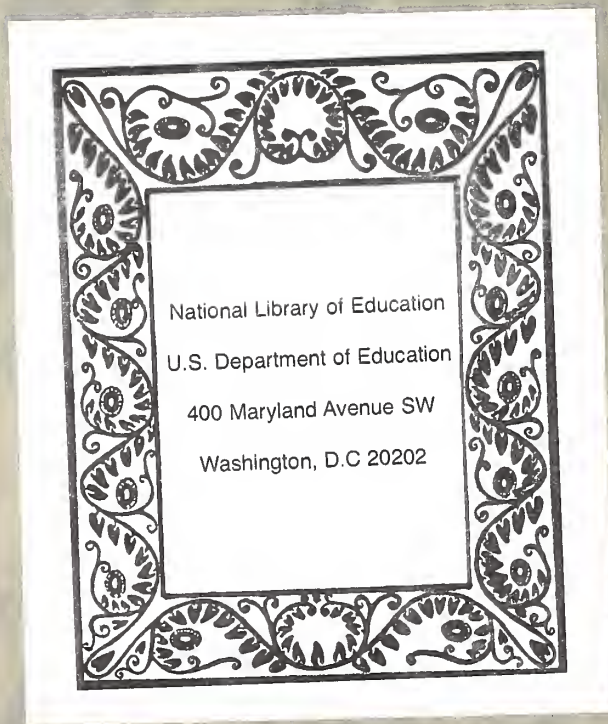


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SCHOOL LIFE

Official Journal of the U. S. Office of Education

INDEX

VOLUME XXVI

OCTOBER 1940-JULY 1941

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

SCHOOL

LIFE

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SCHOOL LIFE is the official journal of the United States Office of Education. Its purposes are: To present current information concerning progress and trends in education; to report upon research and other activities conducted by the United States Office of Education; to announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

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

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SCHOOL LIFE

Official Journal of the U. S. Office of Education

Volume XXVI

OCTOBER 1940

Number 1

Now!

SINCE LAST SPRING almost all European democracies have succumbed to the ruthless force of dictatorship. They came to their own defense too late and with too little. This disastrous experience has a special meaning for educators in this democracy—one of "earth's last best hopes."

There are certain things we must do—Now! We dare not permit even the little inefficiencies and delays of peaceful days. This is no time to embroider our work sheets with curlicues. First things must come first. We must act—Now!

As you read the following paragraphs think of additional ways in which you can serve your country—Now!

The physical health of a considerable proportion of the youth of America ought to be a special concern of our profession—Now!

The improvement of mechanical skills and vocational competence among millions of youth and adults through education is our responsibility—Now!

The eradication of illiteracy is our job—Now!

Helping both youth and adults to understand the destructive, revolutionary forces at work in the world today—what these forces mean, how they work, even in our own country, in what directions they move—is the task of education—Now!

Promoting through classes, group activities, pageants, drama, discussion and art, motion pictures, radio and press, a deeper understanding and appreciation of our freedoms; strengthening convictions concerning the principles of a democratic society

and the determination to defend them: These should be major objectives of educators—Now!

Vastly enlarging the recreational and school-community-center programs for out-of-school youth and adults, and especially for the foreign-speaking groups, to the end that the intermingling of Americans will bring closer unity and mutual understanding, is a challenge to the public schools and colleges—Now!

Of paramount importance is the development of a racial, class, and religious tolerance that is truly American—Now!

Concentrating special attention on the study of Spanish and Latin-American history, culture, and geography is needed—Now!

The practice of democratic principles in the organization of educational programs among both youth and adults and the avoidance of coercive, vindictive, intolerant, name-calling tactics can give practical expression to our defense aims—Now!

To these particular points I wish to direct the attention of the people in our profession as they plan their work this fall. If all of us will *act* instead of postponing and delaying when we see a vital need which education can help to meet, we shall be doing our part in demonstrating to the world that a great democracy can work with striking efficiency. Therefore, I give you the word—Now!

John H. Studdaker

U. S. Commissioner of Education.

THE WHITE HOUSE
WASHINGTON

August 14, 1940

My dear Mr. Administrator:

Reports have reached me that some young people who had planned to enter college this fall, as well as a number of those who attended college last year, are intending to interrupt their education at this time because they feel that it is more patriotic to work in a shipyard, or to enlist in the Army or Navy, than it is to attend college. Such a decision would be unfortunate.

We must have well-educated and intelligent citizens who have sound judgment in dealing with the difficult problems of today. We must also have scientists, engineers, economists, and other people with specialized knowledge, to plan and to build for national defense as well as for social and economic progress. Young people should be advised that it is their patriotic duty to continue the normal course of their education, unless and until they are called, so that they will be well prepared for greatest usefulness to their country. They will be promptly notified if they are needed for other patriotic services.

Sincerely yours,

A handwritten signature in cursive script, reading "Frank B. Rowland". The signature is written in dark ink and is positioned below the typed name "Frank B. Rowland".

The Honorable,
The Administrator,
Federal Security Agency

Our Guest Children From Europe

by Bess Goodykoontz, Assistant U. S. Commissioner of Education¹

It is heartbreaking to think of sending a child so far away, but far better to think of her being safe, well cared for, and sleeping contentedly each night. In our small town we have had three raid warnings in the past 24 hours. I can stick it far better if I know she is safe. She knows we are arrauing for her to go abroad if possible and I have told her that mummy will come later when all the children have been taken care of first—who knows?

★★★ In recent months as the dangers to civilians in Great Britain have been greatly intensified, and as both British and German officials have broadcast warnings that there can be no safety for children in England, many parents have faced the decision of what to do about their children and have decided that separation is preferable to continued jeopardy. Already several thousand British children have arrived in this country and in Canada to live with relatives or friends for the duration of the emergency, and more than 200,000 other children have been registered by their parents for evacuation.

Committee Organized

The response in this country has been prompt and widespread. Organizations with European connections, industries having foreign branches, universities and colleges, business and labor groups, fraternal organizations, and thousands of individuals have sought some means of giving immediate aid. To coordinate the activities of all these agencies and individuals the United States Committee for the Care of European Children has been organized, with headquarters in New York City. Designated by the British authorities as the only agency in this country with whom they will deal in

the placement of children sent from the British Isles, it has secured the cooperation of Government agencies here in working out and speeding up immigration procedure. Guest children in unlimited numbers may now come in on visitors' visas, representing all classes and backgrounds. The United States committee's corporate affidavit is accepted by the Government that none of these children will become a public charge.

Their School Experience

The problems faced by the committee are numerous and difficult, even where safe transportation completely arranged. Already local committees have been organized in more than 150 cities and child welfare agencies are being officially designated throughout the country to assist in finding suitable homes for guest children. They come to us with different customs from ours. They are used to different food; their home climate has necessitated wardrobes quite different from those of children in this country. The committee is giving particular attention to selecting for each child the kind of home where he will be well cared for and content physically and spiritually.

One element which can make for the happy adjustment of the children is their school experience. One little 6-year-old English boy, recently arrived, was found to be most unhappy, so much so that both he and his sponsors were decidedly upset. A sympathetic visitor discovered that the little fellow was worried about starting to school. He wanted very much to go to school, but he was worried he said, "because, you see, I've never learned American."

Fortunately, this problem was easily solved. Other problems, having to do with securing scholarships in private schools and with enrolling in public-school classes are being studied by school officials and by the education

section of the United States Committee. College and university officials and private residential schools have generously offered both scholarships and housing. At the request of the committee, the United States Office of Education recently consulted State superintendents and commissioners of education as to the problems which might be met in providing school opportunities for the visiting children. Typical of the replies is that from a midwestern State which says: "For school purposes, these children would be legal residents of any district where the sponsors live." In another State, the State board recently passed a resolution providing that European children cared for by guardians in that State should be regarded as residents and provided public-school facilities as "for our own children." Without exception, the replies showed sympathetic understanding and a desire to assist in every way possible.

We Shall Learn Much

But as is always the case in generous giving, not all of the benefit goes to the recipient. As the director of the education section of the United States Committee says in discussing possible modifications in school programs to meet the needs of the visiting children: "In these new and unusual conditions exist, potentially at least, educational factors extending far beyond the limits of school curricula alone. If recognized and wisely used, these factors may, in lasting influence, in the upbuilding of character, and in the development of virile and broad-minded manhood and womanhood, well exceed all that courses of study alone can possibly achieve. We shall learn much from our visitors. We believe that they will learn much from us. Out of this unusual situation may well come for all of us a sounder conception of basic educational values and a broader understanding of educational needs."

¹ Dr. Goodykoontz is a member of the education section of the United States Committee for the Care of European Children.

The Defense Training Program

★★★ More than 100,000 persons were enrolled in federally aided defense-training courses carried on during the summer months in public schools throughout the country. Recent reports indicate, also, that this number will be considerably increased during the fall and winter.

Types of Training

Under the provisions of the Federal defense-training legislation, which calls for the training of youth and adults for specific occupations essential to the national defense, and for which the United States Commissioner of Education is administratively responsible, two types of training are provided:

1. Supplementary courses for persons already employed in jobs essential to national defense or in closely allied occupations, for the purpose of improving their skill and knowledge.

2. Pre-employment refresher courses for workers selected from public employment office registers, to qualify them for employment in jobs essential to the national defense program.

Fifteen million dollars was appropriated by Congress in June 1940, to cover the cost of the defense-training program, to be allotted to the States and Territories according to their needs, without any obligation on their part to match the Federal funds thus provided.

Special care is being exercised to assure that the training carried on under the defense program is given only in occupations found in industries that are essential to the national defense. These occupations will be determined by the Advisory Commission to the Council of National Defense. State and local boards of vocational education, in turn, in cooperation with employers, labor representatives, public employment agencies, and State and local advisory committees on which employees, employers, and educators have equal representation, will determine:

1. The jobs in the essential defense industries for which training is to be given.

2. The number of persons to be trained for each job.

3. The content of the courses in which training is to be given.

4. Those who are to be enrolled in these courses.

With a view to assisting State and local boards of vocational education in establishing programs of training, the United States Office of Education, with the approval of the Council of National Defense has listed the industries which, insofar as they are engaged in the manufacture of, or in the maintenance and repair of products to be used in the national defense, shall be considered as essential to the training program for defense workers. These industries are as follows: Aircraft—manufacturing, maintenance, and repair; machine tools; shipbuilding—manufacturing, maintenance, and repair; a u t o m o t i v e—manufacturing, maintenance, and repair; electrical; forging; boiler and heavy steel plate; foundry; light manufacturing; sheet metal; woodworking; chemical; ammunition; and light and heavy ordnance.

Selecting Enrollees

Special attention is given to the method of selecting enrollees for defense-training programs. The enrollees in supplementary courses must be workers who are already employed in jobs that are essential to or closely related to national defense. Recommendations made by the United States Office of Education for the guidance of State and local boards of vocational education call for the enrollment in these courses only of persons who are endorsed by their employers and by representatives of the trade unions.

Responsibility for administering the program falls upon State boards for vocational education which in turn delegate responsibility for local programs to school authorities in the local communities. Before a State can put a defense-training program in operation, it must, as in the case of the regular vocational education program, submit

a plan of operation to the United States Office of Education for approval. State plans covering defense training—

1. Provide for standards of teaching and supervision.

2. Provide for the setting up of advisory committees composed of employers, employees, educators, and other groups concerned in the program, whose function it shall be to offer advice and counsel in connection with the planning, establishment, and operation of training programs.

3. Provide for public supervision and control of the program.

4. Restrict enrollment in training courses to persons of legally employable age.

5. Provide that the instruction shall be of less than college grade.

6. Specify the kinds of courses to be offered.

7. Set up an estimated budget covering cost of training.

One of the advantages of the defense-training program is its flexibility. Courses may be given at any time during the day or night. In Connecticut, for instance, the State trade schools operate a day-school shift, and two additional shifts—one from 5 to 12 p. m., and one from midnight to 7 a. m. Similar schedules are followed in other States and in various cities, also. The length of the daily schedule and the length of the training period are determined by State and local boards of vocational education, depending upon the needs of the job for which training is given.

State, district, and other public-school boundaries are disregarded in making training facilities available for existing and contemplated training needs.

Differences in Plan Noted

A comparison of the plan followed in carrying on the regular program of vocational education with that followed in carrying on the defense-training program shows that there are three striking differences, as follows:

1. Federal funds provided for the regular program of vocational education are allotted on a matching basis.

(Concluded on page 21)

American Education Week

by Lyle W. Ashby, Assistant Director, Division of Publications, National Education Association

★★★ American Education Week, 1940, will mark the twentieth annual observance of this occasion. The movement was founded soon after the World War. Now we find Europe embroiled in another death struggle. The effects of it have spread to all the world. In such a time as this the dignity and worth-whileness of democracy come to us with fresh meaning. We recognize anew that education broadly conceived is the only way to save our country from the path of dictatorship to which other nations have turned because they did not solve through democratic processes the problems that modern technology and unsettled world conditions forced upon them.

The four national sponsors of American Education Week are the United States Office of Education, the National Education Association, the American Legion, and the National Congress of Parents and Teachers. In November 1939 when the representatives of these agencies met to select the American Education Week program for the November 1940 observance, there was considerable discussion about the wisdom of building the program around the general idea of national defense.

The participants in this discussion were thinking primarily of national defense in terms of the development of our people and resources rather than of armaments. Not wishing to use the term "national defense," which in the public mind would connote military arms, the phrase "the common defense" was finally selected as covering the ideas the group had in mind while not being subject to so much misunderstanding.

Thus "Education for the Common Defense" was chosen as the general theme for American Education Week, 1940. The committee then considered carefully the areas in which the common defense needed to be developed

and safeguarded, and the following program of daily topics resulted:

Sunday, November 10: Enriching Spiritual Life.

Monday, November 11: Strengthening Civic Loyalties.

Tuesday, November 12: Financing Public Education.

Wednesday, November 13: Developing Human Resources.

Thursday, November 14: Safeguarding Natural Resources.

Friday, November 15: Perpetuating Individual Liberties.

Saturday, November 16: Building Economic Security.

With every passing week the theme, Education for the Common Defense, has become more appropriate for the 1940 observance. The tragic necessity for armed defensive might has become apparent. As the Nation works feverishly at the problem of building a strong military force to protect our country and our way of life, we must not lose sight of the fact that the inner defenses of the Nation are fundamental. Guns and armaments will not save a nation whose people are not equipped technically to operate them or who are not sufficiently filled with zeal for the cause that the armament is supposed to defend.

Must Enrich the Spiritual

We must enrich the spiritual life, strengthen civic loyalties, develop our human resources, safeguard natural resources, perpetuate individual liberties even in the stress of emergency situations, and build economic security for all the people of our country. If we can solve these underlying problems adequate military defense can be accomplished. Otherwise our military arm cannot be sufficiently effective. The following statement is the text of a leaflet prepared by the National Education Association for distribution



to homes during American Education Week:

What Does America Have to Defend?

A spiritual heritage, the most precious gift from our forefathers.

A people's government, conceived by heroic men determined to be free.

A great people, over 132 million souls of many races and creeds.

A vast wealth, found in our natural resources from sea to sea.

A hopeful future, to leave to our children and to generations unborn.

What is Education for the Common Defense?

It is individual, helping each person to make the most of his talents.

It is universal, seeking to educate all the children and all the people.

It is practical, helping prepare people to earn a good living.

It is civic, preparing individuals to be wise and loyal citizens.

It is spiritual, recognizing the eternal dignity of human personality.

A system of universal public education is the greatest common defense the American people have erected or can erect.

The fundamental purpose of American Education Week is to help the parents and citizens of every community to know the achievements, the objectives, and the needs of their schools. No other agency is more vital to the well-being of American democracy than the public school. No other cause is more deserving of special consideration by the American people once each year. More specific objectives of the observance include:

To increase public understanding and appreciation of the schools.

To encourage every parent to visit his child's school at least once annually.

To secure the participation of the people in improving the schools.

To give pupils an appreciation of what the schools are doing for them.

To encourage civic groups to give consideration to education.

To provide an annual period of special emphasis in all-year programs of educational interpretation.

Opportunity of a Generation

American Education Week this year is the opportunity of a generation to bring before the attention of the people of the United States the significant role that education has played and must play in the future of our democracy and specifically to show the tremendous contribution that education makes to the common defense. Already, under the leadership of the United States Office of Education, the school systems of the United States, through their vocational departments, have given a demonstration of their ability to rise to an emergency situation in the training of skilled mechanics as a phase of the defense program. American Education Week likewise offers an opportunity to bring before the people the contributions that the schools in each community are making to the problems of our national life as represented by the daily topics for the observance.

The founders of American Education Week who paved the way for the first observance in 1921 little dreamed of the tremendous growth in significance and results that it has come to have. Estimates indicate that 8 million parents and other citizens visit their schools each November during this observance. They learn about modern school prac-

tices and consult with teachers concerning the progress of their children.

The official sponsors of American Education Week have the cooperation of scores of national, regional, State, and local organizations. These organizations are strong supporters of the move-

Our Schools

Born of the vision of the first settlers, nurtured by the hands and hearts of the pioneers, improved and expanded by the tireless efforts of those who through the years forged the isolated school into a great system of free public education, made effective by the demands of succeeding generations of parents and teachers, the school in America has become the pride and center of the community. It awakens aspirations, develops fundamental skills, and frees the mind from the bonds of ignorance. It is the universal temple of childhood; the hope of parenthood; the forum of free discussion; the inspiration of the arts and the professions; the servant of agriculture, industry, and commerce; the garden of friendship; the common meeting ground of all races, creeds, and conditions—in short the symbol and servant of a free, intelligent, democratic people.—From the Personal Growth Leaflet, *Education for the Common Defense* published by the National Education Association for the 1940 observance of American Education Week.

ment because they join with the official sponsors in the belief that education is the hope of democracy. Cooperating organizations include service clubs, women's organizations, church groups, and others. Many of these agencies encourage their local units to take an active part in local observances of American Education Week. Because these local units represent important groups of the lay public, their cooperation is highly significant and should be cultivated by local American Education Week committees. In many communities these organizations are represented on committees responsible for planning local observances.

A successful local observance of American Education Week usually includes: (1) Open-house programs, perhaps the most universally used device, when the public is invited to visit and observe the schools in action; (2) many student activities including classes, assemblies, features in school papers, and programs of student clubs; (3) meetings of civic and social clubs and church groups devoted to a consideration of the schools; (4) special messages about the schools sent into the homes; (5) publicity through press, radio, public meeting, and other agencies; (6) a proclamation by the mayor setting aside the week for observance. A good local observance succeeds in getting a large proportion of the parents to visit the schools and in having the work of the schools brought before the greatest possible number of citizens.

Materials are prepared each year by the National Education Association to assist State and local groups in the planning of their observances. (Write to the National Education Association, 1201 Sixteenth Street N.W., Washington, D. C., for information concerning materials which are available at the cost of production.)

American Education Week 1940 is of unusual importance, not only because of the timeliness of the theme but due to the urgent need for strengthening school public relations programs. Tax reductionists are clamoring for relief. New social services, entirely worthy, have nevertheless placed a heavy burden on public funds. Armament costs are skyrocketing. Schools are accused by certain groups of teaching subversive doctrines. While these charges are usually completely unfounded they should be disproved. Education, moving into the 1940's, faces a difficult period. The problems that loom ahead for the schools cannot be solved by the teaching profession alone. Everything must be done that can be done to keep the public fully acquainted with the work of the schools. Let American Education Week serve as the keystone of a vigorous program of school public relations throughout the Nation during the school year that has just begun.

Grade Enrollment in the Public Schools

by Emery M. Foster, Chief, Division of Statistics

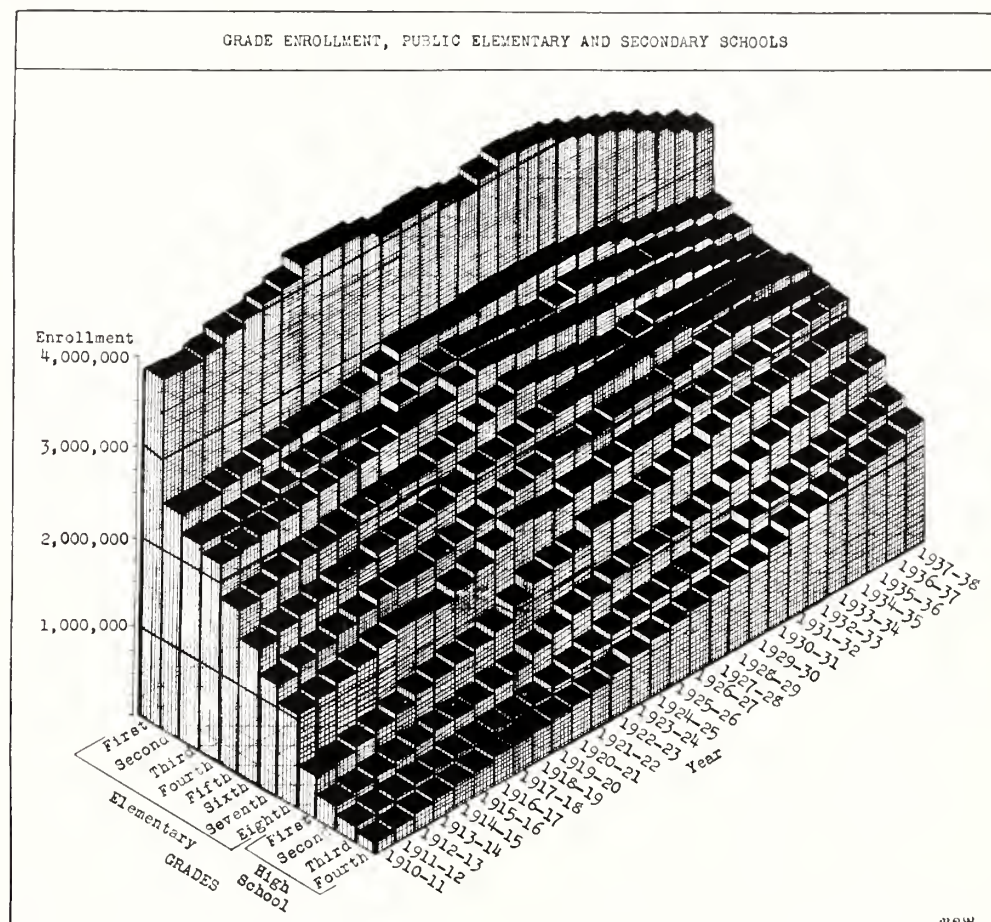
★★★ The accompanying graph shows the enrollment in the American public-school system by grades, for a period of 28 years, from 1910-11 to 1937-38. Each tier of blocks, from the back to the front, represents the enrollment in the 12 grades of the school system during a single year. There are 28 tiers of these blocks. Each row of blocks, from left to right, represents the enrollment in a single grade over the entire period of 28 years. There are 12 rows of these blocks.

By observing the drop in the height of the blocks, from back to front, one can visualize the decrease in enrollment as the pupils progress from the first grade through graduation from high school. By observing the changes in the height of the blocks in any single row from 1911 to 1938, one can see the increase or decrease in the total number of pupils enrolled in a single grade over the 28-year period.

First to Second Decrease

The most striking fact shown by this graph is the decrease in the total enrollment from the first grade to the second. This should not be interpreted, however, as the dropping out of pupils between the first and second grades, as compulsory education laws make it practically impossible for a student to drop out of school at this time. The decrease is due in part at least to retardation of pupils, resulting in a large number remaining in the first grade more than 1 year.

Another important fact, which becomes evident when we follow the blocks from back to front, is the noticeable drop of pupils between the fourth and fifth grades, and the fifth and sixth grades, during the early part of the period and the almost total disappearance of these drops during the later period. Following the eighth and ninth grades from 1911 to 1938, it is apparent that during the first part of the period there is a great loss of pupils



at the end of the eighth grade, but that beginning about 1924, the greatest loss of pupils shifts to the end of the ninth grade. The introduction of the junior high school has no doubt been an important factor in retaining pupils in school for longer periods.

Following the four high-school grades from 1911 to 1938, the most evident fact is the constant increase in enrollment in every one of these grades for the entire period, and the relatively small loss of pupils from the first to the fourth year of high school during recent years.

Another important change which is taking place in public-school enrollments is the decrease in the actual number of pupils in certain grades, due partly to a decrease in the birth rate so that there are fewer pupils to go to school, and partly due to better methods

of promotion from grade to grade, whereby fewer pupils are retarded and have to spend more than 1 year in a single grade.

Following the first-grade enrollment from 1911 to 1938, we see a distinct drop in enrollment during the middle of the period. This is probably a reflection of decreased birth rates during the World War.

Following from back to front of the graph, a constant decrease is noted through the elementary grades for recent years. This decrease has affected not only the first grade, but every grade through the seventh. It will be only a short time before this decrease will also affect the high-school grades unless counteracted by other factors such as a larger proportion of high-school age children attending school

(Concluded on page 29)

The Department of Commerce

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



Harry L. Hopkins.¹

★ ★ ★ During the Constitutional Convention, in 1787, it was proposed by Gouverneur Morris that there should be a Secretary of Commerce and Finance. The Government, however, was slow in setting up such a department and such activities relating to the direction of commerce and industry were carried on in the Treasury Department.

In 1903 Congress created the Department of Commerce and Labor which was placed under the direction of a Cabinet officer. Ten years later, a separate Department of Labor, was authorized by an Act of Congress. From that date (March 13, 1913) there have been both a Department of Commerce and a Department of Labor.

The Department of Commerce is the service arm of the Federal Government for the aid of business. Its powers include a number of important regulatory activities such as the maintenance of airway and seaway beacon lights, charting of coasts and harbors, licensing and registering of ships and enforcing navigation laws.

The Secretary of Commerce, as head of the Department, administers the fol-

¹ Resigned. Appointment of Jesse H. Jones announced at time of going to press.

lowing offices:² The Bureau of the Census, the Bureau of Foreign and Domestic Commerce, the Patent Office, the National Bureau of Standards, the Coast and Geodetic Survey, the Bureau of Marine Inspection and Navigation, the Inland Waterways Corporation. Since July 1, 1940, the Department of Commerce has been assigned the Weather Bureau, which was formerly under the Department of Agriculture, and the Civil Aeronautics Board and Office of the Administrator of Civil Aeronautics which prior to that time were included in the Civil Aeronautics Authority, an independent agency.

The Department of Commerce conducts various training and educational programs in order to improve the efficiency of its employees in their work. The greater part of this program is carried on, in most cases, as in-service training during office hours. In a few cases the educational program is carried on after Government hours. The Bureaus offering some form of education or training include the National Bureau of Standards, the Patent Office, the Bureau of the Census, the Bureau of Foreign and Domestic Commerce, and the Weather Bureau.³

The National Bureau of Standards

The Graduate School

The Graduate School of the National Bureau of Standards began its work

² The writer is especially indebted to Oliver C. Short, Director of Personnel of the Department of Commerce, for basic data used in connection with this article; to Lyman J. Briggs, Director of the Bureau of Standards, for other basic materials. Appreciation is also expressed to other officials who gave assistance.

³ The Weather Bureau training program was described in the July 1940 number of this journal, the article having gone to press before the transfer of the Weather Bureau from the Department of Agriculture to the Department of Commerce.

in 1908 when a number of its younger staff members, in order to continue their academic training, organized an association for the purpose of carrying out their educational plans. The new organization was directed by a committee of five students which selected the courses to be given, employed teachers, and looked after other related matters. This effort met with success, five courses being offered the first year.

At the present time the work of the school is conducted on a semiofficial basis. It is in charge of an educational committee that now consists of six members, four of whom are appointed by the director, while two are elected annually by the student body from among themselves. The committee has full control of the school but consults the students as to courses and teachers.

The legal authority for the establishment and maintenance of such a school is found in certain acts of Congress, namely, the joint resolution of April 12, 1892 (27 Stat. 395), that opened up Government collections for research and educational uses, and the act of March 3, 1901 (31 Stat. 1010-1039), which was broader, providing that "facilities for study and research in Government departments . . . shall be afforded to scientific investigators and to duly qualified individuals and students . . . under such rules as the heads of departments and bureaus may prescribe."

The diverse character of the research activities and other services carried on by the Bureau have made the educational program very desirable. The opportunity for educational stimulation and growth has not only helped to attract men and women of talent, but it also has helped to retain them. And while individual students have been able to apply their work toward academic degrees, the Bureau recognizes

that the educational program has been a vital factor in developing the Bureau as well as in building up the staff.

A number of the activities of the Bureau are given herewith illustrating the scope of the scientific work which is carried on and with which students have contact.

Determination of absolute values of the electrical units; testing of electrical measuring instruments, transformers, and batteries; studies of the magnetic properties of new alloys; surveys to determine the corrosive action of soils on buried pipe lines; aid to State governments on technical details of weights and measures inspection service; standardization and testing of gages, screw threads, and other length standards required in manufacturing; investigation of railroad track scales, mine scales, motor truck, and other large scales used principally for interstate shipments; investigation of methods of high temperature control in manufacturing processes; promotion of economy and efficiency in automotive transportation by land and air through investigation of the basic principles underlying the design, performance, operation, and testing of automotive power plants; development of color standards and methods of color measurement; studies of basic factors underlying distance range of radio signals, dissemination of national standards of frequency, and investigation and standardization of methods and instruments used in radio communication; . . . investigation of fire resistance of building materials; determination of the properties of stone, clays, cements, and other structural materials, and the formulation of building codes and researches to promote, improve, and make possible less expensive building construction . . . determination of technical specifications for all grades of sugars, involving their standardization and methods of manufacture and study of technical problems relating to the collection of revenue on sugars; investigation of radium, radium compounds, and other radioactive materials, and the development of standard specifications for X-ray equipment and for the operation of X-ray machines; . . . solution of problems in connection with standards for public utilities, such as gas, electric light and power; technical cooperation with manufacturers upon fundamental research to promote industrial development and to assist in the permanent establishment of new American industries; . . .

Course of Study

The course of study involves two 3-year cycles, one of which is in physics and the other in mathematics. Other courses are given as far as they can be supported, but the six courses are given precedence in order to maintain a core



U. S. Department of Commerce Building.

program. This enables the student to plan his work systematically over a period of years and usually fits in with the student's plan of cooperating with some university where he seeks his Ph.D. degree. Students can accomplish enough work within a reasonable period to make it possible to obtain the doctor's degree in a single final year of residence at the university chosen. The Bureau gives written examinations at the end of the courses. In this way, educational standards are maintained. Those who have not completed their undergraduate work are expected to complete this before entering upon the graduate courses. Many assistants of the Bureau are, therefore, taking the necessary studies at nearby universities.

The 1939-40 courses include electromagnetic theory, differential equations, vector analysis, and chemical physics.

The classes are given after official hours in the conference rooms of the Bureau. In three of the courses, 60 lectures are given 2 hours a week throughout the year, and in another course 30 lectures are given 2 hours a week for a semester. The tuition rate for a 60-hour course is \$20 and for the 30-hour course, \$12.

Supplementing the regular courses, the students have the opportunity of attending the weekly meetings of the scientific staff of the Bureau. At these meetings, the work of the Bureau is discussed and reports of progress are prepared and criticized.

The teachers are largely drawn from the Bureau staff although about one-third are brought in from the outside.

The present enrollment, 1939-40, is 43.

The classes are carried on in the buildings of the Bureau which are equipped for the purposes. There are available to the school the extensive laboratories which are used in the study of problems. The Bureau has an excellent library of 45,400 volumes as well as 1,137 periodicals, a number of which are not available elsewhere in this country.

In addition to the educational service of the Graduate School, the National Bureau of Standards gives special training to a considerable number of younger employees appointed to lower subprofessional grades who assist those engaged in research and testing. It is the expectation that through this training and experience



Interior view of the vault at the National Bureau of Standards in which the standards of length and mass of the United States are kept. Dr. Lyman J. Briggs, Director of the Bureau is shown holding the national standard of length, Meter No. 27.

they will advance to positions of more responsibility. Practically every technical division of the Bureau is headed by a recognized authority in the field and these new employees receive intensive training in their particular fields under the immediate supervision of experienced employees. They are encouraged to continue their studies in one of the local universities after hours, and with this additional training and experience they are gradually promoted and advanced to the professional service.

Shop apprentices are trained in the various sections of the Shops Division in design and drafting, instrument making, wood working, etc., and finally advanced to journeyman grades.

Training Program of the Patent Office

The Patent Office conducts a program of training for patent examiners. This program has been in operation for several years. Although appointees to the examining corps of the Patent Office must hold an engineering or scientific degree, it is seldom that any appointee has had any previous training in patent law and procedure. It is, therefore, essential that appointees be given preliminary schooling in patent practice before they can

be of material value to the Office. Appointees consequently are required to attend classes in patent law and procedure and related substantive patent law for about 2 years. These classes are conducted by two of the supervisory examiners of the Office.

The object of these classes is to give the new appointees a certain amount of theoretical knowledge while they are at the same time receiving instruction in the practical application of the information by the chiefs of their respective divisions. As there are 65 examining divisions to which new men are assigned, one of the objects of the classes is to provide a uniformity of preliminary instruction which will be conducive to unification of the practice by the 65 divisions.

The classes run for two terms of about 9 months each, from September to May. Each term consists of approximately 36 lectures and discussions held for 1 hour each week. The attendance varies from time to time according to the number of new appointees, but it may be said generally that the attendance in the first and second years averages about 25 to 35 students.

Training Program of the Census Bureau

The Bureau of the Census offers two types of training for its employees. The first, for regular workers, has included such courses as a survey of census statistics, principles of statistics, elementary accounting, municipal accounting, State and local government, correspondence, and geography. These or similar courses have been given annually for about 4 years.

The second involves the special program of training for the different censuses. As these come out periodically, the training program is set up to meet the specific needs of the particular census.

Illustrative of this training is the program preparatory to the 1940 census, shown as follows: The Bureau of the Census started in September 1939 an all-day intensive course on all

phases of the 1940 census. There were 146 who received this training. Of the latter, 104 became area managers, others assistant area managers. All these went into the field to set up area organizations.

The first week in December 1939, district supervisors and assistant district supervisors were trained at the area offices on the Census of Business, Manufactures, Mines, and Quarries. During the last week in December, having set up district organizations, these supervisors trained 8,000 enumerators for a period of 1 to 4 days in the method of actual census taking.

During January and February 1940, the area managers, assistant area managers, the district supervisors, and assistant district supervisors were trained by correspondence for the census of population and agriculture.

For a week at the end of February and the first of March, a representative from each area office and each district office was trained at nine regional training conferences. At these conferences four census films were shown.

At the end of March 1940, 130,000 enumerators were trained for a period of 1 to 4 days by district supervisors and area managers for the census of population, agriculture, and housing. Instruction manuals are used in this training.

By April 2 the census was under full operation and follow-up training was given by radio.

Other Educational Activities

In addition to the aforementioned educational activities, the Department of Commerce offers several other programs of study and training, as follows:

The Bureau of Foreign and Domestic Commerce, with the assistance of other bureaus and offices, gives a series of lectures on foreign trade, business trends, trade agreements, and economic subjects. These are a part of the program of the Foreign Service Officers' Training School of the Department of

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Radio in Schools and Colleges

by Leonard Power, Director of Research, Federal Radio Education Committee

★★★ In attempting to forecast the future of education by radio, there are at least three determining factors which will exert much influence. The first factor, and probably the most important, is the radio research now under way, research which is evaluating radio as an aid to learning. The second predictive factor is the experience of those school systems which have taken the lead in the school use of radio. These experiences are casting shadows far into the future. Since the Evaluation of School Broadcasts¹ staff members are working closely with many school systems which have excellent local leadership, the first and second factors are closely related. That is to say, the students of the problem and those who write and produce radio programs, are working together to learn how radio may be made most helpful to children and teachers. The third factor, and the most difficult to control, is that of teacher training. If radio comes into more general educational use, all persons who are being prepared to teach will need to understand how to use it.

By narrowing the factors to only three, some readers may feel that the problem has been oversimplified. It is therefore necessary to explain why at least one important factor, the radio industry, has been omitted. The radio industry is an important factor, but it is not an unknown. Up to the present the industry has done much more than merely provide radio facilities. It has actually pioneered in certain types of programs possessing educational significance. Station educational directors are helping to produce local broadcasts and the industry, through its representation on the Federal Radio Education Committee, has rendered valuable assistance. The networks have also been cooperative. The schools get time for worth-while pro-

grams. If the experience of Cleveland becomes general, however, the schools will require the full-time use of their own stations, if they are to undertake as comprehensive a program of broadcasting as is true in Cleveland.

Other factors which lie outside of the industry and outside of organized education will help determine the future of education by radio. Both radio and education are, of course, greatly influenced by national and international affairs.

Predictions Based on Research

Research studies give clear indications that radio does not make teaching easier, is not a short-cut "royal road" to learning. Radio cannot be used equally well by all teachers in all subject-matter fields. Broadcasts are not complete educational experiences in themselves. Radio listening by children outside of school hours is of educational importance, and such listening does something to the young listeners that teachers may utilize as a part of their education.

School administrators or supervisors who dream of turning their hardest jobs over to radio, and teachers who dream of sitting back while a loud speaker does the teaching, are due for an awakening. Research studies have proven that radio cannot, alone and unaided by the teacher and supplementary printed aids to listening, do much more than stimulate further learning and study. The radio program must be accompanied by other activities, and these require the preparation of outlines and sources with which the teacher must be familiar. Radio can bring into the classroom resources in the way of research, technology, and artistic presentation not otherwise available. This is illustrated in the field of music by making, through radio, every instrument of band and orchestra and every beauty of the human voice available to classrooms which are without any such in-

struments or singers, even to remote one-teacher schools. But after the learners have heard the music, there remains even more to be done by the teacher than she had been doing. She must know how to use the music to enrich the lives of her children, and to do this she must know the stories told in music, the lives of the composers, and something of how the musical compositions are constructed. It is true that music is being taught by radio but only in classrooms where teachers are devoted students of music.

Radio is providing students with more direct experiences in industrial, agricultural, professional, and recreational areas of contemporary life. But having permitted the currents of life to flow through her classroom, the teacher must be prepared to accept the consequences. Life cannot flow through classrooms without vitalizing many activities. These ramify in a manner which taxes the teacher's powers to meet the demands of the students for more knowledge. No, radio is not a "royal road" to learning. Its use requires careful preparation and leads to follow-up activities which, although they characterize the best aspects of learning, nevertheless require more of the teacher.

The progressive school presumes that every teacher is personally interested in the development of all of the powers of each student. But most teachers can do little more than touch on certain aspects of living while they concentrate on others. In the fields of music, the language arts, and the social studies radio seems most helpful, while in the field of natural science it is useful. But it is no substitute for doing—for performing experiments or for the rigorous process of logical thinking. It can be used either to strengthen or to weaken certain emotional attachments. It is an effective instrument of either good or bad propaganda. It can make students conscious of good speech habits and can

¹A study sponsored by the Federal Radio Education Committee and located at the Ohio State University.

widen their vocabularies. It can stimulate students to freer and fuller participation in classroom dramas and discussions, while at the same time it helps them to be better listeners. It can demonstrate to students that important information can come from other sources than the printed page. These and many other contributions of radio have been attained in considerable degree. But radio does not replace laboratory or shop, library or museum. It may never enter all of them directly, but it will motivate their fuller utilization.

Teachers will become familiar with the research findings as these are made available in printed form by the Federal Radio Education Committee. Before they attempt to produce programs they should become intelligent consumers of programs which are now available. Discrimination of quality of radio programs and appreciation of those attributes which make some better than others will be taught in the schools of the future. Some of the criteria, based upon the personal opinions of competent judges, are known. More evidence upon which to base scientific conclusions is coming from radio research. Already there is a body of literature worthy of study by all teachers. It usually requires a generation of teaching to pass such knowledge from the few to the many, but radio itself may help to reduce the time gap between discoveries of scientific knowledge regarding its use and their general acceptance.

Predictions Based on Present Practices

The foregoing discussion of a factor of progress which depends for its general acceptance upon slow and painstaking study should be supplemented by projecting some present practices into the future. It is probable that the latter will become the accepted patterns long before the research evaluations are generally known. Wisely, radio research workers are working in cooperation with those school systems in which most advanced practices are found. In fact, the practices of many such leaders are being scientifically tested and modified in accordance with the research

findings. It is thus seen that the spread of those radio practices which are caught, may be no less beneficial than those which are taught.

For a glimpse into the future we may observe what is now being done in those school systems where radio has won acceptance. And at this point a word of caution and warning is needed. It is better for the use of radio to spread within a system from a single enthusiastic teacher, than from a single administrator, unless the latter works democratically. If even one central sound system has been installed as an administrative resource, rather than as a teaching aid, its value may be considerably discounted.

