science.....	3	7	11	13	10	11	24	31
Mathematics.....	4	5	8	9	9	9	21	23
Foreign languages.....	5	9	9	10	8	10	22	29
Art.....	6	6	22	23	24	28	52	57
Music.....	6	11	27	35	28	35	61	81
Physical education.....	5	6	23	29	22	29	50	64
Health.....	3	6	9	11	3	4	15	21
Vocational education.....	5	5	8	8	5	5	18	18
Commercial work.....	6	6	11	11	10	10	27	27
Industrial arts.....	4	5	18	18	23	27	45	50
Home economics.....	2	2	23	26	28	29	53	57
Other ¹	1	1	6	6	5	5	12	12
Total.....	(2)	79	(2)	217	(2)	226	(2)	522

¹ "Other" includes agriculture, handwriting, and printing. In addition supervisors not included in the table were reported in visual education (6), library (5), R. O. T. C. (2), school savings (1), safety (1), and playgrounds (1). These were omitted from the table because their work was not thought of as being directly concerned with subject fields.

² The number of school systems studied is the same as in table 1. The total number of school systems reported in table 1 as having subject supervisors are, however, as follows: In cities having 500,000 or larger population, 12; in cities of population 100,000 to 500,000, 35; in cities of population 30,000 to 100,000, 43; in all cities, 90. These totals should be used when making comparison of data reported in columns 2, 4, 6, and 8.

School systems most frequently employ city-wide supervision in the fields of music, art, home economics, physical education, and industrial arts. Also, the number of supervisors employed is largest in these five fields and follows much the same order in relative numbers, although it should be noted that more supervisors are employed in physical education than in any other subject except music, and if health supervision is combined with physical education, it tops the list in number of supervisors assigned.

A considerable drop occurs from the five fields just mentioned to the academic subject fields and commercial education, which come next in order of frequency. There is a rather even distribution of frequencies as among the various academic fields, indicating a fact borne out by inspection of the returns, that if a city introduces supervision of one academic subject on a city-wide basis, it is likely to introduce such supervision also in other subjects of academic nature. The fact that city-wide supervision of academic subjects is not found so frequently as supervision of fine arts and vocational work probably reflects the viewpoint that the academic subjects being older and better established are not so much in need of supervision and that the supervision which is needed can more readily be supplied from within the school. The number of school systems, especially among cities of over 500,000 population,

which give almost as much attention to central supervision of academic work as they do to vocational and fine arts subjects, indicates that many educators in important positions do not agree with this viewpoint.

Significant factors

The school grades assigned to the different supervisors are not shown in table 2. The practice in this regard is so mixed that it is felt a brief discussion of reported practices will prove more illuminating than would another table. Inspection of the returns reveals that the most frequent grade groupings for supervision involving high-school work are the following: 1-12, 1-9, 7-9, 7-12, 9-12, 10-12. Factors which influence the grouping of grades assigned to a supervisor are the size of the city, the State or section in which the city is located, and the placement in the curriculum of the subject supervised. Of these, the last named is readily seen to be of most significance. Subjects such as art, music, and physical education, which are taught in all grades, naturally are more likely to be supervised by one individual through all grades from the first to the twelfth than are such subjects as commercial work or home economics, which only in a much diluted manner find their way into the lower grades. In school systems employing more than one supervisor in a subject it is a rather common practice to assign a considerable block of grades

to one supervisor or director and supply assistants which can be given responsibility for less extensive blocks of school grades; many of the supervisors assigned to junior high school or senior high school are employed in school systems which operate on this plan.

Finally, it should be said that no one can be oblivious to the fact that much excellent supervision is conducted within schools by principals, supervisors, and department heads assigned to and operating within one particular school. One of the significant values of city-wide supervision is that it offers a means for stimulating and organizing supervision of this type—supervision which can be more constant, more intimate, and on the whole more immediately useful to teachers than can the more remote supervision by persons whose time and energy must be divided among a number of schools.

Legislative Action for Young Children

[Continued from page 170]

of transportation and service in the rural schools and villages have been solved satisfactorily. In upper New York State an emergency nursery school is operating in an abandoned high-school building about 20 miles from the nearest city. It serves a series of settlements which provided the labor for salt and cement works in "good" times. All but 10 of the 53 children enrolled travel by bus to the nursery school.

The staff nurses make the daily physical inspections in the children's homes and are in charge of the busses. Incidentally, while examining the children the nurses also give such emergency services as the families need. The "bus" children live an average distance of 3½ miles from the nursery school. The average distance each child travels a day in the bus is a little over 12 miles—about 6 miles each way. The day's program runs from about nine to five with dinner and afternoon lunch after the nap time. Distances do not seem to discourage the parents from attending meetings at the school and in fact they regard the school as a kind of community center. Generous support has been given the local school authorities by county health and welfare agencies, by the State college as well as the State department of education. The local census of children 2 to 16 years of age showed a large proportion of pre-school children. Of the 126 children enumerated in 1934, 68 were 2 to 6 years of age, 38 were between 7 and 11, and but 20 between 12 and 16.

[Concluded on page 190]

First Lady Outstanding Forum Leader

★ "Real democracy and understanding of our Government may be furthered by free discussion. I hope forums will grow in popularity throughout the country and that young and old will discuss the problems of the day and methods by which they may be solved."

MRS. FRANKLIN D. ROOSEVELT

WASHINGTON'S Town Hall will long remember its recent meeting at which Mrs. Franklin D. Roosevelt was the center of the forum panel. "Should Women Be Allowed to Work" was her self-chosen subject.

To make vivid a picture of this illustrious session of February 2, 1936, the scene showed Mrs. Roosevelt and the panel members seated at tables on the stage of the Shoreham ballroom. Each panel member spoke into a microphone connected with the public-address system so that 1,500 people who crowded into the auditorium could easily hear everything that was said on the platform.

The accompanying picture of Mrs. Roosevelt was taken at an intriguing moment and shows a characteristic mood as she engaged a panel of distinguished people in discussion for 50 minutes following her presentation of the subject.

Panel members

The members of the panel were: William S. Culbertson, former ambassador to Chile; Miss Fannie Hurst, author; George Creel, author and magazine contributor; Miss Josephine Roehe, Assistant Secretary of the United States Treasury; Huston Thompson, attorney and former chairman of the Federal Trade Commission; Mrs. Lueille Foster Me-Millin, member of the Civil Service Commission.

"I have no real apprehension for the American home", said Mrs. Roosevelt. "We must trust men and women who really want the best things possible for the child, to decide for themselves whether it is better for the mother to work or not."

Among many interesting points made by Mrs. Roosevelt were the following:

Commissioner J. W. Studebaker Describes an Illustrious Forum Discussion of the Washington Town Hall, Addressed by Mrs. Franklin D. Roosevelt



Mrs. Franklin D. Roosevelt at the Panel Discussion Table.

"There is something inherently good for every human being in work. Only through work can a woman fulfill her obligation to herself and to the world and justify her existence.

"The best workers are going to have the work whether they are men or women. The question is how are we going to find work for all the people who need it, not just for men or women.

"It is the right of any woman who wants to work to do so.

"I don't think that just because men and women are working together they have to be rude to one another."

Typical questions

After speaking 40 minutes and skillfully and good-naturedly meeting comments and questions of a challenging panel for 50 minutes, Mrs. Roosevelt gave the audience 20 minutes for questions. Some of the written questions submitted by the audience were as inter-

esting and pointed as were those from selected panel members. Typical of the inquiries from the audience are these:

Isn't it a fact that women have always worked, often very hard; did anybody make a fuss about it until they began to be paid for their work?

If women are to compete with men on their respective merits, is it understood that the customs and practices associated with chivalry must be eliminated?

Do you think anything should be done to prevent the employment of so-called "pin-money workers"?

Since widows and spinsters are now regarded as America's greatest menace, should not they be allowed to fight our future wars? In such case, of course, men should not insist upon the sole right to declare war, even in the absence of any other plan to equalize the number of men and women.

If women who have other sources of income, such as husbands, should be excluded from work during this emer-

gency—is it not just as logical that men with independent incomes be likewise eliminated from the wage-earning group in an emergency?

Do you know anybody who is on the negative side of this question?

Throughout the entire evening in discussing related subjects such as family life, the care of children, general economic conditions, and the modern trends of industry, Mrs. Roosevelt displayed a rare and natural, deep sympathy for the serious problems of the common man combined always with an equally rare spirit of good sportsmanship.

The writer of this article happens to be chairman of the executive committee of the Washington Town Hall, which was organized some 16 months ago.

In presenting Mrs. Roosevelt, I took occasion to say:

“I do not know of anyone who more completely exemplifies the spirit inherent in the concept of democracy as expressed by our great national leaders than the speaker of the evening.

“The fact that here in Washington where she is known best there is not even standing room in the auditorium tonight for many who wanted to attend the meeting is ample evidence of her devotion to the practice of free, frank, and intellectually honest discussion of public questions.

“Our forum extends a hearty welcome to our distinguished guest and has given me the honor of presenting to you the hardest working woman in the United States who will speak on the subject ‘Should Women be Allowed to Work’, Mrs. Franklin D. Roosevelt.”

Current Meetings

- AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE. Philadelphia, Pa., Apr. 24 and 25.
- AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS. Detroit, Mich., Apr. 14-16.
- AMERICAN PHYSICAL EDUCATION ASSOCIATION. St. Louis, Mo., Apr. 15-18.
- ASSOCIATION FOR CHILDHOOD EDUCATION. New York, N. Y., Apr. 23-May 2.
- CLASSICAL ASSOCIATION OF NEW ENGLAND. Brunswick, Maine, Apr. 3 and 4.
- CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH. Cleveland, Ohio, Apr. 9-11.
- COLLEGE ART ASSOCIATION OF AMERICA. New York, N. Y., Apr. 8-10.
- EASTERN ARTS ASSOCIATION. New York, N. Y., Apr. 15-18.
- EASTERN STATES ASSOCIATION OF PROFESSIONAL SCHOOLS FOR TEACHERS. New York, N. Y., Apr. 2-4.
- MUSIC EDUCATORS NATIONAL CONFERENCE. New York, N. Y., during week of Mar. 29.
- NATIONAL ASSOCIATION OF DEANS AND ADVISERS OF MEN. Philadelphia, Pa., Apr. 30-May 2.

NATIONAL ASSOCIATION OF DIRECTORS OF PHYSICAL EDUCATION FOR COLLEGE WOMEN. St. Louis, Mo., Apr. 12-14.

NATIONAL ASSOCIATION OF PENMANSHIP TEACHERS AND SUPERVISORS. Boston, Mass., Mar. 26-28.

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION. New York, N. Y., Easter week.

NATIONAL RESEARCH COUNCIL. Washington, D. C., Apr. 29.

NEW ENGLAND ASSOCIATION OF COLLEGE TEACHERS OF EDUCATION. Boston, Mass., Apr. 24.

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS. Chicago, Ill., Apr. 22-25.

NORTHWEST ASSOCIATION OF SECONDARY AND HIGHER SCHOOLS. Spokane, Wash., Apr. 6-8.

SOUTHERN ASSOCIATION OF TEACHERS OF SPEECH. Gainesville, Fla., Apr. 16-18.

SOUTHERN SOCIETY FOR PHILOSOPHY AND PSYCHOLOGY. Atlanta, Ga., Apr. 10 and 11.

VOCATIONAL AGRICULTURAL WORKERS IN THE NORTH CENTRAL REGION. Chicago, Ill., Apr. 2-4.

WESTERN ARTS ASSOCIATION. Nashville, Tenn., Apr. 1-4.

WESTERN SOCIETY OF DEPARTMENTS OF PHYSICAL EDUCATION FOR COLLEGE WOMEN. Corvallis, Oreg., Apr. 8 and 9.

MARGARET F. RYAN

Death Comes

THE Office of Education lost two of its staff members during the past month—Harvey Owen Sargent and Robert D. Maltby. Dr. Sargent, who was Federal agent for agricultural education for Negroes in the Southern States, died in Baton Rouge, February 12, from injuries received in an automobile accident. Mr. Maltby who was Federal agent for agriculture among whites in the Southern States, died February 15, in Washington, D. C., from a pulmonary infection, after an illness of several months.

DR. SARGENT was born on a farm near Russellville, Ala., in 1875. He attended the public schools and later graduated from the Alabama Polytechnic Institute at Auburn, with the degree of Bachelor of Science in Agriculture. He received the Master of Science degree from that institution, and the Master of Arts and Doctor of Philosophy degrees from George Washington University, Washington, D. C.

Among responsible positions filled by Dr. Sargent were those of president of the West Alabama Agricultural School at Hamilton; director of club work and supervisor of agricultural high schools for Walker County, Ala.; and Federal agent for agricultural education among Negroes. He conceived and founded the New Farmers of America, an organization of Negro vocational agriculture students.

MR. MALTBY was born on a farm near Brighton, Mich., in 1882. He received his early education in the rural elementary school and the high school in his home town and graduated from Michigan Agricultural College at Lansing, Mich., with the bachelor of science degree. He then engaged in farm-management work following which he was connected with the Baron de Hirsch School of New Jersey. He became head of the animal husbandry department of the University of Florida, and later, supervisor of vocational education in Atlantic County, N. J., going from this position to that of State supervisor and chairman of the vocational education division in Georgia, in which State he organized the program of vocational education in agriculture. He came to the Federal Board for Vocational Education in 1920 as Federal agent for agricultural education in the Southern States, which position he held until the time of his death.

A Distinct Loss

In a tribute to Dr. Sargent and Mr. Maltby, J. C. Wright, assistant commissioner for vocational education, says: “Vocational education and more particularly vocational agriculture, have suffered a distinct loss in the passing of Dr. Sargent and Mr. Maltby. Under their guidance, agricultural education in the Southern States made rapid and commendable progress. This progress may be attributed in large part, I believe, to the fact that they won and held the confidence, admiration, and respect, not only of those closely associated with them in the vocational agriculture program, but also of business men and others with whom their work brought them into contact. They were clear thinkers and sound educators, and were exceptionally well equipped for work in their particular fields.”

Guidance Survey of Negroes

HOW shall man be adjusted to our modern economic system in America? What shall he do with the new materials and power which he is discovering, the new machines and processes he is inventing, and the new products he is creating? Shall *he* or *they* become master of the destiny of society? The answer to these questions largely depends on the education of the children and adults of America; and vocational education and guidance is the phase of education which will play a leading role in the matter.

In order to realize its maximum possibilities, however, in addition to fitting one to make a living and to carry his own "economic weight", this phase of education must take into consideration other important factors which are having a vital effect in reorganizing and reconstructing our society.

These factors, which are many and varied, are not only economic, but are social, psychological, and biological. The force of their converging impact, which has practically stunned the stronger groups in our population, has been greatly accentuated in the case of Negroes, and because of their social background and the narrow economic margin on which they operate has become almost unbearable.

Negroes' education inadequate

Although education is the instrument designed to aid individuals to withstand and to adjust themselves to this cataclysmic impact which has borne upon all alike without respect for their ability to withstand the pressure, Negroes have suffered greater inequalities of educational opportunity than any other group. These inequalities have been more pronounced in the field of vocational education and guidance than in any other.

There are many reasons why Negroes have lagged in this phase of education. Some of the factors causing the lag are economic and social, over which they have no control, others are psychological and racial, over which they do have control. On the one hand, because of community attitudes, business "policy", and

Ambrose Caliver, Senior Specialist in the Education of Negroes, Stresses the Significance of National Survey of Vocational Education and Guidance

labor's opposition; many institutions for Negroes have not been encouraged in or have definitely been discouraged from inaugurating programs of vocational education and guidance. On the other hand, the attitude of many Negroes toward work, resulting from the experiences of slavery and the American shibboleth of an "occupational hierarchy" has retarded the development of a broad and comprehensive program of vocational education and guidance.

The time finally arrived, however, when it seemed imperative that Negroes change their own attitude, face modern life realistically, and determine upon a program of internal readjustment. In consequence, they began to reexamine the whole question and to formulate a solution to the problem. The matter has been attacked from several angles—from the platform, through the press, and, in a few scattered instances, in the schools and colleges.

National program needed

Realizing that sporadic and unorganized efforts would be ineffective in solving so complicated and persistent a problem, and that nothing short of a national and cooperative attack would obtain the desired results, the Office of Education, with the endorsement and support of many individuals and organizations throughout the country, took the following definite steps:

(1) In the fall of 1933 application was made to the CWA for funds with which to make a national survey of the vocational education and guidance situation among Negroes; (2) in 1934, one of the major committees of the National Conference on Fundamental Problems in the Education of Negroes, sponsored by the Office of Education, gave special consideration to the question; and (3) in the spring of 1935, the Office again made

application for funds with which to conduct a survey in this field. This time the application was approved, and \$235,000 was granted from Federal Emergency funds for the study.

In the meantime, every national and numerous regional, State, and local educational associations among Negroes adopted *vocational education and guidance* as their central theme; and when it was learned that the Office of Education had again made application for funds with which to conduct a survey in this field, scores of letters were received endorsing the project. Since its approval, hundreds of letters have come from all parts of the country expressing gratification and interest.

The approval of the project makes it possible to fill a need which for some time has been widespread and insistent, namely, that of supplying a body of facts upon which an effective program of curriculum reorganization in the field of vocational education and guidance of Negroes may be intelligently projected.

While the major fields of operation for the survey will be limited to schools and non-school agencies conducting programs of vocational education and guidance, a sufficient amount of additional data will be obtained from certain occupational studies being conducted by the Departments of Labor and the Interior, and from published studies in order to provide the basis for recommendations concerning the needed extensions, reorganizations, and revisions in the field of vocational education and guidance.

Purposes of the survey

The specific purposes of this survey are to collect information in certain selected communities concerning: (1) The vocational offerings in schools and colleges; (2) the offerings of evening and continuation schools; (3) the vocational

offerings of nonschool agencies; (4) the training of vocational teachers; (5) the offerings of vocational teacher-training institutions and departments; (6) the prevocational education programs; (7) the vocational guidance programs; (8) the students enrolled in vocational courses of the various types of schools and colleges; (9) the graduates and drop-outs; (10) the attitudes of students, teachers, and parents toward vocational training of Negroes; and (11) the conception of students and educational leaders of the Negro's relation to American economic life.

Also, information will be obtained from studies and publications mentioned above concerning: (1) The present economic and social situation and trends; (2) occupational trends; (3) special occupational opportunities; and (4) occupational histories of drop-outs and graduates.

Thus, it is seen that the survey will be not merely a status study, but will concern itself with a program of curriculum reorganization; neither will it be limited to a consideration of a few stereotyped vocations. The study will be conducted in approximately 150 urban and rural representative communities in 34 States, most of the data being gathered on inquiry forms through personal visits and interviews. The organization of the staff consists of a director, an associate director, four regional directors, State and local supervisors, and interviewers, the latter being relief workers.

The survey and advisory staffs are composed of specialists in trade and technical work, agriculture, psychology, sociology, home economics, business, music, religion, labor problems, educational administration and research, and the professions.

The names of the members of the Technical Advisory Committee, and the fields of interest they represent follow:

- BARNES, DR. W. HARRY, president of National Medical Association.
 CATER (Dean) J. T., president of National Association of Collegiate Deans and Registrars in Negro Schools.
 CLARK, EUGENE, president of Miner Teachers College; first vice president of the Federation of Colored Catholics of the United States.
 CLEMENT (Dean) RUFUS E., president of National Association of Teachers of Colored Schools.
 COOK (Mrs.) V. J., president of National Association of College Women.
 DODSON, T. L. (Attorney) president of Negro Bar Association.
 DRAKE, J. F., president of Conference of Negro Land-grant Colleges.
 HILL, T. ARNOLD, acting executive secretary of National Urban League.
 HOLSEY, ALBION, secretary of National Negro Business League.
 JONES, EUGENE K., adviser on Negro affairs, United States Department of Commerce.

- KELLER, DR. FRANKLIN J., director of National Occupational Conference.
 KITSON, DR. H. D., representative of National Vocational Guidance Association.
 KITTRELL, DR. FLEMMIE, member of National Home Economics Society (Omicron Nu).
 MCCUSTION, FRED, executive agent of Association of Colleges and Secondary Schools of the Southern States.
 NICKERSON, Miss C., president of National Association of Negro Musicians.
 OXLEY (Lt.) LAWRENCE A., chief of Division of Negro Labor, United States Department of Labor.
 *SARGENT, DR. H. O., special agent for Negro schools, United States Office of Education.
 THOMPSON, DR. CHARLES H., editor, Journal of Negro Education.
 WRIGHT, DR. ARTHUR D., president of Jeanes-Slater Funds.
 ROBINSON, W. A., president of the Southern Association of Secondary Schools and Colleges for Negroes.
 HAYNES, DR. GEO. E., secretary of the Commission on the Church and Race Relations of the Federal Council of the Churches of Christ.
 DIXON, J. C., supervisor of Negro Schools of Georgia (representing the State supervisors of Negro schools).
 PARSONS, JAMES A., Jr., president of National Technical Association.
 RIDDLE, (Mrs.) G. ESTELLE M., president of National Association of Graduate Nurses (colored).

* Deceased.

Best-known instrument

If modern democracy is to survive and if man is to adjust himself to inevitable technological change, his education must teach him how to convert his newly found power into channels of social

betterment rather than into streams which are dammed by selfishness, greed, and personal aggrandizement. Vocational education and guidance is probably the best known instrument now at hand with which to achieve this desired goal. If, however, it is to realize its opportunity, it must expand its program beyond the mere teaching of skills, and include those social and psychological factors which have such vital relation to effective social living. Moreover, it must consider the necessities of consumption as well as of production. Finally, it must not conceive its task complete when a course is finished, and a diploma or degree is granted, but it must assume some responsibility for the continuing adjustment of the individual and for the continuing reorganization of the environment in order to facilitate that adjustment.

If the results of the survey discussed here are so convincing, and are so diffused and assimilated as to enable Negroes to achieve a greater measure of control over the machines of life and to appropriate their gains to the enhancement of those fine social and spiritual qualities with which they have been characterized in the past, it will have justified the time and money spent and will make a lasting contribution not only to their own lives but to the life of the Nation.



Thomas DiPaolo, State Trade School, Providence, R. I., submitted the winning cover design for this issue of SCHOOL LIFE.

Honorable mention designs submitted in the contest this month, under the title of Kindergarten Classes, were drawn by John Hann and Lena Laurenza, also of State Trade School, Providence, R. I.

Importance of Library Catalog

NEXT to the collection of its books, the trustees look upon the catalog as the most important part of its library, for it is the part by which the whole mass of its resources is opened for easy use—the key by which all its treasures are unlocked to the many who are asking for them so often and so earnestly.” Boston Public Library trustees made the above statement, in 1858, in reference to the library’s catalog.

The catalog of the Office of Education Library, one of the largest pedagogical libraries in the world, is also the key or tool which, when used, will unlock the storehouse of knowledge and make available the vast fund of information contained in the books standing on its shelves.

This catalog, like the perfect news story, will answer quickly, the “How—when—where—why—what” type of question as well as those couched in more indefinite terms. It will give the inquirer accurate information regarding the entire collection in the library, it will tell him what is available on any given subject; what are the works of any given author, or if the library contains any given title. It will give him the necessary descriptive notes and bibliographical data, which will enable him to make a choice, if he so wishes.

The education catalog was created primarily to serve the specialists in the Office of Education. When the library was reorganized in 1907, Dr. William Dawson Johnston, librarian, planned the catalog after that of the Library of Congress. This system has been followed in its later growth and expansion. Certain modifications were made, however, so that the catalog would serve more definitely, the specialized group, consulting it.

Readers often puzzled

It is a dictionary catalog, which means that the cards are arranged alphabetically and should be as easily used as the dictionary or encyclopedia. But due to its complicated headings, because so many of the books cataloged are official documents and publications of associations and institutions, this is not always true. The reader is puzzled often, by the arrangement, and the trained assistant

Explained by Agnes Lee, Head Cataloger and Classifier, Office of Education Library, Who Keeps the Vast Array of Information in Order

must help him find the information he is seeking. The ultimate purpose of this complicated arrangement is not to confuse the reader, but to keep the vast array of information in order.

The public who consult the catalog may be divided into three classes. First, there are the library staff members who use it. The assistant, seeking some bibliographical data, the research worker verifying some item, the cataloger, searching for the correct form of entry or proper subject heading, the assistant in the order department inquiring if the library already contains certain books before purchasing them, and the assistant in the reference department, seeking the answer to every sort of question. The catalog is the right hand of the reference department for this department depends on the catalog first and the printed indexes and bibliographies next.

Second, there are the specialists in the Office of Education, trained in their own field, with a background of knowledge, who seek some new or additional information to be used in their specialized work, or who wish to find if the library has certain specific books.

And third, there are the students or teachers, of all degrees of experience who are for the moment touching unfamiliar ground, and need books to verify or extend their knowledge, and the high-school students and casual readers, seeking a variety of facts.

The catalog serves its clientele through the catalog cards, which are carefully and accurately prepared. Full author entry, correct official entry, detailed collation, series notes, edition notes, changes in title, and bibliographical notes are given, and original source material is consulted in the preparation of the cards. Notes are given to show the relation of one periodical or publication of a learned society or institution, to another, and the necessary references and added entries are made. Much careful research

is required, and a great deal of the cataloger’s time is consumed in tracking down difficult problems, but the result is a lasting record to be used again and again. This information on the cards is often used in yet another way by research workers consulting the catalog. In making citations or preparing a bibliography, the bibliographical data on the cards may be used. This saves time by making it unnecessary to consult the books on the shelves, and also ensures accuracy and uniformity in the work.

The catalog also serves the public through the subject headings, which are specific, concise, up to date, subdivided, and with scientific terminology. The “Subject headings used in the dictionary catalogues of the Library of Congress” is used as a guide in forming the education subject headings, which vary in many respects from those of the Library of Congress.

Headings kept up to date

The subject headings are specific. If the reader is interested in juvenile delinquency, he will find material under the subject “Juvenile delinquency” and will not have to look through the general heading “Crime and criminals.” Or if he wants something definite in the testing of ability, he will find it under the subject “Ability—Testing” and will not have to search through all the entries under the subject “Mental tests.” If, however, he wishes to cover the entire field of a subject, he will find the topic under a general subject heading.

The subject headings are kept up to date, when new discoveries are made, new subjects are formed, or old ones expanded and necessary notes and cross references are made showing the relation of the new to the old. For example, the reader interested in psychiatry will find the newer subject, “Psychology, Patho-

[Concluded on page 194]

SCHOOL LIFE

VOL. XXI



NO. 7

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

MARCH 1936

GOOD TIDINGS

A State department of public instruction announces in a current circular:

"Effective January 1, 1936, the Board of Education of Ottumwa restored salaries of the teachers and other employees. This school district made no salary reduction until 2 years ago, and last year one-half of the average reduction was restored. The Sioux City Board of Education recently restored a second 10 percent of the 25-percent salary cut taken from teachers and maintenance employees during the year 1933-34. The first restoration of 10 percent was made in January 1935."

The State is Iowa. Such action would seem to be effective in helping to end teachers' depressions. And teachers' salaries in circulation might help end some other people's depressions. Circulation of incomes is an important part of the economic circle.

LIBERTY CELEBRATES

Maybe the notion that women do not like to tell their ages will lose some of its glamour through the widespread publicity the Statue of Liberty is giving her fiftieth anniversary this year.

It was on October 28, 1886, that President Cleveland, in the name of the United States, officially accepted the "Statue of Liberty Enlightening the World." The statue weighs 450,000 pounds. The height from base to torch is 151 feet.

A variety of Nation-wide contests, sponsored by patriotic and conservation organizations, in cooperation with the National Park Service, is a feature of the year-round celebration.

Schools will be asked to make the Statue of Liberty—its symbolism and its history—subjects of emphasis throughout the year.

May Miss Liberty have many, many happy returns of her fiftieth anniversary, is the wish of liberty-loving people everywhere.

FORUM LEADERSHIP

To train a new type of educator for public forum leadership, now being revived throughout the country, both Columbia University and New York University have organized special programs of studies.

The Columbia announcement states:

"Stimulated by economic change and political unrest, community discussion groups comparable to the historic New England town meeting are springing up and are demanding trained direction.

"The recent announcement by Dr. John W. Studebaker, United States Commissioner of Education, that demonstration centers are soon to be opened will, the committee believes, give further impetus to the forum idea and open up a new professional field to university-trained leaders."

YEAR'S INCREASE

The National Education Association reports a total membership for the year of 190,944. This is an increase of 3,299 over 1934. Pennsylvania has the largest State total, which is given at 23,620, with California second, 18,952, and Ohio third, with 17,185.

FRIENDLINESS

By Presidential proclamation fixing April 14 as Pan American Day, the people of the United States are called upon

to observe the day with appropriate ceremonies, thereby giving expression to the spirit of continental solidarity and to the sentiments of cordiality and friendly feeling which the Government and people of the United States entertain toward the peoples and governments of the other republics of the American continent.

Observance of Pan American Day has also been proclaimed by the presidents of the 20 republics of Latin America.

Bonds uniting 21 American nations become more evident each year and Pan American Day offers opportunity to emphasize these relations.

A MESSAGE FROM THE KING

"You are the heirs of a great past; but the future is yours, and is your high responsibility. Each of you must try to be a good citizen in a good city. To this end you must make the best of all your powers. Strive to grow in strength, in knowledge, and in grace. If you persist bravely in this endeavour you will work worthily for your family, your city, your country, and for mankind. So to live, in whatever sphere, must be noble, and may be great. My confident trust is in you.

Signed, GEORGE, R. I."

In the September 1935 issue of SCHOOL LIFE we reproduced the above message dispatched by the King of England to the children of London, upon the anniversary of the accession of King George to the British throne.

Once again, out of respect to the late beloved ruler of England, and because the message has such merit for the children—and adults—of any country, we reprint the message.

CONFUCIUS ONCE SAID

"The highest study of all is that which teaches us to develop those principles of purity and perfect virtue, which Heaven bestowed upon us at our birth, in order that we may acquire the power of influencing for good those amongst whom we are placed, by our precepts and examples; a study without an end—for our labors cease only when we have become perfect—an unattainable goal, but one that we must not the less set before us from the very first. It is true that we shall not be able to reach it, but in our struggle toward it, we shall strengthen our characters and give stability to our ideas, so that whilst ever advancing calmly in the same direction, we shall be rendered capable of applying the faculties with which we have been gifted to the best possible account."

EXTRA! EXTRA!

"Education in the News", weekly Office of Education radio program, goes on the air every Monday at 7:45 p.m., eastern standard time. The program is broadcast over the red network of the National Broadcasting Co.

Material for Programs



TO ASSIST groups planning to observe Pan American Day, the Pan American Union has a generous supply of material for free distribution. Included in this, is the material listed below:

For Elementary Schools

THE MEANING OF PAN AMERICAN DAY. An article on the origin and development of Pan American Day, including extracts from editorial comment in the press of the United States and Latin America on the significance of the day.

FLAGS AND COATS-OF-ARMS OF THE AMERICAN NATIONS. Historical sketch and brief description of the meanings of the flags and coats-of-arms of the 21 American republics.

LATIN AMERICA AT PLAY. Description of the national fiestas of various Latin-American countries, together with an account of popular sports, games, and other pastimes.

ECONOMIC GIFTS OF AMERICA TO THE WORLD. Description of various products which have been found or grown in the Americas, the use of which has spread over the world—especially adapted for children.

TYPICAL PAN AMERICAN DAY PROGRAMS. A description of programs which have been presented by elementary and high schools in past years.

OUR FRIENDS IN THE SOUTH. An account of how Latin-American students show their friendship for the United States.

For High Schools

SPECIAL ISSUE OF THE BULLETIN OF THE PAN AMERICAN UNION. The February 1936 issue of the bulletin of the Pan American Union will be dedicated to Pan American Day, and will contain a series of articles and other material that may be helpful in formulating Pan American Day programs.

RELATIONS OF THE UNITED STATES WITH LATIN AMERICA. A discussion of the changes in the politico-economic policies of the United States toward Latin America in recent years.

THE EVOLUTION OF INTERNATIONAL AMERICAN CONFERENCES. The origin and development of the system of conferences on the American continent, and of international cooperation among the twenty-one republics.

LATIN AMERICA AT A GLANCE. A booklet summarizing important historical,

geographical, commercial, and other data on all the Latin American republics.

BIBLIOGRAPHIES ON PAN AMERICAN TOPICS. Suggested for use in high schools.

For Colleges

ECONOMIC TIES LINKING THE AMERICAS. An analysis of some of the basic factors in the mutual economic dependence of the United States and the nations of Latin America.

A GLANCE AT LATIN AMERICAN CIVILIZATION. An outline of the elements which have influenced the development of the countries of Latin America.

SOURCES FOR LATIN AMERICAN MUSIC. Brief lists of songs, orchestra and band arrangements, and collections of songs.

which may be purchased in the United States.

All of the foregoing material will be distributed *FREE OF CHARGE* by the Pan American Union. Address all communications to the Pan American Union, Washington, D. C.

Vocational Education in the Canal Zone

[Concluded from page 174]

of which shall be responsible for drawing up the rules and regulations covering apprenticeship and learnership.

The Canal Zone provides one of the best opportunities for a satisfactory apprenticeship and learnership training program that can be found in the United States, for the reason that the management of the industry which provides the principal employment, the administration of the schools, and the formulation of miscellaneous policies which determine the success or failure of apprentice programs, are all centered in the Governor.



School Leaflets

LIBRARIES that serve progressive schools must contain, in addition to books, much carefully selected material that is commonly classed as "pamphlets." One series of leaflets—invaluable aids in the teaching of elementary and secondary school science—are the Cornell Rural School Leaflets. Since more than 60 titles are now available, and more are planned, these leaflets make up a bookshelf of scientific supplementary material that any library or educator may obtain at low cost.

Subject-matter is classed under eight general groups: Vertebrates, invertebrates, herbaceous plants, woody plants,

earth study, ecology, physical science, and a general group.

Formerly the leaflets were available to New York schools only. Schools and libraries outside of New York may now obtain them on subscription basis. Dr. E. Laurence Palmer, Cornell University professor of rural education, author of the leaflets, writes that present prices are 10 cents each for children's numbers, and 20 cents each for teachers' numbers. Address communications to Director, Extension Service, New York State College of Agriculture at Cornell University, Ithaca, N. Y.

EDITH A. LATHROP

The Vocational Summary



Circuit training broadened

Experience in Wisconsin has shown that the itinerant plan of instruction offers the most economical means of instruction for youth and employed adults from a variety of occupations in small cities. Early in the history of vocational education in that State it was apparent that itinerant, traveling, or circuit teachers were necessary if part-time instruction were to be made generally available under the Smith-Hughes Act. In the past year the service of the traveling teacher has been extended to nine occupations—barbering, carpentry, electricity, foremanship, foundry work, painting and decorating, plumbing, pulp and paper work, and selling. The service was made available in 36 cities. This year training in new occupations—cosmetology, baking, manufacture of dairy products, and several other fields—is being provided in a number of cities. Training is offered in each subject, one day each week for a full semester period.

Progress

Evening vocational classes in 14 Michigan cities last year provided instruction for a large number of persons in a variety of occupations. Air conditioning and refrigeration courses, according to the annual report from the State, continue to be popular. In Detroit a course for school engineers in three units and covering air conditioning and heating and ventilation was organized. Metal is replacing wood in auto-body construction. To prepare former woodworkers for this change in auto construction an evening class in sheet-metal work was organized in Pontiac. In Saginaw, a special part-time class for molders was conducted for 1½ hours every day of the school year. Progress records of the eight men enrolled in this class were presented to their employers at the end of the year. Special attention has been given to foremanship training. In Grand Rapids the foreman instructor is also the director of placement for the city school system, and his office is in the Vocational and Technical High School. Five foreman training classes with a total enrollment of 93 were conducted in the city during the year.

Texas' record

Gratifying progress in vocational agriculture has been made in the past few years in Texas. A report from P. G. Haynes, supervisor of agricultural education, shows that there are 515 departments of vocational agriculture in high schools of the State—395 for whites and 120 for Negroes. In spite of this large number of departments, Mr. Haynes reports, there is at the present time a demand for 75 additional ones. Altogether there are about 700 schools in which agricultural departments should be in operation. One of the reasons assigned by Mr. Haynes for failure to reach a greater number of schools with agricultural departments is that teachers have left the vocational agriculture field to join emergency organizations in position to pay them higher salaries. Not enough competent teachers are available to fill vacancies thus created. Of interest, also, is the change in the number of departments established and dropped in the last 3 years. In 1933, for instance, 45 new departments were added, while 35 were dropped. In contrast to these figures are those for 1936, which show that 80 departments were added and only two were dropped. The reason assigned by Mr. Haynes for the material reduction in the number of departments of vocational agriculture dropped in the past year is the greater

competency required of agricultural teachers. More competent teachers mean better-manned agricultural departments and better-manned agricultural departments mean more permanent agricultural departments. Another interesting point about the vocational agriculture departments for whites now in operation in Texas—all 395 of them have a chapter of the Future Farmers of America. In addition, also, many of the 120 vocational agriculture departments for Negroes have organized chapters of the New Farmers of America.

Opportunities for disabled

Three thousand two hundred and fifty employers have been approached and their establishments surveyed by the vocational rehabilitation division in California, in an effort to develop job opportunities for handicapped persons. The survey showed that 2.7 percent of all employees in the establishments surveyed were physically handicapped, and that these handicapped employees were engaged in 290 different occupations. The general consensus of the employers was that handicapped persons were equally efficient and in some respects more reliable than nonhandicapped workers. The job opportunity survey showed that approximately one-third of all jobs could be successfully performed by persons with some type of disability. The interest of



Vocational agricultural students in Fort Collins, Colo., High School, learn how to combat black-stem rust of small grains.



Refrigerators need servicing occasionally. This student in the Allegheny Vocational High School, Pittsburgh, Pa., is learning how to do it.

many employers in handicapped persons was stimulated through the realization of what their own handicapped employees were actually doing. Many of them, moreover, expressed a willingness to consider the employment of other handicapped persons. As a follow-up of the survey, a placement project designed to aid handicapped persons discovered thereby was set up. According to H. D. Hicker, chief of the bureau of vocational rehabilitation, Sacramento, Calif., the survey uncovered valuable occupational information, acquainted the rehabilitation division with the attitude of employers toward handicapped persons, and led to a number of placements of rehabilitants. Information concerning the plans and methods used in making the job opportunity survey may be obtained from the California rehabilitation division.

No guesswork here

Under the direction of Bertha Kohlhagen, State supervisor of home economics, home economics teachers in Oregon are making an extensive study to secure information that will help them become better acquainted with their girls as individuals, more aware of the home situations from which the girls come, and more conscious of the differences between various communities that call for adaptations in a State course of study. Three thousand questionnaires carefully worked out by a seminar of home economics teachers conducted by Dr. Florence Blazier, in charge of teacher training at Oregon State College, will be filled out by girls in representative high schools of the State. When the results have been tabulated they will indicate fairly specifically the social and economic status of the families represented, size of families,

physical conditions in the homes, general homemaking practices, family relationship factors, use of leisure, extent of participation in homemaking by the girls themselves, and the interests of the girls. A revision of the State high-school course of study is now in progress. A State conference of home economics teachers has been called for next June, when reports of progress will be presented and a study of the tabulations of the survey in its relation to the curriculum revision program will be made.

Central school

Last year the vocational division of the Office of Education cooperated in a survey made in Arizona to determine the need for vocational training in various trades. The survey covered sixteen different occupations in eight different cities of the States. It showed that in each of these cities there were from one to three or four persons who needed training in specific occupations. Obviously, it would not be feasible to set up a special training program in all of these cities for such a small number. In order to provide some training, however, a central vocational school was established in Phoenix. This school is financed in part by the State board for vocational education. Here any one in the State capable of profiting from the instruction may enroll. While this school was organized in cooperation with the Phoenix Union High School Board of Education, it is set up as a separate local school.

Only training in occupations in which there is a demand for skilled workers is given. Such occupations are determined by conferences of employers and employees throughout the State. A careful selection is made also in enrolling students in courses given in this school. It was the preliminary survey that clarified the situation, determined the need for training as well as the scope, and prevented the setting up of unnecessary training facilities.

Coordinator an asset

One more example of the value of a coordinator in vocational education programs comes from Minnesota—St. Paul, to be exact. The position of coordinator was created in that city in February 1935. Here is the way the Minnesota report sums up the value of his work:

There is no better way than through the services of a coordinator, to acquaint employers and labor with the possibilities of vocational training. As a result of the activities of Mr. Teicherow, the new coordinator in St. Paul, senior and junior high school principals, counselors, and teachers are using better judgment in sending boys to the vocational school. Teachers in the vocational school are better teachers because of the reports of the results of their teaching made to them by the coordinator. The morale of the students has improved because they know some one is "following them up" when they leave the school. Through conferences with the coordinator, employers are becoming better acquainted with the problems involved in training people, especially new workers. Moreover, once they know what the school is doing, they are more interested in cooperating in the vocational program. The school, on the other hand, can cooperate more intelligently when it knows what industry is doing.

CHARLES M. ARTHUR

Regional Conferences

Regional conferences on vocational education in agriculture, trade and industry, and home economics for the current year have been arranged as follows:

North Atlantic Region:

Agriculture.....	Boston, Mass., Apr. 6-8.
Home Economics.....	Boston, Mass., Apr. 27-May 1.
Trade and Industrial.....	Buffalo, N. Y., May 21-22.

Southern Region:

Agriculture.....	New Orleans, La., Apr. 13-17.
Home Economics.....	New Orleans, La., Apr. 13-17.
Trade and Industrial.....	New Orleans, La., Apr. 27-May 1.

Central Region:

Agriculture.....	Chicago, Ill., Apr. 2-4.
Home Economics.....	(Held at Chicago, December 1935).
Trade and Industrial.....	Milwaukee, Wis., Apr. 20-24.

Pacific Region:

Agriculture.....	Bozeman, Mont., June 8-12.
Home Economics.....	Bozeman, Mont., June 8-12.
Trade and Industrial.....	Bozeman, Mont., June 8-12.

Arts and Crafts in the CCC

DURING the winter just passed there have been approximately 425,000 men between the ages of 17 and 28 living in CCC camps scattered throughout every State in the Union. Since many of these camps were isolated from even small towns, the men were not able to attend movies, play pool, or participate in the other usual types of activities during the long winter evenings. Instead, these young men were forced to spend their leisure time in the camp buildings where they were thrown more or less on their own resources to amuse themselves.

In order to assist the enrollees to utilize this leisure time and better themselves while in camp, a comprehensive educational program under the general supervision of Mr. Robert Fechner, Director of Emergency Conservation Work, has been organized by the Office of Education. The educational activities are voluntary but nearly 70 percent of the enrollees participated in some phase of them this last winter.

New England program

One phase of the educational program which has been emphasized in the CCC of New England is the arts and crafts. They were introduced in the course of the first few months of the educational program in the New England States. Some officials connected with the CCC doubted if the type of young men in the camps would respond to a program of this kind, but subsequent experience has definitely proved that the doubts of the officials were unfounded.

The first craft introduced into the camps was the making of rustic furniture. It required few tools and the wood was obtained from the forests nearby. The enrollees showed considerable interest and often equipped the recreation hall and other rooms of the camps with furniture. In some cases the enrollees were able to sell furniture which they made.

Tools and a limited supply of leather were then sent into 60 camps in the New England States so that leather work could be introduced. The results were gratifying for the enrollees showed great interest and began making key containers, wallets, pocketbooks, belts, book covers, and

Kenneth Holland, Formerly First Corps Area CCC Educational Adviser, Tells of Earnest Response on Part of CCC Enrollees in New England to "Creative Leisure Time Activities"

brief cases. It has been possible through Boston firms to obtain, besides the ordinary leathers, lizard, snake, alligator, and ostrich skins very reasonably which has made the leather work available to a greater number of men.

The third craft to be introduced was metal work and at the present time ash trays, bracelets, letter openers, bowls, lamps, and book ends are being made in many of the camps in New England. Copper, brass, pewter, aluminum, and wrought iron are the most popular metals. Since tools and materials for this craft are fairly expensive, metal work has not been fully developed. Model making, wood carving, block printing, and weaving were also introduced in some of the camps with encouraging success.

Plays, minstrel shows, and skits are included in the program of arts and crafts and are especially helpful in the CCC in raising the spirits of the men. A dramatic production will utilize the artistic ability of almost every man in camp. The preparation of scenery, incidental music, costumes, and stage properties all require creative talent. One camp in western Connecticut has produced several plays and presented them to audiences in some of the larger cities of that State. A camp in Maine produced *Journey's End* with gratifying success.

Music plays an important part in raising the morale of the men. There is group singing in some of the camps, many have quartets and glee clubs, and in several of the New England States, the CCC enrollees have broadcast series of musical programs over radio stations. These broadcasts have increased the interest of the men in this type of activity.

When many of the enrollees enter camp, they are depressed and demoralized from unemployment and it is difficult to interest them in activities which require the use of their minds. They can be interested,

however, in using their hands and, in most cases, their confidence in themselves is quickly increased when they express themselves through one or more of these activities.

A questionnaire was sent to the educational advisers in the CCC camps of New England which asked: "What remedial effect do arts and craft activities have on enrollees who enter the camps depressed or demoralized?"

The answers received reaffirmed the fact that the arts-and-crafts program results in a definite gain in the morale of the whole camp. This change in the attitude of the men was even observed by outside individuals who remarked "the men seemed happier."

The arts and crafts, besides having a therapeutic value, provide pleasurable leisure-time activities for the men. Many of the enrollees are as interested in the arts-and-crafts program as they were formerly in athletics. They seem to gain new confidence and a new understanding of themselves through self-expression. While athletics undoubtedly have an important place in the recreational life of the men, participation in the more creative leisure-time activities seems to develop a feeling of satisfaction which they do not gain from physical exertion.

It seems probable that the arts-and-crafts program will provide the enrollees with hobbies which they can pursue not only while they are in the CCC but also when they return home. Since the program is voluntary, it seems likely that many of the enrollees will continue their activities after they leave the camps.

To assist the enrollees to continue their work in the arts and crafts when they leave camp, the educational adviser provides the men with information on schools and institutions where they may continue to receive instruction.

[Concluded on page 188]

Salary Trends in Private Colleges



IT IS generally agreed that officers and teachers in the small privately controlled colleges, like other salaried persons, have felt the effects of the financial depression. To just what extent and in which

types of schools they have suffered is a matter on which not so much is known. In order to throw some light on this question the accompanying table has been prepared. The table is in two sections, the first based on data from 69 colleges attended by white persons and the second on corresponding data from 7 colleges for Negroes.

Some interesting facts are brought out in section I of the table. Probably the most striking one is that there has been a general decline in salaries of officers and teachers of colleges of this group. This is especially true of median salaries and is noticeable in both maximum and minimum salaries.

Highest cut most

This cut in median salaries has borne most heavily on those whose position and salary were highest and has been graduated downward with the salary and rank of the various positions. The median salary for presidents dropped from \$5,469 to \$3,708, or 32.2 percent. Deans come next with a cut from \$3,375 to \$2,500, or 25.9 percent, and professors next with one from \$3,030 to \$2,336, or 22.9 percent. Next come associate professors with a cut from \$2,646 to \$2,156, or 18.5 percent, assistant professors from \$2,235 to \$1,864, or 16.6 percent, and instructors with a reduction from \$1,775 to \$1,559, or 12.2 percent.

In general, schools with 200 to 299 students paid the lowest salaries and those with 400 to 499 students paid the highest salaries for both years, although there are a few exceptions to this practice in the grades below professor.

It also appears that the few men's colleges for which data are available paid the highest salaries, those for women the

Salary Contrasts, 1934-35 versus 1929-30, in Smaller Private Colleges, are Presented by Henry G. Badger, Education Statistician, Office of Education

next highest, and the coeducational colleges the lowest salaries for presidents, deans, and professors. Below the professorial rank this trend was observable in 1934-35, but not in 1929-30.

In two instances—associate professors in men's colleges and assistant professors in women's colleges—the median salaries in 1934-35 were the same as in 1929-30. In each of these cases, however, both the maximum and minimum salaries showed decreases. Presidents of men's colleges showed an increase in median salary, with the maximum and the minimum showing a tendency to approach the median more closely in 1934-35 than in 1929-30.

Colleges for Negroes

Data on colleges for Negroes are meager, especially for the ranks below professor. Section II of the table summarizes such data as are available. Here it is seen that the median salary of the seven presidents reporting dropped from \$4,083 to \$3,675, or 9.9 percent. The median salary of deans suffered a 3.6 percent cut, but the six colleges reporting on professors showed an increase of 2.3 percent in median salary.

In every grade except that of associate professor, colleges attended by white persons paid a higher median salary than did those for Negroes. In this grade, only one college for Negroes reported and comparisons by race are therefore without value.

Colleges included

Only colleges under the control of a church or a private corporation are included in this report; those controlled by a State or a local government are omitted. Only degree-granting colleges of liberal arts are considered; institutions which offer subcollegiate work and those which maintain professional schools are excluded, as are junior colleges.

The tabulation is limited to colleges whose student enrollment was at least 200 but less than 500.

The enrollment figures used are those of 1931-32. This is the year nearest the middle of the 5-year period for which enrollment data are available.

Salary data

The salary data are for the school years ending at commencement of 1930 and 1935, respectively, those for the earlier year being made up after the end of the year and those for the later year based on salaries as set prior to the opening of school in September 1934. Salary in each case is construed to include any perquisites allowed, such as house, car, etc.

The total number of schools which fell within these limits was 95. All but eight of these were attended by white persons. This group of 87 colleges included 32 which enrolled 200 to 299 students, 28 which enrolled 300 to 399, and 27 whose enrollment was 400 or more but less than 500. Nine of the colleges were attended by men only, 15 by women only; the remaining 63 were coeducational.

Five of the colleges for Negroes had from 200 to 299 students and three enrolled from 300 to 399; none enrolled more than 400. One of these eight schools was for men and seven were coeducational.

Reasons cited

In some instances a college is carried in one pair of columns and omitted from another. This is due in general to one of three reasons: (1) the data may not have been assembled by the school at one or the other time of reporting; (2) the grade of position may not have existed in either or both years; and (3) the listing of perquisites in one year and failure to list them the other necessitated exclusion of parts of an otherwise usable report.

SALARIES, PRIVATELY CONTROLLED COLLEGES OF 200 TO 499 STUDENTS, 1929-30 AND 1934-35

Item	Presidents		Deans		Professors		Associate professors		Assistant professors		Instructors	
	1929-30	1934-35	1929-30	1934-35	1929-30	1934-35	1929-30	1934-35	1929-30	1934-35	1929-30	1934-35
1	2	3	4	5	6	7	8	9	10	11	12	13
I. COLLEGES ATTENDED BY WHITE PERSONS												
All colleges reporting:												
Number reporting.....	43	43	34	34	63	63	27	27	36	36	42	42
Maximum salary.....	\$16,924	\$15,000	\$6,700	\$5,700	\$5,500	\$5,500	\$5,000	\$4,095	\$3,800	\$3,680	\$2,700	\$2,500
Median salary.....	5,469	3,708	3,375	2,500	3,030	2,336	2,646	2,156	2,235	1,864	1,775	1,559
Minimum salary.....	1,600	1,500	1,200	1,250	1,500	980	1,600	600	1,350	530	900	300
By number of students enrolled:												
200 to 299 students:												
Colleges reporting.....	16	16	13	13	24	24	5	5	12	12	13	13
Maximum salary.....	\$7,000	\$6,000	\$4,800	\$3,300	\$3,600	\$3,000	\$2,650	\$2,400	\$2,500	\$2,600	\$2,100	\$2,000
Median salary.....	4,500	3,083	3,188	2,350	2,625	2,143	2,250	1,916	2,167	1,667	1,652	1,542
Minimum salary.....	1,600	1,500	1,200	1,500	1,500	1,200	1,600	1,745	1,650	1,000	1,200	650
300 to 399 students:												
Colleges reporting.....	17	17	11	11	23	23	12	12	12	12	14	14
Maximum salary.....	\$11,000	\$10,200	\$4,000	\$4,000	\$5,500	\$4,895	\$5,000	\$4,095	\$3,800	\$3,680	\$2,700	\$2,000
Median salary.....	5,625	4,375	3,250	2,450	3,083	2,375	2,700	2,125	2,300	1,857	2,000	1,333
Minimum salary.....	1,968	1,750	2,200	1,800	1,728	1,300	1,800	1,500	1,350	900	900	300
400 to 499 students:												
Colleges reporting.....	10	10	10	10	16	16	10	10	12	12	15	15
Maximum salary.....	\$16,924	\$15,000	\$6,700	\$5,700	\$5,250	\$5,500	\$3,550	\$3,700	\$3,500	\$2,800	\$2,500	\$2,500
Median salary.....	6,750	5,250	3,667	3,500	3,188	3,000	2,700	2,500	2,250	2,167	1,806	1,708
Minimum salary.....	3,600	1,850	2,700	1,250	2,000	980	2,100	600	1,800	530	1,200	420
By sex of students admitted:												
Men's colleges:												
Number reporting.....	5	5	4	4	7	7	3	3	4	4	4	4
Maximum salary.....	\$16,924	\$15,000	\$6,700	\$5,700	\$5,500	\$5,500	\$5,000	\$4,095	\$3,800	\$3,680	\$2,500	\$2,300
Median salary.....	7,250	8,500	4,500	4,000	4,250	3,250	3,750	3,750	3,500	2,750	2,500	1,833
Minimum salary.....	1,600	1,700	4,000	3,680	2,000	1,800	3,500	2,500	2,850	2,000	2,000	1,680
Women's colleges:												
Number reporting.....	7	7	9	9	12	12	8	8	10	10	11	11
Maximum salary.....	\$8,500	\$7,500	\$5,000	\$4,400	\$3,600	\$3,500	\$3,100	\$3,000	\$2,680	\$2,600	\$2,700	\$2,000
Median salary.....	5,750	5,250	3,688	3,250	3,188	3,083	2,333	2,250	2,000	2,000	1,650	1,583
Minimum salary.....	5,000	3,400	2,500	1,250	2,364	980	1,800	600	1,600	530	1,200	420
Coeducational colleges:												
Number reporting.....	31	31	21	21	44	44	16	16	22	22	27	27
Maximum salary.....	\$10,600	\$6,500	\$4,800	\$3,600	\$3,800	\$3,600	\$3,200	\$2,675	\$3,000	\$2,250	\$2,400	\$2,500
Median salary.....	5,313	3,469	3,042	2,250	2,813	2,194	2,650	2,000	2,200	1,583	1,750	1,450
Minimum salary.....	1,800	1,500	1,200	1,500	1,500	1,200	1,600	1,500	1,350	900	900	300
II. COLLEGES FOR NEGROES												
Number reporting.....	7	7	6	6	6	6	1	1	1	1	3	3
Maximum salary.....	\$5,000	\$4,600	\$3,000	\$3,570	\$2,500	\$2,550					\$1,500	\$1,275
Median salary.....	4,083	3,675	2,333	2,250	1,833	1,875	\$1,900	\$2,380	\$1,500	\$1,450	1,500	1,240
Minimum salary.....	2,500	2,000	1,500	1,500	1,125	1,500					1,200	1,000

Sample reading of this table: 43 colleges attended by white persons reported on president's salary for both 1929-30 and 1934-35. The maximum salary reported by these schools was \$16,924 in 1929-30 and \$15,000 in 1934-35, the median salaries were respectively \$5,469 and \$3,708, and the minimum salaries were \$1,600 and \$1,500.

Arts and Crafts in the CCC

[Concluded from page 186]

Some of the enrollees become so proficient in an art or craft that this leisure-time activity may provide them with a vocation. Enrollees have left camp with the rudiments of a skill which will enable them to be self-supporting, either independently or by cooperating with some selling organization such as the Boston Society of Arts and Crafts, or the New Hampshire League of Arts and Crafts. No comprehensive survey has been made to

discover how many of the men are doing this, but many individuals are partially supporting themselves. Other young men are returning to their homes and making useful, as well as artistic articles for their own use.

Recently, an attempt has been made to have the enrollees pick up some of the arts and crafts which are native to New England. These include wood carving, metal work, weaving, and the making of pottery.

Since only a small amount of money is available to conduct this phase of the edu-

cational program, it is impossible to develop sufficiently the arts and crafts which require expensive materials. As one adviser has said: "Our facilities are so limited that we can only accommodate at the most five men at one time and are daily forced to turn men away because of lack of space." However, since these enrollees will be going back into communities where practically no funds will be available for such activities, it is desirable for them to learn while they are in camp that the majority of the arts and crafts can be conducted without any great outlay of tools and materials.

Education in Portugal



CLINEDINST STUDIO

James F. Abel, Chief, Comparative Education Division, Presents Brief Bird's-eye View of Portuguese Education Which Begins at 4

THAT education in Portugal is almost undocumented in the English language came to light in a recent attempt of this Division to answer an inquiring student. This brief article is written to cover in a small way that vacant space until someone, somewhere, translates or prepares and publishes a comprehensive study of the subject.

Education in Portugal begins with infant instruction (Ensino infantil) which is optional, for children from 4 to 6, and offered in 43 schools, some of which are kindergartens. This is followed by primary instruction (Instrução primária), obligatory, for children 7 to 10 years of age, inclusive, and given in 1933-34 by 7,502 public and recognized private schools to 447,663 children, over 55 percent of which were boys. From its 4-year curriculum a relatively small proportion of the children go into general secondary instruction (Instrução secundária), a 7-year process with a general curriculum (Curso geral) that all the students take for the first 5 years. In the last 2 years they may choose between a complementary course in letters (Curso complementare de letras) or in sciences (Curso complementare de ciências). The former opens the way to study in university faculties of letters or law; the latter leads to higher studies in sciences and engineering, and to training in medicine and pharmacy. The 41 public secondary schools (liceus) enrolled 19,076 students in 1933-34, less than one-third (5,438) of which were girls. At the same time private lyceums had a total registration of 13,875.

That in brief is the organization of the system of general instruction to the time

that the young Portuguese citizen is ready to begin his work in institutions of higher education. But parallel with this are good arrangements for industrial, commercial, and agricultural training. The boy who has completed the 4 years of primary instruction—at about the age of 11—may enter either an industrial school (escola industrial) or a commercial school (escola comercial) and there work for 5 years on the same levels and parallel to the general curriculum of the lyceums but with his training much biased toward the line he has chosen. From the *escola* he may go to the corresponding institute (instituto), either industrial or commercial, for 4 years more of training from which he emerges as an industrial manager (conductor industrial) or an accountant (contabilista) as the case may be. Or he may prefer, after completing 2 years in an industrial institute, to go over to the Higher Technical Institute (Instituto Superior Tecnico) at Lisbon where a 6-year curriculum awaits him, and he may at the age of 23 or 24 be graduated as an engineer (engenheiro). From the completion of the second year of a commercial institute, he may enter the Higher Institute of Financial and Economic Sciences (Instituto Superior de Ciências Economicas e Financeiras) also at Lisbon, and in 4 years become a licentiate (licenciado).

Should the graduate of the 4-year primary school be interested in agriculture, he may take up his studies in the school for teachers of agriculture (Escola de Regentes Agricolas) and normally complete its work in 7 years. With an additional year of study he is ready to enter the Higher School of Veterinary Medicine (Escola Superior de Medicina Veterinaria) and after 5 years of study become a professional veterinarian. Under the same conditions he may elect to attend the Higher Institute of Agronomy (Instituto Superior de Agronomia) and in 6-year

curricula attain the status of engineer-agronomist, colonial engineer-agronomist, or engineer-silviculturalist. Other practical schools of agriculture (escolas practicas de agricultura) accept boys 14 years of age and in a 4-year curriculum train them for managerial positions.

Normal schools

Teachers for primary schools are trained in nine normal schools (escolas de magisterio primario), all coeducational and four of which are private institutions. Admission is to young people of good health at least 16 years of age who have completed the primary curriculum and the 5 years in the general course of the lyceums, and have passed a severe competitive entrance examination. The 3-year program of studies adopted in 1930 is so exclusively professional that it is reproduced here as a striking example of special training on secondary levels.

Subjects	Hours a week in year		
	I	II	III
Psychology	3		
Pedology		3	
Pedagogy	3	4	
Didactics	3	3	
Moral and civic education			3
School hygiene	3		
Physical education	3	3	
Modeling and drawing	2	2	
Music	3	3	
Manual work	2		
Legislation			3
Practice teaching		12	13

The final examination is given by a jury of three to five inspectors; no teacher of the applicants intervenes in it. Appointments to vacant positions are made from the candidates who have the highest marks.

Teachers in the secondary schools are commonly graduates of the 4-year studies in a faculty of letters or sciences. In addition, they are expected to undergo

a preparation of 2 years in the section of pedagogical sciences in a faculty of letters with considerable concurrent practice teaching in the two normal lyceums at Lisbon and Coimbra.

Higher education is given in 3 universities, Coimbra, Lisbon, and Oporto, and 15 other institutions of different kinds. The universities of Coimbra and Lisbon have faculties of letters, law, medicine, and sciences; and each supports a school of pharmacy. The University of Oporto, founded in 1911 by combining schools already existing, has faculties of science, medicine, engineering, and pharmacy. Among the other institutions, the largest and probably the strongest is the Technical University of Lisbon (Universidade Tecnica de Lisboa) composed of the Higher School of Veterinary Medicine, Higher Institute of Agronomy, Higher Institute of Financial and Economic Sciences, and the Higher Technical Institute. The naval and nautical schools, School of Tropical Medicine, Higher Colonial School, and a School of Fine Arts are also at Lisbon.

Central government

Both the administration and support of education are mainly in the central government. All the schools with the exception of those for the army and navy come within the purview of the Ministry of Public Instruction (Ministerio dr Instrução Publica), the schools for technical education having recently been transferred to it from the ministries of commerce, agriculture, and public works. Among its main divisions are one each for primary, secondary, vocational, and higher education, and a general inspectorate for private schools.

A considerable reform in the administration and inspection of primary education was effected in 1933 by Ministerial decree no. 22,369 of March 30. Its general direction in the Ministry now has in each district a district inspector (inspector de distrito) assisted by a sub-inspector and aided by a special board. The district inspector in turn orients all the directors of the school zones (directores de zona escolar). The officials in this series help to organize classes, see that the schools are properly equipped, watch over the discipline, direct taking the census of the pupils, organize the statistics, and present an annual report on the services under their charge.

Incomplete statistics for 1935 show that the 7,820 educational institutions of all kinds, public and private, employed 16,983 teachers and enrolled 518,550 students. By the 1930 census, the population of Portugal was 6,825,883, so the

total school enrollment was approximately 7.5 percent. If measured by reading ability of the population, the education system is very inadequate. The statistics of illiteracy by age groups are as follows:

Age	Men		Women	
	Number	Per-cent	Number	Per-cent
6 to 12.....	292,240	68.4	302,504	73
12 to 19.....	229,210	48.8	292,341	62.4
20 to 39.....	443,716	47	689,806	64.5
40 to 49.....	160,603	49.6	279,313	72.3
50 to 59.....	141,958	54.3	242,268	76.7
60 to 69.....	101,809	58	179,508	80
70 to 89.....	64,176	63.5	124,772	83.5

While the table indicates a progressive increase in the number and proportion of literates in recent years, progress has not been so marked in Portugal in that respect as it has in several other countries.

The general budget for all the national expenses in the fiscal year 1934-35 called for 2,176,108,000 escudos. (The escudo is \$0.0748 in coinage of the United States.) Out of that total the Ministry of Public Instruction was granted 179,555,000 escudos, or 8.2 percent.

Legislative Action for Young Children

[Concluded from page 176]

Permanent programs

The present increased interest in young children seems to be looking toward permanent programs for early childhood education. From a small sampling of annual reports of school superintendents those from Boston, Winona, Minn.,

Pittsburgh, Baltimore, New York City, and St. Louis include descriptions of the emergency nursery schools operating under their supervision and of kindergartens which they regularly maintain. In a few States committees are at work on desirable and feasible plans for the education of young children and for legislative support of the plans. These committees and others working in behalf of young children are faced with two basic and immediate problems: First to remove legal obstructions which prevent the distribution of State and local general funds for the benefit of children under 6 years of age, and second, to secure legislation which will give a reasonable number of parents or citizens who desire kindergartens or nursery schools for young children the right to require school boards generally to establish and maintain appropriate facilities. An analysis of current laws and a test of their effectiveness may be found in one of the recently issued publications of the Office of Education, entitled "Legislation Affecting Early Childhood Education, Pamphlet No. 62."

Presidential Birthdays

Is your birthday on March 15?
So was Andrew Jackson's.
Or is it on March 16? So was James Madison's.
Or maybe it is on March 18?
Grover Cleveland's was.
Or is it on March 29? That was John Tyler's.
March is not particularly thought of as a month for Presidential birthdays, but it holds four.

Subscription Blank

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Please send me SCHOOL LIFE for 1 year, and find \$1 (check or money order) enclosed as payment.

School superintendents please note: On all orders for 100 copies or more to be sent to one address, there is a discount of 25 percent.

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New Government Aids For Teachers

★ *Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering.*

The Resettlement Administration. 27 p., illus. (Publication No. 1.) Free.

A general picture of the problems with which the Resettlement Administration is called upon to deal, and the nature of the program by which it is endeavoring to meet them. (Sociology; Civics; Geography.)

What the Economic Security Program Means to You. 6 p. (Committee on Economic Security.) Free.

The Economic Security Program provides: (1) For the millions now unemployed—jobs instead of relief; (2) for the large majority of American workers—unemployment insurance; (3) for all American citizens—old-age security; and (4) for the child—better health and normal home life. (Public health; Sociology; Civics.)

Death Valley National Monument—California. 31 p., illus. (National Park Service.) Free.

Historical interest, scenery, geological story, animal life, plants, accommodations, and directions for reaching this national monument. (History; Geology; Geography; Nature study.)

Price lists (free): Army and Militia—Aviation and pensions, No. 19; Education—including agriculture and vocational education and libraries, No. 31; Engineering and Surveying—Leveling, triangulation, latitude, geodesy, tides, terrestrial magnetism, No. 18; Health—Diseases, drugs, and sanitation, No. 51. (Government Printing Office.)

Labor Problems in Picture and Panel. 12 p. folder. (Division of Labor Standards, Department of Labor, Folder No. 1.) Free.

Data on occupational accidents, workmen's compensation, minimum-wage laws, old-age pensions, unemployment insurance, child labor, and home work. (Sociology; Civics; Safety education; Public health.)

Services of the Federal Government to Home Owners and Tenants. 32 p.

(United States Information Service.) Free.

An outline of the activities of Federal Government agencies in connection with improvement of home planning and building. (Civics; Sociology; Housing.)

Industrial Health and Safety Series: No. 1, Industrial skin diseases; No. 3, Arsenic poisoning; No. 4, Carbon monoxide poisoning; No. 6, Mercury poisoning; No. 7, Lead poisoning; No. 8, Benzol poisoning. (Division of Labor Standards, U. S. Department of Labor.) 5 cents each.

Facts on the cause and prevention of each of these diseases. (Safety education; Public health.)

Equipment and Machinery Eligible for Modernization Credit Insured by the Federal Housing Administration. 34 p. (Federal Housing Administration, No. 145.) Free.

Apartment houses, multiple-family houses, hotels, office, business, or other commercial buildings, hospitals, orphanages, colleges, schools, and manufacturing or industrial plants are properties qualified for loans up to \$50,000. The authority to grant such insurance of loans expires on April 1 of this year by provision of law. (Civics; Housing.)

Reading List of References on Household Employment. 15 p. (Women's Bureau, Bulletin No. 138.) 5 cents.

List of books, pamphlets, and periodicals on standards for household employment, training, and placement; the householder as employer; and the household employee's viewpoint. Also references to their legal status, Negro household workers, middle-aged workers, and younger workers. (Vocational guidance.)

Development of the Tennessee Valley. 15 p., illus. (Tennessee Valley Authority, Knoxville, Tenn.) Free.

More than 2,000,000 people live in the Tennessee Valley which includes parts of 7 States—Virginia, North Carolina, Tennessee, Georgia, Alabama, Mississippi, and Kentucky. Covering an area of 40,600 square miles it has a wide diversity of soils, minerals, and climate. (Geography; Civics.)

Strawberry Varieties in the United States. 29 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1043.) 5 cents.

The recommendations in this bulletin are based upon the experiences of strawberry growers, nurserymen, and experiment-station workers throughout the country. (Nature study; Geography.)

Preparing Shipments to Cuba—Documentation and Consular and Customs Requirements. 24 p., charts. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series—No. 163.) 10 cents.

Material in this bulletin may readily be adapted to classroom work. It contains samples in Spanish of the documents required on all freight shipments to Cuba. Certificates are required for various products and airway bills and consular invoices are required on shipments by air express. (Geography; Arithmetic; Commerce.)

The following illustrated publications are available from the *Pan American Union, Washington, D. C.*, at 5 cents each:

Commodities of Commerce Series.—The Story of the Banana, No. 2; Quebracho Forests of South America, No. 9; Rubber, No. 15.

The American City Series.—The New Barranquilla, No. 5-B.

American Nation Series.—Venezuela, No. 21.

Social Security Act. 32 p. (Public, No. 271, 74th Cong., H. R. 7260.) (Government Printing Office.) Free.

An act to provide for the general welfare by establishing a system of Federal old-age benefits, and by enabling the several States to make more adequate provision for aged persons, blind persons, dependent and crippled children, maternal and child welfare, public health, and the administration of unemployment compensation laws; to establish a Social Security Board; to raise revenue; and for other purposes. (Sociology; Civics; Public health.)

A study of Diets of Low-Income Families Surveyed in 1933. pp. 77-97, Public Health Reports, Vol. 51, No. 4. (Public Health Service, Health and Depression Studies No. 3.) 5 cents.

A record of a week's food supply for families at several low income levels or on relief in five large industrial centers—New York, Birmingham, South Carolina cotton-mill villages, and in a mining district of West Virginia. (Public health; Economics; Civics.)

Little Waters—Their Use and Relations to the Land. 82 p., illus. (Rural Electrification Administration.) 50 cents, bound.

A joint study by the Soil Conservation Service, Resettlement Administration, and Rural Electrification Administration, of the scientific data made available by various Federal, State, and private agencies, on the control of major floods, development of hydroelectric power, and provisions for navigation and irrigation of arid lands. Rainfall, water in the soil, rivulets that flow off the land, creeks, and other headwater streams, ponds, and small lakes are the subjects of this study, not great rivers and their major tributaries. (Civics; Sociology; Nature study; Conservation.)

Film strips

The following film strips are available at nominal cost:

[Concluded on page 194]

State Scholarships Increase

[Concluded from page 172]

annual appropriations such funds for the purpose as they deem necessary. In Indiana and North Dakota also, no appropriations are made, but the laws grant free tuition and waiver of certain other fees at the State-supported higher institutions.

In Louisiana, by amendment to existing laws, war orphans are given preference in the selection of students as beneficiaries of scholarship aid given at the State-supported higher institutions. Under these laws, women beneficiaries receive \$250 a year, men \$350 a year, and agricultural students (men and women) an amount sufficient to defray their expenses at the institutions.

In Oklahoma, no scholarship funds have been appropriated, but the soldiers' relief commission has authority to set aside from its annual appropriation a sufficient amount to take care of the expenses of any worthy and needy war orphan desiring higher education.

Cadets increased

In connection with scholarship aid provided by the States for orphans of the World War, mention should also be made of the fact that Congress in 1926 enacted a law increasing the number of cadets at the United States Military Academy and the number of midshipmen at the Naval Academy by 40 at each institution, the appointments to be made by the President of the United States from among the sons of those who were killed in action or died during the World War.

Furthermore, although the privileges granted probably are now taken little advantage of, laws are still on the statute books of a number of States providing State aid for the higher education of the veterans of the World War themselves. In some States the laws are so phrased that veterans of other wars and the children of such veterans may take advantage of their provisions as well. Laws granting scholarship aid to veterans are in effect in Arkansas, Illinois, Iowa, Kentucky, Montana, New York, Ohio, Oregon, South Dakota, Texas, and Wisconsin.

WEYMOUTH, MASS., has developed a model lunchroom in its schools. It was recently demonstrated to visitors from 45 other towns.

The State Teachers College, Fitchburg, Mass., offers a training course for lunchroom cooks, lasting 1 week, in its summer session.

Electrifying Education

MORE than 30 well-known broadcasters and educators attended the first meeting of the Federal Radio Education Committee in Washington on February 17-18. Among those present were Dr. Willard Givens, Secretary of the National Education Association, President Lenox Lohr of the National Broadcasting Company, President A. G. Crane of the University of Wyoming, Mr. Frederic Willis of the Columbia Broadcasting System, Dr. Levering Tyson of the National Advisory Council on Radio in Education, Mr. James Baldwin, Managing Director of the National Association of Broadcasters, Dr. Morse Cartwright of the American Association of Adult Education.

The meeting was called to order by Judge E. O. Sykes of the Federal Communications Commission who explained the origin, purpose, and scope of activities of the committee as conceived by the Federal Communications Commission when it appointed the committee. He then introduced Dr. John W. Studebaker, chairman of the committee, who presided at the meeting.

Numerous problems encountered by educators and broadcasters when working together on local, regional, and national bases were discussed. Several proposed projects outlined by the planning committee with a view of solving or helping to solve the basic problems were discussed and revised in the light of the suggestions of the committee members.

It was agreed that the committee would need to consider the underlying reasons that are retarding the wiser use of radio in education, enlist the cooperation of the various interested parties in the gradual solution of the problems involved, and offer practical guidance in the proper use of the ether waves for educational purposes.

Seven thousand four hundred and ninety-two reports were received within the first 3 weeks after the National Visual Instruction Survey blanks were sent to school superintendents. Those who have not reported should do so immediately.

The Columbia Broadcasting System is publishing a quarterly digest of addresses

broadcast over the Columbia network. Copies may be purchased for 25 cents each, or \$1 a year.

The H. W. Wilson Co., 950 University Avenue, New York, is compiling an *Educational Film Catalog* which will be ready for distribution soon.

Mr. Ellsworth C. Dent has been appointed Chief of the newly formed Division of Motion Pictures in the United States Department of the Interior.

Regulations and Operating Instructions for University of Kentucky Radio Listening Centers is the title of a circular recently issued by the publicity bureau of the university. It should be of value to persons organizing radio-listening groups.

A post-card request to the bureau of educational research, Ohio State University, Columbus, will bring you a copy of *Radio in the High School*, by I. Keith Tyler.

Dr. Frederic M. Thrasher, of the school of education, New York University, is continuing his very successful course on *The Motion Picture: Its Artistic, Educational, and Social Aspects*.

The Administration of Visual Aids is the title of a monograph containing a summary of the literature from 1923 to 1935 by Dr. Fannie Dunn and Miss Etta Schneider. It is being mimeographed and distributed by the American Council on Education, 744 Jackson Place, Washington, D. C.

The Teachers College of the Air, broadcast every Friday at 6:30 to 7 p. m. by Station WSM, Nashville, Tenn., in collaboration with George Peabody College for Teachers, is attracting a large audience throughout the South.

CLINE M. KOON

Counseling and Guidance in the CCC



★ DURING the development of the CCC educational program, camp advisers have come to lay more and more stress upon counseling and guidance. Reaching, as it does, such a large number of

youth with varying backgrounds, CCC education has had to be as direct and personal as possible. The whole program of instruction has been adjusted to meet individual needs, interests, and skills.

From time to time, the Office of Education has noticed the degree to which counseling and guidance are being emphasized throughout the corps. Recently, we thought it would be worth while to get the advisers to express, in writing, their thoughts on guidance activities, so we requested the CCC Corps area officials to gather up statements from the camps on this subject.

A number of interesting and encouraging replies have been received in response to this call. We are taking the opportunity to present here some of the more noteworthy remarks sent us by advisers on counseling and guidance.

Purpose of guidance

Adviser Stanley W. Parker, of Company 174, Stafford Springs, Conn., defines the purpose of guidance in the CCC as an effort "to place each man in the situation for which he is best fitted by ability, by training, and by interests. . . . We should get the man thoroughly motivated so that even if he does not have immediate opportunity to go into the desirable line of activity when he leaves camp, he will still work toward that goal in his leisure time, and take every step he can toward the achievement of his objective."

Adviser Fred G. Eberhart, of Company 1829, Temple, Tex., feels that "counseling and guidance are the most important phase in a successful CCC camp educational program. Often the whole program fails because of the attitude of indifference taken toward this phase. Counseling is the key that unlocks the classroom doors. Guidance is the oppor-

Howard W. Oxley, Director, CCC Camp Education, Emphasizes Importance of Meeting Individual Needs, Interests, and Skills

tunity granted the adviser to shape and develop the future of the men in his camp."

Requirements in guidance

The efficiency of camp advisory services, according to Adviser Larry Musser, of Company 679, Cadillac, Mich., depends upon "how well the adviser knows the enrollees to be served. He must know their needs, desires, abilities, aptitudes, special talents, character strengths and weaknesses, previous training and experience, training being acquired in the camp, vocational aims, plans and possibilities, and all factors of a problem nature such as health, capacity for work, temperament, social and nonsocial traits. Nearly everything that can be learned about the enrollee helps to fill out the picture which will permit us to more efficiently serve him. It is the adviser's job to secure as much of this information as possible and then make use of it."



Learning on the job.

Adviser J. L. Turnage, of Company 3806, Kennedy, Tex., believes that the type of guidance needed in the camps is "one in which the individual is looked upon as a 'case' for analysis, examination, evaluation, and final diagnosis, with advice given which amounts to nearly the same thing as a doctor's prescription, with the same reservation that, just as one does not need to follow the doctor's advice, or have his prescription filled, neither need the individual follow the vocational counselor's advice if he is not convinced of its value."

Counseling technique

Camp advisers have sought to adapt counseling and guidance devices to the particular needs of the camp situation. The technique of interviewing enrollees has been one which received much attention.

Adviser D. G. Wilkins, of Company 2549, Fort Stanton, N. Mex., writes: "In this particular camp I find it necessary to learn some specific details about the enrollee's section of the country from which I expect to be able to guide and direct the individual. This information can be secured only when the individual is more or less unaware of what is wanted with such material.

For an interview to be profitable, Adviser Troy W. Cocks, of Camp BR-14-A, Phoenix, Ariz., believes that it "must reveal some trait or quality that may be of benefit to both the educational adviser and the enrollee from a standpoint of future reference."

Mr. Sanford Sellers, Sixth Corps Area adviser, with headquarters at Chicago, has outlined the technique for successful interviewing and counseling in these words: "There is no uniform procedure, but there are a few principles that should be observed. The adviser should be a good listener and should encourage the man to talk as much as possible. The adviser should not do all the talking himself, although some questions may be necessary to get the man started.



Enrollees in recreation hall.

"The adviser must be careful not to show immediate reactions to the enrollee's statements. Immediate approval or disapproval will tend to make him say what he thinks the adviser wants him to say rather than what he really thinks. A natural sympathetic interest in what he has to say is desired. The adviser should build on the man's interest and make suggestions that may be of help to him. . . . A detailed report on the case should be made up after the interview.

"Interviews should have some purpose or objective. The enrollee should go away with a definite program to think about—a program from which he can actually accomplish something. There should be a summing-up along some line at the end of the interview. The interview should not be left dangling with a lot having been said and nothing accomplished. Some conclusions should have been made, although everything need not definitely have been decided."

Importance of Library Catalog

[Concluded from page 181]

logical." The older subject heading "Mental physiology and hygiene" would include less scientific material. Or if he is interested in nursery education he will find that the heading "Nursery schools" is used rather than the older terms "Crèches" or "Kindergarten." Change in the style of speech sometimes makes a subject obsolete, and the subject heading is changed to conform to the new language. These new headings must conform also with the ones used in the Library of Congress list and with those already in the catalog. Consequently, many of the subject headings are accompanied by concise notes explaining their scope which tends to the more exact use of the terms.

Material cataloged

The subject headings are also subdivided minutely, to help the reader find the specific detailed information he wants. For example, he will find the subject headings "Educational surveys—Baltimore", or "Junior high schools, Kansas", or "Teachers—U. S., Salaries", instead of finding all of the material arranged under the general subject head-

ings, "Education surveys" or "High schools" or "Teachers."

The catalog division of the Office of Education prepares the original catalog copy for books and pamphlets on education and related subjects. This copy is printed at the Library of Congress branch printing office. It represents titles which are not in the Library of Congress or for which it is not printing catalog cards. The material cataloged by the Education library includes books and pamphlets published in the United States and abroad, all publications of the Office of Education, analytics for the reports and biennial surveys of the Commissioner of Education, the proceedings of the National Education Association, and the yearbook of the National Society for the Study of Education. The Office of Education library supplied catalog entries for 1,500 titles last year. This was the greatest number of entries supplied by any of the outside cooperating libraries. The printed cards are distributed to the 6,000 libraries throughout the world, who subscribe to the Library of Congress printed cards. This unique service makes it possible for many libraries to

have carefully prepared catalog cards for educational literature, which they would not otherwise have. It also saves them the expense of original cataloging and classification.

The catalog is practically a complete bibliography of pedagogical literature, for in it are filed all Library of Congress printed cards on education, whether the books are in the library or not. This includes cards which the cooperating libraries have prepared as well as those prepared at Library of Congress. The Library of Congress also files in its catalog all cards prepared by the Office of Education, thus constituting a union educational catalog for Office of Education and Library of Congress.

The Education library is classified by the Library of Congress classification. The cataloger must make adequate modifications and expansions in this system to meet new developments in the field of education and related subjects. The classification symbols on the catalog cards indicate where like material can be found on the shelves, if the reader wishes to consult many books of the same subject at the same time.

There are approximately 360,000 cards in the catalog. This number is augmented annually by about 17,000 cards.

New Government Aids

[Concluded from page 191]

- Children's Clothing, No. 289.
- Basketry—Another Home Industry, No. 292.
- Cooking Meat According to the Cut, No. 314.
- Canning Fruits and Tomatoes at Home, No. 322.

Further information may be obtained by writing to the Extension Service, United States Department of Agriculture, Washington, D. C.

Maps

The following new Department of Commerce strip airway maps are available for distribution:

- No. 122. Albany-Montreal.
- No. 133. Las Vegas-Milford.
- No. 134. Milford-Salt Lake City.
- No. 137. Portland-Spokane.
- No. 139. Pocatello-Butte.

Scale, 1:500,000 (8 miles to the inch); width 10 inches and of convenient length. Copies may be obtained from the Office of the Director, Coast and Geodetic Survey, Washington, D. C., at a cost of 35 cents each for single copies, and 25 cents each when ordered in lots of 20 or more.

MARGARET F. RYAN

Educational News



In Public Schools

THE CALIFORNIA STATE DEPARTMENT OF EDUCATION, in cooperation with law enforcement and other agencies interested in accident prevention, is engaged in formulating plans for instructional programs in safety in secondary schools. These programs will include not only instruction in traffic laws but will emphasize those responsibilities which every driver must assume in addition to legal restrictions in order to make driving safer. The Department will publish a bulletin covering the educational approach to the problem, the most essential traffic laws, the chief causes of accidents, and specific suggestions for instructional content and methods.

IN ORDER TO STIMULATE the improvement of a maximum number of rural schools the Committee on School Plant Rehabilitation of the Julius Rosenwald Fund is cooperating with State and county officials in North Carolina in sponsoring a contest on improvement and beautification of school plants for both white and colored schools. Four well selected elementary library sets are being offered as prizes in the State contest—two for white schools and two for colored schools.

PUBLIC SCHOOLS of Parsons, Kans., are this year operating on what is known as the "six-four-four" plan of organization. The new plan was instituted to afford a better service to the youth of the city through a simplification of organization, a strengthening of both junior high school and junior-college units, an improved continuity of the curriculum, and improved articulation within the whole system. In putting the reorganization into effect the authorities are being advised by Leonard V. Koos, professor of secondary education at the University of Chicago.

DETROIT, MICH., BOARD of education announces an extension of its program in safety education. Effective at once, all of the city's 270,000 public-school children will receive additional

training in traffic safety and safe driving. Adequate knowledge of State and local traffic ordinances will be made a requirement for graduation in the high schools beginning February 3, 1936.

THE SUPERINTENDENT'S REPORT of the New York City schools for 1934-35, which bears the title "All the Children", includes scores of photographs, charts, and easily understandable tables. The report instead of covering every activity in detail treats of such topics as individual instruction, physically handicapped children, parental education, truancy, delinquency, and crime prevention.

The report should offer suggestions to other superintendents who are planning to present to their boards of education and to the public, school facts in an interesting manner.

A REPORT RECENTLY ISSUED by the Pennsylvania State Department of Education shows that substantial progress has been made by all the school districts in that State during the past 14 years in

the employment of teachers who have completed 4 years of preparation. For the year 1934-35, out of 62,221 teachers, 34.7 percent were college graduates as compared with 7.7 percent in 1920-21, and 29.1 percent in 1932-33.

THE DIVISION of School Libraries of the State Department of Public Instruction of Virginia, according to the report of the State superintendent of public instruction for 1934-35, carries on two entirely separate functions: (1) The supervisor and his assistant visit individual schools throughout the State in an effort to improve school library service, and (2) the director acts as the purchasing agent for all books bought for the public-school libraries in the State. In the latter capacity over \$100,000 worth of books was purchased for Virginia school libraries in 1934-35. In the former capacity, visits were made to 150 schools in 53 counties and 11 cities during the year.

W. S. DEFFENBAUGH



"Hold your umbrella so you can see!" The above is a page from the Safety calendar published by the Louisville Schools. Each month of the calendar is illustrated by striking sketches made by students of some safety measure. Mary May Wyman is director of health and safety education.

In Colleges

THE PROJECT IN RESEARCH in universities is one of five projects for the advancement of education in the United States, assigned to the United States Office of Education, and financed through the emergency relief funds. This project involves a variety of cooperative studies among universities where needy unemployed college graduates will be engaged. Of the 132 universities (with graduate departments) invited to participate a large number have already accepted certain of the 19 studies proposed. These studies concern—local school units in a representative number of counties in each State; teaching English to bilingual children; State school taxes and school funds; out-of-school rural young women; economic status of rural teachers; abstracts of masters' and doctors' theses; economic status of college alumni; digest of State school laws; distribution of time in teaching vocational agriculture; student mortality in college; unit costs of higher education; out-of-school farm young men; potential departments of vocational agriculture; high-school education and success in college; needs in regard to information in hygiene; use of experiment station data in teaching vocational agriculture; pupil achievement and adjustment; educational publications of higher institutions of learning; and preparation for service in specialized educational fields. Each study accepted will have a supervisor at the institution and a coordinator in the Office of Education; Ben W. Frazier is project director. Other studies are being suggested, and proposals from institutions considered.

A NEW STUDY of college salaries in 51 land-grant institutions has just been completed—U. S. Office of Education Circular No. 157. This study concerns 11,416 individuals for the college year 1934-35, compared with 3 college years, 1928-31. A brief summary shows that the presidents receive a typical (median) salary of \$9,000; professors \$3,775; associate professors \$2,903; assistant professors \$2,449; and instructors \$1,769; these, except the president, on a 9-month basis. Grouping all full-time staff members together 60 percent receive less than \$3,000 and 16 percent receive more than \$4,000 annually. Minimum salaries of less than \$1,000 were paid to 97 individuals, while maximum salaries of \$10,000 or more were paid to 17 deans or professors.

MASTER IN LETTERS is the new degree which the University of Pittsburgh offers

beginning February 1, 1936. It is designed to be of distinct service to teachers, social workers, business men and other college graduates who need specialized training in their chosen fields. Any college graduate fulfilling the requirements for admission to the graduate school is eligible for this degree upon the completion of 30 credits of graduate work with a scholastic average of 2.0.

AWARD OF \$5,000 in The Eddie Cantor Scholarship contest will be made to the writer of the best 500-word essay on the question "How Can America Stay Out of War?" The contest closed February 22 and decision will be made April 5. The fund has no commercial affiliation but provides complete maintenance for 4 years at any college or university. Four well-known educators are serving as judges. In event the winner is not in a position to attend college, he or she may designate the recipient of the award.

TEXAS RURAL LIFE COLLEGE, according to the Texas centennial celebration committee, is the newest labor college. Early this year 10 young men will plow the field of an old farm 10 miles south of Fort Worth, Tex., which is the site chosen for the campus. The Rural Life College Association of Texas will provide the necessary funds for a beginning; qualified teachers are available, and about 100 students wish to become members of the freshman class—boys who can hoe cotton, tend livestock, and do carpentry, and girls who can cook, sew, wash, iron, and keep house. Rural life students pay their own bills. Each will work 4 hours a day at physical work, study 5 hours, attend classes 2 hours, devote 4 hours to health and recreation, and rest 9 hours. Work hours will be credited to the student at the rate of 35 cents per hour so that by working 4 hours a day for 300 days his credit will be \$420 to be applied to college expenses.

LAFAYETTE COLLEGE, PA., is credited with the first alumni college, founded in 1929 on the theory that an institution of higher learning is rendering its full service only when it offers continuing instruction to those who have passed through its halls. Graduates should be given the chance periodically to refresh themselves at those sources of learning which made for the abundant life. Last June, Ohio State University held its third annual alumni college for graduates to "brush

up" on their special interests in lecture and discussion periods conducted by favorite instructors.

TAKING THE LAST DIRECTORY of graduates of Bowdoin College (Maine) and following through the occupations of graduates for the past 25 years, it will be discovered that out of 2,160 alumni education absorbs 17 percent, merchandising 11 percent, finance 8 percent, law 8 percent, medicine 7 percent, manufacturing 6 percent, insurance 5 percent, miscellaneous 22 percent, and 16 percent are not shown. Bowdoin is strictly an arts and science college with a limited enrollment of about 500 men students.

COLLEGES AND UNIVERSITIES in New York State increased their students, at day sessions by 4 percent over last year according to a summary of attendance statistics from the institutions for 1935 and 1934 compiled by Dr. H. H. Horner, assistant commissioner for higher education. Enrollments at day sessions of 61 institutions totaled 94,471 as of October 15, 1935, compared with 91,147 for the similar date in 1934. The increase in attendance at evening and extension classes is 7 percent—60,620 students in 1935 compared with 56,764 in 1934. The largest day session enrollments are reported at New York University (14,379), Columbia University (14,116), College of the City of New York (8,283), Hunter College (6,720), Brooklyn College (5,868), Cornell University (5,746), Fordham University (4,751), Syracuse University (4,674), and St. John's University (2,696). Eleven others—Colgate, Long Island University, Manhattan, Albany Teachers College, Rensselaer, St. Lawrence, Buffalo Teachers College, Union, University of Buffalo, Rochester, and Vassar—reported more than 1,000 students each.

"MAKE YOURSELF A JOB" is the title of a new book by Myron Downey Hockenbury published this year by the Dauphin Publishing Co., Harrisburg, Pa. It is addressed to the student, the parent, the high-school principal, and the college employment director and is particularly for the use of the student whose funds are inadequate to meet the expenses of 4 years' study away from home. It includes chapters on meeting the cost of college, scholarships and loans, the room and board problem, and ways and means for a student to find employment on the campus and in the vicinity of a college.

NATIONAL INSTITUTE OF PUBLIC AFFAIRS recently announced its Federal Government internship training program for 1936-37, to increase attention and devotion to public affairs of the youth of America, to help in the development of higher standards and career opportunities in Government administration, and to add to the academic preparation for public service the experience of working with Government officials holding positions of responsibility. The program includes (a) experience as unsalaried full-time assistants to Federal Government officials, (b) weekly round-table discussions (c) graduate seminars and courses if desired, and (d) individual supervision. To be eligible a candidate must have a bachelor's degree, high scholastic standing, outstanding ability, demonstrated interest in public affairs, good health, citizenship in the United States, and endorsement of the president of his college. About 30 appointments will be made for 1936-37. Interns will report in Washington on September 14 and remain in residence until June 2, 1937. The training program is provided without cost, but interns must provide personal expenses. For further information address the Scholarship Committee, National Institute of Public Affairs, 400 Investment Building, Washington, D. C., before March 16, 1936.

WALTER J. GREENLEAF

In Educational Research

A CAREFUL CHECK for rural areas on the education of persons on relief and their children, compared with the education of nonrelief families, has been made by the Research Section of the Federal Emergency Relief Administration. This research shows that there is definitely a relation between being on relief and lack of education. This does not prove, of course, that lack of education causes unemployment. It means only either that lack of education tends toward producing lack of employment or that there is some factor common to both lack of employment and lack of education. Typical figures are these:

Percent of all heads of families on relief

With no schooling		Who completed grade school		Who completed high school	
Relief	Nonrelief	Relief	Nonrelief	Relief	Nonrelief
8	3	46	67	5	16

FUNDS ALLOTTED for approved educational projects by the Federal Government, in school administration and related fields, as of January 28, 1936, excluding the Office of Education projects, total \$731,069. These include projects such as the physical inventory of school buildings and equipment in St. Paul; the determination of the educational status and financial condition of school districts in Los Angeles County; the State-wide testing program in Arizona; a comprehensive survey of education in Texas; and a study of consolidation of school districts in Utah. A large allotment of funds is being made for curriculum construction work and analysis of aptitudes in pupils and other studies of the instruction and behavior of pupils.

HOW MANY HOURS should a pupil devote to study in college? This question is in part answered through a study carried on at the University of Minnesota by E. G. Williams and reported in the *Journal of Educational Psychology* for December. He finds that the two general factors which result in good marks in a university are intelligence and number of hours of study. An increase in one or the other is likely to result in higher marks. Since intelligence is relatively fixed, a student must look largely to the number of hours of study if he desires to change the type of marks he is making. But there is a limit here. Mr. Williams says, "Counselors who attempt to motivate students scholastically need to keep in mind that beyond a total of, say, 20 or 30 hours of study a week, an increase in hours of study a week will not improve the student's scholastic standing and may actually result in emotional disturbances."

DAVID SEGEL

In Other Government Agencies

Indian Service

THIRTY-THREE OF THE MORE than 300 pictures of the exhibit of paintings by North American children between the ages of 5 and 13 which was held recently on the mezzanine floor of the R. C. A. Building, Rockefeller Center, were by Indian children. Eight experimental schools in and around New York sponsored this exhibit of young children's paintings from Canada, Mexico, the Hawaiian Islands, and 24 States.



Willard W. Beatty.

WILLARD W. BEATTY is the newly appointed Director of Education for the Office of Indian Affairs. Mr. Beatty was formerly superintendent of the Bronxville public schools and for the past 3 years has been president of the Progressive Education Association.

There are approximately 86,000 Indian children of school age on Indian reservations.

Mr. Beatty received his training at the California School of Mechanical Arts, the University of California, University of Chicago, and Columbia University.

He succeeds W. Carson Ryan, Jr., who is associated with the Commonwealth Fund, New York City.

AMOS WALLACE, aged 15, a student at the Government school at Hoonah, Alaska, in an article entitled "Sea Creatures" which appeared in a recent issue of *Indians at Work*, wrote:

"Our fifth grade in the Government school at Hoonah, Alaska, is having a lot of fun this year choosing projects. In October we chose to study about "Sea Creatures."

"First we went for a walk on the beach in front of our school. We brought back animals for our aquarium. There were clams, mussels, limpets, snails, whelks, starfishes, anemones, and some pretty pink coral, and little green sponges.

"Big gallon jugs with the tops cracked off made nice aquariums, and smaller glasses and a goldfish bowl held them all. We put in green sea lettuce to make oxygen for them to breathe. The coral and sponges were put in soup plates.

Snails in every jar were to keep them clean. . . .

"In all the books we could find, we studied about these animals, and wrote about them, and made booklets. We drew big easel pictures, too. On a big frame we fastened different kinds of shells. There were univalves, bivalves, crustaceans, and echinoderms. On a table we put the biggest kind of shells we could find for a 'biggest' exhibit. We enjoyed the project and learned how valuable all the sea creatures are."

THREE REASONS why Joe Lafromboise, grade 6, Sangrey School, Rocky Boy's Agency, Montana, likes his school:

"First, we spend one-fourth of each school day in the shop or handicraft work. Second, we do not spend our entire school day studying from books. Third, we have a baseball and football to play with on our playground."

WPA Education

SPECIAL SUPERVISORS of Workers' Education have been appointed in 24 States and classes have been carried on in a number of other States under the general adult-education program. It is estimated that more than 45,000 men and women were enrolled in workers' classes under the FERA last winter. Approximately 600 teachers, 25 percent of whom attended 1 of the 18 teacher-training centers conducted throughout the country during the summer of 1934, were employed in the program.

ONE OF THE GREATEST HANDICAPS in the workers' education field continues to be the lack of appropriate study materials. It is in this connection that the public schools, the universities, State departments of education, teachers associations, and libraries can be of real assistance to emergency education teachers. The cooperation of local educational institutions and officials in extending library privileges to workers' classes or in loaning books, pamphlets, equipment, and even classroom space, would be of immense value. In some cases it may be possible for faculty members or students to lend their services for lecturing or leading a special discussion group. The preparation of badly needed study outlines, bibliographies, and factual pamphlets dealing with local history and social and economic conditions especially designed for adult classes might well be sponsored

by a university or other public educational organization.

TWENTY-TWO STATES thus far, in 1936, have designated a special supervisor responsible for parent-education activities in the emergency education program.

THE EMERGENCY NURSERY school program is well under way for its third year in 45 States, the District of Columbia and Puerto Rico. Approximately 1,500 nursery schools are now in operation and it is expected that some 300 more will be opened shortly. Many schools were closed due to a delay occasioned by the shift from Federal Emergency Relief Administration to Works Progress Administration, though efforts were made to tide over the gap without closing in order that the least possible hardship to children and staff might be suffered. In many cases teachers taught on reduced pay while projects were awaiting approval so that the children should not suffer. Fathers of the children gave janitor service and mothers helped with the cooking until funds could be released to employ regular staff. Tradespeople and townspeople cooperated in providing food and other essentials. In spite of all efforts, some schools were closed for varying periods of time. Many of the schools now open are furnishing an opportunity for work to youth from the National Youth Administration. Both boys and girls are employed as nursery school helpers. They help make equipment, take children to and from school when parents cannot do so, and in the nursery schools help with the noon meal, toileting, sleep, and play times.

DETAILED INFORMATION concerning the Emergency Education program may be secured through Dr. L. R. Alderman, director of education division (Adult, Literacy, and Vocational Training); Miss Hilda W. Smith, specialist in workers' education; Miss Jessie Lummis, specialist in parent education; and Dr. Grace Langdon, specialist in emergency nursery schools, Works Progress Administration, Washington, D. C.

L. SINS

In Other Countries

AN UNUSUALLY STRONG, vigorous educational policy is being urged by the Board of Education of England and Wales. Two phases of the program, raising the school leaving age from 14 to 15, and allowing grants to voluntary

schools cannot become effective until Parliament passes the necessary laws. Most of it does not require legislation; the Board and the local authorities now have power to act, and it is on this latter phase that the Board recently issued Circular 1444. The circular deals with provision for children under 5; elementary school buildings; conveyance of school children; special places in secondary schools; State scholarships; school medical service; and physical education.

The Board ask that all education authorities survey the needs of their areas and consider how far they should provide more nursery schools or infants' classes. As of January 1, 1936, the percent which the National Treasury will bear of expenditure on elementary school buildings and equipment is raised from 20 to 50. In the hope that senior children in rural areas may be taught in larger, central groups, the grant for the conveyance of school children will be increased from the 20 percent now allowed to 40 percent after April 1, 1937. In secondary schools, the maximum limit on the number of special places (places in which tuition is reduced or remitted) is entirely removed. The number of State scholarships for university attendance is raised from 300 to 360.

The Board urge that facilities for technical and art education be "brought up to the best standard obtaining in other countries." Restrictions on the growth of recognized and grant-aided courses and classes for adult education are entirely set aside and school authorities are urged to survey the needs of adults as a whole and consider how they can best be met.

The Board find that the school dental service is seriously incomplete, more orthopedic hospitals should be provided, the services of part-time aural specialists should be procured, and additional open-air schools are needed, and desire that local authorities remedy these defects. With regard to physical education, the Board urge that comprehensive schemes be framed for both school and post-school children.

"EDUCATION IN CHINA" will be most welcome to students of comparative education. It is written in English, bears the authoritative signature of Dr. Wang Shihchieh, Minister of Education of China, and is dated 1935. No other recent official summary of the school situation is available. It may be obtained from the China United Press, 299 Szechuen Road, Shanghai, for 20 cents.

THE MINISTRY of Public Instruction of Iran favors coeducation to the extent that it has decided to open 4-year mixed primary schools for boys and girls. These will be in addition to the existing primary schools that are separate for the sexes.

JAMES F. ABEL

F. F. A. News Bulletin

California.

Down at El Centro, perhaps the only F. F. A. chapter in the United States below sea level, the boys are working toward a profitable season in the production of meat birds for fryers and roasters. This chapter owns nine electric brooders which were recently overhauled by the freshmen. Rules for the renting of brooders and other equipment have been drawn up.

Georgia.

Membership in the Georgia Association of F. F. A. already exceeds the total State membership for 1934-35.

Ohio.

One hundred and three apple judging teams and 70 potato judging teams took part in the State contests, held in Columbus, January 31.

Wisconsin.

Here are a few accomplishments of the Blair Chapter during the past year:

1. Picked, cut, and canned 106 cases of Golden Wax string beans.
2. Put up a community club booth at the county fair.
3. Put up a Future Farmer booth at the county fair and at the State fair.
4. Served over 200 people at a pancake supper and cleared \$40 to go toward expenses of members making a trip to Madison.
5. Sent 12 boys to the State judging contest at Madison, paying all their expenses.
6. Put on a rural school and community fair with rural school booths and exhibits, judging contests, poultry and grain show, and two evenings of entertainment.
7. Sent out teams to coach rural school judging teams on grains, corn, potatoes, and eggs, and the identification of seeds, and weeds.
8. Served 120 at fifth annual Future Farmer parent and son banquet.
9. Organized a Junior Dairy Herd Improvement Association of 30 members.
10. 100 percent of members have home beautification projects.

Fourth Conference

BUSINESS education for everybody will be the general topic of the Fourth Conference on Business Education to be held at the University of Chicago, June 25 and 26, 1936.

West Virginia.

Members of the Buffalo chapter and members of the adult evening class in poultry have organized a Putnam County Poultry Producers Association for the purpose of marketing eggs cooperatively. Guy Cain was designated marketing agent and markets the eggs twice a week in Charleston. All eggs are strictly fresh, carefully graded, and put up in attractive cartons. Early in February this cooperative was marketing 200 dozen of eggs weekly.

Wyoming.

The State Association of F. F. A. will hold its next State convention in Casper, April 16-18. The winner of the State public-speaking contest held at that time will compete in the western regional contest at Bozeman, Mont., the week of June 8.

New York.

The State Leadership Training Conference was held in Ithaca, February 12, 13, and 14.

Vermont.

The Vermont Association of F. F. A. prepared an exhibit and conducted a refreshment stand at the Annual Farm Products Show and Vermont Union Agricultural meeting held in Burlington January 14-17.

North Carolina.

Loy Crowder, Polkville chapter, Cleveland County, was recently elected State president of the Young Tar Heel Association of Future Farmers of America and will preside over the annual State meeting next summer. Loy has made an outstanding record in high-school work and especially in vocational agriculture, being a candidate for the Carolina Farmer Degree last year. He won a medal as the best all-round agricultural student in the Polkville chapter. It is interesting to note that both the State master teacher and the State F. F. A. president are from Polkville High School.

Oklahoma.

The State convention of F. F. A. is scheduled for March 23 and 24 at Oklahoma City in connection with the fat stock show.

Maryland.

On January 15 the Maryland Farm Bureau awarded 28 medals to members, winners in the F. F. A. project contest.

The project enterprises included dairy, sheep, swine, poultry, baby beef, corn, and potatoes.

Texas.

A State meeting of the Texas Association is scheduled for March 12-14 at Fort Worth in connection with the fat stock show. Some 4,000 Texas F. F. A. boys are expected. The active membership goal in Texas this year is 12,000, which is a 2,000 increase over 1934-35.

Oregon.

The Oregon F. F. A. alumni under the direction of Kenneth Pettibone, former national president, met at Silverton on January 24 and 25. This organization is composed of young men, 18 to about 28 years of age, who have received training in vocational agriculture and who were active members of the F. F. A. The alumni organization will provide further training for these young men as desired.

Montana.

Over 200 entries were made in the Deer Lodge F. F. A. poultry show held this winter in that town. The entries came from Butte, Bozeman, Huntley, Missoula, Deer Lodge, and surrounding territory. Sweepstakes winners were Bud Elberson, president of the Deer Lodge chapter, and Harry Luper, also of Deer Lodge.

Of National Interest.

National president, William Shaffer, of Maurertown, Va., is scheduled for official visits in the near future in the following States: Pennsylvania, Ohio, New York, Texas, and Oklahoma.

W. A. Ross

★ A Pioneer Passes

DR. ARTHUR MacDONALD, a member of the staff of the Bureau of Education from 1892 to 1904, passed away on January 17, 1936. Dr. MacDonald was a pioneer in anthropometry and in the study of delinquency and crime. His investigation of mental and physical relationships in school children published as *An Experimental Study of Children* in the Commissioner's report for 1897-98, was possibly his most important contribution to science. Dr. MacDonald made persistent efforts to secure the setting up of a Federal agency for the thoroughgoing study of the causes of crime.

Educators' Bulletin Board



New Books and Pamphlets

Children's Literature

GRADED List of Books for Children, comp. by a Joint Committee of the American Library Association, National Education Association, National Council of Teachers of English. Chicago, American Library Association, 1936. 161 p. \$1.75.

Includes over 1,600 books arranged in three groups for grades 1-3, 4-6, 7-9, with grades assigned to each title; annotated and priced.

Inexpensive Books for Boys and Girls, comp. by the Book Evaluation Committee of the Section for Library Work with Children of the American Library Association, 1936. 44 p. 50 cents.

A list of 700 carefully selected titles, costing 10 cents to a dollar.

Story Parade. Published monthly by Story Parade, Inc., 70 Fifth Avenue, New York, c1936. \$1.00 a year, 15 cents, single copy.

A new magazine, noncommercial in character—its purpose is a wide distribution of good literature for children, in attractive form at low price.

Education of Exceptional Children

Special Provisions for Mentally Retarded and Gifted Children in New York State, by Ethel L. Cornell. Albany, The University of the State of New York Press, 1935. 36 p. 15 cents.

Based on data from a questionnaire study made by the Educational Research Division of New York State Education Department.

Organization and Administration of Special Education Classes for the Orthogenic Backward. Harrisburg, Commonwealth of Pennsylvania, Department of Public Instruction, 1935. 91 p. illus. (Bulletin 85.)

Suggested classroom procedures, with bibliographies, record forms, and lists of sources of handcraft tools and materials.

Parent Education

Parent Education, a manual of suggestions to aid school authorities in developing a program of parent-pupil-teacher relationships. Harrisburg, Commonwealth of Pennsylvania, Department of Public Instruction, 1935. 50 p. illus. (Bulletin 86.)

Contains material on organizing and administering a parent education program and on activities, content and method.

Ten-Year Report of Studies in Child Development and Parent Education, by Ethel B. Waring. Ithaca, N. Y., Cornell University Agricultural Experiment Station, Contribution from Studies in Home Economics, 1935. 69 p. illus. (Bulletin 638.)

Summaries of research studies in personality and guidance of young children, health, nutrition, behavior, and adult education.

Safety Education

Safety Programs and Activities, for elementary and junior high schools, by Florence Slown Hyde and Ruth Clara Slown. Chicago, Beckley-Cardy Co., c1935. 267 p. illus. \$1.25.

Contains 37 complete programs to be used in Safety education and gives the details of the organization of safety work and patrols in schools.

Community Programs

Goodwill Booklet; programs and pageants for World Goodwill Day, May 18, 1936, in the United States of America. Washington, D. C., World Federation of Education Associations, 1201 Sixteenth St. NW. [1936] 31 p. illus. 15 cents, single copies.

Suggestive programs to aid teachers and committees in formulating plans for World Goodwill Day.

Community Programs for Summer Play Schools; vacation projects in experimental education and creative recreation through the cooperation of schools and other community agencies, by LeRoy Bowman, ed. by Benjamin C. Gruenberg. New York, Child Study Association of America, 1935. 48 p. illus. 35 cents.

Contents: Pt. I, The need and the opportunity; Pt. II, Origin and development of the program; Pt. III, The program and suggestions for organization.

SUSAN O. FUTTERER

Recent Theses

A LIST of the most recently received doctors' and masters' theses in education, which may be borrowed from the library of the Office of Education on interlibrary loan.

BENNETT, H. A. The Constitution in school and college. Doctor's, 1935. Columbia University. 313 p.

BLACKHURST, J. H. Investigations in the hygiene of reading. Doctor's, 1923. Northwestern University. 63 p.

BLOSE, DAVID T. Standards for the master's degree. Master's, 1933. American University. 88 p. ms.

BUTLER, A. F. History of Michigan legislation for the county educational unit. Master's, 1934. University of Michigan. 155 p. ms.

CHENG, R. Y. S. Financing of public education in China. Doctor's, 1934. Teachers College, Columbia University. 300 p.

DEAN, STUART. Study of the time required of teachers in Newton for the disposition of teaching and nonteaching school activities. Master's, 1935. Boston University. 96 p. ms.

GAUMNITZ, W. H. Central rural school district of New York: a satisfactory unit of school administration. Doctor's, 1935. George Washington University. 270 p. ms.

LAW, E. J. Radio advertising: a study in consumer education. Master's, 1935. George Washington University. 126 p. ms.

LINDQUIST, J. F. Some phases of Kansas school law as interpreted by the state supreme court. Master's, 1935. University of Kansas. 161 p. ms.

MILLER, M. V. Disciples of Christ and education as shown by a history of four of their educational institutions. Master's, 1935. George Washington University. 90 p. ms.

ORDONA, ALFREDO O. The Philippine public secondary school curricula from 1920 to 1934 in terms of two criteria—the seven cardinal objectives of secondary education and Philippine conditions. Master's, 1935. University of Kansas. 100 p. ms.

SCHMICK, G. E. History of classification and promotion of pupils in the schools of the United States. Master's, 1934. Pennsylvania State College. 87 p. ms.

SCHROEDER, E. H. Comparison of the county superintendency and the city superintendency of the largest city in each county in North Dakota. Master's, 1935. University of North Dakota. 111 p. ms.

SHACTER, H. S. Method for measuring the sustained attention of preschool children. Doctor's, 1932. Northwestern University. 32 p.

STEVENS, B. F. Contractual and administrative principles of school property insurance. Master's, 1935. North Dakota University. 123 p. ms.

ULLERY, F. M. Evaluation of the supervisory bulletin as a means of teacher improvement. Master's, 1935. Syracuse University. 195 p. ms.

VAN DEMAN, R. L. Evaluation of the Keystone series of religious education texts. Doctor's, 1924. Northwestern University. 44 p.

WATKINS, G. L. History of the development of secondary education in Washington, D. C. Master's, 1935. Boston University. 133 p. ms.

WEYANT, W. B. School building survey of Solvay, New York. Master's, 1935. Syracuse University. 62 p. ms.

WOFFORD, KATE V. History of the status and training of elementary rural teachers of the United States, 1860-1930. Doctor's, 1934. Teachers College, Columbia University. 170 p.

RUTH A. GRAY

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PIONEERING

IN ADULT EDUCATION

*New frontiers in education are discussed in this new handbook
by J. W. Studebaker and C. S. Williams, entitled—*

EDUCATION *for* DEMOCRACY

Public Affairs Forums . . . *Bulletin, 1935, No. 17*

This handbook contains numerous exhibits of program development in the Des Moines program; a brief but general outline of the Des Moines public forums; a general statement on existing forums, listing a number of the outstanding ones in the country; a chapter on techniques of organizing and operating public forums; and an outline of a national program.

This bulletin is available to school superintendents, civic leaders, labor leaders, and all persons interested in creating facilities for public discussion of public forums.

It describes briefly the adult civic education program as it will be worked out in the coming months in 10 demonstration centers.

Free copies sent upon request until supply is exhausted. Order from Office of Education, U. S. Department of the Interior, Washington, D. C. After free supply is exhausted, copies may be purchased by order from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 10 cents per copy.

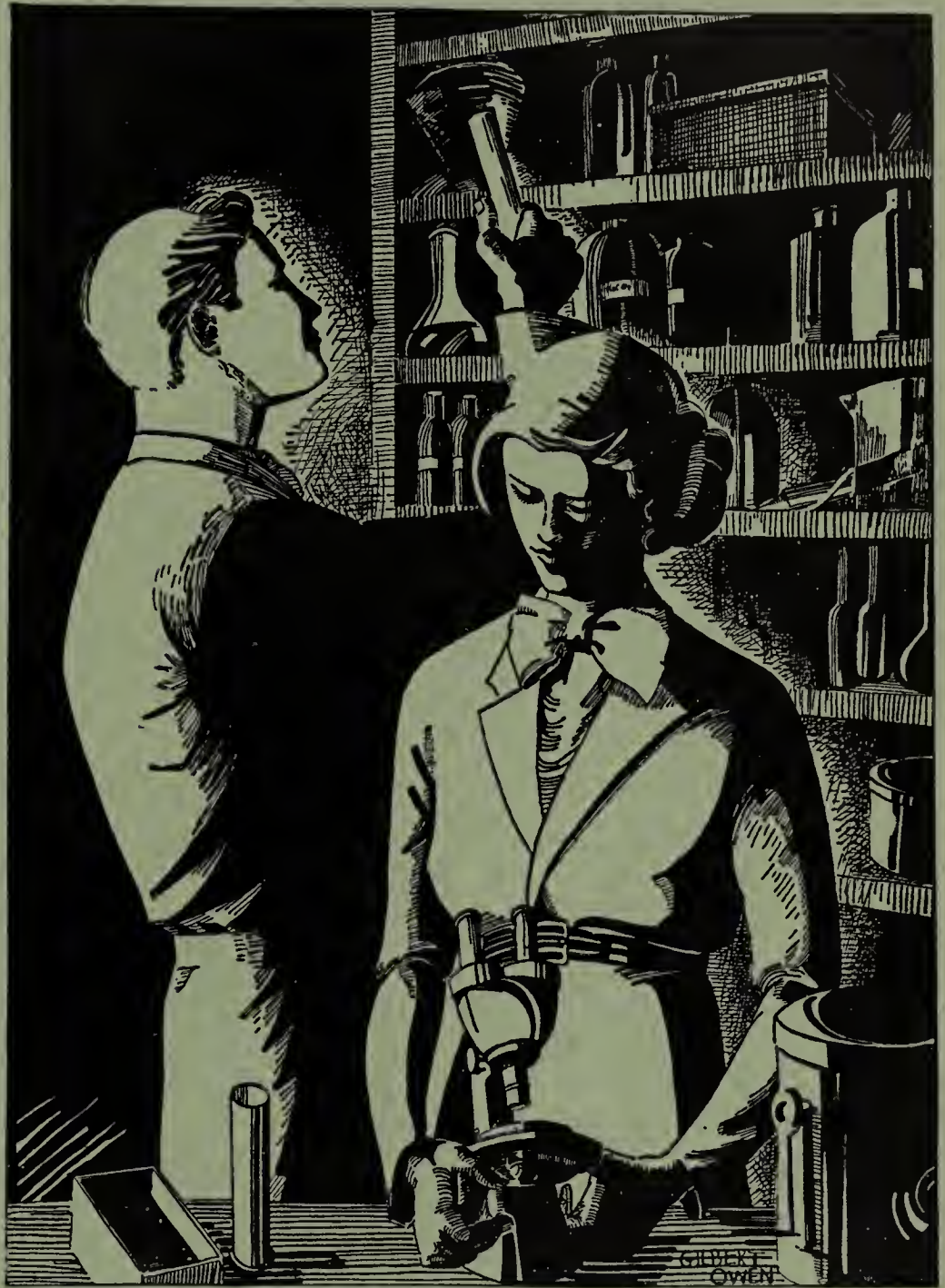
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SCHOOL LIFE



April 1936

Vol. 21 • No. 8



IN THIS ISSUE

▼

Education—Democracy's Safeguard • Hawaiian Public Schools • America Has Set the Pace • Influence Abroad of American Education • Speaking of Oaths St. Louis Meeting • Local School Units • America's Forums • Educational News

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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Elementary Education

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



April 1936

Vol. 21, No. 8

Table of Contents

The cover design for this issue of SCHOOL LIFE was drawn by Gilbert Owen,
Cass Technical High School, Detroit.

	Page
Is the Educational System Which We Attempt to Guide Building Citizens for Democracy? · J. W. Studebaker.....	201
Education—Democracy's Safeguard. A Letter from President Roosevelt.....	203
A Trial by Jury.....	204
Hawaiian Public Schools · Katherine M. Cook.....	205
America Has Set the Pace · Hon. Harold L. Ickes.....	207
Training the Camp Adviser · Howard W. Oxley.....	208
Influence Abroad of American Education · Charles T. Loram.....	209
Problems in Pupil Progression · David Segel.....	211
The Vocational Summary · Charles M. Arthur.....	212
Editorials.....	214
State Funds and Higher Education · John H. McNeely.....	215
America's Forums.....	216
No Blues at St. Louis Meeting · William Dow Boutwell.....	218
Reference Work in the Library · Edith A. Wright.....	219
Educators' Bulletin Board.....	220
Project—Local School Units · H. F. Alves.....	221
Some Consolidation Statistics · David T. Blose.....	223
New Government Aids for Teachers · Margaret F. Ryan.....	225
A Student Experiment in Government · C. S. Williams.....	226
Electrifying Education · Cline M. Koon.....	227
F. F. A. News Bulletin · W. A. Ross.....	227
Educational News.....	229
In Public Schools · W. S. Deffenbaugh	
In Colleges · Walter J. Greenleaf	
In Educational Research · David Segel	
In Other Government Agencies	
Indian Service	
In Other Countries · James F. Abel	
Current Meetings.....	232

“Is the Educational System, Which We Attempt to Guide, Building Citizens for Democracy?”



I asked that question at the department of superintendence meeting in St. Louis, and I pointed out a few weaknesses in our present-day education which I repeat here because I believe they need our particular attention.

First. There is still too much authoritarianism in the classroom. Would it not be possible to find classrooms in some secondary schools in which the teachers play the role of drillmaster? They probably think they are teaching history or mathematics or English but of much more importance and danger is the fact that they are training human beings to goose-step, and failing to help them to grow up into independent self-respecting, self-disciplined citizens. Democracy like charity begins at home. Our home, professionally, is, in the main, the classroom. *The place to stop the growth of attitudes which prepare people for satisfactory cogs in the*

great machine of dictatorship is in the classroom of the public schools. If that means that Johnny and Mary have their dates on the Napoleonic wars slightly mixed, let us not be too worried. We need vastly more planning to induce through good teaching, techniques for independent thinking and expression early in the learning process.

Second. It is a tendency in some quarters, because of theories and of pressures upon school authorities, to mix education with the idea of indoctrination. We have made the transition from the old democracy of the pioneer period, when emphasis was on the tool subjects, to the new democracy of highly complex social organization where the emphasis must be on social understanding. It is natural perhaps that many laymen and even teachers should confuse the teaching of the tool subjects with the teaching of social studies. Of course, John should be taught arithmetic. There is no discussion of the correct answer to the problem of two plus two. But what trouble we get into when we take this word “teach” over into the area of controversial subject matter dealing with social relationships.

I get scores of letters, and no doubt you do too, from sincere people who are saying in essence that our public schools should *teach* (by which they mean *induce*) the learners to *think* some particular way on social problems, to accept certain social, economic, or political choices. And the letters also come from people who are perturbed because youthful students have been permitted to come to what is regarded as wrong conclusions. So frequently it is assumed that children and adolescents should be induced by teachers to believe what their parents believe. Of course that is an impossible task to lay on the doorstep of the public-school system. There are so many parents and taxpayers who have very different ideas about the choices which others should make. For anyone of the innumerable lay groups to be allowed to enforce its will upon American citizens by using the school as an instrument of indoctrination, is contrary to our whole conception of democracy, and is grossly unfair to many other groups which have an equal right to claim a place for their ideas in the pabulum of the school's offerings.

We have yet to clarify for ourselves, and thus for the community at large, the meaning of the word “teach” when it is applied to the debatable, to the controversial, to social philosophy. Suffice it to say here, that this confusion is a definite weakness in our educational structure which has been seized upon by the propagandists and may be taken advantage of by a whole faction eager to control or prejudice the thinking of the on-coming generation. If we honestly believe in bringing youth to intellectual maturity instead of standardizing people by a process of indoctrination, we will give special attention to clarifying our position on this point and devote real energy in the defense of *teaching* as a process which impartially guides and encourages freedom of inquiry and self-validation of conclusions. *It may as well be known first as last that the teaching profession of America is not to be bribed by appropriations or frightened by attacks into acting as the carriers of propaganda for any faction, vested interest, political party, or pressure group.*

Third. Another danger to consider is the tendency to avoid relating teaching to the present-day world and its problems. Perhaps if we could get a clearer view of the function of teaching in the social studies field, we might be less timid in bringing youth and adults to grips with present-day problems.

When the educational system in a democracy avoids the very questions and problems of most vital significance to society it demonstrates that it has lost touch with its point of reference. For if there is one thing which a democratic public enterprise in education should foster and develop, it is the ability of the learners to cope with the *real* issues concerning the social situation. No matter how well we prepare people in the skill of figuring sums, writing essays, typing and bookkeeping—no matter how well we do these things, we fail in a very large measure in our essential responsibility to democracy if young people leave our secondary schools without well-developed habits in the study and discussion of controversial issues. *If the educational system avoids these issues it must be responsible for shunting the real problems into the arena of mass emotion where the inexperienced person may easily be caught in a whirlpool of words to accept unquestioningly the first crackpot scheme offered as an answer to a complex social question.*

Fourth. Still another weakness in our educational structure of which we should be constantly aware is our failure to plan the educative process for communities as a whole involving civic education for the vast majority of adults. Probably you know how much emphasis I have been placing on this relatively new field of education which I regard as our frontier. I feel that the extensive organization of opportunities for adult education is a challenge to the existing agencies of public education in the local communities. Nothing in my opinion can contribute more to the improvement of elementary and secondary education than the direct participation of adults in a learning process managed by the same agency which is at work improving education for children.

Adult education gives us the great opportunity of engaging the active interest of the people in our communities in public education generally. Through this contact we can develop that community understanding which is essential to the vigorous consideration of present-day problems in the classroom. More than this, adult education will do much toward relieving the pressure upon secondary schedules commonly referred to as “stuffing the curriculum.” If we can be sure that a large proportion of high-school graduates will continue the learning process in some organized way in later life we shall not feel so obligated to force subject material into the few years of high-school experience.

* * * * *

These four points are offered by way of suggestion of pertinent problems which should be considered when we are analyzing our efforts in the light of our function in democracy.

These problems should be more thoroughly explored in teachers' institutes and should come up for discussion more frequently in teachers' meetings and gatherings of citizens in general. I hope you will let us know what you are doing about such problems.

J. W. Sturdivant

Commissioner.



Gilbert Owen, of Cass Technical High School, Detroit, Mich., prepared the SCHOOL LIFE cover contest design appearing on this issue. Honorable mention designs, shown above, were done by Elayne Heller, left, Alice Gallinet, center, and Harry Bertoia, right. Subject of the designs, prepared by the Cass Technical High School students under direction of Mary L. Davis, is “Senior High Schools.”

Education—Democracy's Safeguard



President Roosevelt's Letter, Read by Commissioner
J. W. Studebaker at the Recent Meeting of the Department of Superintendence of the National Education Association

DEAR DOCTOR STUDEBAKER:

I sincerely regret that pressure of official business makes it impossible for me to accept the invitation to address the Department of Superintendence of the National Education Association. I do, however, wish to extend cordial greetings to you and to express the deep conviction I have that in your hands and in the hands of America's teachers resides the destiny of our country to a far greater degree than in the hands of any other group.

It has been my policy from the beginning of my term of office to rely upon the resourcefulness, the intelligence, the training, and the idealism of men and women chosen from among the best products of our American educational system. Democracy more than any other form of government demands the leadership of a group so chosen.

It is becoming increasingly evident that these leaders can render effective service only when they have the intelligent support of the millions of citizens in this country. To insure this support the citizenship must have an understanding of the problems confronted by those who are at once their leaders and their servants. The public must understand the issues involved in the solutions proposed. This understanding on the part of the public should be one of the chief outcomes of education.

During times like these when changes are widespread and rapid, schools and colleges have an unusual responsibility to bring to the people an understanding of these changes in order that modifications in governmental practices may be made

rapidly enough to keep government abreast of the demands for social and economic progress. If governmental changes lag too far behind vital social needs, the Government is bound to appear impotent in its efforts to serve the common citizen and to advance the public welfare.

May I congratulate you and the teachers of this country upon the excellent service that the schools and colleges are rendering. May I also exhort you to approach your task of the training of the citizenship of this country in a thoroughly realistic fashion. What is going on in many countries of the world to institute forms of government which are not responsive to popular will is well known to you.

The United States still stakes its faith on the democratic way of life. We believe in the representative form of government. We dare not close our eyes, however, to the fact that the only way in which that representative form of government can persist is through an educated electorate. This electorate must be thoroughly conscious of the issues which its representatives confront. It must be trained to assume its full responsibility. It must stand ready to support those representatives who give fullest allegiance to the principles and practices which are fundamental to genuinely democratic purposes.

What our leading statesmen have said throughout all the history of this country is as true today as it has ever been; a free people can remain free only when "they know well the great principles and causes upon which their happiness depends."

Sincerely,

A Trial by Jury

"WHAT are the outstanding frustrations young people of this generation are experiencing? And, in particular, which of these frustrations are intimately related to family life?"

This question was asked by Dr. Frederick J. Kelly, Chief of the Division of Higher Education, United States Office of Education, in addressing the department of supervisors and teachers of home economics of the National Education Association at the recent St. Louis convention.

In answer, Dr. Kelly said:

"Let us step into the high-school auditorium in East Orange, N. J. Through the efforts of the council of social agencies of the Oranges and Maplewood, N. J., Society has been brought to trial on charges brought by Youth. A regular judge presides. Regular lawyers question the witnesses. A jury has been empaneled in the regular fashion. Witnesses give their testimony under oath.

"Months have been used in gathering the facts for presentation to the jury. On the basis of these facts, Youth arraigns Society on 16 counts, the most important of which are these:

- "1. Society allows youths to be employed at starvation wages.
- "2. Society makes inadequate provisions whereby young people can make enduring friendships and choose wisely a mate.
- "3. Prolonged unemployment and low wages prevent establishing a home.
- "4. Society allows pitfalls for Youth to continue, such as obscene literature, saloons, and gambling devices.
- "5. Society allows inadequate use of leisure-time facilities such as public buildings, schools, churches, and playgrounds.

"As the testimony continues, the evidence becomes entirely convincing. Girls are working for wages insufficient to provide even the cheapest board and room. Some of them use the well-known way to supplement their income.

"Young men are working at jobs, supposed to be permanent, at wages wholly inadequate for maintaining even the humblest home.

"Young women without a place in their homes to entertain men friends have met young men and married them without either one ever having been in the other's home. In fact, in some instances the only places where they have been together before they married were on park benches, on dance floors, in movie houses, and the like.

"Young people with commendable frankness testified that the greatest hardship of the prolonged unemployment period was that they were unable to marry and establish their homes. The abnormal relations between the sexes resulting from the girl's having a job while the boy has not, and the unwholesome attitude toward sexual relations arising from long-delayed marriage result in a loss of either morale, or self-respect, or both.

"Magazines were displayed and quoted from on the witness stand. People were shocked by their obscenity. Stories of saloon scenes were told. The appeal of gambling games was realistically depicted and accounts of young people's losses were given.

"Young people who said they would have preferred being in the high-school gymnasium told where they spent their evenings because the gymnasium was closed. Young people expressed their regret that churches did not more generally use their plants more hours per week. In short, even if Youth desired wholesome recreation there was little to be had.

"All these and many more evidences of Society's neglect of Youth were brought out at the New Jersey trial. Youth was not bitter. Youth did not berate Society. Youth said in effect, 'These are the conditions in which we are asked to grow into manhood and womanhood. They are in the main beyond our control. We shall be found to be in part the product of these conditions. Society, of which we are a part, will pay the price with us if we become less able than we might be to contribute to social progress.' Youth offered its case to the jury to decide whether Society was guilty or whether Society was doing all that could reasonably be expected.

"The trial had lasted three evenings. An audience of as many as 1,500 people heard the evidence. The jury promptly returned a verdict of *guilty* against Society. The judge placed Society on probation for 1 year with instructions to report at the end of the year what had been done to remedy the faults charged."

Dr. Kelly pointed out that the New Jersey trial conducted nearly a year ago provides a clear description of "the frustrations of youth."

"Be it said to the credit of youth," he added, "in most cases, they speak with their chins up, with pride in their country, with faith in the future, and with determination to help find the solutions of the problems confronting them."

★ National Conference

A FORUM where problems affecting human welfare are discussed features the sixty-third annual meeting of the National Conference of Social Work to be held May 24 to 30 in Atlantic City, N. J. Approximately 50 other social-work organizations will meet in Atlantic City during conference week as associate groups. Among these are the American Association of Schools of Social Work, the American Association of Visiting Teachers' and the National Children's Home and Aid Association. Several character-building, welfare, and probation associations also are included.

Programs of the five general sessions as announced include: The presidential address of Monsignor Keegan on "Democracy at the Crossroads"; Edith Abbott, dean of the School of Social Service Administration of the University of Chicago, and Mayor Fiorello H. LaGuardia of New York on "Public Welfare and Politics"; Prof. Parker T. Moon of Columbia on "International Peace and the Common Good"; President Harold W. Dodds of Princeton on "Government and the Common Welfare"; and Dr. Solomon Lowenstein, executive vice president of the Federation for the Support of Jewish Philanthropic Societies of New York City, on "National Security—What Price?"

★ Near Canadian Border

A FIRE recently destroyed the building and equipment of the Washington State Normal School at Machias, Maine. This school is probably the farthest east of all the institutions of college grade in the country, and is about 40 miles from the Canadian border.

Hawaiian Public Schools



Typical second graders.

HAWAII has school problems of real and unique difficulty, differing in many respects fundamentally from those of normal mainland situations. These facts are obvious to an observer familiar with American school conditions. The same observer appraising achievements accomplished and those under way, cannot but experience considerable satisfaction in and a growing respect for the practical progress made and the generally progressive outlook of those responsible for the schools. In Hawaii, as elsewhere, it is only in the light of an understanding of the social and economic situation to which the schools must be adapted and an acquaintance with the history of public education, at least since annexation, that one gets the background and setting adequately to appraise the present situation.

In the first place one must realize that Hawaii, with all its beauty and charm, is not alone a "world's pleasure ground", though it is chiefly that phase of its life that we of the mainland are accustomed to consider. Life there, as elsewhere, has its work-a-day side. It involves serious problems, social, economic, and educational, which are met with varying degrees of success or failure as human beings meet their problems the world around.

Since 1898 the United States has assumed responsibility for the welfare of approximately 15 million people in its widely scattered outlying parts—varying racially, culturally, and traditionally from each other and from the people of the mainland. With characteristic optimism and confidence in education our people have hoped that the assimilation of these varied groups into a new type

Katherine M. Cook, Chief, Division of Special Problems, Recently Returned from Hawaii, Tells of Unique Educational Problems



Homemaking and child care class in a Honolulu slum district. The cottage is used to demonstrate the possibilities of inexpensive improvements, cleanliness, and simplicity.

of civilization could and would be achieved naturally and smoothly through the establishment in each of free, universal, public education patterned after that in mainland school systems. Since, in considering social progress in each one of the outlying parts of the United States, certain comparisons among them are inevitable, it is important to recognize that the situation in Hawaii differed widely at annexation from that which prevailed in any of the others at American occupation.

Looked toward mainland

Before Hawaii became an integral part of the United States it had become "Americanized" in a very real sense and in a variety of ways. Its people had for many years looked toward our own mainland for governmental, economic, and social standards, and ideals. This was particularly true in education. Hawaii today "points with pride" to schools established more than 100 years ago to

which the people of the western coast in the pioneer days of that region sent their children for an "American" education. This convenient arrangement saved the long trip around the Horn to the less-known, and no-more-American in attitude, boarding or day schools in the "East". Long before annexation Hawaii had schools and a school system. Democratic ideals of free universal education, English as the language of instruction, a complete public-school system organized much as were such systems on the continent, were all well established. As early as 1890 the population of school age was practically all enrolled in school. Annexation apparently brought no more serious education problems of adjustment than were to be met in certain of our mainland territories on admission to the Union. Public and private schools were more or less adequate to the school population and the financial burden involved in their support was not great in consideration of the growing resources and population of the islands.

It was with development along modern lines toward democracy in government and education and toward better adjustment to western civilization that serious problems evolved. Hawaii's resources, as is well known, are agricultural. Their development through industrialized agriculture resulted in the importation of unskilled, poorly paid laborers, chiefly from the Orient, in large and rapidly increasing numbers and for at least two decades. Before the situation was fully realized there followed an unprecedented growth in the school population, taxing the islands' human as well as financial resources to supply classrooms and teachers rapidly enough to accommodate the children who knocked at the doors of the schools. Classrooms insufficient in number and crowded beyond reasonable capacity created one serious teaching problem. Multiplicity of races and languages, since laborers came from many countries of Europe as well as Asia, created an even more serious one. Schools were necessarily staffed in large part by teachers from the mainland to whom Hawaiian conditions offered a widely different situation from any they had previously known. They, with the children, must learn to adjust themselves as well as to adjust the schools in organization, curricula, and instructional practices to a situation at that time quite unprecedented in the experience of American educators.

It is possible here merely to point out a few conditions which gave rise to the educational problems that followed closely in the wake of annexation and economic development. In 1900 Hawaiians and part-Hawaiians constituted approximately 25 percent of the total population; Portuguese, Puerto Ricans, Spanish and "other Caucasians", approximately 19 percent; Chinese and Japanese, 17 and 40 percent, respectively.

Census data

While certain shifts in the population took place between 1900 and 1930, they were rather in the direction of heterogeneity than away from it. Census data for 1930 show the following situation (in round numbers): Hawaiians constitute approximately 6 percent; Caucasian- and Asiatic-Hawaiians, 7.6 percent; Portuguese, 7.5 percent; Puerto Ricans, 2 percent; Spanish, 0.3 percent; "other Caucasians", 12 percent; Chinese, 7.4 percent; Japanese and Koreans, 40 percent; Filipinos, 17 percent; and all others, 0.3 percent of the total population. In 1932 (the latest data at hand) of the total school population, more than 54 percent



A typical Hawaiian class. Principal, school nurse, and teacher are in rear.

is Japanese; 15 percent, Hawaiian and part-Hawaiian; 8 percent Portuguese; 9 percent Chinese; 2 percent Korean; 5 percent Filipino. Puerto Ricans, Spanish, "other Caucasians", and "all others" make up the remaining percentage of approximately 7 percent of the total. These figures, showing the racial constitution of the school population, indicate to educators experienced in racial and language problems, something of the magnitude and complexity of Hawaii's school undertaking in training for prospective citizenship the youth enrolled in its classrooms.

Difficulties with which the Hawaiian school system was confronted in furnishing classrooms and teachers adequate in number and professional qualifications to the demands of its rapidly growing school population are indicated by the following facts concerning school enrollment: In 1890, preceding annexation by 8 years, the schools enrolled 10,076 children; in 1900, 2 years following annexation, the enrollment had grown to approximately 15,500; 10 years later enrollment was 20,250, while for the succeeding periods indicated the increase can be judged by the following enrollment figures: 1920, 41,350; 1930, 76,764; 1932, 80,474.

Inadequacy of classrooms and seatings and excessive teaching loads which followed the rapid growth in school enrollment gave rise to other serious education problems, many of which are still unsolved, though those concerned with classrooms and staff are well on the way to satisfactory solution. Important among the unsolved problems are those concerned with retention in school during and satisfactory progress through the 12 school grades; curricular adjustment to an inherently difficult as well as a rapidly

changing social situation, and learning difficulties generally prevailing among bilingual children on the continent and elsewhere.

Housing problems are being met by the provision of relatively inexpensive, usually frame buildings. The policy as stated is that, in addition to supplying immediate needs, in this way, adaptations to a changing school program can be met with relatively little financial sacrifice. The climate, the prevailing sunshine, and general physical conditions are such that inexpensive buildings seem adequate. Rapidly the school system is acquiring its own buildings, though rented rooms (and often somewhat inferior) are used to some extent as a temporary expedient.