Future Administration

Present administrative practices are following the pattern set in curriculum construction and installation. This is a democratic pattern. Committees of teachers and supervisors work together. Sometimes station representatives and parents serve on these committees. In the future, it is hoped that such committees will include representatives of all parties concerned.

But committees are deliberative and policy-making bodies. They must delegate administrative responsibility. Those responsible for writing scripts and producing programs soon become the recognized experts. As is now true of other aspects of school administration, before long radio will require a degree of specialization which can only be met by a specialized personnel. This implies training and leads to teacher training as a third factor which will determine the future of education by radio.

Predictions Based on Survey of College Radio Courses

A survey of college courses² shows that many are concerned with radio as an electrical phenomenon; others deal with problems of program preparation, script writing, speech, music, sound effects, etc., and only a few teach teachers how to utilize radio as a medium of instruction. A sampling of

² College Radio Courses, a list, available on request.

*college radio workshops*³ shows how the college radio workshop of the future may serve as a training center for students; as a supplementary studio for one or more radio stations, and as a source of programs for local civic organizations and for the college itself. Some workshop directors prefer to work in colleges which do not teach radio program production courses, and base their preference on the freedom they have in selecting from students who volunteer rather than from those who are enrolled in courses for credit.

Of the 360 colleges now offering one or more radio courses, only 1 course in 20 is designed for teachers. This is perhaps due to the fact that until recently comparatively little was known about what to teach. The survey of courses on education by radio included a careful examination of course outlines and syllabi, and resulted in the appointment of a committee to prepare a syllabus for college use.⁴ This syllabus consists of two manuals: One for the teacher and one for the students. The latter includes a comprehensive bibliography. The syllabus is supplemented by two recordings of unrehearsed classroom utilizations, including prebroadcast and postbroadcast classroom discussions; one by an eighth-grade science class and the other by a twelfth-grade civics class. The recorded broadcasts, one by NBC and the other by CBS, accompany the recorded discussions and a printed manual accompanies each demonstration.⁵

No teacher-training institution will, a few years hence, be completely equipped unless it possesses a library of recordings similar to those mentioned above. Needless to say, the college will also own the recording equipment with which to build its own library of recordings.

Summarizing

This article has briefly sketched a few of the developments that may

³ College Radio Workshops, a report, now available at 25 cents.

⁴ Publication date November 1, 1940.

⁵ Recordings and manuals now available, at \$4.50 each are: Unit 1, How Do You Know the Habits of Prehistoric Animals? and Unit 2, Making Democracy Work.

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National Education Association

★★★ The National Education Association will meet in Boston for its 1941 convention next summer, according to plans made at the close of the Milwaukee convention.

The Association elected Supt. Donald DuShane, of the Columbus, Ind., schools, as its president for the current year. Supt. B. F. Stanton of Alliance, Ohio, was reelected treasurer. Supt. John W. Thalman, of the Township secondary schools, Waukegan, Ill., Albert M. Shaw, Los Angeles, Calif., and Myrtle Hooper Dahl, Minneapolis, were again named on the executive committee. Vice presidents include: Wilhelmina F. Bertch, Topeka, Kans.; Helen Bradley, Cincinnati, Ohio; John W. Condie, Boise, Idaho; J. Carl Conner, Oklahoma City, Okla.; T. E. Dale, St. Joseph, Mo.; Sara H. Fahey, New York; R. L. Hunt, State College, N. Mex.; Sara T. Muir, Lincoln, Nebr.; Lester A. Rodes, South River, N. J.; B. C. B. Tighe, Fargo, N. Dak.; and Elliott Willis, Winthrop, Mass.

A new feature of this year's program was a series of national seminars which reported their findings to the convention. Each seminar was composed of a chairman, five associate chairmen, a coordinator, and one representative from each State and Territory. Meetings of the seminars were open only to seminar members. Topics and chairmen for the seminars included: Protection of School Funds for Educational Purposes, Supt. Ben G. Graham, Pittsburgh; Education and Economic Well-being in our Democracy, Chancellor Frederick M. Hunter, Oregon State System of Higher Education; Building Stronger Professional Organizations, Executive Secretary Willie A. Lawson, Arkansas Education Association.

Statements Made

The following brief statements are gleaned from a few of the many interesting discussions presented by nearly 600 speakers on the 1940 convention program.

Amy H. Hinrichs, president, National Education Association: "Those of us who have been in school work all our lives can hardly realize what an amaz-

Educating Youth

United States Commissioner of Education, **John W. Studebaker**, addressing the National Education Convention, on the subject, **Educating Youth to Meet National Problems**, summarized his proposals as follows:

1. In view of the need for a broader and more thorough civic education for youth and of the demands of the workaday world for more maturity on the part of young people entering upon employment for the first time, we must plan for an upward extension of secondary education to include the thirteenth and fourteenth grades with a strong emphasis on vocational courses which will terminate not later than the age of approximately 20 years. Secondary schools should also become the centers for a vital program of adult education.

2. An adequate program of education for youth requires the provision of means by which all young people up to 20 years of age may be enabled to maintain themselves in situations where modern and complete training opportunities are available for all of the kinds of work which our society needs done.

3. Above all, we must help young people to catch the vision of a democratic society in which the contribution of each of its members in service and in sacrifice is needed in helping to build for that fairer tomorrow in which the ideals of the fathers and the faith of multitudes of toiling, freedom-loving men and women will be vindicated and fulfilled.

ing discovery a modern school is to an adult who, until his first visit as an adult, had not been inside a school since the termination of his own school days."

Raymond J. Kelly, national commander of the American Legion: "This

American way—the creed of a free and liberty-loving people—can only survive if it possesses the strong and abiding loyalty of the individual citizens of our Republic. In the hands of our schools and those whose duties it is to administer their affairs rests the great responsibility for the continuance of this loyalty—for the keeping of this faith. It is a grave obligation for future generations which rests in the hands of hundreds of thousands of loyal teachers in our educational system."

Everett R. Clinchy, director, National Conference of Christians and Jews: "American public-school children are religious. American educators, in the main, have been reverent of the reverences of youth. The public schools are not 'godless' nor are they 'irreligious' as a few critics have declared. No institution in American civilization is more sincerely concerned with the ethics, the spiritual values, and the character of the youth of the United States, than is the public-school system."

Ben M. Cherrington, director, Division of Cultural Relations, United States Department of State: "It is important that the people of North and South America shall understand and appreciate each other's intellectual, literary, and artistic ideals. Out of understanding and appreciation come lasting friendships. The Division of Cultural Relations in the Department of State has been created to stimulate and assist the educational, scientific, and artistic institutions of our country in the exchange of the best things in our civilization with our neighbors in the other American Republics."

Charles H. Judd, Director of Education, National Youth Administration: "The school which has always served society by providing opportunities that are not readily available in the non-school environment is now called on to make place for both theoretical and

American Library Association

by Ralph M. Dunbar, Chief, Library Service Division



Donald DuShane, president, National Education Association.

practical education to the end that human powers may be fully developed and to the further end that the material resources of the environment may also be put to the largest possible use."

Clarence A. Dykstra, president, University of Wisconsin: "Education carries a heavy burden today. It must survey its responsibilities and its resources and gird itself for a supreme effort. And not only must it deal with those who are in school rooms during the day but with all who are citizens of our democracy. Perhaps it is time even to change our terminology. Our superintendents of schools should actually be superintendents of education and have the whole community—not just the children—as their responsibility. In the field of civic education the adult responsibility is perhaps the greater. We must learn the lessons of the last few years as we have lived through national and international crises. Chief of these is that social action based on appeals to ignorance and passion and to prejudice is but blind leadership of the blind. There must be some mass understanding not only of ends but of means and training in both. Civic enlightenment on a wide front is the condition precedent to successful self-government."

★★★ Although earnest consideration was given to the general theme, *Library Development within the States*, the world crisis absorbed much attention at the sixty-second annual conference of the American Library Association held in Cincinnati, May 27–June 1.

General Sessions

Speaking at one of the general sessions, Archibald MacLeish, Librarian of Congress, called upon librarians to become "active and not passive agents of the democratic process." He declared that no one can look at the fallen democratic countries of Europe without asking how our own democracy can be preserved. According to the Librarian of Congress, the problem is whether democracy "can survive in competition with a more efficient way of government and a more efficient way of life which achieves its efficiency precisely by suppressing and destroying and eliminating all those human values which democracy was created to achieve."

Mr. MacLeish said that in this crisis librarians "must think of their libraries not as patented machines to deliver to the asker the book he wants. . . . They must think of their libraries as organizations of intelligent and well-trained men and women qualified to select from the record in their keeping such materials as are relevant to the decisions the people must make. . . ."

At another general session, a Town Meeting of the Air program considered the controversial question: Should libraries restrict the use of subversive publications? Speaking for the affirmative, Gilbert Bettman, former attorney general of Ohio, declared that totalitarian governments were using printed materials in their proselyting activities to undermine our democracy. Since libraries are one of the portals through which these subversive publications enter, he maintained that restriction should be applied, the formula of

restriction being "the sound judgment of the librarian and his trustees in book selection."

In opposition, Arthur Garfield Hays, contended that "Restriction of any kind is wholly undemocratic and contrary to American theory. In a democracy, we must tolerate propaganda directed against ourselves; even those who attack democracy must be heard. Democracy cannot be preserved by silencing the advocates of change; it must justify itself as a way of life."

With the possible effects of the world crisis in mind, Ralph Munn urged in his presidential address a calm reappraisal of all library services. "Every feature of our work," he said, "no matter how firmly established and how well esteemed, should be weighed in relation to its actual value to the community and its relative importance to services which we are now slighting or not giving at all."

The need for this scrutiny is the result of ever-increasing library services now being confronted with stationary, if not diminishing, tax receipts. President Munn pointed out that librarians with the worthy objective of inducing every resident to become a user of the public library, had added to the original library of polite literature "sections of popular recreational reading, technology and the useful arts, children's departments, sections for older boys and girls, teachers' rooms, libraries for the blind, hospital service, school libraries, business branches, and specialized collections of all kinds." Hence, libraries have required "constantly increasing expenditures"; but "if we cannot depend upon regular and substantial increases in support, a change in policy may be required."

Council Action

At one of its sessions, the council of the association voted to set up a special committee to protect the interests of library users against any censorship imposed by governing boards, official bod-

Conventions and Conferences—(Concluded)

ies, or minority groups and at the same time to avoid any action which might be construed as interfering with the book-selection policies of local boards.

The council also endorsed the proposal of the United States Commissioner of Education, made before the American Association for Adult Education, that the major media for education and communication establish "a committee to study means of cooperation for civic education." The council empowered the executive board of the American Library Association to appoint spokesmen to discuss the proposal with representatives of other groups at an early date.

The council also approved important changes in the constitution and bylaws of the association which will alter considerably the form of government and organization of the American Library Association.

Besides the general sessions and council meetings, over 100 other meetings of sections, round tables, and affiliated groups were scheduled.

At an adult education round table, Ralph A. Ulveling reported on the current participation of libraries in this field. He stated that a recent spot sampling disclosed the following significant examples in certain cities: Creation of an institute for the chairmen of the program committees of various women's organizations in order to canvass the important social problems and the availability of reading materials bearing on them; the distribution of a prospectus of propaganda analysis to all high-school and college history teachers; library sponsorship of "town halls" and forums; the fostering of better intergroup understanding in a mining town; and cooperation in the field of workers' education.

Ten different meetings were given over to a consideration of library problems in the institutions of higher education. The college section discussed at one session the question of personnel and at another the assembling and evaluating of book collections; the teacher-training section emphasized the library implications in the American Council

on Education study of teacher education; the junior college section considered the problem of integrating the library with the instructional program of the institution; and the university section stressed the problem of adequate resources for research.

Library Work With Children

Trends of private school libraries and the purposes of elementary school libraries were among the topics discussed by the school librarians. The final meeting of the group considered library service from kindergarten to college.

The section for library work with children featured the annual Newbery and Caldecott awards, the former for achievement of a high standard in writing for children and the latter for the best picture book produced during the year.

Institutes for Special Problems

Opportunity was taken of the assembling of the general conference to hold several institutes for the intensive consideration of special problems in librarianship. One was the 3-day County and Regional Library Institute held just preceding the convening of the regular conference. The general objective of this institute was to orient the extension librarian to the changing rural scene.

The board on library service to children and young people sponsored a 2-day institute for demonstration school librarians just preceding the A. L. A. conference. The discussion was focused on the functions of the demonstration school library in the teacher education program. These functions were considered from the points of view of a demonstration school librarian, an employer of teachers, and a trainer of teachers.

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Radio in Schools and Colleges

(Concluded from page 12)

reasonably be expected in the field of education by radio. There is evidence at hand and research now under way

sufficient to predict that the schools of the future will consider radio as essential to some types of learning as reading and the laboratory or shop are to others.

Teachers of the future will have learned, as part of their college training, how to make use of radio in their classrooms and how to utilize what their students listen to out of school hours. The administration of radio will be democratic. Committees will include representatives of all parties concerned, including station educational directors. Radio will not be considered either a toy or a cure-all for educational ills, and listening to broadcasts will be coordinate with reading books as a means of aiding in the development of human personality.

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American Society for the Hard of Hearing

Among summer meetings attended and participated in by members of the staff of the United States Office of Education was that of the American Society for the Hard of Hearing held in Los Angeles, Calif., June 23-29. Although the society does not devote its functions primarily to educational problems, the program was notable for the attention given to education and the concern which the society has in the education of the hard of hearing.

Addresses were made by Superintendent Kersey of the Los Angeles City School System and Jessie A. Tritt, supervisor, Education for Exceptional Children, Los Angeles City School System, pointing out both the contributions and the deficiencies of the program for hard-of-hearing children and adults in the Los Angeles City School System. Demonstrations by classes in lip reading from the Los Angeles School System, both adult classes and children's classes, were among the most interesting of the many educational contributions to the program.

The attendance was the largest in the history of the organization, being practically double that of previous years.

Practical Citizenship Teaching in the Elementary School

by Helen K. Mackintosh, Senior Specialist in Elementary Education

★★★ Experience is the best teacher. Until a child has developed some notion of what citizenship is through experiences on his own level and in his own community, no amount of textbook teaching will qualify him to live as an effective citizen in the United States today.

What is the Problem of Citizenship Teaching?

Modern elementary schools in their courses in social studies have been emphasizing certain characteristics of the good citizen such as sense of responsibility; desire for fair play; leadership in fields where he is capable of leading and followership in others; conservation of natural resources and materials for living; observance of laws which apply to him as well as to grown-ups; a friendly attitude toward other peoples of the world; willingness to share his advantages or surpluses with others; opinions of his own and ability to express them; and an understanding of what difference it makes to him personally to be living in a democracy rather than under a dictatorship.

However, these characteristics may have been developed in widely different situations so that they have never been drawn together and labeled "cit-

izenship." This is perhaps the first job which teachers should make theirs in the school year just ahead, in such a way that each child recognizes for himself how well or how poorly he has developed those qualities which go into the making of the good citizen.

There is no mythical "the child." When the teacher faces the problem frankly, she reminds herself that included within any given group of boys and girls are the strong and the weak; the healthy and the lacking in vitality; the bitter and the happy; the rich and the poor; the timid and the brave; the independent and the dependent; the helpless and the resourceful; the socially secure and insecure; the well-dressed and the ragged; the slow and the fast; the calm and the excitable; the bright and the dull—a whole procession of contrasts in the typical teaching situation make up the children each one of whom with guidance is capable of becoming as good a citizen as any other.

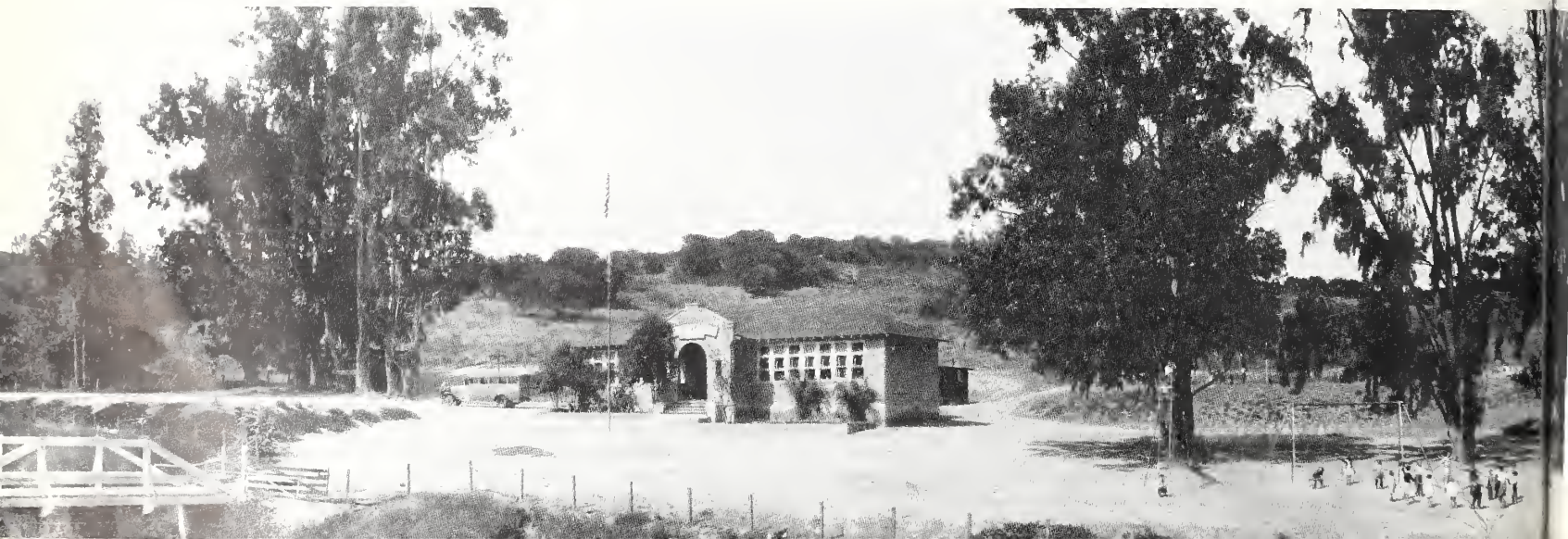
What Are Some Qualities of the Good Citizen on the Child's Level?

A broad range of activities expressed in a citizen's catechism for boys and girls might read somewhat as follows:

Do I have a library card and use it?

- Do I speak clearly and correctly?
- Do I write legibly?
- Do I know when I have received the correct change?
- Do I conserve my own health?
- Can I work with a group without quarreling?
- Am I courteous in a genuine way?
- Do I take a home responsibility which I enjoy?
- Am I fair to younger brothers and sisters in the use of toys and materials?
- Do I share toys or materials with children who have none?
- Do I try to prevent vandalism at Halloween time?
- Do I realize that a police officer must enforce the law regardless of the person concerned?
- Do I cross streets at intersections and with the green light?
- Do I know how to get information on both sides of a question?
- Do I help to conserve plant, animal, and other resources of my community?
- Am I interested and active in Junior Red Cross?
- Am I willing to abide by the decisions of the school council on school matters?
- Do I take the necessary time to plan what my group may do when I am the chairman of a committee?
- Do I use my influence to see that no

Blochman School, its play



child is bullied on the playground?

What does it mean for me to give a flag salute?

These questions are only illustrations of the many items on which a child may check himself to discover qualities of the good citizen which he possesses and which he needs to perfect. The Indiana State Course of Study in Social Studies lists 133 problem situations in child life, each of which may be approached from a number of different angles. Many of these directly or indirectly concern the job of being a good citizen.

What Are Some Worth While Citizenship Activities That Have Been Used?

Schools in every section of the United States have developed plans for giving boys and girls practical training in citizenship. The majority of these instances show it to be an integral part of other classroom activities.

In Hampton, Va., a group of retarded Negro boys and girls ranging in age from 11 to 17 but classified at the intermediate-grade level were guided to express interest in carrying on a community project during Negro Health and Clean-Up Week. Teacher and children had discussed the content of a bulletin which had been sent to them entitled, *The Citizen's Responsibility for Community Health*. First, they decided to improve their own home conditions, such as fixing the walk, reconditioning a chair, cleaning the back yard, painting a screen. Reports of progress appeared in the school paper.

The class wished to work as a unit on some larger project, but for various reasons there was no one of their homes

that could be reconditioned. The person in charge of welfare work at Hampton Institute made available \$20 and boys and girls raised nearly \$10 more for reconditioning the home of an aged couple in the community. An itemized statement of estimated costs was made by the class to cover all materials used. The work was done under the direction of the classroom teacher, the industrial-arts teacher, and a senior student in the college of agriculture. Boys were organized into three groups—painters, carpenters, and general clean-up workers. These groups cleaned the yard, cut grass, dug up an old tree which was then cut into posts, planted a garden, laid the porch floor, repaired the shingled roof, mended the fence, and gave the house two coats of paint. The girls held a rummage sale to raise the money for the school's contribution, put up shades, cleaned windows, swept the house, and took pictures of the work as it progressed. Since there was frequently an interested audience of neighbors, the girls and boys contributed to a diary record kept of the project.

From this experience children in the group developed many attitudes and abilities characteristic of the good citizen: Consideration for the welfare and convenience of others, responsibility for getting work done, realization that each individual is dependent upon other individuals, economical use of materials, and cooperation with others. At the same time they learned with a greater degree of ease than ever before skills in arithmetic, language, spelling, and handwriting.

In the laboratory school of Antioch

College children used the school as they would a home. They served luncheons, had parties, ran a store, a post office, a library, a newspaper, a photography shop, a theater, and an orchestra. As a basis for conducting the various businesses, school meetings were held which are described as a cross between a New England town meeting and a family conference. Since possible activities are many and varied in this school, a child may look ahead for several years toward a particular job which he would like to hold. The qualities of citizenship developed by Antioch children are summed up in the following elements:

Being responsible for himself—in his schedule of time, in making plans and carrying them out.

Using freedom intelligently—voting wisely.

Being able to think in group situations.

Contributing to the welfare of the group.

Taking an active part in school government.

Children who are conscious of the development of these characteristics will make better citizens than those who never identify them and those who never have experiences which make citizenship responsibilities on a child level possible.

At a W. K. Kellogg Camp School held the year round for underprivileged children, teachers found the problem of living harmoniously an important one. Conflicts between younger and older children resulted in the former setting up their own program in which they successfully built and organized their

nd its city built by children.





Mail from the whole United States comes to real post-office boxes in Blochman City.

own post office and bank, elected their own officers, beautified their classroom, took over the typing of the daily bulletin, and carried on other activities.

In the course of group discussions one child raised the question concerning what happens to children in certain totalitarian countries. Do they carry guns? Do they study about war? The children understood apparently the

statement that under a dictatorship everyone, grown-ups and children alike, must do as they are told. As a result, the suggestion came, "Let's try having a dictator just to see what it's like." It was agreed that on the following day their classroom would be organized with the teacher as dictator. When the day began with each child required to stay in his seat, with no talking, and with

assignment of lessons by the teacher or with written directions on the board, one child remarked, "This seems all right to me. School is always like this at home." But as the day wore on children became more and more restless and unhappy and when they finally came to a discussion at the end of the day of what they liked or disliked about a dictatorship, a child commented, "I'll never vote for a dictatorship again." The next day they went back to a democratic classroom which the children appreciated more than ever before. From actual experience they had been led to see the difference between a democracy and a dictatorship.

At the Norris Dam Community School, 11-, 12-, and 13-year-old boys and girls who were interested in the cooperative program of the community, organized themselves into a cooperative responsible for running for the school and the community a garden which supplied vegetables for the school cafeteria and the community store, a school store which offered for sale all supplies needed in the school, a savings plan for all school pupils, a sickness and accident policy which guaranteed time for absences to school job holders, and lastly, the cafeteria itself.

In New Rochelle, N. Y., the school system is organized democratically. A conference of teachers, other staff members, teachers club officers, federation leaders, parent-teacher association officials and members, parents, and representative citizens led to many different suggestions for school policies. The results included first of all the organization of an all-city student council made up of a representative from each elementary, junior, and senior high school. The function of this council was to serve as a clearing house for school problems. Such questions were discussed as citizenship, good sportsmanship, respect for property, the qualities of effective teachers, and the qualities of ideal students.

Another part of the program included an educational council made up of nine members representing all teaching levels and departments. The responsibilities of this group included counseling and advising with the superintendent on problems such as in-

service training of teachers, curriculum revision, teacher load, the school calendar, salary schedule as well as serving as a clearing house for suggestions and complaints. In addition to the two councils, teachers were organized into 23 monthly study groups on the bases of grade, subject, or special interest. Following these monthly meetings the chairmen and secretaries met with the superintendent and assistant superintendent both to give and get an overview. Many other activities helped further to democratize teaching so that each teacher had some idea of the purposes of other individuals and groups in relation to the whole school system.

In one of the schools of Winnetka, Ill., a group of children is given the responsibility for managing the school store each year. The teacher has described the method which one class used in planning and working out their program. A committee was appointed to get information on customs and regulations used by previous groups in managing the store, and then general plans and policies were set up. The teacher played the part of guide, counselor, consultant, and friend. A great deal of class discussion was necessary to make proper assignment of jobs. The teacher helped children to realize the need for getting facts, for analyzing qualifications of children for specific jobs, and for resolving conflicts of opinion. As a result of the year's experience, she noted growth in ability to attack a problem intelligently, increased independence in discussion technique, ability to formulate a general policy and delegate the carrying out of that policy to a small group, ability to discover sources of facts, respect for accuracy in arithmetic, and ability to recognize and evaluate dependability.

Perhaps one of the most unusual stories of a school which has made it possible for children to assume citizenship responsibilities is the Bloelman City School project in Cat Canyon, near Santa Maria, Calif. There in a rural school, with 50 children ranging in age from 6 to 16 and 2 teachers, an interesting piece of work has developed. An oil company gave the children some unused land. Under the direction of a

mayor and city council elected each year by the children, as well as a president and vice president of the chamber of commerce, children manage their own community life as they issue money, pay taxes, borrow, make loans, and live a typical community life.

The boys, with some help, graded the site and surveyed it. They laid out six streets, wide enough for two cars to pass. With the advice of an architect and a carpenter they built a printing office, where they publish their own newspaper, a post office, bank, schoolhouse, city hall, chamber of commerce, general store, police station, real-estate office, model house, museum, and hospital. Some children have bought lots and have built their own houses. The children have not been allowed to beg for materials needed to build their city, but donations of sand, gravel, wall-board, nails, hardware, cement, and other products have been made voluntarily.

What Is the Place of Citizenship in the Whole School Program?

All of these illustrations point the way toward school programs which make for good citizenship as essentially a part of every activity. Citizenship is something to be learned as an experience which develops in relation to social studies and which makes use of skills involving number, writing, oral expression, reading, and other tools.

The good citizen has a deep-rooted understanding of how the other person feels; he realizes that there is such a thing as the common good to which everyone must contribute; and he works under the guidance of a teacher who makes it possible for each child to develop to the limit of his ability not only in intellectual ways, but in social and emotional ways which have their contribution to make to good citizenship. Today's elementary school teacher will use a textbook in civics only to clarify an idea or to confirm a fact. She will use her community plus every classroom experience to initiate and to develop the good citizen so far as the elementary school can make its contribution.

Suggested Readings

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- Hunt, Herold C. Practical examples in the development of democracy in educational administration. New York State education, vol. 26, no. 5, February 1939. p. 348-50, 400-402.
- Jourdonais, Ruth. Managing their own affairs. Educational method, vol. 17, no. 4, January 1938. p. 176-80.
- Linderman, Verne. A town that is also a school and run by young citizens. Christian science monitor, March 18, 1939. p. 7.

If you have found practical ways of developing citizenship, will you send a brief account to the author of this article?

Boys put finishing touches on their clean-up job at Hampton.



Duplication of State Higher Education

by John H. McNeely, Senior Specialist in Higher Education

★★★ The existence of unnecessary and costly duplication among State-supported institutions of higher education has become an acute issue in many States throughout the country. Its elimination challenges the higher educational leadership and statesmanship of the States.

There are some States in which the duplication takes the form of a large number of institutions supported by the State. Many of them perform the same or similar functions. In other States, the institutions are not so numerous but duplication and overlapping prevail among them in specialized and professional branches of higher learning.

The causes and effects of the duplication differ from State to State. In one State certain causes may be responsible for duplication among the institutions while in another State the causes may be of a different nature. An analogous situation exists regarding the effects of duplication. The accompanying diagram summarizes 5 major causes and 10 major effects of duplication found most commonly among the various States.

Where duplication exists the question must be raised as to whether such duplication is unnecessary and costly. Under some circumstances duplication of certain functions in two or more State institutions is not only necessary but desirable. This is especially the case where the institutions are maintaining the same or similar services on the junior college level or for the first 2 years of liberal arts college work.

Subject-matter courses of study on this lower level are general, elementary, and fundamental in character. Large numbers of students enroll for them. The concensus of opinion is that these courses should be provided by many of the higher educational institutions within the State and should be available to all students. On the other hand, the courses on the senior college or professional level are specialized in char-

acter. Smaller numbers of students pursue work in them. Hence, it is in the upper level of higher education that duplication among the institutions may be found unnecessary and costly depending on a variety of factors and conditions.

Among the specialized and professional fields in which duplication is

ably the greatest duplication is found in the education field for the training of high-school teachers of academic and special subjects. From 4 to 12 State institutions conduct this type of duplicated work in some of the States.

Criteria for Appraising

Numerous surveys and studies have been undertaken in individual States during recent years for the purpose of eliminating the duplication. Through them criteria have been devised for deciding whether the State was justified in maintaining duplicating functions in the same specialized and professional fields at two or more institutions. Among the more important of these criteria are:

Whether the demand for the instruction among the students in a given field or profession is so large as to justify the expense of its continuance in each of the duplicating institutions.

Whether the duplicated work in the particular field offered in two or more institutions is lowered in quality because of duplication.

Whether the institutions providing instruction in duplicating fields and professions are located in the same geographical region of the State and are readily accessible to each other.

Whether the cost per student would be essentially lower if the particular field or profession were limited to a single institution within the State.

In applying these and other criteria, it was necessary to collect a large amount of factual data. Statistical information was secured on the number of departments and subject-matter courses in the different fields and professions maintained at each of the institutions, number of students enrolled in the several subject-matter courses, and enrollments and graduates in the different curricula. Other material was assembled on the teaching loads of the faculty members; student-teacher ratios; unit costs of schools; departments and courses; extent of utilization of physical plant; and the like. Using these factual data, it was then possible

Last Manuscript

It is with deepest regret that **SCHOOL LIFE** announces the death of Mr. McNeely, on August 11, 1940.

Mr. McNeely came to the United States Office of Education on October 1, 1927, in connection with the Land-Grant College Survey. He was assistant to the director of the survey. When this work was completed his services were continued as a staff member of the Higher Education Division. More than a year ago he was promoted to the rank of senior specialist in higher education. His graduate work was done at George Washington University.

Prior to association with the United States Office of Education, Mr. McNeely was employed in the Office of the Secretary of the Interior. Before coming to Washington, his home was in Evansville, Ind., where he was engaged in newspaper work for several years. He was a captain in the Army during the World War.

Mr. McNeely's carefully prepared contributions for **SCHOOL LIFE** will be widely missed as the manuscript appearing on this page marks the last of many that have been published throughout the years of his service.
Editor.

most prevalent in the different States are engineering, education, commerce and business, home economics and liberal arts on the senior college level. For example, three State institutions in one State operate schools of engineering with duplicating curricula. A number of other States have two institutions operating engineering schools. Prob-

to decide the extent to which the existing duplication in each field and profession was unnecessary and costly to the State.

Possibly the greatest difficulties in solving the problem are the obstacles confronted by the States in eliminating the duplication after it has been definitely determined to be unnecessary and costly. Foremost among them is the organized opposition of the alumni of the individual State institutions against any curtailment of their programs.

Another obstacle is the loyalty and self-interest of the communities in which the institutions are located. Profits and benefits accrue to the communities having State institutions located within their boundaries. Any curtailment or elimination of the functions of the institution tends to decrease these profits and benefits. In some instances the communities originally donated money, buildings, or grounds to the State to obtain the establishment of the institutions in their localities.

Plans for Solving the Problem

Of the States in which duplication exists, definite plans for solving the problem have been adopted by many. The most common plan followed by the States has been the reorganization of their methods of control of the institutions. Through such reorganization a single unified board has been designated to govern all the institutions within the State or certain of the institutions of similar type, such as teachers colleges. The single board has been vested with the authority to coordinate the

functions of the institutions by the allocation or assignment of the specific fields of work to be performed by each of them.¹

A number of States have created a special State agency for this purpose. Varying in the States the agency is known as a State council of educational planning, State coordinating board for higher education, or the like. The principal functions of these councils consist of making recommendations and proposals for changes in the work of the institutions so as to eliminate the existing duplication and integrate the State's higher educational system.

A few States have adopted unofficial organizations composed of administrative officers or other representatives of the institutions. These organizations are conducted in a spirit of cooperation. They hold regular sessions during the year and devote themselves to the encouragement of reciprocal agreements with respect to the particular higher educational fields to be covered by the several State institutions. Under this arrangement some progress has been made in removing the existing duplication on a voluntary basis.

In summary, it is evident that the existence of duplication among State-supported higher educational institutions presents a serious problem to many States. A number of factors complicate efforts on the part of the individual States to solve the problem. Among the more prominent of them are the dis-

¹For a more complete description of unified governing boards, see *Control of Higher Education*, by John H. McNeely, March 1940 issue of *SCHOOL LIFE*, vol. 25, no. 6, p. 183, 188.

covery of the causes and effects of the duplication, the appraisal of the duplication in the different specialized and professional fields, and the criteria to be utilized in determining whether the duplication is unnecessary or costly. Upon a complete evaluation of these and other factors together with the establishment of effective methods of control depends the success of the States in eliminating the duplication.



Defense Training Program

(Concluded from page 4)

Federal funds for the defense-training program, on the other hand, defray the entire cost of courses—no matching funds being required of the States.

2. The defense-training program is limited to industries and occupations essential to the national defense, whereas under the normal program all industries and occupations are included.

3. Only two types of training are provided for under the defense-training program—supplementary courses to improve the skill and knowledge of persons employed in industries essential to defense, and pre-employment refresher courses to fit persons for employment in occupations essential to defense. Pre-employment refresher training is given in short intensive courses of a much more specific nature than those offered in the regular day trade schools.

Latest developments in the Federal defense-training program will be reported in succeeding issues of *SCHOOL LIFE*.

Five Major Causes and Ten Major Effects of Unnecessary Duplication Among State-Supported Higher Educational Institutions

Causes

1. Individual institutional self-aggrandizement.
2. Unwholesome competition among institutions, especially in recruiting students.
3. Pressure of communities to establish and expand institutions in their localities for pecuniary reasons.
4. Failure of institutions to limit their functions to particular type of work that they are best equipped to perform.
5. No provision made by State for establishing coordinated and integrated State higher educational system.

Effects

1. Little consideration of State higher educational program as whole.
2. State's higher educational interests split into factions.
3. Financial resources of State for higher education divided among too many institutions.
4. Political maneuvering at State legislature to secure higher State appropriations for individual institutions.
5. Maintenance of State expense of duplicating faculties, physical plants, equipment and other facilities in number of institutions.
6. Mediocre and inferior quality of higher education provided in the case of some State institutions.
7. Creation of oversupply of trained persons in same specialized or professional fields beyond needs of State.
8. Multiplying of academic departments and subject-matter courses resulting in small and expensive classes.
9. Tendency to accept students for admission without required qualifications to do collegiate work.
10. Overdevelopment of some branches of higher education and underdevelopment of others in State.



THE VOCATIONAL SUMMARY



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

Bricklayers Go to College

How one State has attempted to solve the problem of giving related instruction to a scattered group of apprentices in a skilled trade is told in the Iowa Vocational Education Survey. According to the report, 34 boys from 17 different cities enrolled in a bricklayer-apprentice course held at Iowa State College. This course which was sponsored by a State advisory committee composed of three representatives each from the Iowa Structural Clay Products Manufacturers, Master Builders' Association of Iowa, and the Iowa Conference Bricklayers, Masons, and Plasterers' International Union of America, was arranged through the cooperation of the State board for vocational education.

Training expenses which included a registration fee and room and board for each apprentice were underwritten by the Iowa Structural Clay Products Manufacturers, and the Master Builders' Association of Iowa. Two trade instructors were selected from the membership of the Iowa Conference Bricklayers, Masons, and Plasterers' International Union of America and one related subjects teacher from the engineering faculty staff at Iowa State College. The salaries of these instructors were paid jointly by the college and the Iowa State Board for Vocational Education, from State and Federal vocational education funds, and they were given preliminary training for their work by members of the trade and industrial teacher-training staff of the State board.

Those who enrolled in the course were selected by a subcommittee of the State advisory committee, from the ranks of apprentices who had been indentured in the trade for at least 6 months.

Classes were conducted 6 hours a day for 5 days and 4 hours on Saturday. The apprentices were divided into 2 groups, each group receiving 3 hours of related technical instruction and 3 hours of actual bricklaying on practice jobs each day. The bricklaying class was divided into 2 sections with 1 instructor in charge of each section. This was necessary in order to separate the beginner apprentices from the more advanced apprentices.

Building construction materials, including brick, tile, stone sills, window and door frames, sand, cement, and lime for practice work were furnished by the clay products manufacturers and the Master Builders' Association. Each apprentice worked with his own kit of tools and all brick and tile work was constructed with a mortar mix that could be removed easily in order that the brick and tile could be salvaged and used several times.

Related instruction was given in the classroom on the history of the bricklaying trade, materials of the trade, details of construction,

construction drafting, and trade mathematics. Classroom instruction was supplemented by talks given by clay products manufacturers, contractors, and others on pertinent subjects.

They Know What They Want

Farmers and vocational agriculture teachers in Wyoming are in essential agreement with respect to the types of courses in farm mechanics which should be taught in vocational agriculture classes. This fact is revealed in a recent study by Raymond S. Orr



Apprentice Bricklayers in course at Iowa State College engaged in practice job.

of the State department of education, who asked 194 farmers and 33 vocational agriculture teachers to fill out a questionnaire, the purpose of which was to determine what farm mechanics activities might logically be included in vocational agriculture courses and hence in teacher-training courses in farm mechanics.

The slight disagreement between farmers and vocational agriculture teachers on the question of farm-shop activities was with respect to their importance or rank rather than with respect to type.

An analysis of facts developed in Mr. Orr's study indicated that teachers may not be placing as much emphasis as they should on the practical phases of shop work which farmers desire should be taught. For ex-

ample, farmers included in the study attach more importance to work in adjusting and repairing machinery than teachers. Sharpening plowshares was marked as an important job by 73 percent of the farmers and by only 48 percent of the teachers; pointing shares by 60 percent of the farmers and 43 percent of the teachers; and the "making of small wood articles" by 35 percent of the farmers and 64 percent of the teachers. Rope work was considered more important by teachers than by farmers.

In general, the study showed that farmers desire that their boys be taught work which is intensely practical and is based on the present needs of the farm as a means of making a living; that types of work looking toward improvement or increased conveniences ranked relatively low with farmers and much higher with teachers; that much of the training in farm-shop work desired by farmers cannot be given in the farm shop; and that the extent of the farm-shop work desired by farmers indicates a need for much more extensive training of farm-shop teachers.

Types of work placed at the top of the farm-shop instruction list by farmers were: Tool reconditioning, harness repair, adjusting and repairing machinery, forging, soldering, repairing buildings, and building and repairing fences.

926,000 of Them

Girls enrolled in full-time classes in home economics departments in high schools last year carried on 926,554 home projects as a part of their homemaking courses. This was an increase of 286,291 or 44.7 percent over the previous year.

The diversity of the home projects undertaken by home economics students is of special interest. They included activity in such homemaking fields as: Housing and home improvement; the family food and clothing supply; laundering; child care and guidance; family health and home care of the sick; home management; art and science related to the home; consumer buying; family and social relationships; and in other miscellaneous fields.

Training for Prison Officers

"The day is past when any man, regardless of his ability, training, and understanding, can be given a key and a club and assigned to his job in an institution. In any forward-looking prison regime, the officer is more than a guard, more than a man who automatically gives and follows orders, more than a person who improvises his methods as he goes along. He is a trained leader of other men and represents the most vital human element in any place of correctional treatments." The state-

ment is that of James V. Benett, Director, Bureau of Prisons, Department of Justice, in the preface to a manual, *Prison Officer Training*, issued recently by the United States Office of Education. Prepared by Howard B. Gill, temporary consultant on prison training, this manual has been issued as Miscellany 2309 of the Vocational Division, Office of Education.