Provisions for recruiting the professional staff with qualified persons are now apparently satisfactory. The University of Hawaii maintains a well organized college of education and candidates for teaching positions are graduated annually from a teacher-education curriculum, 5 years in length, in sufficient numbers to fill the needs so far developed. Teachers' salaries as well as pupil-teacher ratios have suffered in Hawaii as an effect of depression conditions, but probably in no greater degree than in average mainland situations.

Centralized school system

Foremost among provisions which have made progress in solving education problems possible is Hawaii's centralized school system, administered and financed on a Territory-wide basis. In many, though not all respects, the central administrative organization follows modern ideas of efficiency. A board of school

[Concluded on page 228]

America Has Set the Pace



Hon. Harold L. Ickes.

Excerpts From a Recent Address of Secretary of the Interior Harold L. Ickes, Before Faculty and Student Bodies of Howard University

world that lies ahead of us, we must share its obligations as well as its responsibilities. This principle applies to all of us, both Caucasian and Negro. Whoever is to survive in this struggle will have to meet the stern competition of the modern economic and industrial world with an increased intelligence and skill.

* * * * *

"The preservation of academic freedom, the maintenance of the civil liberties guaranteed in the Constitution, out of which the right of academic freedom grows, is of extraordinary importance to this Nation at this time. The truly educated, and by that I mean those who have trained minds that they use, must gravely heed the signs of danger that are implicit in the attacks on academic freedom that have become more and more threatening during recent months. The sinister purposes of those who would establish a Fascist state on our free American soil are clear from the very nature of this bold assault upon our institutions of higher learning.

* * * * *

"Academic freedom could not long survive under either fascism or communism. If you would have proof of this statement, consider the situation today anywhere that universities are permitted to teach only what the government permits them to teach. Turn to the universities elsewhere which were formerly among the greatest in the world—universities to which some of our own outstanding scholars have gone for special training after winning the highest scholastic honors in their own country. Ruthlessly deprived of their right to search for the truth and to proclaim it for the benefit of mankind, they are now mere slaves bound to the political philosophy and economic theories of whatever faction may be in power.

* * * * *

"Ignorance has never yet proved to be either virtue or strength of character. If an alien form of government is the menace that we believe it is, then, instead of keeping the students in our educational institutions in abysmal darkness on the subject, we ought to prepare their intelligences to grapple with it by the fullest possible exposition of its defects and fallacies. It is to be regretted if we feel so little sure of the firmness of the foundations upon which this America of ours rests that we are fearful that they will be undermined by false theories, especially if the error that threatens them has been thoroughly exposed. If we are in peril from the enemy either within or without our gates, then, in all good conscience, let us learn what manner of enemy it is, what is the nature of the attack, and what is the best means of meeting that attack.

"For my part, looking ahead, I am content as I reflect that the witch hunters in times past have burned thousands of books that their feeble intellects could not comprehend. They have racked the bodies of philosophers and burned scientists at the stake, but the truth they sought to crush has always arisen again all the stronger by reason of its attempted crucifixion.

"There is a fine old aphorism, 'Seek the truth and the truth shall make you free.' Considering the times, I would express this in this wise: 'Hold onto the truth and truth will keep you free.' The university that can send its graduates into the world inspired with this belief as a fighting faith will of a verity be sending out educated men and women and, more importantly still, free Americans, who will never permit the precious heritage of freedom, which is theirs, to be impaired."

NOTE.—Copies of "Academic Freedom", an address by Secretary Ickes delivered at the University of Alabama, May 27, 1935, may be secured free as long as the supply lasts, by writing the U. S. Office of Education, Washington, D. C.—*Editor*.

"WE MUST all realize that we cannot develop to our fullest capacities as individuals equipped to get all that is good and worth while out of life, except as the result of education. Dependent as we are upon our schools to prepare us for maturity as individuals, we are even more dependent upon them for the maintenance and development of our democratic form of government. If it be admitted that education is fundamental to a democratic form of government, then it does not have to be argued that our government will be broad and fine and secure just in the proportion that the education of the people composing it is universal and thorough and comprehensive. So necessary is education to the upholding of our institutions that we should not let any crisis, however great, interfere with its orderly progress. *America has set the pace for the world in the matter of public education and now, more than ever, do we need to encourage every talent and sharpen every wit.*

* * * * *

"Times have changed for all of us. Conditions which we and our fathers learned how to face in the past no longer exist. If we are to enjoy the rights and privileges of citizenship in the different

Training the Camp Adviser



★DUE to the many requirements of the CCC educational program, constant efforts are made to develop the proper type of camp teaching personnel. The educational adviser is the individual around whom re-

volve the planning and supervision of instructional activities for the camp community of 200 enrollees.

In the selection of camp advisers, great care has been taken to obtain persons with a satisfactory background of education and experience. Of the men now serving as advisers in the CCC, 74 percent have bachelor degrees, 23 percent, master degrees, and 2 percent, doctor degrees. Over half of them have majored in education and the social sciences during their college study. Approximately 60 percent of them have had previous experience in teaching, and 12 percent have done administrative school work. About 40 percent have had business or industrial experiences.

In considering the extent of the adviser's duties in the camp, one will see why a well-trained person is necessary for this job. Under the direction of the company commander, the adviser has general supervision over the development of the camp educational program. It is up to the adviser to ascertain the extent of the instructional resources in and around the camp, to coordinate them, to obtain the services of CCC military and technical personnel as teachers, and to arrange the local program so that it will meet the individual needs of enrollees.

Background of Education and Experience Needed for Successful Advisers, says Howard W. Oxley, Director, CCC Camp Education

He advises enrollees on their educational and vocational problems, helps them in working out a schedule of training, and later assists them in finding employment. This task presents a real challenge—one which invites the best that can be found in a pioneering teacher.

Area and district supervision

Through the 9 corps area headquarters and the 77 district offices, CCC educational officials seek to supervise and develop the work of the 1,700 advisers on duty in the camps. These field supervisors constantly travel among the camps, checking on the individual adviser's progress, offering him suggestions as to how his program may be improved, and helping him straighten out difficulties as they arise.

Two of the corps areas, in developing newly appointed advisers, first put them through a training conference at the corps area or district headquarters. This conference usually lasts for 2 or more days. Then these men are sent into camps for 3 or 4 more days where an educational program of superior type has been organized. Here they gather first-hand information and experience. After this, the new advisers are ready to report for their assignments.

District meetings

In each of the 77 CCC districts, periodical meetings of all the advisers are held, in which they receive further train-

ing, are posted on recent developments, and are given a chance to consider their local problems. Many district officials have established the practice of holding a meeting of the advisers once every month or 6 weeks. In certain places, these meetings are held at district headquarters. In others, they convene at a different camp each month so that the advisers may have a chance to observe the camps in their section and the type of program offered in them.

Corps area conferences

Resembling closely the old-fashioned teachers' institutes are conferences for all advisers in the corps area. In these sessions, which are usually held during the summer, advisers come together to study the CCC educational program in some detail, to attend lectures and seminars, and through expert guidance to seek for needed solutions.

These conferences last from 2 days in certain corps areas to 3 weeks in others. Usually, they are held on the campus of a college or university and the school's facilities are placed at the disposal of the visitors. Special committees of advisers are appointed to consider particular problems during the course of the conference, to report their results to the gathering and to prepare such material for publication after the conference. Persons, prominent in many fields of activity, are in-

[Concluded on page 226]



Representative Group of Corps Area Advisers.

Influence Abroad of American Education

THE United States is returning with interest at least one of the cultural contributions made to it by Europe, not, to be sure, in the form in which it received it, but enriched and improved by the genius of an inventive, adaptive people, untrammelled by tradition.

There are many reasons for the spread of American educational ideals all over the world. First, there is this thing called "democracy", which, abuse it as we may and depart from it as some countries have done, remains the aspiration of thinking men. In the second place, there is the deep, sometimes even pathetic, faith in education which the Americans demonstrate by their huge expenditures on education, and their desire to give every child equality of educational opportunity from the kindergarten to the university. Third, the relative lack of educational tradition and the need to adapt education to new needs in a young country have resulted in successful experiments and demonstrations in education which have shaken the complacency of the Old World. Finally, the teachings and researches of educational leaders in this country, men like Stanley Hall, Dewey, Thorndike, Cumberley and others, together with the enormous output of educational literature have made their impression on other nations. It is the purpose of this paper to point out a few instances of the influence of American education abroad.

In Europe one of the chief influences has been that of John Dewey in stressing the social implications of education. This is seen particularly in the education of very young children, the kindergarten stage giving us there, as in this country, the best education in the school system. It is significant to notice how the social outlook of Dewey is gaining ground, particularly in Britain and Germany, in spite of the tradition of the old infant school and the sense-emphasizing system of Madame Montessori.

Perhaps the greatest American influence, however, is seen in the free public high school already achieved in France and rapidly winning its way in Britain and Germany. Luckily for them, how-

Charles T. Loram, Sterling Professor of Education, Yale University, Tells of Spread of American Ideas All Over the World

ever, the Europeans still limit admission to the high school to those pupils who have demonstrated by examination and intelligence testing that they are competent to profit from secondary education, while making provisions in other schools for less gifted adolescents.

Influence in Orient

In the Orient the influence of American education has been so profound that the League of Nations Commission of Education in China felt constrained openly to

PROFESSOR LORAM was born in South Africa and educated at the University of the Cape of Good Hope (B. A., Hons.), Cambridge University, England (M. A., LL.B.), and Columbia University, New York (Ph.D.). He has studied educational principles and practices in England, France, Belgium, Germany, Austria, Italy, and the United States. He has been successively teacher, inspector of schools, chief inspector of native education and State superintendent of education, and is now Sterling professor of education and chairman and director of graduate studies in the department of race relations at Yale University. As a member of important educational commissions he has visited all parts of Africa except northern Africa. He has studied extensively the educational situation in the Southern States of the United States, and in Hawaii and the Balkans.

—Editor

advise the Chinese to look to Europe rather than to the United States for educational leadership. American influence in Chinese education has been exercised partly by a few outstanding educational missionaries, but also by the stream of Chinese nationals who have received their pedagogical training in this country; all capped off by the visits to China of such leaders as Dewey and Kilpatrick.

In their convertlike enthusiasm, the Chinese have accepted both the good and the bad elements of our systems. Along with our democratic educational ideals, our social outlook, our child-centered kindergartens and elementary schools, our articulation of schools, and our businesslike administration, they have accepted our mania for degrees, our bookkeeping system of "credits", our subject-dominated high schools and colleges and our lack of thoroughness.

This wholesale acceptance of American education is now being questioned by thoughtful Chinese educators who wish that circumstances had enabled them to do what Japan has done so successfully, namely to be eclectic in the use of American example and to make use of those elements in our education which could be made to conform to their political, religious, and cultural traditions and ideals. It will be a thousand pities if the activities of Western or Westernized nations compel these thoughtful Chinese leaders to abandon their desire for a rational acculturation, and in their national extremity to grasp wildly for those political, military, and industrial elements of Western civilization which may give China power to preserve her natural integrity. Should this happen, and it seems as if it must, the world will be the loser.

In the British dominions the English tradition has been considerably modified by American example as was but to be

expected in new countries, which, like the United States itself, were struggling to overcome their environment and where the inhabitants had little respect for the "class" traditions which still, though to a decreasing extent, dominate the mother country. Canada, of course, shows marked traces of the influence of the United States, although the Canadians have followed the British rather than the American attitude toward State support of parochial schools. The Union of South Africa also shows traces of American influence largely because of the considerable number of professional educators who preferred to receive their higher pedagogical training in this country rather than in Britain. In that country the mixture of British (largely Scotch) thoroughness and American adaptability bids fair to produce a very satisfactory system of public education. Australia and New Zealand have been less affected by American influence, though in the former country some distinguished educators who have studied in this country have succeeded in vitalizing some of the State systems by means of American theories and practices.

Bring great credit

One of the most significant instances of American influence, and one which will undoubtedly bring great credit to this country, is that of certain schools for underprivileged people in the United States on the education of so-called "backward" peoples in other lands. Unfortunately too few American educators know of the really excellent education provided for Negro Americans at places like Howard, Fisk, and the University of Atlanta at the university level; colleges like Talladega, Spelman, and others at the college level; the better known agricultural, industrial, and normal institutes like Hampton and Tuskegee; many of the important "county training schools", which are really modernized high schools; and the remarkable "community centered schools" like Penn, Calhoun, and others.

There are many reasons for the excellence of these Negro Schools. In the first place, the motives which impelled white men to separate themselves from their social class by taking up educational work among Negroes and Indians were of the highest Christian and humanitarian nature. Then, there is something in working for and with underprivileged people, people to whom the school is almost the only social betterment factor in the community, which brings out the best

in those who undertake this work. The absence of educational tradition, the clearly obvious educational needs of the community and its children, the trustfulness, perhaps even the docility, of parents, and the hearty and active cooperation of pastors and other leaders enabled the incoming educators to adopt an experimental, unorthodox, community betterment attitude toward education that has given these schools a reality often lacking in the education given to more privileged groups. The investment made by the Christian churches, by philanthropic foundations, and by devoted individuals has yielded rich returns, not only in this country but in those overseas countries which have profited from American example. Interestingly enough a scheme for the training of visiting teachers in Africa based on a well-known American practice may come back to this country for use in its improved form. This is a fine example of the reciprocal acculturation process which will help to build a world society.

American educational ideals and practices have been transmitted to backward peoples largely by missionaries. How gigantic this missionary enterprise has become is seen from the fact that in 1925 there were in the schools and colleges conducted by the American and European Protestant missions abroad 2,440,148 students. Even where the American missionary has been compelled to adapt himself to the national program of education, he has not failed to inject into school practices the educational experience he himself received in this country.

Important commission

A second means of spreading American educational theories and practices has been through the important educational commissions which have been sent out or participated in by educators from this country, such as the Commission on Village Education in India, the Burton Commission, the Lindsay Commission, and the recent Laymen's Foreign Mission Enquiry Commission. Because of the extent and significance of their results, the Phelps Stokes Commissions to Africa of 1921 and 1926 deserve special mention. The chairman of the Commission, Dr. Thomas Jesse Jones, was the greatest authority on Negro education in the country. Armed with this knowledge and helped by skill and tact in presentation, he succeeded in getting the ear of the African colonial governments and in persuading them to modify their educa-

tional policies by emphasizing health, agriculture, industry, recreation, and preparation for family life in their school programs. A recent visit to Africa by the present writer shows that less than 15 years later the common-sense attitude of adapting education to meet the vital, present-day needs of the people is wholly accepted in the British territories in Africa, and in part at least in the other European possessions. It is given to few men to modify so considerably the education of a continent in a decade.

Returned nationals, who had been trained in this country and who themselves had been apostles of American education, have received support for their views from the visits of these commissions.

The features of Negro education which have been successfully transplanted to India, China, Mexico, parts of Latin America, the Near East, and almost all parts of the African continent can be grouped around the general idea of the school as a community-center project dealing with the present-day needs of the children and the adult members of the group.

First, there has been a more or less thorough-going revision of the curriculum so that it is the present-day daily life of the people that becomes the center of the school work. Then, the gulf between the school and home has been bridged, so that part of the children's education, especially in agriculture and domestic arts, is carried on at the homes of the pupils and not in the school buildings. Third, the importance of educating the community along with the children is being appreciated more and more, so that the school building itself is now becoming the community center for health, instruction, library facilities, and recreation. In some parts a vigorous literacy campaign is being carried on with the school as headquarters. Indeed, in some parts of this country, and in many parts abroad, it is difficult to say where school ends and community begins.

Although it seems certain that American influence in education by means of personnel and finance has probably reached its zenith, enough has been done among many backward peoples to enable the nationals to carry on the work. This is, of course, the best way to undertake the task, and if American institutions can continue their remarkable hospitality to visitors from other lands, the candle which has already been lighted will continue to throw its beams through the dark and ignorant parts of the world.

Problems in Pupil Progression

EDUICATION has in general been approached through two main channels—the child and the curriculum or school environment. In considering these two factors a third one of equal or greater importance is often neglected—that of the adjustment and progression of the individual child through the experiences a school has to offer.

At different times one or the other of the first-named factors in education has been emphasized. To begin with the emphasis seems to have been on the curriculum. In early European education the child received individual attention only when being chosen for education, and this was simply on the basis of the prestige or economic status of the family to which he belonged. Pestalozzi and Herbart were among the first to pay respect to the mental and physical make-up of the child, although even with them there was probably but a dim feeling of the importance of individual differences. During the last few decades the study of individual differences has arisen and flourished.

More recently educators have come to realize that it is not merely a question of the discovery of mental and physical traits in the individual child on the one hand, and the absorption of a particular curriculum on the other, but rather the interaction of the child and the curriculum which may be the important consideration. That is, it is being realized that the most carefully planned curriculum and the most comprehensive accumulation of facts regarding a child fail to be effective unless such facts and environment are used in order to place the child in that school experience to which he is particularly adapted and to successfully guide his progress. And so today, with curriculum specialists analyzing society and occupations in order to discover essential curricular material and child psychologists delving into the interests and habits of children, there is a growing recognition of the importance of the application of their findings in order that pupils may be placed according to their interests, abilities, and probable length of school life, into the environment for which they are best fitted.

Adjustment of Pupils to the Life of the School Emphasized by David Segel, Senior Specialist in Tests and Measurements, Office of Education

It seems to the writer that the adjustment of pupils to the life of the school is perhaps the most important thing that the school organization has to deal with. This adjustment of pupils has in the past been carried on inadequately compared to what is possible with our present knowledge of child psychology on the one hand, and the variety of curricular experience which can be provided, on the other.

Three aspects

This problem in education seems so important that we should like to analyze education and research in education into three aspects or phases, each of which requires major consideration by educators, in place of the two mentioned at the beginning of this article. These three are: (a) the child as an organism—his interests, abilities, and possibilities; (b) the curriculum or school environment; and (c) the progression of pupils through school. This added factor is something which all types of educational workers in a school should be concerned with. The school organization and the administration of the school are important, because these elements determine in large part the flexibility of progression and provide those services which will aid in determining the change of pupils from one experience to another. The teachers are of importance, since they act not only as a check upon the satisfaction of the temporary placement of a pupil in a class, but furnish additional data on pupils regarding the need for succeeding experiences into which the pupil should be inducted.

In attempting the proper placement and progression of pupils many questions arise, such as:

(1) The problem of individualization, unit assignments, and individual contracts.

(2) The problem of classifying pupils into ability groups.

(3) The problem of skipping versus segregation for children of high ability and the problem of differentiating between enrichment and acceleration in terms of the curriculum.

(4) The problem of promotion. Should promotion be based on age or on achievement or other factors?

(5) The special problem of what to do with the average child at the seventh- and eighth-grade level.

(6) Who should be responsible for progression in the school system? Should it be a matter of administrative control, or should teachers have something to say?

(7) What should be the relationship between counselors and teachers in regard to changes in pupil programs?

(8) Which elements in the curriculum should be considered as factors in the progression of pupils?

(9) What system of marks should be used which will most accurately show progress in important factors, or should marks be eliminated?

(10) Which cumulative records aid best in this problem?

(11) How does this problem differ in the rural schools from that in city schools?

(12) What reports are now made on pupil progression? How can these be made uniform, and how do these published reports influence the practice?

(13) To what extent shall the socialization of a pupil be considered in pupil progression?

(14) May grade lines be abolished?

The real test

The Office of Education recognizes these important problems. It sees in them a zone of activity in school practice and theory in which all knowledge about the spontaneous behavior of children and the environment can be brought

[Concluded on page 222]

The Vocational Summary



A fortunate situation

DEMAND for graduates of vocational training courses is increasing, according to reports from various States. The latest news from Massachusetts, for instance, is that "young men and women who have had the benefit of vocational training are in a happy position at the present time." This report comes from Walter B. Dennen, president of the Massachusetts Vocational Association, who states further: "Since 1935 employment has been obtained for 250 graduates of the Worcester Boys' Trade School, 85 percent of whom were placed in the trade for which they were trained. One hundred and seventy-five of these students graduated with the class of 1935, the remainder having completed training during the depression years. All through the period of business activity it was possible to place the majority of those who had satisfactorily completed courses in skilled trades." In addition President Dennen reports that "800 men are receiving training in evening school sessions in Worcester" and that "not one graduate of our metal trades need be out of employment today." What has been said of Worcester, Mr. Dennen declares, "is equally true of the entire vocational-education program throughout the State of Massachusetts. The present need is for an expansion of vocational activities as a means of helping people obtain employment. Our position is fortunate in that the demand for trained men in many fields exceeds the supply."

Minnesota diversifies

The variety of vocational training in the trade and industrial field carried on in Minnesota during the year is indicated in brief notes set down in the annual report from that State. Employees in the tailoring business in Minneapolis were in need of training in extension classes. A group of 14 men in this trade were reached in part-time classes. An advanced class in welding reached 31 men who needed such training. Through the cooperation of the city board of education and the garment industry, girls in this occupation were trained to an

employment level. New evening vocational classes were organized at Ely—one in stair construction for carpenters and one in welding and forging for new mechanics. Blue-print reading classes were operated at Sleepy Eye and Hastings. Part-time store and office training at East Grand Forks is progressing satisfactorily, the Minnesota report shows. A new idea was introduced into the instructional program of these commercial



A future tailor in the Peckham Vocational High School, Buffalo, hand-finishing a garment.

courses. Each week a representative local business man talked to the 24 students enrolled in the course on the scope and opportunities of the business or trade in which he was engaged. This plan not only resulted in vitalizing the instruction but also brought about a closer correlation between class work and actual work on the job.

A bargain

An adaptation of the "floating university" plan will be carried out during the summer by the farm crops and animal husbandry divisions of Iowa State College for the benefit of college agricultural students and teachers of vocational agriculture. The plan calls for a trip of

approximately 4,500 miles through 11 States. Those who enroll for the "course" will have opportunity to observe erosion-control projects in Missouri, large-scale wheat farming in Kansas, cotton farming in Texas and Mississippi, sugarcane and rice growing in Louisiana, tobacco culture in Tennessee, and sorghum growing in Kansas, Oklahoma, and Texas. Livestock problems will be studied on farms in Missouri, the tall-grass regions of Kansas, ranches of west Texas, and the blue-grass region of Kentucky. A stop will be made at the Texas Centennial Exposition, Fort Worth, and a trip will be made up the Tennessee River Valley. The cost of the entire course, exclusive of registration fee, will not exceed \$95 for each student, including all expenses for food, shelter, and transportation. The 8-hour credit which will be allowed for completion of the course may be applied on graduate credit.

Practical relief

Along with their practical training in homemaking pursuits, vocational home economics students all over the country have, during the depression period, been experiencing the satisfaction which comes in rendering service to needy families. Here is one illustration: A mother and six children ranging in age from 1 to 12, were on the relief rolls in a given community. A vocational home economics class in the local high school undertook to help this family. Menus were planned, and through the cooperation of Red Cross officials and county commissioners, arrangements were made for the class to do all the family buying for 1 month. The mother had never cooked by directions, so specific directions for preparing the meals were given by the teacher. This project was taken over on April 1. The teacher made visits to the family two or three times a week, and with the help of the class bought the family food supplies and planned the menu for 2 months. In the meantime the family was moved into a clean, well-built house, and the mother and children were given help in planning a garden. Gradually the mother was able to take over all the responsibility. In July, when the teacher of the homemaking class left town, the family was

managing its food buying and menu planning without the help of teacher or class members. Local merchants reported that the mother was distributing purchases over the month much more efficiently than before. She continued to use the work sheets provided by the class. Of further interest, also, is the fact that she acted as an adviser and consultant to other women on relief and has been helping them with recipes and menus. Eventually she became a leader among those on relief, and her attitude changed from one of discouragement to one of hopefulness.

Retail selling course

To meet the increasing need for training in store service and selling occupations, an effective plan for a cooperative part-time class in retail selling has been worked out by the board of education of Des Moines, Iowa, and the local retail merchants bureau. Instruction in retail selling, which will cover a period of 2 years, will be open to twelfth-grade pupils. To teach the course an instructor, especially trained and experienced in store and teaching work, is to be employed. Those who enroll will devote their mornings to instruction in the schoolroom and their afternoons to work in the stores, which will be varied and on an apprenticeship basis. Beginning compensation will average about \$3 a week. An effort will be made to insure experience in both the office and distributive phases of store operation. One semester of general salesmanship training is to be a prerequisite for those who enroll in the course. A maximum of 30 pupils, to be selected on a merit basis, will be admitted to the course. Seven or eight leading merchandising establishments have agreed to cooperate in the plan. Part of the salary of the teacher will be paid from State and Federal funds. The Iowa State Board for Vocational Education is cooperating in this project.

Local responsibility

Disabled persons are citizens of local communities and are in large measure a responsibility of these communities. It is right, therefore, that the local community should participate in the vocational rehabilitation of such persons.

Examples of the effectiveness of local cooperation in rehabilitating disabled persons are to be found in a number of States. Three counties in the State of Florida—Duval in which Jacksonville is located, Hillsborough in which Tampa is located, and Dade in which Miami is located—are now cooperating with the Florida State Department of Education through its rehabilitation division, in the vocational rehabilitation of their disabled citizens.

Each of these counties—the county is the educational unit in Florida—through its board of education allotted funds for rehabilitation purposes and named a local rehabilitation agent. Funds made available by the county are matched by funds from the State.

The county rehabilitation agents work under the direction of Mr. Claud M. Andrews, State supervisor of rehabilitation, and conduct their programs in accordance with principles and policies promulgated by the State rehabilitation service.

It is planned to enlarge the territory of each of the three local agents by adding adjoining counties to his territory. Counties thus added will participate financially in the program. This grouping of counties will enable the local supervisor to serve the handicapped in a total population of 250,000 or more, and in a much more effective way than was possible when each community endeavored to carry on a separate program.

Modifications of the plan here described are now in operation at Gary, Ind., and at St. Paul and Minneapolis, Minn. This plan lends itself to any community with a population of 200,000 or more.

Dimmitt appointed

Roy Dimmitt, who until recently was teacher-trainer in industrial education at Purdue University, Lafayette, Ind., has been appointed special agent for trade and industrial education for the vocational education division, Federal Office of Education. Born in Shelbyville, Mo., Mr. Dimmitt received his early educational training in the elementary and high schools of that city. He holds a bachelor of science degree from the Uni-



Roy Dimmitt.

versity of Missouri and a master of arts degree from the University of Indiana.

Mr. Dimmitt has had broad experience in the fields of general and vocational education. Among the positions he has filled since his graduation from college are the following: Director in industrial education at Birmingham, Ala.; State high school inspector for Alabama; agent trade and industrial education for southern region, Federal Board for Vocational Education, now a division of the Office of Education; State director of vocational education and State supervisor of industrial education for Maryland; director of student activities and executive secretary, Alabama Polytechnic Institute, Auburn, Ala. He began service with Purdue University in 1927. As regional agent for the Southern States, Mr. Dimmitt was a member of the original staff of the Federal Board for Vocational Education, when it was organized under the provisions of the Smith-Hughes Act.

Mr. Dimmitt takes the place made vacant by the appointment of C. F. Klinefelter as educational consultant of the Vocational Education Division of the Office of Education.

Patience and caution

Vocational agriculture students learn among other things how to make practical experiments in raising farm crops. For illustration, there is the experimental work in fertilizing tomatoes, conducted by Jack Fletcher in the Redland district, Florida. At the suggestion of his agricultural teacher he made an experiment to determine whether salt applied to his tomato plants as a fertilizer would act as a deterrent to aphids. No aphids attacked the crop in the first year of the experiment, so that no conclusions could be drawn concerning the deterrent effect of the salt. Observation showed, however, that the tomatoes from the salted rows were more firm and heavier than from unsalted rows. Impressed with the results of the first year's test, Fletcher is making a second test this year. Incidentally, he is checking his results with tests being made by other vocational agriculture students, farmers, laboratories, and commercial fertilizer concerns, with a view to getting a cross check from the composite experiments. He isn't jumping at conclusions, either, until his and other tests have demonstrated conclusively the effectiveness of salt as a fertilizer or as an insect deterrent. His statement with regard to the results of his experiments indicates that he is developing the curiosity as well as the patience and caution of the true researcher.

CHARLES M. ARTHUR

SCHOOL LIFE

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APRIL 1936

SPEAKING OF OATHS

To have or not to have teachers' oaths? Considerable discussion revolved around this matter at the recent Department of Superintendence meeting in St. Louis. Somebody dug up a doctors' oath with a B. C. date—the Hippocratic oath. William McAndrew, former Chicago superintendent, therewith produced his suggested teachers' oath with an A. D. date—the McAndrean oath (he did not name it, we did that).

Hippocratic Oath.—The New International Encyclopedia says that the Hippocratic oath was "an oath taken by young men in the early days on entering upon the practice of medicine. In ancient times the oath was ascribed to Hippocrates and is probably authentic.

"It runs as follows:

"I swear by Apollo, the physician, by Æsculapius, by Hygieia, Panacea, and all the gods and goddesses, that according to my ability and judgment I will keep this oath and stipulation: To reckon him who teaches me this art equally dear with my parents; to share my substance with him and to relieve his necessities if required; to look upon his offspring upon the same

footing as my own brothers; and to teach them this art if they shall wish to learn it, without fee or stipulation; and that by precept, lecture, and by every other mode of instruction I will impart a knowledge of this art to my own sons, to those of my teachers, and to disciples bound by a stipulation and oath, according to the law of medicine, but to no others. I will follow that system of regimen which, according to my best judgment, I consider best for my patients and abstain from whatever is injurious. I will give no deadly medicine to any one if asked nor suggest any such counsel. Furthermore, I will not give to a woman an instrument to procure abortion. With purity and holiness will I pass my life and practice my art. I will not cut a person who is suffering with stone, but will leave this to be done by those who are practitioners of such work. Into whatever houses I enter I will go for the advantage of the sick and will abstain from every voluntary act of mischief and corruption, and, further, from the seduction of females or males, bond or free. Whatever in connection with my professional practice, or not in connection with it, I may see or hear, I will not divulge, holding that all such things should be kept secret. While I continue to keep this oath inviolate, may it be granted to me to enjoy life and the practice of my art, respected always by all men; but should I break through and violate this oath, may the reverse be my lot."

Some medical colleges of today impose a simpler obligation in the form of an admonition and an affirmation, to which the graduating class assents.

McAndrean Oath.—The teachers' oath suggested by Dr. McAndrew is:

"I swear to defend the equal rights of citizens to life, liberty, and the pursuit of happiness.

"I swear in accordance with American right and duty to favor a change in government when government fails to secure these rights.

"I swear that I will aid teachers to secure for the people of this Nation a more perfect union, justice, domestic tranquillity, general welfare, and the blessings of liberty.

"I swear in accordance with the promise of our Constitution that I shall resist all efforts to abridge the privileges or immunities of citizens of the United States, including teachers.

"In furtherance of this, my solemn oath, I pledge my life, my fortune, and my sacred honor."

Legion Position.—The position of the American Legion in regard to "teachers' oaths and instructions about communism in schools and colleges", is defined by

National Commander Ray Murphy in a current issue of the National Legionnaire. His statement is:

"The American Legion has never as an organization opposed academic freedom. It does not oppose dissemination of knowledge relative to communism, fascism, or any ism, but it believes that the study of such isms in secondary schools and colleges should be approached with care, and with certainty that information relative thereto is not the product of any school of anti-American propaganda. The American system of government can well afford to stand comparison with others, and Americanism will stand any test in competition with the various other isms, such as communism and fascism. If the study of such isms is from an American angle, well and good. If not, why not invite the agents of such isms to chairs in our colleges instead of taking their doctrines second hand?

"I am for academic freedom, which is more secure in America than elsewhere, generally speaking. I am not for the study of such isms under the guise of academic freedom, if in fact the direction of such study is in the hands of special advocates. Let loyal Americans give unbiased information, and American institutions will not be undermined.

"I have doubted the value of a teacher's oath as a means of combating subversive influences. Probably the agents of such influences could take such an oath with mental reservations without batting an eye or without a qualm of conscience. Nevertheless, I fail to see where an oath to support the constitution of State and Nation is an abridgment of academic freedom. Public officers, from notaries public to the President of the United States, take such an oath. Men who enlist in their Nation's defense do likewise. What harm can there be in teachers taking such an oath in America, where academic freedom is supreme and guaranteed by the charters which, under such an oath, they would swear to support? It is my opinion that an oath of that type is an oath to support academic freedom, and all of the freedom which is prevalent in America under American institutions.

"What is academic freedom and what is anti-American propaganda is another thing. The freedom of America is derived from American institutions. It does not exist in like degree elsewhere. 'Freedom' that does not recognize the fact may well be tainted with suspicion. I am happy in the belief, however, that American secondary schools and colleges as a class are loyal, and the very cradle of true American citizenship."

State Funds and Higher Education

HAS a tendency developed among the States for the governor to assume greater influence over the State universities and colleges through the control of the amount of State funds to be given them for their support?

In recent years, and especially during the past decade, practically every State has established an executive budget system which confers the right on the governor or an agency under his immediate direction to recommend to the legislature the biennial¹ appropriations to be made to each of the institutions. A still greater instrument in the hands of the governor, however, is the power provided for in many States to veto items or parts of items in the appropriation bill after it has passed both houses of the legislature.

In all States, with the exception of Indiana, Iowa, Maine, Nevada, New Hampshire, North Carolina, Rhode Island, Tennessee, and Vermont, the governor possesses this power. Since the governor is enabled to select for veto any items or parts of an item he so desires from the appropriations for the State institutions and since his veto can be overcome only by a two-thirds vote of both houses of the legislature, it is possible for him to exercise a potent influence over the educational policies and academic program of the universities or colleges.

In a number of States the governor from time to time has vetoed items or parts of items of appropriations for other offices, bureaus, or departments of the State government. The present information is limited to cases applying exclusively to State institutions of higher education.

The most outstanding example occurred at the 1935 session of the Ohio Legislature. After the legislature had enacted the appropriation bill for the biennium of 1936-37, the Governor vetoed a large number of items included in the appropriations made for the State's six universities. In the following tabulation are shown the institutions by name,

¹ The legislatures of five States meet every year and make annual appropriations. One State legislature meets quadrennially.

John H. McNeely, Research Assistant, Division of Higher Education, Points Out Trend Toward Greater Influence of Governors Upon Colleges and Universities

the number of items or parts of items vetoed, and the amount of the appropriations eliminated for each:

Institution	Number of items vetoed by governor	Amount of appropriations eliminated
Ohio State University.....	69	\$1,326,200
Bowling Green State University.....	23	86,400
Kent State University.....	27	97,200
Miami University.....	32	194,500
Ohio University.....	27	193,300
Wilberforce University.....	40	125,850
Agricultural Experiment Station.....	20	216,000
Total.....	238	2,239,450

The amount of the individual items vetoed by the Governor of Ohio ranged from as low as \$100 to as high as \$200,000. Items of various types were included among those vetoed, but the ones particularly tending to affect the educational program of the institutions were items for personal service, educational supplies and equipment, library books, periodicals and magazines, and the like. Reasons advanced by the Governor for his action were that there had been a general increase of appropriations throughout the entire bill over the previous biennium. Due to legal complications a new appropriation bill is at this time before a special session of the Ohio Legislature.

Institutions	Number of items vetoed by governor	Amount of appropriations eliminated
University of Missouri.....	20	\$208,610
Missouri School of Mines.....	1	2,250
Northeast Missouri Teachers College.....	5	39,500
Central Missouri Teachers College.....	7	48,000
Southeast Missouri Teachers College.....	7	80,000
Southwest Missouri Teachers College.....	6	111,000
Northwest Missouri Teachers College.....	5	45,000
Total.....	51	529,360

Another example is found in the State of Missouri. Although not on such a large scale, the Governor of this State vetoed items in the appropriations for the support of seven institutions made at the legislative session of 1935 as shown by the preceding tabulation.

Individual items or parts of items vetoed by the Missouri Governor varied in amount from \$250 to \$55,000. A considerable proportion of the items dealt with the educational work of the institutions, such as salaries for staff members, summer session, agricultural and home economics extension service and agricultural experiment station investigations. General lack of funds was attributed by the Governor as his principal reasons for eliminating or reducing the items. In the case of one item for the agricultural experiment station investigation, the Governor stated that it duplicated work already being done by the United States Department of Agriculture.

New Mexico is another State where the Governor exercised this veto power. Below are shown the results of the Governor's action in the case of the 1936-37 appropriation bill passed by the legislature in 1935.

Institutions	Number of items vetoed by governor	Amount of appropriations eliminated
University of New Mexico.....	2	\$12,000
New Mexico College of Agriculture and Mechanic Arts.....	2	15,000
New Mexico School of Mines.....	2	5,000
Eastern New Mexico Normal School.....	10	11,000
Spanish-American Normal School.....	6	8,000
New Mexico Military Institute.....	10	10,000
Total.....	32	61,000

The main items vetoed by the Governor of New Mexico were for salaries and operating expenses of the institutions. No reason was given for the veto of the

[Concluded on page 228]

PUBLIC FORUMS MAKE NEWS



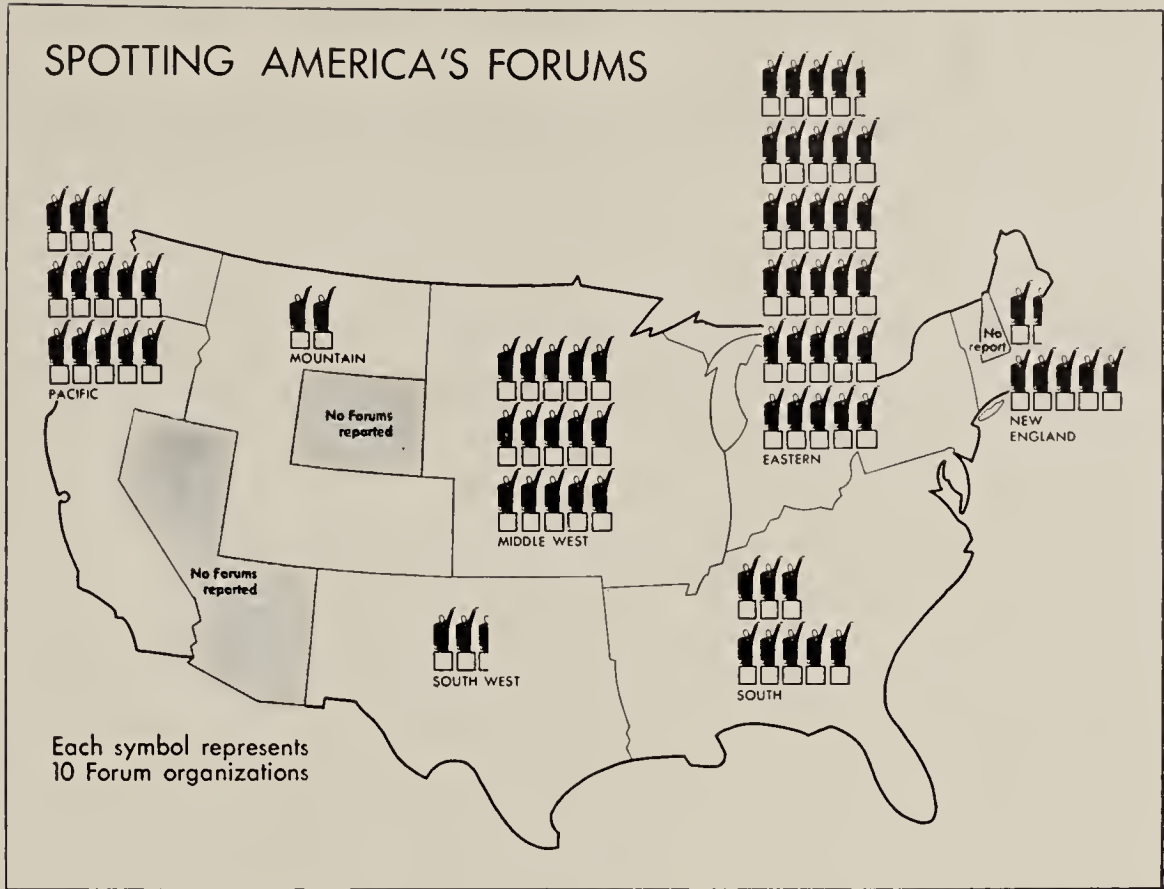
A RANDOM SELECTION OF HUNDREDS OF FORUM ANNOUNCEMENTS

From Coast to Coast

THE graph at the right shows the distribution of more than 700 public forums reported by regions:

Pacific coast	130
Rocky Mountains	20
Middle West	150
Southwest	25
South	82
East	294
New England	67

There may be forums in Nevada, Arizona, Wyoming, and New Hampshire but thus far they have not been reported. An Office of Education public forum demonstration center is located in Manchester, N. H.



THE FIVE MOST POPULAR DISCUSSION TOPICS LAST SEASON

SCHOOL YEAR ENDING JUNE 30, 1935



INTERNATIONAL SITUATION



ECONOMIC RECOVERY



FASCISM AND WAR



NEW DEAL LEGISLATION



LIBERTY AND DEMOCRACY



Each speaking figure represents 50 Forum discussions
 Each audience figure represents 5,000 people attending

PICTORIAL STATISTICS, INC

Thus Far

THE Office of Education has collected a list of more than 1,000 public forums, large and small.

Questionnaires have been sent to these forums to collect data on the nature of the organization, programs, types of audiences, and fiscal policy.

Some 200 questionnaires have been returned.

Newspaper clippings on forums are being received daily by this Office indicating an increased national interest in public discussion.

Talking Real Topics.

The graph at the left analyzes the general subjects which were discussed in the fall of 1934 and the spring of 1935 according to the 200 questionnaires received thus far.

Of 22 general subjects tabulated the 5 listed in the graph were discussed by the greatest number of groups and attracted the largest attendance.

Public Forums Are News.

We present just a few from the hundreds of clippings being received.

A New Profession.

Some universities are already preparing special training courses for the new profession—public discussion leadership. We hope to compile a complete list of special leadership training courses at the earliest possible date.

THUS FAR investigation has shown a growing organization of public affairs forums. When the study is completed the facts will be tabulated and published in an Office of Education bulletin.

No Blues at St. Louis Meeting

NOT THE "St. Louis Blues", of defeatism, but St. Louis voyageur spirit of courage and enterprise seemed to imbue the annual meeting of America's School Officers in William Harris' home town, February 22 to 27.

To the world, the school superintendents said: "We reaffirm our professional determination to keep education unfettered by politics, by timidity, by subject gag laws, or teacher oaths."

Not only did they say this over and over again but they demonstrated that no issues are too hot for education to handle in an educational way.

Demonstration no. 1

Number 1 demonstration was the public-forum session in which Republican, Democrat, and Socialist Party leaders, speaking on the same platform, made clear that even a three-cornered debate on national issues by political partisans can serve the educational purpose of yielding light on public questions. Norman Thomas spoke for the Socialist Party, the Republican National Committee sent former Governor Henry Allen of Kansas, while the Democratic National Committee sent Senator Alben W. Barkley of Kentucky.

Demonstration no. 2

Number 2 demonstration was a high-school senior social-science class complete with microphones, led by Roy W. Hatch, of the State Teachers College, Monclair, N. J., in a discussion of the Supreme Court's recent decision. The class even voted on the AAA case (about 50-50). It was proof that it is neither necessary nor desirable that the teaching of history halt, as one Connecticut school board president was reported to have suggested, in 1900.

Demonstration no. 3

Number 3 demonstration was the spirited defense of Payson Smith in the business meeting. With only three dissenting votes, the superintendents in a dramatic session took a strong stand against political interference in school affairs.

William Dow Boutwell, Chief of the Editorial Division, United States Office of Education, Gives Highlights on Department of Superintendence Meeting

Following is the text of the resolution which made educational history:

Therefore, be it resolved, That the department of superintendence here assembled in St. Louis, Mo., February 25, 1936, condemn, as contrary to the principles upon which the public schools of America were founded, any removal or appointment of a teacher, administrator, or any other employee of these schools, on the basis of or in any manner because of political or partisan considerations; and further, that this statement be construed as applying to educational positions nationally, in the various States, and in the local school systems; and further, that we condemn not only those without our profession who would desecrate the high purposes for which our schools were founded and are maintained, but even more do we denounce those within our own ranks, as being more culpable than any others and unworthy of membership in our profession, who aid and abet partisan political acts affecting the schools or who themselves resort to political manipulation to secure positions in the schools.

Perhaps Superintendent Stoddard designed the whole convention as an "activity program", for the education of his colleagues on the fourteenth yearbook, "The Social Studies Curriculum." One morning panel session was devoted to discussion of this important publication which a distinguished group of educators and Charles Beard, the historian, cooperatively produced.

New participants

Debates were another new feature. Monday and Wednesday afternoons the members were free to attend any of more than 30 debates of current issues in education. More than 200 of the debaters were department members who had not previously been active participants in the annual convention. This scheme, an elaboration of the 70 committees plan used at Cleveland 2 years ago, seemed to work out very well.

The searchlight of discussion was turned on such other subjects as: The future goals and organization of the Department of Superintendence; Federal aid and Federal relations to education; the place of the arts in education; rural education; Negro education; provisions

for unemployed out-of-school youth; junior colleges; and many other topics.

Exhibits were more extensive and elaborate than any time in the last 5 years. Much new equipment was on display. The live interest in radio and motion-picture equipment indicated that visual and oral aids will be added more rapidly as the economic emergency subsides. Exhibits of new diagnostic and remedial reading aids attracted much attention. University research in this field during the past 15 years has apparently resulted in the design of devices to assist teachers.

Superintendent John A. Sexson, of Pasadena, announced the formation of the educational policies commission and outlined the scope of its work.

Resolutions outstanding

Resolutions of this convention deserve to be posted on school bulletin boards. They constitute a professional platform. They advocate "a minimum educational program" including the 180-day term for all between 5 and 18; adult education with "liberal provision for forums"; adequate provision for research; more attention to rural-school problems; broader tax base, larger units, State and Federal aid; and freedom of education from politics.

On Sunday, some thousand persons attended the christening ceremonies of a new educational society which was born 3 or 4 years ago—the John Dewey Society for the study of schools in relation to society.

Particularly memorable is the department's declaration on the curriculum. It reads, in part:

1. Public education is a social device. As such, it is most efficient when it promotes the ends which have inspired the type of social existence in which the school is placed. In America the intention has been to guarantee life, liberty, and the pursuit of happiness

[Concluded on page 228]

Reference Work in the Library

THE reference room in a research library is an extremely interesting place at all times, for here one comes in contact with the vital questions of the day that are engaging the time and attention of the serious investigator. This is especially true in the Office of Education library at this time, when the many new activities that are being promoted touch so closely the field of education. Daily requests for information and the loan of books come from the newer Government agencies, organized to do a big job in a minimum amount of time and finding themselves without the necessary library facilities for their tasks. This was forcibly brought to our attention when the Public Works Administration was beginning to function and when each day's mail brought its quota of requests from colleges and universities for building funds. Many times in those days members of its staff consulted the file of college catalogs in the library of the Office of Education to help them determine the needs for such projects. Similarly, the F. E. R. A., the Youth Committees, the Federal Housing Commission, and other organizations, have drawn freely upon the Education library for information not found elsewhere in Washington.

That we are able to meet these demands at a critical period is due, in no small degree, to the foresight of the Commissioners of Education and to the encouragement extended by them to the library since its establishment.

When Henry Barnard, the first United States Commissioner of Education, retired from office, his small but select private library of books on education was purchased by the Government, to form the beginning of what was destined to become one of the finest pedagogical libraries in the world.

Previous to his retirement, the Office of Education library consisted chiefly of official reports of State and city school systems and such other publications as were needed for the routine work of the Office. Dr. Barnard, who has been called the "Nestor of American Education", knew the value of pedagogical books published during the formative years of the Republic, and it was due to his sense

Constant Contact With Vital Questions of the Day as Described by Edith A. Wright, of the Office of Education Library

of values that the library owns some of the treasures occupying its shelves today.

As a matter of curiosity, it would be interesting to learn the titles of the books belonging to the original Barnard collection, but, unfortunately, this is not possible, as his books have been incorporated in the regular collection and to segregate them at this date would be almost impossible. But from the choice bits that come to light from time to time, it is safe to assume that he builded well the foundation upon which the Education library was to rest. Pamphlets that most persons in the 1860's would have neglected and left unnoticed in a second-hand bookshop, were rescued by him for his private library, later to become the property of the Office of Education. Such, for instance, is the small pamphlet published in 1819, by J. W. Copeland, in Middlebury, containing an address of Emma Willard, proposing a plan for female education, on which Dr. Barnard had made the notation: "Henry Barnard. Bought in Washington, D. C. 1866."

Dr. Barnard appreciated the necessity of research in education, and he was, no doubt, convinced of the necessity of a good pedagogical library for the furtherance of such work by members of his staff. With his library as a nucleus and under the sympathetic direction of the successive Commissioners of Education, the collection has continued to grow in size and usefulness to meet the needs of research workers of today.

Furnish picture

Established primarily for the benefit of its employees, nevertheless it has ever been the aim of the Office of Education to make its library resources available to all. While the facilities for service to the public have never been adequate, shortcomings have been overlooked by those who would have access to a collection of books unsurpassed anywhere in the United States.

And what are some of the special collections which the Office of Education library makes available to research workers in the field of education? For those engaged in the study of the history of education in the United States, authentic source material is to be found in the old reports of the State departments of education. There are the bound volumes of educational magazines, which contain much source material on the development of education in the States. The proceedings of the State teachers associations form another special collection from which historical material may be obtained. These sources, in addition to the general histories of education in each State, furnish a rather complete picture over a period of years.

For those interested in some phase of higher education, such as curriculum trends, standards, the history of specific institutions, and the contributions of outstanding college presidents, there is no source more valuable than our file of college reports and catalogs, practically complete in many instances. The history of higher education for women may be traced through these same catalogs and through the reports and proceedings of such pioneer organizations as the American Woman's Educational Association, founded by Catherine Beecher in 1853. Likewise, the spread of culture westward during the second and third quarters of the last century may be traced through a study of the reports of such organizations as the Western Literary Institute and College of Professional Teachers.

These special collections, supplemented by complete files of the publications of the United States Office of Education, the National Education Association, the Association of American Universities, and other national organizations, furnish ample source material for historical studies in many phases of higher education.

[Concluded on page 222]

Educators' Bulletin Board



New Books and Pamphlets

Elementary Science

SCIENCE and the Young Child, prepared by the Science Committee, Association for Childhood Education, Mary Floyd Babcock, chairman. Washington, D. C., Association for Childhood Education, 1936.

40 p. 35 cents.

Discusses the importance of science in the curriculum and contains a suggestive list of science activities, a source list of science materials and supplies, and an up-to-date bibliography.

A Parade of Ancient Animals, by Harold O. Whitnall. New York, Thomas Y. Crowell Company, 1936.

136 p. illus. \$2.

The story of the huge reptiles, birds, and mammals that paraded the earth thousands of years ago; interesting and authentic, with graphic pictures. For children 6 to 10.

Units in the Social Sciences

Course of Study in Pioneer Life, by Norma Gillett and Mabel Snedaker. Iowa City, University of Iowa, 1935. 108 p. illus. (College of Education series no. 34.) 50 cents.

Detailed units in pioneer life, the result of study and experiment in the University of Iowa elementary schools; for grades three to five.

Community Life in the Harbor, developed in Grade I . . . by Clayton Burrow. [Sacramento, 1935.] 83 p. illus. (California Department of Education Bulletin, 1935, no. 16.)

A curriculum unit which presents informational material for the teacher and records of actual experiences of the children.

Kindergarten Teaching

Described Teaching Units for Kindergarten, prepared under the supervision of Hugh S. Bonar and Alice Brady. Manitowoc public schools. Manitowoc, Wis., Board of Education, 1935. 207 p.

Units include the home, community, nature interests, physical welfare, dramatization, reading readiness.

Curriculum Guides for Teachers of Five-Year-Old Children. Albany, The University of the State of New York Press, 1935. 96 p. illus.

A curriculum guide and a handbook for the teacher; contains illustrative material.

For High Schools

The High School Library, a handbook. Frankfort, Ky., Published by Department of Education, 1936.

37 p. (Kentucky Educational Bulletin, vol. 3, no. 11.)

Suggestions on the administration of the high-school library, information on the methods of book-buying, selection of magazines, etc.

Suggestions for Developing Units of Study in Motion Picture Appreciation. Harrisburg, Commonwealth of Pennsylvania, Department of Public Instruction, 1935.

19 p. (Bulletin 98.)

Training in the selection and evaluation of motion pictures.

Lettres de France. A series of letters for supplementary French reading, for first- and second-year classes, ed. by Professor de Savoye of the University of Alberta. Single subscription, 60 cents. (Apply to Miss K. F. Brain, Lettres de France, 1209 16th St., West, Calgary, Alberta, Canada.)

Issued in eight monthly installments, October to May. Suitable for use in class or French club.

School Administration

Schools People Want, by Harry S. Ganders (for the Fact Finding Committee of the New York State Teachers Association.) Albany, New York State Teachers Association, 1935.

47 p. (Educational Monograph, no. 4) 25 cents.

A study based on the tabulation of more than 2,000 questionnaires on the services parents wish schools to furnish their children.

SUSAN O. FUTTERER

Recent Theses

A LIST of the most recently received doctors' and masters' theses in education, which may be borrowed from the library of the Office of Education on interlibrary loan.

ARMSTRONG, N. B. Teacher accounting record forms for large cities. Doctor's 1932. George Peabody College for Teachers. 124 p.

BLICKENSERFER, JACOB. Survey of the schools in Hettinger County, N. Dak., with special reference to expenditures, receipts, and inequalities among the districts. Master's, 1935. University of North Dakota. 77 p. ms.

BUCKINGHAM, G. E. Diagnostic and remedial teaching in first-year algebra. Doctor's, 1933. Northwestern University. 136 p.

CAMPBELL, W. G. Comparative investigation of the behavior of students under an honor system and a proctor system in the same university. Doctor's, 1934. Stanford University. 95 p.

DAILY, C. F. Corporate wealth in Oklahoma as a basis of common school support. Doctor's, 1935. University of Oklahoma. 228 p. ms.

HAMRIN, S. A. Organization and administrative control in high schools. Doctor's, 1932. Northwestern University. 149 p.

HOLY, R. A. Relationship of city planning to school plant planning. Doctor's, 1934. Teachers College, Columbia University. 135 p.

JONES, GALEN. Extracurricular activities in relation to the curriculum. Doctor's, 1935. Teachers College, Columbia University. 99 p.

LAGERBERG, MATT. Financial survey of schools of McKenzie County, N. Dak. Master's, 1934. University of North Dakota. 160 p. ms.

LOTZ, P. H. Current week-day religious education based on a survey of the field conducted under the supervision of the department of religious education of Northwestern University. Doctor's, 1925. Northwestern University. 412 p.

LUBBERS, I. J. College organization and administration. Doctor's, 1921. Northwestern University. 155 p.

MARSHALL, R. C. A type of cooperative vocational education, Jacksonville, Fla. Master's, 1935. University of Syracuse.

MASTER, E. A. Some effects of wholesale acceleration on several phases of tenth grade work. Master's, 1935. Pennsylvania State College. 122 p. ms.

MILLER, G. C. An approach to curriculum revision based upon a diagnosis of a group of rural school pupils in relation to their knowledge concerning general information. Master's 1934. Pennsylvania State College. 213 p. ms.

PATRICK, J. G. Role of intimate groups in the personality development of selected college men. Doctor's, 1933. University of Southern California. 43 p.

QUAYLE, M. S. Study of some aspects of satisfaction in the vocation of stenography. Doctor's, 1934. Teachers College, Columbia University. 122 p.

ROSS, B. P. Study of the high-school library facilities of Jefferson County, Pennsylvania. Master's, 1935. Pennsylvania State College. 125 p. ms.

SMALLWOOD, M. L. Historical study of examinations and grading systems in early American universities. Doctor's, 1934. Yale University. 132 p.

SMITH, A. A. Current instructional problems of rural teachers. Doctor's, 1935. University of North Dakota. 224 p. ms.

ZAUGG, W. A. Permanent certification of teachers: Its relation to improvement of instruction. Doctor's, 1931. New York University. 180 p. ms.

RUTH A. GRAY

★ Visitor from Denmark

PETER MANNICHE, principal of the International People's College, Elsinore, Denmark, was a recent Office of Education visitor.

Project—Local School Units

ONE of the projects being administered by the United States Office of Education through funds provided by the Emergency Relief Appropriation Act of 1935 is a "Study of Local School Administrative Units" in 10 States. The project is considered particularly timely as more than one-half of the States in the Union have indicated their interest in this field. A number of States of their own initiative have been carrying on such studies on a limited basis during the past two or three years.

It is quite generally recognized that the organization of more satisfactory schools, attendance areas, and local administrative units involves a careful study of present school conditions, the analysis of which should be of real assistance in pointing the way to the centralization of schools and to the reorganization of existing school districts, involving possibly the abolition of some of the present schools and the replacement of some of the present buildings, the reorganization of needed new school buildings and the projection of adequate school programs. Accordingly, the study as authorized in this project may be expected to reveal not only the present school conditions as found in the existing local school units in the States involved, but significant findings with consequent recommendations for the organization of more satisfactory schools, attendance areas, and administrative units.

The following 10 States are participating in the project:

Arizona	North Carolina
Arkansas	Ohio
California	Oklahoma
Illinois	Pennsylvania
Kentucky	Tennessee

The project is under the direction of the senior specialist in State School Administration, Office of Education. With him are associated Dr. Edgar L. Morphet, on leave of absence as director of administration and finance in the State department of education of Alabama, as associate director of the project, and Dr. Howard A. Dawson, formerly attached to the Office of Education as a consultant in school administration and finance, and now director of rural service with the

H. F. Alves, Senior Specialist in State School Administration, and Director of This Project, Presents the Status of the Project

National Education Association, as a consultant for the project.

State directors

In each State the State project director, a member of the staff of the State department of education, is working in close cooperation with the State superintendent or commissioner of education and with the project staff of the United States Office of Education. The State project directors appointed in the States are:

Arizona—W. H. Harless, director of research.

Arkansas—Crawford Greene, director of information and research.

California—George C. Mann, director of emergency education activities and projects.

Illinois—E. L. Coberly, director of research and statistics.

Kentucky—John William Brooker, director, division of school buildings and grounds.

North Carolina—W. F. Credle, director of schoolhouse planning.

Ohio—D. H. Sutton, director of school finance.

Oklahoma—J. Andrew Holley, director of instruction and reorganization.

Pennsylvania—J. Y. Shambach, chief, child accounting and statistics.

Tennessee—R. D. Best, director of emergency education.

Each State project director has under his immediate supervision a central staff of associates and assistants authorized for the project. The State project directors, as well as all members of their respective administrative and supervisory staffs, upon nomination of the State superintendents or commissioners of education and upon approval by the United States Office of Education, were officially appointed to their respective positions by the Secretary of the Interior. The State project director, with the assistance of a central staff, directs the activities of workers selected from the relief rolls and

assigned to the collection and tabulation of required data, and to the preparation of maps and charts needed in the study.

A special committee designated by the United States Office of Education prepared circular no. 156, "Handbook of Procedures for Planning the Reorganization of Local School Units." Although this handbook was intended to be of help to State departments of education, to county and district superintendents of schools, and to faculty members of schools and departments of education, it will be followed very closely in the 10 States participating in the project. The Handbook outlines procedures under the headings: (1) Collecting, organizing, and analyzing data; (2) selecting and adopting standards for the reorganization of schools; (3) planning the reorganization of schools and school districts; (4) projecting a school building program for the reorganized schools; and (5) planning and estimating the cost of the proposed educational program, and provides a series of forms and tables to be used in assembling, analyzing, and interpreting data.

Advisory committee

As an aid in the development of this study, Dr. J. W. Studebaker, United States Commissioner of Education, appointed an advisory committee consisting of the State project directors of the 10 States and the following educational authorities:

Dr. Fred C. Ayer, professor of educational administration, University of Texas.

Dr. A. B. Meredith, New York University, New York City.

Dr. John Guy Fowlkes, professor of educational administration, University of Wisconsin, Madison, Wis.

Dr. J. Cayce Morrison, State department of education, Albany, N. Y.

Dr. A. F. Harman, president, Alabama College, Montevallo, Ala.

Dr. Arthur N. Holcombe, professor of government, Harvard University, Cambridge, Mass.

Dr. Theo. B. Manny, professor of agricultural economics, University of Maryland, College Park, Md.

Miss Sue Powers, superintendent, Shelby County schools, Memphis, Tenn.

Plans and procedures for inaugurating and prosecuting the study of local school units were discussed at a meeting in St. Louis, February 21, attended by members of the advisory committee, the superintendents and commissioners of education and other representatives of the States involved, and the project staff of the Office of Education.

Since it is important that certain primary or factual data be basically considered in the study of present educational conditions, the work within each State during the first 3 to 4 months will be centered on the collection and tabulation of such data referring to the school census; the number and distribution of pupils by grades; the size of schools and the length of term; the distribution of teaching, supervisory and administrative personnel; the trends in assessed valuations of taxable property for school purposes, in school tax levies, in school bonded indebtedness and in transportation; the status of present school plant facilities; and current costs.

Problems in Pupil Progression

[Concluded from page 211]

together to bear upon the problem of education. What the school teaches pupils of particular ages, abilities, and interests is the important consideration. If we go to a school curriculum in evaluating a school program it is like examining a doctor's tools to evaluate his efficiency as a surgeon. A good curriculum or good tools are more or less essential in good school work or good surgery, but they do not guarantee it. The way a school adapts the curriculum to individual pupils in the school is the real test of the efficiency of a school program.

It is highly desirable, therefore, to study the problems mentioned above. Their solution is the heart of the everyday practical problem of education. It is believed that the problem of pupil progression ranks first in importance in education for the school man on the job. The Office of Education is attempting, with the help of school people in the field, to define these problems of pupil progression and will study methods used by schools in meeting them.

Reference Work in the Library

[Concluded from page 219]

For those whose interests lie in the field of comparative education, the library is prepared to offer access to a large collection of official documents from foreign countries, bound volumes of foreign educational periodicals, catalogs of colleges and universities abroad, and histories of various foreign universities.

The library provides, in addition to the historical material, the current yearbooks and proceedings of the various national organizations dealing with education, the new books in the field of school administration, progressive education, educational psychology, child study, educational theory and practice, and a large number of current educational magazines.

Better equipped

The reading and reference room of the library is better equipped today to serve research workers than at any time in its history. Reading tables are provided and current educational magazines (over 600 in number) are on file. In addition to the magazines, the reading room contains a new bookshelf, where the latest books in the field of education may be examined. Reference books pertaining to education are also available for consultation in this room, such, for instance, as the Education Index, Readers' Guide to Periodical Literature, Cumulative Book Index, Who's Who in Education, Monroc's Cyclopedia of Education, and Educational Directories. Books of quotations and the other general reference books and encyclopedias found in most libraries are also available. A display case, with exhibits changed from time to time, holds some of the treasures of the library, early American textbooks, McGuffey's Readers, and the like.

The reading room served during 1935 a total of 6,282 visitors, comprising teachers in the city schools, university professors, students working for their master's and doctor's degrees, students from foreign countries, studying the system of education in the United States, and Government employees.

Although the Office of Education library is not a circulating library, in the generally accepted definition, certain classes of books, when they can be spared, are loaned outside of the Office to teachers and persons engaged in research. During the past 5 years a special effort has been made to collect and make available, through interlibrary loan, master's and doctor's theses in education. For this purpose and through the cooperation of the universities, there are now on hand over 2,000 theses. During 1935 nearly

400 of these were loaned to libraries in various parts of the United States, some going as far west as California.

Answering questions

One of the newer services of the reference section is the assembling of some 1,500 recent courses of study, dealing with all subjects of the curriculum, at all levels, from States and cities throughout the United States. Although these courses are not available for loan, they are used extensively in the reading room where they have proven a valuable source of information to research workers investigating curriculum trends.

Perhaps the chief duty of all reference departments is the answering of questions—requests for information of one kind or another, which come by telephone, letter, or personal interview, from all classes of persons, from Members of Congress and persons connected with the foreign embassies, even to children in the grades, wanting information for their special projects. "Will you please give me Milton's definition of education?" comes one query. "Can you tell me what Horace Mann said about class distinction?" "What became of such and such a society which was active in 1845?" "Where can I find a picture of the Tree of Knowledge exhibited at the World's Fair?" "What is the background of the expression 'Carrying the Message to Garcia?'" And so it goes. Whether it is a quotation to be found, a likely source of information on a special problem to be suggested, advice on units of work, or a real piece of research into the archives and other original sources, it is a part of the day's work.

Said a young foreigner recently, who came into the reading room, "I want to make up a list of the laws and regulations for the certification of high-school teachers in the United States. What would you suggest as the best way to go about it?" "Are you familiar with the recent study made by so and so on the subject?" queried the reference librarian. "No", was his reply, "But I should very much like to see it." And it so happened in this instance that the young foreigner's problem had already been solved for him. This is by no means an isolated case, but happens repeatedly. And it is this job of helping the research worker in education to orient himself and to become familiar with the sources of information already available that is one of the important services of the Reference Section of the Office of Education library.

Some Consolidation Statistics

IN SPITE of much retrenchment in public-school activities, the number of consolidated schools continues to increase. The increase was greater during the year 1933-34 than for any other years for which data are available except 1929-30 and 1931-32. Statistics are collected biennially for school years ending in even numbers. The conviction continues to grow that the State owes every child an opportunity to secure an education and if the child lives beyond walking distance from the school it should be transported at public expense.

The data for this study on transportation have been secured from State departments of education by letter, questionnaire, and reports. It is impossible to present all items completely, due to the fact that all data are not available in some States.

The accompanying table shows the States, the number of school buildings, the number of one-room schools, the total number of teaching positions, the percentage of teachers in one-room schools the present situation with regard to the number of consolidations, and the extent and cost of pupil transportation in the various States including the District of Columbia.

The total number of school buildings in 1933-34 was 242,929, of which 138,542 were one-room buildings. In 1917-18 these numbers were 276,827 and 195,397, respectively. This shows a decrease of 33,898 in all school buildings and 56,855 in one-room school buildings between the above two dates. The table also shows a close relation between the decrease in the number of all school buildings and in one-room buildings.

Fewer teaching positions

There were 836,562 teaching positions in 1933-34 which is fewer than in the two preceding biennial reports but more than in any year before 1929-30. Three important factors entering into this change are: Consolidation of small rural schools and transporting pupils to larger schools, fewer kindergarten teachers, and a retrenchment in salary expenditures by not filling all positions when they become

David T. Blose, Assistant Statistician, United States Office of Education, Presents Valuable Data on Transportation and Consolidation of Schools

vacant. Another factor that would help to account for fewer teachers is that in a few States records are kept of the number of teachers hired rather than the number of teaching positions. Omitting the District of Columbia, the percentage of teachers employed in one-room schools ranges from 0.9 in New Jersey and 1.5 in Massachusetts to 53.2 and 54.9 in South Dakota and North Dakota, respectively. A decrease of 5.5 in the percent is also shown for the United States as a whole since 1923-24.

The number of consolidated schools, using figures for previous years in some instances, reported by 43 States was 17,248. Sixteen States reported 400 new consolidated schools during the year 1933-34. The varying definitions of a consolidated school make it difficult to get accurate and comparable figures for this item. A consolidated school is usually considered to be a school formed by closing a number of smaller schools and bringing these together into a single larger school.

Three times as great

In 1933-34 there were 2,794,724 pupils transported in 77,042 vehicles provided at public expense. The number of pupils transported at public expense is over three times as great as it was during the year 1923-24. The number of vehicles provided to transport pupils does not include railroad trains, electric cars, boats, and busses, which only carry pupils incidental to their regular business.

The amount of public money spent for transportation in 1933-34 was \$53,907,774. This amount is less than in the two preceding bienniums but is still 19.2 percent more than the average for the six periods shown. The average amount spent per pupil transported is given in the table, where both the number of pupils and the amount of money were given for the same year. For the country as a whole

the average annual cost per pupil transported has gradually decreased from \$35.38 in 1923-24 to \$19.29 in 1933-34. The average annual pupil-cost varies greatly in the different States, due to climatic conditions, density of population, distance transported, length of term, and other factors.

ONE State shows the following enrollments in its one-room, one-teacher school districts:

Number of schools	Pupils enrolled per teacher	Number of schools	Pupils enrolled per teacher
2	1	1,501	16 to 20
23	2	630	21 to 25
75	3	320	26 to 30
160	4	119	31 to 35
202	5	55	36 to 40
1,821	6 to 10	23	41 or more
2,072	11 to 15		

In the above 7,003 one-teacher districts there are 100,362 pupils or an average of 14.3 pupils enrolled per teacher.

THE average daily attendance per teacher was 12.3 distributed as follows:

Number of schools	Pupils in average attendance per teacher	Number of schools	Pupils in average attendance per teacher
22	1	1,119	16 to 20
81	2	437	21 to 25
163	3	154	26 to 30
282	4	50	31 to 35
339	5	11	36 to 40
2,228	6 to 10	4	41 or more
2,113	11 to 15		

School Consolidation and Transportation 1933-34

State	Total number of school buildings in State	Number of 1-room schools	Total number teaching positions	Percent of teachers in 1-room schools	Number of consolidated schools		Number of pupils transported at public expense	Number of pupil transportation vehicles operated at public expense	Total amount of public funds spent for transportation	Average cost per pupil transported
					Total	Established in 1933-34				
1	2	3	4	5	6	7	8	9	10	11
Alabama	5,471	2,759	16,671	16.5	543		128,892	2,442	\$1,424,872	\$11.05
Arizona	705	150	2,834	5.3	176		14,028	1150	259,411	18.49
Arkansas	4,646	2,621	11,810	22.2	2353		49,532	1,169	502,609	10.15
California	¹ 8,720	³ 1,519	39,197	3.9	¹ 198		¹ 103,774	¹ 2,754	2,604,469	
Colorado	2,965	1,738	3,760	19.8	287		26,348	1,564	646,943	14.55
Connecticut	1,348	365	9,581	3.8			32,597	524	777,675	23.86
Delaware	251	134	1,583	8.5	57	1	9,840	¹ 211	300,130	30.50
District of Columbia	172	2	2,793	.1			250		16,935	67.74
Florida	2,084	640	10,742	6.0			67,468	1,382	977,746	14.49
Georgia	6,269	3,170	20,035	15.8	1,120	133	124,696	2,288	1,278,049	10.25
Idaho	1,353	702	4,335	16.2	² 41		¹ 5,000	¹ 455	336,227	
Illinois	15,517	9,990	45,136	22.1	110	2	⁴ 24,117		506,222	
Indiana	¹ 4,128	1,498	20,216	7.4	376	2	201,236	8,191	3,706,579	18.42
Iowa	11,820	9,215	23,963	38.5	388		59,364	¹ 2,522	1,514,527	25.51
Kansas	9,411	7,167	17,123	41.9	196		² 7,207	² 494	496,462	
Kentucky	7,943	5,537	16,605	33.3	303	6	31,142	778	446,495	14.34
Louisiana	2,987	1,228	12,499	10.0	385		116,820	2,380	1,546,918	13.24
Maine	2,345	1,642	6,119	26.8			21,870	² 600	584,017	26.70
Maryland	1,546	710	8,226	8.6	² 329		42,241	862	883,850	
Massachusetts	2,726	399	26,889	1.5			⁶ 61,772	² 1,100	1,819,830	
Michigan	8,585	5,957	31,469	18.9	243	1	² 18,545	² 770	807,554	
Minnesota	8,929	6,765	20,674	32.7	¹ 413		41,706	1,979	1,559,191	37.39
Mississippi	5,736	2,763	13,667	20.2	907		136,000	4,761	1,892,604	13.92
Missouri	⁷ 9,810	¹ 7,296	24,199	30.2	² 406		⁶ 24,166	⁶ 929	⁶ 609,730	⁶ 25.23
Montana	3,311	2,483	5,648	44.0	70	3	⁸ 27,494	¹ 540	540,283	19.34
Nebraska	7,554	6,068	13,829	43.9	71		4,470	181	239,226	53.52
Nevada	340	208	851	24.4	14	1	1,940		99,512	51.29
New Hampshire	892	476	2,870	16.6	27	3	9,816	914	425,635	43.36
New Jersey	2,051	225	25,915	.9	66		75,080	¹ 1,545	2,119,742	28.23
New Mexico	927	611	3,172	19.3	208		14,405	652	518,543	35.99
New York	11,416	7,251	78,512	9.2	498	7	89,546	5,560	3,811,343	42.56
North Carolina	4,803	1,502	22,472	6.7	³ 951		236,170	4,082	1,552,769	6.57
North Dakota	5,552	4,492	8,175	54.9	447	6	27,090	342	657,119	24.26
Ohio	6,690	3,121	40,422	7.7	1,222	67	231,405	5,847	4,597,362	19.87
Oklahoma	³ 5,868	2,500	18,543	13.5	¹ 474		85,000	1,800	1,132,903	13.33
Oregon	2,654	1,312	7,657	17.1	³ 130		¹ 9,037	³ 348	688,044	
Pennsylvania	11,921	6,105	57,148	10.7	797	17	91,668	² 3,066	3,023,841	32.99
Rhode Island	438	64	3,961	1.6	28		¹ 4,349	¹ 108	144,595	
South Carolina	3,782	1,661	12,953	12.8	¹ 328		50,100	1,460	810,379	16.18
South Dakota	5,128	4,539	8,524	53.2	¹ 104		6,359	509	227,413	35.76
Tennessee	6,008	2,987	18,720	16.0	903	11	43,855	1,240	916,094	20.89
Texas	11,844	2,934	41,739	7.0	¹ 1,540		153,884	3,204	1,754,916	11.40
Utah	721	65	4,005	1.6			25,715	414	494,756	19.24
Vermont	2,114	982	2,774	35.4	² 50		7,000		208,479	29.78
Virginia	5,134	2,675	16,411	16.3	889	124	93,822	1,707	1,171,129	12.48
Washington	2,423	874	10,291	8.5	410	16	71,940	1,961	1,331,633	18.51
West Virginia	6,093	3,928	13,503	29.1	1,089		57,444	711	855,371	14.89
Wisconsin	8,291	6,579	20,399	32.2	68		17,382	¹ 2,000	718,830	41.35
Wyoming	1,507	933	2,590	36.0	² 133		11,132	546	368,812	33.13
Total 1933-34	242,929	138,542	836,210	16.6	17,248	400	2,794,724	77,042	53,907,774	19.29
Total 1931-32	245,941	143,445	863,348	16.6	15,945	251	2,419,173	71,194	58,077,779	24.00
Total 1929-30	248,117	148,712	842,601	17.6	15,616	1,014	1,902,826	58,016	54,823,143	28.43
Total 1927-28	255,551	153,306	821,753	18.6	13,852	700	1,250,574	48,459	39,952,502	31.95
Total 1925-26	256,954	161,531	795,745	20.3	13,584	687	1,111,553		35,052,680	31.53
Total 1923-24	263,280	165,417	748,309	22.1	12,674	1,053	837,361		29,627,402	35.38

¹ Data for 1932. ² Data for 1930. ³ Data for 1928. ⁴ Estimated basis surrounding States. ⁵ Data for 1931. ⁶ Data for 1933. ⁷ Data for 1926. ⁸ Data for 1935.

New Government Aids For Teachers

★*Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering.*

Publications

Decisions of the United States Board on Geographical Names. 26 p. (U. S. Board on Geographical Names, Department of the Interior.) Free.

A guide to uniform usage in regard to geographic nomenclature and orthography throughout the executive departments of the Government and particularly upon the maps and charts issued by the various departments and bureaus. (Drafting; Spelling; Geography.)

Children Under Institutional Care and in Foster Homes, 1933. 125 p. (Bureau of the Census.) 15 cents.

Data on dependent and neglected children under the care of public and private institutions or agencies, not including juvenile delinquents. (Sociology; Civics; Special education.)

Juvenile Delinquents in Public Institutions, 1933. 62 p. (Bureau of the Census.) 10 cents.

The public institutions covered in this bulletin include State, county, and city institutions, and two Federal institutions—the National Training School for Boys and the National Training School for Girls in the District of Columbia. (Juvenile delinquency; Sociology; Civics.)

Federal Reclamation Projects. 96 p., illus. (Bureau of Reclamation.) Free.

Descriptions of the various irrigation projects of the Bureau of Reclamation, which are carried out in pursuance of the Reclamation Act passed by Congress June 17, 1902, in order that arid and semiarid lands suitable for irrigation farming in 16 Western States might provide homes for citizens and make beneficial use of two national assets—land and water. (Engineering; Civics; Geography; Economics; Sociology.)

Monthly Report of the Federal Emergency Relief Administration, September 1 through September 30, 1935. 66 p. (Federal Emergency Relief Administration.) Free.

Summary of the activities of the FERA and the Federal Surplus Relief Corporation in September. Includes a comprehensive digest of State and territorial

laws relating to aid to dependent children in their own homes; a special article on production-for-use projects by P. A. Kerr; a study of F. L. Carnichael on "The Trend of Employable Persons on Relief in 13 Cities by Industrial Groups" and other reviews, summaries, tables, charts, and analyses. (Civics; Sociology; Economics.)

The Effects of the Depression on Wage Earners' Families—a second survey of South Bend. 31 p. (Women's Bureau, Bulletin No. 108.) 5 cents.

A survey of the community was made by the Women's Bureau in 1930 and this second survey of the same households has been made to ascertain what changes the later phases of the depression had brought about in employment, earnings, and the social and economic status of the families. Miss Mary Anderson, Director of the Women's Bureau, in the Letter of Transmittal writes: "The findings are eloquent testimony of the need of legislation for social security." (Sociology; Public health; Civics.)

The National Park Service announces new editions of the following three illustrated publications, single copies of which may be had free upon application:

Acadia National Park—Maine. 20 p.
Mount McKinley National Park—Alaska. 32 p.
Hot Springs National Park—Arkansas. 27 p.

Summary of State Hour Laws for Women and Minimum-Wage Rates. 54 p., charts. (Women's Bureau Bulletin No. 137.) 10 cents.

Mandatory minimum-wage laws are in existence in 16 States—California, Colorado, Connecticut, Illinois, Massachusetts, Minnesota, New Hampshire, New Jersey, New York, North Dakota, Ohio, Oregon, South Dakota, Utah, Washington, and Wisconsin. In all States but one the minimum-wage laws are applicable to women and to minors of both sexes. (Sociology; Legislation.)

Advertising in the Union of South Africa. 48 p., charts. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 829.) 5 cents.

Reliable and unbiased information for American manufacturers who contemplate the use of foreign advertising as an adjunct to their sales efforts. One section is devoted to a discussion of advertising mediums—newspapers, periodicals, outdoor advertising, street-car advertising, motion-picture slides, radio, and direct mail. (Advertising; Commerce; Geography.)

An Economic and Statistical Analysis of Highway Construction Expenditures.

56 p., charts. (Bureau of Public Roads.) 15 cents. (Civics; Economics; Engineering.)

The Story of Oysters. 29 p., illus. (Bureau of Fisheries, Fishery Circular No. 21.) 5 cents.

Contents: Biology of the oyster, oyster culture, oyster enemies, the oyster industry, sanitary regulations, food value of oysters, and 35 recipes for cooking oysters. (Biology; Home economics; Commerce.)

Bulletin of the Pan American Union, February 1936. 15 cents. (Order from the Pan American Union, Washington, D. C.)

Special Pan American Day numbers—one in English; the other in Portuguese.

Maps

The following progress maps of Federal-aid highway systems are available at the prices stated:

State	Corrected to—	Per set
		<i>Cents</i>
Arizona-----	July 1, 1935	20
Georgia-----	May 1, 1935	30
Nevada-----	July 1, 1935	20
Oklahoma-----	May 1, 1935	30
Oregon-----	June 1, 1935	20
Utah-----	July 1, 1935	20

These maps, compiled by the Agriculture Department, Bureau of Public Roads, show the status of improvement of the Federal-aid highway system in each State, regardless of whether the construction has been done with the aid of the Federal Government, by the States, counties, or townships. This series will be printed periodically to show any change in improvement of the highways. The maps 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. (Order from the Government Printing Office.)

Photographs

Copies of historical pictures in the War Department files are available for sale by the Army Pictorial Service, Signal Corps, Room 3413, Munitions Bldg., Washington, D. C. Most of them are 6½ by 8½ and sell for 30 cents. Those 8 by 10 cost 35 cents. The majority of the World War pictures are described in "General Catalogue of A. E. F. Photographs" (War Department Document No. 903) on file in the larger public libraries. Civil War pictures of forts and fortifications of the District of Columbia, Gettysburg, Pa., Charleston, S. C., and vicinity, and Tennessee; and old residences and churches in Virginia, Atlanta, and vicinity; and railroad engines, warehouses, roundhouses, etc., are also available. Further information may be obtained by writing to the Army Pictorial Service, Signal Corps, Room 3413, Munitions Bldg., Washington, D. C.

MARGARET F. RYAN

A Student Experiment in Government

THE George Washington Union is a new legislative forum of 101 delegates elected from the student body of the George Washington University. The union is dedicated to the study and discussion of the domestic and foreign policies of the United States as a contribution of the 7,000 students of the George Washington University to the reconstruction of the national economic and social system of the country. It is liberal and progressive in spirit, but it is more conservative than many of the youth organizations which have been spreading in American educational institutions.

The idea of a union was first conceived last spring. A group of 12 students met and discussed ways and means of interesting George Washington University students in planned discussions of national and international affairs after the manner of the National Congress. Precedent for the idea was found in the Oxford and Cambridge unions in England, and the Yale Political Union in this country. Plans have been carefully carried forward. There have been speeches by prominent leaders in American life, intramural debates have been held, pamphlets have been written, and the press, both university and metropolitan, have commented at length on the union idea.

Proportional representation

The union, which was seated 3 months ago by a university-wide ballot, is composed of 101 members elected from the university student body on a basis of proportional representation. The union itself is composed of three political parties—Right, Center, and Left. Briefly, the party of the Right stands for laissez-faire attitudes in public administration; the Center advocates sane progress through Government regulatory bodies, while the Left stands for social ownership and operation of natural resources and major basic industries. In campus-wide election, the Center captured 55 seats; the Left, 24 seats; and the Right 22 seats.

There are noteworthy features about the union—first, that its inception took place in the National Capital, the seat of the Government of the whole people; second, that the union is composed of three separate and distinct political factions, each having an integrated social

philosophy—this is significant in view of the changes occurring in the national political set-ups; third, that the union was elected on a basis of proportional representation; and fourth, that it is conducting its deliberations on a committee-system basis after the manner of the United States Senate.

A testing laboratory

It seems evident that the George Washington Union will not only provide an atmosphere and testing laboratory for the acquisition and exchange of ideas, but it will likely set up a mechanism for obtaining practical experience in politics, parliamentary procedure, and group leadership. In a larger sense, the union will undoubtedly stimulate a more thorough consideration of the basic factors which determine national policy; will awaken among college-trained people a keener sense of responsibility for intelligent and active participation in public affairs; and will aid students to acquire an appreciation of the values of citizenship.

The union has set a high standard for itself, its method and technique seek to be intelligent and well thought out. Its success can be judged only on the attitude of its members, and the relatively significant results of its deliberations as they affect each member in his thoughts and later actions in the world beyond the university.

C. S. WILLIAMS

Training the Camp Adviser

[Concluded from page 208]

vited to address various sessions. Afterwards, advisers gather in informal groups to discuss in detail the speakers' remarks.

Each of the corps areas, from time to time, provides camp advisers with information bulletins concerning particular phases of their work. Three corps areas recently established a monthly bulletin service for advisers.

"The purpose of this bulletin", states the Second Corps, with headquarters in New York City, "is twofold: first, it makes available for all camp advisers successful inventions or adaptations which have been in particular camps; secondly, it presents educational mate-

rials and news of activities in kindred fields which have value for camp advisers and their programs."

Further publications dealing with timely topics are issued periodically by the corps area headquarters. The First Corps, comprising the New England States, recently published a study on "Vocational Guidance and Counseling" which was written from the standpoint of CCC needs. Collaborating in this work were two Harvard professors, two professors of Boston University, and the assistant superintendent of schools in Providence, R. I.

In the Third Corps, with headquarters in Baltimore, Md., special committees of advisers have been set up to study CCC educational questions and to publish their findings. These committees, ranging from 5 to 15 members, go into such questions as units of instruction, counseling and guidance, visual aids, camp newspapers, and use of radio broadcasts.

The Ninth Corps Area, bordering on the Pacific Coast, has developed a special correspondence course for the further training of advisers. Dr. J. B. Griffing, the Ninth Corps adviser, describes this course as follows: "A program of intensive training and testing in the various fields of educational activity related to the camp program has been prepared by the corps area headquarters office. This program consists of required study of specific items and a series of examinations to be accomplished by all educational advisers in the corps area."

About one-third of the 77 districts are now issuing district pamphlets or newspapers dealing with local developments.

Projected training conferences

A number of corps areas are already laying plans for adviser-training conferences to take place next summer. Several colleges and universities have again offered their facilities for this purpose. Profiting by past conferences, corps-area officials plan to integrate their conference programs more effectively and offer the adviser greater opportunity to gather information on specific topics. Advisers will receive more complete training in such subjects as counseling and guidance, educational administration, curricular activities, job analyses, vocational education, teacher, foreman, and leadership training, philosophy of adult education, and recreation.

These and other devices for raising the CCC teaching personnel are under current consideration. CCC educational officials are fully aware of the necessity for keeping camp advisers prepared at all times to meet the unique problems incidental to their work.

Electrifying Education

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SARAH McLean Mullen is author of *How to Judge Motion Pictures*, recently published by *The Scholastic Magazine*. This booklet will serve as a practical guide for high-school students in judging motion pictures and in organizing motion-picture clubs in schools.

High-school teachers indicate that the reviews of current motion pictures in the *Hollywood Spectator* (6513 Hollywood Boulevard, Hollywood, Calif.) are very useful to them in judging forthcoming theatrical films.

During the past few months the use of windchargers for battery radios has met with favor in many rural schools where electric current is not available.

Teachers who use motion pictures in school will want a copy of the new Victor 16-mm Film Source Directory, which is available free from the Victor Animatograph Corporation, Davenport, Iowa.

A reprint of *How to Judge a Radio Program*, an article which appeared in the January 11, 1936, number of *Scholastic*, can be had by dropping a postcard to I. Keith Tyler at Ohio State University, Columbus.

The Seventh Annual Institute for Education by Radio, to be held at Columbus, Ohio, May 4-6, will be given to a consideration of radio technique. Programs and further information may be obtained from Dr. W. W. Charters, Director, Bureau of Educational Research, Columbus, Ohio.

Copies of a list of recent publications on radio and visual education prepared in the United States Office of Education may be obtained free from the Editorial Division.

The Arsenal Technical School of Indianapolis has added a course in radio servicing, dealing with assembling, installing, adjusting, repairing, and operating radio sets and centralized radio

systems. Every student in the school has the opportunity of trying out in radio speaking.

More than \$25,000,000 worth of radio apparatus was exported from the United States during 1935, according to compilations by the Radio Manufacturers Association from official export statistics of the United States Bureau of Foreign and Domestic Commerce.

Teachers interested in obtaining British instructional films should communicate with the British Film Institute, 4 Great Russell Street, London.

Work on the National Visual Instruction Survey is progressing nicely. More than 9,500 reports have been received and are being tabulated. Those who received blanks but have not sent in their reports should do so immediately.

CLINE M. KOON

F. F. A. News Bulletin

Northeast.

F. F. A. boys of the Northeast had a big part in the recent Poultry Industries Exposition, held in New York City. Previous to the exposition, boys from the various chapters competed in an essay contest on the subject, "The Value of the Poultry Industries Exposition to the Poultry Industry." The contest was won by Richard Kreitzer, Willimantic, Conn.; second award went to Hugo Heise, of Lambertville, N. J.; and third award went to George Markland, of Willimantic, Conn.

Georgia.

In Georgia, two Future Farmer contests were completed and winners announced during the month of February. One consisted of a 2-acre cotton production contest. The following four Future Farmers were awarded cash prizes of \$50 each for making the best records in economical production of cotton in the four vocational districts of the State: Jack Hathcock, Sylvester; Halwood Anderson, Graymont; Roy Heaton, Hartwell;

and Chambers Almon, Franklin. The highest yield, which consisted of 6,337 pounds seed cotton on 2 acres, was made by Roy Heaton.

The other contest was a fertilizer demonstration. Cash prizes of \$50, to be used in purchasing radios, were awarded to the following chapters: Sylvester, Vidalia, Nancy Hart, and Southwest DeKalb. Members of these chapters are now preparing to listen in regularly to the National F. F. A. radio broadcasts.

Missouri.

Plans were completed at the National Stock Yards on February 29 for a spring fat lamb show June 4 and 5 and a fat barrow show the first week in September for the Future Farmers of Illinois and Missouri.

Louisiana.

Six F. F. A. districts of the Louisiana association are holding rallies at which many contests will be held in the districts, as well as district meetings.

The Tri-Parish Fair and the Mid-Winter Fair—both in southwest Louisiana—held special F. F. A. days. The Louisiana State Fair officials as well as other fair officials are making arrangements for special days at their fairs to feature the Future Farmers of America.

Wisconsin.

Parnley Harris, who received the American Farmer Degree of the F. F. A. in 1931, is now the teacher of vocational agriculture and local chapter adviser at Spring Green in the Badger State.

California.

The new Delta Vista chapter at Rio Vista High School has a wide activity program planned. Every month, the chapter has a dinner, and a number of field trips are being programmed. Most important is a junior bass derby, to be held this spring for Future Farmers throughout the State who like to fish. It will be modeled in general on the plan of the famous bass derby held annually for adult fishermen.

State Associations.

William Shaffer, national president for the Future Farmers of America, attended the Fort Worth Fat Stock Show March 14 and the Oklahoma City Fat Stock Show on March 23 and 24.

The following F. F. A. State associations are holding their State conventions during the month of April: Arizona, April 3 and 4; Hawaii, April 8 to 11; Tennessee, April 24 and 25; Montana, April 30 and May 1; and Oregon, April 30, May 1 and 2.

W. A. Ross

Hawaiian Public Schools

[Concluded from page 206]

commissioners appointed by the Governor is responsible for legislative and judicial functions and a superintendent of public instruction, also appointed by the Governor, is executive officer of the board and administrative officer in charge of all the schools of the Territory. The schools are financed from Territorial funds allocated by the legislature. The budget is prepared by the board of school commissioners.



School Gardens Prevail in Honolulu Schools.

As one result of central administration Hawaii probably approaches more nearly the goal of equitable educational offerings for all children throughout the system than do most of the States. The organization is set up to provide the same type of service (administrative, supervisory, and instructional) throughout the islands regardless of location, rural or urban, for example; of race, such as segregation on a racial basis; or of other conditions which so often result in disparities and inequalities in educational opportunities in State school systems on the mainland. Supervision is furnished from the central office through eight supervising principals, each in charge of an assigned supervisory district. Due to the depression curtailments made in the central office have had especially disastrous effects on the supervisory staff.

Toward the progressive and practical solution of classroom problems concerned with preparing young people of the varied groups prevailing in Hawaii for citizenship in our democracy, definite steps have been initiated or are well under way. As one practical means toward the goal individual schools, especially intermediate and high schools, assign definite and important responsibilities to pupils as individuals and in groups, especially through school government and class organizations. Among these responsibilities are janitorial duties within school buildings; yard duty of various types, including keeping order on school grounds; supervising recreation among groups of

pupils during recess or physical education periods; assisting, usually in small groups designated for specified periods and tasks, in the preparation of meals in school cafeterias; collecting money from purchasers, and the like. Rarely does one find in organized systems on the mainland as much delegation of responsibility for tasks not directly part of the formal instruction with as little apparent friction as was observed in a number of schools, large and small, in the Hawaiian system.

Health and citizenship training

School cafeterias as managed and supported in Hawaii are distinct contributors to training in health and citizenship. One objective in Hawaii as elsewhere is that of encouraging children to form good habits in food selection. To this end the Territorial supervisor of home economics is also director of cafeterias. Menus in all schools must comply in content with certain regulations set up in the central office as, e. g., serving a given percentage of vegetables and fruits with each meal. In general the cafeteria manager is a member of the school staff whose salary is paid in part from Territorial funds and in part from proceeds of the cafeteria. While prices are exceedingly reasonable—a hot main dish usually costs 5 cents—the cafeterias are self-supporting.

The Territorial department includes health and dental services. The former, in cooperation with the Territorial Department of Health, provides a health examination for all children upon entering school for the first time and thereafter when conditions demand. School nurses are employed and their services in some schools are supplemented by services of nurses employed by plantation authorities. (Plantations throughout the islands furnish medical service and hospitalization for employees and their families.) Vision-testing and eye-correction services are provided and a broad tuberculosis education program, including tuberculin testing and X-raying in the schools.

A dental hygiene program has been under way in Hawaiian elementary schools since 1922. A Territorial supervisor in the central office is in charge of the dental program assisted by a staff of oral hygienists stationed in assigned districts.

These provisions are illustrative of a forward-looking educational program in Hawaii.

Editor's note.—Next month SCHOOL LIFE will present another article by Mrs. Cook on Hawaiian educational problems.

State Funds and Higher Education

[Concluded from page 215]

items. Although the actual amount of the appropriations eliminated in the case of New Mexico did not reach in volume that of the other States, it is proportionately as large considering the total State funds appropriated for the support of the institutions.

Other States where the Governor recently vetoed items in appropriation bills were Kentucky, Pennsylvania, and Wyoming. The Governor of Kentucky vetoed six items for the University of Kentucky amounting to \$100,531 in the appropriation act passed by the legislature in 1933. Among the items was the appropriation for the maintenance of a summer session. Two of the State's Negro industrial colleges had items of \$20,000 each vetoed by the Governor at the same time. In 1935 the Governor of Pennsylvania struck out, by veto, parts of three items amounting to a total of \$548,468 in the appropriations for the Pennsylvania State College. Similarly the Governor of Wyoming vetoed \$10,000 in an item to the University of Wyoming for the maintenance of agricultural experiment farms.

In summation, it appears that a distinct trend has recently developed for governors to exercise greater influence over State universities and colleges through the control of the amount of State funds appropriated for their support. By the veto of 333 items or parts of items in appropriation bills, the governors of six States have eliminated approximately \$3,500,000 from the appropriations of the institutions.

St. Louis Meeting

[Concluded from page 218]

We believe, therefore, that the time has come when the schools of the United States should seriously attack the problem of introducing economic understandings and experiences suitable to children of every age level as an integral part of our curriculum, applying to the problem those techniques of curriculum-construction and method which have been so successful with other materials of instruction.

to the masses through a democratic form of government. Public education must, therefore, reconsecrate itself to the task of maintaining democratic ideals in the midst of social and economic adjustment.

2. The public school can help make democracy safe for the world. We recognize that the special privilege, ignorance, and selfishness within our gates are enemies even more menacing than any that may be threatening from without. We urge, therefore, that the instructional program should aid pupils to a clear recognition of these enemies of democracy in order that those who will soon participate in society may the more fully attack its problems in a spirit of intelligent patriotism.

3. We recognize that many of the most critical problems facing the American people today are economic in nature. We also recognize that the American people are economically confused and that we are in imminent danger of making serious mistakes from which it will be difficult for the country to recover.

Educational News



In Public Schools

COOPERATIVE EDUCATIONAL RECORD.—A cumulative record of data kept cooperatively by teachers, parents, and pupils, has been prepared by the public schools of Denver, Colo. The record forms included “are intended to help pupils accumulate accurate evidence of their growth and of their ability to meet important life situations.”

AN OFFICIAL SCORE CARD for graded elementary schools has been published by the State Department of Public Instruction of Montana for accrediting graded elementary schools in that State. Certain points for scoring are included under each of the following headings: Playground and outbuildings, the school building, school equipment, organization and instruction, pupil responsibility, cooperation of board of trustees, and community spirit.

CHARACTER EMPHASIS IN EDUCATION for Elementary and High Schools is the title of a bulletin issued by the State of New Jersey Department of Public Instruction, Trenton. The department has also issued a bibliography which contains 715 references on character education.

THE TEXAS STATE DEPARTMENT of education recently issued a Handbook for Curriculum Development. It contains the following chapters: Major Principles, Plan of Organization for Production, Reports of Committees, the Production of Units, The Reviewing and Assimilating of Contributions from Teachers, Check-Lists for Evaluating Courses of Study, Organization and Administration, Teaching Beginning Mexican Children.

THE MICHIGAN COUNCIL ON EDUCATION, representative organization of 30 State educational associations, in its session at Ypsilanti, January 16, emphasized the need for an enlarged State board of education to be elected on a

nonpartisan basis; the appointment of the State superintendent of public instruction; and urged its member groups and all citizens interested in the welfare of education to support actively movements to amend the State constitution so as to provide for these ends. The council further endorsed the State board of education's plans for the formation of the Michigan Advisory Commission on Education, whereby lay and professional groups might seek the solution of educational problems through cooperative thinking and planning.



William H. Bristow.

William H. Bristow has recently become general secretary of the National Congress of Parents and Teachers, with headquarters in Washington, D. C.

Mr. Bristow was formerly director of the bureau of school curriculum for the Pennsylvania State Department of Education, and prior to that he served as assistant director of secondary education for Pennsylvania.

The National Congress will hold its fortieth annual convention at Milwaukee, May 11 to 15. The general theme for the convention is: Relation of the Home to Character Formation.

THE SUPERINTENDENT of Schools, Poughkeepsie, N. Y., was authorized by the board of education in 1930 to organize libraries in the elementary schools. Since that time libraries have been developed in the schools, ranging from 1,400 to 3,000 volumes. All librarians must possess a limited library certificate by September 1, 1936, and a permanent certificate not later than September 1, 1941. The superintendent of schools in his report for 1935 says: “The development of these libraries in our schools is undoubtedly one of the most important steps which has been taken in a long time.”

W. S. DEFFENBAUGH

In Colleges

THE SECOND ANNUAL SURVEY of the National Institutional Teacher Placement Association is available by addressing the president of the association, Dr. James G. Umstattd, University of Minnesota, Minneapolis, Minn., or Pauline E. Botty, secretary, State Teachers College, Buffalo, N. Y. The information about employment is timely and concerns the number of persons qualified to teach who were graduated between September 1934 and September 1935, and the number of that group who were in full-time teaching positions on January 1, 1936. Comparisons are also made with the graduates 1 year previous.

Of the 41 land-grant institutions reporting in 1934-35, 7,020 persons were graduated qualified to teach and 4,766 (68 percent) placed, compared with 56 percent for the previous year.

Of 76 State teachers colleges reporting in 1934-35, 13,698 were graduated qualified to teach and 9,478 (71 percent) placed, compared with 63 percent for 1933-34.

Of the 48 private nondenominational institutions reporting in 1934-35, 2,901 were graduated qualified to teach, and 1,479 (51 percent) were placed before January 1, 1936, compared with 35 percent for the previous year.

Of the 95 denominational institutions reporting in 1934-35, 4,084 were graduated qualified to teach, and 2,386 (58

percent) were placed, compared with 45 percent for the previous year.

Of the 260 institutions reporting in 1934-35, 27,703 students were graduated qualified to teach during 1934-35, and 18,109 (65 percent) were placed before January 1936, compared with 56 percent for the previous year.

By regions the following sections of the United States were highest in placements: West Central 79 percent, Southern 77 percent, Central 66 percent, Western 64 percent, Middle Atlantic 54 percent and New England 44 percent.

Ranked by percentage of placement, 13 States placed more than three-fourths of their graduates: Mississippi 94 percent, Florida 92 percent, South Carolina 92 percent, Washington 88 percent, Oregon 86 percent, South Dakota 86 percent, Kentucky 85 percent, North Dakota 84 percent, North Carolina 83 percent, Iowa 79 percent, Colorado 78 percent, Maine 77 percent, and Arkansas 76 percent. Six States placed fewer than one-half: Connecticut 47 percent, New Jersey 43 percent, Louisiana 39 percent, Vermont 37 percent, New Hampshire 34 percent, and Massachusetts 34 percent.

TEACHERS' ASSOCIATIONS in 17 countries are discussed in the 1935 Yearbook of the International Institute of Teachers College, Columbia University. This study represents an international survey of the work of teachers' associations—the first of its kind—including articles on the history, organization, activities and welfare of teachers' associations of the Argentine Republic, Australia, Brazil, Canada, Czechoslovakia and a dozen other countries.

HELL-WEEK as a traditional feature of fraternity initiation practices of Theta Chi at North Dakota Agricultural College has been abolished. The new plan consists of a constructive pre-initiatory week instead of horseplay and it is expected that other fraternities of the college will soon take similar action.

TESTS IN PHYSICAL EDUCATION are being made on freshmen at the University of Vermont to determine as accurately as possible rating in athletic ability. The tests used were developed by Frederick W. Cozens at the University of Oregon and were given in the

fall to classify freshmen and sophomores according to athletic ability whether above average, average, below average, or inferior. Twenty-five men were classed above average.

HOTEL MANAGEMENT COURSES are offered in three higher institutions in the United States—Cornell University, Michigan State College, and Washington State College. At the latter institution an annual scholarship of \$100 has been created by the Spokane chapter of the Hotel Greeters to be given to a qualified senior student.

PROBLEMS OF MARRIAGE AND THE FAMILY are two courses of increasing popularity at Washington State College; 130 students have enrolled in the former and 70 in the latter. Prof. Carl E. Dent states that students are interested in learning what their problems are in this field; finding out why they are faced with these problems; and learning of the nature of the institutions of marriage and family.

OCCUPATIONS OF PARENTS of students at Pennsylvania State College this year are as follows: Industrial occupations, 875; artisans, 811; mercantile pursuits, 793; professions, 684; miscellaneous, 567; agriculture, 448; clerical, 321; officials, 197; and unclassified, 133. Children from all walks of life are admitted on the same basis—presentation of evidence of scholastic ability, and 42 different courses of study are offered them: Agriculture, 14; chemistry and physics, 5; education, 5; engineering, 8; liberal arts, 3; mineral industries, 6; and physical education, 1.

In Ohio State University an investigation was recently made into the question "Is a student, taking up the same business or profession as his father, more successful in college, by reason of the home environment than the one who selects another occupation?" Tabulations showed top ratings in the honor lists to be shared equally by the children of engineers and laborers, with the sons and daughters of merchants and business executives only slightly behind. In another group, all with equal ratings when their proportions to the total enrollment are considered, are the children of farmers, office workers, salesmen, and teachers. Students with parents in 60 different vocations won honor rating at Ohio State last quarter. No son of a dentist made the dental honor list. In education the honor list included 130 names, but only 10 were children of teachers. Four of the star students in

veterinary medicine are sons of veterinarians, as against 46 who are not. Ten of 37 high-ranking engineering freshmen seem to be following in their fathers' footsteps. In agriculture and commerce about half of the honor students are taking up the same lines of work as their fathers. In pharmacy 3 or 37 high-ranking students were children of pharmacists.

ATHLETIC PROBLEMS are on the way to solution at Boston University where the school of education is presenting a course for school administrators, coaches, teachers of physical education, and athletic directors—"A Survey of Interscholastic and Intercollegiate Athletics."

HIGH-SCHOOL CORRESPONDENCE study courses conducted by the North Dakota Agricultural College are supervised free of charge for 540 students. Under the new law passed by the North Dakota Legislature last session, English, algebra, general science, world's history, junior business training, plane geometry, biology, typewriting, and bookkeeping were studied by pupils who would not have had an opportunity to take high-school work otherwise because of financial circumstances or ill health. The plan requires all students not disabled to attend school regularly; the work, however, is corrected at the university's correspondence center. A provision of the law allows crippled and disabled young people to take the courses regardless of whether or not they live in a town where there is a high school.

THE STUDENT GOVERNMENT CONVENTION held its first annual meeting at the University of Texas last February 28 and 29 with 32 student officials from 12 Texas colleges and universities represented. The 2-day program was devoted to all phases of college student government from textbooks to extra-curricular activities.

THE UNIVERSITY OF KENTUCKY undertook recently to find an answer to the question "Why do students go to one college in preference to another?" By questionnaires to the freshmen it was learned that the major reason was, the number and diversity of courses available followed by low costs, type of professors, libraries, buildings and equipment, prestige of a State university, promise of help or job, and persuasion from alumni friends.

WALTER J. GREENLEAF

In Educational Research

THE MEETINGS OF the American Educational Research Association at St. Louis centered around the use of research by teachers and principals. Very definite thinking took place in regard to specific application of research and about the problem of dissemination of research findings. A committee report on the use of research in reconstructing education brought out forcibly the need in city school systems of supporting some sort of research agency to not only carry on research but to coordinate the initiative and efforts of the total teaching force.

ONE OF THE FIRST ATTEMPTS at the objective evaluation of different methods used in child guidance clinics is reported in the *American Journal of Orthopsychiatry* for October 1935. As is known, the diagnosis and treatment of problem children in these clinics is comprehensive and thorough. Usually there is a medical examination, physical examination, mental and educational examination, and investigations of the family from which the child comes, the personal history of the child, and the direct causes leading to the referral to the clinic. The treatment of each case depends upon the interpretation of the various facts obtained in the examinations and investigations. In different types of child guidance clinics the emphasis on these facts will differ and the treatment recommended for the problem cases will consequently be different. In this study Dr. Helen Witmer points out that the number of problem cases cured in different types of clinics is about the same. Guidance by these clinics seems worth while, but the particular factors or elements which determine their success are apparently not yet known.

WASHBURNE OF WINNETKA is carrying on a controlled experiment to determine the long time effect of deferring formal arithmetic teaching until the middle of the second grade. To date the experiment shows that the lack of instruction in the first year and one-half is easily made up in the course of a year's instruction.

WE USUALLY THINK that pupils who take academic work in our schools are more likely to be adjusted in school and in life after leaving school than those pupils who are put into special vocational

or other classes. An enlightening study of the subsequent careers of boys enrolled in a vocational school has been made by Dr. Florence Dunlop in the Ottawa, Canada, public schools. She has compiled data about the boys trained in this school regarding such items as the occupations followed, variations in the home environment, and their general intelligence. The conclusions are important for counselors of youth and for those who have to do with shaping a school system's program. This study is published by the author at Ottawa, Canada.

MARGARET S. QUAYLE'S *A Study of Some Aspects of Satisfaction in the Vocation of Stenography*, published by the Bureau of Publications, is an investigation of the problem of the liking of the working girl for her job. Data for satisfied stenographers and dissatisfied stenographers were collected in relation to occupation of father, method of selecting occupation, intelligence, position among sisters and brothers, salary, occupational interest as measured by Manson's Occupational Interest Blank, ability as indicated by the scores on the Minnesota Vocational Test for Clerical Workers, and others. This author uses these data as a point of departure in her analysis of satisfaction and does not assume that the pattern of traits observable in satisfied stenographers is the desirable pattern for stenographers as has been done in other studies of occupational fitness. Her analysis of the total situation is a valuable example of good interpretation of research findings.

DAVID SEGEL

In Other Government Agencies

Indian Service



Teeth-Cleaning Time at Indian Nursery School, Rosebud, South Dakota.

CLAUDE M. HIRST, former director of Indian Education, California State Department of Education, has been appointed Director of Education for Alaska,

with headquarters at Juneau. He will be responsible for directing the education of 19,000 Eskimos and the 11,000 Indians inhabiting Alaska, and will supervise the work done in 96 community day schools and 2 boarding schools.

THE PEACE SPRINGS, Ariz., day school has an active P. T. A. organization and has been doing some very good work, according to Frost Querta, president of the association. Organized a year and a half ago, it now has an almost 100-percent membership.

DOROTHY DUNN, teacher of fine and applied arts, Santa Fe Indian School, reports that two of her students, at the request of Dr. Edwin R. Embree, president of the Julius Rosenwald Fund, painted the murals for his Chicago offices. Since it was impossible for the students to work directly on the walls, the work was done in the Santa Fe studio, in oil on heavy composition board, about 5 by 7 feet in size and later installed in Chicago. Representing American Indian art, the two murals will form part of an exhibit planned by Dr. Embree uniting the arts of many races.

WARD SHEPARD, adviser to John Collier, Commissioner of Indian Affairs, has been granted leave of absence to become director of the Harvard School of Forestry, of which he is a graduate. Dr. Conant, president of Harvard, has announced that Mr. Shepard will study the possibility of strengthening and expanding forestry instruction at Harvard in the direction of advanced preparation of carefully selected students, not only in the biological aspects of forestry, but also in the complex economic, legislative, and financial problems connected with the substitution of forestry for destructive forest liquidation.

CLASSES IN RADIO MECHANICS, field engineering, music, cooking, and first-aid are being held, reports an Indian Emergency Conservation Work foreman from Blackfeet, Mont. Other classes are awaiting instructors.

In Other Countries

WITH THE INAUGURATION of Hon. Edwin Barclay as President of Liberia on January 6, 1936, this Republic of former American slaves and native Africans entered upon a 3-year program of educational development that is planned

to put a government school into every native village throughout the 2 million population.

Several American educators have been called to assist in this program. The last to go was Dr. J. H. Furbay of the College of Emporia, who took up his duties January 1 as director of teacher-training at the College of West Africa, in Monrovia, the Capital. Prof. R. L. Embree of Schenectady, N. Y., is in charge of the establishment of the interior schools. A 500-acre tract of land has been set aside in the interior for the "Booker T. Washington Agricultural and Industrial Institute", which is being supervised by Mr. C. D. Rupel, a California agriculturist and educator, and by Mr. J. B. Coles, Negro from Caladega College.

As the first step in the educational program, a national exhibition of agriculture and industry was staged on a 15-acre fair grounds near Monrovia in January to acquaint the natives with the work now being done in the schools along the coast. Over 500 native chiefs brought their best men to see the exhibits which were on display for 10 days. On the final day, the natives gave an elaborate demonstration of the native music and dances. The establishment of schools throughout the interior is welcomed by the natives, for they have had none up to the present time.

JAMES F. ABEL

Current Meetings

- AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE. Philadelphia, Pa., April 24 and 25.
- AMERICAN ASSOCIATION OF MUSEUMS. New York, N. Y., May 11-13.
- AMERICAN COUNCIL ON EDUCATION. Washington, D. C., May 1 and 2.
- AMERICAN LIBRARY ASSOCIATION. Richmond, Va., May 11-16.
- ASSOCIATION FOR CHILDHOOD EDUCATION. New York, N. Y., April 28-May 2.
- ASSOCIATION OF MODERN LANGUAGE TEACHERS OF THE CENTRAL WEST AND SOUTH. Detroit, Mich., May 1 and 2.
- ASSOCIATION OF UNIVERSITY AND COLLEGE BUSINESS OFFICERS. Fayetteville, Ark., May 7 and 8.
- NATIONAL ASSOCIATION OF DEANS AND ADVISERS OF MEN. Philadelphia, Pa., April 30-May 2.
- NATIONAL CONGRESS OF PARENTS AND TEACHERS. Milwaukee, Wis., May 11-15.
- NATIONAL FORENSIC LEAGUE. Oklahoma City, Okla., May 4-9.
- NATIONAL LEAGUE OF WOMEN VOTERS. Cincinnati, Ohio, April 27-May 2.
- NATIONAL RESEARCH COUNCIL. Washington, D. C., April 29.
- NATIONAL UNIVERSITY EXTENSION ASSOCIATION. Baton Rouge, La., May 15-17.
- NEW ENGLAND ASSOCIATION OF COLLEGE TEACHERS OF EDUCATION. Boston, Mass., April 24.
- NEW ENGLAND MODERN LANGUAGE ASSOCIATION. Boston, Mass., May 8 and 9.
- NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS. Chicago, Ill., April 22-25.

MARGARET F. RYAN

From Hamburger to Books!

PICTURE NO. 1 is a hamburger stand at Port Neches, Tex., that has been con-



verted into a branch of the Jefferson County library through the efforts of the Lions Club.

The school children liked it. So did the adults. In 7 months they forced the circulation up to 2,200 a month. Something had to be done, so the Lions Club swung into action again.

They solicited money, materials, and labor for a building, and the sturdy little white structure as it looked on its dedication day is seen in picture no. 2. This branch has been such an inspiration to the county that the same Lions Club has sponsored the building of two other branches in nearby towns.



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5:35 CST
4:35 MT
3:35 PT
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Monday, 7:45 EST *"Education in the News."*
6:45 CST
5:45 MT
4:45 PT
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5:35 CST
4:35 MT
3:35 PT
A series of dramatized facts of science and nature. NBC coast-to-coast blue network.

United States Department of the Interior - *Office of Education*
Washington

SCHOOL LIFE



May 1936

Vol. 21 • No. 9



IN THIS ISSUE



Country Experiences for City School Children • Ladders of Achievement • Cornerstones • Summer Schools • Vocational Teacher Training • Better Education—Less Cost • Radio • Project—University Research • Electrifying Education

Official Organ of the Office of Education

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



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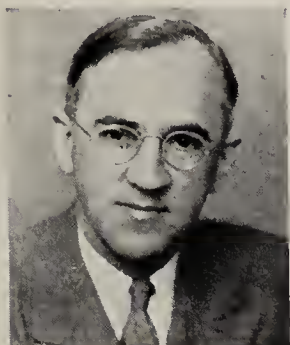
Vol. 21, No. 9

Table of Contents

The cover design for this issue of SCHOOL LIFE was drawn by Virginia Lang,
Frank Wiggins Trade School, Los Angeles, Calif.

	Page
Cornerstones · J. W. Studebaker	233
Ladders of Achievement in Social Studies · Bess Goodykoontz	234
Electrifying Education · Cline M. Koon	236
Country Experiences for City School Children · Marie Butts	237
Cooperation	238
1936 Summer Session Trek · Walter J. Greenleaf	239
Bibliographical Service · Martha R. McCabe	243
Back Stage with the Educational Radio Project	244
Three Universities on the Air · Philip H. Cohen	245
Editorials	246
Educators' Bulletin Board	247
Vocational Teacher Training · Charles M. Artbur	248
New Government Aids for Teachers · Margaret F. Ryan	250
Better Education—Less Cost · Alice Barrows	251
Project—University Research · Ben W. Frazier	253
Citizenship in Hawaiian Schools · Katherine M. Cook	255
Vocational Summary · Charles M. Arthur	256
CCC Camp Leisure-Time Program · Howard W. Oxley	258
F. F. A. News Bulletin · W. A. Ross	259
Educational News	260
In Public Schools · W. S. Deffenbaugh	
In Colleges · Walter J. Greenleaf	
In Educational Research · David Segel	
In Other Government Agencies	
Indian Service	
T. V. A.	

Cornerstones



I WATCHED with great interest the recent laying of the cornerstone for the new building of the United States Department of the Interior. I was deeply impressed with the ceremony.

“As I view this serviceable new structure”, said the President of the United States, in his dedication address, “I like to think of it as symbolical of the Nation’s vast resources that we are sworn to protect, and this stone that I am about to lay as the cornerstone of a conservation policy that will guarantee to future Americans the richness of their heritage.”

I am thinking today of other important cornerstones. Many will be laid this summer. All over the land multiplied thousands of teachers will make their treks to summer schools. In careful study these teachers will lay cornerstones of education that also “will guarantee to future Americans the richness of their heritage.”

It is inspiring to visualize this vast army of summer-school students who yesterday were themselves the teachers.

It is symbolical of true education for those who teach to be those who continue ever to seek greater learning, fuller understanding, deeper appreciation—for work and for living. These are cornerstones of education.

Teachers who find their way to enriching experiences—summer schools, travel, recreation, and other cultural activities—are laying cornerstones for spiritual structures projecting farther into the future even than the life span of the finest material building that man yet knows how to erect.

J. H. Sturdenaker

Commissioner of Education.

Ladders of Achievement in Social Studies



Bess Goodykoontz, Assistant Commissioner of Education, Presents an Examination of Some of the Ladders of Study Skills

THE social studies continue to carry increasingly heavy responsibilities in the elementary school program. They are depended on to bring into the elementary curriculum the content which links the important affairs of today with the accomplishments of the past. Through them elementary school children are introduced to related literature, art, and music. To understand them thoroughly elementary pupils have some of their most enjoyable activities in laboratories, gardens, shops, and museums. No wonder social studies are often called the core of the elementary school curriculum. In reality they often are the heart of the whole program, and in order to master them it is regularly expected that some of the most difficult reading and study skills must be practiced.

To see what some of these skills are it is only necessary to list the "verbs of learning" which are used to introduce or test the lessons in elementary textbooks. Here are some of them: Name, list, describe, report, explain, outline, discuss, analyze, compare, draw, find, summarize, decide, illustrate, tell, make. There are many others. They are all important for two reasons: First, because the aims of the social studies—geography and history in elementary schools—cannot be achieved without them; second, only through competence in them can children and adults move on to independence in reading and understanding the social sciences in life outside of school.

Some of these skills are fairly easy; some are very difficult. All of them have some easy elements or first steps; most of them have some difficult phases which only the best scholars can achieve. To map out these steps from easy to difficult in the absolutely required study skills is the responsibility of social studies

teachers, just as mapping out the teaching of fractions from easy to difficult is the work of teachers of arithmetic. For example, the steps in teaching children to use the index in a book have been analyzed and defined in detail, from the simple steps of arranging items alphabetically to the difficult ones of using cross-indexes and index keys.

Examining the ladders

It would be reassuring if all the study skills required for social studies were scientifically discovered and as simply listed as the steps in using a dial telephone. But in most cases, the best step-by-step outline we have of important skills has been made by teachers who have studied their pupils' difficulties and have undertaken to provide step-by-step instruction to overcome them. As they move from easy to increasingly difficult lessons, they make a ladder for achievement in each important study skill. Suppose we examine some of these ladders of skills.

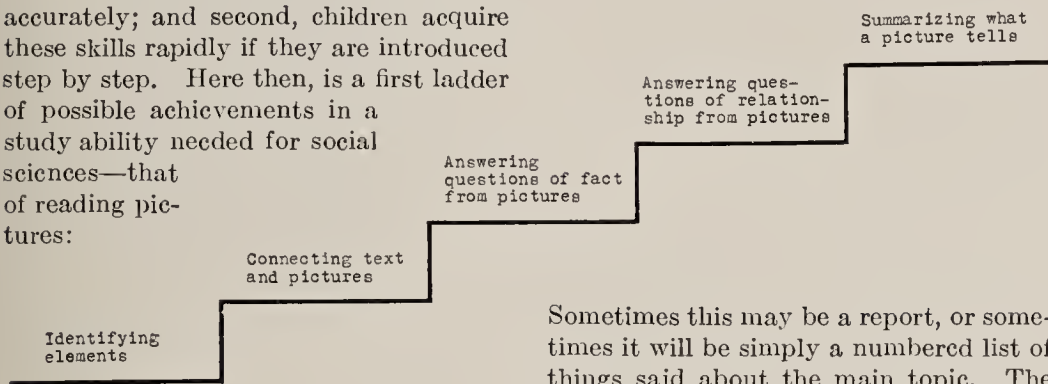
To take a simple-sounding one to begin with, consider the matter of skill in reading pictures for informational purposes. Geography teachers have done far the most in deciding the steps necessary in this ladder of skills. It is a rather long ladder, but not difficult to mount if enough steps are there. First come recognizing and identifying elements in the picture. This begins even with very young children. The baby says "Dog", or "Car"; the primary child says "There is a silo", or "That is the ladder-truck"; the intermediate grade pupil says "There are oil derricks", or "This picture shows an Indian tent." This may be easy to do, but it is not easy to do it right. Because people read their experience into pictures as well as information out of pictures this process of identifying elements in a picture often leads to queer mistakes. Looking at a farm picture, primary children who lived

in the city used their experience to make the following incorrect identifications: that (pointing to the pump) is a fire hydrant; this (the silo) is a water tank; those poles (lightning rods) are what they fasten the telephone wires to; that truck is taking the horses out for a ride; this (the water trough) is a flower bed.

Evidently unguided picture-reading is dangerous. Therefore a next step is to connect picture elements with text explanation, so as to supply the experience lacking to children. Many exercises go with this step: Finding the picture which goes with a certain paragraph, or conversely finding the material which explains a picture; locating, explaining, or discussing the pictured items, in the light of the printed information. From this it is natural to move to the next step of using the picture to answer questions of fact, such as these: How wide was the Erie Canal? What made the canal boats go? Of what material were they? Name some of the things the boats carried, and so on. It would be interesting to consider how many times every day we use these first picture-reading skills in life outside of school. For example, we read pictures to see how to put up the new curtain rods, how to change the typewriter ribbon, what an electric sweeper gets out of the rug, how to set out hyacinth bulbs. Picture reading is used by grown-ups, and sometimes not much more discriminatingly than by children.

Answering questions of fact from pictures is as high as some readers go in using pictures; but some go on to use pictures for answering questions of relationship, for learning why or how things are so. Such questions might be these: Why are the houses built high off the ground? What occupations do you think are common here? Teachers of geography and history recognize this as one of the really difficult steps in the picture-reading ladder. They recognize that it is closely related to another one right at the top, that of summarizing what the picture tells, what it is

for; not what isolated facts can be picked out, but what its real significance is. I suspect that not many children, or adults either, mount clear to that top step and stay there comfortably. The silent movies hitched up sound to do the explaining so that people would not read the pictures incorrectly. Even the funnies explain themselves. What studies there are of picture-reading ability show two things plainly: First, without training, children do not usually learn to read pictures accurately; and second, children acquire these skills rapidly if they are introduced step by step. Here then, is a first ladder of possible achievements in a study ability needed for social sciences—that of reading pictures:



Valuable as they are, picture-reading skills are probably not the most important ones for social studies, and certainly they are not the best known. Organizing what is read is one of those on which intermediate and upper-grade pupils spend much time and effort. Early in the elementary school simple fact-getting exercises in reading are used frequently. But analyzing and organizing what is read for some specific purpose is not a simple skill. It is highly complex and exceedingly difficult. One reason it is so difficult is that there is no simple sequence of operations, as in using a dial telephone. In its complexity it is more nearly like learning to drive a car—a number of component individual skills, such as starting the car, shifting gears, using the brakes, signaling turns, steering, etc.—each one of which can be studied and practiced independently, but several of which must go on at the same time when they are used in actual driving. Outlining is like that—several skills have to go on at the same time.

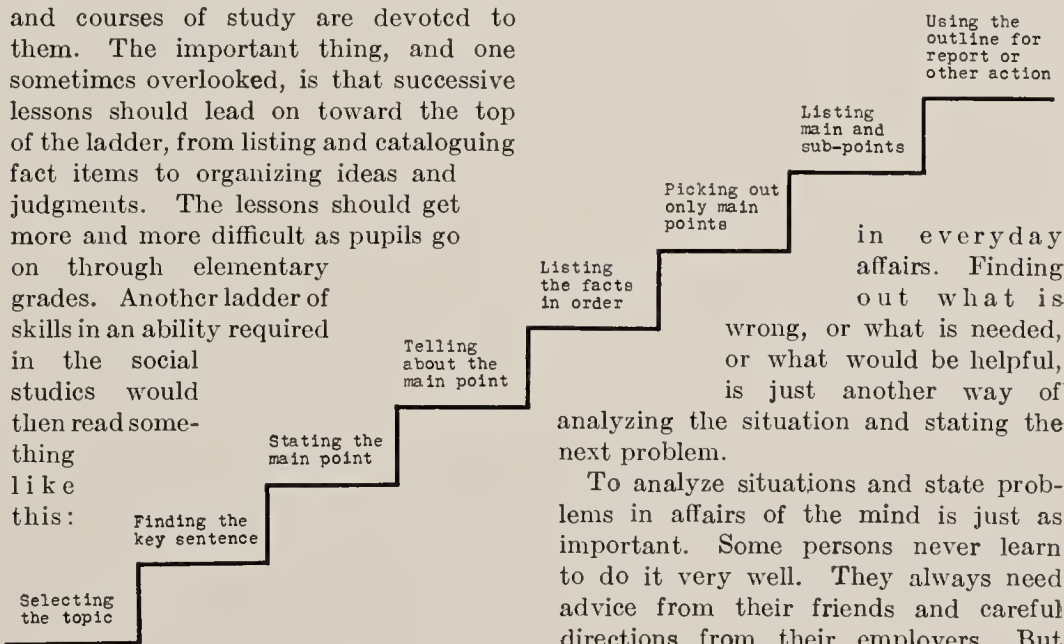
Climbing the steps

In outlining, for example, we can start with a fairly easy first step, that of telling what a paragraph, or a chapter, or an article, is about. This may be done at first just with a word. A child in fourth grade may say "The paragraph is about wheat." Later on he may be able to tell not just the word, or the topic, but the key sentence, the principal point, or the main idea. He says, "Wheat is one principal food crop in the Middle Western

States." This is harder, and therefore higher on the ladder of skills. But even this is not enough for a good student of social studies. If it were, all adults would stop with saying "The article I read was about"—a certain thing, or "The paper said something about"—some topic, without going on to tell what information the article gave. Hooking up items of information with the main point, in order if possible, is a next step.

Sometimes this may be a report, or sometimes it will be simply a numbered list of things said about the main topic. The important thing is that they are all related, even if there are a dozen or more of them.

But if this list of related information went on and on, it would lead to no better understanding or memory of the important elements of the article than did the reading only. Among the list of facts are some very important ones, some only fairly important, and possibly some that are quite minor. Which to remember, which to rely upon when making a decision, which to use as arguments—this is a matter for study of the most serious kind, involving a whole series of related skills, such as picking out main points, selecting subpoints, grouping related items, summarizing the principal points in discussion. So many of these are everyday tasks in elementary schools, that whole chapters in texts and courses of study are devoted to them. The important thing, and one sometimes overlooked, is that successive lessons should lead on toward the top of the ladder, from listing and cataloguing fact items to organizing ideas and judgments. The lessons should get more and more difficult as pupils go on through elementary grades. Another ladder of skills in an ability required in the social studies would then read something like this:



This same process of analyzing the steps in each of the study skills needed in the social studies could go on with many others—making a summary, writing an argument, making a bibliography, drawing a graph, taking notes, making inferences. Each one is commonly stated among the aims in the social studies. But each one is complex, and needs to be taken all apart to see what the pieces are and in what order they can be best learned. Perhaps we cannot say "best learned", for there are not yet many studies to show "best" ways. Experience in working with many children at different stages of development still is the best means we have of knowing which steps are easy and which are close to the top of the scale.

Next Problems

Suppose we try just one more skill, without which the social studies would be mere fact-gathering. It is one of the hardest—that of formulating problems for study. So hard is it, that some children never learn to do it. Possibly it is so hard that teachers do it themselves in making the assignment, instead of letting the pupils help them in seeing and stating what the logical next job is, and stating it as the next thing to do or to find out. Really it should not be so hard. All of us have to recognize and define the problems in our affairs outside of school. The policeman says, "What's the matter here?" The doctor says, "Where does it hurt?" The auto mechanic says, "What's the trouble?" The club president says, "What are we to accomplish this year?" Running up against puzzling situations such as these is simply part of living and getting along

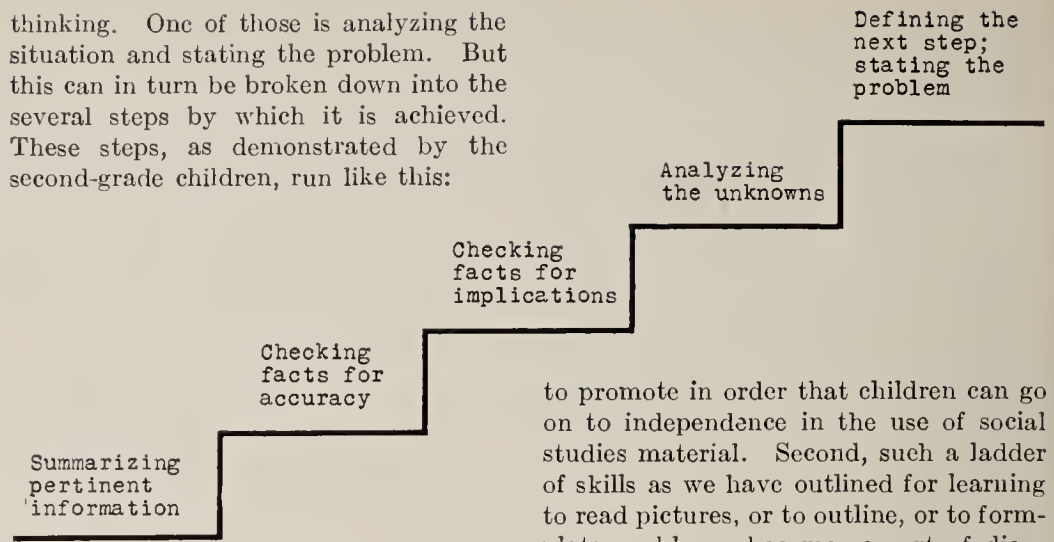
most of us could be more proficient in this skill than we now are, and even children in primary grades can make some pretty healthy beginnings in stating their next problems for study.

This is the way one second grade did it. They had been studying how people in other lands live—how they make their homes, what they eat, and so on. They had finished a discussion of people who live in very hot countries and were going on to those who live in very cold regions. One child said, "We know most everything about Eskimos. We learned all about them in first grade." Another child said, "Not all about them. There must be some things left we don't know." So the teacher said, "What do you know?" Then began the process of collecting all known facts about the situation. There were quantities of them, all more or less pertinent, all more or less true. Realizing that we cannot, or should not, base new plans on incomplete or inaccurate information, the children then decided to check on the accuracy of their facts, and to keep on the board only those that were strictly true and pertinent. That was a serious reading situation, but it laid a foundation for the next step. With a list of more than 20 statements on the blackboard before them, these second-grade children then read through them to see what they explained about life in the Eskimo region. For example, one sentence was this: Eskimos live in snow huts. Another said: Eskimos live in tents made of skins. Clearly something had to be straightened out here. Both statements were right. Was it that Eskimos have both summer and winter homes? Do they have both permanent homes and temporary homes? Do some have one kind and others have another?

All of this had to be opened up. It is what we would call "discussing the implications." No one could settle the questions, so from them came the analysis of what the unknowns were, and what the next problem was, with its clear statement of exactly what needed to be done.

This is a simple analysis of the study skill we call "formulating the problem." On higher levels, with more difficult material, the steps taken by these little second-grade children would be similar to the ones eighth-grade pupils, and even adults, must take in analyzing their problem situations and stating their problems for study. It used to be common practice to write in large letters on blackboards across the country—THINK. Dewey has analyzed for us what steps must be taken in a complete act of

thinking. One of those is analyzing the situation and stating the problem. But this can in turn be broken down into the several steps by which it is achieved. These steps, as demonstrated by the second-grade children, run like this:



Now let us see what all this means. We have planned out three ladders of skills in three important study abilities needed in the social studies. We have seen that these abilities are complex, that is, that they have several component skills, some easy, some difficult. We see that these steps cannot all be taken at once, but that the ability to mount them develops little by little, with careful planning and practice. For teachers in elementary schools such ladders of skills—dozens of them for dozens of study skills—have two very practical uses.

First, they show what kind of training in study skills and habits to plan for in geography and history; what the assignments should be; what reading activities

to promote in order that children can go on to independence in the use of social studies material. Second, such a ladder of skills as we have outlined for learning to read pictures, or to outline, or to formulate problems, becomes a sort of diagnostic chart for a teacher to use in studying her class. Take the first one—reading pictures. Beside each step it would be possible to write the names of pupils who have achieved independence in that particular skill. Such a chart would be an excellent indication of the additional instruction and practice needed by each pupil, not only in the social studies themselves but as the basis for supplementary reading instruction from day to day. With a whole group of such analytical ladders of study skills before them, teachers are ready to look upward to the steps yet to be attained by their pupils and also to look backward over what has been accomplished. Used in this way, step-by-step analyses of study skills become real ladders of achievement.

Electrifying Education

THE tabulation of the preliminary returns in the National Visual Instruction Survey indicates extensive use of radio programs in intermediate and junior high school grades. Many instances are reported showing the resourcefulness of teachers and principals in obtaining and using motion pictures and equipment.

Films Incorporated, 500 Fifth Avenue, New York, is conducting an extensive motion-picture service in CCC camps.

Approximately 3,500 educational films have been listed on film catalog cards by owners who have made reports in the National Educational Film Survey being made by the American Council on Education in cooperation with the Office of Education. It has not been determined how all of this data will be made available

to potential users. At the present time, however, the W. H. Wilson Co. is planning to publish a book of about a thousand of the best educational films.

The Eighth Yearbook of the Department of Supervisors and Directors of Instruction of the N. E. A. contains a list of "Bibliographies of Supplementary Teaching Aids", which was compiled by Eleanor M. Dye and Etta Schneider, of Teachers College, Columbia University.

The National Y. M. C. A. Motion Picture Bureau, 347 Madison Avenue, New York, circulated 110,500 reels of film to educational agencies in 1935. Most of the films were used in high schools. Practically all were free films.

CLINE M. KOON

Country Experiences for City School Children



Marie Butts, General Secretary of the International Bureau of Education at Geneva, Points out Some European Activities for Children

THE industrial areas of Europe, with their huge, smoky, dingy, depressing cities, are not good either physically or morally for the upbringing of children. The child reared in a sordid environment, and deprived of normal outlets for his animal spirits and his creative energies is necessarily underprivileged. He is apt to be quick-witted, but he has a poor physique and he may easily become a problem child and even drift into juvenile delinquency.

The educational authorities in European countries have, especially in the last 20 years, recognized the danger and tried in various ways to find an antidote to bad conditions by enabling school children to enjoy the fresh air now and again. Excursions into the country, supervised skiing expeditions, skating holidays, swimming in river or lake, have in many cases been made compulsory; playing fields have been established—often, alas, at great distances from the schools which stand in congested and noisy districts—and the boys and girls are taken out in batches by tram or bus, to enjoy supervised play or to take part in school games; gay gardens especially for the tiny tots have been laid out around existing schools; open-air schools in airy situations have been created, sometimes in beautiful woods, with free transportation provided morning and evening and nourishing meals furnished, but unfortunately they have to be reserved for the more delicate youngsters. School journeys have become a feature of elementary and secondary education in many countries, from Poland and Russia in the East to Great Britain in the West. Money is raised somehow, so that even the poorest pupils need not stay at home and quite ambitious tours are sometimes undertaken,

lasting several days, accommodation being found in Youth Hostels (of which there are many thousands distributed over Western and Central Europe), or in trains with luggage vans fitted up with bunks to serve as dormitories, or in

Great Britain and in Germany and are gradually spreading to other countries. These are taken through the movement for "School Country Homes" or for "Camps Schools."

In Great Britain, camp schools are being opened in connection with city schools. In 1934, for example, the education committee of Barnsley, a mining town in Yorkshire, bought a stretch of land and 15 workmen's huts at Scout Dike, 770 feet above sea level. This has been converted into a camp school for the pupils of the Barnsley senior elementary schools. The substantial wooden huts can accommodate 136 children, 9 adults, a nurse, a caretaker, cook and domestic staff. One hut was made into a dining room and kitchen; another was turned into classrooms but serves also as an assembly room and recreation hut. It is now possible for 136 children and their teachers, from each of the senior elementary schools in turn, to spend 7 days in camp. Arrangements have been made for two parties to attend from the junior instruction centre and two from the secondary schools (boys and girls), so that every school child in Barnsley will have an opportunity of attending the camp at least once during his school life. The camp will be used from May to October thus catering for about 2,300 children and 150 teachers each year.

Four London schools have just obtained from the education authority a grant of £100 to assist them in running camp schools, which they have maintained so far with the aid of private funds. The "Schoolmaster and Woman Teachers' Chronicle" of March 5, 1936, writes: "Perhaps the best established is the one at Old Mill, Forest Green, in Surrey, which is run in connection with

International Guest

MARIE BUTTS, general secretary of the International Bureau of Education, Geneva, Switzerland, recently came to the United States as the guest of the Association for Childhood Education. After addressing the annual convention of that association in New York City, Miss Butts visited Washington, D. C., speaking before the staff of the United States Office of Education and at the annual meeting of the American Council on Education. She is spending a few weeks in this country observing schools and addressing branch organizations of the Association for Childhood Education in Chicago, Pittsburgh, Boston, and intervening cities. She also spoke at the annual convention of the National Congress of Parents and Teachers, in Milwaukee, this month.

camps. France has opened a few elementary boarding schools in old châteaux in the country, to send thither for months at a time the delicate children of some of its industrial cities. Belgium has regular colonies of delicate school children living at the seaside.