Attention is called in the manual to the fact that Federal funds for vocational education in the trades and industries provided under the terms of the George-Deen Act, may be used for training in public-service occupations, which includes training in the work done by employees of penal and correctional institutions. Any Government agency desiring to establish a training program for prison officers under the terms of the George-Deen Act, the Office of Education bulletin points out, should communicate with the State board for vocational education in the State in which the agency is located.

Included in the new Office of Education prison officer-training manual is a brief history of schools for prison officers in the United States and elsewhere, a form for analyzing prison officers' jobs, and outlines for both introductory and special courses for prison officers.

The manual may be secured from the United States Office of Education, Washington, D. C.

Conference Training in New Guise

The educational procedure known as the conference discussion method, whereby individuals are assisted in acquiring the habit of thinking intelligently through a difficult problem which requires a decision involving the exercise of judgment, and in formulating a plan for carrying out this decision, has been used increasingly during the past 15 or 20 years in the field of vocational education.

First applied in vocational education to the problem of training practical mechanics to teach their own trade knowledge to others and to secure teaching content by getting these mechanics to analyze in detail the jobs they perform, the conference discussion method was later extended to the training of industrial foremen to be more efficient in the duties devolving upon them, particularly in solving the many perplexing problems involving the workers under their supervision.

The College of Puget Sound, Tacoma, Wash., however, is claimed to be the first institution of higher learning to experiment with the conference discussion procedure in training college students to lead groups of various kinds and under different situations.

This experiment, which has been carried on for 3 years, followed a plan formulated by Dr. C. F. Klinefelter, Assistant to the United States Commissioner of Education, at the request of Dr. Edward H. Todd, president of the Tacoma institution.

It is impossible in a brief space to present in detail the outline and the method of operation of the course in "social leadership," as it is called by the College of Puget Sound, which has been given by Charles T. Battin, professor of education and philosophy. "The aim of the course in the beginning," Dr. Battin states, "was to train college graduates to assume their rightful places in community leadership. It has gone much further, however.

"Not only has this technique (the conference discussion method) served to bridge the gap between the theory of the new college graduate and the practical knowledge of the experienced but academically untrained average person, but it has helped the college man to discover himself, to measure himself, to test himself. While most of his previous thinking has been of the forced, spoon-fed type this technique shows him how to orient his learning and experience. It shows him how to assemble ordinary experience and common knowledge, correlate it, and apply it to concrete situations in such a way as to give him confidence and experience."

Information concerning the experimental course carried on at the College of Puget Sound is incorporated in a booklet entitled "Social Leadership," issued by the United States Office of Education. In addition to a report of the experiment this publication contains the detailed course outline formulated by Dr. Klinefelter. It describes the three different types of students enrolled in the experimental classes in social leadership, and the way in which the classes were carried on, and lists some of the results of the training program.

F. F. A. Convention

The Future Farmers of America, national organization of boys studying vocational agriculture in rural high schools, will hold its thirteenth annual convention at Kansas City, Mo., November 9 to 16, in conjunction with the Forty-Second American Royal Livestock Show. An added attraction in connection with the convention, also, will be the annual program of contests for students of vocational agriculture throughout the United States.

A variety of activities will occupy the attention of delegates to the F. F. A. convention. Special business sessions will be held; there will be coast-to-coast radio broadcasts by F. F. A. officers and members; and F. F. A. bands will give concerts. F. F. A. chapter scrapbooks submitted in connection with the annual national chapter contest will be on exhibit, and awards will be presented to the winners in the chapter contest, to those who have qualified as American Star Farmers for the year, and to State F. F. A. associations competing in the annual association contests. A highlight of the convention, also, will be the public-speaking contest in which contestants who

have survived local, district, and State and regional contests will compete for national honors in the field of forensics.

Prizes totaling \$1,350 will be presented to those who win the Star Farmer competition. Those who win the public-speaking contest will divide a fund of \$750 contributed by the national organization of the Future Farmers of America. Bronze, silver, and gold emblems will be awarded chapters winning the chapter contest and plaques to winners of State associations of F. F. A.

Vocational agriculture students entered in the national judging contest staged in connection with the F. F. A. convention will compete for honors in judging sheep, swine, beef cattle, draft horses, dairy cattle, poultry, eareasses and wholesale cuts of meat, and milk samples. These students will also enter animals in the livestock exhibits in connection with the American Royal Livestock Show.

Information concerning the F. F. A. convention program and the national contests for vocational agriculture students, is contained in Miscellaneous Circular No. 17 issued by the Vocational Division, U. S. Office of Education.

Tells How to Do It

The advantages to the prospective retail-store employee of part-time cooperative courses for retail-store work which provide for a combination of classroom instruction and practical employment in a retail establishment are listed by the United States Office of Education. These advantages are: They offer the student a natural method of choosing an occupation by trying out work in one or more establishments; they bring his social intelligence into play, show him how to adjust himself to different situations, and impress upon him the principles of good health, cleanliness, dress, and social behavior; they develop sales ability and job intelligence, give him a technical knowledge of retailing, and offer him training in English, civics, related art, store management, related mathematics, related science, and business economics; they enable him to enter business without losing the advantages of high-school training to earn money while he is training, and to secure a background which will contribute to his promotion in the trade after graduation; they train him to assume responsibility and to develop poise, dignity, and personal address.

To assist those who are responsible for part-time cooperative training classes for retail-store workers in promoting, initiating, coordinating, supervising, and teaching such courses, the Office of Education has published Vocational Division Bulletin 205, *Cooperative Part-Time Retail Training Programs*.

The new bulletin may be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C., for 15 cents a copy.

Survey Reports and Current Bulletins

by *Mary Dabney Davis, Senior Specialist in Nursery-Kindergarten-Primary Education*

★★★ Current interest in studies of community resources with special reference to guidance and health facilities for young children is illustrated in two recent surveys of educational provisions for preschool children. One, conducted in New York City by the Public Education Association was issued in 1939 under the title, *Nursery Education in New York City*, a report on a survey of nursery schools. The other survey conducted by the research bureau of the Boston Council of Social Agencies, is a *Study of the Facilities of Social Agencies and the Work Projects Administration in Boston for the Care and Training of Preschool Children*. This survey was issued in January 1940. The two reports are presented in mimeographed form.

Both surveys were made to determine the location of nursery schools and the extent to which these schools are able to supply services for young children whose parents desire it. The New York survey was also concerned with evidence of the probable permanency of the nursery school movement and the possibility of future requests to add such service to the public schools.

New York City

In its report, the Public Education Association of New York, lists several ways in which the board of education could use nursery schools to develop its whole program of mental hygiene, health, and education. These proposals include:

1. In-service training of teachers in the field of child development.
2. Schools in connection with the Bureau of Child Guidance, the Bureau of Reference, Research and Statistics and with other specialized services.
3. As a laboratory for high-school courses in home economics, child care and preparental education, and for vocational training for nursemaids.
4. As an adjunct to the kindergarten

and elementary school, fusing the nursery program with that of the higher grades and bringing the latter in line with the newer insight into childhood needs.

5. As an advisory or consultative center for parents.

6. As a demonstration in the value of early education and a center for acquainting the public with it.

Suggestions were also made that other departments of service could benefit by available demonstration nursery schools. For example, the board of higher education could use nursery schools in connection with its teacher-training department. The department of health could use a nursery school to demonstrate a preschool program of both physical and mental health. The department of hospitals has one nursery school and could use one in connection with the pediatric department and nursing education program of every city hospital in which young children are received. The housing authorities could use a nursery school in each large housing project.

Recommendations were then made for the board of education in regard to possible initial steps to secure a sound development of nursery schools and to assure sound development for the public schools since the nursery school "assists the child to achieve maturity in terms of his own needs and nature."

Boston

The committee on day nurseries and nursery schools of the Boston Council of Social Agencies has for sometime been concerned with the fact that there is more demand for nursery schools than can be met by present facilities. Its current survey analyzes the social and educational services available for young children in Boston. In its conclusions the committee emphasizes a convergence of the ideas underlying these two types of service, for example,

the day nursery providing a safe place for working mothers to leave their young children and the nursery school providing a richer experience and training.

Following a descriptive directory of nursery schools, prekindergartens, and day nurseries an account is given of the schools' capacities and of the geographical distribution of children needing service. This account is amplified by summaries of enrollments according to children's ages, the bases followed by agencies in selecting children for admission, the organization and staffs of the schools, the length of school year and of the school day, facilities for health supervision, provisions for food, rest, play, transportation, and parent education. A statement of the costs per child is given for each of three preschool agencies and for two neighborhood houses. The schedule used in the study is reproduced.

Recommendations of the research bureau approved by the advisory committee included the following:

1. That day nurseries and nursery schools in Boston accumulate evidence and approach the school department as to the possibility of adding a transition class, including children of from 4 to 4½ years of age, in the public-school system.
2. That the W. P. A. nursery schools be recognized as a valuable demonstration of the possibilities of nursery school education under public auspices and the committee on day nurseries and nursery schools take active steps, in the event of their closing as a W. P. A. project, to see that nursery school training is continued under public auspices.
3. That cooperative planning by nursery agencies in a given district be developed to the end that existing facilities may be used to their best advantage.
4. That consideration and further

study be given to the needs of Charlestown, Brighton, and Hyde Park when there are funds available for new nursery schools.

5. That encouragement be given to further experimentation in Boston with foster day care for preschool children.

6. That the agencies participating in the committee on day nurseries and nursery schools of the Boston Council of Social Agencies act as a medium for the discussion among the agencies of such problems as the following:

(a) Criteria for the selection of children as needing day nursery or nursery school care.

(b) Cooperative plans for the use of case work skills in the admission practices of schools and nurseries.

(c) Further study of costs and standardization of the fees charged.

Other Surveys

There are other evidences that those concerned with the welfare and education of children below the age of 6 are active both in surveying State and local facilities for young children and in establishing standards for programs of guidance. The Massachusetts Association for Childhood Education appointed a committee to make a survey of private and philanthropic preschool agencies in the State. The chairman's report for the current year, 1939-40, states that replies to an inquiry have been received from 400 towns, cities, and townships. These have been listed alphabetically and filed by counties for future contact. In summary the report indicates that a majority of the schools operate for half a day and that the age range for children enrolled is 2 to 6 years. A total of 4,308 children are attending 283 private kindergartens, prekindergartens, nursery schools, day nurseries, and play groups.

Cleveland.—Through its preschool program the Cleveland Child Health Association is helping to assure a right start in life for the children between 2 and 5 years of age who live in Greater Cleveland. Interpretations are made of "the value and methods of good nursery education to parents, teach-

ers in nursery schools and play centers, to student nurses, doctors, social workers, and other lay and professional persons." The association is helping to promote and to coordinate the various kinds of facilities and services provided for young children in the city and to raise standards for nursery schools and preschool centers.

A current report of the director of preschool programs for the association indicates surveys of children's needs and programs developed to meet these needs in the homes, settlements, and community houses, in churches, day nurseries, foster homes, and camps. A description is given of the cooperative effort of many municipal agencies in establishing a nursery school program in the Lakeview Terrace housing project. These agencies ranged in major interest from teacher preparation in local and nearby universities and colleges to students of nursing in hospitals and parent and teacher organizations.

Atlanta.—During a discussion on means of securing cooperation with parents, the Atlanta Kindergarten Alumnae Club faced the problem of how a teacher with a class of over 40 pupils could really know her pupils and their parents, how she could have individual conferences or make individual records and reports. Realizing the need for developing educational opportunities for young children both in the city and in the State of Georgia and for developing further professional standards, a committee was appointed to study how the club could improve teaching conditions and help raise standards for early childhood education.

The committee reported that there was a lack of trained kindergarten teachers in Georgia and that kindergarten classes were too large for constructive child guidance. This led to a decision to study conditions in other States and in educational institutions as well as in Georgia. The study which followed was based upon inquiries sent to State and local schools regarding the following items: 1. Kindergarten standards—what is supposed to be accomplished; 2. Professional require-

ments for kindergarten teachers; 3. Teaching load and length of sessions in teacher-preparation institutions, in public schools of different sections of the United States and in the Atlanta public schools; 4. Status of kindergarten opportunities in Georgia; 5. State legislation related to the education of young children; 6. The expense of maintaining a minimum teaching load and a requirement for teachers' special preparation; 7. Nursery schools in Georgia—what becomes of the WPA and private nursery school children between the ages of 4 and 5½ years? Summaries of information received are now being made as a basis for future plans.

Current Bulletins

Many publications have been received from school systems and professional organizations which report local experiments for the improvement of curricula, teaching methods, and school organization, efforts to meet school emergencies, methods of establishing higher standards of education for young children and which provide helpful aids in teaching procedures. The following reports of current publications indicate the variety of problems which are being studied and the cooperative efforts that go into their solutions.

Minneapolis.—The Early Elementary School, a handbook for teachers; kindergarten, grades 1, 2, and 3. This experimental edition of the handbook issued in the fall of 1939 is an outgrowth of previous studies of causes of first-grade failure carried on by the principals and teachers of 13 grade schools in 1932. At that time an effort was made to adapt the curriculum to the needs of children in the early elementary grades. A report, *Adaption of the Curriculum to the First Four Years of School*, was submitted to the superintendent of schools at the close of the experimental period in the fall of 1934. Paralleling this experimentation, city-wide conferences of principals focused attention upon problems of organization, equipment, and content of learning experiences favorable to child growth. From these conferences

a second report was published. A Suggested Program for the Primary School.

Committees continued working to reorganize phases of the curriculum, particularly the social studies, English, and mathematics, and to consider improved ways of reporting children's progress to parents that would be consistent with the accepted philosophy of education. Results of these studies have now been assembled and presented for teachers' use in the hope that all children in the early elementary school years may benefit.

The handbook is in no sense a course of study, rather it is a source to which teachers may go for guidance. Its content is given briefly in the following statements:

"The philosophy which guides us in our work with young children is clearly stated.

"The principles which must be considered to incorporate this philosophy into daily practice are listed.

"Child growth is defined and the evidences of this growth are indicated.

"Maturation, or the state of maturity of the child at different age levels, is roughly characterized.

"Samples of records which indicate evidence of growth are included.

"A concept of the curriculum which is somewhat broader than that previously accepted is given. The need for making the curriculum actual life experience is noted.

"The importance of the child's environment, both in and out of school, is discussed.

"The relation of the school plant and the organization to the development of the child is clearly shown.

"The teacher is characterized as the most important single influence in the child's school environment.

"The special services and aids which the school offers are listed and described.

"Selected references to guide further study and research are included at the close of each section."

The material is so well organized with brief statements, with the use of outline and chart forms, of serial lists for objectives, questions for evaluation

and proposals for adjusted practices in teaching, organizing, and appraising the class work that teachers may well use it as a workbook and a stimulating basis for experimentation and recording progress.

Hammond, Ind.—When the 1939-40 school budget was attacked, the Hammond kindergartens were especially vulnerable because State tax funds are not provided for the support of kindergartens and the local tax unit stands their entire cost. *Why Have Kindergartens?* was compiled by the kindergarten committee of the Hammond Association for Childhood Education as one of several means developed to explain values of early childhood education to the general public.

A description of the kindergarten's value expressed in terms of preparing children for first grade is tangible and understandable to the man in the street. An emphasis of this type, however, does not alter the teachers' efforts to give a kindergarten child all the types of experience and the behavior guidance which he needs as a 5-year-old.

New York State.—A guide for superintendents, principals, supervisors, and teachers in the evaluation of their kindergartens or of their plans for establishing a kindergarten was issued in the fall of 1939 by the State Education Department of New York under the title *Some Ways of Distinguishing a Good Kindergarten*. With statements of standards and related questions on school practice this leaflet is a practical aid for both school people and parents.

Regulations of the Commissioner of Education governing the registration of private schools in New York State were approved by the board of regents in July 1939. The regulations govern "nursery, kindergarten, and/or elementary schools established and maintained by person or persons, firm or corporation, other than the public school authorities or an established religious group."

The regulations are concerned with eight essentials for an adequate program: Financial resources; preparation of the persons in charge of children; the number of children per teacher;

equipment and space both indoors and outdoors; provisions for health, safety, and sanitation; parent education; length of school day and school year; and records of child development and school activities. A copy of these regulations appears in the Bulletin to the Schools issued in September 1939 by the State education department. Accompanying the statement of regulations is an inquiry form to be completed by private schools desiring registration.

Association for Childhood Education.—Three new bulletins of interest to teachers of young children have recently been released. *Growth Through School Living* describes ways of grouping children which free them for progress at their own rate and within the limits of their ability. It suggests techniques of evaluating progress in handicrafts and arts, appreciations and skills, and social understandings and actions.

Exploring Your Community. suggests ways whereby teachers and children may become more intelligently acquainted with the life and work of the community in which they live and may make use of its resources. Included is a bibliography of books, magazine articles, and bulletins.

Among the topics discussed are the following: Community life in the harbor; problems of safety; trains serving the community; understanding natural resources; patrolling the air; and conservation of land and water.

The third bulletin is a revision of previous publications carrying the title *Equipment and Supplies*. It is a guide for wise selections based upon reports from "test centers" to which manufacturers are invited to send products for examination and testing. Each article is placed in classroom use and observations of children's reactions are recorded on a check list. Materials that meet standards established by the association's committee are included in the list. Suggested equipment is given for nursery school, kindergarten, and primary grades. Classified lists are given of products used in today's classrooms and the names of places where they may be obtained are given.

Minimum Certification Requirements for Teachers

by Benjamin W. Frazier, Senior Specialist in Teacher Training

★★★ Reports from the State departments of education in 47 States show a steady rise in minimum scholastic requirements for the certification of beginning teachers. During the decade 1930-40, the rise in the amount of preparation required averaged more than 1 year.

The accompanying tables outline certain minimum State teacher-certification requirements for beginning elementary and junior high-school teachers, and for high-school teachers of academic subjects. Information is presented concerning minimum scholastic requirements (table 1), requirements in professional education and student teaching (table 2), and certain requirements in respect to age, health, citizenship, and oath of allegiance (table 3). Other material is presented which indicates the agencies that control certification and issue certificates, and the bases upon which certificates are issued.

Only a brief outline of requirements can be presented here. Anyone interested in securing detailed requirements and in applying for certificates in a given State should address the State department of education at the State capital.

Systems of Control

The State board of education, State superintendent of public instruction, or State board of examiners issues or exercises complete control over the issuance of certificates in all States, except as follows:

1. *Arkansas, Illinois, Missouri*—*State-controlled system*.—State governs the issue of certificates (including giving questions and examining papers), but county authorities issue some certificates under State control or regulations. Practically, the State is the responsible agent.

2. *Mississippi*—*Semi-State system*.—State exercises some but not full control. County authorities mark applicants' examination papers and issue

certificates, and to this extent influence standards; but questions are prepared by State authorities, who also make regulations governing examinations.

3. *California*—*State-county system*.—Both State and county authorities govern all of important certification regulations, formulate questions, mark papers, and issue certificates.

4. *Massachusetts*—*State-local system*.—Full power of certification is accorded local town committees; State has no State-wide certification system, but issues certificates to certain groups of teachers and administrators.

In addition to the foregoing agencies, cities or colleges also issue certificates directly to applicants in the States which follow:

1. *City issuance*.—One or more cities are authorized to issue certificates directly to applicants in Colorado (Denver, special subjects only), Delaware (Wilmington), Illinois (Chicago), Kansas, Maryland (Baltimore), Massachusetts, Missouri, New Jersey, New York, North Dakota, Oregon (Portland), and Washington.

2. *College or university issuance*.—One or more State normal schools, State teachers colleges, State colleges, or State universities are authorized to issue certificates, or to confer diplomas or degrees that in themselves may constitute certificates, in Colorado, Idaho, Kansas, Missouri, Montana, New York, North Dakota, Utah, and Washington.

Bases of Issuance of Certificates

Certificates are issued upon three bases, variously among States:

Upon college credentials.—Every State issues one or more types of certificates upon the basis of college credits. Such credits may be earned either within or without the State, if in accredited institutions.

Upon examinations.—In addition to the issuance of certificates upon the basis of college credentials, the States which follow also issue one or more

types of certificates upon the basis of State, county, or local examinations: Arkansas, California (in the case of a few teachers certificated upon the basis of county examinations), District of Columbia (bachelor's and master's degrees required as prerequisites to examinations for elementary and high-school teachers, respectively), Florida, Illinois, Iowa, Kansas, Massachusetts (examinations by local authorities authorized but local authorization to teach on the basis of institutional credentials predominates), Mississippi, Missouri, Montana, Nebraska, North Dakota, Oklahoma, South Dakota, Tennessee, Texas, West Virginia, and Wyoming.

Upon out-of-State certificates, by exchange or reciprocity.—Only a few States issue certificates in exchange for certificates issued in other States. Such States usually demand that out-of-State certificates meet the requirements for the certificates issued as equivalents. They also demand evidence concerning the preparation received by applicants submitting out-of-State certificates for recognition. States issuing exchange certificates include: Delaware (conditional), Iowa, Kentucky (provided Kentucky requirements are met in detail), Maine (provided requirements of other States meet those of Maine), Mississippi, Tennessee (permitted but in practice not issued), Vermont (provided out-of-State standards are as high as Vermont's), and Virginia.

States Not Issuing Life Certificates

States not issuing life certificates tend to increase in number. They include: Alabama, Arizona, Arkansas, Delaware, District of Columbia, Florida (in effect), Maine (except to teachers in service prior to August 1, 1932), Maryland, Massachusetts, Michigan, North Carolina (issued to school administrators and supervisors only), South Carolina, Utah, Vermont, Virginia, and Washington.

(See next page for tables)

TABLE 1.—Minimum State or county educational requirements in years above high-school graduation, for lowest grade regular elementary, junior high school, or academic high-school certificates granted to inexperienced applicants, May 1940

State	Types of certificates and minimum requirements				
	Elementary school				
	College years required for certificate issued upon college credentials	Scholarship prerequisites for certificate issued upon examination ¹	Junior high school for all 3 junior high school grades; ² college years required	Senior or 4-year high school; college years required	
1	2	3	4	5	
Alabama	3 2		4 4	4 4	
Arizona	4		4 5	5	
Arkansas	1	None specified	5 2	4	
California	4	High-school graduation or equivalent ⁶	5 4	5	
Colorado	7 3		7 3	4	
Connecticut	4		5 4	4	
Delaware	4		4	4	
District of Columbia	9 4	4-year college graduation (bachelor's degree)	10 3 4	5	
Florida	2	30 semester hours	2	4	
Georgia	2	High-school graduation	3	3	
Idaho	2		5 2	4	
Illinois	2	High-school graduation and 1 year additional	2	4	
Indiana	11 4		4	4	
Iowa	12 2	High-school graduation and ½ year additional	2	4	
Kansas	1	High-school graduation, including high-school normal training courses	5 2	4	
Kentucky	2		4	4	
Louisiana	13 4		13 4	4	
Maine	14 2		5 3	15 4	
Maryland	16 3		4	4	
Massachusetts	(17)	(17)	(17)	(17)	
Michigan	14 2		4	4	
Minnesota	19 1, 2		4	4	
Mississippi	3 6	None specified	2	2	
Missouri	20 2	High-school graduation or equivalent	4	4	
Montana	2	High-school graduation and 2 years of special preparation	2	4	
Nebraska	21 1	High-school graduation equivalent in normal training high schools	3	4	
Nevada	1		5 3	4	
New Hampshire	3	(22)	3	4	
New Jersey	3		4	4	
New Mexico	1		4	4	
New York	23 3		24 4	24 4	
North Carolina	4		4	4	
North Dakota	1	None specified	2	4	
Ohio	25 3		4	4	
Oklahoma	2 ½	Completion of 2 to 4 years' high-school work for limited elementary certificate. ²⁶	3	3	
Oregon	27 2 ½		27 2 ½	28 4 ½	
Pennsylvania	4		4	4	
Rhode Island	4		5 3	4	
South Carolina	1		4	4	
South Dakota	29 1	6-weeks summer session within past 4 years. ²⁹	2	4	
Tennessee	2	None specified	4	4	
Texas	30 1	None specified ³⁰	2	2	
Utah	31 3		4	4	
Vermont	2		4	4	
Virginia	32 2		4	4	
Washington	33 3		33 3	5	
West Virginia	34 1 ½	High-school 16 units, plus 1 year college	4	4	
Wisconsin	35 2		3	4	

TABLE 1.—Concluded

State	Types of certificates and minimum requirements				
	Elementary school				
	College years required for certificate issued upon college credentials	Scholarship prerequisites for certificate issued upon examination	Junior high school for all 3 junior high school grades; college years required	Senior or 4-year high school; college years required	
1	2	3	4	5	
Wyoming	36 1	High-school graduation and 1 year of special preparation		4	4

¹ Leader lines (.....) indicate that no examinations are given.

² Does not pertain to grades 7 and 8 of elementary schools alone. Requirements are applicable to teachers of the first year of 4-year high schools in States where junior high school teachers are not separately certificated. See also footnote 5.

³ After Sept. 1, 1941, 3 years.

⁴ As in certain other States, 1 secondary certificate is required of all teachers, grades 7-12.

⁵ Junior high school certificates are specifically and separately provided.

⁶ Very few teachers are certificated on the basis of county examinations.

⁷ 2 years required for State nonrenewable 1-year pregraduate permit for students in Colorado colleges only.

⁸ As in certain other States (cf. footnote 2), an elementary teacher may teach in grades 7 and 8, whereas a 4-year college graduate may teach in ninth grade.

⁹ Plus examination.

¹⁰ An additional type of certificate is based on 5 years of work (master's degree).

¹¹ 4 years after July 1, 1940.

¹² Also graduation from 4-year normal training high schools.

¹³ Degree required Sept. 1, 1940.

¹⁴ 2 years' minimum for nonprofessional certificate; 3 years for professional.

¹⁵ Includes, in Maine, 18 semester-hours of professional training. Similar inclusion of professional work is made in figures for other States.

¹⁶ 4 years for all new white teachers.

¹⁷ No State-wide teacher certification system, but a few specialized types of certificates are issued. Teachers are usually qualified by local authorities on the basis of college credentials, or by examination. Typical local minimum levels of preparation estimated as 3-4 years for elementary teachers, and 4 years for high-school teachers.

¹⁸ Also a certificate based upon graduation from 1-year county normal schools, valid only in primary school districts (rural) not employing more than 2 teachers.

¹⁹ Graduation from high-school normal training departments including 1 year of work beyond regular 4-year high-school course, for ungraded elementary (rural) schools; 2 years required in graded elementary and accredited ungraded elementary schools.

²⁰ Graduates of teacher-training courses of first-class high schools are also certificated.

²¹ Qualifies only in rural elementary schools. 2 years required in town and city schools.

²² Examinations chiefly in subjects in professional education.

²³ 4 years after July 1, 1941.

²⁴ 5 years after January 1943, for teachers of academic subjects.

²⁵ After September 1942, 4 years will be required.

²⁶ Only about 20 certificates issued on 2-year level in 1939.

²⁷ Effective Jan. 1, 1939, to Jan. 1, 1941, 2 ½ years; after Jan. 1, 1941, 3 years.

²⁸ 4 term-hours covering Oregon history, school law, and system of education are required. From Feb. 10, 1941, to Feb. 10, 1943, ¾ of a year of graduate work will be required and after Feb. 10, 1943, 1 year.

²⁹ For rural schools only.

³⁰ More than 95 percent of Texas teachers, however, have more than 1 year of college preparation.

³¹ By Sept. 1, 1942, 4 years.

³² 4 years on and after Sept. 15, 1942.

³³ 4 years beginning Sept. 1, 1942.

³⁴ 2 years after 1940.

³⁵ Graduation from accredited 2-year rural school curricula of county normal schools or State teachers colleges permits teaching only in rural schools and elementary grades of State graded schools. Elsewhere 3 years are minimum.

³⁶ Elementary permit, valid for 3 years; issued to residents of Wyoming only. Completion of a fourth- or fifth-year of normal training in a Wyoming high school satisfies the scholastic requirements.

TABLE 2.—Minimum requirements in professional education and student teaching for high-school certificates issued to inexperienced teachers of academic high-school subjects on a basis of 4 years¹ of college preparation, May 1940

State	Number of semester-hours required ²	
	Professional education, including student teaching and observation	Student teaching and observation
1	2	3
Alabama	15-24	0-3
Arizona	3 24	5
Arkansas	16	5
California	4 18	4
Colorado	20	4
Connecticut	6-12	0-6
Delaware	18	6
District of Columbia	5 24	4
Florida	18	6 3
Georgia	7 9	
Idaho	15	
Illinois	15	
Indiana	15	3
Iowa	15	3
Kansas	15	3
Kentucky	18	6
Louisiana	12	4
Maine	18	
Maryland	8 16	7 3
Massachusetts	10 12	
Michigan	20	5
Minnesota	15	3
Mississippi	18	
Missouri	15	11 2 ½ 3
Montana	15	
Nebraska	15	
Nevada	18	4
New Hampshire	12	
New Jersey	18	12 15 X
New Mexico	15	
New York	18	14 2
North Carolina	15 18	3
North Dakota	16	X
Ohio	17	3
Oklahoma	18 10	4
Oregon	19	2
Pennsylvania	18	6
Rhode Island	17 25	X
South Carolina	18	
South Dakota	15	3
Tennessee	18	
Texas	24	X
Utah	18	
Vermont	12	3
Virginia	18	6
Washington	16	3
West Virginia	15	
Wisconsin	18	5
Wyoming	16	2

¹ 15 years in Arizona and California.

² Quarter-hour or year-hour requirements are expressed in terms of semester-hours.

³ Includes 6 hours' graduate work (5 years' college preparation required for certificate).

⁴ 1 year of graduate work required; 18 semester-hours in education required, including 6 in graduate work.

⁵ Master's degree required for high-school teaching.

⁶ Beginning Sept. 1, 1941, 6 semester-hours required.

⁷ For provisional certificate, 9 semester-hours, for professional certificate, 18.

⁸ 18 semester-hours recommended.

⁹ 34 observation and practice periods required; usually practice is offered in conjunction with methods courses.

¹⁰ For State-aided high schools. Options for inexperienced teachers: 4 courses of 30 hours each in professional subjects in an approved summer school; or, diploma from an approved teachers college or normal school.

¹¹ May be increased to 5 or 6 hours by State department of education if deemed necessary.

¹² X indicates that a general requirement of student teaching is made, which does not specify the number of semester-hours.

¹³ 150 clock-hours.

¹⁴ Temporary substitution of 2 semester-hours in methods accepted when applicant is unable to meet requirements.

¹⁵ Exclusive of general psychology.

¹⁶ 1-year renewable certificate. 20 hours required for life certificate.

¹⁷ Standard is 400 class-appointment or clock-hours in the study of education.

TABLE 3.—States having minimum prerequisites in respect to age, health, citizenship, and oath of allegiance for issuance of teachers' certificates, May 1940

State	Minimum age	Proof of good health	Citizenship	Oath of allegiance to Constitution of United States or of State
1	2	3	4	5
Alabama.....	17			
Arizona.....	18		×	×
Arkansas.....		×		
California.....	(1)	×	2 ×	×
Colorado.....	18			×
Connecticut.....	18	×		
Delaware.....	20	×		
District of Columbia.....		×	×	×
Florida.....	3 19	×		
Georgia.....	18	×		×
Idaho.....	18	×	×	
Illinois.....	18			
Indiana.....		×		×
Iowa.....	18			
Kansas.....				
Kentucky.....	18			
Louisiana.....				
Maine.....	17			
Maryland.....	18	×	×	
Massachusetts.....				×
Michigan.....	15		2 ×	×
Minnesota.....		×		
Mississippi.....	18			
Missouri.....		×	2 ×	
Montana.....	18	×	2 ×	×
Nebraska.....	18		×	
Nevada.....	18		×	
New Hampshire.....				
New Jersey.....	18	×	×	×
New Mexico.....	18	×		
New York.....	18	×	2 ×	×
North Carolina.....	18	×		
North Dakota.....	18		2 ×	×
Ohio.....	18			
Oklahoma.....	20	×		×
Oregon.....	18			×
Pennsylvania.....	18	×	×	
Rhode Island.....	19	×	2 ×	4 ×
South Carolina.....	18	×		
South Dakota.....	18	×	×	×
Tennessee.....	18		×	
Texas.....	18		×	×
Utah.....	18	×		
Vermont.....	17			×
Virginia.....	18			
Washington.....	18	4 ×	2 ×	×
West Virginia.....	18	×		×
Wisconsin.....				
Wyoming.....	6 18		×	

¹ No requirement specified except for county certificates, 18 years.
² Declaration of intention to assume citizenship accepted by State.
³ Must be 19, July 1, 1940; and 20, July 1, 1941.
⁴ Pledge of loyalty.
⁵ Required for employment, but not for certificate to teach.
⁶ Except for graduates of Wyoming high-school training departments, for whom no age requirement is specified.



“Both the present demands of the war emergency and the prospective demands of the necessary readjustments inevitably to follow, emphasize the need of providing in full measure for the education of all the people.”

Quoted from a Teachers' Leaflet issued by the Bureau of Education in 1918.

Grade Enrollment

(Concluded from page 7)

or a larger proportion of those attending staying in school to graduate.

It is possible from this graph to follow a single class through the 12-year period and see how it has survived from entrance to graduation. In doing this, however, it should be remembered that the first grade does not represent the total number of persons entering school for the first time during a single year because it includes also the largest number of retarded pupils who are repeating a grade. It is, therefore, safer to begin with the fourth or fifth grade as reasonably representative of the actual number of pupils who entered the first grade for the first time.

To follow the class which entered school in 1910, one should, therefore, begin with the fifth grade in 1914-15 and follow diagonally downward to the right to the sixth grade in 1915-16, the seventh grade in 1916-17, the eighth grade in 1917-18, first year of high school in 1918-19, second year of high school in 1919-20, the third year of high school in 1920-21, and the fourth year of high school in 1921-22. To see the greater extent to which students are being held in school through the 4 years of high school in recent years than were retained from 1910 to 1922, follow a similar class for a later period, for example, the class graduating in 1938. This class was in the fifth grade in 1930-31 and had 400,900 more pupils enrolled at that time than the class graduating in 1922 had in its fifth grade in 1914-15. By the time the fifth grade in 1930-31 reached the last year in high school in 1937-38, it had more than 787,305 more students remaining to graduate than did the class 16 years earlier. The progress of these two classes, from the fifth grade on, is shown below:

	Class of 1922	Class of 1938
Elementary:		
Fifth grade.....	2,021,627	2,422,527
Sixth grade.....	1,784,266	2,277,913
Seventh grade....	1,481,027	2,119,972
Eighth grade.....	1,286,221	2,005,151
High school:		
First year.....	866,519	1,912,549
Second year.....	575,950	1,619,862
Third year.....	457,842	1,314,403
Fourth year.....	362,201	1,150,506

The Department of Commerce

(Concluded from page 10)

State. The course of lectures lasts 10 days and is given twice a year. About 25 are in attendance. The lectures are designed especially for unclassified vice consuls who have returned after a year's experience in the field.

The Department also gives two special programs for the benefit of certain members of the several bureaus.

The first consists of a series of six consecutive weekly classes under the direction of a special lecturer on the subject Writing Effective Government Letters. Given on Government time, these classes are for the benefit of those who sign, review, and/or dictate letters. The attendance is limited to 15 persons from each Bureau. Especial attention is given to the following topics on letter writing: Completeness, conciseness, clarity, accuracy, tone, and appearance.

The second program consists of a series of lecture-discussion meetings on problems of supervision. There are 10 weekly meetings. The attendance includes three different groups of supervisors: Those supervising sections whose grades are not above CAF-7 or P & S-2, those who direct P & S-4, and division chiefs and assistant division chiefs. The subjects discussed at the 10 sessions are dealt with from the standpoint of human relations between supervisors and those supervised and not with work relationships. These subjects are listed as follows: Getting right man on job; morale, keeping the men satisfied; maintaining discipline; settling differences among workers; promoting team work and cooperation and taking an interest in the employees; keeping workers informed and interested; eliminating false rumors; breaking-in employees; providing first-aid, health, and sanitation; and cooperating with other supervisors and units.

The Department offers after hours to employees at a nominal fee courses in French, German, advanced conversational French, elementary German, advanced German, elementary Spanish, and public speaking.



In Public Schools

School Boards Meet

The National Association of Public School Boards will hold its third annual convention November 11-13 in the Hotel Morrison, Chicago, Ill. More than 1,200 officers and members of local, county, and State boards of education are expected to attend. Joseph H. Davis, Muncie, Ind., is president of the association and Lynn Thompson, Minneapolis, Minn., is secretary-treasurer. According to a circular issued by the National Association of Public School Boards announcing the meeting, "School board members, upon whom devolve the responsibility of finally determining the policies to be pursued by public education in the United States, will seek at the convention to clarify the educational issues concerned with continuance of the democratic way of life. They will also endeavor to throw the full strength of the public schools into a Nation-wide movement to educate children and adults to an appreciation and understanding of the responsibilities of democratic citizenship."

To Investigate State Aid

"A joint legislative committee has been appointed in New York to investigate State aid to education and the New York City public schools and colleges," according to a recent issue of the *Journal of the New York State School Boards Association*. "The committee will consist of 13 members—6 to be appointed by the president pro tem of the senate (4 of whom shall be senators, and the other 2 may but need not be senators) and 7 to be appointed by the speaker of the assembly (5 of whom shall be assemblymen and the other 2 may but need not be assemblymen.) A \$30,000 appropriation is available for this study of the 'State aid formulae.' The committee is to make its final report on or before February 1, 1941."

Pennsylvania's School Budgets

"The total appropriation from the general fund to the Department of Public Instruction of Pennsylvania for 1939-41 is \$92,376,100," according to *Public Education*, a bulletin issued by that department. This involves a total of 127 separate budgets including

control budgets, object budgets, and functional budgets. In addition, there are 3 special fund budgets which must be prepared. This makes a grand total of 130 individual budgets against which expenditures by the various agencies are checked currently.

"All budgets are prepared 4 times a biennium. Requests will be made

administrative budgets are kept within the amount appropriated or allocated. Each month an itemized report of each appropriation and allocation is prepared in this department, a copy of which is sent to the agency concerned, and to the Governor's budget office. This report shows expenditures for the preceding month, for the current month, and for the biennium to date, together with budget estimates for each account for the month and for the biennium to date and comparison of expenditures with budgeted amounts."

Convention Calendar

AMERICAN PRISON ASSOCIATION. *Cincinnati, Ohio, Oct. 21-25*. President: James V. Bennett, 119 Leland Street, Chevy Chase, Md. Secretary: E. R. Cass, 135 East Fifteenth Street, New York, N. Y.

ASSOCIATION OF AMERICAN MEDICAL COLLEGES. *Ann Arbor, Mich., Oct. 28-30*. President: Russell H. Oppenheimer, Emory University, Atlanta, Ga. Secretary: Fred C. Zapffe, 5 South Wabash Avenue, Chicago, Ill.

ASSOCIATION OF SUMMER SCHOOL DIRECTORS. *Ann Arbor, Mich., Oct. 11-12*. President: T. A. H. Teeter, University of Minnesota, Minneapolis, Minn. Secretary: L. A. Hopkins, University of Michigan, Ann Arbor, Mich.

NATIONAL ASSOCIATION OF PUBLIC-SCHOOL BUSINESS OFFICIALS. *Detroit, Mich., Oct. 14-18*. President: John W. Lewis, Department of Education, Baltimore, Md. Secretary: H. W. Cramblet, Board of Public Education, Pittsburgh, Pa.

NATIONAL COUNCIL OF YOUNG MEN'S CHRISTIAN ASSOCIATION. *Pittsburgh, Pa., Oct. 25-27*. President: Ralph W. Harbison, Farmers Bank Building, Pittsburgh, Pa. Secretary: John E. Manley, 347 Madison Avenue, New York, N. Y.

shortly to all of the boards, agencies, commissions, and institutions, whose fiscal affairs clear through the department of public instruction, to submit estimates of detailed expenditures by object accounts for the next 6-month period, June 1-November 30, 1940. When these budgets are received, they will be checked and transmitted to the Governor's budget office.

"Budgets are controlled by this department so that expenditures in all

Good Citizenship

"American citizenship," according to *News of the Week*, a publication issued by the department of public instruction of Lansing, Mich., "will be the keynote of the program of instruction now being developed in the public schools of that State. Increased emphasis on the whole program and greater stress on its various phases have enlisted the attention and support of school administrators all over the State. Patriotic exercises such as saluting the flag and repeating the oath of allegiance will still be emphasized, according to the superintendent of public instruction. But citizenship implies more obligations than these, he believes.