Camp schools

But more general measures are now becoming more and more common in

St. Marylebone Grammar School. The house has been adapted for use as classrooms in bad weather, for communal club activities, and for storage purposes. The mill stream has been diverted to form an open-air swimming bath, which the boys themselves have helped to make. During the summer term, parties of boys go with their masters to Forest Green for a week at a time and live under canvas . . . It is a serious experiment in education under ideal country conditions."

Visiting Wytham

Sometimes it is a public-spirited citizen who has made a country scheme possible. Such is the case of Oxford where Colonel Ffennell, the owner of the beautiful estate of Wytham Abbey, adjoining the town, offered in 1931 the use of large stretches of land where buildings were available or could be erected. He had several buildings put up and, ever since, the Oxford school children spend 1 day a week, from April to November, on the Wytham estate. In 1935, 15 Oxford schools sent classes with their teachers, each class paying one visit a week. The children come by motor bus in the morning, bring their midday meal with them and return after their work in the afternoon. The medical officers' reports are very favorable to the scheme, and children, teachers, and parents are equally delighted. Last summer, about 750 school children, from 6 to 13 years of age, visited Wytham, that is, 150 children came each day for 5 days in the week. This was a somewhat smaller figure than in 1933 and 1934, as two of the seven classrooms were used for the purpose of demonstrating what could be done for London children. Special dormitories were built by private effort, capable of accommodating 35 children and their teachers, and visits of a fortnight were paid in succession by classes from six London girls' schools, an Oxford girls' school and an Oxford boys' school. The London children came through a grant from the London County Council with the assistance of the School Journey Association. They were brought from the West India Docks, Limehouse, Poplar, and other poor districts, and their teachers took all the responsibility for making everything go smoothly. The children were in fairyland; it seemed too good to be true. Many of them had a bed to themselves for the first time in their lives. But it was the woods, the birds, the flowers, the swimming bath, the quiet, the spaciousness, that they appreciated most. The good effect on the health and outlook of the children was amazing and their lessons were not neglected.

The work at Wytham was extended in still another direction by placing at the disposal of the older Oxford children and young people the equivalent of a country club during the long summer evenings.

The Schullandheim

In Germany, many city schools possess a house in the country, sometimes a fine old country seat, sometimes a wooden chalet. Whole classes with their teachers go and spend a week, or two or three weeks at a time, in their "*Schullandheim*." Schools that cannot have country homes of their own club together, and a country home may be the common property of several schools. At the end of 1931, there were 242 school country homes in Germany: Two-thirds belonging to secondary schools (girls' as well as boys') and one-third to elementary schools; there are many more now. The homes have joined into a federation (*Reichsband der deutschen Schullandheime*) which publishes a bulletin *Das Schullandheim*. It has been found that the mental, physical, and moral results of spending a few days in the country are excellent. The health of the pupils is greatly benefitted; town children learn to love nature study; discipline can be relaxed and the relations between the teachers and their pupils are freer, greatly improving mutual understanding; the teaching can be linked up with real life in a much more natural way than in the city and many creative projects are eagerly entered upon. In the summer holidays, the *Schullandheime* that are not needed for holiday camps are often occupied by classes of school children from other countries, especially from France and Great Britain.

★ Folk Festival

A NATIONAL Folk Festival is to be a feature of the Texas Centennial Exposition. It will be held during the period from June 14 to 21, in cooperation with the State board of education, according to announcement made by Sarah Gertrude Knott, director of the National Folk Festivals.

The object of this event is "to bring together groups with their folk expressions peculiar to the different regions, knowing that national incentive gives encouragement to regional festivals, and that continued participation will keep alive the fine traditional customs associated with the founding of this Nation." The presentations include folk music, folk plays, folk dances, legends, superstitions, and exhibits of folk arts and crafts.

★ Cooperation

A STRIKING example of educational facilities made possible through cooperation of parents and pupils is that of the school attended by children of the Cumberland Homesteads near Crossville, Tennessee.

High up in the mountains on a remote plateau, several hundred new families



Temporary school building used by Cumberland homestead children. The building has been reconditioned by pupils and parents.

have been moved in from stranded towns. Local schools lacked the space necessary to accommodate all the new pupils. Parents therefore got together with hammer, saw and nails, and built temporary frame schoolrooms arranged around two courtyards and joined by covered hallways. They reconditioned a barn for use as a carpenter shop, and converted the loft into a playroom for children in the lower grades.

Pupils attending the school also participated in the improvement of building and grounds. They heeled in about 700 iris plants in a nursery, and then fenced the nursery to protect the plants from marauding pigs.

They graded the basket ball and volley ball courts, and made a start in landscaping the school grounds. The older students have assumed maintenance responsibilities, such as seeing that wood is supplied for the lower-grade rooms and all the windows in the school are washed.

The cooperative formed by the adults in the resettlement community in Cumberland Homesteads has suggested the organization of school life on a cooperative basis. The bookstore has been managed by the cooperative and already has a bank account, handled entirely by the student treasurer.

1936 Summer Session Trek

OPPORTUNITIES FOR STUDY during the summer of 1936 are available in 700 of the Nation's 1,700 colleges and universities, according to announcement bulletins. Every State in the Union except one offers summer-school training; Nevada maintains but one higher educational institution and it will not be open for a summer term.

Ordinarily a half million students register in summer sessions throughout the country with a proportion of about one man to two women students. In Texas, 58 colleges will remain open during the summer months and this is the largest number for any 1 State. Illinois with 44 and Pennsylvania, New York, and Ohio with over 30 do not lag far behind, however, in numbers of summer sessions. A quarter of the New England colleges will maintain summer sessions, but the majority (98 out of 130), will be closed as it is not customary to carry on summer study.

Dates of opening of summer sessions—from the middle of May to early July—vary with the section of the country. Often colleges located in the warmer sections open earlier than those in the North. In the East, sessions often open immediately after the Fourth, while in some of the Western States they sometimes open the latter part of May or the first of June.

There is no rule, and persons desiring exact dates should correspond with the director of the summer session in the chosen institution.

Double sessions are common in some colleges; that is, an early session of about 6 weeks and a later session opening in July for another 6 weeks; a few have a third session, which may overlap the previous session.

Land-grant colleges

In any large summer session there are literally hundreds of courses available with a goodly share of courses in education for teachers and supervisors. It would be futile to attempt to enumerate such courses even for a few institutions, but some idea of the variety of offerings may be obtained from the following review of courses emphasized in the land-

Going to Summer School? Walter J. Greenleaf, Specialist in Higher Education, Offers Information Which May Be Helpful to You



Shady Lane, Colorado State College.

grant colleges and universities. These institutions, at least one located in each State, receive support from the Federal Government and were formerly known as the agricultural and mechanical colleges. With but few exceptions these land-grant institutions replied to a brief inquiry recently mailed from the United States Office of Education to directors of the summer sessions. The following information is presented from replies which have been received. Institutions in Connecticut, Montana, Nevada, North Dakota, and Rhode Island will maintain no summer school this year. Thirty-four institutions report a total of nearly 8,000 courses to be offered this summer.

Roughly dividing the country into districts—northeast, southeast, and west—the outstanding features, as indicated by the directors, are mentioned as follows:

In Northeast Quarter

Week-end trips from the *University of Maine* to the ocean, lakes, and mountains will appeal to students who undertake the single summer session offered from July 6 to August 14. The university is located at Orono. Of the 122 courses offered 42 are in education. Two 2-day institutes will be held concerning the junior-senior high school and world affairs: contemporary Europe and Pacific problems in present-day history are offered. Other courses include: Pulp and paper manufacture, home economics, nutrition, and home management. For the first time work is also offered in education for commercial teachers and in nursing education.

Massachusetts State College at Amherst, will offer only one session (July 6-Aug. 15), with 24 summer courses. Included among the courses, the poet professor,

Willard Wattles will present "Modern British and American Poetry" and a "Survey of American Poetry, 1620-1900." The home economics department will offer a practical course in food preservation, covering the canning of fruits, vegetables, meats, and sweets. Summer sports will include archery, badminton, tennis, and swimming.



An Indian exhibit being prepared by University of Kentucky students.

None of the 195 courses offered in the two summer sessions of *Massachusetts Institute of Technology*, Cambridge, will be devoted to teacher training.

The ninth session of the Marine Zoological Laboratory of the *University of New Hampshire*, at Durham, will run concurrently with the summer school from June 29 to August 7. The laboratory is on Appledore Island of the Isles of Shoals, 10 miles off Portsmouth Harbor; a course in the methods of teaching biology in the secondary school will be an innovation this year. In addition to splendid opportunities to students of zoology to study live forms, an attractive outdoor life near the ocean may be anticipated. The New Hampshire Congress of Parents and Teachers in cooperation with the Department of Education will conduct a 5-day conference (July 13-17) open to anyone interested. Twenty of the seventy-four courses offered are in education.

The *University of Vermont*, Burlington, will offer one session from July 6 to August 14. This session combines graduate and undergraduate instruction in the fields of art, botany, chemistry, economics, education, English, music, and other liberal arts subjects. A program of entertainments and the usual excursions to the Adirondacks, Green Mountains, Lake Placid, and Montreal will be conducted. Exchange students from France and Germany will be enrolled; Vermont graduates will go abroad to study in exchange for such students.

In addition to the usual courses in the field of Education and Rural Education at *Cornell University*, Ithaca, N. Y., special emphasis is placed on courses for teachers of agriculture and industrial arts this summer. Four new courses are

being introduced in the field of vocational industrial education. Other features include the expansion of the work in home economics education, developed around a unifying course on the philosophy and function of homemaking education; an intensive course in architectural and landscape design, expansion of the courses for teachers of Latin; and hotel administration; 295 courses are offered, including 55 in education. *Rutgers University's* single session (July 6-Aug. 8), will include 220 courses of which 75 are in education. Special features this year include the demonstration schools conducted in cooperation with the school authorities of the city of New Brunswick, N. J., where Rutgers is located. Three purposes will be fulfilled: Local children of all grades may make up work; approved modern methods of teaching will be provided; and various methods of individualized instruction such as the Dalton Plan, Winnetka Plan, and Morrison Plan will be exemplified. A tour of five European countries will



University of Arizona plays polo.

provide summer session credit. In cooperation with the New Jersey State Department of Health courses in public health are available for health officers, nurses, and sanitary inspectors.

Pennsylvania State College, located at State College, Pa., in the heart of the mountain country, will maintain three summer sessions extending from June 9 to August 28 and offering 404 courses of which 195 are in education. Of special interest are courses concerning legislative and administrative problems of the national recovery program; teaching traffic safety and automobile operation as a remedial step toward the reduction of the tragedies of our highways; the social science division lectures to promote a better understanding of current social, economic, and political problems; twentieth century drama; and institute of French education.

The two summer sessions of *Ohio State University*, Columbus, will run from

June 22 to September 4. Of special interest is the institute of home economics, the summer demonstration school—an integral feature of the program offered by the department of education and off-campus lecture series. The Institute in Progressive Education is a cooperative enterprise in which several leaders in the progressive education movement both on and off the campus will participate.

In Indiana, The Science Institute (June 15-25) will be featured this summer at *Purdue University*, La Fayette; prominent leaders will appear for lectures and discussions of current topics; the annual rural leadership conference will be held from June 15-27; and special intensive unit courses of 2 or 3 weeks each will be offered teachers, including public school administration, home economics, farm shop, agricultural economics, and physical education. The course in "Teaching of Traffic Safety", among the first of its kind in the United States, will be given June 8-13. The new course in public safety has been prepared for all Indiana Schools at request of the State board of education.

Summer students at the *University of Illinois* at Urbana will find graduate courses especially adapted to needs of high-school teachers in most academic departments; special conferences on visual aids, radio in education, and curriculum will be featured.

Of the 400 summer courses to be offered at the *University of Wisconsin*, located at Madison, 98 will be in education. A 6-week session (June 29-Aug. 7), a 9-week session (June 29-Aug. 28), and a 10-week law session (June 22-Aug. 28), are offered, with 300 faculty members employed. Many courses have been planned or modified to meet conditions of the present time—"Public Expenditures and Public Debts", "Business Cycle Theories", "Survey of World Politics", and others. Five special institutes or conferences will be held for school administrators, bandmasters and music directors, rural leaders, dramatists, and workers in industry. Other features include the laboratory school, offerings



University of Wyoming's science summer camp in Medicine Bow mountains.

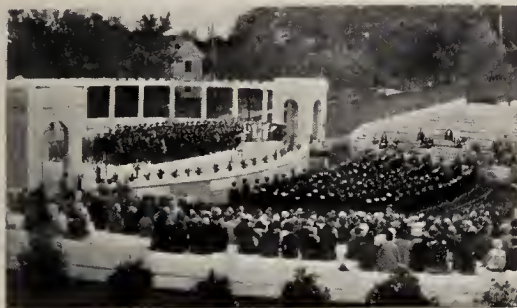
for social workers, and directed practice programs for agricultural and home economics extension workers.

Four hundred courses (61 in education) are being offered in two summer sessions at the *Iowa State College of Agriculture and Mechanic Arts*, at Ames, from June 16 to August 29.



County superintendents go to school at University of Idaho.

In planning its summer quarter program the *University of Minnesota*, at Minneapolis, has attempted to provide for broad and varied experiences. Lectures on diverse subjects by men with international reputations, noteworthy musical events, forceful dramatic performances, numerous opportunities for play, and frequent trips to centers of art, industry, and recreation supplement the extensive array of courses. The Forestry and Biological Station located at Lake Itasca was established in 1935 for the advancement of terrestrial and fresh-water biology in its most fundamental aspects;



Greek amphitheater at University of Arkansas.

courses are open to 100 qualified graduate and undergraduate students and qualified high-school graduates.

In Southeast Quarter

Features of the *University of Maryland*, P. O., College Park, summer session (June 24-Aug. 4), will include curriculum construction, limited to teachers in service; French school for teachers and students learning the spoken and written language; elementary science; creative dramatics for children; and the community and the youth-centered high schools. Sixty of the one hundred and twenty-five courses offered will be devoted to education.

The *University of Delaware*, at Newark, will maintain one summer session from June 22 to July 31, offering 50 courses of which 15 are in education.

The summer field course in geology and the training conference for workers with

out-of-school youth are being featured at *Virginia Polytechnic Institute*, at Blacksburg. Two summer sessions will be offered from June 11 to August 29 with 155 courses (19 in education). The field course in geology requires some previous training and should be an inspiration to teachers of science in junior colleges and in high schools. The training conference is intended for superintendents, principals, teachers, and others interested in out-of-school youth.

Two field courses will be featured this summer at *West Virginia University*, at Morgantown, where 222 courses are offered (44 in education) from June 10 to August 27. The 6-week biological expeditions, one in botany and one in zoology, will tour the State and visit many of the most interesting biological regions.

From June 10 to July 21 *North Carolina State College of agriculture and engineering*, at Raleigh, will offer 205 courses (25 in education). Special features will include summer-camp instruction in forestry; 3-week courses for teachers of vocational agriculture; cotton classing; industrial arts; and vocational guidance.

Special emphasis on vocational agricultural teacher-training and on industrial education is being given at *Clemson Agricultural and Mechanical College*, P. O., Clemson College, in South Carolina, this summer. In a single session from June 8 to July 18, 90 courses are being offered (25 in education). "Textile Industry" as a general educational subject in the South will also be emphasized as well as units of activity in primary education.

For the first time in its history the summer session of the *University of Florida*, at Gainesville, will offer comprehensive courses which have recently been introduced in the new general college; freshmen and sophomores will take these courses. A laboratory school including kindergarten and six grades will operate

for the benefit of students in education, and an enriched series of lectures and entertainments will be provided.

One-fifth of the 555 summer courses at the *University of Kentucky*, Lexington, are in education. The college of education is emphasizing this summer new courses in vocational guidance, problems of deans of women, extracurricular activities, visual education, and organization and supervision of student teaching. Character education and commercial teacher-training, housing, consumer problems, family living, courses in public health, and in physical education are also features of interest.

Advanced and graduate courses in agriculture in line with recent developments will be offered at the *University of Tennessee*, Knoxville, in two summer sessions from June 10 to August 28. Of the 315 courses offered 71 will be in education featuring elementary education, commercial education, and advanced and graduate courses in new fields of home economics.

The *Alabama Polytechnic Institute*, located at Auburn, in addition to offering some 323 summer courses is providing a 3,000-mile tour this summer as a course in eastern America. Visits will be made to the scenic and historical sections of Virginia, New York City, and way points. Those completing the course satisfactorily will receive 3 semester-hour credits.

Curriculum revision at *Mississippi State College's* (P. O., State College) summer sessions is an integral part of a State-wide program; a curriculum laboratory is provided. Soil conservation designed particularly for teachers of vocational agriculture and public problems dealing with various current public problems and activities will be featured from July 8 to August 15 when 117 courses (11 in education) will be offered.



New home economics and student commons building at Utah State Agricultural College.

At the *University of Missouri*, at Columbia in one session from June 8 to July 31, there will be offered 425



Sky view of University of Florida.

courses (95 in education). Special features include—special courses in student counseling and advisement including clinical practice; advanced group seminars in school administration and the summer camp in geology at Lander, Wyo.

The *University of Arkansas* at Fayetteville, offers 117 courses emphasizing graduate and undergraduate courses in curriculum construction for teachers in elementary and secondary schools and demonstration classes for primary, intermediate, junior high school, and senior high schools, open for observers.

At *Oklahoma Agricultural and Mechanical College*, Stillwater, two summer sessions from May 28 to August 25, will offer 310 courses (41 in education). Graduate courses, courses for teachers certificates, and courses in industrial arts education, home economics education, and agricultural education will be featured.

Only one summer session is to be held at *Louisiana State University*, Baton Rouge, but a total of 325 courses (25 in education) are offered. Among the offerings are special courses for local supervisors in the problems of reading; in kindergarten-primary education; in church music for choir leaders; and in vocational agriculture; institute for teachers of speech; field courses in forestry and in geology.

In Western Half

Of the 119 summer courses in the *University of Idaho*, at Moscow, 25 will be offered in education. Features this summer will include graduate work in education leading to the master's degree, and courses in public-school music with 11 regular instructors and 8 assistants. A short course for county school superintendents of Idaho will be held from June 15 to 27; last year 34 out of 44 superin-

tendents in the State attended this short course.

Unique opportunities for teachers who desire to study the outdoor aspects of botany, geology, and zoology and general science are offered at the *University of Wyoming* at Laramie from June 15 to August 28 (2 sessions); of the 200 courses offered 54 are in education. The university has been allotted approximately 700 acres of a natural area in the Medicine Bow National Forest for study and recreation. Complete facilities for teacher training work with demonstration schools are found on the campus.

Colorado State College at Fort Collins provides 201 summer courses, half of which are in education. Among the offerings are educational administration, rural education, agricultural education, home-economics education, industrial-arts ed-



University of Wisconsin's carillon tower.

ucation, and trade and industrial education. The school has become the center for specialized training, combining programs in general and vocational education and is one of the few institutions giving advanced training in the vocational-education field.

A State-wide conference discussing curriculum construction and guidance through both the elementary grades and the high school will be featured at the *University of Nebraska* at Lincoln, in two summer sessions from June 9 to August 7. Out of 400 courses offered, 125 will be in education.

Two summer sessions are offered at *Kansas State College* at Manhattan, 392 courses of which 32 are in education.

New courses are offered in the school of education, school of fine arts, and in history and physiology.

At *Utah State Agricultural College*, Logan, a short school for athletic coaches will be featured, together with a band school, a vocal music school, and an excursion to study the geology, botany, and zoology of the Yellowstone, the Colorado Grand Canyon, and the southern Utah National Parks. In two sessions from June 8 to August 7, there will be offered 125 courses (17 in education).

Special courses to meet the needs of teachers of beginning pupils from non-English speaking parents are being featured at *New Mexico State College* (P. O., State College), from June 8 to July 24. Twenty-four of the sixty-five courses offered are in education.

Of the 114 courses offered this summer in the *University of Arizona*, at Tucson, 25 will be in teacher training or in education; a number of new courses will be offered and the session will stress graduate study leading to advanced degrees. The usual summer recreation program will also be offered.

The presence of the N. E. A. in Portland, Oreg. (June 28 to July 3), will bring many educators to the Northwest; the summer session at *Oregon State Agricultural College* at Corvallis, has been organized to attract these visitors who desire to do summer study. Emphasis is placed on education, especially vocational guidance, on home economics, on industrial arts and industrial education, science, and supporting fields.

The *State College of Washington*, at Pullman, will offer a 4-week course for music supervisors (June 15 to July 11), a 4-week intensive course in home economics (July 13 to Aug. 7), and 6- to 8-week courses in physical education and health, speech, industrial arts, commercial education, education for superin-



Overlooking Beebe Lake at Cornell University.

[Concluded on page 264]

Bibliographical Service

THE making of bibliographies is no new thing. It is not quite as old as the making of books, but it became possible with the printing of books. Konrad Gesner of Germany was called the "German Pliny" and the "Father of Bibliography", as he made an early attempt in his "Bibliotheca Universalis" in 1545 to collect all the scholarly publications in existence, at least those in Latin, Greek, and Hebrew. Having got off to a good running start in 1545, the art of "listing literature" has been going on ever since.

Just what service bibliographies give to the world today is well-expressed by Dr. Andrew Keogh, librarian of Yale University, who once said: "It is in defining the boundaries of knowledge and determining the starting point of research that bibliography serves its highest purpose."¹

That is the high ideal of a bibliographer. It is with something of that purpose in mind that he approaches his task, realizing its importance. He is searching all available sources, attempting to transcribe the information accurately, to annotate wisely, to classify the material in terms and under the subject-headings his readers will look for and understand, and then to pass on to the inquiring public the data that will save it untold hours of work.

The bibliographical service of the Office of Education library is not a new one, as from the beginning of the Bureau in 1867, it has been encouraged and developed until the output has attained considerable size, growing along with the growing needs of education. New trends in education mean to the bibliographer new subjects for bibliographies and the collecting of material concerned with these new theories and experiments.

The first outstanding project of importance as a bibliographical service was the taking over by the Bureau of Education of the preparation of the "Bibliography of Education", which formerly had been prepared by J. I. Wyer, Isabel E. Lord and others, from 1899-1907, and published in the periodical "The Educational Review." After 1907 it was prepared in the Library Division, and from 1908-15,

¹ Quoted from E. M. Witmer and E. M. Feagley. A beginner's guide to bibliography, p. 1.

² Commissioner's report, 1922, p. 25.

Martha R. McCabe, Assistant Chief, Describes Another of the Many Services of the Office of Education Library

it was published by the Bureau as its bulletins, 1908, no. 3; 1909, no. 9; 1911, no. 10; 1913, no. 59; and 1915, no. 30. In 1916 it became the Monthly Record of Current Educational Publications, and Bulletin, 1916, no. 7, was the first to bear that title.

The Monthly Record of Current Educational Publications was prepared in the library and published by the Office (then the Bureau) of Education from 1912 to 1932, in its bulletin series. It was issued monthly for several years; in 1921, as the result of an act of Congress requiring "the discontinuance of the Record as a periodical",² the Record was issued at irregular intervals, about four times a year. In 1930 the plan of the Record was changed to include a number of specialists inside and outside the Office as collaborators, and it was issued on a quarterly basis. This plan was continued until 1932, when the depression and economy measures caused its suspension. Since 1932, a bibliography under a somewhat similar plan has been published in two periodicals, viz., The Elementary School Journal, and The School Review. But history repeats itself! In 1912 the Office took over the preparation and the publication of the bibliography which had been printed in the Educational Review; 20 years later, two periodicals took over the project and have been publishing a somewhat similar bibliography ever since. The Record performed a real service to education for many years.

Other projects

The Bibliography of Research Studies in Education is another project assigned to the library. The Office began to act as an agency for collecting information concerning doctors' and masters' theses and other research studies in education in 1928, the first two of its publications being mimeographed. The library collects the information annually and publishes a list of research investigations reported to it in the bulletin series. The

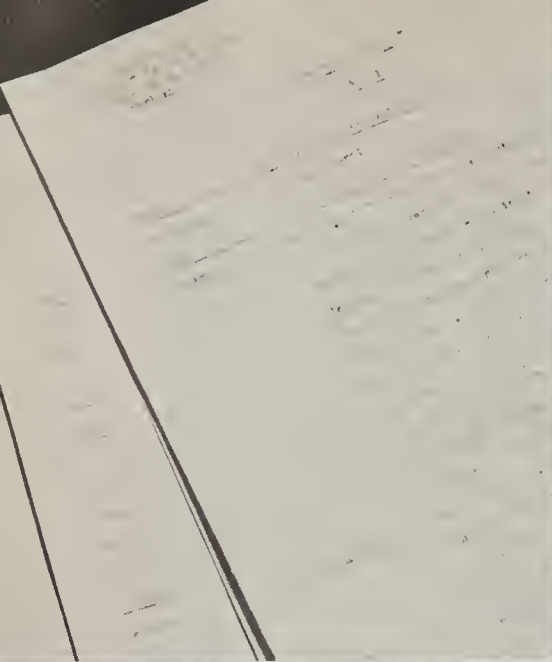
first mimeographed compilations included the years 1926-27, but were published in 1928; the first printed bulletin was 1928, no. 22, and included the material listed in the two mimeographed circulars and additional material reported later. The entire bulletin series in this field is: 1928, no. 22; 1929, no. 36; 1930, no. 23; 1931, no. 13; 1932, no. 16; 1922, no. 6; 1934, no. 7; and 1935, no. 5. The bibliography for 1936 is now in preparation and will list studies for the period 1934-35. In addition to the printed bibliography, lists of research investigations undertaken in State departments of education and State education associations and in city-school systems are compiled and issued in mimeographed circulars.

In 1931 a new series of bibliographies was commenced in the Library Division, the Good References bibliographies, for which there is good demand. These lists now number upward of 40, either printed or still in progress. They are brief bibliographies of recent selected and annotated references, usually filling 10 to 12 pages, and are distributed free from the Office. These are prepared in the Library Division for the most part, with the collaboration of specialists in each field. A few of the titles in this series are: Education by Radio, Guidance, Education of Women, Character Education, The School Auditorium, Education and Social Change, The Junior College, Discussion Meetings, Forums, etc., and several series under a general subject, viz, Secondary Education, Visual Aids in Education, Elementary Education, and Parent Education, each of these series including several bibliographies on different topics. A series on higher education is now being planned.

Religious education series

A series of annual bibliographies was started in 1931—Religious Education in the United States, compiled in collab-

[Concluded on page 264]



Back Stage With the Educational Radio Project

Important Steps in Production

1. **THE SCRIPT.** Back of it are weeks of planning and research, writing and re-writing by "continuity writers."
2. **REHEARSAL.** Scripts often have to be "cut" so that programs can be completed "on the second." Hours of rehearsal precede a broadcast.
3. **MUSIC.** CCC members, WPA singers, and volunteers compose the educational radio project chorus.
4. **ON THE AIR** with educational programs for millions.
5. **PART OF THE PROGRAM** are the listeners who answer challenging questions, write for useful publications, or otherwise participate in every well-planned educational broadcast.
6. **THE CUE.** From the control room the production director signals the "sound man."
7. **THE SOUND MAN** with records produces rain, thunder, street noises, and other sound effects.

Listen in:

The United States Office of Education through the Educational Radio Project presents the following regular broadcasts each week:

- Thursday, 4:00 EST "Answer Me This."
 3:00 CST How much do you know of the facts back of today's headlines?
 2:00 MT A series of self-tests in the social sciences. NBC coast-to-coast red network.
- Monday, 6:45 EST "Education in the News."
 5:45 CST What is new in the world of education? NBC coast-to-coast red network.
 4:45 MT
 3:45 PT
- Tuesday, 3:00 EST "Have You Heard?"
 2:00 CST A series of dramatized facts of science and nature. NBC coast-to-coast blue network.
 1:00 MT
 12:00 PT
- Monday, 3:00 EST "Safety Musketeers."
 2:00 CST A new series in safety education and organization. Columbia network stations.
 1:00 MT
 12:00 PT



Three Universities On the Air

★ *Recently an educational radio project staff supervisor visited three important centers of educational radio broadcasting—University of Wisconsin, University of Michigan, and the Ohio State University. Here are a few high points of work going on in these centers.*

—EDITOR

University of Wisconsin:

LOCATED on the campus of the University of Wisconsin is the State-owned station WHA. The university is in charge of the programs. WHA, incidentally, has never received 1 cent from commercial firms or from any individual for time on the air. Its educational radio programs are directed chiefly to two groups: Pupils in schools, and those interested in continuing their education after leaving school.

A large proportion of the elementary schools in Wisconsin are radio-equipped and receive regularly one or more radio programs from WHA.

University of Michigan:

The University of Michigan has its own studio but not its own station. From this studio 13 programs per week are "piped" to the 50,000-watt station WRJ in Detroit. Michigan schools regularly receive instruction by radio. Many schools receive both musical instruction and the regular lecture series. From a very modest appropriation of \$4,000 the university station pays the salaries of the director and two student engineers as well as line charges to Detroit (about \$1,200) and mailing costs, which include mimeographing of all talks for which more than 25 requests are received.

Ohio State University:

One of the most ambitious educational radio programs is that of Ohio State University. Station WOSU is on the air approximately 6 hours a day. During a typical day a student of Ohio may sit at home and spend a day of study as follows: From 9 to 9:30 a. m., he can hear Profes-

sor Cook's class in sociology; 9:30 to 10 he can tune in on a child psychology course. At 10:30 he can join Professor Cabangas' class in Spanish. If he is a farmer he can receive the latest farm news at 1 o'clock; and for relaxation he can listen to an excellent 14-piece WPA orchestra at 3.

Ohio State University and the educational division of the WPA jointly sponsor an Emergency Radio Junior College for which all Ohioans are eligible. All prospective students get a syllabus describing the course and listing references. In March registrations for the Radio Junior College spring term were coming in at the rate of 100 per day.

At the end of the course students may take examinations. They receive certificates of accomplishment which do not count as college credits but which carry weight with prospective employers.

Broadcasting from the classroom

One class of the University of Wisconsin and two of the Ohio State University are broadcast directly from the classroom.

The production director of station WHA, Wisconsin, is more or less skeptical about the efficacy of broadcasts from the classroom. He believes, after considerable experimenting, that the classroom and radio techniques are essentially different and cannot be fitted into any single pattern.

Ohio State University, on the other hand has had considerable success in straight-from-the-classroom broadcasts. One class in sociology, for example, is on the air three times a week. The instructor, during the half-hour period allotted to him, lectures for 20 minutes. The remainder of the period is taken up by a summary of the discussion of the work of the last half hour of the preceding meeting. In this way the radio audience is brought up to date, and, incidentally, students who give the summaries receive considerable experience in the technique of radio speaking.

The universities are discovering that educators who broadcast are successful only if they have good radio personalities. Some of the professors at the University

of Michigan and the University of Wisconsin are having their voices recorded and are consciously trying to adapt their speaking techniques. Some have been successful.

Use of transcriptions

Universities of Michigan and Wisconsin have equipment for making electrical transcriptions. An electrical transcription is an exact recording, and the best electrical transcriptions when rebroadcast sound exactly like the original production.

Transcriptions are used by universities for two purposes: First, to reproduce the voices of instructors and students who wish to have their radio speaking voices recorded for self-improvement; and, secondly, for reproduction of programs with a view to replaying them or making them available to other institutions.

The National Association of Educational Broadcasters is making arrangements for the joint purchase of a recording machine. Each member will use the machine for the reproduction of its best programs. The records will then be circulated among the members and, presumably, to other educational institutions. This promises to be one of the most significant experiments to be carried on in educational broadcasting.

Educational broadcasters are increasingly realizing the importance of the transcription field as an efficient, inexpensive, practical way to make available a number of educational programs which might not otherwise be obtained. It is likely that the transcription field will increase in importance in educational broadcasting as it has in commercial broadcasting.

Ohio, Michigan and Wisconsin station directors believe that much remains to be done. Expert guidance in script writing is needed. Some method will have to be devised for testing the reaction of listeners to educational broadcasts. How can education best be "sold" to listeners? Is it advisable to teach at all by radio? These questions and many more are constantly being asked. The experiments in Michigan, Ohio and Wisconsin will undoubtedly help answer some of them.

PHILIP H. COHEN

SCHOOL LIFE

VOL. XXI



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MAY 1936

LIVED HIS FAITH

"Consciously, deliberately, intensively, he lived his faith of freedom, tolerance and love. He learned by doing and taught by being."

These were words of an editorial writer upon the recent passing of a notably qualified and beloved mentor of youth.

"And no one ever found existence a happier experience," the writer commented.

A NOTE OF CHEER

A letter from a State high-school supervisor in South Dakota sounds a cheerful note for the teachers:

"Many of our schools are raising salaries," he states. "Not any real big increase but all the way from 2 to 25 percent. The average is probably 5 or 6 percent."

South Dakotans know what it means to suffer from drought and severe weather conditions, yet here is evidence of their pioneer spirit for the public schools.

FAITH IN EDUCATION

"The answer to social problems among all civilized peoples of modern times has always been education. The answer to the difficult problems with which all the world is now faced is not less but more education of the right kind, as intelligent means of proper social control.

"Education was the answer given by the reformation leaders to the miserable conditions that faced Western Europe in the sixteenth century. It was the answer given by the leaders in France during its fearful years in the late eighteenth century.

"Education was the answer offered by the forceful Fichte to his people now a century and a quarter ago when Prussia lay prostrate and bleeding at the feet of Napoleon whose severe terms took half of the Prussian territory and nearly crushed out the German national spirit. Fichte delivered his famous addresses to the Germans during the French occupation of Berlin and with French soldiers standing guard over him. 'Nothing but education can rescue us from all miseries that now overwhelm us', declared Fichte, who saw in education the only means of recuperation.

"In the sixties of the past century Denmark, crushed and confused, found education the answer to her problems under the fervid leadership of the flaming Grundtvig, the apostle of Northern Europe.

"About the same time Japan, finding that she did not count among modern nations, turned energetically to education and through it those straggling islands in the Far East have become one of the most modern and progressive of all the nations.

"England, during the darkest hours of the World War, turned to education as the way to escape catastrophe, and the devoted work of her educational leaders during those times is one of the most stirring chapters in all British history.

"Faith in the regenerative and restoring powers of education was expressed long before the so-called democratic principles of education had been accepted and passed into practice here. Evidence appears in the declarations of the early national leaders, messages of the early State governors, early constitutional provisions for schools, and the birth of the early State universities. These efforts for 'the rising generation' were made during dark and critical days and when the country was shaken by one of the most important revolutions in history.

Particularly significant was Thomas Jefferson's school plan of 1779 which showed an educational perspective that few if any American communities have yet fully gained."

Thus spoke Prof. Edgar W. Knight, of the University of North Carolina, before the department of rural education, at the recent N. E. A. meeting in St. Louis.

CAN YOU BEAT THIS?

Transporting a thousand pupils a day in 17 busses for 17 years without an accident in which a single child was injured is the fine record reported from Sioux City, Iowa. One driver has served 17 years; two, 16 years; one, 14 years; and terms of service of the other 13 vary from 1 to 8 years, according to a report of the Iowa State Department of Public Instruction.

★ Awards for F. F. A.

THE eighth annual offer of cash prizes to outstanding members of the Future Farmers of America has been announced by the Weekly Kansas City Star. As in former years, these awards are to be made at the national convention of the organization in Kansas City next October. Regional awards, \$100 each are offered this year as a new feature, in addition to the grand prize of \$500.

The National Grange recently announced a total of \$200 in cash prizes to be awarded to five outstanding State Associations of F. F. A. for 1936.

The National F. F. A. public speaking contest is being continued and finals will be held in connection with the ninth national convention. Cash prizes in this contest total \$750.

The chapter contest is also being continued for 1936. In this contest emphasis is placed upon activities organized and carried through by the chapter as a group. Prizes total about \$1,000.

Information can be obtained through the National office of the F. F. A.

Meetings

AMERICAN ASSOCIATION FOR ADULT EDUCATION. New York, N. Y., May 18-21.

AMERICAN SOCIETY OF THE HARD OF HEARING. Boston, Mass., May 26-30.

NATIONAL CONFERENCE OF SOCIAL WORK. Atlantic City, N. J., May 24-30.

NATIONAL EDUCATION ASSOCIATION. Portland, Oreg., June 25-July 2.

Y. M. C. A., PHYSICAL DIRECTORS SOCIETY OF NORTH AMERICA. Silver Bay, N. Y., June 8-13.

MARGARET F. RYAN.

Educators' Bulletin Board



New Books and Pamphlets

Social Studies

The Social Studies Curriculum, fourteenth yearbook of the Department of Superintendence of the National Education Association of the United States. Washington, D. C., 1936. 478 p. \$2.

Deals with the principles and practises of a modern program of social studies; for curriculum committees, teachers, and administrators.

Elements of the Social Studies Program, 1936, sixth yearbook of the National Council for the Social Studies, Department of Social Studies of the National Education Association. Philadelphia, McKinley Publishing Co., 1936. 208 p. \$2.

Planned to complement and supplement the fourteenth yearbook of the Department of Superintendence.

Guidance

Youth's Work in the New World [by] T. Otto Nall. New York, Association Press, 1936. 216 p. \$1.75.

A review of the opportunities offered in various professions and vocations, with a list of readings and discussion topics.

Jobs for the Perplexed, by Flora E. Breck. New York, Thomas Y. Crowell Company, c1936. 155 p. \$1.

Practical suggestions for finding jobs and earning money in many unusual ways.

Proceedings of the First Annual Guidance Conference held at Purdue University, 1935. Lafayette, Ind., Purdue University, The Division of Educational Reference, 1935.

93 p. \$1.25. (Studies in Higher Education, no. 27.)

Papers on guidance presented at the Conference.

Teaching Aids

How to Make and Use Objective Tests. Cedar Falls, Iowa, Iowa State Teachers College, 1936.

48 p. (Bulletin of the Iowa State Teachers College, Cedar Falls, Iowa. vol. 37, no. 3.) 10 cents.

Prepared for teachers in service who are not already familiar with objective tests; presents the main features of such tests with suggestions and illustrations.

Burris Studies, Unified Activities. Burris School, Ball State Teachers College, Muncie, Indiana. [Muncie, Ind., Ball State Teachers College, 1935.]

154 p. illus. (Bulletin, vol. xi, no. 2.)

Descriptions of various activity units ranging from kindergarten through junior high school. including samples of original work by Burris pupils.

Correlated Handwork, Grades 1-2-3. Chicago, Board of Education, 1935. 48 p. (Bulletin C-H 123.)

Types of procedures which teachers may employ in the classroom to make pupils' work interesting and lifelike; contains individual and class projects.

Group Discussion

Let's Talk It Over, by Mildred J. Wiese in collaboration with Lyman Bryson and Wilbur C. Hallenbeck. Chicago, Ill., The University of Chicago Press, c1936. 41 p. 10 cents.

A guide book for a discussion group with suggestions for discussing current problems presented in the series, "American Primers."

Making or Marring the Child's Personality through Emotional Experience, [by] Margaret Wylie. Ithaca, N. Y., New York State College of Home Economics at Cornell University, 1935.

28 p. illus. (Cornell Bulletin for Homemakers. Bulletin 335.)

Planned not only for individual reading but for group use, with topics for discussion and suggested readings at end of each chapter.

Etiquette

As Others Like You, by Margaret B. Stephenson and Ruth L. Millet. Bloomington, Ill., McKnight & McKnight, c1936.

40 p. illus. 25 cents.

A handbook of social usage for the college student.

SUSAN O. FUTTERER

Recent Theses

A LIST of the most recently received doctors' and masters' theses in education, which may be borrowed from the library of the Office of Education on interlibrary loan.

BANTA, RALPH. A survey of entrance credits presented in music at the Michigan State normal college in 1929 and 1934. Master's, 1935. University of Michigan. 76 p. ms.

CAMPBELL, NELLIE M. The elementary school teacher's treatment of classroom behavior problems. Doctor's, 1933. Teachers college, Columbia university. 71 p.

CHASSELL, CLARA F. The relation between morality and intellect: a compendium of evidence contributed by psychology, criminology, and sociology. Doctor's, 1935. Teachers college, Columbia university. 556 p.

CULVER, M. M. Preparation of a norm for the junior high school mechanical aptitude test for grade 7. Master's, 1935. University of Syracuse. 59 p. ms.

DIEHL, P. W. A method of measuring high-school teachers' loads through the use of subject weights and its application in five New Jersey high schools. Master's, 1935. Pennsylvania State college. 58 p. ms.

DUFFEY, H. S. The effect of reduced expenditures on the amount and quality of educational service. Master's, 1935. George Washington university. 57 p. ms.

HECK, THEODORE. The curriculum of the major seminary in relation to contemporary conditions. Doctor's, 1935. Catholic University of America. 160 p.

HENNIGAR, L. L. Arithmetic; informational problem units for a sixth grade: the family budget. Master's, 1935. Boston University. 103 p. ms.

MERRIWETHER, LUCILE. High school library service in Tennessee. Master's, 1933. George Peabody college for teachers. 8 p.

MILLER, S. L. A study of the achievement of scholarship holders in the class of 1932 in Pennsylvania colleges. Doctor's, 1935. Temple university. 69 p.

PHILLIPS, W. S. Analysis of certain characteristics of active and prospective teachers. Doctor's, 1935. George Peabody College for Teachers. 51 p.

REDMOND, T. P. A survey of the teaching of international relations in the secondary schools of North Dakota. Master's, 1935. University of North Dakota. 86 p. ms.

TRILLINGHAM, C. C. The organization and administration of curriculum programs. Doctor's, 1933. University of Southern California. 199 p.

VILES, N. E. Improving the insurance program in the local school districts. Doctor's, 1934. University of Missouri. 100 p.

WATKINS, V. L. A health education vocabulary for school administration. Master's, 1935. Pennsylvania State college. 72 p. ms.

WENTLAND, P. W. The relation of success in high school to occupational status ten or more years later. Master's, 1935. University of North Dakota. 41 p. ms.

WILSON, I. C. Determining objectives for home-making instruction. Doctor's, 1934. Teachers College, Columbia University. 99 p.

WITT, RAY H. Progressive practices of teachers in the class B schools of Minnesota. Master's, 1935. University of North Dakota. 168 p. ms.

WRIGHT, W. A. E. A personnel study of the faculties of the Pennsylvania State teachers colleges. Doctor's, 1935. George Washington University. 133 p. ms.

YEAGER, T. C. An analysis of certain traits of selected high-school seniors interested in teaching. Doctor's, 1935. Teachers College, Columbia University. 87 p.

RUTH A. GRAY



Vocational Teacher Training

TEACHER-TRAINING institutions are, to an increasing extent, making use of the summer session as a means of providing short courses for those in the field of vocational education who find it difficult to supplement their technical and professional training in any other way. Nearly all of the States now provide summer courses for vocational teachers.

One of the significant facts with respect to these summer courses is that they are in many instances offered for short periods of from a week to 4 weeks, so that those who wish to take advantage of them can do so with a minimum of absence from their regular work. This seems particularly helpful in the case of trade and industrial and vocational agriculture teachers, who find it difficult to get away for lengthy periods. In a number of institutions those who complete these short courses may obtain college credit therefor.

It is apparent from the accompanying list of institutions offering summer courses for vocational teachers that they include in a number of cases instruction in one or all of the three principal vocational education fields—industry, home economics, and agriculture—in commercial education, and in the philosophy of vocational education. In addition it is possible for vocational education teachers to enroll in summer sessions in courses related to their fields of teaching or in other general courses in which they may be interested.

Other institutions than those here presented, of course, offer summer teacher-training courses in vocational education. Those listed include only the institutions offering such training under Federal grants of money, provided through the national vocational education (Smith-Hughes) act.

Special features

A glance at the catalogs of teacher-training institutions offering summer courses for vocational teachers is sufficient to give one an idea of the value of these courses. During the past year, reports from these institutions show a number of new features have been added to these curricula.

Particularly for the benefit of agricultural teachers who cannot afford to drop their teaching programs for a protracted period, several institutions have arranged special short summer courses. One institution has scheduled an intensive 1-week shop course. Another will provide a special 10-day course for employed teachers, covering the new developments in agricultural subject matter and methods of utilizing it in the classroom, laboratory, and in the supervised farm practice program, for which every vocational agriculture instructor is responsible. Still a third center has arranged a 4-week session for agricultural teachers.

Two agricultural training centers will lay special stress on methods of teaching soil conservation. Guidance and per-

sonnel problems will receive attention in a western institution, which will also schedule a special course in landscaping for vocational agriculture teachers. Course building, teaching methods, and the setting up of the teaching plan are stressed by other training centers.

Some interesting features are also to be found in the summer session opportunities for those in the field of vocational industrial education. There are courses in the analysis and organization of instructional material in industrial education; administration and supervision of industrial education; teaching arts and crafts; occupations, guidance, and placement; supervision of apprentice programs; and in tests in industrial subjects. Indicative of the present trend, one institu-

Teacher-Training Institutions Offering Summer

ALABAMA COLLEGE, MONTGOMERY, ALA. (Home economics; vocational education, general.)

ALABAMA POLYTECHNIC INSTITUTE, AUBURN, ALA. (Agriculture; vocational education, general.)

AGRICULTURAL AND MECHANICAL COLLEGE OF TEXAS, COLLEGE STATION, TEX. (Agriculture, trade and industry; vocational education, general.)

CLEMSON AGRICULTURAL COLLEGE, CLEMSON COLLEGE, S. C. (Agriculture, trade and industry; commercial; vocational education, general.)

COLLEGE OF ARTS AND INDUSTRIES, KINGSVILLE, TEX. (Agriculture.)

COLLEGE OF WILLIAM AND MARY, WILLIAMSBURG, VA. (Home economics.)

COLORADO AGRICULTURAL COLLEGE, FORT COLLINS, COLO. (Agriculture, trade and industry, home economics, commercial; vocational education, general.)

CORNELL UNIVERSITY, ITHACA, N. Y. (Agriculture, trade and industry, home economics.)

FITCHBURG STATE TEACHERS COLLEGE, FITCHBURG, MASS. Conducted under direction of State division of vocational education. (Trade and industry, home economics; vocational education, general.)

IOWA STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS, AMES, IOWA. (Agriculture, trade and industry, home economics; vocational education, general.)

LOUISIANA STATE UNIVERSITY, BATON ROUGE, LA. (Agriculture.)

LOYOLA UNIVERSITY, NEW ORLEANS, LA. (Trade and industry.)

NEW RIVER STATE COLLEGE, MONTGOMERY, W. VA. (Trade and industry, commercial; vocational education.)

MICHIGAN STATE COLLEGE OF AGRICULTURE AND APPLIED SCIENCE, LANSING, MICH. (Agriculture, home economics.)

MILLS COLLEGE, MILLS COLLEGE, CALIF. (Home economics.)

MISSISSIPPI STATE COLLEGE, STATE COLLEGE, MISS. (Agriculture, trade and industry.)

OHIO STATE UNIVERSITY, COLUMBUS, OHIO. (Agriculture, home economics; vocational education, general.)

OKLAHOMA A. AND M. COLLEGE, STILLWATER, OKLA. (Agriculture, trade and industry, home economics; commercial; vocational education, general.)

OREGON STATE COLLEGE, CORVALLIS, OREG. (Agriculture, trade and industry, home economics; vocational education, general.)

OSWEGO STATE NORMAL SCHOOL, OSWEGO, N. Y. (Trade and industry; vocational education, general.)

PENNSYLVANIA STATE COLLEGE, STATE COLLEGE, PA. (Agriculture, trade and industry; home economics.)

PLYMOUTH NORMAL SCHOOL, PLYMOUTH, N. H. (Trade and industry.)

RUTGERS UNIVERSITY, NEW BRUNSWICK, N. J. (Agriculture.)

SAM HOUSTON TEACHERS COLLEGE, HUNTSVILLE, TEX. (Agriculture, home economics.)

SAN JOSE STATE COLLEGE, SAN JOSE, CALIF. (Home economics.)

STATE TEACHERS COLLEGE, HATTIESBURG, MISS. (Home economics.)

STATE TEACHERS COLLEGE, HARRISONBURG, VA. (Home economics.)

STATE TEACHERS COLLEGE, INDIANA, PA. (Home economics.)

STATE TEACHERS COLLEGE, MANSFIELD, PA. (Home economics.)

STOUT INSTITUTE, MENOMINIE, WIS. (Trade and industry, home economics; vocational education, general.)

TEACHERS COLLEGE OF CONNECTICUT, Conducted on Yale University Campus, New Haven, Conn. (Trade and industry.)

TEXAS STATE COLLEGE FOR WOMEN, DENTON, TEX. (Home economics.)

TEXAS TECHNOLOGICAL COLLEGE, LUBBOCK, TEX. (Home economics.)

THE STATE COLLEGE OF WASHINGTON, PULLMAN, WASH. (Agriculture, trade and industry, commercial education.)

Charles M. Arthur, Research Specialist, U. S. Office of Education, Gives Valuable Information on Summer Teacher-Training Courses in Vocational Education

tion offers a course in the interpretation of the social and economic order, through shop courses. In this course related subjects such as economics, transportation, geography, consumer value, occupational information, and sociology, are included. Several institutions offer instruction in coordination.

As a part of the in-service training in vocational home economics most of the teacher-training institutions carry summer courses in this field. In addition to courses in basic technical subjects such as food, clothing, related art and science, child care, care of the sick, home management, nutrition and family relationships, many institutions provide special courses or short-term units in such phases as

housing, organization and teaching of adult programs in homemaking, parent education, consumer education, curriculum evaluation and revision, and teaching of home economics to boys and girls in elementary grades. One institution has arranged a European travel study course, which will stress textiles and home handicrafts, but will cover incidentally European training for home and family life, housing projects, and girls' labor camps.

Teachers, principals, supervisors, and directors of vocational education who plan to enroll in summer session courses will find a wealth of helpful information in the catalogs and summer session announcements of the institutions represented in the accompanying list.

Courses in the Field of Vocational Education

TUSKEGEE NORMAL AND INDUSTRIAL INSTITUTE, TUSKEGEE, ALA. (Agriculture; vocational education, general.)

UNIVERSITY OF AKRON, AKRON, OHIO. (Trade and industry.)

UNIVERSITY OF ALABAMA, UNIVERSITY, ALA. (Trade and industry, commercial; vocational education, general.)

UNIVERSITY OF ARIZONA, TUCSON, ARIZ. (Home economics; commercial education.)

UNIVERSITY OF ARKANSAS, FAYETTEVILLE, ARK. (Agriculture, home economics; commercial education.)

UNIVERSITY OF CALIFORNIA, BERKELEY, CALIF. (Trade and industry, home economics, commercial; vocational education, general.)

UNIVERSITY OF CALIFORNIA, LOS ANGELES, CALIF. (Trade and industry, home economics; vocational education, general.)

UNIVERSITY OF CINCINNATI, CINCINNATI, OHIO. (Trade and industry.)

UNIVERSITY OF DELAWARE, NEWARK, DEL. (Agriculture.)

UNIVERSITY OF GEORGIA, ATHENS, GA. (Agriculture, home economics.)

UNIVERSITY OF ILLINOIS, URBANA, ILL. (Trade and industry; vocational education, general.)

UNIVERSITY OF KENTUCKY, LEXINGTON, KY. (Agriculture, trade and industry, home economics; commercial education.)

UNIVERSITY OF MAINE, ORONO, MAINE. (Home economics, commercial education.)

UNIVERSITY OF MARYLAND, COLLEGE PARK, MD. (Agriculture, trade and industry, home economics, commercial; vocational education, general.)

UNIVERSITY OF MICHIGAN, ANN ARBOR, MICH. (Trade and industry, commercial; vocational education, general.)

UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINN. (Agriculture, trade and industry, home economics, commercial; vocational education, general.)

UNIVERSITY OF MISSOURI, COLUMBIA, MO. (Agriculture, trade and industry, home economics.)

UNIVERSITY OF NEBRASKA, LINCOLN, NEBR. (Agriculture, home economics.)

UNIVERSITY OF NEW HAMPSHIRE, DURHAM, N. H. (Home economics.)

UNIVERSITY OF OKLAHOMA, NORMAN, OKLA. (Agriculture, trade and industry, home economics, commercial; vocational education, general.)

UNIVERSITY OF PENNSYLVANIA, PHILADELPHIA, PA. (Trade and industry.)

UNIVERSITY OF PITTSBURGH, PITTSBURGH, PA. (Trade and industry.)

UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES, CALIF. (Home economics, commercial education.)

UNIVERSITY OF TENNESSEE, KNOXVILLE, TENN. (Agriculture, trade and industry, home economics.)

UNIVERSITY OF TEXAS, AUSTIN, TEX. (Home economics.)

UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH. (Home economics, commercial; vocational education, general.)

UNIVERSITY OF VERMONT, BURLINGTON, VT. (Agriculture, home economics.)

UNIVERSITY OF WASHINGTON, SEATTLE, WASH. (Trade and industry, home economics, commercial; vocational education, general.)

UNIVERSITY OF WISCONSIN, MADISON, WIS. (Agriculture; trade and industry; home economics; vocational education, general.)

UTAH STATE AGRICULTURAL COLLEGE, LOGAN, UTAH. (Agriculture, trade and industry, home economics, commercial education.)

VIRGINIA POLYTECHNIC INSTITUTE, BLACKSBURG, VA. (Agriculture.)

VIRGINIA STATE COLLEGE FOR NEGROES, ETRICK, VA. (Negro.) (Agriculture, trade and industry, home economics.)

WESTERN ILLINOIS STATE TEACHERS COLLEGE, MACOMB, ILL. (Home economics.)

WEST VIRGINIA STATE COLLEGE, INSTITUTE, W. VA. (Negro.) (Agriculture, trade and industry, home economics.)

WEST VIRGINIA UNIVERSITY, MORGANTOWN, W. VA. (Agriculture, trade and industry, home economics; vocational education, general.)

WINTHROP COLLEGE, ROCK HILL, S. C. (Home economics.)

Scope of program

During the fiscal year ended June 30, 1935, 762 teachers of teacher-training courses federally aided gave instruction in 161 teacher-training institutions or courses or through the conference procedure, in stated centers. These courses enrolled 17,955 students. The total amount of money spent for training teachers during the period was \$2,213,475.57, of which \$998,720.18 was from Federal and \$214,759.39 from State and local funds.

Background

Teacher training has been a part of the Federal program of vocational education ever since that program was set in motion under the provisions of the Smith-Hughes Act in 1917.

Previous to the passage of this act, training for vocational teachers in high schools had been more or less sporadic, and was carried on in only a few States, either in the land-grant colleges or in State normal schools.

The report of the Commission on National Aid to Vocational Education, appointed by President Wilson in 1914, called specific attention to the need for training teachers of vocational education. The tentative vocational education act drawn up by this Commission provided for "the training of teachers of vocational subjects."

As a result of the Commission's recommendations, a special fund, now totaling \$1,090,000 annually, was provided for the purpose of cooperating with the States in preparing: (1) Teachers, supervisors, and directors of agricultural subjects; (2) teachers of trade and industrial subjects; (3) teachers of home economics.

The training provided with the Federal appropriation must be carried out under the supervision of the State board for vocational education and under public supervision and control.



New Government Aids For Teachers

★ *Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering.*

Publications

Blackboard Slate. 12 p. (National Bureau of Standards, Simplified Practice Recommendation R15-35.) 5 cents.

Revisions as to sizes, finish, and thickness of blackboard slate recommended by a standing committee of the industry which were approved by the Department of Commerce through the National Bureau of Standards. (Civics; School equipment.)

Practical Air Navigation. 69 p., illus. (Coast and Geodetic Survey.) 30 cents.

Contains 44 illustrations with practical examples in piloting, dead reckoning, and radio navigation. Of value in the solution of such problems as position finding, layout of courses, and other features of navigation. (Drafting; Navigation.)

Workers in Subjects Pertaining to Agriculture in State Agricultural Colleges and Experiment Stations, 1935-36. 133 p. (Department of Agriculture, Office of Experiment Stations, Miscellaneous Publication No. 234.) 15 cents.

Directory of persons directly engaged in teaching, research, or demonstration in agriculture and home economics in State agricultural colleges and experiment stations.

Historic American Buildings Survey. 15 p. (National Park Service.) Free.

Report of a survey of the historic structures and early architecture of the United States and possessions by measured drawings, photographs, and manuscripts conducted by the National Park Service in collaboration with the Library of Congress, the American Institute of Architects, the Federal Emergency Administration of Public Works, the C. W. A., and the W. P. A.

Foreign Consular Offices in the United States, January 1, 1936. 57 p. (Department of State, Publication No. 830.) 10 cents.

Name, rank, residence, jurisdiction, and date of recognition of the foreign consular offices in the United States.

Report of the Cost of Producing Crude Petroleum. 137 p., chart. (Department

of the Interior, Petroleum Administrative Board.) 15 cents.

Information with reference to the approximate average cost of crude petroleum at wells and estimated recoverable reserves in the United States.

Price lists (free): Roads, No. 45; Publications of Interest to Suburbanites and Home Builders, No. 72; Publications of the United States Geological Survey; Geology; and Water Supply, No. 15; United States National Museum, contributions from U. S. National Herbarium; National Academy of Sciences; Smithsonian Institution, No. 55; Weather, Astronomy, and Meteorology, No. 48. (Government Printing Office.)

Bibliography of North American Geology, 1933 and 1934. 389 p. (Geological Survey Bulletin 869.) 40 cents.

References to North American geology, including paleontology, petrology, and mineralogy. Includes textbooks and papers of general character by American authors.

Total Eclipse of the Sun, June 19, 1936. 44 p., chart. (United States Naval Observatory, Supplement to the American Ephemeris, 1936.) 10 cents.

Contains meteorological data and astronomical data and charts.

Laws Relating to Federal Aid in Construction of Roads. 84 p. (House of Representatives Document Room.) 10 cents.

Includes laws from the Sixty-second to the Seventy-fourth Congress.

The Ports of Texas City and Corpus Christi, Tex. (Port Series No. 6, Part 3), 35 cents; the Ports of Savannah and Brunswick, Ga. (Port Series No. 10), 40 cents; the Ports of Puerto Rico (Port Series No. 21), 25 cents.

The above three illustrated publications have been issued by the Corps of Engineers, United States Army, as part of a series covering the principal ports of the United States, to meet the needs of the Government and to supply data for use of importers, exporters, manufacturers, railroads, steamship lines, and others interested in the development of harbors and the establishment of terminal facilities.

Mineral Industry of Alaska in 1934. 91 p., illus. (Geological Survey Bulletin 868-A.) 10 cents.

Data on the production of gold, silver, copper, lead, platinum, metals, tin, coal, petroleum, and miscellaneous mineral products.

The Home Canning of Fishery Products. 16 p., illus. (Bureau of Fisheries, Investigational Report No. 34.) 5 cents.

Recommended procedures in the canning of salmon and shad; mackerel, lake trout, whitefish, and mullet; mackerel in tomato sauce, spiced fish, fish chowder, clams, clam chowder, and shrimp.

Units of Weights and Measure—Definitions and Tables of Equivalents. 68 p., chart. (National Bureau of Standards, Miscellaneous Publication M-121.) 15 cents.

Daily River Stages at River Gage Stations on the Principal Rivers of the United States. 159 p. (Weather Bureau Publication No. 1170.) 35 cents.

The country is divided into districts and each district has a designated center at which the administrative and forecasting work is carried on. This bulletin contains a list of these centers and their districts as well as data on the daily river stages for 1934.

Periodical

RURAL ELECTRIFICATION NEWS. A summary of rural electrification activities. Free upon request.

Edited and published monthly by the R. E. A. as a central clearing house for information on all aspects of rural electrification throughout the country. Its purpose is to enable all individuals, organizations, and public bodies interested in rural electrification to profit from their mutual activities.

Films and lantern slides

The National Park Service announces the following motion pictures are available for loan to schools, churches, and other nontheatrical organizations. There is no service charge for the films. The borrower must pay transportation charges in both directions. The demand for these pictures is so great that it is well to request bookings as far in advance as possible, giving first, second, and third choices of dates for any subject desired.

Animal Life in the National Parks.
Crater Lake National Park—Winter scenes.
Let's Study Glacier National Park.
Natives of Glacier.
Seeing Glacier National Park.
(The above films are available in 35 mm size; silent; standard width; 1-reel.)

The following films deal directly with the work of the CCC in developing State park and recreational areas. Intimate glimpses of the activities of this organization are included. (Available in 35 mm size; sound; 2-reel.)

A Nation-wide System of Parks (General).
CCC Accomplishments in Pennsylvania.
Outdoors in the Garden State (New Jersey).
Pilgrim Forests (New England).
Winter Sun and Summer Sea (Florida).

Bookings or other inquiries concerning the above-mentioned films should be sent to the Division of Motion Pictures, Office of the Secretary, Department of the Interior, Washington, D. C.

MARGARET F. RYAN

Better Education--Less Cost

ROCKLAND COUNTY, covering 186 square miles, is situated on the Hudson River 30 miles from New York City. Seventy-five years ago it was largely agricultural with numerous small industries, and the life outside of school provided many activities that had fine educational values for children.

But the technological developments of our modern industrial civilization have completely changed the character of the county. The development of the railroad in the nineteenth century brought the people of the county nearer New York City with its opportunities for work in expanding industries. The development of electric power and the rapid increase in cheap motor transportation in the twentieth century still further telescoped the time distance between New York City and the county until now they are within half an hour of each other. Under those circumstances it was inevitable not only that people who lived in Rockland County should go to New York City for work but that people living in the congestion of the city should turn to the county with its open spaces, its great natural beauty, and its stimulating air and sunshine. By 1934 only 4 percent of all the people engaged in gainful occupations in the county were in agriculture, forestry, and fishing, while nearly 75 percent were in mechanical and manufacturing trades, transportation and communication, clerical and professional occupations. The remaining 21 percent fall in domestic and personal, and miscellaneous occupations. In these latter five occupation groups, nearly 30 percent worked outside the county, and of this number 67 percent worked in New York City. Of the clerical and professional workers alone, half worked outside the county, and of this number 83 percent worked in New York City.

In other words, Rockland County is now what is classified by the United States Census as a "suburban nonfarm" community. In its social and economic aspects it is urban rather than rural in character.

These changes in the life of the county have had a profound effect upon the activities of children outside of school.

Alice Barrows, Specialist in School Building Problems, Office of Education, Reports on School Building Survey of Rockland County, New York

The educational opportunities of the community life of 100 years ago no longer exist. For the majority of children there is neither necessity nor opportunity for work with tools on farms or in small shops. There is little work for them in the home because the food, clothes, furniture, etc., are made outside the home. They are living in an age of science, but they get only the end results of science. They have little opportunity in school and less at home to understand the scientific principles which govern almost every aspect of their lives. Their leisure is conditioned by the same factors in modern life which affect the youth of the Nation in both city and country. The radio and the movies are developing tastes and attitudes that are common to every section of the country. The whole tempo of life has been greatly speeded up and affects every detail of their lives. The American people are now among the most mobile world in respect to movement from place to place, and the depression has greatly increased this tendency.

This means that children lack the feeling of "roots" which they had in the days when people lived for many years in the places in which they were brought up. A large number of the parents of the children now in school were not born in the county and their children's children will doubtless not be living there.

The fact is that technological changes resulting in astounding advances in transportation facilities and means of communication, together with mechanization of the farm as well as of industry, are breaking down the distinctions between "urban" and "rural." Furthermore, the great mobility of a population in search of economic security means that the public school must give a broad, rich, comprehensive education, whether in country or city, that will enable the coming generation to adapt itself to the constantly changing conditions of a scientific age.

Purposes of survey

For these reasons the school building survey and program of Rockland County

More Than Local Significance

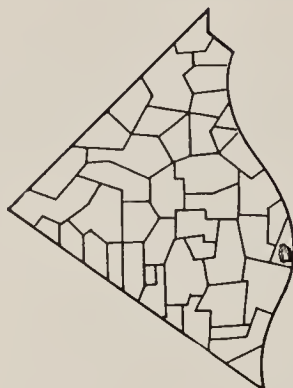
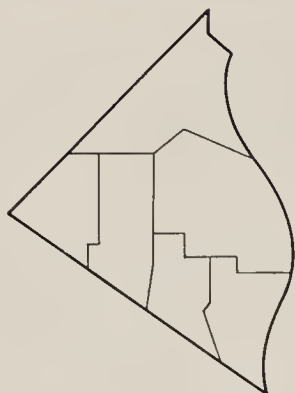
"THE report of the school building survey of Rockland County, New York, has two points of significance to everyone interested in education: First, it shows conclusively the advantages of organizing many small schools into larger administrative units as a means of providing better educational opportunities for children, youth, and adults; second, it shows that technological changes of the past 50 years have developed a 'suburban nonfarm' type of community which is largely urban in its economic and social aspects but which still contains the type of school building found in the strictly rural community of 50 years ago. The steady growth of this type of community near large industrial centers indicates the need for a redefinition of the word 'rural' and particular consideration of the educational needs of the children of these communities."

In these words United States Commissioner of Education, J. W. Studebaker, summarized in the preface of a recently completed survey report of a single county in one State the features which give it *more than local significance*.

The survey was made by the Office of Education in response to a request of the vocational education and extension board of Rockland County, with the approval of the New York Commissioner of Education.

YOUR CHOICE

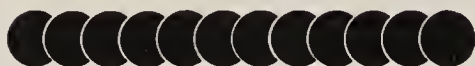
6 CENTRAL SCHOOL DISTRICTS **47** LOCAL SCHOOL DISTRICTS



Fewer buildings: 26



49



Lower cost per pupil : \$ 119



\$ 120



More pupils provided for : 12,187



11,795



More rooms for work and play : 194



61

was planned to accomplish the following purposes:

1. To make possible the efficient operation of an educational organization which would:

(a) Provide for all children in elementary schools a modern educational program which will include opportunities not only for the regular academic work, but for constructive activities in shops, nature study, art, music, literature, social sciences, and adequate time and space for play, physical training, medical and dental care.

(b) Provide for youth in high school an educational program that will not only give preparation for college, but which will lay the groundwork for later, more intensive work in the industrial, agricultural, and service occupations and which will give the opportunity for development of interests in worth-while use of leisure.

(c) Provide for youth from 16 to 20, who are not in school, opportunities for training for industrial, agricultural, and service occupations, together with a guidance service, and opportunities for play and recreation.

(d) Provide for adults opportunities for community use of the school for forums, dramatics, orchestras, and both outdoor and indoor play; and also opportunity for re-education in different lines of work.

2. To determine how the schools of the county could be reorganized into larger administrative units so that the foregoing program might function effectively and needless duplication be avoided, and to show not only the educational desirability and feasibility of such reorganization, but the financial saving which would result from it.

3. To give detailed estimates of the cost of the buildings and equipment necessary for the proposed building program.

Analysis of plant

Having determined the educational needs on the basis of the social and eco-

nomie environment, the next step was an analysis of the existing school plant to determine its adequacy to meet these needs. The survey showed that Rockland County has an excellent teaching staff, alert, and interested in progressive methods; and a group of principals of unusually high caliber. Furthermore, the county has some of the finest natural sites for school buildings, well located with regard to school population, that the survey staff had ever seen. But when it comes to the school buildings, the story is very different.

In this county, within 30 miles of New York City, over half the elementary-school buildings are one-to-three-room schools of the type of small rural school buildings which may have been adequate for children 100 years ago—in fact, one of them was built in 1809—but which are utterly inadequate to meet the needs of children today. At the same time, within 2 or 3 miles of these one-to-three-room schools are fine, large, modern school buildings with modern educational programs.

At the time of the survey there were 12,140 pupils enrolled in 47 school districts, 5 of which no longer maintain school buildings. There were 49 buildings in the 42 school districts maintaining schools. Three of these 42 school districts were village superintendencies; that is, villages having 4,000 population or more. Two of these villages had fine modern high-school buildings and in the other village a large, new high school is being erected with PWA funds. In the 39 districts outside the village superintendencies, there were 35 elementary-school buildings, all but 7 of which had nothing but classrooms. The seven buildings had auditorium-gymnasiums. Of the six high-school buildings outside the village superintendencies, three were small obsolescent elementary school buildings, two were of a type that could be made satisfactory with additions, and the other was so badly congested that it should be replaced with a more adequate building.

In other words, the survey showed that while there had been fundamental changes in the social and economic life of the county, the school administrative set-up and the school plant had not kept pace with these changes. This is not peculiar to Rockland County; it is characteristic of so-called rural communities over a wide area.

It was clear that Rockland County could not afford not to provide modern educational facilities for children, youth, and adults. Furthermore, it was found

[Concluded on page 254]

Project—University Research

EIGHTY-FOUR universities and colleges in 38 States, the District of Columbia, and Hawaii are participating, at the time of going to press, in the project in research in universities being sponsored by the Office of Education, United States Department of the Interior.

Several hundred graduates and former students of universities and colleges will be employed in the project on emergency-relief funds. Approximately 90 percent of the paid workers will be taken from relief rolls. Studies are supervised by college staff members. The universities participating had been authorized early in April to conduct approximately 33 research studies, nearly all of which will be conducted by two or more institutions.

Preliminary outlines of studies suggested for research by the Office of Education were submitted to colleges and universities having organized graduate work. The original outlines of 19 studies were prepared after careful planning and study by specialists in various fields of education. Some of the studies included in the Office of Education outlines had already been initiated by colleges and universities in one or more States. A number of cooperating institutions have suggested additional studies that are suitable for conduct in other institutions.

Popular subjects

Twenty-seven acceptances of the research study Student Mortality in Institutions of Higher Education have been authorized for prosecution in the university-research project. This cooperative study will be coordinated by John H. McNeely, of the Higher Education Division of the Office of Education. Walter J. Greenleaf, specialist in higher education, will coordinate a study made by more than 25 colleges and universities of the Economic Status of College Alumni.

Another popular subject for research in this project is Relation Between Certain Factors in High-School Education and Success in College. Twenty-one institutions had accepted this study before April 25. Maris M. Proffitt, con-

Ben W. Frazier, Senior Specialist in Higher Education, and Director of This Special Project of the Office of Education, Reports on Progress to Date

sultant and specialist in guidance and industrial education, and David Segel, consultant and specialist in tests and measurements, Office of Education, are serving as coordinators for the project. State School Taxes and School Funds and Their Apportionment, 1934-35, to be studied by nine or more institutions, will be reviewed and interpreted by Timon Covert, specialist in school finance. Economic Status of Rural Teachers, to be studied in nine or more institutions, will be coordinated by W. H. Gaumnitz, senior specialist in rural education problems, Office of Education.

Other Office of Education staff members cooperating in the project in research in universities in their particular fields of education are:

H. F. Alves, senior specialist in State school administration.

Mrs. Katherine M. Cook, chief, Division of Special Problems.

Florence Fallgatter, chief, Home Economics Education Service.

Rua Van Horn, Federal agent, home economics education.

Sabra W. Vought, chief, Office of Education Library.

Ward W. Keesecker, specialist in school legislation.

Ruth A. Gray, assistant in research, Office of Education Library.

F. W. Lathrop, research specialist in agricultural education.

J. H. Pearson, regional agent in agricultural education service.

J. F. Rogers, M. D., consultant and specialist in health education.

W. A. Ross, specialist in subject matter in agricultural education service.

Bess Goodykoontz, Assistant United States Commissioner of Education, is giving general supervision to the university research project. Assisting the director of the project have been Harvey H. Davis who has recently returned to

Ohio State University, after a leave of absence of 2½ months, and J. R. Gerberich. Dr. Davis, associate professor of education at Ohio State University, was formerly public-school research director at St. Louis, Mo. Dr. Gerberich has been assistant to the director of the Education Division, Works Progress Administration, and formerly was research associate professor of education at the University of Arkansas.

The institutions participating in the project in research in universities as of April 6, 1936, were:

Alabama:

Alabama Polytechnic Institute, Auburn, R. L. Johns.
University of Alabama, University, John R. McLure.

Arkansas:

University of Arkansas, Fayetteville, Henry H. Kronenberg.

California:

Stanford University, Stanford University, John C. Almack.
University of Southern California, Los Angeles, Frank C. Touton.
University of California at Los Angeles, J. L. Meriam.

Colorado:

Colorado State College, Fort Collins, J. B. Yingling.
University of Colorado, Boulder, Robert A. Davis.
University of Denver, Denver, Alfred C. Nelson.
Colorado State College of Education, Greeley, Frederick L. Whitney.

Connecticut:

Connecticut State College, Storrs, P. Roy Brammell.

District of Columbia:

American University, Washington, Ernest S. Griffith.
Howard University, Washington, Ellis O. Knox.

Florida:

University of Florida, Gainesville, John V. McQuitty.

Georgia:

Mercer University, Macon, John B. Clark.
University of Georgia, Athens, G. H. Boyd.

Hawaii:

University of Hawaii, Honolulu, Benj. O. Wist.

Illinois:

DePaul University, Chicago, L. M. McDermott.
Northwestern University, Evanston, Ernest H. Hahne.
University of Chicago, Chicago, Robert C. Woellner.
University of Illinois, Urbana, Coleman R. Griffith.

Indiana:
Indiana University, Bloomington, Henry L. Smith.

Iowa:
Iowa State College, Ames, R. E. Buchanan.

Kansas:
University of Kansas, Lawrence, Frank P. O'Brien.

Kentucky:
University of Louisville, Louisville, J. J. Oppenheimer.

Louisiana:
Louisiana State University, Baton Rouge.
Tulane University of Louisiana, New Orleans, John M. McBryde.

Massachusetts:
Boston University, Boston, Howard M. LeSourd.
Massachusetts State College, Amherst, Guy V. Glatfelter.
Tufts College, Medford, Charles Gott.

Michigan:
Michigan State College of Agriculture and Applied Science, East Lansing, Lloyd C. Emmons.
University of Detroit, Detroit, W. Ray Smittle.
Wayne University, Detroit, Wendell Vreeland.

Mississippi:
Mississippi State College, State College, Henry A. Pochmann.
University of Mississippi, University, O. I. Fredrick.

Missouri:
University of Missouri, Columbia, A. G. Capps.
Washington University, St. Louis, Charles A. Lee.

Montana:
Montana State College, Bozeman, R. H. Palmer.
State University of Montana, Missoula, A. S. Merrill.

New Hampshire:
University of New Hampshire, Durham, George N. Bauer.

New Jersey:
Rutgers University, New Brunswick, Walter C. Russell.

New Mexico:
New Mexico College of A. & M. Arts, State College, P. M. Baldwin.

New York:
College of the City of New York, New York, A. F. Payne.
Columbia University, New York, Clarence Linton.
New York University, New York, Harold H. Axworthy.
Syracuse University, Syracuse, Harry P. Smith.
Polytechnic Institute of Brooklyn, Brooklyn, John I. Knudson.
Rensselaer Polytechnic Institute, Troy, Edward Van Winkle.

North Carolina:
State College of Agriculture and Engineering, Raleigh, James K. Coggin.
University of North Carolina, Chapel Hill.

North Dakota:
North Dakota Agricultural College, State College, Perry F. Trowbridge.
University of North Dakota, University, J. V. Breitwieser.

Ohio:
Ohio State University, Columbus, Harvey Walker.
University of Toledo, Toledo, Leonard J. Luker.
Western Reserve University, Cleveland, Elbert J. Benton.

Oklahoma:
Oklahoma A. & M. College, Stillwater, Alvin L. Crable.
University of Oklahoma, Norman, John F. Bender.

Oregon:
University of Oregon, Eugene, Ralph W. Leighton.

Pennsylvania:
Duquesne University, Pittsburgh, M. A. Rosanoff.
Pennsylvania State College, State College, Chas. C. Peters.
University of Pennsylvania, Philadelphia, George A. Brakeley.

South Carolina:
Clemson Agricultural College, Clemson College, James C. Littlejohn.
University of South Carolina, Columbia, Orin F. Crow.

South Dakota:
South Dakota State College of A. & M. Arts, Brookings, D. B. Doner.
University of South Dakota, Vermillion, Thomas M. Risk.

Tennessee:
University of Tennessee, Knoxville, Joseph E. Avent.
Vanderbilt University, Nashville, Hill Turner.
Fisk University, Nashville, Harold F. Smith.
George Peabody College for Teachers, Nashville, Paul L. Boynton.

Texas:
Baylor University, Waco.
Southern Methodist University, Dallas, C. A. Nichols.
Texas Christian University, Fort Worth, John W. Lord.
University of Texas, Austin, H. T. Manuel.

Utah:
Brigham Young University, Provo, A. C. Lambert.
University of Utah, Salt Lake City, Arthur L. Beoley.
Utah State Agricultural College, Logan, David Burgoyne.

Vermont:
University of Vermont, Burlington, George P. Burns.

Virginia:
University of Virginia, Charlottesville, Charles H. Kauffmann.
Washington and Lee University, Lexington, Walter A. Flick.

Washington:
Gonzaga University, Spokane, M. G. Flaherty.
State College of Washington, Pullman, F. L. Pickett.
University of Washington, Seattle, Willis L. Uhl.

Wisconsin:
Marquette University, Milwaukee, Edw. A. Fitzpatrick.

Wyoming:
University of Wyoming, Laramie, Robert H. Bruce.

Better Education—Less Cost

[Concluded from page 252]

that such facilities could be economically provided on the condition (1) that the many small school districts should be reorganized into a few large administrative units; (2) that the small school buildings should be eliminated, and the school population concentrated in existing and new buildings of a size adequate for a modern educational program.

Recommendations made

The survey staff therefore made the following recommendations: That the 47 school districts of Rockland County

be organized into six centralized school districts to contain 26 school buildings; that 26 of the 49 existing buildings be abandoned, since they are old and inadequate and not needed for the housing of pupils; that 23 existing buildings be retained with five additions; and that three new buildings be erected. This would provide for an enrollment of 14,300 pupils or an increase of 2,160 pupils over the number housed in 49 buildings at the time of the survey. During the first year of centralization it is estimated that 12,187 pupils would be enrolled, as against 11,795 in 1934-35.

The 23 existing buildings, 5 additions and 3 new buildings will provide 12 kindergartens and 345 rooms of which 208 are classrooms and 137 are special activity rooms for science, art, music, library, shops, etc., together with 26 auditoriums, and 31 gymnasiums or playrooms. At the time of the survey, the 49 existing buildings had 12 kindergartens and 363 rooms, of which only 41 were special activity rooms, and there were only 6 auditoriums, 5 gymnasiums, and 9 auditorium-gymnasiums.

The total estimated cost of the building program including three new buildings, five additions, and equipment is \$1,391,075. The cost per pupil enrolled under the first year of centralization, when the reorganization costs are heaviest, would be \$119, including carrying charges on new construction, as against a per-pupil cost of \$120 in 1934-35 before centralization and not including new construction. (See chart.) Furthermore, a careful study, conducted with the aid of data from the New York State Department of Education, showed that the tax rates would be decidedly reduced for 39 of the 47 school districts.

Of the remaining eight school districts, the tax rate would be increased in two districts by only 1 cent on each \$100 of assessed valuation; in two districts by only 5 cents. In two other districts the debt service on recent building programs (which has to be borne by the individual districts after centralization) was responsible for the increase. Without the debt service there would have been a considerable decrease in the tax rate. In the remaining two districts, the tax rates (30¢ and 39¢) were too low to make possible modern educational facilities, with or without centralization.

It pays to centralize.

Citizenship in Hawaiian Schools



Hawaii's symbol of Hospitality—Aloha Tower.

E DUCATION for citizenship has more than the usual significance as a responsibility of the public schools in Hawaii. The heterogeneity of the population, racial and national, growing in part out of long-time efforts to secure satisfactory plantation labor and in part due to the peculiar position of the islands at the crossroads of important ocean highways, has made of Hawaii "a racial and national melting pot with an assortment of human beings not found elsewhere in the world and has resulted in Hawaiian-born people with an ancestry of unusual and varied combinations".¹ However, heterogeneity is not in itself the crux of the situation. That lies rather in the preponderance of a population of oriental extraction whose languages, culture, and traditions are fundamentally alien to those of the western world, and the lack—especially in the early years of migration—of a native local culture strong enough to dominate the situation. Nowhere else under the American flag, probably in the world, is there the diversity of cultural backgrounds found in this island area limited though it is in both size and population. Education, especially public education, is the basic means through which mutual understandings must be promoted and common ideals and purposes developed.

This unique population situation lends interest and significance to the efforts the schools are making, both directly and indirectly, toward education for intelligent citizenship. Directly, much responsibility is assumed through the social studies which occupy a prominent place in the curriculum of the intermediate and secondary schools throughout the Territory, through organized work in character education, and a health program

Katherine M. Cook, Chief, Division of Special Problems, Office of Education, Describes Responsibilities for Citizenship of Hawaiian Public Schools

which stresses cooperation of school and other public and private services in the direction of individual and community betterment. Notable among indirect methods is the widespread tendency to use the normal operation and day-by-day functions and activities of the school organization toward citizenship objectives. The means used toward this end vary among schools as they vary also in effectiveness and probable achievements of the desired goal. Participation and cooperation in common school tasks such as cleaning the schoolroom and keeping it in order; preparing the food, collecting and accounting for money received for meals, and clearing up after luncheon in the cafeterias; growing vegetables for home and school consumption in the school gardens; preserving order on the school grounds during play periods, are among activities almost universally expected from pupils in Hawaiian schools.

Protecting school children

Where traffic is a problem on city streets or country roadways, the schools have selected, organized, and trained from among their pupils, elementary as well as secondary, traffic officials who work in alternating groups and whose business it is to protect school children from traffic hazards before and after school. In at least one intermediate school a class organization "entertains" the pre-school-age children of the community during designated periods in the week, provides play equipment made in the school shop, midmorning lunches prepared in the school cafeteria, and such other care as the children need during their visit.

Perhaps the most significant of the varied efforts to utilize normal school functions toward citizenship objectives is the widespread practice of encouraging school government organizations, thereby delegating to pupil-faculty committees, clubs, councils, class and other organ-

izations, much of the responsibility for the conduct of the school usually assumed wholly by the faculty. School government of different types is common in the intermediate and secondary schools.

A good example of such an organization is found in McKinley High School located in Honolulu, the largest senior high school in the Territory, with an enrollment of over 3,000 children. Pupil participation has been carried on in this school over a period of years. The plan is designated as "the government of McKinley School", to denote the fact that it is a cooperative enterprise in which both students and teachers are concerned.

The McKinley plan is an elaborate one, involving home room organizations; class organizations; a representative assembly; an executive council; a school court, and a number of standing committees. Committees with specific functions are formed to consider the needs and problems involved in practically every activity of the students whether concerned with their individual welfare or with their interests as members of the school organization.

Core studies

The McKinley government is described by the principal of the school as "an integral part of the core-studies program." Core studies is a combination of social studies and language classes, a combination which apparently meets Hawaiian conditions exceptionally well, since it is in operation in a number of intermediate and secondary schools in the Territory. In McKinley, core-studies classes meet 2 hours consecutively each day, with one teacher. The work is organized around school, community, national, and international problems. Core-studies classrooms are also home rooms and the core-studies teacher is in charge of the home room. School problems are given special consideration

[Concluded on page 263]

¹ Bunker, Frank F. *Hawaii and the Philippines; also the Islands of the South Seas*. Philadelphia, J. B. Lippincott Co., 1928.

The Vocational Summary



A 25-county survey

TWENTY-FIVE counties will be involved in a survey planned by the Works Progress Administration in Indiana and sponsored by the State department of public instruction. The survey will include the four vocational education fields—agriculture, trade and industry, home economics, and commercial. It will cover five industrial and urban five semi-industrial, five semi-rural, five rural-urban, and five rural counties. In order that the results of the survey may serve as a basis for planning and executing the most effective vocational education program in the State, facts will be gathered on four major problems. These are: (1) Occupational opportunities for which an organized program for vocational training is needed; (2) vocational needs or deficiencies of persons who are unemployed, or who are working at some other than their preferred trade; (3) vocational training needs of employed workers as a result of industrial progress and technological development; and (4) existing facilities for vocational education in the county and their relations as a basis for a coordinated plan of training. The findings of the study will be compiled by counties and summarized for the entire State. The information will be made available to the local school units and the State department of vocational education. It is emphasized by the W. P. A. in the announcement of the survey that it will: (1) Show the present trend and needs in vocational education; (2) furnish employment to persons in need of relief; (3) furnish a basis for the State plan for vocational education, submitted every 5 years to the Federal Office of Education; (4) furnish facts upon which local vocational education programs may be developed or revised; (5) uncover valuable information on vocational school equipment and curricula, and on the background and practical experience of vocational instructors; and (6) determine occupations, trades, and crafts in county, city, and town and establish the training needs and demand for employees in particular trades.



Art and safety

Commercial art students in the Frank Wiggins Vocational Trade School, Los Angeles, Calif., gave a good account of themselves recently in connection with a design contest sponsored by a western insurance company. The contest was started by the company to secure an appropriate design for an automobile license plate which is to be placed on cars driven by the company's policy holders who have not been involved in a motor accident for a period of one or more years.

Elsie Ludecke, who created the winning design, is a student of the school's commercial art department. So are Elaine Walker and Virginia Weir, who placed second and third, respectively, in the design contest. And honorable mentions, also, were accorded Hoskiko Kusudo, Rocco Marino, and Bert Briggs—all of whom are enrolled in the commercial art department of Frank Wiggins School. Thus are safety and art made to travel hand in hand.

Miss Ludecke's design is shown in the accompanying illustration.

"Know your groceries"

"Do You Know Your Groceries?" This is one of the signs confronting those who attended a consumer-buying exhibit planned and prepared by a class of out-of-school girls in a homemaking course in the Stoughton, Wis., Vocational School. Two exhibits flanking this sign presented comparative costs of different grades of fruits, vegetables, cereals, coffee, spices, salad dressing, cocoa, olives, sirups, and other commonly used staple foods. Among the captions used on the posters were: "Do you know how to buy canned goods?" and "Purchase breakfast cereals for their food and not for the value of the package." To emphasize the points they wish to drive home these girls included in

their display exhibits from the Federal Food and Drug Administration, borrowed for the purpose. Exhibits on buying hosiery, textiles, and children's clothing were set up in one of the rooms. Posters accompanying these exhibits explained how to buy fabrics. In addition girls stationed at this exhibit demonstrated simple tests for fabrics. Stockings were used to illustrate the points to observe in buying hosiery. With the cooperation of local merchants an exhibit of points to remember in buying shoes was set up. Supplementing this exhibit, also, was one on home care for shoes. In the children's clothing exhibit proper shoes, stockings, underclothes, and sweaters were displayed by the homemaking students. Purchasing bedroom equipment and supplies was demonstrated in a third room where visitors could pick up points on the buying of blankets, sheets, pillow cases, and mattresses. Extremely practical, also, was a fourth exhibit, prepared by this class, of aprons, dresses, and collars. In connection with this exhibit high-school girls demonstrated the cutting of patterns, and illustrated how dresses could be changed in appearance by using well-selected accessories.

Pertinent part-time pointers

A complete survey of the young men in a community is the first requisite for success in a part-time program for out-of-school farm youth 16 to 25 years of age, Ralph A. Howard, assistant supervisor of agricultural education in Ohio, declares. This declaration was made by Mr. Howard in an address at the North Atlantic regional conference of State supervisors and men training agricultural teachers, held recently at Boston under the auspices of the Office of Education. Through a survey, he believes, one can determine whether there are enough young men to warrant a part-time course, and can secure information which will be valuable in formulating a course, if it seems advisable to establish one. Another essential for success in a part-time course, Mr. Howard believes, is the interest of county and local administrators in the program. He advocates the use of key men in a

community. Such men, he says, are invaluable not only in selling the idea to their fellows but in selecting subject matter and courses. A farm-management course is recommended for the first year of part-time instruction in agriculture, since it opens up the whole field of agriculture and exposes the most pressing problems and the greatest needs of the part-time group. Related work in such subjects as shopwork, English, current civic problems, organized recreation, and other fields is recommended also. Inasmuch as many of the out-of-school youth have dropped school because of a dislike for the formal classroom method of instruction, Mr. Howard recommends the use of the conference method of teaching for part-time groups, many of whom are vocational agriculture graduates or have had college training in agriculture. Technical information for out-of-school groups should be simple and intensely practical, he believes. Supervised farming projects for part-time students should be based on the needs of improvement in agricultural practice on the farm of the individual, and on the idea of helping the individual to become established in farming. For those who are graduates of all-day vocational agriculture courses, supervised practice should be a continuation of high-school projects. Supervised farming should aid those not already on a managerial basis to become established in farming. Special attention should be given, Mr. Howard declares, to placement of part-time agriculture students since the problem of placing and aiding these young men to get established in farming is one which is as yet largely unsolved.

Rehabilitation projects

Interesting examples of employment training for handicapped persons were presented at the western vocational rehabilitation conference in Phoenix, Ariz., in March. Under a plan followed in New Mexico, for instance, underprivileged Mexicans, who can neither read nor write are taught to spin yarn. This training is given in 27 vocational schools in the State. The State rehabilitation service assists in starting the schools, then withdraws, and lets the communities operate them. Training in this type of employment has been especially successful in the case of younger handicapped persons, and has resulted in their becoming self-supporting. In Oregon, the rehabilitation service has an arrangement with optical companies under which handicapped persons are trained for lens grinding. After they have completed a 6-month training period, handicapped

persons are put on the pay roll at \$12.50 a week. While the average training period is 6 months, some complete training in a shorter time. Los Angeles rehabilitation agencies are training the handicapped for watchmaking through an arrangement with an expert in that field. This watchmaker gives his entire time to the training work. The average cost per person is \$250. Before a trainee in this trade can be employed he must pass the junior horological examination given by the Horological Institute, Washington, D. C. Nevada is experimenting in training the disabled for key making and saw filing. The cost of machine, stock, and miscellaneous supplies to train for this trade was placed at from \$75 to \$100. Making watch demagnetizers is a form of employment developed in San Francisco, Calif. Among other employments for which disabled persons are being trained in the Western States are gun smithing, auto body and fender work, typewriter repairing, making watchmaker's bench blocks, and jewelry work.

F. F. A. trustees meet

Proposed changes in the constitution, Alumni organizations, publications, arrangements for the ninth annual convention in Kansas City in October, and preliminary plans for the observance of the organization's tenth anniversary in 1937 were among the problems receiving

were: Owen Owens, of Montello, Wis., Leon Hubbard, of Dundee, Oreg., Stanley Tshantz, of Dalton, Ohio, and Andrew Fulton, of Dardanelle, Ark., vice presidents of the F. F. A., and Julius Black, of Ames, Iowa, secretary. Sitting in on the board's sessions, also, were two members of the agricultural education service of the Office of Education—W. A. Ross, executive secretary of the F. F. A., and J. A. Linke, the organization's national adviser. Board members set themselves a schedule and followed it rigidly. In between sessions, on April 13, they found time to participate in the monthly F. F. A. broadcast over the NBC network, which marked the beginning of the sixth year of their radio program series. Not even a brief trip into Virginia, the same day, when they were the guests of President Shaffer on a sightseeing tour and at a banquet arranged in their honor at Woodstock, interrupted their deliberations, for they continued their business sessions in that city, returning to Washington April 14, for their final business session.

A suggestion

A lot of folk will be interested in the new vocational page introduced in the February issue of *Scholastic*, high-school weekly, published in Pittsburgh, Pa. It is edited by R. H. Matthewson. According to the announcement of this new



The governing body of the Future Farmers of America hard at work on organization problems during their recent spring conference in the Office of Education. President Shaffer (middle, rear row) is the present guiding head of the group.

attention of the national board of trustees of the Future Farmers of America, as this issue of *SCHOOL LIFE* went to press.

Headed by President William Shaffer, of Maurertown, Va., the board members met in their headquarters in the Office of Education April 9 to 14. They began work at 9 o'clock each morning and were in session as late as 10 o'clock at night. Aiding Shaffer in the board's deliberations

feature it is to be "a page devoted to vocational topics and information." "Occupational trends and opportunities," reads the announcement, "typical vocational problems and possible ways of meeting them, factors to think about in preparing for a vocation, simple tests to try on yourself, references, suggestions, and hints that may help you."

CHARLES M. ARTHUR

CCC Camp Leisure-Time Program



★ CONSTRUCTIVE use of leisure time is receiving increased interest in the CCC educational program. During a recent month there were 2,947 arts and crafts groups in the corps with 29,355 men enrolled. During the same month, there

were over 19,000 men enrolled in dramatic groups and 47,759 were members of music organizations.

Most of the enrollees come from a background unendowed with constructive leisure-time pursuits. These youngsters, before entering the CCC, became too accustomed to passing idle hours in pool rooms, drug stores, or on street corners. Without regular employment, they grew lax and unconcerned over the proper use of their time. Naturally, their morale and intellectual outlook were lowered.

Within the camp educational program a concerted attempt is being made to develop the interest of each enrollee in some avocational as well as vocational activity. Camp advisers feel, if they can get enrollees to take part in something during their spare moments, that they will become more creative and alert.

The adviser begins with whatever interest or aptitude the enrollee manifests, and develops the individual's avocational and hobby activities accordingly. Many enrollees have discovered their vocational aptitudes through hobby interests.

Arts and crafts

Arts and crafts have proven to be exceptionally popular in the CCC as a channel for avocational expression. In the field of arts and crafts there is a wide variety of activities. Some of the most popular ones are leather and bead work, weaving, modeling, metal work, wood carving, plaster masks, block printing, furniture making, sketching, wood inlay, chip carving, and pottery.

In some camps, notably in New England, advisers have organized clubs of enrollees around a particular craft. Each member has been willing to pay a small fee to purchase the necessary tools and materials. From metal, these groups

Howard W. Oxley, Director of CCC Camp Education Tells of Concerted Effort to Develop Avocational Interests of Enrollees

have made letter openers, ash trays, bracelets, rings, bowls, bookends, lamps, and athletic trophies. From leather, they have produced pocketbooks, keyholders, belts, bookcovers, and moccasins.

Reports coming from Minnesota indicate that enrollees there are finding much pleasure in using the famous diamond willow of the State for canes, hat racks, lamp stands, ash stands, and many other novelties.



CCC Basketry.

Enrollees in Kansas, Colorado, North Carolina, and Nebraska are using the clays of these States in pottery making. From the limestones of Missouri and Arkansas, camp members are carving plaques of artistic design.

The hickory, ash, and oak of the central west and the Middle Atlantic States have induced many CCC youth to undertake the making of furniture. The black walnut of the South and Mississippi Valley States has been transformed by enrollees into jewel boxes, humidors, glove cases, and small pieces of furniture of a great variety.

Arts and crafts are serving a worthwhile purpose in awakening the average camp member's interest in useful activity.

Enrollee clubs

Besides engaging in art and craft work, camp members have developed special groups or clubs interested in photography, amateur radio, camp newspapers, drama, music, forums, and discussions.

A recent survey conducted among the camps in the Sixth Corps Area, with

headquarters in Chicago, reveals that over half of the companies in that Area are maintaining forum and discussion groups at regular intervals. Sessions of this sort seek to stimulate citizenship development, concern for public issues, and an understanding of current social trends.

There are now about 1,600 camp newspapers being published by enrollees. This is a leisure-time enterprise which holds much interest for those men wishing special training in writing and newspaper work. Enrollees have developed a number of ingenious devices in connection with the camp newspaper. Such ones as using linoleum block cuts for picture-printing and cartoons drawn on the stencil for illustrative material are worthy of note.

Dramatic and music groups have attracted increasing numbers of camp members during the past year. Last January there were 978 dramatic organizations or classes in the camps, and during the same month 2,410 music groups were meeting regularly. Several camps



CCC Amateur operator.

have constructed special buildings for theatrical and musical purposes. A camp near Boiceville, N. Y., reports that it has just completed a theater which has a proscenium arch and a "very fine curtain which was painted by one of the enrollees who has exceptional artistic ability."

Photography has held the interest of a large number of camp members for a long time. There are photography clubs

in several hundred companies. A club in a camp near Beverly, W. Va., writes it now has a project under way to take and develop "an entire picture story of the activities of our camp."

Amateur radio groups in the CCC have made many valuable contributions. Witness the work of CCC amateur radio operators during the recent flood disaster. Amateur radio has been developed as a leisure-time activity but has served as the chief source of interest for many thousands of enrollees. An educational adviser in a camp near Henderson, Ky., writes that this hobby activity has proven of invaluable service to many of his enrollees in more ways than one. He reports that in connection with amateur radio work, his men have learned radio and mechanical construction, and wireless telegraphy.

Visual education and libraries

Numerous other interests are laying claim upon the enrollee's time during his leisure hours in the camp. Over 7,000 films are being shown each month in the corps. These films, for the most part, are of an instructive nature and deal with a wide variety of subjects. Over 405,000 books are circulating among the camps.

Outdoor clubs conduct field trips and hiking parties regularly. These trips have provided an opportunity for the study of zoology, botany, geology, tree identification, astronomy, and points of historical and current interest.

Summer plans

Most of the camps are now laying plans for an improved and enlarged leisure-time program to care for the interests and needs of enrollees during the summer months, when people generally seek recreational and out-of-doors activities. Educational advisers, cognizant of these facts, are attempting to make their summer program as attractive and valuable to enrollees as the winter one has been.

Properly planned and conceived, the summer program in the CCC can be made to mean much, particularly to the thousands who have come into the Corps from crowded cities. Approximately 55 percent of the enrollees come from cities or communities where nature and outdoor life affords little in the way of scenery, historical significance, or in geological and zoological interest. The camps, therefore, have a real opportunity to supply countless American youth with a fuller appreciation of what nature has to offer.

John Burroughs once said, "To understand nature is to gain one of the greatest resources of life." The CCC can materially serve to impress the truth of this saying upon many enrollees.



F. F. A. News Bulletin

Wyoming

Some outstanding project records were obtained by students of vocational agriculture in Wyoming during the past year: Dean Pence of Wheatland, under the guidance of Elroy Pohle, instructor, obtained a labor income of \$1,001.75 from 12 acres of beans, 6 acres of sugar beets, 5 acres of corn, 18 head of beef and two horses. Joe Cronnin of Casper, where Joe Langendorf is teacher of vocational agriculture, had a labor income of \$1,878.52, from 600 ewes. At Sheridan, Joe Black derived \$651.36 from 6 acres of potatoes and 18 acres of barley. Burton Black, of the same school, reported a labor income of \$835.84 from 11 acres of corn, 15 acres of barley and six sows. Percy Kirk is the instructor at Sheridan.

Iowa

The Dennison Chapter has sponsored a program for the conservation of bird life. The members contributed \$6.50 which was sent to the State Game Commission. Appropriate posters were made and displayed; shelters were provided and birds fed by a number of the members.

Montana

The various chapters entered judging contests at the State convention April 30 to May 2 through district judging meets. The western district meeting was held at Kalispell, April 3; the eastern district meeting at Miles City on the 4th; Glacier Park district's meet was scheduled for the 10th at Choteau, and the chapters of Fort Assinniboine district met in Chinook on the 11th.

Kansas

The Newton Chapter, under the leadership of Advisor Ralph Karns, sponsored the south-central regional judging contest, held March 28, on the farm of Robert H. Hazlett, El Dorado, Kans. Forty-one chapters with more than 500 Future Farmers had the opportunity of judging classes selected from a purebred Hereford herd of more than 800 animals.

Newton Chapter placed first, and Washington Chapter ranked second. Robert H. Hazlett, recognized as one of the most successful Hereford breeders of America, with an unsurpassed show record, thrilled his Future Farmer guests when in the course of his address he invited them all to return to his ninetieth birthday celebration which is being planned for July 6, 1936.

California

Members of the Ferndale Chapter recently completed a thorough survey of 245 ranches in the school district as a basis for developing their farming programs. They prepared questionnaire blanks which were taken to every rancher. The answers were obtained from more than 90 percent of the ranch owners.

The boys found a total of 6,579 dairy cattle on the 18,041 acres covered by the survey. Jerseys numbered 3,451, Guernseys 2,573, and other breeds 555. The survey showed 485 horses, 781 sheep, 179 swine, 10,144 birds in poultry flocks, and 3,556 head of young dairy stock.

Missouri

June 4-5 are the dates set for the National Stock Yards Vocational Agriculture Fat Lamb Show for the Future Farmers of America in Arkansas, Illinois, and Missouri. Those cooperating in making this show an outstanding success are:

- The St. Louis Chamber of Commerce.
- The East St. Louis Chamber of Commerce.
- The St. Louis Livestock Exchange.
- Producers Commission Association.
- Farmers Commission Co.
- The St. Louis National Stock Yards.
- The National Stock Yards National Bank.

Connecticut

Over 40 members of the Guilford-Madison Chapter made a trip to Washington, D. C., April 6-9. It was a real educational tour and these lads were thrilled at the sight of such structures as the Washington Monument, Lincoln Memorial, Mount Vernon, and the hundreds of other points of interest. They are back home now making plans for next year's trip.

Of National Interest

The national board of trustees met in Washington, D. C., at the United States Office of Education April 9 to 14. Those present were:

- William Shaffer, Virginia.
- Owen Owens, Wisconsin.
- Leon Hubbard, Oregon.
- Stanley Tschantz, Ohio.
- Andy Fulton, Arkansas.
- Julius Black, Iowa.

W. A. Ross

Educational News



In Public Schools

DURING THE SCHOOL YEAR 1934-35 the division of inspection, State Department of Public Instruction of Indiana, with the help of county and city superintendents, made an attempt to classify all the public schools, elementary and high schools, of the State. Schools were classified as first class, continuous or conditional on the basis of the degree to which the schools were able to meet the Indiana school standards.

THE ATLANTA, GEORGIA, Opportunity School, which serves as a retraining center for adults, doubled its enrollment from 1931 to 1935. The number of persons given instruction in the day classes of this school in 1934-35 was 2,848. Of this number 2,680 were trained at the school and 168 belonged to extension classes conducted at various business institutions of the city. The total enrollment for both day and night classes was 3,088.

THE SCHOOL BOARD, Knoxville, Tenn., in 1935 elected 11 school home visitors to supplement the work of the four attendance officers. The school visitors were employed because of urgent recommendations of the child accountant, the attendance officers, the school principals, and the juvenile court with an estimate that the city schools were losing approximately \$39,000 a year in inexcusable absences.

"THE PSYCHIATRIC DEPARTMENT of the Orange, N. J., schools", says Superintendent W. Burton Patrick in his report for 1934-35, "has rendered service to the school system as a whole that has been extremely valuable. Worry and anxiety relative to problem cases have been alleviated, for the painstaking methods of investigating each detail connected with a case and the suggested remedy to be applied have aided materially in clarifying what, in some instances, would have been a complicated situation."

THE PUBLIC AND THE PAROCHIAL schools of Milwaukee, Wis., organize their enrolled licensed street traders into newsboys' clubs under the guidance of a teacher. The primary object of the school newsboys' clubs is to help cause a mutual relationship between school work and street trade work and to direct the street trades work of these boys into wholesome experiences.

The following is the preamble to the constitution by which more than 6,500 newsboys and other street traders from 12 to 17 years of age in Milwaukee attempt to govern their conduct and their activities:

"We, the newsboys of the city of Milwaukee, in order to understand more clearly the duties and responsibilities of American citizenship, to become more familiar with the machinery and practice of government in a representative democracy, to enforce the Wisconsin Street Trades Law in the city of Milwaukee, and to promote the general welfare of our fellow citizens, do ordain and establish the constitution for the Milwaukee Newsboys' Republic."

THE STATE OF PENNSYLVANIA has recently issued a bulletin describing the State-wide program for special education of backward pupils. Superintendent Ade, in his introduction to this bulletin, calls attention to the fact that "fitting education to the child orients Pennsylvania's program of special education." Standards for special classes have been developed by the State department of public instruction, and regulations regarding their organization and management are issued for the guidance of local communities. The bulletin in question includes suggestions for teaching procedures, daily programs, units of study, and records and reports. It also gives suggestive lists of equipment and supplies.

SINCE THE ESTABLISHMENT of the division of census and attendance in the Kentucky State Department of Public Instruction in 1934, the school census in

that State is made with greater accuracy and school attendance has improved, according to the 1933-35 biennial report of the State superintendent. He says in regard to school attendance service: "In the light of the experience of the past year, there is no doubt that Kentucky has taken a distinct step forward, and the possibilities of the work of the attendance officer are yet to be fully realized."

THE SCHOOL BOARD of Holyoke, Mass., at a recent meeting, voted to increase the number of sick days allowed teachers and other employees without loss of salary from seven to eight as of September 1, 1936, and to extend from 1 to 2 months the period which teachers and other employees when absent on account of severe and protracted illness may receive the difference between their salaries and the amounts paid to substitutes beginning September 1, 1936.

THE DEPARTMENT OF AVIATION, Teaneck High School, Teaneck, N. J., has issued a prospectus containing information on the aviation course in that school. The course is open to eleventh- and twelfth-grade students only. The first-year course is given five periods a week and the second-year course is given three periods a week with an additional two periods of laboratory or "field work." The department of aviation in the Teaneck High School was established in January 1934. "During the 2-year period ending January 1, 1936, the school airplane has flown 1,300 hours, involving more than 7,000 flights, with students at the controls. There has never been an accident of any kind and the airplane is in perfect condition. Eighty-three students have been given flight experience, 20 'solo' students have been developed, 5 students have received their Federal license as air pilots, 2 students have entered the aeronautical field, and 4 students are working for their degree as aeronautical engineers."

W. S. DEFFENBAUGH

In the Colleges

TYPEWRITING AS A COURSE is seldom given college credit. In the University of Texas 227 students are taking a regular 3-hour course with the understanding that although they make perfect grades, they will not receive any credit. Students enrolled for the noncredit typing course are those who have elected the elementary reporting course in the journalism department or the business correspondence course in the School of Business Administration. Any student enrolling for either of these courses must prove he can type at least 30 words per minute for 15 minutes without making more than 5 mistakes or he must take typing.

ICELANDIC LANGUAGE COURSES are being offered at Cornell University (N. Y.), this year by Prof. Halldor Hermannsson, himself an Icelander. The language and literature of Iceland as well as of Scandinavia has attracted between 30 and 40 students to these courses. It is claimed that the study of Icelandic forms the foundation of a thorough knowledge of Norwegian, Swedish, Danish, German, and English since it has suffered fewer changes through the centuries.

"CHARACTER EDUCATION" is the title of a new course in the College of Education of the University of Kentucky. An extensive survey of plans and methods of teaching character education will be made in certain public-school systems, taking such points as the relations between character and conduct, how character is correlated with intrinsic and extrinsic learning, the direct and indirect methods of presentation, and the contribution which other institutions than the school should make to character education.

BREAD LOAF SCHOOL OF ENGLISH, picturesque in name and aim, is a unit of the Middlebury College (Vt.) summer schools. The student body is small and is limited—for the past 10 years the average has been 104 students, representing some 35 States and 62 colleges annually. One instructor is provided for every 10 or 12 students. The master's degree may be earned in three or four summers. Bread Loaf is a mountain and an inn as well as a school; the inn with its cottages accommodates the members of the school. The period of the school is July 2 to August 16, 1936.

The Bread Loaf Writers' Conference will be conducted this year, immediately

following the summer school, from August 20 to September 3 under the direction of Theodore Morrison, formerly an associate editor of the Atlantic Monthly. The object is to provide experienced help and criticism for men and women who desire to write. The program is fourfold—background talks on writing; group discussions; readings, etc.; and criticism.

HAMPTON INSTITUTE will offer opportunity to Negro students for summer study from June 24 to August 25. The 1936 summer program will include 42 courses for those who are working toward normal-professional certificates, 32 courses for those who are working for the B. S. degree, and 13 graduate courses. Graduate courses were first offered in 1928.

CONSTRUCTIVE CRITICISM by seniors at Lehigh University, Lehigh (Pa.) will be offered to the university administration concerning courses which they have taken. The plan, originally proposed by the student newspaper has been approved by the president and will be carried out through the medium of a student committee consisting of members of Phi Beta Kappa and Tau Beta Pi (an honorary engineering fraternity), with no faculty advisers. All criticisms are to be written and signed, and none will be submitted to the administration without two-thirds committee approval.

FINDING THE RIGHT WORK for 1936 graduates of Grinnell College (Iowa) is being emphasized in a 1-hour course for seniors every Friday afternoon. Through this course seniors are brought systematically into contact with potential employers, are given direct counsel on employment opportunities and assisted in self-analysis and effective means of selling their services. Among the topics considered are: Post-graduate work, teaching, sales, advertising, journalism, art, drama, music, community leadership, finance accounting, insurance, manufacturing, office work, personnel procedures and public administration.

INDUSTRIALISTS AS STUDENT ADVISERS is part of a program of electrical engineering at Rutgers University (N. J.); 23 of New Jersey's prominent electrical engineering men have consented to advise one student each to supplement the technical classroom training. The formal conferences and inspection tours will provide opportunities for the student to gain

knowledge of the practical phases of engineering, to stimulate interest in technical work and professional and social development; to impress upon him the necessity of adjusting his own personal appearance and attitude to fit an industrial environment; and to make real contacts.

NATIONALITY SEMINAR ROOMS will be featured at the University of Pittsburgh's 42-story Cathedral of Learning, since 15 different nationality groups have contributed a total of \$128,000 for necessary appointments, furniture, and decorations. Each room will be constructed in the architectural style peculiar to the country represented, and in keeping with national and racial art, culture, traditions and characteristics.

WALTER J. GREENLEAF

In Educational Research

THE MATTER OF VENTILATION is still a subject of study and will be until we know considerably more about that complex mixture which we call air.

In the Journal of Industrial Hygiene for March 1935, Partridge and MacLean report an experiment with 25 healthy school children, from 7 to 14 years of age, in Canada. Observations were made both in summer and winter. During the summer session the outside temperature ranged from 70° to 93° with an average of 73°. The relative humidity averaged 53 and ranged from 35 to 70. The room temperature was varied from hour to hour. The feeling of comfort or discomfort of the pupils was recorded periodically during each day. The majority of the children found themselves comfortable at from 60° to 75° and the maximum number so reported at a temperature of 70.5°.

In the winter experimental session the outside temperature varied from -20° to 38° with an average of 13°. The humidity ranged from 20 to 45 with an average of 34. The majority of children were comfortable at temperatures between 57° and 73°, while the largest number reported this condition when the mercury stood at 66.5°. The range of comfort was wider for boys than for girls and that for adults was less than for both boys and girls.

INSTRUCTION OF HIGH-SCHOOL STUDENTS (grades IX to XII) in physiology and hygiene seems to be considerably

revived. A recent study made in the University of Illinois under the supervision of Dr. John R. Cain presents statistics on the extent to which high-school students are exposed to such instruction. Statements as to their opportunities were received from over 2,000 high-school graduates. Only 7 percent of these had been taught what was formally designated as "hygiene" and only 22 percent had studied "physiology." All of these students were taught by teachers who were giving instruction in other subjects. A large proportion of the teachers were neither especially prepared for nor particularly interested in the teaching of physiology and hygiene. About 61 percent had received instruction in biology and 58 percent in general science, but these subjects usually appear in the eighth or ninth grades. The amount of health education included in the courses "varies with the instructor and the textbook used, and is usually altogether inadequate for the responsibilities the students have to assume in life."

The greater part of the small group who had instruction in hygiene received this as occasional talks from their instructors in physical education.

The more detailed account of this study will be found in the nineteenth annual report of the University of Illinois Health Service, 1934-35.

IN THE EXPERIMENTS of the New York Commission on Ventilation it was reported by subjects of investigation that, where the air of a room was not frequently changed and the temperature was relatively high there was impairment of appetite. It was suspected that this was due to odorous elements in the atmosphere. Professor Winslow¹ has recently exposed eight young men on certain days to the odor of heated house dust, while on other days no such odor was present. It was found that this odor, even when not consciously perceived, has a clearly demonstrable effect in reducing the appetite for food and hence is definitely harmful to health. All of us find an ill-aired school room unpleasant on first entrance, and here is further evidence of ill effects for those who sit in such a room but are unconscious of unpleasant sensations.

YOAKAM PRESENTS under the title "Research Studies in Work-type Reading: A Summary of Work Done at One

¹ Winslow, C.-E. A., and Herrington, L. P. *American Journal of Hygiene*, 23: 143-56, January 1936.

University," in the current issue of the *Journal of Educational Research* (March 1936) a picture of the research which has been carried on in one aspect of reading showing how, consciously or unconsciously, the various studies have integrated themselves into a meaningful whole. Besides being a good exposition of coordinated research in a university, it also gives a good summary of the factors which influence reading when the pupil is not under the supervision of the teacher.

DAVID SEGEL

In Other Government Agencies

Indian Service



A Sioux Indian camps near a day school to enable her little girl to attend.

A PONY CLUB composed of 18 boys, 12 to 15 years of age, was organized at the Pima Day School, Sacaton, Ariz., for the purpose of teaching the boys how to care for their ponies. The boys then teach the ponies to drill in different formations. In the school shop each boy makes his own bridle.

THE PLACE of anthropologists in Indian Administration and plans for a widespread program of adult education among Indians were among the topics discussed at the Indian Reorganization Act Conference held at Denver, March 9 to 12.

UNDER THE INDIAN Reorganization Act \$175,000 was appropriated for educational loans to Indians. Of this amount \$35,000 was set aside by the appropriation act for use in colleges and universities and \$140,000 for use in trade and vocational schools. With these funds 399 Indian students have been helped to secure further training, 258 are now enrolled in colleges, and 141 are enrolled in trade and vocational schools. The Indian students are encouraged to prepare themselves in fields which will

offer direct benefit to their tribes. Ninety-one of these students are studying to be teachers of primary and elementary grades; 17 to be home-economics teachers; 25, social-service workers; 22, engineers; 23, agriculturists; 15, foresters; 38 nurses; and others, in various trades and professions. Loan fund students are enrolled in the institutions of 30 different States.

THE CARPENTRY CLASS of the Pearl River Day School, Choctaw Agency, Mississippi, as part of their school work took their shop tools to the homes and improved living conditions of the Choctaws by making needed repairs. Home visits and inquiry made by the students showed what repair jobs needed to be done.

T. V. A.

MORE THAN 75 PERCENT of the workers at Norris Dam have taken advantage of the vocational training and general educational courses provided for T. V. A. employees and members of their families. Schools for children of employees are maintained at various centers of the T. V. A. activity. The courses are developed and administered by the Authority with the cooperation of State and county educational officials. There are no "report cards" and the idea of failure is not even considered.

Approximately 24 children are in nursery school, 44 attend the kindergarten, and 250 are enrolled in the elementary and high-school grades at Norris Dam.

The school, a plain brick structure built on a sloping site, protects the pupils' sight through the use of photoelectric units which automatically turn the lights on when daylight through the windows becomes inadequate.

A FORUM CALLED the T. V. A. lecture-forum is held in the Muscle Shoals area for members of the professional staff, including engineers, lawyers, doctors, chemists, biologists, personnel representatives, and others. Such subjects as malaria control, electric heating, the effect of recent scientific developments upon the economic order, etc., are discussed.

THE EDUCATION OF EMPLOYEES, a major responsibility of the T. V. A. personnel division, is carried on at present in four main training centers: The Norris Dam area in eastern Tennessee; the Knoxville area, including Chattanooga, also in eastern Tennessee; the Muscle

Shoals area, which includes much of northern Alabama and some of Mississippi; and Pickwick Landing Dam in western Tennessee.

At Wheeler Dam a group of men are studying air-conditioning with the objective of entering this field when their work with the Authority is terminated.

In Athens, located in the Muscle Shoals area, a group of men composed largely of farmers is taking a course in practical electricity. They want to be prepared to assist in the electrification of their homes when T. V. A. power is available.

At Wilson Dam a group is following an avocational interest in furniture making.

Citizenship in Hawaiian Schools

[Concluded from page 255]

in these classes, and individual problems of guidance and conduct are an important responsibility of the home-room teacher. The home-room organization corresponds in principle to local units of government in civil government affairs. Each room has its chairman, vice chairman, secretary, and treasurer. Major issues are settled by vote in the home rooms. Standing committees usually originate in the home rooms; their chairmen serve on the central committee, made up of representatives from the three classes—sophomore, junior, and senior, which exercises the same function. The central committees plan the year's program, submit their plans to the assembly for criticism and approval, and assume responsibility for carrying them out. Twenty-one standing committees are reported for the school year 1935-36. Among them the following seem of considerable importance: Social, health, civic service, school support and rally, fire squad, junior police officers, vocational guidance, and placement.

The home-room governments function through class organizations as well as through the central school government. Each class has its organization following in type that of the central government including officers, executive council, representative assembly, standing and special committees. The home room and class organizations head up in the central school government, which functions in accordance with a constitution. The officers include the president, vice president, secretary, treasurer, and clerk. They have the usual duties except that the vice president directs the work of committees and is responsible for their reports. The president, treasurer, and teacher-adviser serve on the central finance committee of the school, where

major matters of finance are considered. There is the central school representative assembly and an executive council. The former is made up of representatives of the different home rooms, of members of the executive council, and chairmen of all standing committees. The latter, the executive council, includes the principal of the school, the three class government officers, the three class presidents, five school government officers, a student sheriff, editor of the school paper, and adviser of the school court. The executive council is the central planning group of the school government. Through the class and central governments practically every student has an opportunity to participate in carrying out plans for the effective conduct and improvement of the school.

Activities and problems

Naturally the functioning of the plan rather than its organization is the interesting and significant factor. Some idea of the activities carried on and problems considered by the school government may be gathered from the notes of the secretary for 1934-35. A few of these activities and problems are indicated by the following:

- Continuation of upkeep and improvement of campus.
- Sponsoring of school paper.
- Printing of handbook.
- Cooperation with P. T. A.
- Purchase of piano and other equipment for the social hall.
- Reconsideration of fine policy to cover book losses in classrooms.
- Purchase of sprinkling system for portion of campus.
- Collection of voluntary contributions to milk fund for needy students.
- Consideration of suggestions for better coordinating organization and activities of the three class governments.

Consideration of ways and means of helping families of McKinley students affected by flood.

Adoption of policy regarding students' wearing apparel on campus.

Consideration and rejection of proposal to install radio receivers in core-studies rooms.

Consideration and acceptance of proposal to print a daily school paper in 1935-36.

Consideration of proposals to change constitution at certain points.

The McKinley government court comprises a board of nine examiners, four school pupil officials, and a teacher adviser. Its recommendations are referred to the principal for approval. Among cases listed as most frequently considered by the court are the following: Transferring of identification cards and athletic season tickets, attending closed parties without invitation, cutting classes, fighting, smoking, gambling, misusing class privileges. Among the responsibilities of the board of examiners as listed in the handbook of McKinley High School are the following: To be unprejudiced; to avoid minor technicalities; to think of correction or treatment rather than punishment; to give every case justice; to recognize the past of the defendant.

Clubs are encouraged also by the school officials since they are said to meet special needs and interests not provided for within the regular program. Teachers serve as sponsors and officers. Among the clubs mentioned in the handbook are the following: Girl Reserves; McKinley Citizenship Club; R. O. T. C. officers club; traffic officers club; camera club; and music lovers' club.

Editor's note.—Next month SCHOOL LIFE will present the last of three articles by Mrs. Cook on Hawaiian educational problems.

Subscription Blank

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Bibliographical Service

[Concluded from page 243]

oration with several religious organizations. The organizations assisting in the project were the Religious Education Association, the National Catholic Welfare Conference, the International Council of Religious Education, and the Jewish Welfare Board. The material was collected by the library, classified, edited, indexed, and published by the Office in pamphlet form. This project was rather short-lived, and two issues only were published, pamphlets nos. 33 and 37, in 1931 and 1932, respectively. As another economy measure, the bibliography had to be given up. However, as the work was well started and seemed to meet a real need, these organizations continued to prepare the bibliography and published it in the periodical *Religious Education*, the latest issue being July 1935.

For a number of years the library compiled a series of library leaflets in printed form, 36 having been issued dealing with different subjects such as Educational Surveys, Vocational Education, Vocational Guidance, Higher Education, Secondary Education, Student Self-government, Education for Citizenship, etc. When the plans for publications issued by the Office were reorganized, and a new scheme was formulated for bulletins, pamphlets, leaflets, and mimeographed circulars, all the leaflet series of the various divisions were given up, the library series with them, the last being no. 36.

Besides the printed bibliographies mentioned, the library has found a well-defined need for still another type of book lists, viz., the mimeographed lists. There are some inquirers, indeed there are many who wish rather long lists of books and other material to work from, lists which furnish a wider field of source material, periodicals, reports, pamphlets, courses of study, etc., so that if they fail to find one reference they may find another. There are many small libraries that serve rural or small-town teachers that might not be able to produce some of the references on a highly selective list like the Good References bibliographies, but might easily be able to provide many on the longer mimeographed bibliographies.

Book lists

There is also need for the typewritten lists which the library is constantly compiling called book lists instead of bibliographies; sometimes they are not annotated, but usually they are. These lists serve sudden calls for new subjects.

Many of the more formal bibliographies were in typewritten form in their first stages, before they were ready for mimeographing, or had assumed the requirements for printed lists. They are typed with several carbon copies to draw upon, and are often revised.

Bibliographical assistance is also rendered in connection with the service for school libraries, elementary, secondary, and rural. Several bulletins and pamphlets to aid in book selection have been published, which furnish lists of book lists for children, and books suitable for school libraries. Pamphlets nos. 57 and 65 are examples of this kind of service.

A compilation of courses of study, listing both elementary and secondary school courses of study in the different subjects of the curriculum, with a brief description of each is another project recently completed. This was originally prepared by a specialist of the Office, but has been revised to include the years 1930-35, in the library, and published as Circular No. 139.

Lastly, the library performs another bibliographical service by assisting the specialists in the Office, and sometimes outside agencies with book lists. Part of this service is advisory only, giving suggestions for form, entry, subject-headings, and index; and at times the library has performed the actual work of checking for accuracy and completing needed information. In addition, it has prepared lists of outstanding books to outside agencies in this and foreign countries at their request.

Obviously much time is required to keep material on hand to supply the three types of bibliographies described, which are needed to answer requests, but it has seemed a service to education quite worth while, and one that grows larger as time goes on. A bibliographer cannot just take a book or an article and sit down with it for an evening by the fire-side and really enjoy the reading of it. He must read with a purpose and in a hurry. He follows this method so much that he almost loses his ability to thoroughly enjoy literature and profit from leisurely reading. Library browsing does not make "the full man", although "writing [bibliographies] makes an exact man", according to Bacon.

The library desires that its bibliographical service be made available to those inside and outside the Office, and reaffirms its purpose to assist them in their bibliographical problems and to supply them with its bibliographical materials as far as it is possible.

Summer Session Trek

[Concluded from page 242]



Studying canned foods at Massachusetts State College.

tendents and principals, and graduate and undergraduate courses in arts, science, and fine arts.

The two summer sessions at the *University of California*, Berkeley, will provide 346 courses this summer with 63 in education. Among the interesting offerings will be courses in playwriting, comparative drama, Russian language, the art of architecture, acoustics, international law, and the United States as a world power.

The *University of Hawaii*, at Honolulu, will place special emphasis on the field of home economics, with five courses in household art and science, and four allied courses in art and education. A seminar-conference on education in Pacific countries sponsored jointly by the University of Hawaii and Yale University, and assisted by funds from the Carnegie Corporation, will bring together representatives from foreign lands.

The spirit of summer school

Since all study and no play "makes Jack a dull boy", the summer sessions provide plenty of activities of all types to keep "Jack" from becoming dull. Each locality has its beauty spots to explore—oceans, lakes, mountains, caves, deserts, and forests to say nothing of the historical points of interest of which every community boasts. Sometimes local trips in the city or country are introduced to supplement courses of study thereby combining pleasure with business. Summer sports provided may include anything from the simpler activities like horseshoes and croquet to baseball, golf, tennis, badminton, riding, boating or swimming according to the facilities of the college and its location. Social functions—dances, mixers, amateur theatricals, picnics—are to be expected wherever a group of people get together. During the summer session there is a certain freedom and comradeship with which both men and women enter into the spirit of group activities—quite desirable and different from the spirit of winter sessions.

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LOCATION OF RESERVATIONS ADMINISTERED BY THE NATIONAL PARK SERVICE

Accessible by **A**utomobile, **R**ail, **B**oat, and, in some instances, by airplane, the areas under the jurisdiction of the National Park Service and shown on the above map, have been set apart as perpetual "pleasuring grounds." . . . More than 6,000,000 persons visited these areas last year.

For free road map and literature regarding the National Parks of the United States write to the Director, National Park Service, Washington, D. C.

SCHOOL LIFE



June 1936

Vol. 21 • No. 10



IN THIS ISSUE



The Child and His Carriage • Standards for the Master's Degree • Serving the Cause of Education • Reform of Secondary Education in Argentina • The Modern Homemaking Department • The Social Security Act • Surveys of Youth

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
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Primary Education

Elementary Education

Secondary Education

Colleges and Professional
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School Administration

School Finance

School Legislation

Exceptional Child
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Rural School Problems

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Group Education

Vocational Education

Parent Education

Physical Education

Rehabilitation

Teacher Education

Health Education

Industrial Education

Educational Tests and
Measurements

Comparative Education

Adult Education

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



June 1936

Vol. 21, No. 10

Table of Contents

The cover design for this issue of SCHOOL LIFE was drawn by Stan Cohn,
Frank Wiggins Trade School, Los Angeles, Calif.

	Page
The Way to Peace. J. W. Studebaker.....	265
Office of Education's New Home.....	266
Serving the Cause of Education. H. H. Davis.....	267
The Child and His Carriage. James F. Rogers.....	269
Electrifying Education. Cline M. Koon.....	271
Urban and Rural School Expenditures. Lester B. Herlihy.....	272
Surveys of Youth. Carl A. Jessen.....	273
Editorials.....	276
Social Security Act. Rose Feld.....	277
Educators' Bulletin Board.....	278
Modern Homemaking Department. Florence Fallgatter.....	279
Vocational Summary. Charles M. Arthur.....	280
Financial Situation of the Public Schools. Timon Covert.....	283
FFA News Bulletin. W. A. Ross.....	284
In-Service Growth of County Superintendents. Walter H. Gaumnitz.....	285
New Government Aids for Teachers. Margaret F. Ryan.....	286
Reform of Secondary Education in Argentina. Harold Benjamin.....	287
Standards for the Master's Degree. Walton C. John.....	289
CCC Education Undergoes Analysis. Howard W. Oxley.....	291
Hawaii's School Cafeterias. Katherine M. Cook.....	292
Educational News.....	294
<p>In Public Schools. W. S. Deffenbaugh In Colleges. Walter J. Greenleaf In Educational Research. David Segel In Other Countries. James F. Abel</p>	

The Way to Peace



WHY does the teaching profession abhor war? Because war destroys what educators build. War destroys the young people we labor to train for competency and fruitful living. War distorts the truth and disseminates lies. War turns our schools and colleges into recruiting stations, and our teachers and professors into propagandists of hate. War uses our researches for developing new and so-called "advanced ways" of killing people. War arouses in men the destructive impulses which we try through education to bring under control. War is followed by economic chaos, poverty, and moral exhaustion. Of course, educators must oppose war.

The question we face is: What can we do to prevent another world war, or at least to keep America out of it? Merely to be against war because of the harm it does to men and nations is not enough. The people of the world are already sick of bearing the costs of war. The rank and file of human beings want peace, and yet a suicidal conflict is in the process of preparation. They want to know "why." They want to know what can be done about it.

How shall our people find the solution to the war problem?

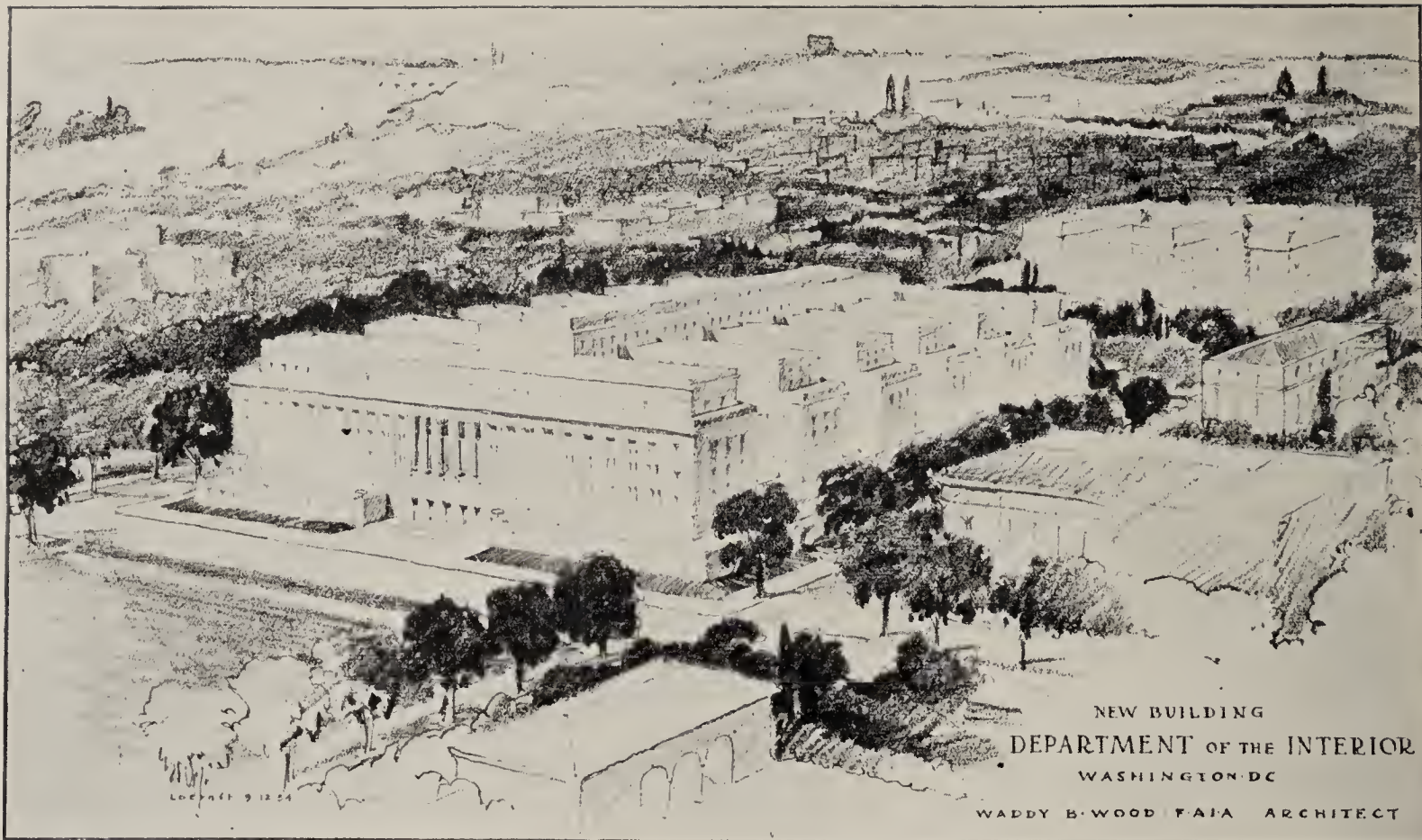
There are numerous splendid books on the subject. There are many speakers and thinkers expounding plans for outlawing war. But the god of war sits on his throne secure so long as these ideas and plans are merely in books or are the possession of only a few thinkers and speakers. Evil is not conquered merely by the good plans of a few people. Evil is put down by organized masses of human beings who understand the evil to be fought and the plans to be used as weapons.

Therefore, let him who has a plan for putting down war be heard. Let all who want to put it down give ear. Let us discuss among ourselves in every community alternative plans and proposals. In this way shall the people come to understand the forces which make for war. And in this way shall multitudes come to agreement on effective action against war.*

J. W. Studebaker

Commissioner of Education.

*With this brief message pointing "The Way to Peace," Commissioner Studebaker participated in the recent launching of the Emergency Peace Campaign, when 2,000 homing pigeons were released at the Washington Monument, carrying a "message of peace" from Mrs. Franklin D. Roosevelt.



Office of Education's New Home

The above architect's drawing is expected to be a reality—the completed new building of the United States Department of the Interior, by December 17, 1936.

It is the future home of the Office of Education and numerous other activities and services of the Interior Department now scattered in 15 different buildings throughout the District of Columbia. The structure will cover two city blocks near the present Interior Building and accommodate 5,000 workers.

The new Government building will have a cafeteria equipped to feed 1,200 people at one time, an auditorium, library, parking and exhibition space, equipment for a broadcasting studio, an employees' lounge, first-aid, and recreation facilities.

"Let us hope that a great new adventure lies ahead of us at a significant time in the internal affairs of the United States; that a definite and final reversal of our course of heedless exploitation of our national assets is at hand, to be followed by the adoption of a policy of prudent use of those same assets, which is true conservation."

Thus spoke Secretary Ickes in concluding the laying of the cornerstone ceremonies.



President Roosevelt and Secretary Harold L. Ickes, of the United States Department of the Interior, officiating at the cornerstone laying.

Serving the Cause of Education



H. H. Davis, of Ohio State University, and Associated With the Office of Education's University Research Project, Describes Program of Education Department

IN ANY institution where a number of highly competent people are working on complicated situations, it is important that the effort of each individual shall reinforce or complement, rather than duplicate or conflict with the efforts of the other workers. It is scarcely necessary to add that educational institutions are not exceptions to the foregoing statement. Educators may be interested, however, in the means taken by one university department of education, to meet this need.

The staff members of our department at Ohio State University, like those of similar departments in other large universities, concern themselves with the preparation of teachers, administrators, and supervisors for all areas of education from pre-primary to university levels, inclusive. They deal with both materials and methods, from free choice activities to business administration and from school buildings to comparative education.

One thing is held in common by all staff members and permeates all their activities—a desire to serve the cause of education. From this we took our cue for the organization of our efforts. If each is to serve education he must do it at some point in the educational systems of State and Nation. In the main this means at some point in some one or more organized school systems. Now, organized schools, whether large or small, public or private, kindergarten or college, have five essential elements—pupils, staff, plant, supplies, and curriculum. They likewise have in common three kinds of activities—teaching-learning, aids to teaching-learning, and accessory activities. Our service to education, as a department must therefore operate to improve one or more of the above elements or activities. With this in mind

our staff set to work on the cooperative task of stating our function in terms of these points plus two or three more or less auxiliary ones.

Statement of functions

The first problem in the list is in fact an auxiliary one, but basic to all the rest—we asked ourselves what function we had in helping to decide the place of the school in society, and in the determination of educational objectives. After much discussion and pooling of ideas the following statement resulted:

The Functions of the Department of Education:

I. With reference to educational objectives (purposes) of the public-school program:

A. To carry on a continuous study of the problem of the place of the school in modern society and to seek to discover who should be enrolled in school. This study should include not only the psychological and biological foundations of society but also some consideration of the ways in which schools mold public opinion and are molded by it. The results of this continuous study should be reflected in the department's dynamic educational and social philosophy.

B. To formulate, examine, and reformulate statements of the purposes of the school in the light of its place in society and of the nature and needs of those who are to be educated.

C. To cooperate by the exchange of ideas and otherwise with other individuals and organizations, both lay and professional, who are or should be interested in this problem.

II. With reference to pupils of the public schools:

A. To carry on research in child nature in cooperation with other agencies on and off the campus. Such research should look toward the developmental integra-

tion of psychological, sociological, and biological elements in child nature.

B. To disseminate the results of research among people who will profit from such information. This includes not only results of our *own* research but also significant findings by research workers everywhere, and should be carried on by means of publications, the radio, and addresses before both lay and professional audiences.

III. With reference to public-school staff members:

A. To provide ways and means for preservice education of teachers and to work for the integration of such ways and means—

1. Through careful selection of persons who may enter the profession;

2. By making provision for background education in psychology and in such areas as biology and sociology;

3. By providing for adequate preparation in subject-matter courses;

4. By planning for personality building through rich cultural life while preparing for the career of a teacher;

5. By providing course work in the history and philosophy of education;

6. By offering course work in general and special methods of teaching;

7. Through a carefully prepared program of directed observation and supervised student teaching, including participation in many phases of school activity.

B. To provide means for preservice education of other staff members:

1. By furnishing an adequate and discriminating program of graduate work for administrators, supervisors, and college and normal school teachers;

2. By seeking the passage of laws and other regulations governing the certification of such staff members.

C. To provide for in-service education of staff members of the public schools:

1. By offering summer-session and extension courses for these staff members;

2. By demonstration-school, and educational-conference activities on our campus, and by the participation in institutes and other professional meetings, off the campus;

3. By active cooperation with the State department of education, the Ohio Education Association, and other professional groups.