"The good citizen, in the school, in the home, or the community, has a deep sense of obligation to those who live or work with him and responsibility for the maintenance of our common institutions, our common property, and our form of government. These duties and these loyalties can and will be taught in the schools."

"This is not a new program for the schools, but the additional emphasis to be placed upon it during the coming months is the result of greater public consciousness of its importance. New instructional materials now being developed will aid materially in focusing the attention of school administrators on citizenship and will suggest more avenues for teaching and living."

Visual Education Project

"Through the cooperation of the State Department of Public Instruction of North Carolina, the University of North Carolina, and the Work Projects Administration," according to *North Carolina Public School Bulletin*, "a visual education project has been set up with headquarters in the extension division of the university at Chapel Hill. This project will open production units

in all parts of the State. One is already active in Durham and four are being formed—in Asheville, Greensboro, Raleigh, and at the Marine Museum at Beaufort. As the demand arises other units will begin work.

"The purpose of the project is to make pictorial or visual materials available to the schools at the actual cost of materials. Through advisers, research in curriculum, and close contact with teachers, the staff is constantly seeking to learn what materials are most needed and to fill this need at the least possible cost."

Letter to Principals and Others

The superintendent of schools of Los Angeles, Calif., has addressed a letter to his principals, directors, and supervisors regarding a booklet entitled *Program of Americanism in the Los Angeles City Schools*. "The booklet offers a summary of the ideals and principles of Americanism upheld by our school system, and the methods and practices by which these principles are inculcated. It presents a recapitulation of the courses and procedures by which schools plan to train young people to be loyal and useful citizens in a democracy."

W. S. DEFFENBAUGH



In Colleges

In Junior Colleges

Almost exactly one-third of the students in junior colleges of the United States are enrolled in terminal curricula according to a recent report of the American Association of Junior Colleges. Terminal curricula are designed for students who wish in 1 or 2 years to gain an understanding of their intellectual, social, and civic environments, to explore several fields as an aid in making occupational choice, or to acquire vocational training which will lead to employment in semiprofessional fields.

Military Training

The perennial question among students at Cornell University whether military drill should be optional or compulsory has been settled by the trustees of the university. Until further notice all men in the freshmen and sophomore classes will be required to study basic courses in military science and tactics. As a land-grant college, Cornell has been required to offer such courses and it has been the prerogative of the university to decide whether they should be optional or compulsory.

Since the opening of the university in 1868, they have been compulsory. Periodically there has been a student agitation for a change. A committee of trustees which had studied the question during the past year decided to make no change after finding that because of events in Europe agitation had died down. In fact, they found that many students were eager to continue their military studies in the advanced courses offered on a voluntary basis.

Unemployment and College

Nearly one-half of the high school graduates wanting to work their way through college cannot find employment and consequently do not enter any college, according to the results of a 5-year study completed by Prof. A. C. Payne of Indiana State Teachers College, and faculty director of the National Youth Administration.

Included among those unable to find work to finance their continued education are many of the best academic possibilities. Professor Payne began his study in 1935 to determine how many prospective freshmen who are unable to obtain National Youth Administration employment do not go to college anywhere. Professor Payne's studies show that 55.4 percent of those not on the National Youth Administration rolls did not enter or remain in college.

If high school graduates do not enter college sometime during the first year after their graduation, it is not likely that they ever will enter college. He indicates that the percentage of non-attendance in college of those denied National Youth Administration assistance is rising. In 1937 it was 46.7 percent, in 1938 43.1 percent, and 1939, 55.4 percent.

The survey covered college enrollments totaling 16,504, and National Youth Administration enrollments of 3,454. Referring to the situation at Indiana State Teachers College, he said: "Theoretically speaking, if anyone, passing through the college halls during the last five years, had met five students, one of them would have been a student enrolled for work in the National Youth Administration."

Students on National Youth Administration have been the most outstanding single group of students on the Indiana State Teachers College Campus, so far as grade making is concerned. In 1938 every honor awarded on honor day in which one person represented either a group or the entire college was won by a National Youth Administration student.

A Review of Scholarship

The Catholic University of America, during the recent summer session, gave an interesting series of lectures which were open to the general public, on the History of Science in the United States. These lectures were given principally by members of the university faculty and included a brief history of the development of the particular sciences, summaries of current research trends in the several fields with emphasis on the American contribution, and a statement of probable research trends in American science in the near future.

The sciences covered included mathematics, physics, chemistry, zoology, biochemistry, botany, geology, geography, experimental psychology, and anthropology.

WALTON C. JOHN



In Libraries

Index to Location

Printed materials needed for the research and industrial activity occasioned by the national-defense program are being inventoried by a group of research and technical librarians. When completed the survey will show in which libraries are located the monographs and scientific articles on certain highly specialized subjects, such as airplane design, price control, alloys, etc. This index to location will be available not only in Washington but also in centers close to the defense industries. The work has been undertaken as a result of plans made by representatives of the Library of Congress, the American Library Association, the Special Libraries Association, and the Library Service Division of the United States Office of Education.

Special Display

With the caption, Uncle Sam—Author, Printer, and Bookseller, the Florida State College for Women at Tallahassee recently featured a special display of United States Government publications. The purpose of the exhibit was to show to teachers and students in general the usefulness, attractiveness, and low cost of this printed material. One case contained pamphlets and bulletins of special use in education; another, the wide range of subjects covered by Federal publications; others, the best sellers among the Government bulletins, examples of fine Government printing, and samples of periodicals issued under Federal auspices.

Best Equipped

Speaking before a group of librarians of teacher-training institutions, Dr. M. Lanning Shane of the George Peabody College for Teachers maintained that in any faculty the person best equipped to handle audio-visual aids is a member of the library staff. The librarian, by reason of her technical library training, can handle the important services of acquisition, preparation, and distribution of these tools for instruction. Furthermore, he pointed out that the use of motion pictures, the slide, the museum object, and the model inevitably cause the need for more reading material and hence have a logical place in the library.

Just Dedicated

Mason City, Iowa, has just dedicated a new library building, with 30,000 square feet and with desk arrangements especially devised to give effective library service. Particular attention, too, has been paid to the lighting arrangements in the reading rooms. Easy supervision of the bookstacks is attained in part by the use of a bank screen instead of a solid wall. An attractive children's room is reached by a Peter Pan walk.

Readers' Association Formed

A New York Public Library Readers' Association has been formed by the readers at the branches for the purpose of assisting in the expansion and improvement of library service. The organization plans to direct its attention to a number of objectives, including larger book funds for the library, enlarged reference facilities, and improved physical plant facilities where needed.

Study Completed

A study of college libraries has recently been completed by Harvie Branscomb, director of libraries at Duke University, for the Association of American Colleges. Published under the title, *Teaching With Books*, this research project "undertook to study the college library from the standpoint of its educational effectiveness rather than its administrative efficiency."

With due recognition of the fact that certain aspects of a library's usefulness cannot be measured objectively, Dr. Branscomb analyzed statistically the use of a group of university and college libraries as recorded in circulation and reserve-book figures, involving the reading of some 20,000 undergraduates. Attention was paid also to the relation between scholarship and use of the library by college students. According to the findings presented in this study,

the college library, even with its present increased book resources, is not being utilized to the extent that it should be. Dr. Branscomb maintains that "the program of the library and that of the faculty have not been a unit." Remedies are suggested in the chapter entitled "Bridging the Gap."

Would Conduct Experiments

Writing in *College and Research Libraries*, Percy E. Clapp of the New York Public Library urges the establishment of a library technical research service and laboratory. He proposes that a compact group of about 30 university and public libraries finance jointly the undertaking, which would conduct experiments with paper, inks, lighting, sound, ventilation, wall coloring, various kinds of equipment, the physical form of the card catalog, and other technical problems of libraries.

Promote Library System

According to the 1939 annual statistical report of the Minnesota Library Service Division, over a million inhabitants in the State are still without access to public libraries. In order to remedy this situation, the State director of libraries, Lee F. Zimmerman, states that an effort is being made to promote a library system on a county or regional basis. At present although 3 Minnesota counties have 100 percent library coverage, Mr. Zimmerman points out that the remaining 84 provide service for only 30 percent of the total population within their borders and that their per capita expenditure for library operation is only 24 cents as contrasted with that of \$1 recommended as a minimum standard by the American Library Association.

RALPH M. DUNBAR

In Other Government Agencies

National Youth Administration

Under the provisions of the act appropriating \$67,884,000 to carry on the work of the National Youth Administration for the fiscal year 1941, funds for the NYA program must be allocated on a youth population basis. Needy young men and young women between the ages of 18 and 24 are to be employed on publicly cosponsored projects designed to provide youth with work experience and basic training and at the same time provide useful services or facilities to the community.

Increasing emphasis is being placed on projects which provide basic training in mechanical pursuits, such as construction and repair of public buildings; shop, metal, and mechanical work; construction and repair of streets and highways; improvement of grounds around public buildings; public health and hospital work, conservation; and establishment of recreational facilities.

Under the present appropriation, Alaska and the Virgin Islands are receiving allotments for the first time. Puerto Rico received its initial grant last year.

Office of Indian Affairs

The Education Division of the Office of Indian Affairs has leased floor space in the Chamber of Commerce Building, Denver, Colo., where a regional headquarters will be maintained and where a number of field supervisors will have their headquarters.

National Park Service

A museum, for the construction of which Congress appropriated \$10,000, will be the central feature of the proposed international monument to Coronado on the international boundary between Mexico and the United States, according to Harold L. Ickes, Secretary of the Interior. The monument is to be located at a point agreed upon by officials of the Mexican and United States Governments where it is thought Francisco Vasquez de Coronado's expedition crossed into what is now Arizona from Mexico some 400 years ago.

Preservation of Cumberland Gap, in Virginia, Kentucky, and Tennessee as a historical park under the jurisdiction of the National Park Service has been authorized by Congress and approved by the President. The Cumberland Gap area is of historical importance as a connecting link between the Middle Atlantic States and the territory west of the Appalachian Mountains. Thousands of settlers passed through the gap during the period of westward expansion and the opening of the Northwest Territory.

MARGARET F. RYAN

SCHOOL LIFE Index

The Index to SCHOOL LIFE, Volume XXV, October 1939 to July 1940, will soon be available. Requests for copies should be sent to SCHOOL LIFE, U. S. Office of Education, Washington, D. C.

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**SCHOOL
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SCHOOL LIFE is the official journal of the United States Office of Education. Its purposes are: To present current information concerning progress and trends in education; to report upon research and other activities conducted by the United States Office of Education; to announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

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

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

SCHOOL LIFE

Official Journal of the U. S. Office of Education

Volume XXVI

NOVEMBER 1940

Number 2

Education for Physical Fitness

THE PHYSICAL HEALTH OF A CONSIDERABLE PROPORTION OF THE YOUTH OF AMERICA OUGHT TO BE THE SPECIAL CONCERN OF OUR PROFESSION—NOW. The urgency of the need for national preparedness presses home this question: What shall we do to increase the health and physical fitness in our youth? It is not a new question. It has been asked many times before. It was insistently asked following the first World War when the Nation was startled by the appalling incidence of physical defects in the ranks of our drafted men. Some States attempted to answer the question then by legislation requiring physical education programs in public schools. Many local school systems answered it by inaugurating comprehensive health education programs.

The schools are social institutions. They serve society by the patient processes of instruction and training. Their function is education, i. e., the development and nurture of the whole man: physical, social, emotional, as well as intellectual.

It is generally agreed in principle that the health of our people is the Nation's greatest asset. Something more than lip service, however, is needed today if the schools are to make their essential contribution to the conservation of the health and physical fitness of our youth. Proposals which bind school health programs to national preparedness do not require changed objectives; they have to do with *better ways and means* of accomplishing already accepted purposes.

Two questions must be insistently asked by every teacher, administrator, school board member, and parent:

1. *What can we do that we are not already doing to improve the physical health of our youth?*
2. *How shall we undertake to do it?*

These questions will raise a host of subsidiary ones. Should we put less school emphasis on academic studies and more on programs of health, physical education, and recreation? Who will pay for the necessary health services? Individual parents? Philanthropists? Taxpayers?

A committee of the American Association for Health, Physical Education, and Recreation of the National Education Association has recently recommended a plan of action which

should be given most careful consideration by educators and citizens in general. Briefly the plan provides:

- A. *Health Education*—in every school, under direction of school authorities.
 1. Health service—for all boys and girls in school:
 - (a) Health appraisal—including both physical and mental aspects of a wholesome organism.
 - (b) Follow-up—to secure correction of defects, changes of regimen, adjustment of outlooks and attitudes. The school must see that the needed health service is rendered.
 2. Healthful school living—school housing and sanitation; schedules of work and recreation; proper rhythms of strain and relaxation; happy, cordial relationships between teachers and pupils.
 3. Health instruction—expert teaching and supervision by worthy exemplars of the teaching in all the grades, including the high school, of scientific health facts with their personal interpretation.
- B. *Physical Education*—in every school under direction of school authorities:
 1. Liberal time allotments for vigorous physical play in elementary schools.
 2. A minimum of 60 minutes a day in secondary schools, utilizing the afternoon hours for sports, hikes, constructive physical work, and conditioning exercises; under medical supervision, with adequate facilities and teaching personnel.
 3. The provision of school camps; for vacation experiences, week-end hikes, and physical work activities such as soil conservation, camp construction, forest preservation, road and trail building.
- C. *Recreation*:
 1. Preparation of recreational leadership for Army and Navy needs.
 2. Preparation of recreational leadership for communities.
- D. *Federal Aid*—allotted to the States to provide for teacher preparation; improvement of facilities; salaries for administration, supervision, and teaching; construction, operation, and maintenance of school camps.

John W. Studdaker

U. S. Commissioner of Education.

State Supervisory Programs for Exceptional Children

by *Elise H. Martens, Senior Specialist in the Education of Exceptional Children*

★★★ Assumption of responsibility by the State for the education of handicapped children began more than a century ago. In 1817 the first State-aided residential school for the deaf in the United States made its appearance in Hartford, Conn., and by 1850 the policy of providing educational opportunity for handicapped children of various types through the medium of residential schools was well established. State boards of education and State education departments were during these years in an exploratory stage, and thus the early residential schools grew up without integration with the day-school system of the State. They constituted, however, the important beginnings of State programs of special education for handicapped children and were the forerunners of the coordinated systems of residential and day-school programs which have come into being in some States during the past 20 years.

Early Service for Day Schools

It was not until the turn of the century that the first State undertook to provide a semblance of supervisory service for day schools for handicapped children, and not until 15 or 20 years later was any significant impetus given to the movement. An important contributing factor in the developments which took place in 1915 and succeeding years was undoubtedly the introduction and widespread use of intelligence tests, with the emphasis which they brought upon the array of individual differences and needs found among pupils in school. Since that time the American policy of educating *all the children of all the people* has brought into the schools a highly diversified population, representing wide ranges and serious deviations in physical, mental, and emotional characteristics. State educational officials have

seen the importance of providing for such deviates a specialized type of guidance through the elementary and secondary years in accordance with the demands of their respective handicaps.

In Press

A new United States Office of Education bulletin, entitled *State Supervisory Programs for the Education of Exceptional Children* (Bulletin 1940, No. 6. Monograph No. 13), is now in press. In this bulletin the author, Dr. Martens, presents a comprehensive report of the recent study in this field by the Office of Education. Orders for the bulletin should be sent to the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. (A nominal charge for Government publications is made by the Superintendent of Documents, but the price of the above publication has not yet been announced.)

To Wisconsin belongs the distinction of having instituted in 1885 the first State legislation for day classes for handicapped children, and in 1901 the first inspectorial position in the State department of public instruction for the approval of such classes. The group first to be served in this way were the deaf; in 1907 the blind were added for consideration and in 1913 the speech defectives. In 1915 the State board of education in Connecticut appointed the first State school psychologist to make mental examinations of backward and defective children and to devise methods for their better instruction in the public schools. Wyoming in 1919, New York in 1920, Wisconsin and Pennsylvania in 1921 followed with the appointment of similar staff members, with an increasing emphasis upon educational and supervisory aspects of the work.

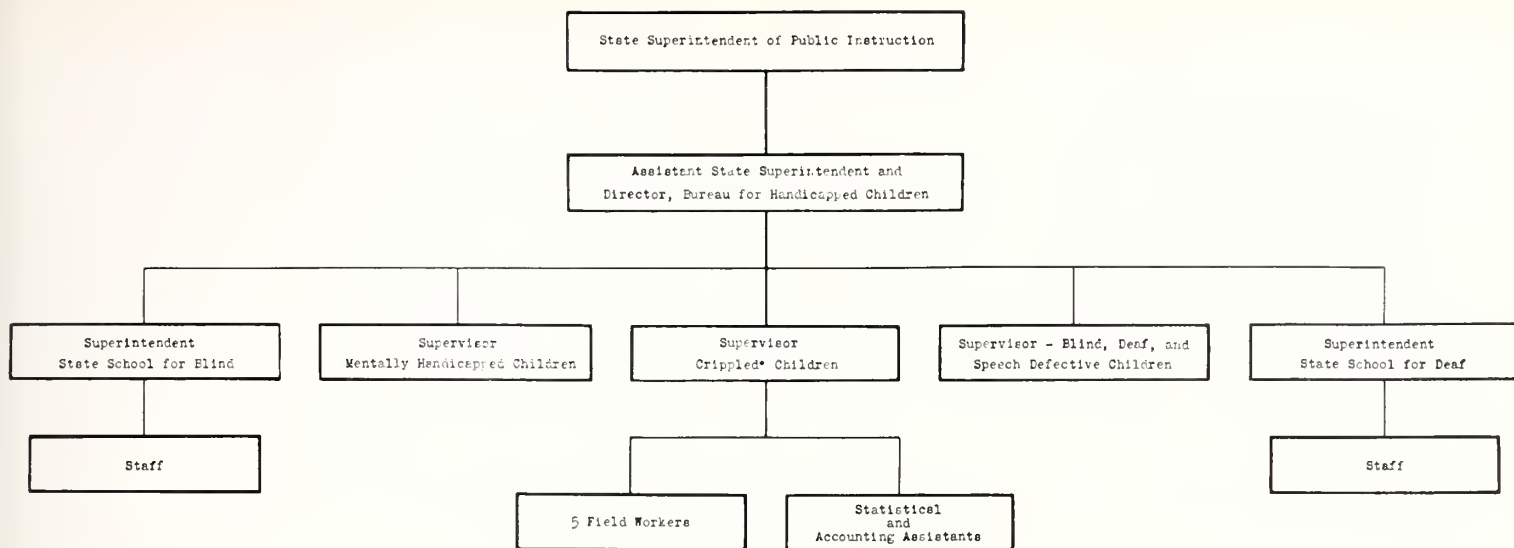
At about the same time began an intensified interest in the educational

welfare of physically handicapped children in day schools. Ohio in 1921 and New York in 1926 created divisions in the State education department to initiate services for these groups. In 1927 Wisconsin enlarged its already existing State program by adding a division for crippled children, and in the same year California set up a program for both mentally and physically handicapped. Part-time services by members of the State staff charged with other major responsibilities were likewise instituted in Massachusetts, Michigan, Minnesota, and in later years in Kentucky, Maryland, and New Jersey. In three of these States (Massachusetts, Michigan, and New Jersey) the part-time services have now been placed upon a full-time basis.

Latest additions to the group of States exercising supervisory responsibility for the education of exceptional children are Delaware, in 1932, Colorado, in 1937, and Virginia, in 1938. Thus in East and West, North and South the movement has spread. The total number of States having on the State education staff one or more persons identified in title and in functions with the education of exceptional children on either a full-time or a part-time basis now stands at 16.

Part-Time Assignments

In 3 of the 16 States, programs of special education for exceptional children are being handled through definite part-time assignments to staff members who take on dual or even triple roles. In such cases the functions carried on are likely to be promotional and administrative or organizational in character rather than of a true supervisory nature. The director of special education in Kentucky has under his charge the programs of the State for the education of handicapped children, for



*Including cardiopathic and otherwise delicate children. The supervisory section for crippled children is responsible both for educational adjustments and for the administration of the physical and social services provided by the Social Security Act.

This chart shows how the State program for handicapped children is organized in Wisconsin.

adult education, and for vocational rehabilitation. In Maryland, the director of special education is also director of attendance and supervisor of vocational rehabilitation. Similarly, in Minnesota the director of vocational rehabilitation carries responsibilities for the program of special schools and classes.

If part-time assignments are to be made, the question naturally arises: Which services shall be combined? The answer may of course be based upon matters of availability of staff or of expedience, but it may also—and far better—be made in terms of related programs of work. The philosophy of special education takes into consideration, on the one hand, the need of the exceptional child for specialized treatment, and, on the other hand, his need for a regular school program so far as he can profit by it and for social contacts with other boys and girls whom we choose to call “normal.”

Relation to Elementary Education

If this philosophy is sound, it would appear that the most logical combination of services—if part-time assignment must be made—is that which places the education of exceptional children in its proper relationship to elementary and secondary education as a whole, namely, as a fundamental element of each of them. The elementary

supervisor, whether in city or county or State, has at heart the needs of all children, knows elementary education, and has ever-present problems of adjustment which are closely allied with those of exceptional children. Whether he wishes to do so or not, he must deal with problems which present themselves when no other help is forthcoming.

Moreover, a State supervisor of elementary education has close contact with rural schools and small communities, in which the need for State service for exceptional children is greatest. If, for lack of a separate division or staff member appointed in special education, he must assume some responsibility for the program, he has at his door the opportunity to bring about an integration of services for exceptional children with those for all children. With the usual heavy responsibilities of elementary supervisors, however, the fact remains that most of them are unable, without assistance, to carry a program that will insure the provision of suitable educational opportunities for all exceptional children of the State.

The combination of supervisory services for handicapped children with vocational rehabilitation, as it exists in a few States, has grown out of the fact that both are concerned with the physically handicapped and that a specialized staff for vocational rehabilitation

is already available. It has been pointed out by those questioning this arrangement, however, that vocational rehabilitation is primarily a matter of case work, restricted by law to the vocational counseling and training for employment of physically handicapped persons of employable age, while the education of exceptional children relates to the total educational program for pupils of all ages, even including those of pre-school years, that it is prominently concerned with classroom instruction, and that it involves not only the physically handicapped but also the mentally handicapped, the socially maladjusted, and even the gifted. In view of these differences in function, it is held that the greatest contribution that vocational rehabilitation specialists can render to the cause of special education is in the capacity of consultants with reference to the vocational guidance and training of physically handicapped adolescents rather than as supervisors or directors of the total educational program for them.

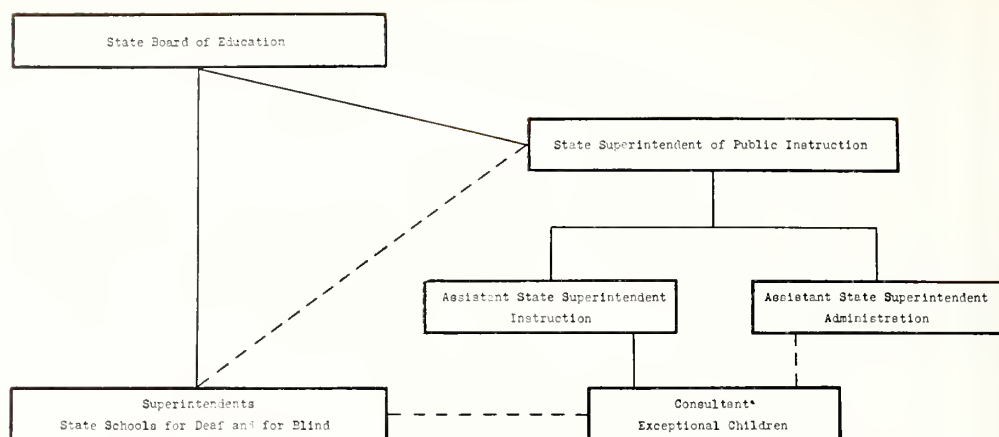
Certainly a close coordination of special education and vocational rehabilitation services is highly desirable, just as a coordination of high-school and college programs is desirable for students planning to attend college. But, since the education of exceptional children begins with the kindergarten (or

earlier), involves adjustments for all children deviating from normal, and is concerned with classroom and instructional adjustment not only in special schools and classes but also in regular classes, its place in the scheme of organization of the State education department appears logically to belong in the division which is concerned with elementary and secondary instructional supervision as a whole, unless it has evolved into a separate unit of some dimensions, cooperating with both elementary and secondary education staff, with vocational rehabilitation specialists, and with every other agency carrying on related functions.

In last analysis, the consolidation under one staff member of State supervision for the education of exceptional children with any other service of comprehensive scope is not the way to bring about the most effective program for handicapped children. The area has proved sufficiently large and important to demand full-time service for itself; hence a combination can at best be considered only an intermediate stage which should lead to appointment of a full-time person for a full-time job, as has recently been the case in New Jersey, and as is contemplated in several other States. Coordination but not consolidation of that person's job with that of every other supervisor having a related sphere of service seems to be the desirable objective.

Full-Time Assignments

The 13 States which have one or more full-time persons working exclusively in the field of special education for handicapped children show a diversity of organization which is interesting as well as wholesome. New services find their proper places in the structure of the State school system through varied and devious paths—sometimes even through trial and error. In general, one might classify the 13 States into 3 groups with reference to the place to which the education of exceptional children is assigned and with reference to the type of organization effected. First, there are 8 States—California, Connecticut, Massachusetts, Michigan, New Jersey, New York, Ohio, and Pennsylvania—in which the supervision of special



- *Functions: 1. Promotion, organization, and supervision of the education of exceptional children of all types.
 2. Supervision of State reimbursement for orthopedic, cardiopathic, epileptic, blind and partially seeing, deaf and hard-of-hearing children in day schools.
 3. Reporting physically handicapped children over 15 years of age for vocational rehabilitation.

This chart indicates the place of special education for exceptional children in the State organization in Michigan.

schools and classes has been at least in part one of a coordinated group of functions assigned to a division or bureau of instruction for elementary and secondary schools, in charge of a director or an assistant superintendent. Second, there are two States—Colorado and Virginia—in which the full-time workers in special education have been responsible to a director who has other major responsibilities not directly connected with classroom instruction. Third, there are three States—Delaware, Wisconsin, and Wyoming—in which the person or the bureau responsible for the education of handicapped children reports directly to the State superintendent of public instruction.

Within these general groups there are variations, of course—variations in details of the organization as well as in number of staff members available. In the first group, for example, Michigan has only one full-time worker in special education, while New York has four full-time and one part-time staff member so engaged. In New York the plan of coordination of special education with general instructions applies only to the physically handicapped groups, for which there are a chief and three assistants; the work for the mentally handicapped is conducted on a part-time basis in the division of research. Similarly, in the third group there are variations. In Delaware and Wyoming there is only one staff mem-

ber charged with the program; in Wisconsin there is an entire bureau with a director in charge, who has the status of an assistant State superintendent.

Some Examples

To illustrate these types of organization, charts for two States—Michigan and Wisconsin—are presented, the one showing a direct relationship between the supervision of exceptional children and the division of instruction, the other showing an entire bureau responsible immediately to the State superintendent. In the case of Michigan, it should be pointed out that the consultant for exceptional children serves not only the mentally and the physically handicapped, but also the socially maladjusted and the gifted; namely, all types of exceptional children. In Wisconsin the bureau for handicapped children is charged not only with the educational program for all types of handicapped children but also with the federally aided program for the medical and physical care of crippled children. The field workers designated on the chart are for the most part occupied with this latter phase of the program.

Which of the three general types of organization is used depends upon conditions peculiar to the respective States as well as upon the size of the staff available. If the staff is large enough, the service is likely to evolve into a dis-

inct division or bureau of the supervisory personnel. If the organization of the entire State department of education is based upon a differentiation between (a) instructional and (b) administrative functions, it may be expected, as has already been pointed out, that the education of exceptional children will be assigned to the instructional division. Regardless of the fact that there are administrative responsibilities to be met, as in almost any supervisory field, the major function of a supervisory service for the education of exceptional children, as for every other area of supervision, is to improve instruction. Regardless, too, of the complicating factors of physical treatment and equipment that must be secured for physically handicapped children, these so far as the school is concerned are but means to an end; namely, the improvement of the total educational program for the handicapped boy or girl. The place given to the education of exceptional children within a division of instruction serves to emphasize this objective in more than 50 percent of the States in which there are full-time persons assigned to the work.

The Place of Residential Schools

Each of the 48 States makes some provision for the education of certain types of handicapped children in State-owned or State-aided residential institutions. The status of such residential schools in relation to the public day-school system of the State varies widely, even in the 16 States in which State supervisory programs for exceptional children in day schools are under way. In California, Ohio, and Wisconsin, the schools for the deaf and the blind are administratively and educationally within the structure of the State department of education; the same is true of the school for the blind in Kentucky. In Michigan they are responsible to the State board of education, but are not within the department of education; the same is true of the school for the deaf in New Jersey. There is no State school for the blind in New Jersey, pupils being sent to schools in neighboring States.

In Massachusetts, New York, and

Pennsylvania, most of the schools are under private administration or under separate boards of trustees, but for educational purposes they are subject to the supervision of the State education department; a somewhat similar legal provision exists in Connecticut. In Colorado, Maryland, Minnesota, and Virginia, the State educational authority has no administrative or supervisory direction over the schools, with the exception of the Virginia State School for Colored Deaf and Blind at Newport News, which in 1939 was transferred to the State department of public instruction. Delaware and Wyoming have no schools for the deaf or the blind, but educate children needing such services in neighboring States. Schools for the socially maladjusted and the mentally deficient are in all of these States outside the administrative responsibility of the State education department.

In those States in which State schools for the deaf and the blind are within the State education department or subject to the supervision of the State education department, there is again variation in organization. In California, the superintendents of the two schools are members of the State commission for special education and they themselves are the duly appointed persons in charge of the day-school programs for the deaf and hard of hearing, and the blind and partially seeing, respectively. In New York, active supervisory service is given the residential schools by the bureau of physically handicapped children, and in Massachusetts and Pennsylvania certain functions of inspection and approval are carried on by the persons in charge of the State special education program. In Wisconsin, the residential schools for the deaf and the blind are, like the State program for day schools of the same type, a part of the bureau for handicapped children under the general supervision of an assistant State superintendent. In Ohio, Michigan, and New Jersey, the director or supervisor of special education in day schools has none but a cooperative relationship with the residential schools, which are independently responsible to the State superintendent or the State board of education.

So it seems that, while much progress has been made in stabilizing the educational status of residential schools for handicapped children, much still needs to be done in defining the relationships involved, so that the arrangements may be most conducive to the well-being of the children for whom they all exist. A closely coordinated State program, serving some children through day schools and other children through residential schools, is the ultimate objective.

Cause for Encouragement

The fact that 16 States have made a systematic effort to establish a program of supervisory service for the education of handicapped children in both day schools and residential schools is a cause for encouragement. Special education for exceptional children in day schools is a relatively new field, and obviously there are many aspects of it which need repeated reevaluation, as do all modern educational practices. Yet the responsibility of the State is a constant one for seeing to it that education is fitted not only to the large group of so-called "normal" children but also to those whose mental capacities either seriously lag behind or significantly forge ahead of those of their fellows; to those whose physical condition demands a special technique or treatment; and to those whose emotional instability or behavior difficulties require concentrated attention. To all of these education must offer the way to life adjustment and social contribution. Supervisory service in the State education department should be an effective stimulus for the provision of the needed guidance both through local school communities and through centralized State institutions. The 16 States which now offer services through both of these media are exploring ways and means to make their supervisory service most effective. It is hoped that their experiences may prove helpful in the organization of similar and even improved programs in other States, and that the day will not be so far distant when not 16 States but 3 times 16 States will have inaugurated constructive supervisory services for the education of all the exceptional children within their areas.

Community Organization for Family Life Education

by *Edna P. Amidon, Chief, Home Economics Education Service, and
Muriel W. Brown, Consultant*

★★★ Two years ago, in the fall of 1938, the United States Office of Education announced the beginning of four experimental programs in family life education. There were already in existence, at that time, a number of excellent community programs dealing with various phases of education for home and family living, but a further need was widely felt for laboratory situations in which certain aspects of community organization could be closely studied.

Four school systems were selected on the basis of size, regional differences, and occupational specialization. Obion County, Tenn., is a rural southern county chiefly agricultural in its interests. Box Elder County, Utah, is a large western county in which there is a strongly developed church interest in family life. Toledo, Ohio, is a big industrial eastern city with an heterogeneous population. Wichita, Kans., is a representative middle western community of medium size and homogeneous population, dependent on both agriculture and industry for its support.

The programs in these four centers were inaugurated by a series of conferences between State and local representatives, staff members of the Office of Education, and specialists invited to serve as consultants. Some of these conferences were held in Washington; others took place in the centers where local problems could be more directly and conveniently considered. From the beginning of the experiment, it has been understood that these programs are local enterprises, to be evolved as the communities study their own needs and mobilize their own resources to meet these needs. The Office of Edu-

cation provides the services of staff members on a consultation basis but does not in any way define local policies or determine specific outcomes.

Story of Community Organization

Is it possible for a community to organize itself so as to discover the needs of its own families, and to adequately mobilize its own resources?

"It is," say the four experimental centers described in this story of "Community Organization for Family Life Education." Future articles in this series will give the reader a detailed picture of just what has been going on in these democracy-in-action communities, which are first lines of defense in peace or in war.

A nation depends upon its communities; a community depends upon its families. Education, health, housing, nutrition, are national assets to the extent that they are community assets. When they are preserved with eternal vigilance, then a nation has indestructible values.

Chief Purpose

The chief purpose of the experiment as a whole is to find ways of bringing about stronger, richer, more realistic programs of education for home and family living through concerted school and community effort. For a number of years, teachers have found the real "content" for their teaching in the home experiences of their students. Problems of nutrition, of clothing, of housing, of home management, of family relationships are concerns of life itself. To be completely "abstract" in the discussion of such matters as family use of money or cooperation

in family living is ineffective from an educational standpoint, and impossible from a practical one. When a high-school girl says timidly to the teacher, "Is it any use for a family to have a budget when they have lots of debts?" she is opening the door for the kind of teaching good teachers have always longed to do, teaching that helps people to understand more about, and do better, the thing they have to do anyway.

One step in home economics toward this type of education was the development of the laboratory method in school to give youngsters an opportunity to "learn by doing." Another was the humanizing of the classroom, through the freer use of discussion to bring out individual needs, and the individualizing of assignments so that boys and girls with special problems could spend their time on these. Even the most practical projects, however, lacked reality as long as they had to be carried out entirely in the school building, and teachers working with students on problems of food, clothing, and home management found that these young people were experimenting at home with their own clothes, their own rooms, the family meals, the home garden.

New Problems Arise

When homes become laboratories for this kind of learning, however, new problems arise. Mothers and fathers usually have strong feelings about such family matters as room arrangements or meal preparation. No home project can be successful unless it is based upon family interest and understanding. This means home conferences in which parents, teachers, and young people

plan together. It also means adult homemaking classes in which matters of general concern to homemakers and their families can be studied and freely discussed.

It is at this stage of their work that most home economics teachers feel the full impact of community forces and conditions as these impinge upon family life.

"Yes," says Mrs. Black in a tone of despair. "Every word you say about Doris taking care of her own clothes is true, but the children can't have enough clean dresses. The water mains don't come out this far and we get all the water we use from a pump a block away."

"I think it would be lovely for Effie to fix up a room of her own," Mrs. Brown sighs wearily, "but her little sister just has to sleep with her. We can't find a house with three bedrooms for the rent we can afford to pay."

"I know that it would be good for both John and his father to be together more," says Mrs. Smith wistfully, "but John simply isn't available. He has school until 3:30, then there is a regular scramble for his time. His music teacher wants him. The school band has to practice. He is on the basketball team. He is needed at the church. He wants to earn his Scout awards. He is interested in Hi-Y and would like to be on the school debating team. When evening comes he has a meeting or lessons to get. We could hardly see less of him if he lived at the hotel. Character building agencies are all very well, but it does seem to me sometimes that they make it hard for parents to do any character building at home."

The home economics teacher with her work "in her heart," as a small child once put it, listens to these all too reasonable objections to her suggestions with mixed feelings. Determined that the Black family shall have running water, her first step is often toward the city hall where someone probably has a final word to say about the city water supply. She quickly becomes aware of the complexity of the task she has undertaken. Costs, needs, available community services—these are factors which have to be considered in re-

lation to the welfare of the community as a whole.

At this point in her own development on the job the home economics teacher is faced with two alternatives, broadly speaking. She may decide reluctantly to accept the status quo, and be content to do what she can to help families adjust to it. Or, she may reread John Dewey, especially that one of his papers in which he defines education as "the continuous reconstruction of experience, widening and deepening its social content as the learner gains control of the processes involved." Fired again with the challenge of this conception, she may decide to do something about a kind of community organization which will make it possible for her teaching to function.

Community Councils

This, briefly, is the sort of experience which preceded these four—and other—experiments in community organization for family life education. The general plan is to bring into existence, under the leadership of the school, community councils representing a cross-section of community interests relating to family life. It is the business of these councils to study local conditions affecting family life, to discover the common problems and needs of local families, to work through existing organizations to interpret these needs and find ways of meeting them. Such a council is not "just another organization" identified with some special program. It is a clearing house of ideas. It can analyze, investigate, and recommend, but it does not, in and of itself, initiate new undertakings, or employ personnel. The school board usually provides it with a person to serve as coordinator, or executive secretary, but each program developed grows out of each council's around-the-table thinking.

Although they were convinced from the beginning of the worthwhileness of the idea, members of the original committees asked to serve in connection with these demonstrations could hardly have foreseen all of the fine things that have come out in the four experimental centers during these 2 years of intensive work. It is impossible to report all of

these developments, but some which seem to have special interest or significance can easily be described.

Working More Closely Together

It is obvious that *homes, schools, and other community agencies are working more closely together on problems of family living* in the centers where programs are in operation. One school district found that its report card system was not satisfying to either parents or teachers. The letter gradings seemed to give so little help and information to parents who wished to work understandingly with the schools in a coordinated parent-teacher program of child guidance. The school staff wished to replace the cards with conferences in which parents and teachers could evaluate their separate contributions to this program—see what more could be done by the school to help individual children, discover new ways of supplementing school teaching with home education. Many parents lived far out in the country, however, without dependable means of transportation to town. Arrangements were, therefore, made for school buses to bring in these fathers and mothers to talk with teachers by appointment.

In another center, one of the local parent-teacher units has become a sub-community council for its own area. The program in one of the cities has crystallized interest in local housing problems to such an extent that a number of agencies and individuals have actually cooperated in the building of a small house to study ways in which low-cost housing can be privately financed. One of the most interesting things about this experiment has been its close affiliation with the local adult education program. Indeed, some of the sponsors go so far as to say, judging from this experience, that no housing project can be really successful unless it grows out of and is in constant touch with an educational program which informs and inspires those who expect to benefit by it.

Perhaps the most spectacular gains in the direction of home-school-community cooperation have been in community organization for better play opportunities for children of all ages,

although a number of joint projects in a variety of other fields have been reported.

Studying Family Life

More parents are studying family life. After all, the quality of family life in any community must finally depend upon the vision and skill of the parents responsible for families. One center reports a 25 percent increase in enrollment at parent study classes. Another is proud of a high percentage of attendance. All centers report classes in which men and women—sometimes parents and children—work together on home projects of many different kinds.

Changes in school programs have taken place as the family life programs have developed in the four centers. There are more home visits, more planned home experiences in connection with high-school work in home economics. Every first- and second-grade classroom in the schools of an entire county has its home-living corner, where small furniture is arranged and rearranged by the children, as stories and conversations about home life call for illustration. In one center a cooperative arrangement with the Works Progress Administration has made two nursery schools available as observation centers for high-school and adult classes studying child development. Meetings of entire school faculties to discuss the possible contributions of all departments to comprehensive programs of family-life education have taken place in all of the centers with much lively discussion and some specific joint undertakings resulting.

Family unity through projects which bring families together for recreation has been emphasized in two of the programs. In one of the counties, recreation parties at night on the playgrounds of rural union schools are a joy to behold. It is not unusual, on these occasions, for 300 people to attend—fathers, mothers, and children driving in from the farms to spend a jolly evening together dancing the old square dances or quietly looking on.

A more elaborate scheme for a recreation program planned jointly by parents, teachers, and children brought notable results in one of the cities. The

most interesting feature of this project was its use of parent talents. Mothers and fathers who could paint, carve wood, make baskets, cook, sew, or plant gardens taught small groups of elementary school children who wanted to learn to do these things. These informal "classes" were organized with the help of the school, and lasted for about 6 weeks.

All of the councils have made special efforts to interpret to the public the needs and problems of homes and families in their own communities. Libraries have cooperated with the preparation of short, enticing book lists on all phases of homemaking. One of the cities arranged an intensive 3-day program of meetings sponsored by various community agencies interested in using the family life films prepared by the Progressive Education Association. One coordinator specializes in attractive news bulletins, monthly calendars of events relating to the program, to which all agencies contribute. Two community councils have sponsored popular bulletins describing their work and objectives. One has issued a guide for program chairmen suggesting speakers and topics for family life programs which clubs and service organizations may wish to arrange.

Education for Democracy

One result of this intensive public education is a growing appreciation in each of these communities of the part which family life plays in education for democracy. Since family life is the first, the closest, and usually the longest lasting of all human experiences, it must have more influence than any other kind of human association on the development of attitudes toward citizenship, philosophies of group organization, and habits of behavior.

Important as the achievements mentioned undoubtedly are, these four demonstration programs of family life education are beginning to have less tangible outcomes which seem to overshadow the more specific outcomes in importance. For almost 200 years we in America have lived too much as though our forefathers had bought, paid for, and bestowed upon us a style

of life which could be endlessly enjoyed without further effort. We said "Too bad" when the sociologists scolded about our high rate of juvenile delinquency. We said "Too bad" when candid-camera pictures of wretched tenements and sprawling jungle towns forced us to admit that these exist. We said "Too bad" when mental hygienists began to talk to us about mental breakdowns and broken homes. Quite recently we began to see that real democracy is a way of life that has to be learned, that we are living in a world which must be reconstructed because it is not yet truly serving human values. Now we are trying very hard to "do something" about juvenile delinquency, bad housing, mental illness, divorce, and the rest of our social problems. And out of our more or less faltering first attempts is coming the sure conviction that "not once in the dim past but continuously, by conscious mind, the miracle of creation is wrought."

In each of these four demonstration centers we see democracy at work, as these communities study their needs, plan ways of meeting them, experiment with solutions and evaluate results. This is the creative process, the way of creative evolution, the essence of democratic practice. Perhaps it is what Goethe meant when he wrote: "What thou hast received from thy fathers, that must thou daily earn in order to possess it."



Statistics Say:

That there are approximately 21,550,000 elementary pupils and 725,000 teachers in public and private schools this year.

That there are approximately 7,160,000 high-school pupils and 315,000 teachers in public and private schools this year.

That there are 122,000 one-teacher schools this year with 2,680,000 pupils enrolled.

That there are 1,500,000 students enrolled in public night schools this year.

That there are 1,425,000 students enrolled and 110,000 instructors in all institutions of higher education this year.

Respective Functions Defined

★★★ A definition of the respective functions of the United States Office of Education and the National Youth Administration was recently agreed upon in Washington, by Aubrey Williams, Federal Administrator of the National Youth Administration; John W. Studebaker, United States Commissioner of Education, and a group of chief State school officers and State directors of vocational education. The complete statement of agreement follows:

The sole purpose of the United States Office of Education is to "promote the cause of education throughout the country" and thus to "aid the people of the United States in the establishment and maintenance of efficient school systems,"¹ including "cooperation with the States in the promotion of vocational education."² In securing the establishment of policies and in the operation of procedures to achieve this purpose, the Office necessarily works regularly and officially with and through State departments of education, institutions of higher learning, and local school systems. In general, its methods involve (1) cooperative relationships with State educational systems and agencies, especially through grants-in-aid of various forms of vocational education and for the operation of land-grant colleges and universities, (2) research and the dissemination of its findings, (3) leadership and clearing-house functions concerning education in general performed through National and State conferences, educational planning, publications and public addresses, and (4) experimentation and demonstrations to discover more effective educational policies and practices.

Through the years, therefore, the United States Office of Education has naturally and necessarily established its contacts with the schools and colleges in the States. To avoid overlapping and confusion of functions and duplication of effort, and to secure economy and efficiency in the operation of policies requiring Federal-State relationships with the school systems in the States, it is essential that the responsibility for Federal policies designed to stimulate or to support expansions or modifications of educational services to the youth of the country, be placed in the United States Office of Education.

The purpose of the National Youth Administration is to furnish employment to needy

youth. Incidental to and as a part of such employment, there is necessarily an element of training. But the operation of schools and training programs as such is not a function of the National Youth Administration. To several hundred thousand young people in high schools and colleges, the employment provided by the National Youth Administration furnishes a means of enabling the students to remain in school or college. For out-of-school young people of the ages 17 to 25, employment will be provided on work projects, to enable each person employed to earn a subsistence wage, or about \$18 per month. In general, young people employed by the National Youth Administration are expected to work an average of 15 hours a week. The national program is administered by a staff in Washington which operates through State organizations established for the special purpose of administering the program of the National Youth Administration.

Since any sound program for the development of youth should be designed to eliminate idleness among young children, and to substitute therefore the productive use of their time either in full-time productive work or in full-time education, or in a combination of both, it is the general objective of the national program of work and education for youth sponsored by the National Youth Administration and the United States Office of Education, respectively, to engage the time of each young person employed by the National Youth Administration during at least 30 hours each week.

Briefly, then, the function of the United States Office of Education is to secure the development and operation of educational or training programs for all youth, and the function of the National Youth Administration is to organize and administer programs of work for needy or selected youth.

In view of these clearly defined and mutually exclusive functions of the two agencies, it is agreed that:

1. It is the function of the United States Office of Education to exercise leadership in developing and in administering federally financed programs of education, including emergency training programs to be conducted cooperatively by the Federal Government, the States, and the local communities, in schools and colleges. The Office, in accordance with its long-time policy, will develop and administer such programs through the established channels of educational administration.

2. It is the function of the National Youth Administration to provide and administer the funds with which to support programs of student work for young people who will be enrolled full-time in schools or colleges, and

also employment on work projects for other young people, all of whom will be provided with related or necessary instruction under the direction of Federal, State and local educational authorities.

3. In establishing and carrying forward Federal-State relations while performing the functions as indicated under paragraph 1 the United States Office of Education is the Federal agency responsible for dealing directly with State educational systems and institutions.

4. In performing its functions as specified in paragraph 2 above, the Federal Office of the National Youth Administration will be responsible for dealing directly with its authorized agents in the State.

5. In working out policies for the development of their respective programs, neither the United States Office of Education nor the National Youth Administration will seek to secure appropriations with which to support activities in the States which are not strictly in accordance with the respective functions of these agencies as indicated above.

6. It is understood that insofar as the Federal Government participates in the support of educational services in the States for young people employed by the National Youth Administration and involving personnel, supplies, equipment, and other operating costs, such support will be limited to the funds made available to the United States Office of Education and allotted by it to the States.

7. The United States Commissioner of Education and the Federal Administrator of the National Youth Administration assume the responsibility for securing the acceptance of this definition of functions by the officials of State departments of education and the State administrators of the National Youth Administration respectively.

8. In planning projects the State youth administrator shall work out jointly with the State department of education the nature of and plan for the work including the location of the project. The State department of education shall be responsible for developing a program of education suited to the needs of the youth employed on such projects. In any situation in which the State department of education decides that it is not feasible to furnish instruction in addition to that which is incidental to and a part of the work and is given during the work period, the specific situation in question shall be referred to a committee of three persons, selected jointly by the State director of vocational education and the State administrator of the National Youth Administration. This committee shall decide whether such additional instruction is to be provided and whether the State department of education or the National Youth Administration shall provide it.

¹ Excerpt from act of 39th Cong., 2d Sess., approved by President Andrew Johnson, March 2, 1867.

² Excerpt from Smith-Hughes vocational education act passed by Congress February 23, 1917.

Good Books—Good Friends

by Nora E. Beust, Specialist in School Libraries

★★★ "Good Books—Good Friends" is the timely slogan selected for the guidance of those who are planning the celebration of the annual occurrence of Book Week. In this time of stress national defense brings forcibly to mind the necessity for unity and friendliness among the citizens of a country. Young Americans should know the ideals and visions which have helped to build our people into a nation. Books that honestly describe phases of our life are a positive contribution to friendship and understanding of American institutions.

Good books—good friends—conjures up a variety of thoughts. There come to mind, for example, book characters who have become real friends because of the vivid truthfulness of the author's portrayal. David Copperfield, Jane Eyre, Maggie Tulliver, and Jean Valjean belong to this group.

Perhaps, though, there are boys and girls who have never thought of finding friends between the covers of a book—real friends with whom they can enjoy an adventure, admire an accomplishment, or suffer a hardship. If they browse in the school or public library, they will find children's books which have the sincerity of style necessary to give credence to book characters. Girls such as Jo, Meg, Beth, and Amy; Rebecca of Sunnybrook Farm, Carol Bird in the *Birds' Christmas Carol*; Sue Barton, the nurse; and boys ranging from Toby Tyler to the Kid who is the pitcher in *The Kid from Tomkinsville* are just a few names which will suggest others who live.

These characters exist in a world which is constructed on high moral principles. This statement does not mean to imply that modern children's stories are narrowly didactic or moralistic, but rather that the authors of acceptable juvenile books are aware of the mores which belong to American life. It has been said that the social history of England may be read through

a study of its juvenile book production. Authors and children's editors who are working in the United States are no less aware of the problems which challenge our best thoughts for youth in the present world crisis.

Juvenile fiction and biography deserve careful attention. Vicarious experiences obtained through reading are the only kind of experiences possible in many instances, even in connection with the child's own school curriculum. To be specific, one group of pupils may be studying the products of an airplane factory in the neighborhood. During the same period another group may be investigating the sources of materials used by the factory. Both groups will later read and discuss the joint findings. Books of fiction and biography may well have been the source of some of the information which was needed to reconstruct an earlier period of airplane history. The importance of sincere fiction and live biography which possess strength, because of vitality of presentation, looms large when the limits of actual experiences are considered.

However, those who are responsible for building the curriculum and for the books which are necessary to make its presentation a success will often say, in effect, "We want factual books of geography, history, and science. The children have access to enough stories and that type of recreational reading." A cursory examination of a few juvenile books of fiction and biography may disclose a wealth of materials which may aid in the presentation and clarification of national social problems because of types of characters and episodes included.

A Cursory Examination

For example, *The Cuckoo Calls: A story of Finland*, by Nora Burglon, illustrated by Ingri and Parin d'Aulaire, concerns itself primarily with two wholesome, sensitive, and resourceful

children who hear the cuckoo's call in rural Finland. Throughout the book the author injects social situations which are analogous to those of many localities in the United States. There is the question of whether the children of fathers who work in the fields are "as good as" the children whose fathers work in the mill. There is another situation which involves one misguided member of a national group in a disaster that reflects upon all members of the same nationality, and even the children are disturbed in their play. To quote:

The children met on the schoolhouse green as before, but now the Finnish children kept to one side and the Swedish children, the other, without quite knowing why. They also spoke in undertones within their groups.

"My father said that if the Swedes . . ."

"My aunt said the Finns are jealous, that's all . . ."

This and similar situations permit young readers to see how one unchallenged troublemaker often creates misunderstandings which, though groundless, can involve a whole neighborhood in futile disputes.

The Fair Adventure, by Elizabeth Janet Gray, introduces Page MacNeil who is the youngest of a college professor's family. The events in Page's life, her reactions to disappointments and pleasures, her attitude to her mother and father and brothers and sisters, and boy and girl relations are of almost universal interest to boys and girls of high-school age. The interesting family of which she is a member has the problem of deciding who is to have the money for college next year—Robin, who has had 4 years at law school but failed to pass his examinations because of illness, or Page who can attend college at home but who prefers to attend a girl's school at Van Welmar.

The discussions between father and daughter show the efforts of each to reach a mutual understanding of problems. This attitude is the basis for

amicable decisions on debatable questions. For example:

"From each according to his ability, to each according to his need." That is really the basis of family life. In the present case, it comes down to this: whose need is the greater, yours or Robin's?"

"Robin's," replied Page promptly.

"No, don't answer without thinking. It's not a rhetorical question. You know better than anyone else how great is your need of Van Welmar. The heart knoweth its own bitterness. You worked very hard for it."

Early American, The Story of Paul Revere, by Mildred Pace, is a brief account of a patriot well known to school children. In addition to the commonly known facts of this heroic gentleman's life there are references to Paul Revere's father's arrival in Boston when as a lad of 12 he was sent to America by his French Huguenot parents. The elder Revere impressed upon Paul the need for guarding liberty. Typical of the tone of the book is such a passage as—

If you had ever lived under a government of oppression, Paul, you would understand what the freedom here meant, even to a boy. People speaking their minds, with no fear of punishment. People worshipping in peace, without danger of arrest. No soldiers questioning you, no spies tattling. Ah, son, your liberty is a precious thing. Guard it well.

Paul vowed he would!

Uncharted Ways, by Caroline Dale Snedeker, is another type of story which helps in the understanding of the peoples who settled New England. Against the harsh background of persecuted Quakers and rigid Puritan discipline, the author tells of the small band of Quakers who established a new home on Nantucket Island. The value of true friendships, especially of young people, with those of an earlier generation is clearly brought to attention in such passages as:

Thus began the simple friendship between the little servant girl and the great scholar, John Cotton. It was not unusual. There were in Boston many such young friends of Cotton, both recorded and unrecorded. He was a natural maker of friends. As to Margaret, all young people select someone for their reverence. And the veriest chance it is whom their thought will light upon—actor, prize-fighter, king, or pirate. Margaret was fortunate in that her choice fell upon this great man so far above her understanding. She was in her after life to have kinship, love,

and tragedy, but nothing that more deeply influenced her thought than the contact with this scholar.

Boy on Horseback, reprinted from the *Autobiography of Lincoln Steffens*, is the swift-moving, sincere story of the author's childhood and youth in California of the 1870's. His interpretations of experiences and dreams, many of which are universal to American child life, have valuable implications for youth today. There is, for example, the episode which calls for a ride on horseback to summon a doctor for his friend Mrs. Neely.

"How far can your pony run at full speed?" he asked, and I told him; a quarter of a mile. "Well then, remember that," he said. "He can run only a quarter of a mile, and you have 7 miles to go."

By this time I was so dashed, so unheroic, that Jim may have seen my depression. He gave me a boost back up to the poetic. "Now go," he said; "you are going to find out that the hero business is hard work, requiring judgment and self-control, not merely whip and spurs. And," he added, "your friend Mrs. Neely needs you tonight, you and a doctor. Good luck to you."

Thereafter, Lincoln has time to reflect on his motives for wanting to summon the doctor.

A Girl Who Would Be Queen, by Eric Kelly and Clara Hoffmanowa, is the story and the diary of the young Countess Krasinska, an eighteenth-century Polish girl of unusual intellect and physical beauty. She possessed an intense patriotic love for her mother country which was experimenting in popular government. It was after the failure of the Confederation that Pulaski escaped to join Washington in the American Revolution. But Countess Françoise Krasinska does not lose her faith even though she questions—

What of childhood ambitions? What of hopes and fears and endeavors? What to be the Princess Royal of a land that has become a pawn? What to see one's beloved country pass away into captivity, what to see one's life borne down to sadness and bitterness by circumstance and Fate?

Because . . . just then the trumpeter played the Hymn for the fourth and last time, this time toward the west—and somehow in the quivering notes there was that which seemed to imply the immortality of her nation's spirit.

Thimble Summer, by Elizabeth Enright, is a modern story of life on a Wis-

consin farm with a family whose friendliness extends into the community. Garnet, the daughter, who has been off on a jaunt to a lime kiln with her father and brother, where they were making the lime needed in building a new farm, reflects thus about her mother, who comes out to greet the group who look like charcoal burners—

"I have a nice mother," she thought to herself. "I have a nice family."

It made her feel safe and warm to know that she belonged to them and they to her.

. . . The air was beautiful with the smell of griddle cakes. Garnet splashed, splashed the water over her face and neck and scrubbed and scrubbed with the soap. Blindly she reached for the towel. She could hardly wait to get back to her family; and to the griddle cakes.

Shattered Windows, by Florence Crannell Means, gives young readers an opportunity to understand that there are many different types of colored people and what responsibilities young colored youth, who have had a chance to "learn the good ways," have in helping to educate their own people. When Harriet, who has come down from a northern high school to attend school in the South, gets discouraged Miss Joan says—

"Don't take it so hard!" . . . She drew Harriet, and Richard with her, into a cove behind a rack of dresses. "Harriet, remember it's like this with any part of any race that has no education and no higher contacts. Weren't you ever down in the slums of a big city? Wouldn't you a lot rather have the island people's life and chance? And what about our white mountaineers?"

There is much food for thought in the book for young people who are interested in education, social welfare, and tolerance in the United States.

The Mail Wagon Mystery, by May Justus, is a realistic account of the adventures of the Murray children who go back to visit at their parents' old home in the Smoky Mountains and thereby experience episodes in a mountain feud. The grudges that these mountaineers bear toward each other are described as being in essence not unlike neighborhood disputes in widely different localities of rural and urban life. Throughout the book the need for harmony in working together to secure

(Concluded on page 46)

Education in England and Wales, and Scotland

by James F. Abel, Chief, Division of Comparative Education

The purpose of this article is to help place as correctly as possible in the schools of the United States the children that are being forced by the war to leave their parents and homes in England, Wales, and Scotland and come here for safety. It is an attempt to explain briefly and simply the organization of instruction in those countries and indicate roughly how the different standards, forms, and classes there correspond to the grades and years in the elementary and high schools here. It is offered in the hope that it will be considerable assistance to teachers and laymen and women who are undertaking to care for these guest children.

England and Wales

★★★ The general scheme of organization of instruction in England and Wales, not including nursery schools and classes for children 3 to 5 years of age, begins with the infant school which the child enters at the age of 5 and in which he stays for 2 years. The curriculum of the infant school is expected to be a matter not of subjects but of experience and activities. The child is to form good habits, become far more capable of looking after himself, learn to live and work with other children, and attain good bodily control. He is trained in rhythm, is given as much opportunity as possible to learn about things from first-hand experience, is encouraged to talk and translate his experiences into words and to express himself in drawing, painting, handwork, and dramatic action. Under normal conditions most of the children acquire considerable facility in speech and in reading, writing, and arithmetic. Those who have completed the 2 years of the infant school should be able to do the work of the third grade in the United States.

The junior school follows the infant school. It is 4 years in duration for children aged 7 to 11 plus. Each year

is a "standard"; hence there are standards I, II, III, and IV. In the junior school the subjects of study include religious instruction, English (speech and speech training, reading, spelling and dictation, written composition, grammar), history that in its later stages is largely British, geography, arithmetic and simple geometry, nature study, music, drawing and elementary art, handicrafts, and health education. Roughly it may be assumed that standard I of the junior school corresponds to the third grade in the United States and standards II, III, and IV to about the fourth, fifth, and sixth grades, respectively. In those terms, the completion of the primary school in England, where the word "primary" includes both the infant and the junior school, fits the children to take up studies in the first year of a junior high school in this country.

At completion of the primary school English children have before them at least three main paths that may be pursued for further, or as it is termed, post-primary education. The great majority of them enter the senior school and study there until they are 14 or 15 years of age and the period of compulsory education is closed. Except for part-time and continuation studies, their formal education is then over and they join the ranks of the wage earners. The senior school curriculum may be either 3 or 4 years in duration. It includes English, geography, history, science, mathematics, health and physical training, handwork of various kinds such as wood and metal working, weaving, bookbinding, and pottery making, and in some cases, commercial subjects.

A selected group of children that are presumably more capable than those that attend the senior school goes to the central school. It has a 4- or 5-year curriculum, imposes greater demands on the scholars, offers a more advanced form of general education, and adds in the later years training with a distinct

vocational bias, either commercial or technical. For these children also, formal education closes with the completion of central school curriculum and at 15 or 16 years of age they are expected to make a start toward earning a living. Beginners in the senior and the central schools are approximately on a par with first-year junior high school students in the United States and year by year progress will be somewhat the same in the two countries but it must be taken into consideration that a central school student will probably be more capable and with broader training than the one that comes from a senior school.

The third choice is the secondary school which provides education for children from 11 plus to 16 or 18 years of age. Admission is by examination and the process of selection is rather severe. Presumably only the children with stronger mentalities undertake to carry secondary school studies and prepare for study in the universities and other higher institutions. English secondary schools have a large measure of freedom in arranging their curricula and programs; there is not the uniformity that exists in many other European countries where the national ministry of education fixes all the programs for all types of schools. But in general the years beginning with the first are designated as form I, form II, form III, form IV, and form V. In the highest form, form VI, students may spend 2 or even 3 years. The studies in the first two forms are about the same for all the pupils; from about form III most schools offer different lines such as classical, modern, and scientific, and each student may elect the line he wishes to pursue.

Roughly, forms I, II, III, IV, and V correspond to the 3 years of the junior high school and the first 2 years of senior high school in the United States. In making this comparison one special point must be taken carefully into con-

sideration. Short, intensive courses are not favored in England in the way that they are in the United States. Physics, for instance, is not a subject to be studied and presumably completed in one year. The English secondary school will require the student to carry it for 2, 3, or even 4 years, the work being progressively harder each year. This is true also of chemistry, geometry, algebra, and modern languages. Considerable stress is laid upon English and history.

At the close of form IV for the stronger students and form V for those less gifted, when the young people are approximately 16 years of age, a distinct break comes in the secondary school curriculum. The students then take what is known as a "first examination" which is defined as being suitable for pupils about the age of 16, the standard being such that a pass with credit in a certain number of subjects, usually five, in the three main groups of school subjects—English subjects, foreign languages, mathematics and science—entitles a candidate to admission to a university. This first, or school certificate examination as it is usually called, is offered with the approval of the Board of Education of England and Wales by the following listed bodies: Oxford and Cambridge Schools Examination Board; Oxford Delegacy for Local Examinations; Cambridge Local Examinations Syndicate; University of Bristol; University of Durham; University of London; Northern Universities Joint Matriculation Board; and the Central Welsh Board.

The school certificate granted by any of these bodies is not always acceptable for admission to a college or university in the United States. The range of subjects in which the candidate may elect to be examined is wide and his choice may be such that he cannot be credited with the equivalent of high-school graduation. Usually he should have an additional year of training before undertaking university studies here.

After acquiring the school certificate, the student may continue his work in a secondary school in form VI for 2 or even 3 years. At least 2 years after

In summary, year by year organization in the English schools corresponds roughly to that in the United States as follows:

English school

Primary School	{	Infant school
		First year (aged 5)
	Second year	
	}	Junior school
		Standard I
		Standard II
		Standard III
Standard IV		

Senior school

First year
Second year
Third year
Fourth year

Central school

First year
Second year
Third year
Fourth year
Fifth year

Secondary school

Form I	Grade 7
Form II	Grade 8
Form III	Grade 9
Form IV	Grade 10
Form V	Grade 11
Form VI (2 or 3 years).	Grade 12, first-year college.

U. S. equivalent

This means that if an English child says he is in standard II, he would probably be in fourth grade in our school.

A child who has completed form III would probably be ready for the tenth grade, or the sophomore class in high school.

having passed the "first examination" he should be ready for the "second examination" defined as being suitable for a candidate about 18 years of age who after passing the first examination has followed a more specialized curriculum. This is commonly termed the higher school certificate examination and it also is given by the bodies listed above. Holders of the higher school certificates are usually well prepared to undertake university studies in the United States and may generally be allowed 30 semester-hours or more of advanced standing.

Scotland

The organization of instruction in Scotland is arranged in two stages: Primary and post-primary. The primary stage is normally completed by children at the average age of 12½ years and is divided into: (a) Infant division, providing instruction suitable for children under 7 years of age; (b) junior division, for children from 7 to 9; and (c) senior division, for those between the ages of 9 and 12. The 2 years of the junior division and 3 of the senior division correspond roughly to the second to sixth grades inclusive in the United States. Completion of the primary stage and fitness to proceed to a more advanced course is determined by a qualifying examination

conducted by the local education authorities.

Post-primary education is normally organized in courses of two alternative types: (1) The secondary course proper, of 5 or 6 years, the satisfactory completion of which is marked by the leaving certificate granted by the Scottish Education Department; and (2) other courses of a more practical bias for pupils that will not stay in school long enough to complete a full secondary course. They may be of 2, 3, or more years and lead respectively to the day school certificate (lower) usually earned after 2 years of attendance, and the day school certificate (higher) usually requiring 3 years. These other courses (type 2) are mostly offered by schools which give the work of the primary stage and add the post-primary stage in what is known as an "advanced division" which immediately follows the senior division. Secondary schools proper are ordinarily institutions by themselves.

The Scotch child that has passed the qualifying examination should be able to carry the work of a seventh grade or the first year of a junior high school in the United States without difficulty. Classes I to V, inclusive, of the Scottish secondary courses are roughly equivalent to the 3 years of junior high school plus two of the senior high school in

Primary School	{	<i>Scottish School</i>	<i>U. S. equivalent</i>	
		Infant division	Kindergarten, Grade 1	
	{	Junior division:		
		First year		Grade 2
		Second year		Grade 3
	{	Senior division:		
		First year		Grade 4
		Second year		Grade 5
		Third year		Grade 6
	{	Advanced division:	Secondary course:	
		First year	Class I	Grade 7
		Second year	Class II	Grade 8
Third year		Class III	Grade 9	
		Class IV	Grade 10	
		Class V	Grade 11 (and 12)	

This means that if a child from Scotland says he is in the second year of the senior division, he would probably be in the fifth grade in our school.

A child who has finished class II in the secondary course would be ready for ninth grade, or possibly tenth grade.

this country. This probably is an underestimate. Scotch children may be able to carry work 1 year more advanced than is indicated in the sentence above. For the "other courses" leading to the day school certificates, each class above the qualifying stage should probably be considered as equal to one grade above the sixth here. The leaving certificate granted by the Scottish Education Department shows training in most cases equivalent to graduation from a good high school in the United States; frequently some advanced standing may be allowed for it.

The table of equivalents given is suggestive. It should not be followed too closely. Note especially the previous comment on the Scottish secondary schools.

References

Those who may wish to read more about the school systems in England and Wales, and Scotland, but do not care to make an intensive study, will find the following listed publications helpful:

TAYLOR, WALTER SEPTIMUS. *Education in England*. Bulletin of the Bureau of School Service, College of Education, University of Kentucky. Vol. XI, no. 4. Lexington, University of Kentucky, 1939.

Dean Taylor visited many schools in England. He describes them in a way that American readers can easily understand.

GREAT BRITAIN BOARD OF EDUCATION. *An outline of the structure of the educational system of England and Wales*. London, His Majesty's Stationery Office, 1938.

A pamphlet that outlines briefly the school system of England. Probably obtainable from the British Library of Information, 50 Rockefeller Plaza, New York City.

ABEL, J. F. *Certificates issued by the Scottish Education Department*. Office of Education Circular No. 66, January 1933. Washington, U. S. Office of Education.

A mimeographed circular intended to assist college registrars in evaluating credentials from Scotland. Mailed free on request.



Good Books— Good Friends

(Continued from page 43)

better local social and economic conditions is one of the important precepts which the author stresses in such passages as this—

"Just a minute," shouted Granny above the banter. "Maybe you think it's a thing to laugh over, this fightin' among yourselves, but we womenfolk don't. We're sick and tired of it. And what's more, we're not goin' to stand it any more. You men have got to start pullin' together here on Thunderhead. Man against man, cousin against cousin—the idea! It's got to stop, I tell you." . . .

"We've got to get together. We've got to join hands on gettin' things done that need doin'."

Five Bushel Farm, by Elizabeth Coatsworth, has as its center a devoted American family of pioneer days who

take young Andrew whose father's ship is missing, into their midst—

And that very evening, while the other aunts knitted and the uncles read, and Sally and Andrew played fox and geese with kernels of corn on a marked board, and only whispered, and stifled their laughter which would rise out of sheer happiness and excitement, Aunt Deborah carefully wrote two letters, inclosed the advertisement, and sealed them ready for the carrier when he should next pass.

In the end Andrew's father returns and finally—

But even Sally could not be so happy as Andrew was. After all, she had never known what it felt like not to belong anywhere; she couldn't know the way Andrew felt to have passed from poverty of the heart to such richness in a few weeks.

It should be mentioned that these volumes together with practically all worth-while books for young people are published in attractive format, that is, the books look inviting because of design, illustrations, paper, print, and binding. They open easily. The physical aspects of the books form no barrier to their reading.

Variety of Wholesome Books

These are not necessarily exceptional books. A study of the material included in bibliographies such as *500 Books for Children*¹ and *By Way of Introduction*² will provide a variety of wholesome books.

The values which children gain from reading books of worth are often increased by the individual teacher's knowledge of the books which the children are reading, and the teacher's skill in correlating what the young people are reading with the subjects that are being studied and discussed in the school. The instructor's sensitivity to individual children's needs for guidance in attitudes toward fellow pupils, in self development, and for assistance in making good adjustments in their own families are other important factors necessary for securing more positive results from children's reading.

¹ Beust, Nora E. *500 books for children*. United States Department of the Interior, Office of Education, Bulletin 1939, No. 11.

² *By way of introduction*: a book list for young people. Compiled by a joint committee of the American Library Association and the National Education Association, Jean Carolyn Roos, chairman. Chicago: American Library Association, 1938.

Defense-Training Program Reports

★★★ Continued evidence of the expansion of the training program for workers in occupations essential to the national defense is being received from day to day by the United States Office of Education.

Latest reports show that more than 128,000 persons have been enrolled in defense-training courses since the inception of the defense-training program early in July. These reports show further that the courses offered in this training program cover construction, drafting and blueprinting, electrical services, forging, foundry work, machine-shop work, patternmaking, radio services, riveting, sheet-metal work, ship and boat building and repair, wood-working, and such miscellaneous fields as commercial cooking, heat treating, industrial chemistry, instrument making and maintenance, manufacturing technique, photography, and power generation.

"Going" Program

Specific examples of "going" training programs are available from practically every State in the Union.

In Florida.

Florida, for instance, reported in mid-September that 700 persons taken from the rolls of the State branch of the Work Projects Administration went into training early in the summer for a 2-month course, that 100 of these enrollees had been placed in industries essential to national defense, and that at least 250 more would be placed at an early date. Significant is the statement of a vocational education official in the State that the 100 enrollees placed in early September would at their beginning wages roll up earnings of \$180,000 in a year. "This figure," this official suggests, "should be compared with the \$50,000 of Federal money allotted to the State of Florida for the initial program of defense training. In addition it may be well to call attention to the fact that many thousands of dollars have been saved to the Government through the

elimination of these 100 enrollees from W. P. A. rolls."

Those who complete courses offered in the Florida defense training program for operatives and helpers in such industries as the woodworking, machine-tool, and shipbuilding industries, are finding employment in these fields. In some instances those completing courses are given employment outside the State. One tool maker who had been unemployed for a number of years, for example, and who had completed work in a refresher course, was sent to the Philadelphia Navy Yard as soon as he had completed his training.

In addition to its preemployment refresher courses, Florida has also set up supplementary courses for persons already employed in skilled occupations in air bases at Pensacola and elsewhere who receive instruction in such subjects as airplane instruments, fuselage work, carburetion, airplane engines, aircraft welding, and aerodynamics. The purpose of these supplementary courses is to extend the knowledge and skills of these workers in their particular crafts. It was expected that about 600 persons would be enrolled in these classes during the fall. Florida vocational education authorities call attention, also, to the fact that care is exercised to insure that training is given only for occupations in which there is a need for workers. This caution is made possible through the assistance of State and local advisory committees on which workers and employers have equal representation and who are in position to secure information on actual employment conditions.

In Colorado.

Considerable interest attaches to a situation arising out of the migration of skilled workers from the Rocky Mountain areas of the Western States to the Pacific coast to secure employment in industries producing national-defense material and equipment. This migration which has taken so many persons away from industries in the inland Rocky Mountain States not engaged in

production essential to the national defense is placing an additional responsibility on the regular vocational education program to train other workers to take the place of the migrants.

Under the auspices of the local public-school system a training course has been set up for a Boulder (Colo.) cutlery factory which is preparing to take over a contract for equipment essential to defense, in such occupations as heat treatment of metals, welding, and machine-tool operation.

Courses for welders and others needed in an aircraft factory in Colorado Springs, Colo., are being given on a 24-hour basis in the Denver Opportunity School. In this same school an 8 weeks' course has been established for prospective workers in a local rubber company, under contract for defense materials. So urgent is the need for these workers at the present time that a number of those enrolled in the courses have been employed after only 3 weeks of instruction. These workers, however, are returning to the school for further instruction in part-time and evening classes.

In Connecticut.

In Connecticut graduates of defense training courses are being absorbed by shipbuilding and aircraft parts industries and by at least one firearms company which is employing men in fitting and assembling equipment being built in its plant.

Connecticut school authorities point with pride to the fact that a number of industries are cooperating to the fullest extent in providing buildings and shops for training purposes, in lending or donating needed training equipment and materials, and in providing employment for those who complete defense-training courses. Bridgeport reported that the schools are placing about 6 boys a week in aeronautical work and that it will be necessary to step up the training program and supply approximately 15 boys a week.

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Nursery Schools Plus

by *Grace Langdon, Specialist, and Isabel J. Robinson,
Assistant Specialist, Family Life Education,
Work Projects Administration*



Doing things for one's self is a matter of course in nursery schools.

★★★ "Until a few years ago, I did not know what a nursery school was; now I wish I could have one in every school building," said a superintendent of public schools who has sponsored a program of W.P.A. Family Life Education in his schools for several years. Many school superintendents and educational supervisors have seen, in this program designed to give work to unemployed teachers, an opportunity to bring to needy children and to their parents and to other parents in the community, a service which otherwise their schools could not have furnished.

The Family Life Education program of the W.P.A. includes nursery schools, parent education, and homemaking. Last spring there were approximately 1,500 nursery schools with nearly 50,000 children enrolled; there were approximately 12,000 classes in both parent education and homemaking with some 217,000 people enrolled. This number is exclusive of the parents of the nursery-school children, most of whom belong to parent-education classes which are an integral part of every nursery-school program.

It is 7 years since this program was first authorized as a part of the Federal Government's work relief program. Since then more than 300,000 children, 2 to 4 years of age, have been enrolled in the nursery schools. All have come from low-income families. They are only a small percentage of that third of the Nation's babies which, figures from the Children's Bureau tell us, are "born into families on relief or having an annual income including produce of less than \$750." Regulations specify that enrollment must be confined to children from low-income families, since it is these families who most need the service.

One often hears the question, Does not such a regulation tend to cause embarrassment to the children enrolled and to the parents? On the contrary, there is a constant pressure from higher income groups to have their children enrolled.

The W.P.A. nursery-school program, according to established policies, is sponsored by the State department of education, in every State. In local communities, the superintendent of schools acts as sponsor representing the chief State school officer. Local service and civic organizations, clubs, and church groups act as cosponsors. Advisory committees, both State and local, continue to be used as a means of coordinating community interest. The number of such committees increases steadily. In some States every nursery school in the State has a local committee. Three States have State advisory committees. A National Advisory Committee was organized when the program was first authorized and continues to give invaluable advice and counsel.

While there are no restrictions as to who may enroll in W. P. A. parent edu-

cation and homemaking classes, it has been and still is the general policy to give the major portion of the service to the low income groups. There has been found to be a genuine interest among these groups which makes it possible, through education, to help them lift the level of their family life. Through such classes, it has become increasingly evident that there can be built a strong bulwark for national defense based on a growing understanding of the meaning of democratic principles as applied to daily living.

Three Groups

In the main, teachers on the W. P. A. family life education program fall into three groups: (1) Young, inexperienced women, often well trained, who finished college only to find that there were few positions available to them and those few strongly competed for by equally well trained, but more experienced teachers; (2) older teachers, often kindergarten and primary teachers, who were dismissed when, as an economy measure, the kindergartens were dropped from some public schools; (3) married women trained in kindergarten or primary work, or some other professional field, who for one reason or another have become the bread winners for the family.

Teachers in the W. P. A. family life education program, as in all other phases of the W. P. A. educational program, must be certified as eligible for relief by the local W. P. A. administrative offices.

Practically all of these teachers have needed additional training. The inexperienced teachers have needed help in learning how to put their theoretical training into practice. They have had to learn to consider and often to accept

the practical suggestions offered by older staff members who have learned in the school of experience. Similarly the older women have often had to learn that the younger women have much to offer from their scientific study of child care. Working together in nursery schools under understanding supervision has been an important factor in the personal rehabilitation of many of the teachers. Likewise adjusting to the needs of the different people in their classes, has brought new understanding to many of the leaders of parent education and homemaking classes.

The training varies depending upon local conditions and the facilities available. It is carried on in any or all of the following different ways:

1. One or more nursery schools are designated as demonstration centers in which newly certified teachers observe and participate under the careful direction and supervision of a well trained teacher and the State supervisor. The time spent in this orientation training varies but, if at all possible, at least 2 weeks is provided.

2. Conferences of varying lengths are carried on with help from the staffs of teachers colleges, universities, training schools, State departments of education, extension departments, and other professional groups including welfare and health organizations. These conferences vary in length anywhere from 1 day to 3 or 4 weeks, the usual time being 1 week or 2. Sometimes all of the teachers of the entire State are gathered together in one conference. At other times the conferences are on a district basis. In some cases, the nursery school and adult education conferences are held separately but there is an increasing tendency to hold joint conferences.

3. In-service training is carried on all of the time. This is training on the job. It is planned and directed by the technical State supervisor. She visits the projects frequently. Sometimes she spends 2 or 3 days in one nursery school. Often she stays with a parent-education or homemaking teacher through two or three of her classes. She has individual interviews and holds staff meetings with the nursery school staffs. She suggests professional reading. Often she works in the nursery school with the teacher in order to get a better understanding of her problems.

Correspondence study is one means of in-service training. The supervisor selects and outlines problems for study, or gives certain leading questions for the teachers' study and observation, asks for reports on these from the teachers, reads their reports and returns them with her comments and suggestions. This method is used mostly in the States where great distances keep the supervisor

from getting around often, or where weather conditions make it impossible to travel during certain periods of the year.

Workshops are being set up in some places where teachers gather to work out materials for their classes under guidance of supervisors. The number of these workshops is increasing steadily. Some teachers take college extension courses during their leisure time. Many of the teachers are gradually completing their work toward their degrees in this way. Some colleges and universities have made it possible for them to do this by making special arrangements regarding tuition and other fees since, on the security wage on which the teachers work, it is often impossible for them to meet the usual expenses.

Cooperation and Aid Given

The W. P. A. program in family-life education has been made possible by the interest of State and local organizations and individuals. Service, money, and counsel have been given to aid the program in functioning effectively in its service to the community's needy families.

Housing for more than three-fourths of the nursery schools as well as for parent education and homemaking classes has been provided by public schools. As the decrease in school population releases space in public-school buildings, some of the nursery schools which previously had to be housed in other quarters are gradually being moved into the now available public-school space. While every effort is made to secure space for nursery schools in close proximity to the homes being served, sometimes this is impossible and the children have to be transported to the school. Often school buses or police cars are used for this purpose. Whenever private cars are used, care is taken that every protection is provided and that proper insurance is carried.

Health care has been provided through contributed services. State, county, or local health departments, and often private physicians, have given health examinations to children, and teachers and sometimes the service has been extended into the homes of both children and teachers. Thousands of immunizations and vaccinations have been given and corrective and remedial services have been provided for many children. Glasses have been fitted and paid for by such service groups as the



Absorbed.

Lions Club, Kiwanis and Rotary Clubs, Women's Clubs, etc. Workers from State dental departments have instructed teachers and parents in the care of teeth, and local dentists have cared for the children's teeth. In a number of cases, a regular time is set aside at the dental clinic for the nursery school children. All sorts of other services have been provided. For example, in one State a group of philanthropists sent the nursery school children with their mothers to a country camp for 2 weeks, paying all expenses and carrying on a program of parent education and health at the same time.

Play materials and other equipment have been furnished in many ways. Cash donations from individuals, service organizations, church groups, and women's clubs have furnished the means for buying things which could not be made. Firemen the country over have repaired and even built equipment. Toy-making projects of the National Youth Administration as well as those of the Work Projects Administration have made quantities of nursery school equipment. Manual-training depart-

ments in the public-school system in many places have made the equipment of nursery schools as a unit of work.