D. To cooperate with other colleges or departments of education in the improvement of teacher training.

E. To assist in improving working conditions in connection with such matters as certification laws, tenure, salaries, retirement provisions, and to raise professional ethics.

IV. With reference to public-school plant and equipment:

A. To prepare and continually to revise specifications for plant and equipment in terms of the purposes of the school.

B. To work for the widest possible use of these specifications among schools:

1. To provide graduate work in this field for administrators;

2. To make available advice, both written and oral, to school districts that are about to build or remodel school plants;

3. To contact architects and school-equipment firms with the object of improving the educational features of their work.

C. To cooperate with the Division of Surveys in the Bureau of Educational Research in matters pertaining to this problem, particularly with an eye to the flexibility of plant facilities and the close adjustment of such facilities to new discoveries and new practices in education.

V. With reference to school supplies:

A. To prepare and continually to revise supply lists in terms of the purposes of the school.

B. To work for the wide adoption of such lists among schools:

1. To engage in the production of textbooks, workbooks, and other educational supplies;

2. To make conscious provision at appropriate places in our courses and demonstrations for treatment of this problem; provide consultation, and, when possible, field service for school executives in this area;

3. To maintain contacts with school supply firms with the object of bringing available supplies into line with educational objectives, with the principal object of keeping them informed of new developments and avoiding formalism in texts and workbooks.

VI. With reference to public-school curriculum:

A. To develop and improve methods of curriculum construction in terms of the purposes of the school and the nature and needs of children, cooperate with State and national committees working on this problem, and to assist in the evaluation of curriculum programs in terms of pupil outcomes.

B. To carry on research and experimentation looking toward development of such curricular materials and teaching procedures as will best prepare youth for effective membership in society.

C. To provide for the wide utilization of such methods of curriculum construction:

1. To offer courses dealing with this problem and to assist school systems in their curriculum-revision programs;

2. To evaluate and to assist in giving direction to the State scholarship test program;

3. To contact laymen and lay groups with the object of making them sensitive to this problem and also with that of keeping ourselves sensitive to their opinions and needs.

D. To reexamine and revise instruction in teacher-training institutions in accordance with the best thought in this field.

VII. With reference to teaching-learning activities in the public schools:

A. To carry on constant and vigorous studies of how children learn and how teachers may best facilitate that learning, with particular reference to the problem of individual differences.

B. To disseminate the results of such studies through publications, lectures, and demonstrations. (To assist schools to plan programs for helping laymen to revise their educational ideas.)

C. To carry on an active program of cooperation and the exchange of ideas and information with other persons or groups engaged in such research.

VIII. With reference to aids to the teaching-learning activity in public schools:

A. To develop and improve methods of supervision.

B. To develop and improve ways and means of pupil guidance and to assist in the coordination of guidance service.

C. To develop standards for the various services which serve as aids to the teaching-learning activity and to make sure that such services are in terms of the purposes of the school.

1. Lighting and heating of school buildings;

2. Management and distribution of supplies;

3. Program and schedule making for schools;

4. Systems of grades and credits and means and methods of testing, both mental and physical.

D. To provide for the dissemination of the above aids through publications, lectures, and otherwise.

IX. With reference to accessory activities in the public schools:

A. To develop and improve ways and means of getting children into school:

1. By better forms of school census;

2. By constant improvement of laws, regulations, and parental attitudes toward methods governing compulsory attendance and child-labor regulations;

3. Through more efficient methods of transporting children to and from school.

B. To develop and improve ways and means for keeping children safe and comfortable at school:

1. By working for high standards of plant operation and janitorial service.

C. To develop and propose desirable methods of school publicity.

D. To study problems of school finance and business management and find solutions for them.

E. To give attention to the improvement of school-district organization and school-board selection and function.

F. To disseminate information about all of these through publications, lectures, and otherwise.

X. With reference to out-of-school influences which bear rather directly on schools:

A. To maintain contacts with such organizations as chambers of commerce, League of Municipalities, tax associations, and the League of Women Voters, and to attempt to participate in their formulation of educational policies.

B. To participate, whenever possible, in the formulation of Federal, State, or other governmental policies affecting schools.

C. To seek to cultivate good public attitudes toward schools through contacts with newspapers and other publications and lay organizations.

D. To work with the State department of education in setting up an integrated State program of education.

Basis for cooperation

Particularly, attention is called to the way in which the basic statement of purpose of the schools runs through later statements of function. Ways in which

[Concluded on page 275]

The Child and His Carriage

The family carriage

EVERY child comes to school in the family carriage or at any rate in the carriage which inheritance and early experience has shaped for him. No two of these carriages are quite alike nor will they ever be alike. They may differ only in minor structural details, not outwardly observable, or hidden from view by shirts and waists, coats and blouses, but just as the tall or short, the thick or thin types of build register in consciousness so the strikingly extreme styles—the severely straight and the decidedly curvelinear carriages, are readily distinguishable to those interested in these physical features. Between the few long and the few short carriages range the many moderately long, the moderately short and the larger number of medium stature, though no two observers would quite agree as to just where to draw lines separating the short from the medium or the medium from the tall. In like manner, between the stream line and the vertical vehicles we have the moderately straight, those with gentler contours and the greater median group with average outlines.

Carriages in the making

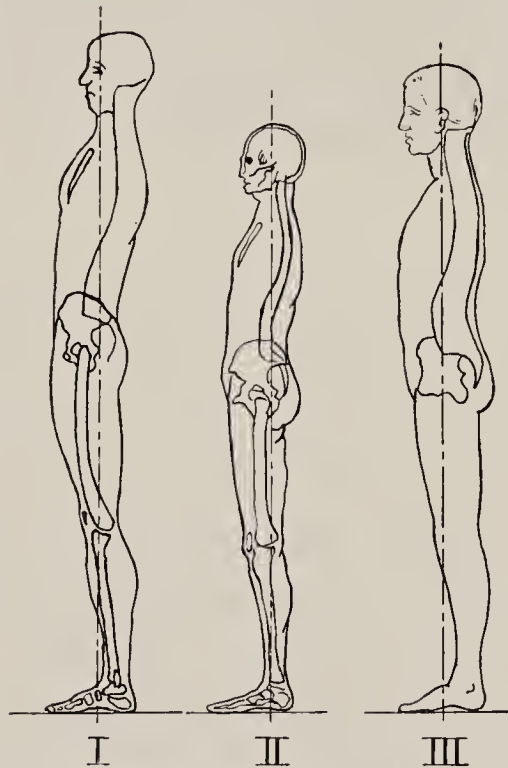
Man-made vehicles are built from blue prints, from much the same materials and under the same surroundings. No stress or strain is put upon them until finished. Each human carriage is planned individually, and is subject to changing conditions, internal and external, from its very beginning for it is in daily service while building. There is no standardizing of conditions of construction and hence there can be no standardized product. The wonder is that, after some 2,000 days of fashioning, our carriages should hold so nearly true to their genetic patterns, that there should be such small divergence from a median model, and that so few of them should exhibit striking imperfections. However, to a practiced eye, some of the specimens that enter the school room are a trifle lopsided, a few are exaggerated or irregular in outline and there are occa-

James Frederick Rogers, M. D., Consultant in Hygiene, Office of Education, Presents Striking Comparisons and Contrasts in "Carriages"

sionally, carriages which are decidedly asymmetrical or misshapen.

As others see us

Likes and dislikes with reference to the appearance of man-made vehicles differ and styles have changed, though for practical purposes the performance of one model may be as good as that of another. Fashions in human carriages have also changed, as is evident from the accompanying pictures, according as one or another type has met the approval of the stylists of the day for certain theoretical or aesthetic reasons.



Good models according to: Meyer (I); Harless (II); and Staffel (III).

Medical examiners of school children, being of practical mind, class carriages as "good", or "poor," and despite the hazardous process of building they usually find only three or four in a hundred to which they apply the second of these

adjectives, and which they think might possibly be mended to some advantage. Even this small percentage of carriages will probably serve the purpose of the owners through the usual span of existence as well as those that receive the stamp of approval. (It is easy to find flaws, according to preconceived notions, one examiner reporting 1 percent and another 99 percent of carriages as unsatisfactory.)

In an age busy with classifying, and standardizing it was to be expected that the vehicles considered passable for all ordinary purposes by these inspectors would sooner or later be pigeonholed. And so we have had classifications not only under two but under three, under four, under five, and even under a dozen headings, with letters, numbers, or adjectives expressing the degree of approbation or disapprobation of the examiner.

There are disadvantages in being tall and there are disadvantages in being short. There are disadvantages in being thin and disadvantages in being stout. Theoretically there may be disadvantages in being quite vertical and disadvantages in being decidedly curvelinear but investigations have not proven that the normal carriage of one type works better than another or is connected with disfunctioning of the internal machinery. Even for strenuous military services only gross variations and asymmetries of structure debar. In the draft for the World War only 56 men in 10,000 were for this reason considered unfit for service. For purposes of parade—for appearance of "smartness" and "poise," whatever is meant by these words (we quote from the Army training regulations) there are other standards. However, the work of the world is not done in carriages on parade but in those which conform to their tasks.

Parking the carriage

On entering the schoolroom the child must, perforce, park his carriage for a

season. Tradition to the contrary he seems none the worse for this experience even though the parking arrangements are often needlessly ill-adapted for the purpose. There is no evidence that structural shortcomings, found by the carriage inspectors previously mentioned, are either caused, or made worse, by the school seat or desk. The vehicle is not so sleazy as all that. It has a wonderful gift for adaptation and its assumption of a shape which we may label "bad" is for its own preservation and its own good. "The grotesque attitudes in which children sit or lie have a real purpose back of them, for they relax the child's tired muscles and let him 'rest up' most quickly."

Nevertheless the school seat is intended to conserve energy for other uses than the tiresome business of maintaining a vertical position and needless consumption in this direction leaves a lesser fund for school work. The school seat should be as fitting and restful as any seat can be (which is never for long) and the desk or table as suitable for its purposes as possible (though it is never quite suitable for all purposes).

Formal (or informal) stretching and restorative gymnastics after long sitting and bending over tasks are desirable and natural. Even animals stretch after long maintenance of posture.

Mechanics and upkeep

No matter what its model the human carriage (according to human notions) seems the most wasteful of mechanisms. The man-made contrivance is built for stability and requires no outlay of energy for its mere existence whether standing or running. The human carriage, on the other hand, is the most topply of structures and the more vertical its lines the more unstable it becomes. It compares with a car, a very long car, balanced upright on its hind wheels. Its maintenance involves a constant acrobatic performance—a continuous swaying back and forth about a vertical axis, and it slumps in a heap with a moment's remission of its outlay of energy. Standing or sitting "the living subject is always in motion even when trying not to be so" and "there is no posture of the body which can long be maintained without exhaustion." With the diminution of its stock of energy, which comes sooner or later in the day, according as the fund of energy is small or large, the carriage droops. Its ever-tense elastic guys are relaxed in order to economize its resources and permit renewal for another day.

Wear, tear, and repair

The body according to Fisher may have the parts twisted or dented but with normal usage it retains its original shape from hour to hour, and day to day, without overhauling. The marring of its outlines affects its appearance but not its performance. The body by biology is shaped for each day by refueling and repair which processes must be ample for the continuous stress and strain which is to be put upon it. The man-made vehicle maintains its original shape continuously through the strength and elasticity of the materials of which it is constructed.



Owner at work—carriage at rest; seat suitable enough.

The human carriage is held to its genetic lines in defiance of the pull of gravity only so long as its fund of energy permits the precarious balancing of cushioned or lubricated bone upon cushioned or lubricated bone. As its batteries run low the lines droop for the time into a less vertical and more restful pattern. If reconditioning is inadequate the carriage may not hold its shape for long even with the ambition to appear unnaturally tall or smart as a stimulus. Pride cannot prevent for long the droop of an exhausted carriage any more than an electric discharge can animate an automobile which has consumed its fuel. Nor can the human carriage be reconditioned by the mere conscious stretching and tightening of its supports. It is the business of those who have charge of such carriages to find the cause of the droop and remove it. Only then is it worth while to attempt any reshaping to the original type supplied by heredity and early experience. It would be hopeless to add the

additional strain of attempting to produce a different form than nature intended.

A carriage which feels

A man-made carriage exhibits no signs of feeling. Except for collisions it is unaffected by its fellows. It shows no outward signs of its internal condition. It is not alive. The human carriage is subject to change according as its supporting guys are tightened or loosened by heightened or weakened emotional discharge. No matter what the model, its lines are straightened by, or with, joy, or bent by, or with, sorrow; stiffened by, or with, success, or relaxed by, or with, disappointment.

Does emotion produce posture or does posture beget emotion, as some psychologists would have it? If the latter is the order then we have some foundation for the pedagogical practice of attempting to teach an imitation by the pupil of the lofty air and confident pose which we associate with success. This seems desirable, for at present the meek and humble inherit the earth only in theory. The school child who, for the time at least, carries his head high, his chin in and his shoulders square gets an *A* while his fellow with more ease and grace of carriage may receive less "credit."

For purposes of art the carriage is portrayed as played upon by the feelings of the moment or as it is adapting itself to some activity. Mere smartness or assertiveness does not count unless such attitudes are reflected in the subject which is portrayed. It is grace and expression in which the artist is, or was, interested.

No matter what the model, the carriage may stand, on occasion, for a state of mind; but after all the main question for the owner is, Does it work? Does it run? When it comes to this there is slight choice in models. Barring the deformed, there is no evidence that one type is more comfortable or serviceable than another.

The carriage mender

There is no evidence that the child can change his type of carriage any more than he can essentially modify his facial features; the carriage is not so badly built as that. However, he can assume a smile and he can, on occasion, carry his head higher and his shoulders broader if this is not already his habit. The elasticity of his carriage permits of such adaptation when on parade, if not in all seasons. Since the prevailing taste runs to military or "smart" models, this pose is often recommended for approximation, and

every physical educator knows how to bring this to pass so far as it is possible.

The possessor of a human carriage is in it for life. He cannot exchange it for a new model. Whether or not his model meets with current aesthetic approbation he can at least make the most of it. Those who attempt to direct the care of carriages must see that the owner has ample materials and time for daily re-



Unposed, untrained American model.
Some call it "fine"; some "fair";
some "good"; some "not so good."

conditioning if the original type is to be maintained. For the few ill-finished, ill-shapen, asymmetrical, or damaged carriages special mechanical treatment under the direction of a physician may make them more presentable and more usable.

In other words

The "carriage", "posture", "stance", or what you will of the school child is, like any other of his physical features, the outcome of inheritance and early experience.

No two carriages are quite alike or ever will be alike. They vary in outlines from median curvatures, with which the majority are endowed, to more, or to less, vertical lineaments.

A few carriages are marred in the making by misadventure or by disease. Something may be done by a physician to recondition such vehicles. Aside from these exceptions there seems no relation

between the condition of the carriage and the well-being and well-working of its occupant. It is desirable to make them as pleasing as possible according to the aesthetic ideas of the day.

Compared with man-made vehicles, and from a man-made point of view, the human carriage seems mechanically impossible. The vehicle is in unstable equilibrium and to prevent collapse is constantly pulled back and forth, with continuous outlay of energy, about a vertical axis by its many muscular supports. With the ebb of energy, which occurs earliest in those where least is stored, the carriage droops to conserve that energy. The natural model therefore becomes modified temporarily by fatigue or illness and may be habitually modified by continuous abuse or over-use. Carriages in such condition can be restored by appropriate means but

only if preceded by adequate restoration of energy for maintenance.

School seats allow least wear of the carriage when most fitting and, for the sake of comfort and economy, such furniture should be supplied.

We should make the most of the human carriage just as we should make the most of every other bodily feature by preventing or repairing serious faults and by due but not too obsequious consideration for the dictates of fashion. Carriage tinkers will do well, however, to keep in mind that the type with which the child is endowed cannot be essentially changed and that it is more readily preserved than restored.

The Detroit public schools are making extensive use of broadcasting to acquaint the public with the work of the schools.

Electrifying Education

THE National Film Society of Canada has recently been established to increase coordination in the use of educational films through a central clearing house. Local chapters have been established in Montreal, Ottawa, Toronto, and Vancouver.

Alice P. Sterner and W. Paul Bowden are coauthors of: *A Course of Study in Motion Picture Appreciation*. It is a 63-page teachers' manual published by Educational and Recreational Guides, 125 Lincoln Avenue, Newark, N. J.

The American Council on Education recently announced that it plans to hold a national conference on educational broadcasting in Washington, December 10-12, 1936.

The H. W. Wilson Co., 950 University Avenue, New York City, has recently published the *Educational Film Catalog* which includes an annotated list of 1,100 of the best films on education that are available at the present time. Price, \$2.

The income of the British Broadcasting Corporation during 1935 amounted to \$12,500,000, according to report.

The Central Council for School Broadcasting of the British Broadcasting Corporation, London, England, has published a 24-page bulletin entitled *Broadcasting in the Senior High School* (F. J. Schonell) in which the author explains how he uses and evaluates broadcast lessons prepared by the Central Council.

Under the direction of Russell Gregg a conference on the use of radio and motion pictures in education will be held at the University of Illinois at Urbana, June 24 and 25.

A compilation of the returns on the National Audio-Visual Survey being conducted by the United States Office of Education shows that two-thirds of the school systems in the United States use radio programs sometimes in school. Approximately one-sixth of the total number of schools reporting indicate that they use radio programs often. The reports show that intermediate and junior high school grades make more extensive use of programs than do primary and senior high school groups.

Dr. Waldo Abbott, director of broadcasting at the University of Michigan, has recently completed a textbook on broadcasting to be used as a text in college classes.

CLINE M. KOON

Urban and Rural School Expenditures



Lester B. Herlihy, of the Statistical Division, United States Office of Education, Presents Some Striking Comparisons in School Finance

Comparative average expenditures per pupil in urban and rural schools, 1933-34

VARIATIONS in the total current expenditure per pupil in urban and rural schools as shown in the accompanying table, column 9, are as great as 245 percent for urban schools and 318 percent for rural schools in different sections of the country. Such outstanding variations show the need for a more uniformly adequate system in the financing of the public schools over the nation.

The length of the school term (column 12) varies 15 days or 9 percent for urban schools and 33 days or 23 percent for rural schools in different sections. To adjust the cost figure for this difference in length of term, the daily cost and cost for a uniform term of 100 days are given in columns 10 and 11. These are, basically, the more comparable figures given in the table, and indicate the inadequacy of educational opportunities in many sections.

In the comparisons of per pupil costs for the six major items of current expenses for all sections combined (columns 3 to 8, inclusive, at the end of the table) it is noticeable that for every item except coordinate activities and auxiliary agencies the urban schools spent more than twice as much per pupil as did the rural schools. The rural schools spent more for auxiliary agencies because transportation cost is the largest part of this item.

Section	Number of counties, towns, and parishes reporting rural schools, and number of urban school systems	CURRENT EXPENSE ITEMS									
		General control	Instruction	Operation	Maintenance	Coordinate activities and auxiliary agencies	Fixed charges	Total current expense	Per diem expenditure	Expenditure on basis of 100-day school session	Number of days in the average school session
1	2	3	4	5	6	7	8	9	10	11	12
New England:											
Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut:											
Urban.....	11	\$4.48	\$83.38	\$9.41	\$3.38	\$4.06	\$2.25	\$106.96	\$0.58	\$57.63	185.6
Rural.....	83	2.61	52.23	5.38	2.02	11.74	1.49	78.47	.45	44.87	174.9
Middle Atlantic:											
New York, Pennsylvania, New Jersey, Maryland, Delaware:											
Urban.....	11	3.83	97.08	8.68	2.76	2.62	6.72	121.69	.64	64.28	189.3
Rural.....	12	2.94	53.82	5.60	1.90	10.32	1.44	75.02	.42	42.28	177.4
East North Central:											
West Virginia, Ohio, Indiana, Illinois, Michigan, Wisconsin:											
Urban.....	23	2.70	63.92	10.66	2.48	3.15	2.38	85.30	.45	47.76	178.6
Rural.....	43	1.48	43.84	7.36	2.31	6.21	1.26	62.46	.37	37.25	167.7
West North Central:											
Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas:											
Urban.....	18	3.06	60.64	9.40	3.39	2.89	.48	79.86	.44	43.83	182.2
Rural.....	70	2.28	44.75	7.91	2.18	6.28	.91	64.31	.38	38.46	167.2
South Atlantic:											
Virginia, North Carolina, Georgia, South Carolina, Florida:											
Urban.....	10	1.24	42.12	3.77	1.92	.60	.31	49.96	.29	28.66	174.3
Rural.....	55	1.22	23.48	1.72	.88	3.35	.51	31.16	.21	20.78	149.9
East South Central:											
Kentucky, Tennessee, Alabama, Mississippi:											
Urban.....	10	1.59	41.50	4.34	1.33	.63	.74	50.13	.28	27.87	179.9
Rural.....	81	1.03	18.30	.60	.31	3.93	.94	24.66	.17	17.13	144.0
West South Central:											
Arkansas, Louisiana, Oklahoma, Texas:											
Urban.....	14	1.52	45.09	4.54	1.60	.93	.59	54.27	.31	30.68	176.9
Rural.....	21	1.37	24.98	2.12	1.21	4.02	.69	34.39	.22	21.62	159.1
Mountain:											
Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada:											
Urban.....	26	2.65	59.08	7.33	2.92	1.93	1.90	75.81	.42	42.45	178.6
Rural.....	54	2.10	54.67	7.83	2.25	9.53	1.45	77.83	.44	44.42	175.2
Pacific:											
Washington, Oregon, California:											
Urban.....	22	3.70	82.76	9.37	3.72	3.78	1.99	105.32	.57	57.49	183.2
Rural.....	21	2.47	52.03	8.40	2.97	7.94	.60	73.41	.42	41.52	176.8
All sections:											
Urban.....	145	3.02	66.98	8.77	2.82	2.91	1.92	86.42	.48	47.56	181.7
Rural.....	440	1.43	30.76	3.46	1.21	5.52	.72	43.10	.28	27.59	156.2

Surveys of Youth

ONE of the evidences of a growing concern over the situation of youth is the considerable number of communities which during recent years have conducted investigations into the conditions, needs, and interests of young people. The United States Office of Education, through its Committee on Youth Problems, a year or more ago set out to assist communities desiring to make such studies. In the undertaking, effort was made to secure information regarding investigations completed or in progress.

Attention is invited to the Summary of Characteristics of Youth Surveys herewith presented. The reader should not conclude that this summary lists all the surveys which have been made of youth. It, for instance, makes no mention of surveys in progress or of surveys for which data were gathered before 1933¹; moreover, it must be realized that many worthwhile studies which have been made, have not been circulated through printed or otherwise duplicated reports. Those surveys, of which copies were secured through a rather thorough canvass of sources, are included in the summary.

Most of the surveys are made in and by local communities such as cities, counties, or school districts. Eight of the studies reported are in the nature of State surveys, although it needs to be borne in mind that many of those classified as State surveys included a number of communities within a State, but made no attempt to secure an adequate sample of the youth resident in the entire State. In the last column of the *summary* is given some suggestion regarding the number of communities participating and the number of young people enumerated in the various surveys.

Considerable variety exists in the types of youth from whom information was secured. Judgment may be gained

¹ Some of the surveys listed are parts of a series. Earlier studies of similar character to those listed have been made, for instance, in Denver, in Minneapolis and in the State of Minnesota. The time limitation has also caused omission of reference to the notable series of studies which have been made from time to time of graduates from the high schools of Oakland, Calif.

Carl A. Jessen, Senior Specialist in Secondary Education, Office of Education, Presents Some of the Characteristics of Youth Surveys

on this point from the titles given to the publications and from the data in the column headed "Those enumerated." Ten of the studies were limited to high-school graduates and two included also those who had attended or completed courses in higher institutions. Five dealt only with out-of-school youth. Four considered unemployment the center of the problem—so much so that the enumeration was made for the primary purpose of securing information on the unemployed. Eight are limited to rural youth. In only ten cases reported in the "Summary" can it be said that those enumerated were not selected on some such basis as amount of school training, present school attendance, unemployment, or residence in rural regions; and among the 10 a number made no attempt to secure an enumeration which could be defended as a representative sample of the entire youth population of the community or of the State. Without prejudice to the many excellent findings of the surveys it may be said that most of them show a special interest in some group or class of youth rather than in the entire youth population.

In the matter of ages of those studied it appears that the ages 15 to 29 encompass all who are usually regarded as belonging to the youth group. Many of the surveys stop their enumeration with 24 or 25 as the upper age limit. In the surveys of high-school graduates the follow-up usually was made within 1 year after graduation from high school; consequently, those reporting were in most cases about 19 or 20 years old.

The subjects of inquiry are numerous. Some of the surveys report information on such matters as church and civic interests of the young people, the responsibilities which they take around the home, the sources of their spending money, the guidance services which they have enjoyed, the effects which the depression has had upon them, their marital status,

place of residence and mobility of residence, their health, and their attitudes toward drinking, war, work, school, and other subjects. The greatest number of the inquiries, however, center around three important areas, namely, school, employment, and use of leisure time. The questions related to education aim to get data on such subjects as present attendance in school, number of years out of school or age at time of quitting school, last school grade completed, amount of school training since leaving high school, vocational training, and future educational plans. Data asked for on employment and unemployment include present occupation, usual occupation, length of time in present job, working hours and pay, number of different jobs held, length of time unemployed, desire for work, efforts made to secure work, and occupation desired. The inquiries regarding recreation and use of leisure time are directed toward learning what recreational activities these young people engage in most frequently, how they use their spare time in general, their reading interests, and the types of recreation which they desire.

The specific questions asked on the various topics differ greatly among the surveys. The modifications and qualifying statements which are brought into questions on the same subject in different surveys result in widely different information being secured.

From what has been stated in earlier paragraphs it may well be surmised that the drawing of general conclusions from the data presented in the various surveys is an uncertain undertaking. It is difficult to add the findings of one survey to those of any other and come out with a sum which can be regarded as representative of both. In the data gathered, in the procedures used for securing the data and in the tabulations of results, practices are so varied that, while general judgments may issue

from examination of the findings, pooling of data statistically is hazardous unless the reader can be informed concerning the features of incomparability which exist.²

Interest in youth out of school is an unmistakable characteristic of the surveys. Communities are not asking so many questions about those who are still in school; their well-being is to a considerable extent taken for granted. The concern is for those who are not in school. Frequently, too frequently per-

² In a forthcoming publication of the U. S. Office of Education entitled "Youth—Community Surveys" will be found discussion of results from independently conducted surveys as well as from surveys conducted cooperatively by 13 communities in various sections of the Nation.

haps, the inquiries are made only of those who have been graduated from high school. More often, however, the surveys went out to gather data either on all youth, regardless of high-school graduation, or specifically on that part of the youth population which is out of school.

This interest in out-of-school youth is one which should not be passed over lightly by the educator. The people of the United States have shown a disposition to place upon the secondary school responsibility for educating ever increasing percentages of the youth of the land. While all realize that the educational service offered to those in attendance is not all that can be desired or hoped for,

the implication in these surveys is clear that some agency must take responsibility also for those who are not in school. The schoolman needs to broaden his horizon to include this large group. It comprises not only those who have been graduated but also that far more numerous army—those who have dropped out or are about to withdraw. By and large these latter are the ones who have not been appealed to by the type of services offered. They constitute a problem to society and they present a problem in educational planning since their needs are not met by the schools as now organized.

Summary of Characteristics of Youth Surveys

Author or agency	Title	Time information was secured	Those enumerated	Scope
Connecticut State Employment Service. Author: Eileen Kennedy.	Youth in Search of Jobs.....	November 1933-October 1934.	Under 25 years of age.	Report on 43,106 registrants in State and national reemployment offices in Connecticut.
Connecticut State Department of Education. Author: Paul D. Collier.	Graduates of 28 High Schools, 1931-34.	October 1934-December 1935.	High-school graduates.	10,922 high-school graduates interviewed.
University of Denver and Denver public schools.	Graduates of Denver High Schools of 1929 and 1933.	Reported in May 1934.....do.....	1,171 reports for 1929; 1,957 reports for 1933.
Indiana Governors Commission on Unemployment Relief and Indianapolis public schools.	Indianapolis Youth Survey.....	1935.....	Ages 16-24.....	Interview method used in gathering data regarding 5,457 young people of Indianapolis. This represents a 15 percent cross-section of youth of these ages in Indianapolis.
Indiana Governors Commission on Unemployment Relief and Jasper County (Ind.) public schools.	Jasper County Youth Survey.....	1935.....do.....	Interviews with 1,058 young people reported. A representative sample of the youth population.
Iowa State Planning Board. Author: J. A. Starrak.	A Survey of Out-of-School Rural Youth in Iowa.	Probably 1934.....	Ages 15-25.....	1,597 rural out-of-school youth in 13 communities interviewed.
Breathitt County (Ky.) Planning Council.	What High-School Boys and Girls in Breathitt County "Want to Be" and "Want to Know."	Spring, 1934.....	High-school pupils.....	318 boys and girls enrolled in high schools and mission schools of Breathitt County reported.
Baltimore Public Schools.....	Report on Follow-Up of Graduates, Senior High Schools.	February 1934.....	High-school graduates.	1,419 graduates of February and June 1933, reported.
Do.....	Report on Follow-Up of Graduates, Junior High Schools.	April and October 1934.....	Junior high school graduates.	4,166 graduates of February and June 1934, reported.
Do.....	Follow-Up of Withdrawals, Junior and Senior High Schools.	September 1933 to March 1934.	Withdrawals from high schools.	1,495 junior and senior high school pupils interviewed by counselors.
Massachusetts Department of Labor and Industries.	Report on the Census of Unemployment in Massachusetts.	Jan. 2, 1934.....	All ages.....	Census on employment and unemployment of entire population in the State.
Norwood (Mass.) public schools.....	Status of June 1934 High-School Graduates.	1935.....	High-school graduates.	Follow-up study of 233 young people 10 months after they were graduated from high school.
Author: Rachel Stutsman.....	What of Youth Today?.....	1933 or 1934.....	Ages 16-24.....	Interviews of approximately 2 hours with each of 500 young people in Detroit, Mich.
Minneapolis public schools.....	A Follow-Up Study of the Graduating Class of June 1934.	May 1935.....	High-school graduates.	Study of 2,511 graduates of whom 2,447 reported.
Minnesota State Department of Education. Authors: T. J. Berning and Margaret Wulff.	The Status of the June 1934 High-School Graduates One Year After Their Graduation, June 1935.	June 1935.....do.....	Study of 18,847 graduates of whom 17,532 reported.
Committee of which G. W. Diemer was chairman.	Study of Unemployment Among High-School Graduates, College Students, and College Graduates (Missouri).	1935.....	High-school graduates, college students, college graduates.	Study covers 4 school years, 1930-34, and includes 61,277 high-school graduates, 6,357 college students (withdrawals), and 6,280 college graduates.

[Continued on next page]

Summary of Characteristics of Youth Surveys—Continued

Author or agency	Title	Time information was secured	Those enumerated	Scope
Author: J. H. Hull.....	A Study of the Graduates of the Springfield, Mo., Senior High School for the Years 1929, 1931, and 1933.	1934-35.....	High-school graduates.	Reports from 560 high-school graduates.
Nehraska Vocational Agriculture Association.	The Educational Needs of the Out-of-School Group of Farm Boys in Nebraska.	1935.....	Ages 14-25.....	Study of 6,232 out-of-school farm boys in 66 communities.
New Jersey State Department of Public Instruction, Vocational Division.	Report on A Survey of Graduates of the Elizabeth Vocational School for Boys.	1934.....	Graduates.....	Interviews conducted with 485 graduates of the classes from 1921 to 1933.
Welfare Council of New York City. Author: Ellen Nathalie Matthews.	The Unemployed Youth of New York City (Preliminary).	1935.....	Ages 16-24.....	A 1-percent straight sample of the youth population.
Mount Vernon (N. Y.) public schools.	Survey of Youth.....	1935.....	Ages 17-23.....	Study of 676 young men.
Department of rural social organization at Cornell University. Authors: W. A. Audelson, Mildred B. Thurow, Willis Kerns.	Interests, Activities, and Problems of Rural Young Folk.	1933 and 1934.....	Ages 15-29.....	Report of interviews with 300 young women and 307 young men living on farms and in villages with a population of 2,500 or less, in Genessee County, N. Y.
Department of rural social organization of Cornell University. Author: W. A. Anderson.	Rural Youth—Their Activities, Interests, and Problems.	April to June 1935.....	Ages 15-29.....	Interviews with 1,105 rural young people in Tompkins County, N. Y.
Fenn College.....	Progress Report on the Survey of High-School Graduates (Preliminary).	1934 and 1935.....	High-school graduates.	Preliminary report on 1,189 graduates in the classes of 1929, 1932, and 1934 from 5 Cleveland high schools.
City plan board, Dayton, Ohio.....	Occupational Characteristics Study.	1934.....	All ages.....	Census of all persons in Dayton and Montgomery County, Ohio. Some of the findings are for representative samples of the population.
Board of education, Dayton, Ohio	Youth Census (Preliminary)....	1935.....	Ages 16-24.....	Interviews with more than 6,000 young people reported.
Pennsylvania State Employment Service, Williamsport, Pa.	A Study of Unemployment Among High-School and College Graduates in Lycoming County, Pa.	1934 to Mar. 1, 1935.....	Graduates of high schools, colleges, and technical schools.	Includes 2,299 graduates during the period 1929 to 1934.
Emergency relief project, Williamsport, Pa. Directed by J. T. Shuman.	A Study of the Class of 1924 of the Williamsport High School.	1934 or 1935.....	Study of class of 1924.	Results of interviews with 140 graduates and 69 nongraduates of the class of 1924 in Williamsport (Pa.) High School.
Houston public schools.....	A Report of a Survey of Youth Not in School.	1934.....	Ages 12-21.....	Interviews with 3,412 young people who had left the schools during the preceding 4 years.
West Virginia State Department of Education, Vocational Division.	Survey of Out-of-School Farm Boys.	Not indicated.....	Ages 14-25.....	Data presented for 783 farm boys residing in 19 communities.
Rural sociology department, University of Wisconsin. Author: A. F. Wileden.	Douglas County (Wis.) Rural Youth Survey.	1934 and 1935.....	Ages 15-28.....	Questionnaire study of 857 young people living on farms or in villages of Douglas County, Wis.
Agricultural extension service of the University of Wisconsin. Authors: E. L. Kirkpatrick and Agnes M. Boynton.	Interests and Needs of Rural Youth in Wood County, Wis.	1934-35.....	Ages 15-29.....	Data secured from questionnaires returned by 2,176 rural young people of Wood County, Wis.
Milwaukee Vocational School.....	Survey of Employment and School Status of Milwaukee High-School Graduates, Class of June 1933.	Feb. 5-6, 1934.....	High-school graduates.	Interviews with 1,757 graduates in the class of June 1933, from 9 Milwaukee high schools.

Serving the Cause of Education

[Concluded from page 268]

teachers teach or supervisors supervise, the kind of school supplies purchased and the type of school buildings built, should all be determined, we think, by the purposes of the school and the conception of its place in the social order. Our staff function in assisting schools with these matters will be similarly related.

We do not believe for a moment that we have said the last word in this state-

ment of function, but we do believe that it is a workable and, for the present, adequate basis for smooth cooperation of our faculty. It also assists materially in organizing our courses and other activities so that all functions will receive ample and sympathetic attention.

We also believe that a vigorous and balanced development of this program, amended from time to time as experi-

ence and new developments may require, should assure effective discharge of our service to the cause of education.

Meetings

- AMERICAN COLLEGE PUBLICITY ASSOCIATION. Boston, Mass., June 25-27.
- AMERICAN FEDERATION OF TEACHERS. Philadelphia, Pa., August 16-23.
- NATIONAL EDUCATION ASSOCIATION. Portland, Oreg., June 27-July 2.
- SOCIETY FOR THE PROMOTION OF ENGINEERING EDUCATION. Madison, Wis., June 23-26.

SCHOOL LIFE

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JUNE 1936

STAFF MEMBER HONORED

Organization of the Lalor Foundation to promote scientific research and pursuit of the arts, has recently been announced as a new corporation. Income from a bequest of \$400,000 will be used for professorships and fellowships, giving recognition to mature scholars of demonstrated ability. Recipients of awards for the coming academic year are to be announced at an early date, it is reported.

Establishment of this foundation is a tribute to Mrs. Anna Lalor Burdick, of the United States Office of Education, and the late John C. Lalor, a brother. It was their brother, the late William A. Lalor, Washington, D. C., who made the \$400,000 bequest.

A board of trustees and an advisory board have been appointed and these boards are composed of noted men and women in these fields.

PROMISE YOURSELF

President J. E. Ament of National Park Seminary wrote the following message for his teachers:

"To be so strong that nothing can disturb your peace of mind. To talk health,

happiness and prosperity to every one you meet. To make your friends feel that there is something in them. To look on the sunny side of everything and make your optimism come true.

"To think of the best, to work only for the best, and to expect only the best. To be just as enthusiastic about the success of others as you are about your own. To forget the mistakes of the past and press on to greater achievements of the future. To give so much time to the improvement of yourself that you have no time to criticize others.

"To be too large for worry, too noble for anger, too strong for fear, and too happy to permit the presence of trouble. To think well of yourself and proclaim this fact to the world—not in loud words, but in great deeds. To live in the faith that the world is on your side so long as you are true to the best that is in you."

—From the Superintendent's Bulletins,
Fort Smith, Ark., Public Schools.

CONFERENCE REPORT

"In view of the growing interest in comparative education," states Dr. I. L. Kandel, Columbia University, in a report of the proceedings of the second meeting of the Advisory Committee on Comparative Education,¹ recently held in Washington, "it was recommended that the Division of Comparative Education of the United States Office of Education be expanded in order that it may be in a better position to meet the increasing demands placed upon it."

The Conference also expressed itself as favoring creation of positions of educational and cultural attachés in foreign countries. It endorsed a plan outlined by Dr. J. W. Studebaker, United States Commissioner of Education, for the development of a radio program to bring to the American public a better knowledge and understanding of the cultures of the Latin-American countries.

A resolution was passed expressing appreciation to the International Institute of Teachers College, Columbia University, for initiating the series of *Educational Yearbooks*.

¹ Circular No. 159, May 1936, Office of Education.

Half Billion Drop

EXPENDITURES for publicly supported elementary, secondary, and higher education decreased from \$2,456,985,140 in 1931-32 to \$1,940,133,253 in 1933-34, a decrease of \$516,851,887 or 21 percent. What will the figures for 1935-36 tell? More encouraging news, we believe.

ALL SIDES IMPORTANT

Among resolutions adopted by the National Congress of Parents and Teachers at its recent convention is the following one of particular interest to communities developing public forums:

"Adults and children, according to their ability to understand, should have opportunity to know all sides of important public questions, and school buildings should be available for such purposes. We believe that teachers should be allowed freedom to present all sides with impartiality."

HOPKINS ON LOG

Mark Hopkins was inducted 100 years ago as the fourth president of Williams College (Mass.), a truly national figure and an outstanding college president of his time. His fame was further extended when President James A. Garfield in his well-known *bon mot* defined a college as "a student on one end of a log and Mark Hopkins on the other." Williams College will celebrate his centennial next October. A program of activities on the campus, featured by a historical pageant is being planned.

BYPRODUCTS

Things we definitely *set about* to do are no doubt often important. Yet we pause to wonder if some of the things we never set about specifically to do may not be equally far-reaching in our daily walk with life. Every day brings its many byproducts. They are important.

SCHOOL YEARS COME AND GO

A delightful summer to you readers of *School Life*! With this issue *School Life* completes its "school year," too. But the September number will greet you by the time schools open again.

The Social Security Act

Provisions of the Federal Social Security Act Are Described by Rose Feld, of the Social Security Board's Informational Service

IN JANUARY 1937, approximately 25,000,000 workers will be affected by the Federal program of old-age annuities provided for in the Social Security Act. Approximately 7,500,000 workers by the first week in June, this year, were protected by the 13 State unemployment-compensation laws already passed. This is a little over 40 percent of the total that will be covered when every State in the Union cooperates in the Federal-State program of unemployment compensation provided for in the Social Security Act. A total of 778,351 persons, 572,424 aged individuals, 184,803 dependent children, and 21,124 blind persons, were receiving aid under the public-assistance program of the Social Security Act. These numbers are increasing continually as new States avail themselves of the Federal social-security program.

These are the realistic facts following the signing of the Social Security Act by the President on August 14, 1935. On that day, the United States "came of age" in the social-economic sense and took its place among the adult nations of the world which have for many years recognized their responsibilities to various categories of individuals.

Main divisions

For simplification, the provisions of the Social Security Act can be broken up into three main divisions. As indicated above, one deals with old-age benefits, one with unemployment compensation, and one with public assistance for the care of the needy aged, the needy blind, and dependent children. All of these come under the jurisdiction of the Social Security Board. In addition, there are certain revenue, health, and welfare measures in the act which are administered by other Federal agencies.

The old-age benefit plan of the Social Security Act is the only feature of the statute which is entirely Federal in character. With the exception of a few occupations, among them agricultural labor, maritime service, domestic service, every wage earner who has not now reached the age of 65 may later become eligible for benefits. Upon retirement

at the age of 65, providing the retirement comes not earlier than 1942 when old-age benefits go into effect, a worker will receive a monthly benefit for the remainder of his life ranging from \$10 to \$85 per month. The size of the benefit will depend upon the amount of wages which he has earned subsequent to 1936. Therefore, of two workers receiving the same wages during a year, the man who reaches the age of 65 in 30 years will be entitled to larger benefits than the one who reaches the retirement age in 10 years, because the first man will have earned a much larger total sum after 1936.

Among other features in the Federal annuity plan is a provision for small lump-sum payments, likewise measured by wages earned, which will be paid to a man's estate upon his death. These lump-sum payments begin in 1937.

Although it will eventually cost a great deal of money to pay these old-age benefits, it is not contemplated that any new deficit will be created in the Treasury, for the Social Security Act levies three separate taxes to bring revenue to the Federal Government. One of these, a tax on employers of eight or more, is already accruing and is described in the following. The other two do not begin to accrue until January 1937. Beginning at that time, a worker on a job will pay a Federal income tax of 1 percent of his wages up to \$3,000 a year. The same tax rate will apply up to 1940, when it will advance by one-half of 1 percent every 3 years until it reaches 3 percent in 1949. It remains 3 percent thereafter.

Also beginning next year, employers of these workers will pay excise taxes on their pay rolls, at the same rate as that paid by employees and with the same income limitations; that is, the tax starts at 1 percent in 1937 and advances to 3 percent in 1949. It is paid on the wages of every worker on the pay roll, but no tax is levied on that portion of a

worker's earnings which exceeds \$3,000 a year. In other words, if a man makes \$5,000 a year from one employer, he and his employer pay a tax on only \$3,000.

Unlike the old-age benefit plan which is Federal in administration, the unemployment compensation program of the Social Security Act, which has been called a Federal-State cooperative program, depends for complete functioning upon State participation.

An excise tax

The Federal Government imposes an excise tax on every employer who for some portion of 20 weeks in the year has had 8 or more workers on his pay roll. Exceptions in occupations generally similar to those mentioned under the old-age benefit provisions are included under this tax. For the year 1936, the Federal tax is 1 percent of the pay roll; for 1937, 2 percent; and for 1938 and thereafter, 3 percent.

This Federal tax is levied on employers in every State. It will be collected in full, however, only from employers in those States which have passed no unemployment compensation laws meeting certain requirements for approval as designated in the Social Security Act.

According to the provisions of the Social Security Act, States which pass approved legislation benefit in two ways: Employers in these States may get credit up to 90 percent of the Federal tax for contributions they pay into their State unemployment compensation fund. In addition, the State, upon meeting a few administrative requirements which are checked by the Social Security Board, receives a Federal grant to meet all proper administration costs.

This means that a State with a law to protect its qualified workers during periods of unemployment need pay no more for this legislation than a State which has no such law. In the approved

{Concluded on page 296}

Educators' Bulletin Board



New Books and Pamphlets

Music

Operettas for the Elementary Grades, based on State-supplied phonograph records, prepared by Blanche E. Toy . . . Issued by State Department of Education of Louisiana. [Baton Rouge, La., 1936.]
28 p. (Bulletin no. 317.)

Contains three operettas which utilize the songs, folk dances, and singing games of the State-supplied record set.

Music in the Junior High School (Grades 7-9) by Karl Wilson Gehrrens. Boston, C. C. Birchard & Co., c1936.
228 p. (The New Laurel Library.)

Intended for teachers and supervisors of music in the junior high school and teachers in training.

Baltimore, "Cradle of Municipal Music" (Revised Edition) by Kenneth S. Clark. Republished by the city of Baltimore, 1936.
39 p. illus.

The story of the development of municipal music in Baltimore.

International Relations

For Better Understanding of Other Peoples and Good Will Toward Them. Projects: Literature and composition classes, Assembly and community programs. The International Relations Committee of the National Council of Teachers of English, 211 West Sixty-eighth St., Chicago, Ill.
43 p. Mimeog. (Bulletin 2.)
10 cents each. \$1.00 per dozen.

Includes classroom units, assembly programs, extra curricular activities, community cooperation projects, suggestions: books, essays, songs, plays, periodicals, book lists for children.

America Must Act, by Francis Bowes Sayre. World Peace Foundation, 8 West Fortieth St., New York, c1936. 80 p. (World Affairs Pamphlet, no. 13.) 35 cents.

Contents: Why foreign trade?—The cost of self-containment.—The American program.—The program in action.—The menace of economic nationalism.—America must act.—Appendix, Trade Agreements Act of June 12, 1934.

Curriculum Units

Society in Action, a guide for the social studies, by Helen Halter. New York, Inor Publishing Co., 1936. 336 p. illus.

Presents units developed in the laboratory school of a teachers college, for use in high schools.

Wild Flower Roads to Learning, by Carl D. Duncan. Sacramento, California State Department of Education, 1936. 44 p. illus. (Science Guide for Elementary Schools, vol. 2, no. 8.) 15 cents. (From Division of Textbooks and Publications, California State Dept. of Education)

Treats especially the wild flowers of California, but also contains suggestions for flower study suitable to any locality.

Workbooks

Ditto, Inc., Harrison at Oakley Blvd., Chicago, is publishing a series of workbooks, maps, graph charts, etc., printed in Ditto reproducing ink. They are "master" copies, which will reproduce one hundred or more copies on a Ditto machine, or any other gelatine or hectograph duplicator.

Yearbooks

The Fourth Yearbook of School Law, 1936, with a supplement How to Find the School Law. Edited and published by M. M. Chambers, 744 Jackson Place, Washington, D. C.

154 p. \$1.00.

Analyzes and reviews the court decisions, State and Federal, involving school law for 1935, with a guide to sources and tools for finding the school law.

Democratic Participation in Administration. Eighth Yearbook of the Department of Elementary School Principals, Michigan Education Association, 1935. [Lansing, Mich., Michigan Education Association, 1936]

132 p. \$1.00.

Consists of three parts: The philosophy underlying teacher participation; current practices in teacher participation in city schools, such as Detroit, Royal Oak, Flint, Grand Rapids, etc.; appraisal.

The Constitution

The Constitution of the United States, edited with notes and charts, by William R. Barnes, with an introduction reprinted

from An Outline of American Government by Wallace S. Sayre. New York, Barnes & Noble, Inc., c1936. 44 p. 25 cents.

The text of the Constitution with supplemental information and useful charts showing organization of the National Government.

SUSAN O. FUTTERER

Recent Theses

A LIST of the most recently received theses in education, which may be borrowed from the Office of Education on interlibrary loan.

BEACH, GLADYS. Study of the vocational interests and abilities of the senior women of Syracuse University in the class of 1933-34. Master's 1935. Syracuse University. 95 p. ms.

BUCKLEY, RALPH B. Distance from home to school as a factor influencing certain phases of the supervised practice program of boys taking vocational agriculture in the high schools of West Virginia in 1932-33. Master's, 1935. West Virginia University. 50 p. ms.

BURSTEIN, MARTIN A. Outdoor museums and nature trails. Bachelor's, 1935. New York State College of Forestry. 94 p. ms.

BURT, FRANK A. Certain results of the job counseling service of the Boston Y. M. C. A. Master's, 1935. Boston University. 127 p. ms.

CARTER, RANDOLPH L. School centralization and pupil transportation with special reference to the State of Florida. Doctor's, 1935. George Peabody College for Teachers. 12 p.

CRAIN, NAOMI V. A study of junior high school pupils of superior mental ability who are doing inferior school work. Master's, 1935. George Washington University. 33 p. ms.

DAHL, ELFRED H. Relationships of ninth year science and success in subsequent science. Master's, 1935. Syracuse University. 89 p. ms.

DUCKSTAD, JOHN H. The organization and business management of high school athletics in Minnesota. Master's, 1935. University of North Dakota. 117 p. ms.

EBRENFELD, FRANK E. The occupational careers of graduates of the Philipsburg, Pennsylvania, senior high school with suggestions for curricular modifications. Master's, 1935. Pennsylvania State College. 87 p. ms.

FREEBY, LEROY E. Optimal length of class periods. Master's, 1935. Pennsylvania State College. 44 p. ms.

HEIGES, A. C. A comparative study of the effectiveness of the contract plan versus the daily-recitation-assignment method in the teaching of literature. Master's, 1935. Pennsylvania State College. 69 p. ms.

LOCKWOOD, EDWARD J. An analysis of costs saved in the District of Columbia public schools due to the operation of its summer schools. Master's, 1935. George Washington University. 30 p. ms.

MEREDITH, BERNICE H. An interpretation of the educational theories of John Locke in contrast to the theory of formal discipline. Master's, 1934. Syracuse University. 104 p. ms.

[Concluded on page 282]

The Modern Homemaking Department

THE FIRST organized effort to maintain the traditional American home through education was made in the 80's, when "domestic science" and "domestic arts" were introduced into the public-school curriculum. A succession of changes in both content and methods in this phase of education have followed in keeping with the marked differences that have characterized the homes since that time. The shifting of family life patterns that social and economic changes have brought about has naturally meant a continual altering of educational programs for homemaking. Recognition of the inadequacy of concentration on the skills of cooking and sewing as preparation for successful family life, has led to a broadening and an enrichment of the homemaking educational program.

Guides that may help

A few general guides that may help in planning for more adequate provisions for the teaching of home economics are here suggested:

1. *The home economics department should provide for instruction in those responsibilities that are common to the girls and homemakers in the community.*—In the average American home such responsibilities include: Provision of satisfactory housing for the family; provision of adequate food for members of the family; selection, care, and construction of clothing; home laundering; care and guidance of children; maintenance of health and home care of the sick; management of resources of the home; and maintenance of satisfactory family relationships.

If satisfactory provision is made for study of these broad responsibilities of the homemaker, it will follow that the teaching environment will take on aspects of a real home. That teachers and administrators are recognizing the importance of reproducing the home condition is evidenced in many of the recently planned departments. The living room in the homemaking cottage at Crystal City, Mo., has been furnished to provide for a variety of activities typical of those carried on in any normal home. In this

Florence Fallgatter, Chief, Home Economics Education Service, Emphasizes Essentials for Successful Instruction in Home and Family Life



Pre-school children are observed in normal play activities by students in homemaking cottage, Crystal City, Missouri.

homemaking cottage, pupils assume responsibilities in connection with their study of children, home care of the sick, and art applied to the home.

2. *Rooms, furnishings, and arrangements should be planned in relation to the pupil activities and experiences that are essential for the achievement of the objectives of the various units of instruction.*—For example, worth-while objectives in the unit on meal service, a part of the responsibility of providing food for the family, suggest that pupil experiences should include (1) serving of meals to different groups, (2) using different types of equipment and arrangements of equipment, (3) opportunity to evaluate results, and (4) opportunity to carry full responsibility for the meal. If such experiences serve as a basis for planning the space and equipment for this one phase of homemaking instruction, it is obvious that the following facilities will be indicated as required.

(a) Pleasant surroundings for the serving centers.

(b) Space for serving centers that is convenient to the preparation centers.

(c) Storage space near each serving center for all serving equipment.

(d) Serving equipment varying in type and cost, and sufficient in quantity to allow each member of a class to carry normal responsibilities for meal serving.

With such carefully planned facilities pupils will be offered opportunities for making independent judgments in a variety of situations comparable to those of a home. In serving meals of different types, many decisions have to be made. They relate to choice of table appointments for each meal; selection of equipment; ways of simplifying the service; planning the menu for given groups and at specified costs; selection of the food at market; preparation of the food, and finally maintaining a happy atmosphere during the meal. Sufficient experiences of this kind at school insure a more successful handling of managerial problems with which the girl is confronted at home.

3. *Furnishings and equipment should be selected insofar as possible to serve more than one purpose.*—It is, therefore, desirable to analyze what will be needed for

[Concluded on page 282]

The Vocational Summary



A NEW PLAN to assist young men between the ages of 21 and 30 in purchasing or renting farms, is now being worked out by the Federal Office of Education in cooperation with State divisions of vocational education and Federal land banks. The purpose of this plan is to put persons who have had training in all-day and part-time vocational agriculture classes in local high schools and preferably in adult vocational agriculture classes, in touch with desirable, available farms that meet their individual needs. Under the plan a young man who proves upon investigation of the vocational agriculture teacher and the local supervisor of vocational agriculture to be a desirable prospect as a farm purchaser or renter, will be put in touch with a local representative of the Federal land bank. This representative will furnish the prospect with information concerning farms in the area which seem to meet his needs. The prospect will make a preliminary investigation of these farms. He will be provided with information covering the purchase price, terms of sale, payments on loans, or rental terms. Should he be interested in purchasing or renting any of the farms offered for his consideration he can negotiate further with the Federal land bank through its local representative. Before a contract for rental or purchase of a farm is consummated the prospect must submit for the bank's consideration a schedule containing information about his training and experience as well as his farming ability. If a contract for the sale or rental of a farm is concluded the local teacher of vocational agriculture will urge the young man to continue his instruction in vocational agriculture in adult evening classes, and will assist him in developing his farming ability and in building up the farm for which he has contracted. When desirable, officials of the Federal land bank will be asked to assist the vocational agriculture teacher in counseling and helping the young farmer in connection with his marketing, management, and financing problems. This plan for placing on farms young men with vocational training in agriculture is already in operation in several sections of the country and will be extended to all sections as rapidly as possible.

Possibilities

The possibility of rendering assistance to persons enrolled in correspondence courses, through evening classes in vocational schools, was demonstrated in Dubuque, Iowa, last winter. W. B. Galloway, director of industrial education, Dubuque, Iowa, dropped into a local garage to visit a former evening vocational student employed there. He discovered that this boy, who was taking a course with a correspondence school, was interested in getting further instruction in mechanics and particularly in Diesel engine principles and operation. Mr. Galloway suggested that he gather up a number of other garage mechanics interested in similar instruction, bring them and his correspondence-course material with him, and come to a local school for a preliminary conference. Out of this conference grew an evening-school class in Diesel engine work, taught by the plant superintendent of a local industrial establishment who has a background of practical experience and experience in teaching machine-shop classes. Twenty-six out of the 34 persons who enrolled in this class finished the work. Conducted 2 evenings a week for 20 weeks, 5 units of work—arithmetic, internal-combustion engines, stationary Diesel engines, high-speed Diesel engines, and Diesel engine troubles and remedies—were presented in the course. Textbooks published by the correspondence school were used. The course included classroom instruction, as well as instructional visits to industrial plants equipped with machinery in any way related to the course. Plans have already

been made to continue this course in the fall and to organize classes in other vocational subjects, text material for which may be drawn from correspondence-school publications. An attempt will be made to provide for two groups—beginners and advanced pupils. There is no reason, Mr. Galloway believes, why a group of persons pursuing a regular correspondence course should not take advantage of the facilities offered in local evening vocational classes to study their assignments during the regular class periods under a competent teacher, the service of correcting and grading the completed work being retained by the correspondence school. "This dual arrangement", he writes, "has wonderful possibilities."

Prospective tea room operators

A homemaking course which trains for wage earning is presented in an Essex County, Mass., homemaking school where service is being carried out once a week in a faculty dining room. Five girls from an advanced class in home economics are responsible for the service. These girls make out the menus and menu cards, prepare the food, and act as hostesses and waitresses. They carry out their work as nearly as possible as they would in a commercial tea room and are supervised by the home economics teacher. The purpose of this course is to give the girls experience in practical tea-room operation. In this same school another group of senior girls majoring in home economics conduct a food shop. A bulletin announcing the foods on sale at the shop and the prices of these foods is posted regularly in the main corridor of the homemaking building. Orders are taken on Tuesday of each week, and the food is prepared by the girls and delivered the next day. These girls begin with a limited variety of foods, and as they gain experience add other foods to their sales list.

It is the hope of the school authorities that some of the girls trained in tea-room and food-shop work will find opportunity to enter this kind of work in their communities when they have completed the course.



Cooperative trade school students, Beverly, Mass., receiving training in tool design.

A frill? Far from it!

A recent issue of *SCHOOL LIFE* commented on the cooperative study now being made by Oregon home-economics teachers under the direction of the State Board for Vocational Education. This study, which is being made by means of a questionnaire sent to 3,000 home-economics students in Oregon high schools, is for the purpose of securing information which will be valuable in revising home-economics courses. Impressed with the thoroughness and the objective of this study and with the practicality and accomplishments of the vocational home-economics program in the State, the *Portland, Oreg., Journal* recently editorialized as follows:

Underlying everything else is the question as to the place that study for homemaking should have in the schools. Is it only a "special subject? . . ."

Homes vary. Some have high standards, and some low. But that which lifts standards to the point of comfort, happiness, and affection is not a frill. Nor is it a mere extra when health is a result of sanitation, good digestion a companion of good cooking, and mealtime a daily social occasion among those who mean most to one another.

It is part of learning how to make a "fine art of living." It is part of the process by which teachers better understand girls and modern girls have a broadened opportunity to attain true culture. To be sure, it brings home interests to the school, but it takes school interests back to the home. And it promises America a greater number of the makers of homes that in turn make the Nation.

Field-day plan practical

The value of a special field day in connection with an evening class for adult farmers was demonstrated in an Oregon farming community last year. Conducted for the fifth year and comprising approximately the same group, the course in this class covered soil fertility and crop production. Prior to the appointed field day student teachers, who were largely responsible for conducting this class, visited nearly all the farms in the community, and selected three typical farms for the field day study. Maps were made showing the crop and fertility practices followed on all fields of these three farms. Organization studies for each farm were also drawn up. Special fertility and cropping problems exemplified on these and other farms were studied during the field day, which began at 9 a. m. and closed at 5:30 p. m. Each student teacher was placed in charge of a definite phase of the field-day study. The field-day study provided an excellent follow-up of the previous year's work in soils, as well as an excellent approach to the work

of the subsequent year, by bringing to light problems and situations for subsequent study.



Future graduates of a trade course getting training in use of Vernier height-gage and Vernier calipers.

Hawaii, Puerto Rico join

Hawaii and Puerto Rico have recently accepted the provisions of the Federal Vocational Rehabilitation Act and are planning to inaugurate a program for the rehabilitation of disabled persons. Antonio Texidor, director of the Insular Board of Vocational Education, spent several days in the Office of Education recently conferring with members of the staff of the vocational rehabilitation service in regard to plans for establishing the program for the handicapped in Puerto Rico. Mr. Frank J. Clayton, rehabilitation agent of the Office of Education, for the western region, will return from Hawaii the latter part of June, where he spent 2 weeks with Harvey L. Freeland, director of vocational education for the Territory, assisting him in formulating plans for a vocational rehabilitation program there. Later in the year Mr. H. B. Cummings, agent for vocational rehabilitation for the southern region, will probably visit Puerto Rico, to render assistance in connection with the insular rehabilitation program.

A week-about plan

A cooperative part-time program for students preparing for work in retail selling and office employments was organized last September at the West High School, Waterloo, Iowa. A student spends 1 week in classroom work and the next in actual employment. Fifty students and fifteen Waterloo firms are participating in the program. Students are paid a minimum of \$6 a week when employed. The school provides a coordinator, who spends half the time in helping the student workers to adjust themselves to their employment. Students are carefully chosen on the basis of vocational interest, cumulative school

record, general intelligence, aptitude tests, personality, and age. Only those students who are average or above in their school work are selected. As this cooperative scheme is carried out during the senior year, students will hereafter so arrange their sophomore and junior subjects that they may be able to complete certain requirements at the end of the junior year. Thus students who wish to enter the retail cooperative course must take an introductory course in salesmanship in the junior year.

Significant

How vocational education functions in the lives of its graduates is indicated in analyses of the status of graduates of trade and industrial courses made by the States of Massachusetts and Ohio. The analysis for both States covers the fiscal year 1934-35. The Massachusetts record covers graduates of day and cooperative industrial schools in 21 different trades. It shows that of a total of 1,247 graduated from these courses, 989 were employed—788 in the trades in which they received training and 201 in other occupations. In the category of the "unemployed, unknown, or ill", were 227 graduates. That vocational courses attract those who for various reasons do not desire or cannot get advanced education, is borne out by the fact that only 31 of the 1,247 graduates continued in school or matriculated for college work. The Ohio record covers 1,513 graduates from courses in 33 different trades, 812 of whom entered the trades for which they were trained and 701 entered other occupations. The significant fact brought out by both the Massachusetts and the Ohio records for 1934-35 is that more than half the graduates who were employed—63.2 percent and 54 percent respectively—found employment in the trades in which they had been trained. A similar record covering the 9-year period, 1926-35, compiled by Massachusetts, shows that 54.5 percent of the graduates who were employed found employment in the trades in which they had been trained. It will be seen, therefore, that the percentage of graduates for both the 1-year period and the 9-year period, who entered employment in the trades for which they were trained, compares favorably.

Placement easier

Placement continues to be a major activity in the program of vocational education in Michigan. Reports from the State show that placement has been easier this year than last.

CHARLES M. ARTHUR

The Modern Homemaking Department

Concluded from page 279]

each of the various units of instruction. For example, one of the tables to be used for group meals may be selected to serve also for a social center in the living room area of the department. The same table might at other times provide for study space, for a discussion center, or for sewing needs. This repeated use of one piece of furniture suggests the value of planning for as little stationary equipment as possible.

4. *The standards in the homemaking department should be consistent with those that prevail in the present average homes of the community.*—Too often the mistake is made of making the home economics department the show center of the town. In such cases the effective means of teaching through example is lost.

With the growing preference for types of furnishings and equipment that contribute to a homelike center and that are comparable to those commonly in use in the homes of the pupils, the possibility for introducing home economics into the smaller school is greatly increased. The initial expense of equipping a homemaking department need not be great, especially if the single room slightly larger in size than the old-time laboratory, is planned as a "combination" room in which all phases of the program can be taught. In such a room, with careful planning, effective arrangements of working and living centers can be combined to give an attractive and homelike appearance. Some superintendents have pointed to such rooms with pride as "the bright spot of the school." To the extent pupils can assist in deciding upon additions or replacements of small equipment and furnishings in the homelike room, consumer judgment can be developed as well as an understanding that price alone is not a true index to efficiency, attractiveness, or quality.

In a number of school centers in which there is no space for a homemaking department in the school building, or additional space is needed in the building for other work, the purchase or building of separate cottages has solved the problem. The ready-built house usually requires considerable remodeling and repair as well as moving to a location sufficiently near the school building for convenient use. Many school administrators and home economics teachers who have had experience with the separate cottage strongly endorse it. They offer such reasons as the following for

their conviction of its superiority over the department in the school building:¹

It provides the greatest opportunity for creating a home atmosphere.

Instruction tends to be more effective, because less adaptation is necessary in applying it to home activities.

It provides many possibilities for dealing with home problems as a whole.

It approximates a home situation for studying different procedures in the care of rooms and use of equipment with a view to securing optimum efficiency.

¹No. 181. Space and Equipment for Instruction in Homemaking. U. S. Office of Education, Department of the Interior, Washington, D. C. 1936.

New Publication

IT IS obvious that the space and equipment provided for the first work in cooking and sewing have long since ceased to meet the needs for homemaking education. For example, the formal two-laboratory department with the hollow square arrangement of work tables in one and large stationary sewing desks in the other has given way to an informal homemaking center of one or more rooms in which the furnishing and arrangements create an atmosphere conducive to the promotion of the spirit of homemaking in young people.

The numerous requests being received in the Home Economics Service of the Office of Education for assistance in planning homemaking departments may be accounted for in several ways. In some instances departments in new school buildings have been made possible to local communities through W. P. A. funds. In other cases, greatly increased enrollments are necessitating expansion of school buildings and frequently the additional space includes the homemaking department. The introduction or reinstatement of homemaking education in many school programs brings other requests. Also, at this time of year home economics teachers and school superintendents are discussing needed improvements for next year, some of which involve considerable remodeling. In order to answer some of these requests, a bulletin no. 181 entitled "Space and Equipment for Instruction in Homemaking", is just off the press. This publication brings together up-to-date information on homemaking departments from the various States. Single copies are available upon request to the United States Office of Education, Washington, D. C.

Desirable standards for homes of the community may be set and thus the girls and women may be given concrete suggestions which they will be able to apply in improving their own homes.

Cottages may also serve as school or community social centers, and thus extend the service of the home economics department to the entire school and community.

It is possible to provide additional space for homemaking instruction at less cost than would be incurred in extending the main school building.

The local home economics teacher, the school superintendent, the school board, and contractors usually cooperate in making and carrying out the final plans for a new or rebuilt homemaking department. However, the counsel and advice of local homemakers, the State supervisor of home economics, and the State architect for school buildings should be sought in the original planning. It is especially important that the latter two be contacted to assure that established State policies are observed as well as to secure most up-to-date suggestions from them.

In light of such recognized present-day needs for the homemaking department, home economics teachers and administrators are evaluating the adequacy of their teaching facilities by criteria that are directed toward simplicity and attractiveness of the homelike center rather than elaborateness and size; toward usefulness and approximation of home standards rather than expense and display; and finally toward a center that becomes the informal and social center for the entire school and community rather than just another well-equipped laboratory.

Educators' Bulletin Board

[Concluded from page 278]

MOORE, JOSEPH E. A comparative study of delinquent and dependent boys. Doctor's, 1935. George Peabody College for Teachers. 10 p.

PECK, JOHN S. The function of the laboratory in engineering education. Doctor's, 1935. Teachers College, Columbia University. 96 p.

PRUITT, CLARENCE M. An analysis, evaluation and synthesis of subject-matter concepts and generalizations in chemistry. Doctor's, 1935. Teachers College, Columbia University. 176 p.

SCHROEDERMEIER, ALVIN G. The cost of district school bonds for 16 counties in northeast Kansas, 1910-1935. Master's, 1935. University of Kansas. 80 p. ms.

SPANNUTH, MILES M. Some legal responsibilities and liabilities of boards of school directors as determined by Pennsylvania courts of last resort. Master's, 1935. Pennsylvania State College. 76 p. ms.

STREBEL, RALPH F. The nature of the supervision of student teaching done in universities using cooperating public high schools. Doctor's, 1935. Teachers College, Columbia University. 154 p.

VOELKER, JOHN M. The diocesan superintendent of schools: a study of the historical development and functional status of his office. Doctor's, 1935. Catholic University of America. 117 p.

RUTH A. GRAY

Financial Situation of the Public Schools

★ *How many schools closed this year with less than normal terms, because of lack of funds? How many children were affected by such closing? How much did the shortage of funds amount to?*

SUCH questions were asked each chief State school officer by the United States Office of Education early in March this year. As a result of replies received, significant facts were reported by 39 State departments of education. A summary of this information follows:

Closed schools and pupils without school facilities

In 8 of the 39 States which supplied data, some schools had closed because of lack of funds; 5 other States reported that some of theirs would be obliged to close early for the same reason.

Of the eight States in which schools had closed by the first of March owing to lack of funds five reported 160,756 children out of school as a result. Of this number, 150,000 were in Alabama, 10,000 in Tennessee, 651 in Colorado, 65 in Michigan, and 40 in Idaho. Arkansas, Georgia, and Texas reported that probably some of their schools were closed at the time, but the number of children without education facilities was not indicated. Estimates in reports from nine States indicated that before the end of the school year a total of 1,562,374 children would be out of schools closed abnormally early because of lack of funds. The estimates varied from fewer than 100 children in one of the nine States to 800,000 in another. In four additional States where it was thought schools would be obliged to close early no estimates were given as to the number of pupils affected.