One of the best means of supplying nursery school equipment has been through parents' classes where fathers and mothers have learned to make the articles needed. This serves the double purpose of getting needed equipment for the nursery school and of teaching the parents how to provide similar articles at home. Parent Education and homemaking teachers have often found in these classes an answer to the question—"How can I interest fathers and mothers in my classes?"

Invaluable Help

Various organizations interested in educational activities have given invaluable help to the W. P. A. teachers in family life education. Among these are parent-teacher associations, child study groups, The American Association of University Women, State and local branches of the Association for Childhood Education, home economics and vocational education groups and other similar groups. They have given instructional services, assisted in training teachers, furnished materials and lent their support and interest in a way which has greatly strengthened the program. In turn there has been an effort on the part of the Work Projects Administration to relate the activities of the nursery school and the parent-education and homemaking classes to similar activities carried on by these other agencies. This coordination of its work with that of the established agencies has progressed steadily. There has been a conscientious effort to supplement rather than to duplicate the work of these agencies. Certainly there has been every intent not to compete with them. Teachers and supervisors have been consistently urged to turn to them, not only for information and for services, but more importantly for the counsel and advice which has been so freely given.

The heaviest contribution from local communities for the nursery schools is the food for the noonday meal. In the early months of the program, all food

was furnished through Federal funds. Gradually this responsibility has been shifted to the local communities according to their ability to assume it. In 8 States the entire 100 percent food costs is supplied locally. In some cases, the necessary funds are furnished by the local city government, sometimes supplemented by individual gifts. In other cases, service organizations, clubs, business firms, and interested individuals—each assumes some portion of the responsibility. There is a growing tendency to furnish the vegetables needed through planting gardens. Sometimes these are cared for by a local service club or other group; sometimes by N.Y.A. help; sometimes by the parents of the children in the nursery school. This is an excellent opportunity for the parents to take an active part in providing for the needs of their children, and teachers are urged to encourage this sort of cooperation.

Within the Work Projects Administration itself, there has also been a growing integration. Sheets, towels, bedding, curtains, and children's clothing for nursery schools have been made by the sewing room projects. Equipment and toys have been constructed and repaired by toy projects. Surplus Commodities Corporation has made all surplus foods suitable for young children available to the nursery schools to supplement those provided from Federal funds and by local contribution. Home Economists from school-lunch projects have given help to nursery school cooks in menu planning and cooking. In return, assistance is given by nursery school teachers and parent education leaders whenever requested by various W.P.A. projects.

The nursery schools are closely related also to the homemaking and parent-education classes which are a part of the general adult education program. Frequently these groups use the nursery school for observation. Nursery school teachers often lead discussions on child care. In turn, the homemaking and parent-education teachers frequently give some help with the parent education in the nursery school. Negroes, Mexicans, Spanish-speaking groups, Indians, and foreign-

born representing practically every nationality, attend the parent-education and homemaking classes.

People have been taught to speak English, to make over clothing, to cook a simple, well-balanced meal, and even to sweep the floor properly. Great emphasis has been placed upon individual help needed in this program. Often this is given first through home visits. Sometimes after several home visits, even the most timid individuals contacted venture out to join their neighbors in a little group in someone's kitchen or on a porch, and at a later time they are ready to go to the schoolhouse or to a public building for their meeting where topics of common interest are discussed.

When those, who are often unaccustomed to meeting in groups, first come together it puts them at ease to have some kind of manual work to do. As they sew, knit, or work upon a piece of furniture or toy, they forget themselves and talk more freely. It is natural to make some comment about the child for whom a garment is being fashioned and the alert leader soon learns to find clues to the needs and interests of her group. Often the needs are so elemental that the leader has difficulty finding teaching material which fits the need. Progress in raising the standards of family living, like all other progress, can only be made step by step, however far down in the scale the first step may be.

Integration of various programs has led to the establishment of community centers in many places. Here under one roof is found a model kitchen; a room where games and leisure time activities are engaged in under the direction of the recreation program; a library made up of books loaned from the local or State library, or contributions of books and magazines from community resources; classrooms for adult education groups; a toy-lending room where toys are kept for loan to school-age children, etc.

The question is often asked, "What effect has this program had upon the homes and the family life of the people who have attended classes?" No figures nor statistics are available which will answer this question. The intangible

1941 Convention

The American Association of School Administrators announces that Atlantic City, N. J., has been chosen for the organization's 1941 convention to be held February 22-27.

This department of the National Education Association with headquarters at 1201 Sixteenth Street N.W., includes in its membership practically all the city and State superintendents of schools in the United States as well as many county superintendents.



New Farmers of America Meet

The New Farmers of America, a national organization of Negro students of vocational education, held their sixth national convention at the A. M. & N. College, Pine Bluff, Ark., in August. The N. F. A. has a total membership of over 25,000 students of vocational agriculture in the public schools.

Approximately 500 delegates and representatives of the 18 Southern States were present for the 4-day convention. All the meetings were conducted by the student officers and delegates. The teachers served in the capacity of advisers.

Teams that won first place in their contests were as follows: Quartette, Louisiana; agricultural judging contest, Texas; public speaking, Georgia; and the ranking superior farmer award was made to Lester Albert of Florida.

The official N. F. A. band for the convention was the Snow Hill Institute Band from Snow Hill, Ala. The delegates selected the A. & M. College at Tallahassee, Fla., for the 1941 Convention.

The national officers elected for the coming year are:

President, James N. Warren, N. C.; first vice president, Issac Coggs, Okla.; second first president, Bert Simpson; third vice president, Dempsey Dixon; secretary, Lawrence Reddick, Fla.; treasurer, Paul Vans, Va.; reporter, Hollis Stearn, Okla.; adviser, J. R. Thomas, Va.; and executive secretary, S. B. Simmons, N. C.



Watching the nursery school children play.

values which have to do with raised morale and improved attitudes, both basic in human relations, cannot be measured. However, the comments of people who have been in the classes show that many homes are better places in which to live because someone in the family has learned some new skill, or has gained a new vision of family life, or changed an attitude toward others in the family.

One is frequently asked "What is the future of the program likely to be?" No one can say. There are many who express the hope that nursery schools may eventually become an established part of the regular public-school system. Even those who most ardently hope for this outcome recognize practical difficulties which are certain to delay its accomplishment. There are many who hope, too, that the classes in family life education among the low-income groups will increase in number. They believe that lifting the standard of family living among this lower third of the population where the greater proportion of the W.P.A. family life education classes are held is a significant factor in maintaining our national

well-being. Through the work of nursery schools and family life education classes there has gradually developed a heightened sense of public responsibility for the welfare of children and the betterment of homes. This cannot all be attributed to the work of the Work Projects Administration but certainly that program has made its contribution.

The work this fall opened with the thought of the Nation focused upon preparation for national defense. To aid in that preparation for defense, nursery schools will be needed more than ever in order that the development of young children may be amply protected. Classes in family-life education will likewise have their contribution to make. Families will need help in meeting the many adjustments they will have to make with intelligence and understanding. In these classes lies the opportunity to help parents to learn the meaning of the principles of democratic government as demonstrated in day-to-day family life. Families in which the principles of democracy are understood and practiced constitute a strong line of national defense.

The Educational Radio Script Exchange

by Gordon Studebaker, Director, Script Exchange

★★★ I want to become a radio announcer. Can you send me a list of colleges offering courses in radio? . . . Our radio class is planning a series of broadcasts on public safety. Do you have scripts which will help us? . . . Do you have any booklets on radio sound effects? We are building sound-effect equipment for our workshop and need help.—These are typical questions which are included in the hundreds of requests which are constantly being received in the Educational Radio Script Exchange.

As radio groups in schools and colleges develop plans for this school year, they will be looking for practical suggestions. The Educational Radio Script Exchange serves approximately 12,000 civic and educational groups and radio stations each year in connection with their educational radio problems.

The Federal Communications Commission, in 1935, created the Federal Radio Education Committee, which includes in its membership representatives of the broadcasting industry, associations of educators, and of Government agencies. The primary purpose of the committee is to promote active cooperative efforts between educators and broadcasters. The work of the F. R. E. C. is sponsored jointly by the National Association of Broadcasters, the Carnegie Foundation, and the United States Office of Education.

The Educational Radio Script Exchange was established in 1936 as one of the services of the F. R. E. C. It is designed to promote more effective local broadcasting by educational and civic organizations and radio stations by serving as a central clearing house for educational radio scripts and production aids, and as a source of all kinds of information pertaining to the field of educational radio.

The Exchange of Scripts

Hundreds of local groups prepare and produce successful educational radio



A busy corner in the Script Exchange. During the past 5 years the Exchange has circulated more than 250,000 copies of radio scripts to thousands of educational and civic groups.

programs each year. Many of these groups send copies of their best scripts to the Script Exchange. A selection of these programs is made each year by a reviewing committee and the scripts are cataloged and bound for distribution through the circulating library of the Script Exchange. Through such a clearing house many good scripts are not lost after their initial presentation, but are harnessed to the task of raising the quality of educational broadcasting throughout the country.

Services of the Exchange

Radio Scripts

Educational and civic organizations planning radio broadcasts, instructors organizing radio courses, and radio workshops are constantly in need of good educational scripts. Such scripts are received by the Exchange from many organizations and are distributed on a loan basis through its circulating library.

Publications

The Script Exchange offers numerous publications on various aspects of educational radio including a series of special booklets which have been prepared recently by the Federal Radio Education Committee.

Special Radio Scripts:

- School Radio Scripts.
- Radio Script Monographs.

Production Aids:

- Radio Manual.
- Radio Glossary.
- Handbook of Sound Effects.
- How To Use Radio.

Classroom Radio:

- How To Use Radio in the Classroom.
- How Schools Can Use Radio.
- School Radio Logs.
- The Radio Workshop.

General Information:

- Radio Bibliography.
- College Radio Courses.
- The ABC of Radio.
- Occupations in Radio.
- Ultra-High Frequency Educational Radio Stations.
- Indiana State Radio Survey.

Special F. R. E. C. Publications:

- American Cooperative Broadcasting, 25 cents.
- College Radio Workshops, 25 cents.
- Forums on the Air, 25 cents.
- Listeners Appraise a College Station, 25 cents.
- Radio in Education, 50 cents.
- The Groups Tune In, 25 cents.
- Local Station Policies, 15 cents.

Recordings

Schools and colleges throughout the country are increasingly using good educational recordings as scientific aids to learning. The Exchange now offers the following recorded programs:

Americans All—Immigrants All—Twenty-four 30-minute prize-winning programs which dramatize the story of the contributions more than 30 racial groups have made to the building of our Nation. This series of outstanding programs will do much to stimulate a spirit of tolerance and respect for Americans of all races, religions, and creeds. Accompanying the recordings is a special manual which contains numerous practical suggestions concerning the use of the records in the classroom. These programs may be obtained on either 12-inch phonograph records or on 16-inch transcriptions.

Each program on three 12-inch records, \$4.75.

Each program on one 16-inch transcription, \$3.75.

Demonstrations of Classroom Use of Radio—Two recorded units which demonstrate how educational broadcasts were used in two Detroit, Mich., public-school classrooms. Manuals accompany each unit.

Unit 1.—How Do You Know the Habits of Prehistoric Animals? (A science program broadcast by NBC). Includes recordings of pre- and post-broadcast discussion by the SB general science class of Hutchins School, Detroit, Mich., together with a complete recording of the educational broadcast.

Unit 2.—Making Democracy Work (A civics program broadcast by CBS). Includes recordings of pre- and post-broadcast discussions by the twelfth-grade civics class of Northeastern High School, Detroit, Mich., together with a complete recording of the educational broadcast.

The demonstrations are available only on transcriptions which operate at a turntable speed of 33½ r. p. m. The price for each demonstration unit is \$4.75.

This New World of Peace—A transcription of an original broadcast prepared and produced by the Office of Education in cooperation with the Pan American Union and the National Broadcasting Company in commemoration of the fiftieth anniversary of the founding of the Pan American Union. The program dramatizes the principal highlights in the forward march of Pan-Americanism. The

For Complete Information

If you want complete information concerning the various services and materials available through the Educational Radio Script Exchange send 10 cents for a copy of the fourth edition catalog and a leaflet entitled "What the F. R. E. C. Offers You." The catalog includes descriptions of more than 500 scripts most of which are dramatic in form and vary from 10 to 30 minutes in length. In addition to the scripts listed in the catalog, the Exchange has more than 1,200 scripts in its reference library which can be sent out on special request.

Address your communication to: The Educational Radio Script Exchange, U. S. Office of Education, Washington, D. C.

program is recorded on the two sides of one 16-inch transcription. Accompanying the recording is a free listener aid prepared by the Pan American Union entitled "The Americas, a Panoramic View." Price per program, \$3.75.

Information and Idea Exchange

One of the most valuable services rendered by the Exchange is related to its functioning as a central clearing house for the exchange of ideas and various kinds of information concerning the field of educational radio.

While information and ideas are disseminated through the mediums of radio scripts and formal publications which have previously been mentioned, the major amount of information is issued through correspondence, survey reports, articles, and personal consultation.

Clipping Service.—To facilitate the information service in keeping the latest information available for dissemination, a clipping service has been organized. Current publications and releases coming from the important centers of educational radio activity are now being clipped for information which will fall under 45 important subject classifications.

Information folders.—Often it is possible to obtain copies of publications prepared by active radio groups which describe in detail the ways in which they have developed some particular aspect of educational radio. These publications, bound for distribution on loan through the circulating library, form an excellent medium for the exchange of concrete suggestions. Such reports as *The Family Radio Forum* by the University of Oklahoma, *The Radio Workshop* by the Chicago Radio Council, *Radio Script Monographs* by the Los Angeles County Schools, *Annotated Ra-*

(Concluded on page 55)

Senior civics class, Northeastern High School, Detroit, Mich., listening to the broadcast, "Making Democracy Work."





Our Adventures With Children

I. TOO MUCH MOTHERING!

By *Ellen C. Lombard, Associate Specialist in Parent Education*

★★★ A boy who was in the first grade was brought to school every morning by his dominating mother who stayed sometimes a half hour or more with an ever watchful eye upon her son. Now, she interrupted the teacher with "Don't you think Clarence is in a draft?" or again with "Isn't Clarence in a bad light?" She was in constant attendance upon the boy's personal wants as long as she was in the room, making him appear more or less helpless, and being as she was a leader in an exclusive mothers' club in the city, it was a difficult situation for the teacher. That the boy was forming dependent habits of various kinds was evident to even a casual observer. He rarely took the initiative either in school work or at play with other children. He continued in the school through the sixth grade and was so handicapped by dependent habits that when he was promoted and left the school, the principal rated him as a subnormal type.

However, the boy went away from home, to a preparatory school and to a university. Some years later, in talking with his first-grade teacher the mother said, "You will remember that my son was rated a subnormal type at the — school. You may be interested to know that he has just graduated from the university fourth in his class."

The handicap which parents place upon their children when they carry protective instincts, which were necessary during the period of infancy, over into the stage of childhood and even further, cannot be entirely estimated. A child's emancipation depends upon many factors. Much, of course, depends upon the ability of the family to understand the development of personality; and more depends upon the native resistance the child has to the extended babying process. It is natural for children to want to help themselves and to test

A New Series

SCHOOL LIFE announces a new series of articles under the general title, *Our Adventures With Children*. The series starts with this issue. Each month an episode will be presented. Some of these will be related to problems of the school, others to those of the home, and still others will be concerned with the cooperation of home and school. Ellen C. Lombard, associate specialist in parent education, U. S. Office of Education, is developing the series.

Teachers, parents, and school administrators adventure daily into the actual experience of human relationships. This experience is interesting and profitable when examined objectively. It is significant, thought-provoking and suggestive when actual situations are used as material for study and interpretation.

What comments or stories do you have to contribute?

their ability to do. A normal boy does not for long want his mother to take him to school holding his hand, because he soon finds out what the other boys think of it. It is a great adventure for children to start out for school alone or with other boys and girls as soon as circumstances permit.

The growing-up process may actually be retarded by means of the solicitude of well-meaning parents. They want to give their children a better chance than they themselves had, and so they do a great many things for their children when they are very young and keep on helping them as they get older. For instance, they help them to dress, to put on their rubbers, to find their books and to do other things that children are perfectly capable of doing and that might be a means to their development. One

of the important contributions of the nursery school has been its emphasis upon letting young children help themselves to the extent of their ability.

Relieved of constant adult pressures children have time to examine their environment and to discover for themselves the interesting things that surround them with which they can experiment and get acquainted. Then, too, responsibility may be gradually developed as soon as a child finds himself surrounded by things which he can manipulate. The child can learn early at home that if he uses things he must be responsible for their orderly care. Children like the feeling of belonging that comes when he shares with his parents the responsibilities of daily activities in the home. It is important for parents to know that their children lose a great deal of satisfaction when they are not permitted to have some responsibility in the home. There are some types of children who resist domination, rather than to yield. They may have too much "will to do" but their resistance to the domination of parents may create on the one hand an aggressiveness within themselves that has some points in its favor, on the other hand if the tendency is not controlled it may result in mad adjustments that may interfere with normal social adjustments.

* * *

THERE WAS the instance of Betty who was the child of an excitable, dominating mother who managed the affairs of every member of the family with efficiency, it is true, but with resulting irritations on the part of the children. Betty had begun in babyhood to have serious tantrums. It was apparent to the observer at least that every time Betty had an attack, her mother had been trying to force her to do something she did not want to do. The mother was quite unconscious of her part in causing the at-

Defense

(Concluded from page 47)

In New Jersey.

In Paterson, N. J., about 1,200 persons trained in local vocational schools had been placed by mid-September as machine operators and in work on aviation motors in aeronautical industries. In Camden, N. J., reports show, schools are barely able to keep up with the demand made by local shipbuilding companies for trained welders.

In Kansas.

Emphasis is laid by many States on the close and effective cooperation given by officials of State and local branches of the Work Projects Administration and the Public Employment Services in selecting and referring unemployed persons to the vocational schools, for enrollment in defense-training programs.

In Michigan.

Reports from Michigan show that during July and August 4,494 workers were enrolled or had completed training in 225 classes in 17 cities. "No attempt was made," according to the Michigan State Board for Vocational Education, "to train for the skilled trades or semiprofessional lines of work. As only 8- or 10-week courses were offered it was possible to train only for specific pay roll jobs within a trade or occupation.

These summer courses were established and content determined with a view to offering additional units and continuing the training this fall along a systematic plan of instruction procedure, as far as was possible. Persons completing training in the pre-employment classes can be entered in training in trade extension classes after they have secured employment, and course content was planned with that eventuality in mind. The immediate need of the prospective job as determined by the local representative advisory committees, was the basis for establishing course content.

The examples of specific programs of defense training here cited are typical of numerous similar examples recorded in reports received by the Office of Education from time to time.

Educational Radio

(Concluded from page 53)

Radio Bibliography by Ohio State University, and *Occupations in Radio* by Bartlett and Miller, of Syracuse University, are now circulated through the Exchange.

Correspondence.—As an index to the volume of requests for special information it may be interesting to note that an average of 175 individual letters are prepared in the Exchange each month answering specific questions on various phases of educational radio, not to mention form letters issued in connection with promotional and research activities.

Radio and National Defense

Local educational broadcasting groups are urged to cooperate with radio stations in their communities in producing programs which will inspire patriotic loyalty and unity throughout the Nation. The Script Exchange has prepared a special supplement which lists various materials available in the Exchange which may offer practicable suggestions to groups planning programs related to national defense.

We Shall Appreciate

When you have read this issue of *SCHOOL LIFE*, won't you write us any suggestions you may have? We shall appreciate it. We are always glad to receive information in regard to educational programs in States and local communities—news and reports on significant activities that may be helpful information to other communities.

SCHOOL LIFE wishes in the broadest ways possible to serve all educational fields. Its major function includes the publishing of official reports upon research, demonstrations, and other activities conducted by the United States Office of Education.

May we have your suggestions and reports?

tacks. When Betty went to kindergarten her mother took her the first day with some trepidation because of the possibility of her having a tantrum in school. The mother did not hear anything from the teacher and after 2 weeks she visited school. She remarked, "I suppose my daughter gives you no end of trouble." "On the contrary," replied the teacher, "she is one of the best-behaved children in the room."

Betty never had tantrums at school and had fewer at home as she grew older. The mother finally discovered the part she herself had taken in creating the emotional upsets and made a determined struggle to overcome the defects in her method of handling situations.

Questions for Discussion

1. What are some of the problems presented in this article?
2. If you were the teacher, by what means would you try to help the mother of the so-called subnormal boy?
3. Discuss the weaning of parents from their children.
4. What might have been the results of the strong personality of his mother upon the life and character of the boy?
5. What part should a mothers' club take in discovering family problems and helping members to analyze their situations?
6. Is there a final solution to the problem of the dominating mother of the girl?
7. Name the steps that might be taken to relieve the tension of the mother.
8. Is there a mental hygiene aspect of the two cases stated above?
9. Does the progressive school provide remedial service to parents who meet situations like the above?
10. Should not one of the functions of the school be to organize and conduct parent education classes under the professional leadership of an expert in parent education?

Books to Read

- ANDERSON, HAROLD H. *Children in the Family*. New York, D. Appleton-Century Co., 1937, chs. 2 and 4.
- BAIN, WINIFRED E. *Parents Look at Modern Education*. New York, D. Appleton-Century Co., 1935, ch. X, tests, records, and reports, p. 216-246.
- BARUCH, DOROTHY WALTER. *Parents and Children Go to School*. New York, Scott, Foresman & Co., 1939. Part 3. Children at school. Chapter 11, These emotions. The need of security, p. 186-201.
- GRUENBERG, SIDONIE M. *We, The Parents*. Our relationship to our children and to the world today. New York, Harper & Brothers, 1939, Toward adulthood, p. 251-275.

Camp Life as a Basis for Program Planning

by Howard W. Oxley, Director of CCC Camp Education

★★★ "CCC camp education consists of all those learning processes arising out of camp life and activities organized for the purpose of training the enrollee to the end that he may enjoy a better physical, spiritual, mental, and economic life while in the camp and after leaving it." This simple but direct definition of CCC camp education was offered by a camp educational adviser at a recent summer school conference as a brief expression of the nature and purpose of the program.

While the maximum term of service permitted an enrollee in the camps is 2 years, the average length of service tends to be somewhat less, usually 9 to 11 months. In this brief period of time we must seek to insure that the enrollee secures the maximum social and other benefits from his life in the camp, the maximum economic benefit in terms of possible future employment from his daily work, and the maximum values from such other training as may be especially organized for fulfillment of the specific needs indicated in the process of adjustment of the enrollee to camp life and to camp work.

It must be recalled that the average enrollee in the corps does not represent a cross section of the youth population of our nation, but rather is the young man who has had the greatest difficulty in securing and enjoying social and economic opportunity equal to that of his fellows. This fact is pointedly illustrated when it is noted that since July 1, 1937, 67 percent of the young men received into the corps have come from families on relief, 29 percent have come from families with a subnormal income, and 4 percent from among those unemployed and in need of employment.

The typical CCC enrollee is a young man of 19 years of age who has not completed the eighth grade, never held a job, never received vocational or occupational training, nor any guidance in



The glass-enclosed shelves of books make for easy selection of reading material by the enrollees of Company 1228, Camp SP-48, Ithica, N. Y.

selecting an occupation. For example, during a recent enrollment period, that of January 1940, 63 percent of the 64,218 juniors accepted for enrollment had had no previous work experience, while an additional 12 percent of juniors had been previously employed for 4 months or less. Thus, the enrollee in general has been out of school and out of work for from 5 to 6 years.

It is apparent that any program of training offered the enrollee must, in order to be significant, grapple directly with the social and economic problems presented by the individual young man. The work program of the camp provides a basis for the solution of the enrollee's economic problem. By training on the job and related in-camp training good progress can be made toward pre-

paring the young man in the camp for employment.

The life of the enrollee in camp provides a comprehensive and realistic basis for solving the problem of social adjustment offered by the enrollee. The training growing out of both camp work and camp life must be supplemented by organized related courses in order to bridge the gap between the upper limits of such training and the minimum standards required for reentrance into work and life outside the corps.

The daily life of the enrollee in the camps offers unusual opportunity for the development of a program of training for the strengthening of the qualities which go to make a satisfactory member of society. The entire 24-hour day of the young man in the camp is available.

The average camp schedule divides the day as follows: 5:30, reveille; 5:45, calisthenics; 6:30, breakfast; 7, sick call; 7:15, police call; 7:30, work call; 12, work recall, lunch; 1, work call; 3:30, work recall; 5, assembly, retreat; 5:15, dinner; 6, classes and leisure time; 9:30, lights out; and 9:45, taps.

Obviously this routine schedule embraces a wide range of activities outside the work program which offer a rich opportunity for personal development. The effective camp program is planned to evoke from this schedule of activities through stimulative and purposive administration and through organized direct training the utmost of training possibilities. For purposes of organization the nonwork activities of the enrollee may be considered under the following rough divisions:

- (a) Activities in connection with shelter or in short "housekeeping."
- (b) Activities in connection with clothing.
- (c) Activities which have to do with food.
- (d) Activities which contribute to physical and physiological fitness.
- (e) Activities which contribute to economic adjustment.
- (f) Activities which contribute to moral fitness.
- (g) Activities which contribute to social adjustment.

A well known educator has said, "It is not activities themselves which produce learning; it is their quality, their content, their aim, their meaningfulness." It may be appropriate to examine the procedure by which supervisory personnel seek to draw forth the values inherent in enrollee activities. These procedural steps are:

- (a) Establishment of a worthwhile purpose in each activity, and the acceptance of this purpose by the enrollee.
- (b) Recognition of the activity by the enrollee as the means of accomplishing that purpose.
- (c) Conscientious application by the enrollee, under supervision, toward realization of the purpose established, and
- (d) Cognizance by the enrollee that his efforts have accomplished his purpose.

For example, the enrollee must occupy

an assigned bunk in a barrack. Supervisory personnel seek to implant in the mind of the enrollee the necessity of making up this bunk properly and keeping it and the area about it in a neat and orderly manner, not because such performance is pleasing to the supervisory personnel but because it will result in better sleep and living conditions for the enrollee. A further motivation may be the thought that the barrack is the enrollee's home and should be kept as such. However, the enrollee must be shown that proper housekeeping will result in better living conditions. The responsibility for such housekeeping must be placed, insofar as possible, on him, and finally, he must be afforded an opportunity to recognize the success of his efforts. Many camp commanders accomplish these results by assigning the responsibility for police of barracks to rotating groups of enrollees, reserving to themselves the checking of final results. Prizes are awarded to the occupants of best policed barracks as a tangible assurance of successful work. In this manner, such values as alertness, understanding of group living, dependability, unselfishness, and amenability to discipline are impressed upon the enrollee.

Similarly, many other activities are analyzed and their training possibilities developed. In connection with eating, enrollees are taught better table manners and the value of a balanced diet. Enrollees, even though they work 8 hours per day, have excess energy which may be utilized to promote physical fitness. Programs of mass physical activity such as calisthenics are provided to utilize some of this energy. The enrollee receives monthly cash wages. The expenditure of these wages may be used to instill the lessons of frugality and buying discrimination. The requirements of regular personal habits of bathing, shaving, care of teeth, and personal hygiene teach the lessons of respect for self and person. The maintenance of a regular schedule of camp activities to which the enrollee is required to adhere in itself teaches the young man punctuality, regularity, orderliness, and respect for authority.

A secondary area of training arises from the need to teach in more organized

fashion certain facts concerning the necessity of orderly living with others. For example, frequently classes in table manners are organized. Young ladies may be invited to be present at planned meals in order to dramatize the need for good manners. Courses in social and personal hygiene are given in all camps in order to provide the enrollee with the necessary information for proper living. Regular attendance at classes in safety is required of all enrollees. First aid is taught all rated enrollees.

A third area of training is frequently indicated. Many enrollees fail to become properly adjusted to camp life, and thus fail to receive the maximum benefits from it because of academic deficiencies which render them unable to understand instructions or accept the necessary supplementary information. Classes for the removal of illiteracy and grade school deficiencies are organized to meet these needs.

Thus the activities of the 24-hour day of the enrollee are utilized as a basis for a training program which can go a long way toward making the young man of the Civilian Conservation Corps, who is so frequently in dire need of such training, a more adaptable social individual and therefore a more useful citizen.



A. V. A. Convention

The youth problem and national defense—their relation to vocational education—will be the basis for discussion at the coming convention of the American Vocational Association to be held in San Francisco, December 16–18.

On a recent visit to San Francisco, L. H. Dennis, executive secretary, met with California leaders in vocational education and named John F. Brady, president of the California Teachers' Association, as chairman of the San Francisco committee to arrange the convention.

Preceding the general meeting in San Francisco will be gatherings of State directors of vocational education who will meet on December 13 and 14. These sessions will be followed by meetings of State supervisors, city directors and trade school principals.



New Books and Pamphlets

Tolerance

Playing Fair; a book of tolerance plays, by Fannie Venable Cannon. New York, E. P. Dutton & Co., Inc., 1940. 112 p. illus. \$1.

The American ideal of tolerance furnishes the central theme for each of the four plays in the volume. Each play deals with questions that may arise in high schools where pupils are drawn from diverse social and economic backgrounds. For junior and senior high schools.

Youth

The Community and Its Young People, by M. M. Chambers. Prepared for the American Youth Commission. Washington, D. C., American Council on Education, 1940. 36 p.

A discussion of youth problems and a call to constructive action along lines that every community can follow.

In a Minor Key; Negro Youth in Story and Fact, by Ira DeA. Reid. Prepared for the American Youth Commission. Washington, D. C., American Council on Education, 1940. 134 p. \$1.25.

An informal presentation of facts about Negro youth.

Directory of Addresses

Small Directory of Addresses, by Mahala Saville. Boston, Mass., The F. W. Faxon Co., 1940. 84 p. \$1.25.

A list of addresses in frequent use in schools and libraries; includes addresses of publishers, book binders, organizations, business concerns dealing in library and school supplies, pictures and prints, music, stamps, etc.

Vocational Guidance

Opportunities in Government Employment, by L. J. O'Rourke. New York, Garden City Publishing Co., Inc., 1940. 320 p. illus. \$1.

Describes the opportunities, nature, and requirements of Government service, Federal, State, and municipal. Presents up-to-date information useful for young people trying to build a career, for Government employees desiring advancement, and for vocational counselors.

Teacher Liability

Teacher Liability for Pupil Injuries. Prepared by the Safety Education Projects of the Research Division. Washington, D. C., National Education Association of the United States, 1940. 25 cents.

Discusses liability for pupil injuries from corporal punishment, bodily injury caused by alleged negligence of teachers, the schoolboards's responsibility for injuries to pupils, and liability insurance protection.

Pupil Transportation

Pupil Transportation in the United States, by M. C. S. Noble, Jr. Scranton, Pa., International Textbook Co., 1940. 571 p.

Report of a 2-year Nation-wide study of pupil transportation which is part of the program of investigation and research in the field of rural education being carried on at Teachers College, Columbia University. Chapter 6 is de-

voted to the standards developed by the National Conference on School Bus Standards held April 10-16, 1939, at Teachers College, Columbia University.

Child Care

Let's Talk About Your Baby, by H. Kent Tenney, Jr. Minneapolis, The University of Minnesota Press, 1940. 115 p. \$1.

Imparts medical advice on the fundamental problems of young parents; deals with the baby's first year: Food, furniture, clothes, habits, etc.

Progressive Education

A School for the World of Tomorrow. The story of living and learning in the Lincoln School (elementary division), by Agnes de Lima with the collaboration of the elementary school staff. New York, Bureau of publications, Teachers College, Columbia University, 1939. 46 p. illus. 50 cents (by mail, 60 cents).

Traces the history of the school and the evolution of its techniques and presents a picture of the school's activities together with a critical analysis of its function in contemporary society.

Reading

The Crabtree-Canfield Readers, a basic series. Lincoln, Nebr., The University Publishing Co., 1940.

This series of readers by Eunice K. Crabtree, Lu Verne Crabtree Walker, and Dorothy Canfield provides a literature and a picture book at the readiness level, preprimer, primer, and first reader with workbooks and teacher's manual. Tell Me A Story . . . \$1.50. My First Book . . . 36 cents. Runaway Toys, The Preprimer . . . 28 cents. To School and Home Again, Primer . . . 72 cents. In the City and on the Farm, First Reader . . . 72 cents. (Quantity Discounts on each.)

Retrieving the Retarded Reader, with special emphasis on remedial teaching of vocabulary, by Jack W. Birch. Bloomington, Ill., Public School Publishing Company, 1940. 24 p. 30 cents.

Procedures in identifying and teaching the retarded reader, from preprimer level to secondary school.

SUSAN O. FUTTERER



Recent Theses

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

ALTENDER, LOUISE E. The value of intelligence, personality, and vocational interest tests in a guidance program. Doctor's, 1938. New York University. 130 p. ms.

BOOKWALTER, KARL W. Critical evaluation of the application of some of the existing means of classifying boys for physical education activities with a view to the determination of an administratively feasible procedure which shall produce more homogeneous classification. Doctor's, 1939. New York University. 281 p. ms.

BURR, HENRY L. Education in the early Navy. Doctor's, 1939. Temple University. 228 p.

CARTWRIGHT, BENJAMIN A. Four decades of development of psychology in State teachers colleges. Doctor's, 1938. George Peabody College for Teachers. 167 p.

COLE, ALFRED J. History of health legislation affecting the public schools of Minnesota. Master's, 1939. University of North Dakota. 113 p. ms.

FARRINGTON, ERVIN S. History of education in Windsor, Connecticut. Master's, 1938. University of Maine. 114 p. ms.

FESSLER, MARIANNE H. Social adjustment of high school children with employed and unemployed mothers. Master's, 1939. Syracuse University. 95 p. ms.

HOROWITZ, IRVING L. Metal machining trades in Philadelphia: an occupational survey. Doctor's, 1938. University of Pennsylvania. 129 p.

HOULAHAN, Rev. FRANCIS J. Retroactive inhibition as affected by the temporal position of interpolated learning activities in elementary school children. Doctor's, 1937. Catholic University of America, 1937. 27 p.

HOUSTON, RUTH E. Modern trends in physical education facilities for college women. Master's, 1936. University of California. 198 p.

KIMBALL, PHILIP H. Control of the supply of elementary and junior high school teachers in the State of Maine. Doctor's, 1938. New York University. 186 p. ms.

LADD, ROBERT B. Relationship of intensity of illumination to performance of a simple visual task. Master's, 1939. Texas College of Arts and Industries. 79 p. ms.

MCGHEE, WILLIAM. A study of retarded children in the elementary school. Doctor's, 1939. George Peabody College for Teachers. 128 p.

MERCER, MARGARET. An analysis of the factors of scientific aptitude as indicated by success in engineering curricula. Doctor's, 1938. Pennsylvania State College. 42 p. ms.

MIFFLIN, ELIZABETH. A study of the curricular needs in home economics of a typical Pennsylvania anthracite town. Master's, 1939. Pennsylvania State College. 4 vols.

NEAGLEY, ROSS L. Teacher demand and supply in the public schools of Pennsylvania. Doctor's, 1938. Temple University. 316 p.

NEWMAN, RALPH B. A study of state support for education in North Dakota. Master's, 1939. University of North Dakota. 90 p. ms.

POWER, JOHN J. Survey and evaluation of equivalent education in Worcester, Massachusetts. Master's, 1939. Massachusetts State Teachers College, Fitchburg. 102 p. ms.

PRICE, JOSEPH ST. C. Improving freshman achievement through guidance. Doctor's, 1939. Harvard University. 234 p. ms.

PLYLE, THERESA P. The teacher's dependency load. Doctor's, 1939. Teachers College, Columbia University. 111 p.

RICHMOND, SAMUEL S. Guidance function of the junior high school assembly with particular reference to programs in drama. Master's, 1939. Boston University. 159 p. ms.

SAMLER, JOSEPH. The high-school graduate and drop-out; a comparative study of the characteristics of these groups in representative public secondary schools of the metropolitan area of New York City. Doctor's, 1938. New York University. 295 p. ms.

STEEN, THOMAS W. The vocational choices of students whose religious beliefs limit their occupational opportunities. Doctor's, 1939. University of Chicago. 132 p.

SWENSEN, WALTER J. Changes in muscular tension in learning. Doctor's, 1939. University of North Dakota. 54 p. ms.

TENENBAUM, SAMUEL. Attitudes and school status. Doctor's, 1939. New York University. 234 p. ms.

TRIPLETT, WILLIAM G. A critical vocabulary comparison of Texas 1938-39 adopted readers, the preprimer to the second reader, inclusive. Master's, 1939. Texas College of Arts and Industries. 189 p. ms.

WELLS, ELYA C. A survey of educational and vocational guidance programs in the senior high schools of the District of Columbia. Master's, 1938. George Washington University. 103 p. ms.

RUTH A. GRAY



New Government Aids FOR TEACHERS



by MARGARET F. RYAN, *Editorial Assistant*

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

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

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

● Revisions of the following educational charts, 12 by 15 inches, have been made by the Extension Service of the United States Department of Agriculture, in cooperation with the Bureau of Agricultural Economics: Corn (7 charts), 15 cents; Poultry marketing (5 charts), 15 cents; and Miscellaneous fiber plants (3 charts), 10 cents. (See illustration.)

● Nearly 39 million rural Americans lack public library service of any kind, so the Bureau of Agricultural Economics of the Department of Agriculture asked the American Library Association to cooperate in the preparation of Farmer's Bulletin No. 1847, *Rural Library Service*, in which some of the rural library services now at work are described and suggestions made as to how rural communities and farm families now without such services can have them. Copies of the bulletin sell for 10 cents.

● Current numbers of the PUBLIC HEALTH REPORTS contain the following articles: *National Health Survey—Disease and Impairments in Urban Areas*, No. 11; and *The Use of Tests as a Medium for Health Education*, No. 12. Each number, 5 cents.

● No nation in Europe possesses all of the essential minerals needed by its iron and steel industry, according to Bureau of Mines Economic Paper 19, *The Iron and Steel Industries of Europe*, which sells for 20 cents. The nations deficient in iron ores and those with adequate or surplus iron ores are treated one by one.

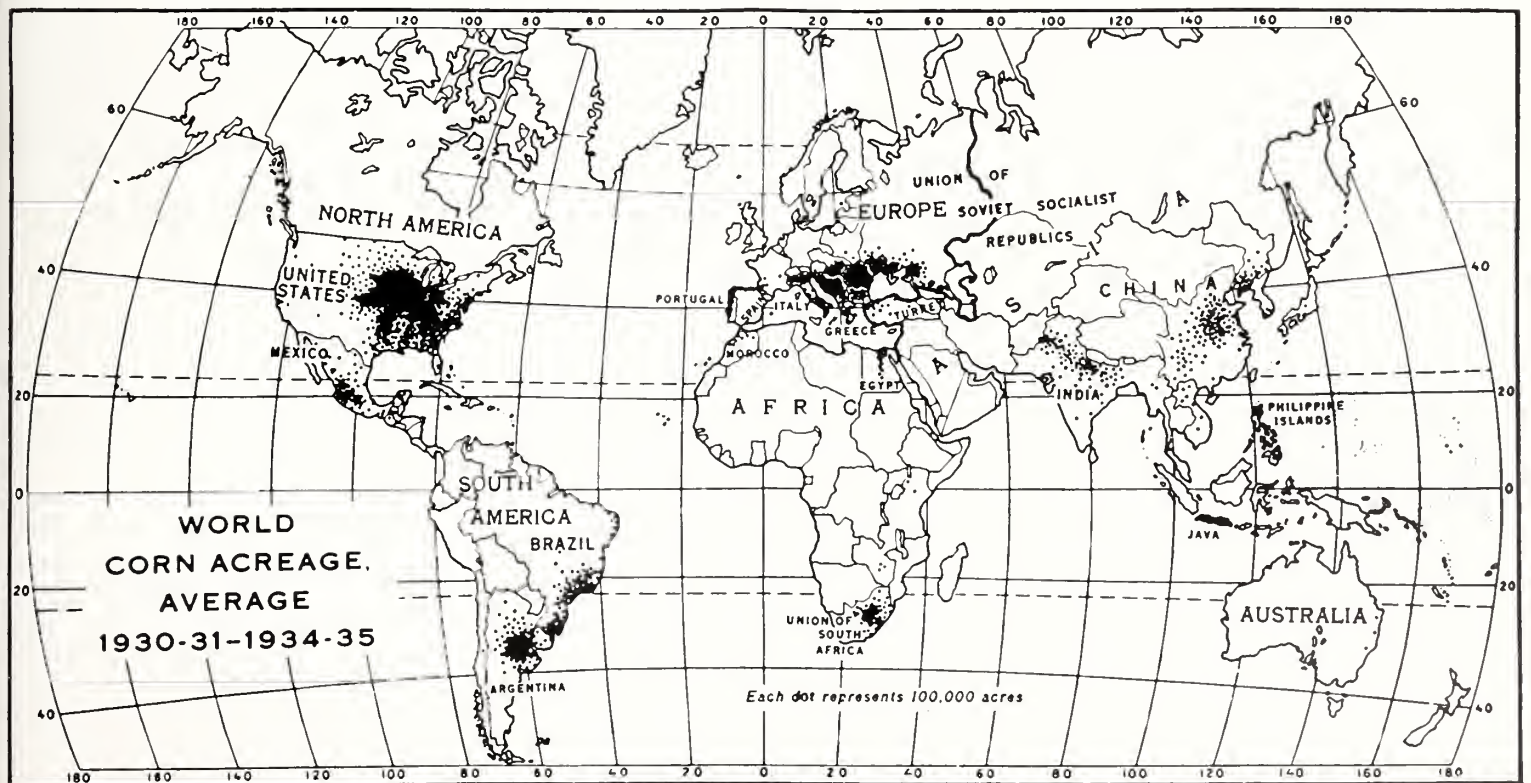
● Questions on basic law and basic theory and practice of radiotelephone and radiotelegraph, representative of the scope of questions contained in the various elements of the commercial radio operator license examinations are asked in *Study Guide and Reference Material for Commercial Radio Operator Examinations*, a recent publication of the Federal Communications Commission. Price, 15 cents.

● The average per acre value of farm real estate for the 12 months ended March 1, 1939, decreased in 22 States, remained unchanged in 18, and increased in 8, according to data presented in Department of Agriculture Circular No. 548, *The Farm Real Estate Situation, 1936-37, 1937-38, and 1938-39*. Price, 10 cents.

● "Getting better acquainted with your cooperative is a practical means of extending the horizon of your business opportunities," writes F. F. Hill, Governor of the Farm Credit Administration, in *Using Your Co-op Gin*, Farm Credit Administration Circular E-9. Free.

Other circulars in the series describing personal relationships between the individual and the cooperative, such as *Using Your Co-op Creamery*, *Using Your Fruit and Vegetable Co-op*, and *Using Your Poultry and Egg Co-op*, are also available free from the Farm Credit Administration, Washington, D. C.

● Twelve wagon-road land grants and 14 grants for canal and river improvements, as well as numerous railroad grants were authorized by Congress in the development of transportation facilities throughout the United States. The General Land Office, in the Interior Department, has prepared a bulletin entitled *Transportation—Information Concerning Land Grants for Roads, Canals, River Improvements, and Railroads* (Information Bulletin No. 5), which tells the story of transportation as found in the Federal statutes. Free.





THE VOCATIONAL SUMMARY



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

Reconstruction in Action

"Four years ago there was not a single stock of plantain in this community," Felipe Diaz, teacher of vocational agriculture in the vocational agriculture department in Quebrada Arenas, Puerto Rico, recently told a representative of the Agricultural Education Service of the United States Office of Education. "And the fruit of the plantain plant, as you know, is a staple article of food in Puerto Rico."

Vocational agriculture departments and the home economics departments in Puerto Rico, it should be explained, are a part of what is known as second unit schools.

Writing in the *Agricultural Review*, official publication of the Insular Department of Agriculture and Commerce, recently, A. Grant Pardo, editor, illustrates the value of the work done in the second unit school in Puerto Rico by specific examples.

There is the case, for instance, of the father of 12 children, who, when Mr. Diaz first visited him was ignorant of modern methods of cultivation, was unable to lift the mortgage on his farm, and whose sons disliked farming. Through the help and instruction of the vocational agriculture teacher, this farmer was started in plantain growing, improved the breed of his cattle, saved the property he had almost lost, bought more land, and induced his sons to remain with him.

Illustrating the value of the home economics course in the Quebrada Arenas second unit school, Mr. Pardo cites the changes in the habits of one family related to him by Mrs. Mercedes de Kuinlan, home economics teacher in the community.

Three years ago, according to Mrs. Kuinlan, members of this family entered the home economics classes. The girl started to take a course in home training. The boy entered a course in simple carpentering. The family lived in a small house which had only two rooms. As she progressed in her homemaking course, the daughter undertook to remodel the interior of the house. She refinished a bedroom and converted a large living room into a combination living dining room and a bedroom for her brother. As a result, her father became so interested in having a good home for his family that he built a new house which was finished inside and out according to suggestions made by the home economics teacher through the daughter of the family. "This house," Mrs. Kuinlan states, "is the pride of our department, representing as it does the cooperation of school and home in the improvement in living conditions in the countryside."

Mr. Pardo's story of the reconstruction program of second unit school in Quebrada Arenas has been published as a bulletin by the Bureau of Supplies, Printing, and Transportation, San Juan, P. R.

Eight Advantages

Much of the labor turn-over and many of the failures in retail store businesses may be attributed to a lack of adequate training on the part of both owners and workers in these businesses, the United States Office of Education states.

The seriousness of this indictment will be more apparent, the Office points out, when it is realized that according to the census of business for 1935, 5,437,212 persons were employed in 1,653,961 retail stores. Of these stores, 84.4 percent represented independent businesses with less than 5 employees, including the proprietor. The rate of failure as well as the rate of labor turn-over in these stores is estimated at approximately 25 percent. It is estimated that more than 300,000 youth between the ages of 18 and 24 years find their first employment in the distributive occupations—retailing and wholesaling—or enter the distributive field from other occupations each year.

There is no doubt, according to the Office, that adequate and appropriate training for owners, managers, executives, and store workers would result in more economical and efficient merchandising methods, a reduction in labor turn-over, and a consequent reduction in costs of operation in distributive businesses.

A study made by the United States Office of Education shows that education for work in the distributive occupations can be given most effectively in cooperative part-time classes on the secondary school level. Students enrolled in these classes, it is explained, spend part of the school day in classroom instruction and the rest of the day in actual employment in local retail or wholesale establishments. Throughout this employment period the student learner is paid a wage comparable to that paid others doing the same type of work. The results of the study are incorporated in Vocational Division Bulletin No. 205, issued by the Office of Education under the title, *Cooperative Part-time Retail Training Programs*.

Among the advantages of cooperative part-time training programs to merchants, as listed in the Office of Education publication, are the following: (1) It provides for the constant and systematic infusion of desirable beginners into store personnel; (2) it provides for trainees the specific training merchants desire

them to get; (3) trainees enjoy the assistance of teacher advice and guidance through try-out courses and often placement in a particular store; (4) trainees are placed in job training at an age when they usually learn most easily; (5) it permits store owners to get better trained workers, since those who take cooperative training are required to study related subjects, such as salesmanship, English, mathematics, science, art, economics, and retail store operation and management; (6) the school assumes the burden of training, thus relieving the store of training problems and expense; (7) the school furnishes a trained group of extra employees for special events, as well as for permanent employment; (8) the school training "upgrades" the educational level of store occupations, and thereby attracts a better grade of employee.

Copies of the Office of Education bulletin may be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 15 cents each.

Farm Youth Good Loan Risks

Farm Youth Best Loan Risks in Eyes of State Bankers is the caption of an article in a recent issue of an Oklahoma daily paper which describes the practice followed by Oklahoma banks in lending money to vocational agriculture students to be used in farming enterprises such as breeding and fattening livestock and production of corn, wheat, cotton, oats, potatoes, and truck-crops.

This article quotes Eugene P. Gum, executive secretary of the Oklahoma Bankers' Association, on the attitude of bankers toward loans for members of the Future Farmers of America, national organization of boys studying vocational agriculture in rural high schools.

Mr. Gum estimates that Future Farmer members and members of other organizations for farm youth will borrow \$200,000 from Oklahoma banks this year and "pay it back." "There's no 'if' or 'maybe' about those lads," he said. "That's why the banks make them a special rate and are giving them many considerations."

He cites many instances of the determination of F. F. A. members to liquidate their bank obligations even under difficulty. He refers, for example, to one boy who borrowed \$30 from the bank to buy a hog which died shortly after he negotiated the loan. Refusing all offers of the bank to ease the terms of the loan, this lad chopped, loaded, hauled to town, and sold one load of cordwood each week for 30 weeks in order to pay a dollar a week on his loan.

Incidentally, also, Mr. Gum stresses the fact that F. F. A. chapters guarantee and even pay off, if necessary, obligations assumed by members who are unable for some reason to fulfill these obligations. There is the instance, for example, of a boy whose father and mother had died and who left town owing \$7 on a small bank note. Members of the local F. F. A. chapter raised this amount and paid off the note.

A recent report of the State supervisor of agricultural education showed that Future Farmers of America have already borrowed more than \$54,000 from Oklahoma banks this year.

Reports from the Oklahoma State Board for Vocational Education show that 7,348 boys enrolled in all-day classes in high-school vocational agriculture departments carried 23,551 supervised farm practice projects last year. The project income of boys who completed their work during during 1938-39 was \$261,397.31.

For Prospective "Home" Nurses

Courses designed to fit women and girls for work as "home" or "practical" nurses are now being offered in high schools in several cities in New Jersey under the direction of the State board for vocational education.

In these courses, which, it is explained, are designed to train individuals to serve in the capacity of housekeeper and nurse, and to help in the care of young children in the family, instruction is given in the fundamental principles of housekeeping and home nursing and in such other abilities as reading to invalids and child care.

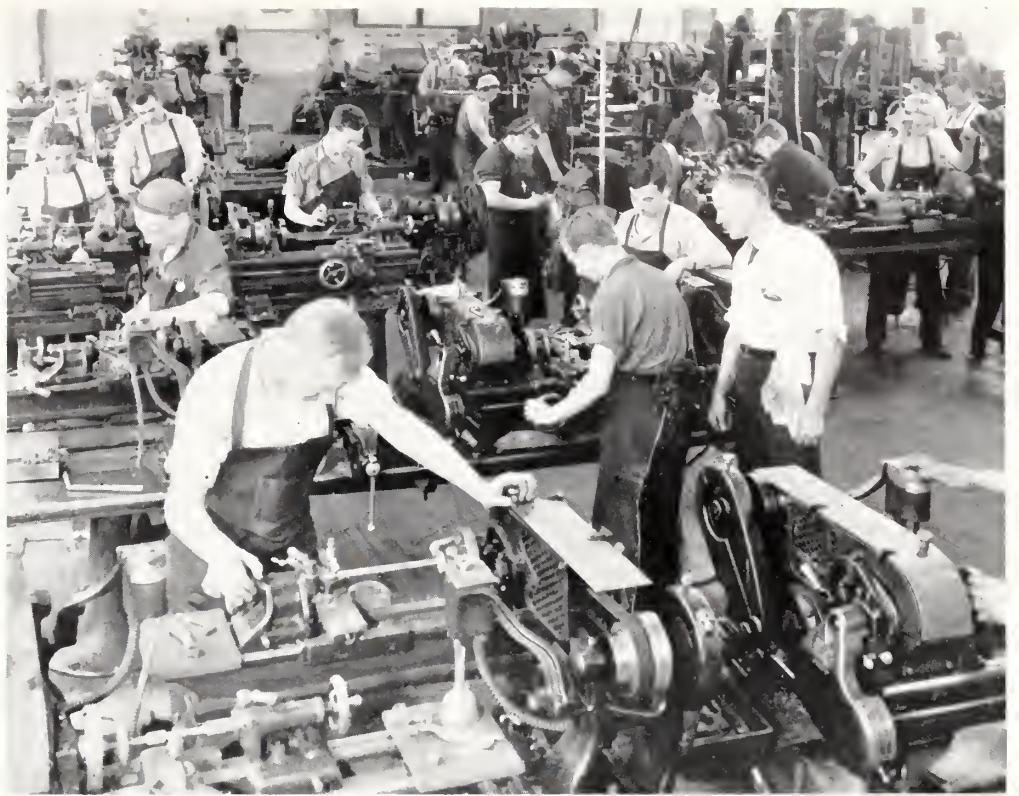
Special emphasis is placed by the New Jersey State Board for Vocational Education on the fact that these practical nurses are not being trained to supplant the registered nurse, "but rather to provide skilled workers who know many things about the upkeep of the home as well as the elementary principles of hygiene and treatment of the sick and convalescent." Individuals thus trained, the New Jersey Board points out, are employed by families who are unable to retain a registered nurse as well as an individual to see that the home is kept up and cooking done for the members of the family. In some instances, also, the practical nurse may be responsible for the care of chronic invalids.

Training in the particular kinds of abilities needed in such work is provided in the home-nursing courses.

Teachers and Prospective Teachers

Prospective home economics teachers at Purdue University—seniors in teacher-training courses—last winter received valuable pointers concerning the solution of problems with which they will be confronted in actual teaching work in home economics departments this year.

Through a plan worked out by Frances Schneider, teacher trainer in home economics



Students in machine tool course offered in connection with program of vocational education of defense workers. A typical picture of activities throughout vocational schools.

education, Purdue University, six graduates of the teacher-training course in 1939, who were doing commendable work and who had been especially successful in establishing desirable relationships in their communities, were asked to lead discussion groups of senior student teachers, the discussions to be based upon the relations of the home economics teacher with the school and the community.

Student teachers who participated in the conference discussions, which took place at Purdue University on a Saturday morning, were asked to list in advance the questions they desired to have discussed. Their enthusiasm over the proposed conference was heightened by the fact that it was to be led by girls so recently out of college and, therefore, so near their own ages.

Each student teacher and teacher who attended the conference drew a slip designating the group of which she was to be a member. This plan avoided the necessity of arbitrarily selecting the leader and the participants for each discussion group.

As a preliminary, Miss Schneider explained the purpose of the conferences to the 60 student teachers and their group leaders and stressed the importance of happy relationships on the part of the teacher with members of the school faculty and residents of the community.

The conference then divided into groups. Each group elected a secretary whose duty it was to report to the subsequent conference of

the combined groups the basic points brought out in group discussions. Miss Schneider and her coworker, Muriel G. McFarland, moved from group to group and entered into the discussion when they felt it was wise.

When the combined groups met later in the morning, Miss Schneider organized the information submitted by group secretaries and members in outline form on the blackboard. When completed, this outline contained main headings covering relationships with school faculty members, administrators, community families, students, business houses, and social groups. The groups also brought in their conclusions on problems met with by teachers in getting acquainted in local communities, handling personal finances, in assuming community responsibilities, and in making religious affiliations. It was apparent that the group members had sought enlightenment on the particular problems to which those entering upon teaching work must find the answers.

"I have never seen a group of seniors more interested than the students who attended this conference," Miss Schneider states. "The conference served to foster a fraternal feeling among those who attended, and emphasized the importance of establishing desirable community relationships in connection with classroom work, the need of preparation for acceptance of community responsibilities by the teacher, and the need of a broad attitude toward the home economics training program as a whole."



In Public Schools

Tendency to Issue Pictorial Reports

The annual report of the superintendent of schools of Chicago, Ill., for 1938-39 is an illustration of the tendency of city school superintendents to issue reports describing by text and pictures what is going on in the schools. The report covers every phase of the school system and is arranged largely according to the administrative assignments of the assistant superintendents of schools.

Bond for Sabbatical Leave

"An amendment to section 5.722 of the California School Code governing sabbatical leaves of absence to certified employees of public-school districts was passed by the 1939 legislature," says *California Schools*, a publication recently issued by the California State Department of Education. "Under the amendment the employee may receive compensation during the time of the leave, provided he furnishes a suitable bond indemnifying the district against loss in case he should fail to render at least 2 years of service following his return from the sabbatical period."

Appointment of Teachers' Council

"In December 1939 a group of 15 teachers, principals, and supervisors of Newton, Mass.," according to the one hundredth annual report of the school department of that city, "was appointed to serve as an advisory board to the superintendent in carrying out the in-service teacher growth program of the commission on teacher education. In order that every school district and level in the city be represented, the council was enlarged to 22 members. Although the immediate purpose was to facilitate participation in the teacher education study, the council has concerned itself with nearly every aspect of an improved educational program for Newton.

"In the 16 afternoon meetings of the council there were considered such problems as (1) the strength and weaknesses of our present program of in-service teacher training, (2) the need for a coordinating philosophy among the various levels of the school system and a common understanding the purpose and methods peculiar to the needs of children at each level, (3) the values of

intra-system visitation without involving additional expense, (4) a better program for the gifted child, and (5) the relationship of teacher load to teaching efficiency.

Convention Calendar

AMERICAN COUNTRY LIFE ASSOCIATION. *La Fayette, Ind., Nov. 7-9.* President, Mrs. Raymond Sayre, Ackworth, Iowa; secretary, Benson Y. Landis, 297 Fourth Avenue, New York, N. Y.

AMERICAN LEGION, NATIONAL AMERICANISM COMMISSION. *Indianapolis, Ind., third week in November.* National Chairman, Leslie P. Kefgen, 508 North Van Buren Street, Bay City, Mich.; National Director, H. L. Chailaux, 777 North Meridian Street, Indianapolis, Ind.

ASSOCIATION OF LAND-GRANT COLLEGES AND UNIVERSITIES. *Chicago, Ill., Nov. 11-13.* President, F. D. Farrell, Manhattan, Kans.; secretary, Thomas Cooper, University of Kentucky, Lexington, Ky.

CHILD STUDY ASSOCIATION OF AMERICA, Inc., *New York, N. Y., Nov. 15 and 16.* President, W. Carson Ryan, 221 West Fifty-seventh Street, New York, N. Y.; secretary, Sidonie M. Gruenberg, 221 West Fifty-seventh Street, New York, N. Y.

CONFERENCE OF NEGRO LAND-GRANT COLLEGES. *Nov. 11-13.* President, William H. Bell, Alcorn A. & M. College, Alcorn, Miss.; secretary, R. B. Atwood, Kentucky State Industrial College, Frankfort, Ky.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH. *New York, N. Y., Nov. 21-23.* President, E. A. Cross, Colorado State College of Education, Greeley, Colo.; secretary, W. Wilbur Hatfield, 211 West Sixty-eighth Street, Chicago, Ill.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SOCIAL STUDIES. *Syracuse, N. Y., Nov. 21-23.* President, Howard R. Anderson, Cornell University, Ithaca, N. Y.; secretary, Wilbur F. Murra, 1201 Sixteenth Street, N.W., Washington, D. C.

"While many constructive devices for enlisting group action on educational problems were set up as a result of the deliberations of this group, nevertheless the value of the council has been in releasing and making available to the school system the combined thinking of administrators, principals, supervisors, and the teachers, who are carrying on the educational program in direct contact with the child."

Rural School Roads

According to a recent issue of *Capitol News*, a weekly clip sheet covering departments of the Pennsylvania State Government, "maintenance crews of the Pennsylvania Department of Highways are putting the finishing touches on new traffic lines in front of schools in rural areas which are being painted to aid in protecting children. This is the first time that this type of safety measure has been painted in front of rural schools.

"In front of all rural schools there will be a solid white line painted in the center of the road surface. These lines will be 4 inches wide and will extend 300 feet on either side of the cross-walk painting. Cross walks were first painted in front of schools some years ago but the solid white center line is a new safety feature this season.

"For years the department has placed metal signs about 300 feet on either side of a school zone. The solid white center line will run from these metal signs to the cross walks. The cross walks are 10 feet wide and marked with white lines.

"The new solid white center line in front of rural schoolhouses is being put down this year as an added safety feature to protect children. It will serve as a warning to motorists not to pass other vehicles in the school zones marked by the solid white center lines."

Criteria for Junior Colleges

The Bureau of School Service, College of Education, University of Kentucky, recently issued a bulletin entitled *Criteria for the Establishment of Public Junior Colleges in Kentucky*. "The purpose of this study," as stated in the introduction, "is to survey briefly the current information concerning the organization, functions, and trends of public junior college education in the United States; to determine the most important factors which, it would seem, should govern the establishment of effective public junior colleges; and to relate these factors to the present structural

organization of the various existing school districts and possible junior college districts with a view of determining the need for the establishment of public junior colleges in Kentucky and the financial ability of the various sections of the State to support them. The problem, then, is to develop criteria that may be used as dependable guides in determining the feasibility of establishing a public junior college in any given area in Kentucky, and to apply these criteria to all areas of the State which might appear in any way to have need of a public junior college."

Adult Education Organization

According to a recent issue of *News of the Week*, a publication issued by the Department of Public Instruction of Lansing, Mich., "administrators representing 20 organizations interested in adult education recently met in Battle Creek for an all-day conference. A general discussion at the morning session resulted in the drafting and adoption at a later discussion of a series of recommendations to the State superintendent of public instruction, which were as follows:

That a committee be organized to determine a satisfactory and effective pattern for local organizations and administrators of a community program of adult education.

That a clearing house be organized to include agencies represented at the conference for the purpose of:

- (a) Keeping communities informed on available services.
- (b) Pointing out overlapping services.
- (c) Filling in existing gaps.

That a study be made to determine:

(a) What financial resources are available for the support and promotion of local adult education programs.

(b) What plans, if any, should be proposed for requesting State or national support.

That a committee be appointed to study the status of legislation concerning adult education.

Activity Program

The Winfield summer activity program is described in a report recently issued by Evan E. Evans, superintendent of schools of Winfield, Kans. The board of education of that city, realizing that the problem of the care of urban children in the summertime has grown increasingly grave, has for several years been providing an activity program during the summer months. The program combines all the wholesome activities in which the boys and girls indicate an interest. Thirty-one instructors made up the staff of the activity program, 18 of whom worked full time 5 mornings a week. All the cost of instruction and the cost of management and administration were paid by the board of education.

W. S. DEFFENBAUGH



In Colleges

Bicentennial of University

The University of Pennsylvania, founded in 1740, celebrated the bicentennial year of its foundation during the week September 16 to 21. The University of Pennsylvania is the fourth in rank so far as age is concerned among higher educational institutions in this country. Harvard began in 1636, William and Mary in 1693, and Yale in 1701.

Education Merger

The Illinois Institute of Technology has recently been created through the merger of Armour Institute of Technology and Lewis Institute. This will give to Chicago another outstanding center of engineering and scientific education, as well as of research.

How Co-Eds Spend Their Money

The University of Kentucky has just completed an investigation as to the way in which university girls spend their money. This study was based on a cross-section of university girls, which included those who lived in residence halls or with parents and near relatives; sorority girls; nonsorority girls, and those who worked under the provision of the National Youth Administration. Living expenses were divided into three categories: Room; food (board); food (grill); fees (including tuition, special fees for music, etc.); books; clothing; recreation; transportation; social dues; honorary dues; health; contributions; laboratory materials; general reading; and miscellaneous.

It was found that the average coed spends \$15.33 on books; \$10.81 for recreation; \$10.99 for transportation; \$3.00 for honorary dues; \$7.90 for health; \$3.33 for contributions to church and charity; \$1.62 for laboratory materials; \$1.41 for general reading; \$13.80 for miscellaneous items; \$65.81 for clothing; and \$14.48 for social dues.

The last-named item hardly gives a clear picture for those who belong to sororities or social organizations. It costs a great deal more than \$14.48 per year but as the study included nonsorority as well as sorority girls, the average is rather low. The greatest discrepancy in individual costs is in clothing, but the conclusion proves that a student may live at the University of Kentucky for 1 year for an average cost of \$590, though the cost may vary according to taste and circumstances.

Student Organizations and Business

The amount passing through the accounts of 62 fraternities and 20 sororities at Ohio State University this year was \$790,000; 150 student organizations accounted for \$110,000, and the Fraternity Managers' Association handled \$265,000.

Large volume of fraternity and sorority accounts does not mean that these groups have been spending freely. It indicates that with few exceptions they have either improved or maintained good financial standing the past year. The bulk of their accounts represents room and board of members.

The Fraternity Managers' Association does cooperative buying for 90 fraternities, sororities, and cooperative houses with 4,000 members, and it is said to have made an annual saving of \$40,000 for member groups through volume purchases.

WALTON C. JOHN



In Libraries

Industrial Training

With the needs of national defense specifically in mind, the American Library Association has just published a book list entitled "Industrial Training for National Defense." Edited by Charles M. Mohrhardt, chief of the technology department of the Detroit Public Library, this list contains books on such subjects as blueprint reading, die-casting, engine design, foundry work, lathes, pattern-making, radio, welding, and other vocational subjects.

In addition to a descriptive annotation, symbols indicate whether the book is suitable for vocational students, apprentices, beginners, skilled workmen, student engineers and designers, and engineers and designers.

Trade Practice Rules

The Federal Trade Commission promulgated on September 3, 1940, the trade practice rules for the subscription and mail-order book publishing industry, which has a total sales volume estimated between \$20,000,000 and \$25,000,000 annually. Schools and libraries as large purchasers of this type of books have an important interest in these practices which have been set forth by the commission at the request of and with the cooperation of the industry in order to prevent misrepresentation in selling methods.

Among the practices cited as unfair are: Misrepresentation of books as be-

ing free and representing any payments required as being for supplements or for so-called research service; use of a title different from that under which the material was previously published in order to deceive buyers; misleading purchasers into believing copyright renewal date is the original copyright date; use of false prices in order to show marked reductions; falsely claiming connection with educational institutions; offering money or anything of value to employees or agents of customers as an inducement to influence the latter to purchase books.

Special Libraries Association

Utilization of library resources was the theme of the recent Indianapolis meeting of the Special Libraries Association, an organization composed of librarians in special fields such as banking, chemistry, engineering, manufacturing, fine arts, and others. Attention was focused on the ways of building up collections to meet highly specialized demands, and the effective ways of using them to the best possible advantage—something very important in the present emergency.

Speaking at one of the general sessions, Virginia Alexander, director of the bibliographical committee of Philadelphia, pointed out that the special librarian must have her subject matter organized for instant use, and the very nature of the special library's clientele requires that adequate service must always be rendered. Cooperation was urged in the matter of pooling resources through union catalogs, through specialization instead of duplication in book purchases, through interlibrary loans, and through cooperative storage warehouses. Other speakers also discussed the theme and its implications.

Cooperation Results

The Committee on Library Cooperation with Schools recently reported to the New Jersey Library Association that it had contacted certain key cities in the State on the matter of school and public library relationships with the following results:

"From our questions we learned that cooperation in New Jersey follows on the whole a basic pattern. This pattern consists of a system of loans by the public library to classrooms and school libraries, supplemented by visits of the public librarian to the schools for book talks. . . .

"In some few cases, the teachers and the school librarians communicated the type of assignments that the children would have to the public librarian, thus giving the public library an opportunity to gather all the available material in

advance. . . . Another excellent practice in some communities is that of calling the public librarian into conference about changes in school courses, thus giving her the opportunity to procure books to meet the demand."

Survey Published

The Board of Education for Librarianship of the American Library Association has just published a survey of library personnel and library training agencies in Michigan. This study made by John S. Cleavinger at the request of librarians in the State, undertook to find out the qualifications of library workers in Michigan, the effect of working conditions on their educational and professional development, and the opportunities for training offered in the State. All phases of library work—school, college, and public—are included.

In the field of school libraries, Mr. Cleavinger reports the following conditions as among those hampering school librarians:

1. Lack of a definite budget.
2. Requirement that all books for a year's work be purchased at one time.
3. Elaborate routines and records that leave the librarian little opportunity for work with students.

The survey recommends that "instruction in the conditions fundamental to effective school library service (be) introduced by teacher-training institutions into the courses in administration required of prospective school administrators." It urges the adoption of an adequate certification code for school librarians. Still another recommendation is that school library visitors be employed to aid librarians in the small schools especially with counsel, instruction, and consultation.

RALPH M. DUNBAR

In Other Government Agencies



Farm Security Administration

In a drive to prevent accidents on farms, field men of the Farm Security Administration have been surveying the farms of families on the Farm Security program to locate hazards and warn the farmers about them. In discussing safety practices they stress fire prevention, protection of machinery, home accident prevention, and safe handling of animals.

* * * *

Loans not exceeding \$75 and usually less than \$50 are being made by the

Farm Security Administration to children of its borrower families so that they may take part in 4-H Club activities and those of the Future Farmers of America. Loans are ordinarily made for the purpose of buying a calf, a pig, chickens, or other livestock to carry out a club project, but they may also be used to purchase seed, plants, fertilizers, or other material for approved projects.

Before the loan is made the FSA supervisor learns from the county extension agent whether or not the boy or girl can make good use of the money. Security includes a note signed by the child and the parents, and also a chattel or crop mortgage. The business transaction is fully explained to the child borrower in order to make clear the personal obligation and responsibility for repayment.

National Youth Administration

Hereafter the NYA will depend entirely upon public schools to furnish both academic and vocational training to out-of-school youth workers employed on NYA projects, as the result of an agreement reached by the National Youth Administration, the United States Office of Education, and a group of chief State school officers and State directors of vocational education.

The NYA out-of-school program will concentrate the activities of the nearly 300,000 young men and women, 17 to 25 years of age, now employed on this program, to part-time work experience.

A new regulation of the NYA which reads: "A youth shall be eligible for certification if he is in need of employment, work experience, and training," makes it easier for young people to become eligible for employment on the NYA out-of-school program. Heretofore, under the various relief acts, certification to NYA required consideration of the needs of the entire family on a budget basis. The new definition makes it possible to reach marginal groups and to select youth for NYA projects on the basis of their need for employment and suitability for the type of work provided by the project.

MARGARET F. RYAN

SCHOOL LIFE Index

The Index to SCHOOL LIFE, Volume XXV, October 1939 to July 1940, will soon be available. Requests for copies should be sent to SCHOOL LIFE, U. S. Office of Education, Washington, D. C.

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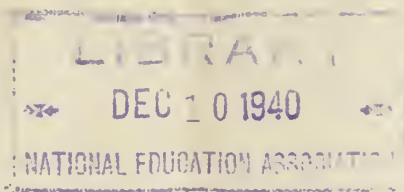
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The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall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

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SCHOOL LIFE

Official Journal of the U. S. Office of Education

Volume XXVI

DECEMBER 1940

Number 3

Tolerance

"Of Paramount Importance Is the Development of a Racial, Class, and Religious Tolerance That Is Truly American—Now!"¹

TOLERANCE and intolerance are terms used to mark the extremities of a scale of human attitudes. Men differ in their degree of tolerance for different things. Tolerance is not an abstract virtue. It is everywhere and always related to some object of which we are tolerant (or intolerant) in varying degrees and for different reasons. Most of us find our attitudes and conduct falling at some point between the extremes of the scale of tolerance-intolerance, depending upon the matter in question. We may be tolerant of bizarre neckties and intolerant of jitter-bugs; or we may be tolerant of sartorial exhibitionism and intolerant of social snobbery; or we may be tolerant of some sinners and hate sin in general. The exact degree of our tolerance is dependent upon a complex of factors in which reason and principle cannot easily be distinguished from prejudice and selfishness. A cynic may define convictions as other men's prejudices.

How then shall we define what we mean by "a racial, class, and religious tolerance that is truly American"? What do we mean by a truly American tolerance? Just this! Recognition of the inherent right of every individual to protection in the exercise of his constitutional liberties: Freedom of speech, freedom to learn, freedom to work, freedom to vote, freedom to worship, freedom to participate in our American life.

¹ From the October *School Life* editorial.

A truly American tolerance is characterized negatively by the absence of coercive, vindictive, emotionalized, name-calling tactics; positively, by the willingness of each of us to rest the case for or against any man or measure upon an appeal to reason and justice in the spirit of good will. The essential function of democratic education lies just here. For democratic education is the organized and persistent effort to widen the areas of rationality in human conduct, to open up new vistas to the mind, to release the creative intelligence of men in an atmosphere of good will. Education is the archfoe of unreasonable prejudice and of stupid intolerance.

Especially is education opposed to three types of prejudice and intolerance: (1) That based on racial myths or notions of inferior nationality; (2) that based on social or class discriminations; (3) that based on religious differences.

Welcomed by Public School

Americans are a various people. In our midst are millions of citizens who were born of immigrant parents. The English, the Irish, the Slav, the African, the Italian are here by the millions; Scandinavians, Russians, Germans, Frenchmen, and other nationalities are bred into our very bones. The public school welcomes all of these diverse elements, accepts the contributions of their cultures, makes them heir to the accumulated wisdom of the race, and merges all their differences in one common loyalty to the Republic and to humanity.

The American Constitution set the face of our Nation against the artificial perpetuation of class differences. One of its provisions wisely prohibited the granting of titles of nobility. No one will be so bold as to argue that America has been without some social stratification or that class consciousness is entirely absent from our midst. But class differences are not frozen into legal forms nor do they have strong economic claims on perpetuity. A free movement of individuals from class to class has been the promise and salvation of American social life. The schools are the most important institution we have devised for achieving social mobility. Through the provision of educational opportunity in the schools talent has been enabled to find its level, a natural aristocracy of ability has been continuously recruited; while by mingling in the classrooms and on the playgrounds of thousands of schools, America's citizens-to-be have gained that understanding of each other's worth which is the spiritual leaven of democracy.

Sanctuaries Side by Side

In America the Protestant, the Jew, the Catholic erect their sanctuaries side by side with full freedom for every citizen to worship God according to the dictates of his conscience. The pestilence of religious strife has in general been so conspicuously absent from our Nation as to be newsworthy when sporadic incidents of its persistence occur. There are but few who assert that this mutual forbearance by religious groups in

(Concluded on page 73)

Professional Growth and Defense

by John Lund, Senior Specialist in the Education
of School Administrators

★★★ The policies recently enunciated by the Educational Policies Commission of the National Education Association under the title of *Education and the Defense of American Democracy* place a heavy burden of responsibility for leadership upon schools and school systems. All of the specific proposals which have been made in subsequent releases by the commission and other national agencies involve a great number and variety of cooperations and activities which make demands upon the capacity and competence of all professional workers in the schools. These cooperations and activities that are being proposed are directed to the general objective of engaging "all educative and opinion forming agencies in a unified program for the defense of democracy, particularly as that program relates to improving the understanding of and quickening faith in the ideals upon which free self-government in America rests."

All of this represents a clear call to high adventure in cooperative endeavor. What we are really being challenged to accomplish is to improve and strengthen the quality of civic life in America through a community of action under the leadership and stimulus of public education. There can be no question that the quality of civic life in America will actually be best strengthened only as school administrators, teachers, and pupils, together with college and university faculties, educational and professional agencies, organized lay groups, and civic-minded individuals work cooperatively in all conceivable relationships to that end.

So much for the task assigned. The blue prints are out and the drive is on. What of our professional competency for such an undertaking? To the extent that our objectives are immediate and pressing in relation to the needs of national defense we must pretty

much stand or fall in terms of the capacities for leadership and cooperation present within the profession. From the point of view of all who are concerned with the problems of professional education, it would be most foolish to assume that capacities for such leadership and cooperating activities have been fully developed and are present within the active ranks of the profession in sufficient volume and quality to make their efforts count adequately.

It is not any part of our purpose to cast doubts upon our spiritual capacities or our professional skills for rising to this emergency defense situation. There is a job to be done and positive action with vigor and dispatch is the order of the day. There can be no yielding to any sense of futility in the face of such a challenge. This writer yields to no one in his faith in the reserve power and capacity of the teaching profession somehow to measure up to the task which is ours today and in the days ahead.

We must face realistically, and we hope constructively, some of the problems and the possibilities in the field of professional education for administrators and for teachers which are implicit in the task which has been pretty thoroughly set up and which lies ahead for American education. Basic to such a discussion are certain important assumptions which may be stated as follows:

1. That the policies agreed upon through the National Education Association deal with *long-term objectives*. They are not short-term policies for the duration only of a so-called period of national defense activity. Present world conditions serve only to emphasize the correctness of the objectives sought and to argue for greater haste in achieving them.

2. That implicit in the proposals made are *fundamental changes in the content, organization, and administra-*

tion of American education. We are really being called upon to redirect the program of education. The impact of defense needs is simply forcing us to face facts more realistically and to question more vigorously than before the validity of our curricular, organizational, and administrative theories and practices.

3. That every member of a school staff from the kindergarten to the university should somehow *relate himself, individually and personally to these efforts* by involving himself in some form of participation in one or more of the relationships and cooperations indicated.

Opportunities and Challenges

If we can accept these assumptions as valid it seems clear that as we move forward in frontal attack upon our objectives we shall discover some very real opportunities and challenges in the field of professional growth; that we shall gain in strength and discover new strength as we work on together. Some of these opportunities and challenges may be listed as follows:

1. Opportunities for school people everywhere, administrators and teachers alike to grow in professional insight and competence *through participation* in undertakings which will challenge the ablest members of the profession.

2. Challenges to school people everywhere to *examine their thinking and their practices more critically*, depending less and less upon their own preconceptions and traditional prejudices and depending more and more upon cooperative thinking and action.

3. Opportunities to *develop skill in the techniques of cooperation*, such as group study and discussion leadership and participation; how to work happily and effectively with many different kinds of people, professional and nonprofessional, representing many varying interests and points of view.

4. Provisions for *vital experiences in the democratization of educational procedures, administrative and instructional*, out of which may well evolve a living philosophy of democratic school administration, and of teaching, in action.

5. A medium of activity is offered for the *development of incentives for professional growth* which will grow out of the challenge of the job to be done. These in the long run will prove to be more dynamic than the more artificial forms of stimulation which have been our mainstay in the past.

6. Opportunities for *more active interrelationships between teacher-education institutions and the public schools*, in more vital forms of cooperative activity. This would apply to both graduate and undergraduate schools. Internship opportunities, refresher courses and clinics, cooperative supervisory and consultant relationships, workshops, generally less rigid distinctions between "on campus" and "off campus" activities, are all suggestions of some of the possibilities.

Incomplete as it undoubtedly is, this listing may serve to suggest some of the values and some of the drives which may reasonably be derived as the profession moves forward in its response to the challenge to education in the defense of American democracy.

What Does This Mean?

What does all of this mean to the individual superintendent of schools and his staff?

First of all, administrators, that is superintendents, principals, and supervisors should reexamine and clarify their philosophy of administration. In any effort to strengthen the quality of civic life in democratic America there is no place for methods which do not maintain the form and the spirit of democracy in the administration and supervision of a school system. Frankly this poses a difficult task for many administrators. It requires a much higher order of competence to lead a group of teachers to pool their resources and to agree upon a course of action than it requires to give orders to these same teachers and to see to it that the orders are carried out. It seems equally obvious that teachers will need to recognize that with the opportunity to participate in policy making goes a responsibility. They must come to realize that their jobs include more than the teaching of classes. Unless this democratic process is to degenerate into a pooling of ignorance, teachers everywhere must be encouraged and helped to expand materially the range and depth of their present knowledge and interests.

Administrators and teachers will have to face these issues squarely in the days ahead. The time has passed for retreat behind the many and familiar

alibis, as for example, the bugaboo of the "dangers" of "shared" responsibility. Legally and organizationally, responsibility will remain where it is, with administration. The question at issue is, Shall that responsibility be implemented autocratically, and may we say unintelligently, or shall it be implemented democratically and therefore with intelligence?

Teachers, by the same token, must get about the business of reexamining and clarifying their philosophy and practice in the field of method so that methods of teaching in the classroom may become increasingly in themselves experiences in democratic living for the students. This again will be no easy effort for many teachers. It will be made somewhat easier as teachers themselves begin to experience democracy through actually having voices that count in deciding the purposes and policies which govern their work.

A second important challenge relates to the curriculum of the school, its content and organization with special reference to the objectives under immediate discussion. There are, for example, the demands for curricular reorganization and change to provide the groundwork for an understanding of democracy and its problems here in America by all youth of secondary school age. Administrators and teachers will again have to do some realistic fact facing and fact finding. At this point our faith and our courage and our professional competence will be tried most sorely. This is no task for feeble hands and faltering spirits. Here we must achieve somehow among other things a common front in the face of drives against academic freedom for teachers and for writers of textbooks. On the surface of things some of these drives may be explained and discounted as unthinking excesses of patriotic fervor. Unfortunately they are in many cases much more deeply and subtly motivated.

There are also the demands that provisions be made for more vital opportunities for youth to adjust itself more happily and effectively through training and guidance to the world of work. Here again we must be ready to

face the facts and modify our theories and our practices.

A third and final point for administrators and teachers which grows out of the program under discussion is that they should realistically re-orient themselves and the school in their relationships with the community and the lay public in thought and action. There has been considerable effort expended in recent years to keep the public informed regarding the work of education. This is eminently desirable but, as has been so well said, "beyond information there is understanding and beyond understanding there is partnership."