Shortage of school funds

The amount of funds which school districts needed this spring but did not have to keep their schools open for the ordinary terms was reported (estimated in some instances) for 10 States. In all, it amounted to \$4,235,460. The need ranged from \$500 in one State to \$2,600,000 in another. Reports from

Significant Facts Reported by 39 States Are Presented by Timon Covert, Specialist in School Finance, United States Office of Education

three States in which shortages of school funds were indicated did not state the amount.

In connection with the study of the closing of schools within a State due to shortage in school funds it is illuminating to note a certain feature in many State school support plans. This is the provision whereby the State uses a part or

THE Office of Education has collected information from the several States regarding the current effects of the industrial situation on the public schools each year since 1932. Information thus collected has been published in circulars for which there has been wide demand from Federal and State legislators, from school officials, and from interested individuals throughout the country. In previous years these surveys attempted to set forth in detail many statistical facts. With considerable improvement in the fiscal affairs of the public schools, it is believed that a more general report will fairly well show conditions this year; consequently, the present report is less detailed than some of the earlier ones.—*Editor.*

all of the revenue collected for distribution to the public schools to aid those of its school districts which without such assistance are unable to support a foundation program. It is obvious that in States having such a provision closed schools distributed throughout such States are less apt to be found than they would be if the State did not act as the guarantor. A shortage of school funds may exist, but the schools will be more likely to suffer equally and all are likely to remain open so long as money lasts.

The following quotation from a report from one State is a good illustration of the effect during this school year of such a provision in the State school support program:

The school units annually receive approximately \$35,000,000 from State sources, and of this sum \$29,000,000 is distributed on the basis of per capita census child with an apportionment of \$17.50 each for 1935-36. Within the past 2 or 3 years, we have converted our whole rural aid fund from a mere subsidy to an equalization fund. With the alarming decrease in local revenues, and with the change in this type of distribution of funds, we have increased our allotment for equalization from \$2,500,000 per annum to \$4,183,000 per annum. Since funds are issued on the basis of need, and since these funds are thus limited, it has been necessary to issue the equalization grant on the expectancy of 100 percent collection of local taxes. With all possible safeguards, we find that the equalization fund, which is based on a uniform term of not less than 8 months, will be approximately \$500,000 short of the desired amount. In other words, our equalization fund should have been \$4,683,000 for this year, rather than the \$4,183,000 which was appropriated, and this despite the fact that the actual amount appropriated was an increase over that of the preceding year.

Improvement in school facilities

By comparing expenditures for the public schools during the year just closing with those of the immediately preceding years we have some indication of whether or not school conditions are improving. Reports from 32 States show the results of such comparisons. Of these, 24 show increases in total current expenses, 3 show no change, while 5 show decreases. The increases vary from 1 percent in one State to 40 percent in another; a few of the reports indicating increases did not state the amount of increase. Of five States reporting reductions in current school expenses, one shows 14 percent, each of two shows 5 percent, while the others do not state the percent of reduction.

Teachers' salaries.—Increases in the pay of teachers ranging from a small percent to as much as 20 percent over that of 2 years ago were reported from 23 States. Three reports indicate no change in teachers' salaries while five show decreases ranging from 3 to 9 percent.

Operation and maintenance of school buildings.—Nineteen of the thirty-nine States reporting indicate increases this year in expenditures for the operation and maintenance of school buildings. These increases range from 2.4 percent in one State to 48 percent in another. On the other hand 10 States report no change while four report decreases ranging from 1 to 20 percent in expenditures for these items. Six reports made no reply to this question.

Capital outlays.—Thirty-one reports specified whether larger or smaller expenditures were authorized for school-building purposes this year than during preceding years. Of these, 23 report increases varying from 10 to 1,000 percent. However, six reports show no change in regard to this item of expense while two report decreases.

Length of school term.—Seventeen States report that there will be no change in the length of school terms. Ten States, however, report increases varying from 1 to 10 percent. Alabama and Illinois report school terms shorter by 20 and 5.5 percent, respectively, than those of 2 years ago while Indiana reports that her schools will be open 2 days less.

Improvement in services and finances

Some or all of the following types of schools, classes, and services have been restored or increased in at least some communities after a period of discontinuance in 19 States: Kindergartens, schools and classes for handicapped children, night schools, art, music, home economics, physical education, agriculture, health programs, and transportation. On the other hand 13 States report little or no progress in restoring these services.

Replying to the request for a summary statement regarding the present condition of the schools as compared with conditions 2 years ago, a majority of the State school officials report conditions are improved. Of the 32 reports containing such statements, 30 indicate definite improvement in some respects or in some sections of the State; the other two indicate that little or no improvement is apparent. A few reporting improvement, call attention to the fact that some school communities still experience much financial difficulty, but the schools in general are in better circumstances than they were 2 years ago.

Some conclusions

Although conditions of the public schools during the present year have not been reported from all States, there appears to be considerable improvement in the condition of those in a majority of the 39 States from which reports have been received. Fewer State departments of education this year than last, or the year before that, reported the need of out-of-State funds to keep their schools in operation; consequently the number of children deprived of educational facilities by the abnormally early closing of schools was smaller this year.

Improvement in school conditions is evidenced by the fact that the amounts of funds for current expenses, for teachers' salaries, and for capital outlays have increased in a large number of States over

those of 1 and 2 years ago. School terms are somewhat longer in several States and many school services which suffered curtailment during the past years are gradually coming back as a part of the regular school program.

This improvement reported from a number of States on the financial condition of the schools is due in part, of course, to the extent of industrial recovery. However, legislation enacted in 1933, 1934, and 1935 to remedy unsatisfactory school finance systems in a number of States has been an important factor. The State as a unit for the production of revenue to guarantee a foundation education program for every public school is now a real feature of many more State school support systems than was true in 1933.



F. F. A. News Bulletin

Georgia.

Hugh A. Inglis, adviser of the local F. F. A. chapter at Clarksville, Ga., and a district adviser was recently awarded the title of "Master Teacher of Vocational Agriculture of the South." Inglis has been an enthusiastic worker for the F. F. A. for the past 8 years. Through the activities of the Clarksville chapter, under his guidance, one of the most modern community canning plants in the State was erected. Last year F. F. A. members and adult evening class members prepared in this plant for home consumption more than 100,000 cans of fruit, meat, and vegetables. Of the 267 boys receiving instruction through the vocational agriculture department in the high school at Clarksville during Mr. Inglis' tenure, 258 are now farming in the community. The present enrollment in the department is 75 all of whom are F. F. A. members.

Kansas.

The 10 outstanding chapters in the State for 1936 are: Lawrence, Shawnee

Mission, Washington, Ottawa, Linn, Parker, Mound City, Reading, South Haven and Lebanon. The first four chapters named have been included in this list every year since the national F. F. A. chapter contest was started some 6 years ago.

New Hampshire.

The annual State convention of the Granite State Association of F. F. A. was held at the Austin-Cate Academy on May 8. The State vocational judging contest took place on May 9. Winners will compete in the vocational and F. F. A. contest to be held in connection with the Eastern States Exposition at Springfield, Mass. in September.

Of National Interest.

William Shaffer, national president and J. A. Linke, national adviser of the F. F. A. sailed from New York on April 30 for Puerto Rico for a 2 weeks sojourn with the F. F. A. members in this interesting "Isle of the Caribbean." Antonio Texidor, Insular Supervisor of Agricultural Education and Adviser for the Puerto Rico Association, accompanied them on the journey from New York to Puerto Rico.

Much interest is being shown in the "Proceedings of the Eighth National Convention of F. F. A.," an 87-page printed report which came from the press several weeks ago. Copies were distributed through the State advisers to all local chapters of the organization. So many requests for copies from various sources have been received at the national office that the supply of 5,000 is nearly exhausted.

W. A. Ross

In-Service Growth of County Superintendents

Walter H. Gaumnitz, Senior Specialist in Rural Education, Emphasizes Need for Strengthening This Administrator in His Difficult Tasks

INCREASING thought has in recent years been centered upon the county school superintendency. It is recognized, potentially at least, as a key position in public education.

Fully half of the children, about 58 percent of the teachers, and nearly 90 percent of the schools are found in centers of 2,500 or fewer population. The duties devolving upon the county superintendent are variable in type and complex in nature. This coupled with the fact that there are more limitations, that the difficulties to be met are greater, and that the rural schools are even more directly dependent than are the city schools upon leadership of the superintendent, naturally leads to the conclusion that this school administrator should have the highest possible qualifications of ability and training. The county superintendent who said in summarizing the requirements for success in this position that it demanded "the patience of Job, the wisdom of Solomon, the forbearance of Moses, the gentleness of the good Samaritan, the grace of God, and the perseverance of the devil", did not greatly overstate the matter.

It is, therefore, amazing to find the lack of attention of educators generally to the nature of the duties performed by county superintendents or to the ways and means by which they might be improved. It is too often taken for granted that the county superintendent is a sort of inspectorial clerk and nothing can be done about it. He is regarded as necessary to the operation of the rural schools but too often little seems to be expected of him in the way of constructive guidance, even though it is generally agreed that the rural schools more than any others are in need of trained leadership. The training, salary, and legal status of the county superintendent have been studied in considerable detail, but comparatively little has been done other than to call attention to his unsatisfactory status as compared to city superintendents and to deplore the lacks and disparities.

Studies of the problem have either by definite recommendation or by implication suggested that in most States certain improvements are urgently needed. But

when such improvements are suggested they are for the most part either predicated upon an extensive reorganization of the system of rural school administration or they entail certain fundamental changes in the basic school laws. The suggested changes involve larger units of school administration, the election of the county superintendent by a county school board instead of by popular vote, greater emphasis upon professional rather than political qualifications, and more adequate provisions for supervisory and clerical assistants and for financial support. It is readily agreed that any large scale solution to the major problems of rural school administration will probably have to await the achievement of these fundamental changes. However, the legal status of the county superintendency is likely to remain much the same in most States for some time to come. In the meantime something can be done to improve the services of this officer to the rural schools. It is apparent that thus far comparatively little thought or effort has been given to the in-service growth of the county superintendent, although good results have generally followed when the problem has been attacked from this angle.

Responsibility for the in-service growth of the county superintendent seems to lie chiefly with the State departments of education and with the teacher-training institutions. This does, of course, not mean to suggest that the county superintendents themselves have no responsibility in the matter. It is fully recognized that no real improvement either in the status or in the functional operations of this office can come unless the county superintendent gives more attention to the possibilities of his job and less to its legal limitations. As a body county superintendents need to understand that school laws are neither fixed nor final. Cooperative effort can secure good laws. Moreover, many county superintendents have demonstrated that improvements can be

brought about within the present legal framework if they take the initiative. But greater results can be achieved when State educational leaders provide practical and positive guidance.

In a number of States including Missouri, Idaho, Texas, and Georgia, certain responsibilities for in-service growth of the county superintendents have been taken over by the State universities or colleges.

Teacher-training institutions through extension courses, summer-school courses, correspondence courses, short courses, and other ways meet the needs of these school officers. The work offered deals with practical problems of the rural schools.

Careful studies should be made to analyze the duties the county superintendent performs or to evaluate them in relation to their relative importance or difficulty. Studies of the kind indicated would be helpful in efficient discharge of the duties of the office and would be suggestive in providing specialized training for positions of this kind. While the duties of the county superintendent are similar in many respects to those of the city superintendent, working conditions are different. This necessitates specialized training.

A number of State departments of education have for years made strenuous efforts to deal effectively with the superintendents in charge of rural schools. In addition to maintaining at all times a close contact with the district superintendents, the division of rural education of the State education department of New York has for 13 years conducted regional conferences in which an effort is made to help these school officers to understand better the problems of the rural schools and to work more effectively toward their improvement. These conferences are more than inspirational institutes. They are utilized for such vital purposes as reorganizing the curriculum to meet rural needs, developing teachers' handbooks adapted for use in rural communities, and similar activities.

Minnesota is adding from time to time to its program of improving the rural schools through the county superintendent's office. Some years ago the old type of county institute was abandoned. In its place a permanent corps of rural school specialists was employed in the State department of education, one or more of whom spends approximately the total of a week in each county each year. The first portion of the week is devoted to school visitation and to study with the superintendent of the problems peculiar to his county. The latter part of the week is devoted to teachers' meetings. During this period a study of specific problems is undertaken. These problems are chosen by the vote of the superintendents and work on them is emphasized throughout the State. Careful preparation is made prior to the institute period and the problems are followed up throughout the year. Demonstration lessons, objective tests, panel discussions, and various other means are employed to give a clear understanding of the problem under discussion. These county institutes are reinforced by a 3-day State conference in April for all county superintendents.

Special attention is given to the newly elected county superintendent soon after election to acquaint him with his various legal and routine duties and to help him grow in his work. His training, his interests, his peculiarities, his hopes and plans are all given special consideration. No time is lost in aimless floundering or in trial and error experiments. This would seem like a most practical method of improving the work of this school officer. Why should not the State departments make the new superintendent its first business, so to speak?

These activities of the Minnesota Department of Education are supplemented by county rural school officers' meetings. Through these the State specialists help the county superintendents to interpret the educational program of the State to the people. They also work to improve the rural schools and to get better business practices into use.

Montana, North Dakota, and several other States convene the county superintendents for a period of a week or more during the year. During these conferences the laws and regulations affecting the rural schools are discussed and efforts made to acquaint the county superintendents with the ways and means whereby these schools may be improved. An important part of such conferences is the opportunity they afford for exchange of experiences.

New Government Aids For Teachers

★ *Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering.*

Publications

Mount Rainier National Park—Washington. 39 p., illus., maps. (National Park Service.) Free.

Data on lectures, museums, hikes, guide trips, saddle-horse trips, hot mineral baths, history and geology of the area, accommodations, expenses, etc.

Honey and Some of its Uses. 8 p. (Department of Agriculture, Leaflet No. 113.) 5 cents.

Suggests ways of using cooked and uncooked honey. Recipes for meringues, jellies, jams, preserves, confections, cakes, and quick breads.

A Brief Explanation of the Provisions of the Social Security Act. 13 p. (Social Security Board, Informational Service Circular No. 1.) Free.

The act provides for unemployment compensation, old-age assistance and old-age benefits, security for children, aid to the blind, extension of public health services, and vocational rehabilitation.

The Food and Drug Administration of the United States Department of Agriculture. 22 p., illus. (Department of Agriculture, Miscellaneous Publication No. 48.) 5 cents.

This agency is responsible for the enforcement of the food and drug act, the tea act, import milk act, insecticide act, caustic poison act, and naval stores act.

The Pan American Union is about to publish a 45-page mimeographed syllabus for the study of Latin America, prepared by Dr. A. C. Wilgus, of George Washington University, for use in high schools. Consisting of eight units, the outline is designed to give a bird's-eye view of Latin American history and civilization. In order to obtain an idea of how many copies should be issued, teachers and other persons interested in receiving a copy are invited to write to the Division of Intellectual Cooperation, Pan American Union, Washington, D. C.



Mount Rainier reflected in Mirror Lake.

The Farm Real Estate Situation, 1934-35. 52 p., charts. (Department of Agriculture, Circular No. 382.) 5 cents.

MARGARET F. RYAN

Reform of Secondary Education in Argentina

MOST fundamental reforms in education are preceded by minor skirmishes between the forces of tradition and those reflecting a growing consciousness of unfulfilled educational wants. Such conflicts have been clearly illustrated in various attempts to reform secondary education in the Argentine Republic. Dissatisfaction with the role of the secondary school as a mere preparatory stage of professional education has clashed with the desire to have all secondary school graduates trained specifically for university studies. The notion that the secondary curriculum should supply the adolescent with a general education has been opposed to his own dominant ambition to pass examinations opening the door to a career in a State-licensed and socially approved profession. The attempt to introduce such subjects as industrial arts and agriculture has made slow progress in the face of a widespread contempt among educated people for manual occupations. The democratic ideal of education for all young persons has been confronted by the reality of a system of rigid selection to secure candidates for admission to an educationally privileged class.

Under such conditions the State control of education tends to be complete and comprehensive. It is organized around the central principle that the State must prepare members of the key professions and vouch for their technical abilities. The system of education is directed toward the production of lawyers, physicians, engineers, teachers, and other professional workers who are either employed directly by the Government or engaged in private practice under the protection of State-granted diplomas. The prestige of these State-licensed activities has been so great in the past that it has come to furnish a chief motive for educational endeavor.

Thus even the elementary schools have been preparatory institutions with a heavy rate of elimination in each grade and a final picked group of graduates aspiring to secondary education. The secondary schools in their turn have been

Background and Problems of Argentina's Educational Situation Are Discussed by Dr. Harold Benjamin, School of Education, University of Minnesota

used as highly selective instruments for reducing the number of university entrants. The universities have had to exercise further rigid selection in view of the fact that they are composed of strictly professional schools whose output must be proportioned to the demand in the various State-controlled activities. A distinguished Argentine educator has summarized this situation in vivid terms:

Organized between the primary school, whose graduates in general expect to reach the university, and the university, which, because its function is chiefly professional preparation, is unable to expand its enrollment without limit, the secondary school can have only one aim, that of careful and strict selection; it serves, as it were, as a pipe between a tank whose content exercises a very strong pressure and a container whose opening allows only a limited intake.¹

Sarmiento's View

Opposition to the narrowly preparatory character of secondary education was expressed long ago by educational leaders of the republic. Domingo Faustino Sarmiento, the great schoolmaster-president of Argentina from 1868 to 1874, friend of Horace Mann, founder of the first normal school in Chile, writer of 52 volumes on social, political, and educational topics, and probably by far the ablest and most devoted friend of popular education ever to hold the supreme executive power in any country, enunciated and supported the principle that the secondary school should furnish a general liberal education to all who wanted it.

Throughout the latter part of the nineteenth century various reforms were proposed and sometimes initiated with the design of making the secondary school an

institution of general education. Official statements from the ministers of education reiterated the ideas that secondary education should be more than a mere preparation for the university, that it should educate for general citizenship and entrance upon any useful trade or vocation, and that it should therefore permit students to depart according to their interests from the rigid and uniform curriculum prescribed by university entrance requirements.

Special schools on the middle level of instruction were proposed as supplements to the traditional university preparatory school. As early as 1865 a plan for schools of commerce, agriculture, industry, and mining was submitted to the country and was later put into effect in a few instances by adding vocational courses to regular secondary schools. Sarmiento's minister of public instruction and successor in the presidency, Nicolás Avellaneda, was particularly impressed with the need for highly developed technical skill in an industrial nation and worked unceasingly for the establishment of trade and industrial education.

Various proposals to secure some relief from the single, unified curriculum of the secondary school have resulted in a number of official attempts to adapt the secondary school to more democratic purposes than university preparation. Thus in 1891 the university preparatory function was removed entirely from the secondary schools by governmental decree and turned over to the universities themselves to be carried on in their own preparatory departments. This change soon resulted, however, in the secondary schools becoming preparatory institutions merely one step further removed from the universities.

Two cycles of secondary education were developed, the first of 4 years was for gen-

¹ Nelson, Ernesto. *The Expansion of Secondary Education in the Argentine Republic*. In *Educational Yearbook, 1930*, International Institute of Teachers College, Columbia University (I. L. Kandel, Editor). New York, 1931. p. 12.

eral education, and the second of 2 years for university preparation or for practical instruction along vocational lines. This scheme, in favor at the turn of the century, fell into disuse and was replaced by a 5-year institution preparatory to the university.

The latest project for the reform of the whole level of secondary, normal, and special education included in the general term "middle instruction", like most previous projects of this character, is an official proposal of the ministry of public instruction.² Under the direction of Juan Mantovani, inspector general of secondary, normal, and special education, various committees representing the national secondary schools, schools of commerce, industrial schools, and normal schools have drawn up comprehensive plans for all educational institutions on the middle or general secondary level.

Four basic principles were taken as points of departure for the construction of these plans:

1. That the number of years devoted to middle education should be increased.

2. That the various phases of middle education should be closely correlated with the purpose of achieving cultural unity.

3. That the studies of the middle level of education should be based on a general structure of two parts; one a lower cycle of general cultural education for students in all schools, the other a higher cycle given either to intensive preparation for university entrance or to vocational specialization in other directions (normal, commercial, and industrial).

4. That the youth educated in the various institutions of middle education should be encouraged to acquire an accurate and sympathetic knowledge of their own country.

In developing these general principles, it was proposed first of all to have a basic lower cycle of 4 years of common cultural education. This junior secondary school is presumably designed not merely for students going on to higher studies but also for many others who will have no formal schooling beyond the lower cycle. The first 3 years of work in the lower cycle will be so much alike in all the different institutions of middle education that a student will be able to transfer from a secondary to a normal, industrial, or commercial school, or the reverse at the end of 3 years with very little difficulty. During the fourth year the vocational schools will introduce their special-

² Inspección General de Enseñanza Secundaria, Normal, y Especial Ministerio de Justicia e Instrucción Pública, Proyecto de Reformas a los Planes de Estudio de la Enseñanza Media. Buenos Aires, 1934.

ized curriculum offerings to a much greater degree and transfer will be more difficult.

Proposed program

The following program of studies is proposed for the 4-year junior cycle:

Subjects	Number of hours per week, in years			
	1	2	3	4
Languages and literature:				
Spanish.....	5	5	4	3
Foreign language (choice of French or English).....	4	4	3	3
Social studies:				
History: (1) Ancient; (2) medieval and modern, with American history of the same period; (3) contemporary and American; (4) Argentinian, since 1810.....	3	3	3	3
Civics and elements of law.....				3
Geography: (1) Elements of astronomy and physical geography, Asia, East Indies, and Africa; (2) Europe and Oceania; (3) America, except Argentina, without excluding it entirely in discussing physical geography; (4) Argentina, especially human and economic geography.....	3	2	2	2
Mathematics:				
(1) Arithmetic and plane geometry; (2) arithmetic and plane geometry; (3) arithmetic, algebra, and solid geometry; (4) arithmetic, algebra, and plane trigonometry.....	6	6	5	4
Natural sciences:				
(1) Biological sciences; (2) elements of botany; (3) elements of zoology, anatomy, and general physiology; (4) elements of human anatomy, physiology, and hygiene, and introduction to biology.....		3	3	3
Chemistry, elements.....			2	2
Physics, elements.....			3	3
Representative and expressional arts:				
Music.....	2	2	1	
Drawing.....	2	2	2	
Penmanship.....	2			
Vocational and manual subjects (variable according to the region or institution).....	3	3	2	4
Total.....	30	30	30	30

In addition to the above subjects is a requirement of 2 hours per week in physical education.

Entrance to the lower cycle will be open to any student who has completed the 6-year primary school. Graduation from the lower cycle will be marked by the giving of a certificate of general secondary studies. Holders of this certificate will gain certain civil-service preferences. The graduates of the 4-year course of the special schools will also receive appropriate certificates of aptitude in their particular fields.

Aims listed

The aims of secondary education proper, as distinguished from special and normal school education, are listed as follows:

1. To develop the adolescent spiritually and give him the capacity to observe, understand, and evaluate physical and mental phenomena.

2. To encourage and strengthen in the student those social values relating to duties of cooperation with and consideration for others.

3. To impart a store of knowledge which will at the same time furnish a basis of general culture and a preparation for higher studies.

4. To provide some practical skills which will be of use to those students who terminate their schooling with secondary studies.

The special committee on secondary schools (*colegios* and *liceos*) has also stated that a real reform of the secondary level cannot be made merely by increasing the number of years in the secondary courses or by substituting one subject for another. The reform must go deeper into the heart of the educational process, the relationship between teacher and student. To improve this relationship, secondary teachers must be more thoroughly professionalized, must be educated particularly for teaching, and must be assigned definitely for full-time work to one school instead of teaching part time in the usual Latin American fashion. Students must have more opportunity for active learning through manual arts, expressional activities, laboratory exercises, excursions, field trips, social organizations, and other activities in the fields of music, art, dramatics, and school publications.

According to the proposed reform the normal schools will give 2 years of work beyond graduation from the lower cycle. The following program of studies is suggested:

[Concluded on page 290]

Radio Project Programs

U. S. Office of Education

The World Is Yours. (Smithsonian Program) NBC, Sundays, 10:30 a. m., E.S.T., 9:30 a. m., C.S.T., 8:30 a. m., M. T., 7:30 a. m., P.T.

Safety Musketeers. CBS, Mondays, 3 p. m., E.S.T., 2 p. m., C.S.T., 1 p. m., M.T., 12 noon, P.T.

Education-in-the-News. NBC, Mondays, 6:45 p. m., E.S.T., 5:45 p. m., C.S.T., 4:45 p. m., M.T., 3:45 p. m., P.T.

Have You Heard? NBC, Tuesdays, 2:45 p. m., E.S.T., 1:45 p. m., C.S.T., 12:45 p. m., M.T., 11:45 a. m., P.T.

Answer Me This. NBC, Thursday, 4:30 p. m., E.S.T., 3:30 p. m., C.S.T., 2:30 p. m., M.T., 1:30 p. m., P.T.

Standards for the Master's Degree

WHATEVER it may mean, there were 1,067 less recipients of master's degrees in 1934 than in 1932—a drop of over 5 percent in a 2-year period.

In an article published in *SCHOOL LIFE*, September 1935, attention was called to the extraordinary growth in enrollments for the master's degree. It stated that in 1900, 1,744 persons received the master's degree; by 1930, the number had increased to 14,495, and in 1932 it was 19,339. The figures for 1934, which have just become available show the number of recipients of the master's degree to be 18,272, or a decrease of 1,067.

It is yet too early to determine the full significance of this change; nevertheless it is not probable that there will be any appreciable decline in the future because with the continued demand for improvement of the teaching profession it is probable that the number of master's degrees granted will increase.

In 1928, the Office of Education made a study of the number of master's degrees granted according to type. It was found that 270 colleges and universities were granting the master's degree. Of the 11,788 master's degrees awarded in that year 7,661 or 65 percent were masters of arts; 1,353 or 11 percent were masters of science; 817 or 7 percent were masters of education. This latter figure, however, did not include masters of arts and science who majored in education. The remaining were distributed among masters in business administration and commerce, of science in engineering and in scores of other fields. There were at least 34 varieties, many of which were in effect post-professional rather than graduate in character. The master's degree is thus no longer alone the advanced degree of the arts and science college but is the advanced or second degree in engineering, agriculture, business, law, theology, home economics, medicine, social relations, landscape architecture, forestry, public health, municipal administration, journalism, foreign service, fine arts, pharmacy, architecture, veterinary medicine not to speak of dozens of others of equivalent nature.

Walton C. John, Senior Specialist in Higher Education, Presents Association of American Universities' Report on Master's Degrees

With such a variety of fields it is not strange that the objectives of the master's have become confused and that a great variety of practices have sprung up which have tended in some instances to discredit the educational importance of the degree.

Even as far back as 1902 the Association of American Universities raised the question whether the master's degree should be continued. By 1910 the same association indicated what it considered to be the minimum standards for the degree. In 1915 it adopted a resolution which reaffirmed the general standards previously suggested and indicated the minimum requirements for the degree if taken through several summer sessions. In 1932 the American Association of University Professors made a special study of the master's degree through a special committee known as "committee M."

At the Thirty-Seventh Annual Conference of the Association of American Universities held at Cornell University, last fall, the committee on problems relating to the master's degree made its report to the association which has recently been released.¹ This is one of the most complete reports on the purposes, standards, and administration of the master's degree, by the association. The report was prepared by a committee consisting of Dean William J. Robbins, chairman, dean of the graduate school of the University of Missouri, Dean Roy J. Deferrari of the graduate school of the Catholic University of America, Dr. A. P. Brogan, assistant dean of the graduate school of the University of Texas, and Dean Guy Stanton Ford of the graduate school of the University of Minnesota.

Although this report was accepted unanimously by the association it should be understood that the standards are not

mandatory. They represent what is the consensus of the opinion of the committee and of the association and serve as a guide to all interested institutions in the development and maintenance of standards.

The report reads as follows:

Problems of the master's degree

Your committee recognizes the confusion that exists with regard to the master's degree. The confusion is particularly evident in conceptions of the purposes of the degree, the standards for the degree, the nomenclature of the degree, and the administration of the degree.

Purposes

The master's degree is variously described as a research degree, a professional degree, a teacher's degree, and a cultural degree. The work included in the requirements for the degree is regarded as preparation for further graduate work, preparation for the practice of some profession (including teaching), as an extension of the cultural objectives ascribed to the bachelor's degree, or as a period of advanced study.

The committee is of the opinion that the work for the master's degree may justly serve any or all of these objectives and that attempts to characterize the work for the master's degree exclusively on the basis of one or the other of the objectives given above is likely to prove artificial and futile.

Your committee is of the opinion that the master's degree should represent the culmination of at least 5 years of college and university work, or the equivalent, in the course of which the student (1) attains a special competency in one or more fields of knowledge as judged by his information and his skills, and (2) develops the power to think independently and constructively, that is, to find, organize and evaluate evidence on a topic in his special field and to formulate and defend a definite conclusion. In such a program the fifth or graduate year should emphasize the attainment of such special competency, encourage independence of study, self-activity, and freedom for development, and arouse, re-create, or intensify enthusiasm for some worthy field

¹ Association of American Universities; Journal of Proceedings and Addresses of the Thirty-Seventh Annual Conference, pp. 32-33.

of human endeavor. The graduate year should be a stimulating and "broadening experience rather than merely a dogged attempt to fulfill academic requirements inspired largely by tradition".

Your committee does not consider a year of undergraduate work, professional or nonprofessional, equivalent to the fifth year, or graduate year, as described.

Standards

1. Prerequisites: The graduate year for a master's degree conceived as above, whether designated or undesignated, should be based upon a bachelor's degree from a recognized college regarded as standard by the institution and by a regional or general accrediting board, and upon an adequate amount of underlying undergraduate preparation, including advanced preparation in the major subject or subjects.

Where the undergraduate preparation has been deficient, because it is too narrowly specialized or because it lacks prerequisites for graduate work in the special field, such deficiencies should be met in addition to the normal requirements for the graduate year, either before admission to the graduate school or before admission to candidacy for the master's degree.

Students ranking low in their undergraduate work should be discouraged from attempting to attain a master's degree.

2. Residence: Residence of at least one full academic year, or the strict equivalent in summer sessions, at the institution conferring the degree should be required.

3. Content: The work in the graduate year should not consist of a haphazard collection of subjects but should be a unified program with a definite objective, at least half of which should be in a single field. No work open to freshmen or sophomores should be credited, and a material part of the work should be designed strictly for graduates.

4. Program: The 5-year program for a master's degree without designation should include a considerable breadth of training in undergraduate study. A master's degree with designation may be awarded for a narrower training.

5. Examination: A final general examination, written or oral or both, covering at least the work offered in the graduate year in the major field and designed to test power and correlation rather than detailed information, should be required.

6. Transfer of credits: If a transfer of credit is permitted, it may reduce the course requirement but not the residence, and should be included in the final general examination.

7. Credit by correspondence: Graduate credit toward a master's degree should not be allowed for correspondence.

8. Thesis: Your committee recommends that a thesis, which may be a research, expository, critical, or creative type, be included as a requirement for the master's degree. The main purpose of a thesis should be to encourage the student to use independently and constructively the information, skills, and powers with which he has become acquainted, and to furnish objective evidence of his ability to utilize them. The

committee recognizes that other means than a thesis may serve these purposes but believes that, as a rule, a thesis represents the best feasible means of attaining the objectives indicated.

9. Honorary degrees: Your committee reaffirms the principle contained in the recommendations of the committee on academic and professional higher degrees as follows: In general, degrees conferred in course should not be granted *honoris causa*.

Nomenclature

There is an increasing tendency to establish new master's degrees. Your committee reaffirms the principle contained in the report of the committee on academic and professional higher degrees:

1. The multiplication of degrees to be avoided.

Reform of Secondary Education

[Concluded from page 288]

Fifth year (first year for teachers)

Subjects	Number of hours per week
General biology.....	2
Psychology.....	3
Introduction to education.....	3
General and special methods.....	3
History of education.....	3
School hygiene and child health.....	3
Observation and practice teaching.....	6
Discussion of problems raised in observation and practice.....	1
Shop work, for preparation of educational materials in the primary school (two sessions of two hours each).....	4
Assemblies or seminars, organized and directed by students of both years with the aid of the professors, on scientific, literary, artistic, or current topics, once a week.....	2
Total.....	30

Sixth year (second year for teachers)

Subjects	Number of hours per week
General philosophy, logic, and ethics.....	3
Educational psychology, observations, and experiments.....	3
School organization and law.....	2
Special methods.....	3
Methods and experimentation with new educational methods.....	3
Practice teaching.....	6
Discussion of problems raised in practice.....	2
Shop work and practical study of all equipment needed for primary schools in different circumstances and localities.....	3
Assemblies or seminars with fifth year students.....	2
Direct and library study of the economic resources of the region, with organization of data, individual notebook, etc., which can be extended and used by the teacher in the primary school.....	2
Total.....	30

The proposals for the schools of commerce also add 2 years to the standard lower cycle, although beginning courses in bookkeeping are given from the first year of the lower cycle, in typewriting from the second year, and in shorthand

2. A bachelor who completes a second baccalaureate curriculum should receive a second baccalaureate degree rather than a master's degree.

3. In appropriate cases the M. A. or M. S. may be supplemented by a qualifying phrase.

Administration

Your committee recommends that the administration of the master's degree be centralized in the graduate school, with due care that group interests are properly represented and sympathetically heard. It is of the opinion that the division of the administration among schools or departments may result in lowering standards and may artificially restrict the combination of subjects that students may pursue by the development of barriers along college or departmental lines.

from the fourth year. Instruction in the upper cycle of 2 years includes the following subjects:

Subjects	Number of hours per week	
	Fifth year	Sixth year
Mathematics of finance.....	3	3
Special bookkeeping.....	5	6
Business practice.....	4	4
Textiles.....	2	-----
Economic geography.....	3	-----
Economics.....	2	2
Spanish and commercial editing.....	3	3
Foreign language (English or French).....	3	2
Law, elements.....	3	2
Business organization and administration.....	-----	3
Advertising and publicity.....	-----	2
Fiscal legislation and customs transactions.....	-----	2
Stenography.....	2	1
Total.....	30	30

Interesting question

The plan for industrial schools adds extra shop and laboratory subjects to the lower cycle to make 41 hours per week in the first 3 years and 42 hours in the fourth year. The fifth and sixth years are entirely given over to technical instruction, except for 2 hours per week in the fifth year for a foreign language and the same amount of time for civics.

Whether this new general 4-2 plan for secondary, normal, and special education will be carried into effect or will meet the fate of some of the previous plans which attempted to turn secondary education in Argentina away from strictly preparatory functions is an interesting question. The measure of prestige which the old liberal university professions still retain in the minds of the people will play a large part in answering that question.

C. C. C. Education Undergoes Analysis

★ FOR MORE than 2 years there has been developing throughout the C. C. C. a unique and noteworthy plan of instruction. Using methods closely adapted to the needs of enrollees, C. C. C. camp education has attempted to meet widespread demands and perform a timely service.

While the education of enrollees was not thought to be a major object of the C. C. C. in the original plans, this has become one of the major objectives today. The C. C. C. educational program has made rapid progress, and the benefits to enrollees have been very great. It is now generally admitted that the educational and social values in this program are of tremendous importance to the country at large. Many educators see in the camp educational program a new and distinctive educational institution.

Camp education studied

What is this new educational institution? Does it have right objectives? Is it using effective methods? In what respects does it differ from other types of educational systems? All of these and many other questions are being asked about C. C. C. education. The microscope is being turned on it in order that an analysis may be made of its characteristics and values.

Representatives from all walks of life are peering into the camps for answers to such questions and are assisting in guiding the program along channels which will be most helpful to young men. Frank Ernest Hill of the American Association for Adult Education was among the first to travel extensively among the camps for research purposes. After spending several months of study in the camps, Mr. Hill published in 1935 his comprehensive survey which he called *The School in the Woods*. Also, during the course of 1935 appeared the studies which Claremont College in California made of C. C. C. educational techniques and methods.

Early in 1936 came another study, *Orce in a Lifetime, A Guide to the C. C. C. Camp*, by Dr. Ned H. Dearborn of New York University. Numerous articles and

Through Constant Effort and Research, Officials Hope to Continue to Improve Their Training Services, Says Howard W. Oxley, Director

speeches on C. C. C. education have appeared from time to time and have helped to keep the public apprised of developments in the camp program. Educators from foreign countries have visited the camps and have been impressed with their possibilities for the training of youth.



C. C. C. studies arithmetic.

During the past year, the American Youth Commission, sponsored by the American Council on Education, has laid plans for an extensive survey of the C. C. C. program to determine what the corps can offer as a permanent social agency.

University studies

Students, pursuing graduate work in institutions of higher learning, are doing a number of intensive studies of C. C. C. education. Special investigations in this subject are under way in about a score of colleges and universities. Some of the universities sponsoring this work are: Missouri, Michigan, Oregon, Massachusetts State College, Chicago, Wisconsin, Northwestern, Iowa, North Dakota, Yale, Pittsburgh, Temple, Niagara, Minnesota, and Rochester.

Some of the typical subjects being studied in these universities are: Unemployed Youth and C. C. C. Education, Personnel Study of Enrollees in C. C. C. Camps, The Educational Function of the C. C. C., and Citizenship Development in the C. C. C.

The C. C. C. Office of Education requires that all persons desiring to study camp education apply to the C. C. C. Corps Area first and that permission be obtained from Washington before the studies are undertaken. These applications must contain the name and address of the investigator, the study topic, and plan of study. Full cooperation is given when these conditions are met.

Federal research project

Recently, the Office of Education received a grant from the Works Progress Administration to conduct a Nation-wide project in research in universities. A number of valuable studies under this project are in progress and are being directed by professors of graduate schools in more than 80 universities.

Four studies in the field of C. C. C. camp education have been offered to certain universities. A maximum of one university in each State may participate. It is expected that these research studies will be completed some time next fall, and the results extracted and utilized in extending and improving the educational program in the camps. A coordinator of research in the C. C. C. Office of Education will cooperate with the universities in preparing questionnaires, securing data, and facilitating travel among the camps, and will prepare a report of the findings.

The four topics selected for study in each corps area are:

1. A Job Analysis of the Work of the Camp Educational Adviser.
2. A Study of Successful Counseling and Guidance Techniques in C. C. C. Camp Education.
3. A Study of the Educational Values in Camp Work Projects and in Camp Community Life and the Arrangement of these in Project-Teaching Form for Experimental Use.
4. Successful Practices in the Development of a Coordinated Recreational Program in C. C. C. Camps.

[Concluded on page 293]

Hawaii's School Cafeterias

SCHOOL CAFETERIAS hold an important place among the many activities for social efficiency in the Hawaiian school system. This service has been developed on a Territory-wide scale. It is closely integrated with the school program and contributes directly to the health education objectives. The plan as a whole is directed by the supervisor of home economics in the Territorial department of public instruction. The department recently reported school cafeterias in 184 schools, rural and urban, serving approximately 35,000 children daily. Each cafeteria is in charge of a trained homemaking teacher who is a member of the school faculty, and, as other members of the teaching staff, is employed and paid by the central department. These arrangements offer reasonable assurance that the cafeterias operate as an integral part of the school system and that each cafeteria is a unit in the program of the school in which it is located.

Cafeterias in the Hawaiian public schools are about 25 years old. They were established as centers for the development of instruction in home economics. With changing conditions and objectives in home economics teaching, the homemaking function became and is now recognized as a minor one. Cafeteria service in schools is considered primarily a health activity. Its chief objective is to promote better health and to cultivate correct habits in food selection through serving attractive, balanced luncheons at a price within the means of the children.

The specialty of the school cafeterias is the daily luncheon consisting of a "main dish", a meal in itself, sometimes supplemented by other foods such as milk, salad, fruit, or a sweet. The "main dish" is a substantial one preferably with meat or fish in small quantities; a starchy vegetable; a green succulent vegetable which, according to Department regulations, must amount to one-fourth pound daily for each child; a whole slice of brown or rice polish bread with butter and an occasional addition of dried or fresh fruit, a piece of chocolate or a cookie. The teacher or cafeteria man-

Food Services With Health Education Objective Is Described by Katherine Cook, Chief, Special Problems Division, in This Last of Three Articles

ager in charge is expected to provide as much as possible of health building foods and to make the meal a completely balanced one. In many cases, as emphasized by the central department, this lunch is the child's major food for the day, and as such its importance is kept in mind in meal planning. Throughout



Entrance to McKinley High School, Honolulu.

the Territory the standard cost of the main dish served at the noon luncheon is five cents. Occasionally it is sold for less. Doubtless because of the low cost, practically all of the children patronize the cafeterias though some bring their luncheon, or a substantial part of it, from home. To the relatively few children who cannot afford to pay, lunches are served without cost.

Supplementary dishes

For the children who bring luncheons from home, for delicate and undernourished children who need mid-morning

luncheons, or to supplement the "main dish", school cafeterias serve also "1-cent supplementary dishes." Hawaiian school children of oriental parents, and they constitute a high percentage of the total, bring luncheons almost entirely starchy in nature with little fruit and few vegetables. Moreover, the many children who come to school from plantation homes have a very early breakfast. Many of them walk long distances to school, while approximately 90 percent of the Japanese children attend oriental language schools at the close of public-school classes. This means a long day, possibly from 5 o'clock in the morning to 5 o'clock or later in the evening. A mid-morning lunch served around 10:30 o'clock is, therefore, provided in many schools. Such foods as crackers and milk, a cooked cereal with milk, hot chocolate or cocoa, are served at this time.

To supplement the lunch brought from home, vegetable soup, a bowl of poi and milk, or similar articles of food may be purchased at most of the schools. Generally these supplementary dishes cost 1 cent. Salads, deserts, chocolate bars, etc., served in the larger schools, usually cost about the same as the "main dish."

When one considers the factors indicated, including the price charged, it is clear that meals must be planned with considerable care. There are, also, other essentials in realizing the objectives set up. For example, the central department suggests that popular and familiar foods and those available in local markets, should be served as much as possible but not to the elimination of necessary though chiefly American foods. "The manager", according to the Department manual, "will need to exercise ingenuity and resourcefulness" before introducing *new* foods as regular servings. Among such foods are most salads and milk, which, it is recommended, should be "introduced with care and conserva-

tism." "Often", according to the manual, "it is well to disguise milk—when introduced into the meal—in such form for example as soup, custard, and the like." In the interesting variety of lunches offered, popular dishes prevail. Among those characterized as most popular by the central department are the following: *Chop Suey, Brown Rice, Pineapple Juice. Beef Heeka with Cabbage, Brown Rice, Bread and Butter Sandwich, one-half an Apple. Thick Goranzo Bean Soup, with Diced Meat, Raisin Sandwich. Long Rice with Egg and Shrimp, Raw Carrot and Raisin Sandwich, Sweet Biscuit. Tuna Tapioca Loaf, Mashed Carrots, Tangerines. Tamale Pie, Cole Slaw, Sliced Pineapple. Beef and Vegetable Stew, Poi, Hawaiian Orange Juice.*



Children of sugar plantation worker.

Generally the cafeterias are located in separate buildings or pavilions built for the purpose. Sometimes, however, a section or room in the regular building is used while a few are in basement or semibasement rooms. The dining rooms and their surroundings are attractive. Cleanliness, attention to sanitation, and attractive appearance are generally apparent.

Service self-supporting

In spite of the almost unbelievably low cost of the food, the school cafeterias are self-supporting. Many are conducted at a small profit adequate to supply such free meals as are necessary and to purchase equipment in addition to that regularly furnished by the Territorial school system. Such relative luxuries as electric refrigeration, dishwashing machines, and the like, purchased from cafeteria profits were observed in a number of schools. Careful management and good organization, especially as concerned with the tasks performed by the children are apparent everywhere.

Nutrition and general health objectives of the school cafeterias are especially

important in Hawaii because of the characteristics of the school population. Fortunately, too, social values are realized which are perhaps of equal importance. Only a few of them can be indicated in this article. They are possible of achievement chiefly because the cafeterias are operated as units in the school program. Much of the work connected with preparing and serving meals, collecting and accounting for the money, keeping the dining rooms and tables clean and attractive is done by the pupils. Children work in groups of three or more, depending upon the duties assigned and the number of persons to be served. Committees of pupils, assigned for stated periods—one week at a time, for example—suggested in the Department manual are:

(1) *Committee on food preparation:* The duties of this group are concerned with preparing foods for cooking, tending to the cooking, and helping with the cleaning-up later. (2) *Committee on service:* This committee prepares the lunch pavilion and tables and tends to the serving of the luncheon. (3) *Committee on sanitation:* This group prepares the cafeteria, sees that the floors are clean, washes dishes and helps with the preparation of the food. In the schools where a larger variety of foods is served, additional groups are suggested such as sandwich groups, salad groups, and dessert groups. Each group has a leader responsible for his group. The duties are written out and posted as a means of avoiding misunderstandings.

Cooperation on common problems and activities of the kind indicated, sharing responsibilities concerned with the operation of the cafeteria as a school function, are activities which have potential social values. They are of major importance to children who need to feel themselves a part of the life of a community which is in many respects foreign to the traditions and customs of the homes from which they come. In the performance of the tasks indicated, in which all the children of the school share, there is opportunity: For the development of a sense of responsibility; for realizing the satisfaction which comes from rendering service; and for acquiring an understanding and appreciation of the value of organization in the efficient performance of important tasks.

The department of public instruction suggests that the teachers use the cafeteria as a medium for the teaching of and for actual practice in American social usages. Through the lunch service, when properly and completely carried on, children of foreign parentage have opportunity for constant practice in simple customs and ordinary social procedures so important in their everyday life in the

future. This is brought about in a natural way and the children form basic habits in these common usages by constant practice. Some of these social customs are: (1) Washing hands before eating; (2) sitting at a table or desk and eating slowly and in an orderly manner; (3) engaging in conversation of a pleasant nature during mealtime; (4) proper use of tableware and table manners; and (5) simple courtesy at mealtime. The naturally incomplete examples given are representative of a number of ways in which the school cafeterias exercise an important influence in integrating Hawaii's heterogeneous, largely oriental, population into the new and strange ways of the Occident.

C. C. C. Education

[Concluded from page 291]

It is of inestimable value to the future growth of the educational program in the camps to have these studies made by individuals and groups in many institutions scattered throughout the country. This research should go a long way toward determining the contributions which the C. C. C. is making and how the camp program may be strengthened, broadened, and improved.

C. C. C. education reports

In addition to the many studies already under way, the C. C. C. Office of Education plans to continue its investigations into specific camp educational problems and to issue regular reports on the progress of C. C. C. instruction. Educational advisers in the field will also continue to make special studies of camp problems as individuals or in groups, and the results will be distributed throughout the corps.

Once every month each camp is required to report on its educational activities; these reports are consolidated and the results distributed. Each 3 months, a special report on the progress and status of the program is prepared. Each 6 months, a comprehensive survey is made by the Office of Education, and these findings are sent to the camps for the purpose of enriching and expanding the camp program.

C. C. C. education is, therefore, undergoing a continuous survey. Studies, made under both public and private auspices, are being looked to for further guidance in developing the camp program. Through constant effort and research, camp educational officials hope to continue improving their training services.

Educational News



In Public Schools

"WHAT CHANGES shall the school seek to make in pupils who enter its doors?" is a question proposed to the kindergarten-primary teachers in the schools of East Chicago, Ind. About 35 such teachers are searching for an answer to the question. They are defining objectives for the early experiences and activities through which they think these objectives will be realized.

THE CITY DEPARTMENT of education, Baltimore, Md., has issued the following attractively illustrated circulars giving facts about certain features of the schools of that city: "Evening Schools—the Schools of Opportunity"; "Music for Every Child"; "Art Education"; and "Education of Handicapped Children."

THE CURRICULUM of the schools of St. Louis, Mo., is organized on a quarterly basis. This plan has been in vogue in that city for more than 50 years. The advantages claimed for the plan are: "It enables pupils who have to repeat to do so at shorter intervals. It enables those who receive a special promotion to go forward with less difficulty. Within a given grade and quarter, therefore, the curriculum is designed for classes containing individuals of different mental abilities rather than for individuals homogeneously grouped. The plan focuses the attention of teachers upon individual needs rather than mass performance."

THE CALIFORNIA TEACHERS ASSOCIATION, Roy W. Cloud, executive secretary, 155 Sansome Street, San Francisco, Calif., has issued a Handbook of Facts in which more than 100 questions regarding the public schools of California are answered.

APPRECIATION of the Office of Education is herewith expressed to the schools that have sent to the Office, copies of their 1934-35 published reports. Copies of such reports have been received to date

from superintendents of 126 cities in 32 States, as follows:

Arkansas.—Fort Smith, N. Little Rock.
California.—Bakersfield, Fresno, Pasadena.
Colorado.—Boulder, Denver, Pueblo.
Connecticut.—Danbury, E. Hartford, Greenwich, Groton, Middletown, Stamford, Stratford, Wallingford, Waterbury, West Haven.
Delaware.—Wilmington.
Georgia.—Atlanta, Columbus, Macon.
Idaho.—Boise.
Illinois.—Aurora (E. S.), Blue Island, Elmhurst, Evanston, Forest Park, Moline, Peoria, Rock Island, Sterling, Yorkville.
Iowa.—Eagle Grove, Waterloo.
Kansas.—Lawrence, Manhattan, Parsons, Pittsburg, Salina, Wichita.
Kentucky.—Bowling Green, Henderson.
Maryland.—Baltimore.
Massachusetts.—Amesbury, Arlington, Belmont, Boston, Dedham, Greenfield, Ipswich, Lynn, Marblehead, Methuen, Newton, No. Attleboro, Norwood, Swampscott, Wakefield.
Michigan.—Ann Arbor, Flint, Hamtramck, Ironwood.
Minnesota.—Minneapolis, Rochester, Winona.
Missouri.—Maplewood, St. Louis, University City.
Montana.—Billings, Columbia, Great Falls.
New Hampshire.—Keene.
New Jersey.—Atlantic City, Bayonne, Belleville, Bloomfield, Elizabeth, Hackensack, Long Beach, Nutley, Orange, Westfield.
New York.—Ithaca, New Rochelle, New York, Peekskill, Poughkeepsie.
North Carolina.—Durham.
Ohio.—Fremont, Glendale, Lorain, Springfield.
Oklahoma.—Okmulgee.
Oregon.—Eugene, Klamath Falls, Portland.
Pennsylvania.—Allentown, Greensburg, Lancaster, New Castle, New Kensington, Philadelphia, Pittsburgh, Uniontown, Waynesboro, York.
Rhode Island.—Central Falls, Cranston, N. Providence, Providence, Warwick, Westerly.
South Dakota.—Aberdeen.
Tennessee.—Knoxville.
Texas.—Austin, Beaumont, Lubbock.
Utah.—Salt Lake City.
Virginia.—Portsmouth, Richmond.
Wisconsin.—Appleton, Beloit, Madison, Superior, Watertown.

W. S. DEFFENBAUGH

In Colleges

MASTER OF ARTS IN TEACHING is a new degree recently announced by Harvard University for completion of a new course in secondary school teacher training. The graduate schools of education and arts and sciences will combine for the first time in history to prepare students for the teaching profession; women may take the degree at Radcliffe College.

COLLEGE ENROLLMENTS IN 1933-34 dropped off 8.6 percent in the 2-year period since 1931-32 according to the most recent statistics of the United States Office of Education. There were about 100,000 fewer men and women in college in 1934 than in 1932. Losses were highest in the public teachers colleges (-14.9 percent), in the private junior colleges (-13.4 percent), and in the normal schools (-30 percent). The total number of men and women in college in 1933-34 was 1,055,438 with a ratio of about 3 men to two women. These students were about equally divided between public institutions and institutions under private control, but the 3-to-2 ratio of men to women was more pronounced in the privately controlled institutions than in those publicly supported. While the losses of men (-50,428) were nearly the same as losses for women (-48,241), the percentage loss of women was much higher than that of men due to the smaller number of women students enrolled. The Office of Education gathers these statistics once every 2 years and blanks for the 1935-36 data will soon be mailed to the colleges and universities. Statistics for the year 1933-34 are not yet available in published form; the above data are advance figures.

UNIVERSITY OF ARIZONA's building program will this fall be completed at a cost of over 1 million dollars. This will give the university additional facilities of 4,226 seats, 500 lockers, 27 beds in the new infirmary, laboratory space for 270 students, 50 office rooms, a dance floor for 500 couples, a place to house the State's archaeological collections, farm equipment, and cavalry school stable space for 102 horses. In addition to the recreation building, administration building, and farm buildings, there is a 2,700-seat auditorium which will enable the university to present its lectures, concerts, and plays on the campus.

THE ECONOMIC STATUS OF COLLEGE ALUMNI is being studied by the United States Office of Education in cooperation with 28 graduate schools. Nearly 150,000 alumni will be contacted during the year,

in an effort to determine economic status with respect to majors, employment, occupation, earnings, and other factors. Each of the 28 universities participating will contact their own alumni and complete the studies locally. The Office of Education will undertake to assemble the data from these institutions into a single coordinated study. Results of this research are expected to show how the college graduate has weathered the depression years, and what the future holds for new graduates.

ONE HUNDRED YEARS AGO Alfred University was a little one-teacher select school with some 30 students meeting in an upper room of a private house. Today the university maintains four schools: College of liberal arts, privately endowed, with 300 students; department of theology and religious education, privately endowed, with four students; New York State School of Agriculture established and supported by the State of New York, 60 students; New York State College of Ceramics, established and supported by the State of New York, with 320 students.

Emergency collegiate centers affiliated with the university are instructing some 400 persons at Bath, Jamestown, Medina, Dunkirk, Lockport, and Cattaraugus. Of the 110 men and women on the pay roll, 62 constitute the faculties and administrative personnel of the four schools. A special centennial convocation will be held at commencement time, June 9, to commemorate the first 100 years.

WESLEYAN COLLEGE for women (Macon, Ga.) is also celebrating its centennial year. In 1834 Daniel Chandler in his influential "Address on Female Education" called it a "disgrace to the Nation" that out of 61 colleges then established not one was dedicated to the cause of "female education."

In 1836 a bill passed the legislature, and Wesleyan College was chartered. The first "diploma" was awarded in 1840 to Catherine E. Brewer (Benson), better known as the mother of the late Admiral Benson. The first building, still standing on the hill in Macon, now houses the Wesleyan Conservatory of Music. At commencement time this year the centennial will be celebrated with festivities and pageants. Next fall further celebrations will take place when an academic conference of learning is planned.

WALTER J. GREENLEAF

In Educational Research

WHILE WE NEED the cooperative research attack on individual problems in education, we also need some comprehensive surveys of education in order to show how the various aspects of education can be integrated in practice. A study that does this for the rural schools of one county is that by Henry Lester Smith and Forest Ruby Noffsinger, reported as volume VII, no. 2, of the Bureau of Cooperative Research, Indiana University (March 1936). The organization of the schools, the training and experience of the teachers, the curriculum program and pupil progression are reported upon and brought to bear upon the problem of the improvement of the schools. Other counties can find in this report a guide for a self-survey of their own standing, educationally speaking.

THE BETTS READY TO READ TESTS is a series of stereoscopic slides used in the Keystone Ophthalmic Telebinocular tests with some degree of validity eye-muscle imbalance. A critical study of the relationship between eye-muscle imbalance diagnosed by this method and reading disability is reported in the current number (March 1936) of the Journal of Educational Psychology by Paul A. Witty and David Kopel. They conclude: "In conclusion, it is clear that the cause of reading disability (as an entity) lies in no single visual factor. Every visual (defect) item considered seems to play a relatively negligible role in the attainment of poor and good readers." This conclusion is in agreement with Gates, who in investigating reading difficulties and their correction has been impressed with the variety of factors which seem to disturb the reading function and with the great number of approaches in remedial reading which seemed to be effective.

A NUMBER OF STUDIES of the behavior of children has been made from the standpoint of the psychologist and psychiatrist. A new point of view is that expressed in Nellie M. Campbell's study of "Elementary School Teachers' Treatment of Classroom Behavior Problems" (Bureau of Publications, Teachers College, 1935) which tells how a group of elementary school teachers treat certain outstanding classroom behavior problems of children and compares their practices in regard to the results. The conclusion and recommendations seem very practical. The

study contains one of the best lists of current methods used by teachers in treating misbehaviors. These types of treatment are listed under eight categories as follows: (a) Physical force, (b) censure, (c) overtime or extra work, (d) deprivation, (e) ignoring, (f) verbal appeal, (g) reward through social approval, (h) explanation or assistance in meeting situation, and (i) reward through privilege.

H. T. MANUAL of the University of Texas has made a contribution to the measurement of the intelligence of Mexican children and has made an evaluation of the effects of bilingualism in Mexican children on achievement and intelligence in the University of Texas (bulletin for Aug. 22, 1935). He found that the Stanford-Binet, when used with Mexican children in Spanish, gives mental ages and I. Q.'s higher than those secured with the English Stanford-Binet. He also found that mental ages and I. Q.'s are higher for those children who have been in school the longest. One of his conclusions is of particular interest to race psychologists and to those who have to do with children with the handicap of bilingualism. It is, "There is every reason to believe that the removal of language and environmental handicaps would be accompanied by a significant rise in the scores of both intelligence and achievement tests."

SHOULD SCHOOL SYSTEMS take care of recreation, medical services, and social welfare work in their respective communities? Everett C. Preston has brought together the statutory provisions concerning the work of the school in these fields throughout the several States and discusses the principles involved. The provision of such services to its pupils is an important point facing American education today because the recognition of public responsibility for many of these services is just emerging. The types of organization to take care of such services is still a question to be settled. This work by Preston furnishes the background for a study of the organization of these services. Preston's study is called "Principles and Statutory Provisions Relating to Recreational, Medical and Social Welfare Services of the Public Schools." It is published by the Bureau of Publications, Teachers College, Columbia University.

This study is pertinent at this time because it is closely related to the activities and services for youth now so widely discussed.

AN IMPORTANT SURVEY of the education of secondary teachers in the Southern States is presented by Doak S. Campbell and others representing the Southern Association of Colleges and Secondary Schools and published by the division of surveys and field studies of George Peabody College, 1936. This survey covers the objectives of teacher-training institutions, their curriculums, the provisions for practice teaching, the teacher supply and demand, and the like.

DAVID SEGEL

In Other Countries



"THE PROVINCE should have its monument to the teacher so that present and future generations may every year render the homage of civilization to the one who sows the primary ideas of letters, of sciences, of moral precepts, and of higher ideals; to the one who teaches the illiterate to read, to write, and to count," said Eladio A. Carranza, Director General of Schools of the Province of Buenos Aires, Argentina.

With the help of the school children of the Province, he brought his idea to fruition in a monument, unveiled a few months ago, and now standing before the building of the direction general in La Plata. The bronze group symbolizes a teacher with three children of different ages. The bas relief on the red granite pedestal has in the foreground a teacher giving instruction to his pupils; in the background is the Rio de la Plata lighted by the rising sun.

JAMES F. ABEL

Social Security Act

[Concluded from page 277]

unemployment compensation laws of some of the States, an employer contributes 0.9 percent of his pay roll for the year 1936. In such a State an employer with a pay roll of \$100,000 pays \$900 to a State unemployment compensation fund and only \$100 to the Federal Government. The Federal Government, as stated before, pays the cost of administration of the law if certain requirements are met. An employer with a similar pay roll in a State which has passed no unemployment compensation law, pays the full Federal tax of \$1,000 with no benefits accruing to him, his workers, or the State.

The 13 States which have passed unemployment compensation laws are: Alabama, California, Indiana, Massachusetts, Mississippi, New Hampshire, New York, Oregon, Utah, Washington, Wisconsin, Rhode Island, and the District of Columbia. With the exception of the States of Rhode Island and Utah, all of these laws have been approved by the Social Security Board. Rhode Island's and Utah's laws have not yet been submitted. It is expected that three quarters of a million dollars will be granted to States for administration purposes for the 3 months ending June 30.

The provisions of the unemployment compensation laws vary with respective States. Generally speaking, unemployment benefits are figured at 50 percent of the weekly wages, with \$15 as the maximum. The maximum duration of benefits in most laws is between 15 and 16 weeks a year.

The old-age benefits and unemployment compensation provisions of the Social Security Act concern themselves with the persons in the ranks of industry, the employed, and the employable worker. In the public assistance provisions of the Social Security Act, it is, in the main, the unemployable person who is taken care of; the man and woman over 65 with no means of support, the blind person who is in need, and the dependent child who but for the financial assistance given his mother or near relative would be sent to an institution.

Just as it is true that the Federal Government does not become an active partner in the program of compensation for unemployed workers until the State passes the necessary legislation, so is it equally true that the Federal Government does not participate in the public assistance programs until the State enacts such State-wide plans in behalf of these indi-

viduals that the Social Security Board can approve.

In the case of aid to the needy aged and blind, the Federal grant matches the States' expenditures dollar for dollar up to a combined total of \$30 per month, and also includes 5 percent additional for the States' administrative expenses. In the case of aid to dependent children, the Federal Government pays \$1 for every \$2 disbursed by the States up to a total of \$18 per month for the first dependent child in a family, and \$12 per month for each additional dependent child. An additional sum is allocated to meet part of administrative expenses.

To date, 34 States and the District of Columbia have submitted public assistance plans which conform with requirements of the Social Security Act, and these States are participating in the cooperative State-Federal system of aid provided by the Act. Among these, are 32 approved State plans for aid to the needy aged, 21 approved State plans for aid to needy blind, and 19 approved State plans for aid to dependent children. The Federal contribution toward the care of these persons in all States whose public assistance plans have been approved by the Social Security Board is expected to be more than \$18,300,000 for April, May and June.

There are several other provisions of the Act dealing with public assistance or grants to States for approved programs inaugurated or developed by the States. Three of them, dealing with maternal and child health services, aid to crippled children, and child welfare service come under the supervision of the Children's Bureau of the Department of Labor.

The Bureau of Public Health Service and the Department of the Treasury supervise the program of public health provided for in the Social Security Act.

The vocational rehabilitation program for those who are physically disabled is administered by the Office of Education in the Department of the Interior.

Information on provisions administered by the Social Security Board may be obtained from the Educational Division of Informational Service of the Social Security Board. Information dealing with the other provisions may be obtained from the respective Government agencies concerned. On request school libraries will be provided with complete file of educational material released by the Social Security Board.

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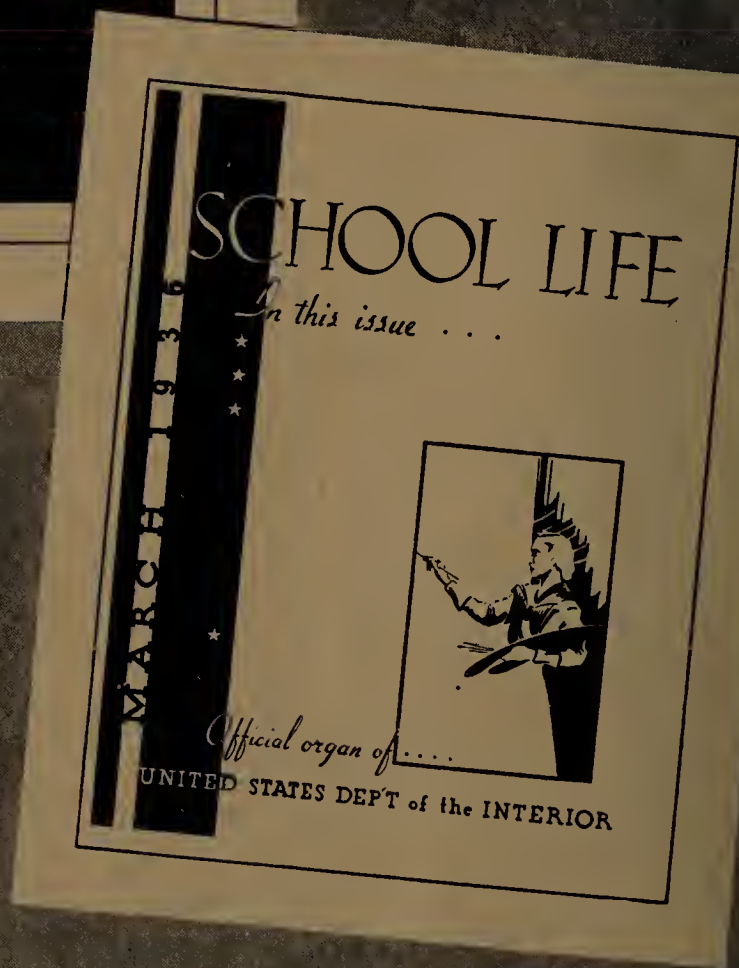
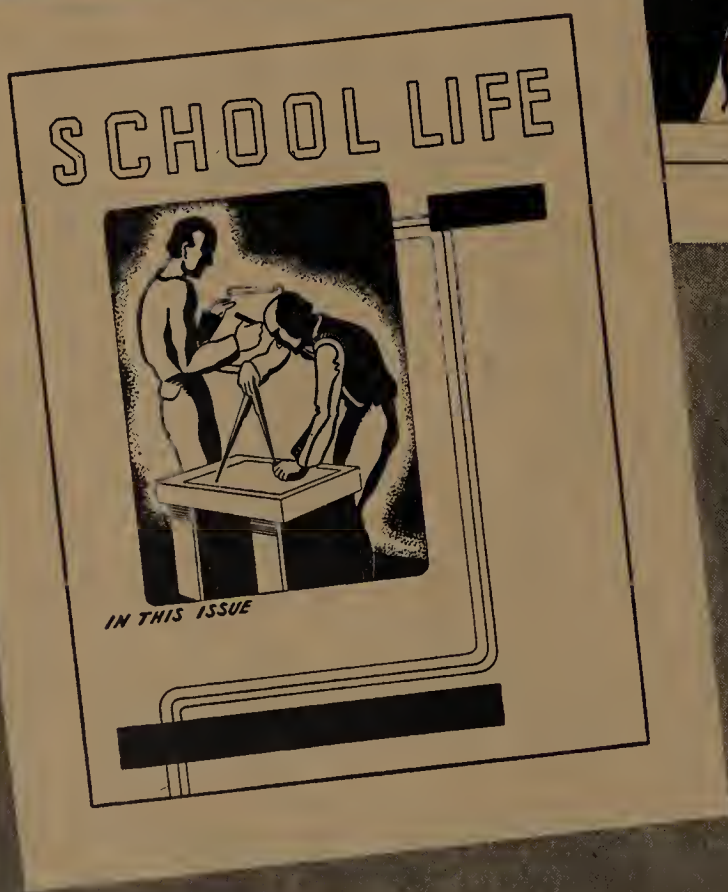
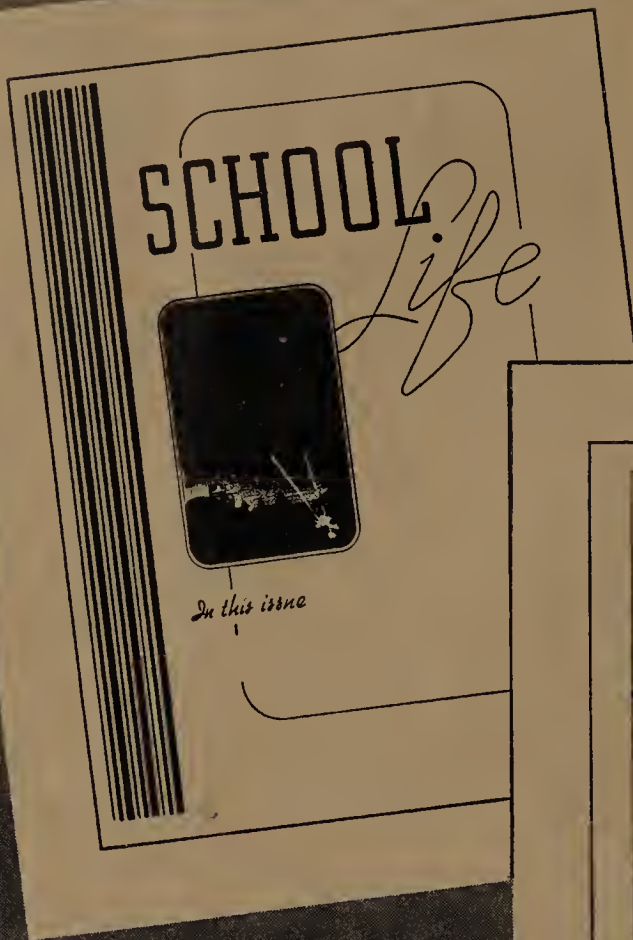
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