The concept of the school in the community as an integral part of the life of the community, serving the whole community in all of its groupings and interests must be tremendously expanded in action. The doors of the school must be kept open, swinging both ways, as the school goes out into the community and as the whole community comes into the school.

All of this involves extremely difficult adjustments and changes in thinking and ways of doing things for many administrators and teachers. But the job will have to be done somehow and in the doing it seems clear that we shall have many opportunities for growth in professional stature and competence. Those of us particularly concerned with the problems of professional education can make no greater contribution in times like these than to do all in our power to stimulate and assist in the development and implementation of activities and cooperations which in the name of defense can mean so much and contribute so much to the professional growth of the men and women now serving in the schools of America. In the language of the latest yearbook of the John Dewey Society¹ "courage and clear thinking are at a premium. Gigantic are the possibilities for preparing teachers who can help our countrymen meet well the needs of the critical times through which we are passing. There is great work to be done."

¹ Teachers for Democracy, Fourth Yearbook of the John Dewey Society. D. Appleton-Century Co., New York, 1940.



Children wearing waterproof hats and capes made under parent direction in Hyde School Summer Recreation Project, Wichita.

Second in Family Life Education Series

Wichita Program

by Muriel W. Brown, Consultant in Home Economics Education

★★★ Even though the last of the covered wagons has reached its journey's end, Kansas is still pioneering. When the United States Office of Education invited four centers in different parts of the country to experiment cooperatively with the problem of community organization for family life education, the city of Wichita accepted with evident interest and has been working intensively and creatively on its program ever since.

To the first Washington conference, called for the purpose of working out the broader aspects of the experiment as a whole, came J. C. Woodin, director of vocational education for the Wichita public schools; Mrs. Louis N. Fulton, for some years a member of the Wichita Board of Education; C. M. Miller, director of vocational education for the State of Kansas; Hazel Thompson, State supervisor of home eco-

nomics; and Rose Cologne, itinerant teacher trainer in charge of parent education.

As the result of several weeks of preliminary work, this Kansas group brought to the initial meeting an analysis of local resources for meeting the needs of families in Wichita, and a statement of objectives for a program which would meet these needs. This material was the basis for more detailed project planning and still helps to guide the expansion of the program.

Wichita is a prairie city with a population of about 115,000 people. The Arkansas River winds through the town, under fine bridges, reflecting the lovely shadows of clouds and trees. There are homes of all sizes and kinds, rich and poor, large and small. The people are, for the most part, native Americans. The chief industries are oil production and airplane manufacture.

The airport is a stopping place for several transcontinental lines. There are the usual facilities for public service—parks, playgrounds, libraries, social agencies, churches, schools, newspapers—and two excellent universities. The schools sponsor programs for out-of-school youth and adults which, each year, reach larger numbers of men and women of all ages. A more typical middle western city would, as a matter of fact, be hard to find.

Eight Objectives

The Wichita family life education program has the following general objectives: (1) to help all community agencies to evaluate and extend what they are now doing in family life education, (2) to help the entire community to become more aware of how families actually live in Wichita today, (3) to develop new opportunities in the community for the enrichment of family life, (4) to relate school and community programs of education for home and family life more closely to each other, (5) to develop a unified program of education which offers help in family living at every age level, (6) to arouse greater interest in family life education throughout the city, (7) to encourage citizens, as individuals, to assume responsibility for helping to bring about better conditions of family living, and (8) to find ways of evaluating the program as it goes along.

To make the planning for the first year or two more concrete, the Kansas group agreed, in the beginning, to concentrate on some immediate objectives. They decided (1) to start a community program in a section of the city where there are many needy families by encouraging the local organization of a self-help center, (2) to stress curriculum study in the schools with special reference to family life education, (3) to interest community groups not now helping, (4) to develop radio programs which would interest the public in local problems of family life, (5) to work out a program of training for household employees, and (6) to extend present undertakings in the field of family life education as much as possible. Eventually they hoped to establish nursery

schools and homemaking centers; provide consultation service on problems of family relationships, finances, and management; make a housing survey; encourage home gardens; and expand the training program for leaders of adult classes.

The Wichita program was carried on for the first year by a newly appointed local director of family life education and the local director of vocational education assisted by an advisory committee, a planning committee and a member of the home economics staff of the State department of education loaned as a part-time consultant. Later, Miss Cologne joined the local staff as coordinator, on loan from the State department.

Projects Developed

Under this leadership, a number of projects have been developed. One of the most interesting of these is the Southwest Community Center. This is a cooperative organization managed by its own membership. Its purpose is to provide an opportunity for families to meet some of their needs for fellowship and material aid through their own efforts. Clothing, bedding, furniture, and other kinds of family equipment are bought with credit-hours of work. The Friends Church pays the rent of the store building used by the center, and the public schools pay the small salary received by the director. The work of the center has commanded such respect in the community that a drive now going on to raise money to buy a building for its permanent use promises to be more than successful financially.

The center now has a nursery corner where babies are cared for while mothers "work at ease," as one member put it, and little children receive much needed help in habit training. Books are circulated through a small loan library, and sewing machines are available for the use of members whenever the center is open. Recently a loom was donated, and on this many attractive rugs have already been made. Classes for adults in various phases of homemaking are regularly held here.

When members of the center were asked recently, during one of their business meetings, to evaluate their own

project, they recited an impressive list of accomplishments—dresses and quilts earned, classes held, babies cared for, home improvements made. "But there's more to it than that," one woman quickly added. "What we like best about the center is the chance it gives you to help others and to be with friends." Through the somewhat loose organization brought about by center memberships, there has been group action to get a playground for the neighborhood, garments have been made for the Red Cross, families burned out of their homes have been provided with clothing and furniture, and center members have helped to build the little low-cost house soon to be described.

To watch the faces of some of the members as they talk about the center is a touching experience. Smiles soften lines etched by suffering, and sad eyes brighten. "It's something you can't explain," a young woman said wistfully, stroking the lifeless hair of a pale child. "You just feel it inside. You're glad when you come, and sorry to go." Surely an enterprise which makes it possible for parents to meet such fundamental human needs contributes in important ways to a program which seeks to improve and enrich home and family living.

Appreciating the value to its members of the Southwest Community Center, a group of influential Negro men and women have organized a self-help center for their own people. They accomplished this by first forming a council. This council worked out the plan, arranged for the use of an annex on the grounds of a Negro elementary school, secured donations of money and supplies from all of the Negro agencies, and opened the center for business. It will be interesting to compare the development of this project with the development of the Southwest Community Center. These two centers have the same purposes and yet have been quite differently organized.

Housing

Wichita, like most other American cities, is concerned about housing. A survey of housing conditions in the community, made in 1935, indicates clearly the need for an extensive home-

building program of some kind. At the suggestion of the coordinator, the League of Women Voters made a study of this survey and then invited other agencies to help formulate a plan for carrying out some of its recommendations. Since Government aid cannot be obtained until Kansas has an enabling act, the league, the local chapter of the American Association of University Women, and the Y. W. C. A. are working for this.

Meanwhile a group of interested individuals, including members of the Southwest Community Center, have been experimenting with the building of a little house to see how cheaply, and under what conditions private capital can cooperate with needy families wishing to build and own their own homes. With joy in their labor, men and women who have never had the satisfaction of working with new materials have worked side by side on the construction of this three-room house. "This is the only time in my whole life," said one man looking with pleasure at a handful of new nails, "that I've ever made anything with nails that I didn't have to straighten first."

Whether or not this Wichita experiment in low-cost housing is demonstrat-

Director of Southwest Wichita Community Center inspecting garments to be "bought" by members of the center with credit-hours of work.



ing a procedure that is practical for large scale housing projects remains to be seen. Many discussion groups debated the problems involved over steaming cups of coffee at the nearby center, after darkness had put an end to work for the day. It is clear, now, that a monthly rental of not more than \$8 will pay for this dwelling over a period of about 10 years. And to the families who have helped to build it, this tiny house, its roof top primly outlined against the Kansas sky, is a symbol of hope. We have just learned that the first little house is now occupied, and a second nearly built.

There have already been a number of neighborhood developments within the larger community which are exceedingly interesting. North Wichita is a district where much can be done to make living better for families. Principals of the elementary schools in this area have been working for several months with the coordinator of the family life education program toward the organization of a local community council which will deal with local problems. Park authorities, ministers, businessmen and social workers have met with teachers in a series of conferences. The ministers of the 30 small churches serving the district have formed an alliance to coordinate and strengthen their work. Children in the fourth and sixth grades of one of the schools, have made a large wall map of the district showing the location of streets, water mains, schools, churches and vacant lots. This map was used last spring as a basis for planning a summer recreation program which would utilize all available play space in the district. The businessmen are "council minded" and are offering to take the leadership in the organization of a community council. This may mean that something can soon be done, with the cooperation of the owner, to improve the quality of pictures shown at the neighborhood movie. A community survey is planned for this year on which the fourth and fifth grades of a large elementary school will work with the parent education class.

In the Stanley school district a neighborhood council has evolved out

of study group meetings in which parents discussed community conditions, analyzed their needs, and organized to do something about them. One of the most serious problems in this district is the problem of health, and plans are under way, through the council, to secure more adequate health services.



This is the new house built by the Southwest Community Center.

Health examinations for all mothers in adult health education classes this fall are being arranged through the Sedgwick County Health Clinic.

The summer family fun program, in the Hyde school district is a neighborhood development of still a different kind. Beginning early last spring, plans were made for a program in which parents became responsible for small groups of children which met for 6 weeks during the summer to play, study, do craft work, go on geological expeditions, etc. The project was planned by parents, teachers, and children under the joint sponsorship of the school and the parent-teacher association, the parent study groups and their leader. Final plans were presented to the parents by means of a panel discussion in which youngsters, mothers, and teachers took part. The pride of the children in their parents' talents was delightful. "My daddy knows how to carve wood," one little boy volunteered eagerly. "He's good at it, and he'd help if anybody wanted to learn how to do that."

With the purpose of stimulating a wider public interest in some of the common problems of family life and family living the program promoted a

3-day series of panel discussions, using eight of the films prepared by the Commission on Human Relations of the Progressive Education Association. Nine different community groups sponsored as many meetings. All generations, from sixth graders up, were represented on the panels, and audiences (most of them large), were extremely attentive. The picture, *Make Way for Tomorrow*, was discussed by a panel on which were great-grandparents, grandparents, parents, and adolescent children. The plight of the grandmother in this film so stirred the people present that small groups were still in earnest conversation on the steps of the high school at 11 o'clock at night, an hour after the meeting had formally closed. Several groups in Wichita have already indicated that they wish to sponsor similar meetings this year, and films in this series will be shown throughout the State at district meetings of the Kansas Congress of Parents and Teachers.

Since this entire program is really an experiment in educational organization for the solution of family problems, one is naturally interested in knowing what part the schools have played and are playing in its development. Strong leadership has come from the parent-education department of the Wichita public schools, which is expanding to keep pace with the increasing demands upon its personnel. Parent education and homemaking teachers are stimulating the study of family life, and guiding the action which results from this study, in all parts of the city of Wichita. Two new teachers were added to the parent education staff during the school year of 1939-40—a teacher to work with parents of crippled children, and a teacher of health and home beautification. The classes in home beautification have been especially appreciated. They meet, for the most part, in the homes of members, working upon the problems of equipment and arrangement which these homes present. Many a family is living more comfortably today because storage space has been ingeniously provided, chairs reupholstered, or shelves conveniently placed. Approxi-

(Concluded on page 77)



Our Adventures With Children

II. DEVELOPING THE INQUIRING MIND

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

Episodes

★★★ When the new teacher came to the school the children knew at once that she was different from the teacher who had just left them. But the new one kept an orderly school and the program went on like clock-work. From the beginning the teacher let the children know that they were not to ask questions. A few weeks after this particular teacher came, the superintendent visited the school. He noticed a change in the atmosphere although it is true that there was order. He missed the freedom and social interchange that had previously marked the school. When he asked the teacher if the children ever asked questions, she replied, "No, indeed! I stopped that when I came here. Evidently the former teacher upset the discipline by letting the children ask questions whenever they wished to do so."

Many of the children in this school may have come from homes where they had subjected their parents to a constant barrage of questions which were patiently and untiringly answered. On the other hand, some of the children may have come from homes where their questions were silenced.

However, it is doubtless a fact that when these children came to school they had the same interest in people and inquisitiveness about their environment that they had at home. In this "school" they found that instead of learning the many interesting things in the way they had anticipated they were to be regimented in their movements, their study, and even in their supposedly free periods. They were thwarted and sometimes actually penalized when they asked questions.

It must puzzle children sometimes to find when they go to school that their teacher who is supposed to "know all

Second in Series

SCHOOL LIFE last month announced a new series of articles under the general title, *Our Adventures With Children*. The article on this page is the second in the series. Each month an episode will be presented. Some of these will be related to problems of the school, others to those of the home, and still others will be concerned with the cooperation of home and school. Ellen C. Lombard, associate specialist in parent education, U. S. Office of Education, is developing the series.

Teachers, parents, and school administrators adventure daily into the actual experience of human relationships. This experience is interesting and profitable when examined objectively. It is significant, thought-provoking, and suggestive when actual situations are used as material for study and interpretation.

What comments or stories do you have to contribute?

the answers" asks all the questions herself and that children who do not know the answers are penalized in various ways, because they cannot answer them. Fortunately, for the children, the traditional, lock-step schools have given way in large measure to more social ways of encouraging learning.

There are probably few teachers now in service who do not appreciate that the way to learning is through the inquiring mind, through the desire to know, through interest, through persistent effort, and through interpretations which children draw from their teachers, parents, and others through asking questions and through reading and observation. The modern school gives opportunity for a flexible program that takes into account the necessity of a

certain amount of communication by the children during school hours and of asking questions at the appropriate time and place. Such a program involves a consideration of the rights of others by the children and cooperation with the teacher in a friendly social atmosphere.

* * * * *

Another child came from a home having well-meaning serious-minded parents who gave necessary attention to the health of their son but did not worry over him. He ate what the family ate; he wore what he was told to wear; he had no choice in the matter of what he should do, or where he should go. He worked on the farm, doing whatever his father planned for him. He went to church when his mother told him to do so, in fact, he was from childhood regimented as to every detail of his daily life.

This boy's father evidently believed literally in the adage that "children should be seen and not heard." When the boy tried to ask questions or to tell his parents at mealtime something he thought interesting, his father would stop him after he had said only a few words. Gradually, the boy checked his impulses to talk at home and when he mingled with others outside the home the habit of "keeping still" clung to him so tenaciously that he was asked frequently why he did not talk more.

* * * * *

Parents must learn that they are responsible for the early education of their children and must be aware of how learning takes place. They must know that through asking questions and conversations, through observation at home children learn many of the important things they need to know.

Therefore, opportunities for children to ask questions and to converse should be increased rather than curtailed and freedom of decisions and choice should be given discriminatingly to them.

Some Questions for Discussion

What can a superintendent do to improve the situation in the school mentioned above?

What violation of the principles of learning are found in these episodes?

Discuss freedom and regimentation as they relate to the behavior of children in school, at home.

How far can children be allowed freedom of choice in daily routines, in selecting clothes, choice of friends, in other things?

What can teachers and parents do to bring about a mutual understanding of the problems they have with their children?

In view of the problems presented above, what can parents do to prepare children for school life?

Books to Read

BAIN, WINIFRED E. *Parents Look at Modern Education*. A book to help an older generation understand the schools of the new. New York, D. Appleton-Century Co., 1935. Chapter V. The teacher's contribution to your child's education, p. 82-100.

MYERS, GARRY CLEVELAND. *Developing Personality in the Child at School*. New York, Greenberg, 1931. Chapter X. The pupil's personality and the teacher's human frailties, p. 189-229.

REDDING, TRACY W. *When Home and School Get Together*. New York, Association Press, 1938. Chapter 11. Can we allow more sociability?

WILE, IRA S. *The Challenge of Adolescence*. New York, Greenberg, 1939. Chapter X. Family influence, p. 209-261.



Regional Conference in Havana

At a recent meeting of American members of the board of directors of the World Federation of Education Associations, it was voted to accept the invitation of the Cuban educational organizations and Cuban Government officials to hold a regional conference in Havana. The meeting is to be held December 26-28, with an open general session the evening of the 25th.

In the Interest of Citizenship

★★★ A large map of Europe and Northern Africa was placed in the Information Room of the Cathedral of Learning at the University of Pittsburgh, during the 1940 summer sessions. Dr. Carl L. Stotz, assistant professor of geography, plotted the events of a world at war on the map twice daily by means of pins, clippings, and shaded areas.

During its recent summer school session, the University of Pittsburgh featured a program of courses designed to acquaint teachers with background and information pertinent to the present world crisis. These courses included the following, offered by various departments of instruction:

- Europe Between Two Wars.
- Backgrounds of Modern England.
- The Present European Scene and American Religious Education and Thought.
- Geography of Western Europe.
- European Dictatorships.
- Contemporary European Democracies.
- Social Life and Relations Among the Peoples of Europe.
- The Crisis in World Politics.

Theories of International Organization.

Population and Race Problems.
The Economic Effects of War.
The Far East and the Pacific.
Geography of the Near East.
History of Inter-American Relations.
New Viewpoints in American History.

American Political Parties.
The United States as a World Power.
Foreign Policy of the United States.
Problems in American Government.
Historical and Comparative Survey of Secondary Education.

Permanent Problems in History.
Sociology of Conflict.
Psychology of Reasoning and Indoc-trination.

Philosophy of Science.
Control of Business.
Economics of Consumption.
Industrial Relations.
Labor Problems.
Consumer Business Education.
Current Economic Events and Problems.

Nationality rooms in the Cathedral of Learning provided an appropriate setting for classes devoted to the study of nationalism and internationalism in the world today. These rooms represent the respective cultural contribu-

Twice daily Dr. Carl Stotz, associate professor of geography, shows the constant geographical changes on a large map in the Cathedral of Learning.



Teachers' Assistance Sought

tions of the many nationality groups resident in the Pittsburgh area.

Each Monday afternoon a seminar on current events was attended by several hundred teachers. Prominent members of the faculty reviewed the news of the week and discussed such topics as geography of the Mediterranean, the Government of France, the third term, Japanese foreign policy, economic effects of war, etc. Following an hour's lecture, students had ample opportunity to ask questions. Many teachers testified that these seminars were vital and pertinent as teaching aids for a new school year in a troubled world.

The former Polish Minister of Education, Dr. Wojciech Swietoslowski, conducted a symposium on the subject, *The Basis of Citizenship Training in Totalitarian and Democratic States*. Dr. Samuel Van Valkenberg of Clark University came to Pittsburgh to address the students and faculty on political geography. Prof. George Carver discussed *The Future of Literature*, and Dr. C. W. Lomas, *How to Listen to a Political Speech*.

The combination of formal classroom instruction, visual aids, seminar periods, and special lectures was a valuable combination to the teachers in service who attended summer school at the University of Pittsburgh.

NOTE.—At the request of the United States Office of Education, the University of Pittsburgh gives *SCHOOL LIFE* readers the above first-hand description of some activities carried on in the interest of enlightened citizenship.

★

Don't Forget

At any time when you are visiting the Nation's Capital, we hope you will remember to come in to the United States Office of Education and tell us something of the activities of your schools or other educational agency.

The Office of Education is located in the New Interior Department building. In this building is also located the art gallery where work of colleges and universities from the various States is exhibited; and the museum of the Department of the Interior which includes an exhibit from the Office of Education.



★★★ At the request of the Division of Alien Registration of the United States Department of Justice, the United States Commissioner of Education transmitted the following message to State departments of education and through their courtesy to principals and teachers of public schools throughout the Nation:

A Nation-wide registration of aliens is being conducted until December 26, 1940. This is a compulsory registration required by specific act of Congress.

The cooperation of public-schools principals, teachers, and superintendents is requested in behalf of aliens whom they know and who may wish their help in completing the specimen registration form in advance of actual registration. Actual registration and fingerprinting will be conducted by post-office personnel in first-class, second-class, and county-seat post offices, and in other designated offices.

It is not the thought that announcement of the registration should be made in classrooms or that any obligation should be placed upon teachers to see that aliens register. It is desired rather that teachers should be helpful as far as they can in explaining the questions as reproduced in the specimen registration form and in assisting aliens to complete these forms whenever such assistance is requested or is likely to be welcomed.

Teachers should also feel free to refer aliens to recognized, professionally staffed, social agencies, such as settlement houses, international institutes, travelers' aid, family societies, councils of social agencies and community chests, in communities where these are available, when the alien is confronted with difficult technical problems.

Aliens can obtain the specimen registration form, which includes instructions, at any post office whether or not it is a registration office. The alien is free to consult with anyone whose help he wishes in completing the specimen form. On the other hand, he need not consult anyone if he does not wish to do so, and may register at any designated post office in the United States. Regulations can be inspected at the post office. Registration and fingerprinting are free.

All aliens 14 years of age or older are required to register. Alien children under 14 years must be registered by a parent or guardian. Generally speaking, foreign-born persons who have not

been naturalized or who have not acquired citizenship through others are aliens. Persons with first citizenship papers must register.

The purpose of the registration is to enable the United States to know how many aliens are within its borders, who they are, and where they are.

It is suggested that this message be transmitted by you to city and county superintendents, and that the latter in turn convey the message to teachers.

Your cooperation will be a valuable service to citizens and noncitizens alike. It will contribute to the efforts of the Division of Registration and the post-office personnel to be as helpful as possible to aliens in carrying through the registration.

★

Tolerance

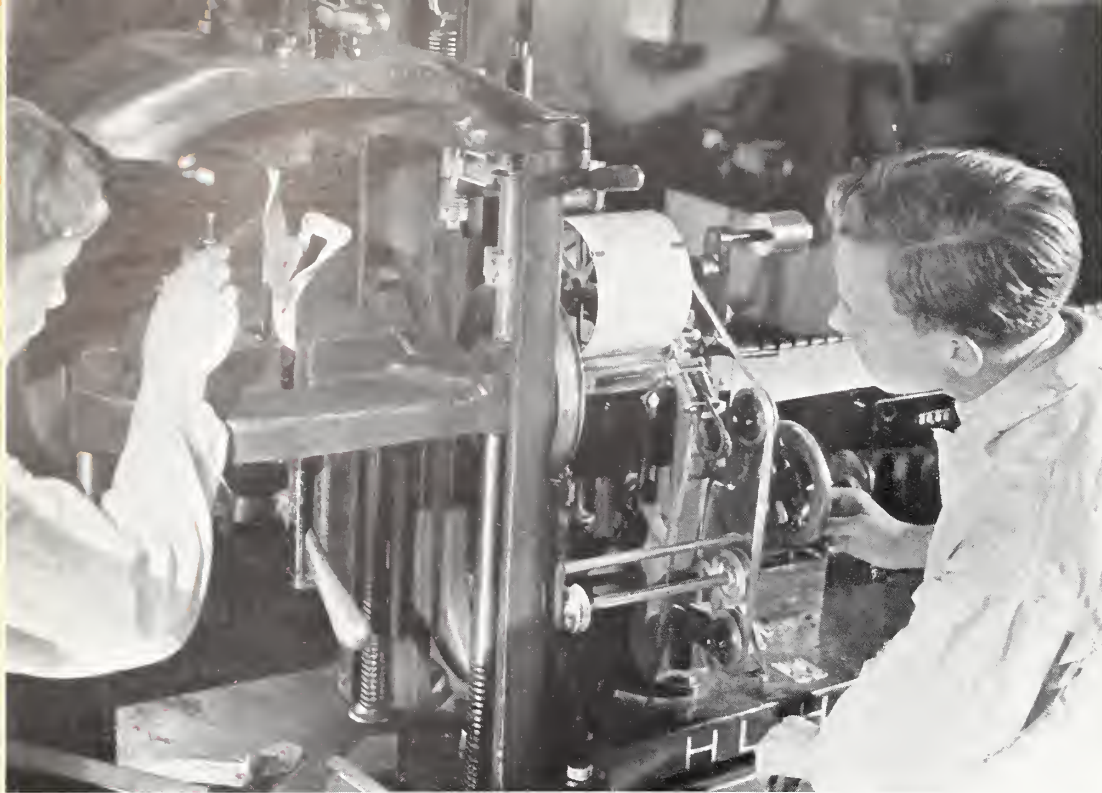
(Concluded from page 65)

America is chiefly due to the lack of strong religious convictions; that we are tolerant as a people because we are uncertain of our faiths. This assertion we deny. Rather we hold with Phillips Brooks that it betokens the dawning of "a time when love of truth shall have come up to our love of liberty, and men shall be cordially tolerant and earnest believers both at once." Democracy, with its faith in the unique value of human personality, with its freedoms, its patience and tolerance, with its altruism and social justice, is in a true sense but the attempt to institutionalize the moral values which all religions teach.

A Paradox

I give you a paradox: A democratic school system may confess to only one intolerance. We will not tolerate that which would destroy our tolerance. Hymns of hate we will not sing. The schools must teach intolerance only of injustice and of lies, of hate, of greed, and of brute force. The schools must help to defend those liberating principles upon which our life and happiness depend. Schools must teach a tolerance that is truly American—NOW!

John H. Studdaker
U. S. Commissioner of Education.



The laboratory hour in a defense-training class at Burgard Vocational High School, Buffalo, N. Y., finds these two students busily engaged in testing metal airplane parts.

Progress Report

The Defense-Training Program

★★★ Additional Federal funds made available for defense training through the supplemental appropriation act signed by President Roosevelt early in October has enabled State boards for vocational education to continue the defense training started during the summer and to plan for expanded programs during the current school year.

As indicated in previous articles in this series, the preemployment refresher courses for workers preparing for occupations essential to the national defense and supplementary courses for workers already in such occupations were started early last summer, under an appropriation of \$15,000,000. Reports received in mid-October from the States showed that more than 128,000 had been enrolled in 4,535 of these two types of courses, about two-thirds of the enrollment being in preemployment refresher courses.

It is estimated that the short intensive courses provided for engineers through the new Federal act will provide preemployment training for those of this group who are to be employed in defense industries, both governmental and private, and in services allied to national defense, and in-service training for engineers who are already employed in such industries and services and who need supplementary training to improve their efficiency or to fit them for changes in their jobs. A committee composed of leaders in the field of engineering is acting as a consulting body in the development of the engineering training program.

Under the provision of the Federal legislation covering the training of out-of-school rural and nonrural youth, young men who have some skill in ordinary mechanical practices will be given such general preemployment courses as the following: Operation,

care, and repair of tractors, trucks, and automobiles, including both gas and Deisel engines; general hot and cold metal work, including machinery repair; elementary plumbing, including construction and operation of water supply and sewage-disposal systems; woodworking, with emphasis on framing and form building; elementary electricity, including operation, care, and repair of electrical equipment; concrete construction and stonework; home nursing and first aid; and in such special preemployment preparatory courses as related shop mathematics, blueprint reading, welding, machine-shop work, sheet-metal work, and radio service and repair. In this way these rural youth will receive basic training in mechanical and other fields which they are unable to secure under the regular program of vocational education offered in the larger centers and will be equipped to assist in fundamental defense operations. Much of the training for these rural and nonrural groups will be offered in the farm shops maintained in connection with vocational agriculture departments in rural schools and in the general shops of small cities or towns.

The \$7,500,000 appropriated under the new act for "vocational courses and related or other necessary instruction . . . for young people employed on work projects of the National Youth Administration," is "to be expended in

Briefly, this legislation provides for: (1) The continuance of preemployment refresher courses for workers preparing for occupations essential to the national defense and supplementary courses for workers already engaged in such occupations through an additional appropriation of \$26,000,000, plus \$8,000,000 for equipment needed in such courses; (2) intensive courses in engineering colleges or universities "to meet the shortage of engineers with specialized training in fields essential to the national defense," through an appropriation of \$9,000,000; (3) the training of out-of-school rural and nonrural youth, through an appropriation of \$10,000,000; and (4) "vocational and related or other necessary instruction . . . for young people employed on work projects of the National Youth Administration," through an appropriation of \$7,500,000.

accordance with the provisions of the National Youth Administration Appropriation Act, 1941, except (a) that all training or educational programs for youth employed by the National Youth Administration on work projects shall be under the control and supervision of the State boards for vocational education of the several States and shall be paid for out of appropriations made to the Office of Education and expended . . . for vocational education."

Aid for Training Equipment

In contrast to the initial appropriation for defense training, the recent legislation provides funds for the "purchase, rental, or other acquisition of new or used equipment" needed by agencies offering defense-training courses.

As the administering agency for the defense-training programs provided under the new act, the United States Office of Education will approve plans formulated by the States for offering training in occupations essential to the national defense and the allocation of funds to State boards for vocational education and to engineering colleges and universities. The Office is working in cooperation with the States, the Advisory Commission to the Council of National Defense, the War and Navy Departments, and other Government agencies and services in formulating and putting into operation defense-training programs.

Defense-Training Facts

Enrollments in the defense-training programs are rising rapidly. As of mid-September, enrollments in the States ranged from 73 in one State to 24,180 in another. These figures cover enrollment in schools and classes for both whites and Negroes. States reporting an enrollment in excess of 1,000 include: New York, 24,180; Illinois, 11,930; Pennsylvania, 11,608; California, 10,801; New Jersey, 7,078; Ohio, 6,080; Washington, 5,317; Michigan, 4,626; Wisconsin, 4,071; West Virginia, 3,629; Kentucky, 3,621; Massachusetts, 3,530; Maryland, 3,328; Indiana, 2,453; Texas, 2,215; Virginia, 1,998; Oregon, 1,981; Tennessee, 1,717; South Carolina,

1,579; Colorado, 1,505; Louisiana, 1,325; Georgia, 1,305; Rhode Island, 1,187; Missouri, 1,158; Utah, 1,154; Florida, 1,132; and District of Columbia, 1,045.

Defense training has been confined largely to workers in three industries: Aviation, shipbuilding, and machine tool. Along the Atlantic and Pacific seaboard workers are being trained for aviation and shipbuilding. In the Middle West the training is given largely for the machine-making industries. It is estimated that approximately one-third of those enrolled are receiving training in the following occupations: Welding, drafting, blueprint reading, automotive work, electrical work, aviation, sheet metal work, and battery making.

Unusual and highly specialized courses are being offered in various centers. *In Malvern, Ark.*, for instance, 25 workers were given supplementary training in the testing of barium used in radio tubes and auto ignition systems; *in Atlanta, Ga.*, a course was presented in heat treating of machine tools and forgings; and *in Pennsylvania* courses are given in precision instrument maintenance and lens grinding.

State reports indicate that a large proportion of those enrolled for defense training are finding employment. The demand on the part of industries for

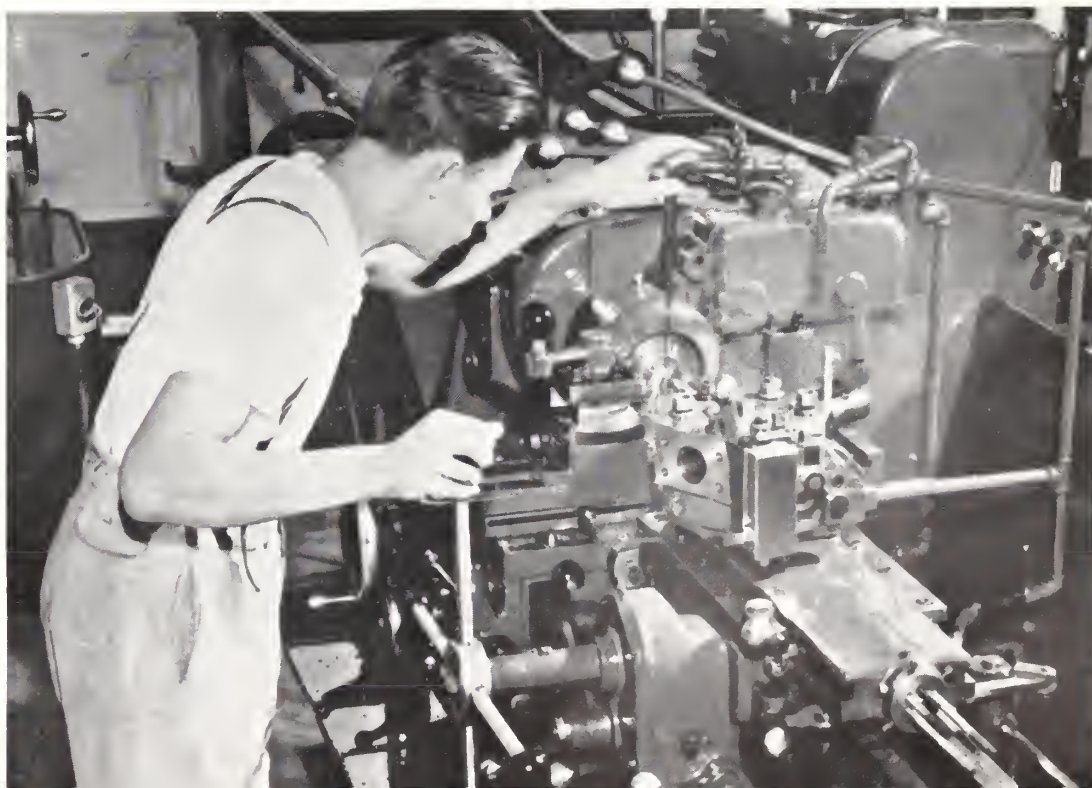
workers in some centers frequently results in defense-training enrollees accepting employment before they have finished their training. In a midwestern center, for example, 10 of 27 men in a class in machine-shop work were employed before they were half way through their training. Arrangements are made in most instances to gather drop-outs, who leave classes because of the demand of defense industries for workers, into evening classes where they may continue their training on a supplementary basis.

Reports From Here and There

Alabama

In an Alabama town 15 men, all of whom have been in other work or on WPA rolls, were given training in refresher classes in plastering. Most of them were brought in from areas outside the town. Immediately after they had completed their training these men were employed by contractors in the locality. Other groups are now being trained at the request of the contractors. Those who take this training are selected by an advisory committee composed of workers and employers and must possess the tools of their trade before they are admitted to training. Some of those who have taken the training have been unemployed for as long as 10 years. Their employment after

Student in defense-training course in South High School, Pittsburgh, Pa., learning to operate a turret lathe.





Students in a preemployment refresher class in Bogalusa, La., get training in welding.



Engine lathes will hold no mysteries for these students of H. Fletcher Brown Vocational High School, Wilmington, Del., when they have completed their defense-training course.

they finish training is now assured, since the contractors know practically to a man how many they will need.

New York

A survey made in New York State early in the fall showed that the aviation industries were planning to employ

a large number of workers. Farmingdale aviation industries alone, it was reported, would need more than 20,000 workers. A similar need was reported by Buffalo aviation industries. With this in mind the State appropriated \$110,000 to finance 8 industrial schools to begin by December 1 the job of

training 25,000 semiskilled workers to meet the shortage in the aircraft industry. The 8 schools to be located in Nassau County and at Yonkers, Utica, Elmira, Syracuse, Plattsburg, Watertown, and in one undetermined city in southwestern New York will, it is estimated, be able to train at least 11,000 men in welding, riveting, flat metal, and preliminary assembly work.

Courses in 30 different subjects, from automobile and truck mechanics to telephony, have been offered in Buffalo vocational and technical high schools during the fall. These courses were given in afternoon, evening, and all-night sessions.

Missouri

The importance of defense training was accidentally impressed upon a class in a Missouri town, headquarters of a powder mill. When the class had been in operation 2 days the powder mill exploded. Instead of continuing their training, the class members dropped their training and accepted employment with the powder factory in remodeling and rebuilding the plant. The class was reorganized, and the students continued their training on a supplementary basis in evening sessions—with a new understanding of the meaning of defense training.

Michigan

Following a policy observed in many centers, educational authorities in the Cassidy Lake Technical School, at Chelsea, Mich., base their training programs upon the specific needs of the local industries. The course in auto mechanics is based upon the need indicated by the Public Employment Service for men in this field. The course in sheet-metal occupations follows the procedures used in a nearby industry. The welding course attempts to prepare workers for employment in a local aircraft factory which has a contract for military training planes. A course in auto-radio manufacturing is modeled on the activities and occupations followed in a local factory.

Teachers in the Cassidy Lake defense-training programs are taken to the industries for which they are expected to train workers to observe the

actual industrial practices. As a result they are in position to make their courses extremely practical.

Pennsylvania

Defense-training programs are in operation in 60 centers in Pennsylvania, and 11,608 persons are enrolled. Training is offered in approximately 25 different occupations.

California

Outstanding feature of defense-training courses offered in California is the emphasis on the class-type training of foremen, "straw bosses," and squad leaders. Such courses are held in both schools and plants. At least 1,000 work supervisors in the aviation and petroleum industries have been enrolled in these training classes. Although California has been offering training for the group indicated for the past 10 years, this training has been greatly accelerated as a result of the defense emergency.

Miscellaneous

In Paterson, N. J., the vocational school courses are on an all-night basis. Reports show that 1,173 men have been placed in jobs following training and are reported to be earning an average salary of more than \$30 a week—a total pay roll of more than \$35,000 weekly. Many of these men now employed in Paterson industries were on the local relief rolls or employed on WPA projects.

In Akron, Ohio, courses have been completed by 260 students. According to reports 50 of the trainees are now employed. Second courses are reported to be under way in Akron.

In Baltimore, Md., more than 1,000 have completed training and additional classes are now being opened.

Most training in the vocational education program for defense workers has involved men. Very few women have thus far been included in the program. Exceptional cases are:

Danville, Va., where a woman is a member of an airplane mechanics course.

Fort Atkinson, Wis., which has two women studying sheet metal work;

Bridgeport, Conn., where girls and women are learning to do precise tasks

included in the making of parachutes. In another Bridgeport class women are being trained in mechanical drawing tracing.

Wichita Program

(Concluded from page 70)

mately 3,000 adults were enrolled in classes in homemaking and parent education in the Wichita program last year.

It is obvious that the day schools, also, are vitally concerned in the development of the program. A number of principals and teachers are giving excellent leadership in their school districts, helping children and parents to recognize and try to solve some of the common problems which beset families in their neighborhoods. Several elementary schools have had a number of faculty meetings to discuss the program and their part in it. In the three districts mentioned earlier in this article, the schools have taken a very active part in the organization of the projects which have been discussed. The high-school home economics department has already undertaken specific curriculum revision, looking toward a greater degree of pupil participation in the planning of courses and a closer adjustment of the work of the department as a whole to the needs of students and their families. Three home economics teachers are arranging to have mothers of students in the course known as "home and society" attend meetings of the class and take part, with their daughters, in class discussions.

The staff of the Wichita program is making interesting plans to measure progress in terms of the benefits which these activities are bringing to the families who participate in or are served by them. What the results of such an evaluation will finally be, one, of course, does not know. It would certainly seem, however, that the projects so far carried through successfully would more than justify the time and effort which have gone into their development. Wichita is demonstrating that the democratic process can be used to create the kind of conditions in a community under which democracy, itself, can best survive. In these troubled times, such a demonstration is a major contribution.

The A. V. A. Convention

A VARIED program, in which national defense training will occupy a prominent place, is assured those who attend the annual convention of the American Vocational Association in San Francisco, December 16 to 18. According to the announcement issued from association headquarters in Washington, business and industrial leaders, labor leaders, Government and military officials, and educators responsible for vocational and industrial education programs will attend the convention.

Among those who will speak or have a prominent part in the program are: Mrs. Eunice Harrison, principal of the Middlesex County Vocational School for Girls at Woodbridge, N. J.; Lt. Col. Frank J. McSherry, an administrative assistant of the Advisory Commission to the Council of National Defense; Vierling Kersey, superintendent of schools in Los Angeles; F. T. Struck, professor of industrial education, Pennsylvania State College; Ira W. Kibby, chief, bureau of business education, California State Department of Education; Hamden L. Forkner, Teachers College, Columbia University; J. Hugh Jackson, Stanford University; Paul H. Nystrom, member of the Federal Advisory Board for Vocational Education; and State directors, supervisors, and teacher trainers in the various branches of vocational education in the States.

Special vocational guidance meetings have been arranged by the Vocational Guidance Section. Preceding the convention, on December 13 and 14, the National Association of State Directors will hold its annual meeting.

Registration headquarters for the convention will be in the Fairmount Hotel, San Francisco.

Selective-Service Publications

Regulations for selective military service prescribed by Executive Order No. 8545, signed by President Roosevelt, September 23, 1940, have been made available in the following six publications, copies of which may be had from the Superintendent of Documents, United States Government Printing Office, Washington, D. C.: I. Organization and Administration; II. Registration; III. Classification and Selection; IV. Delivery and Induction; V. Finance; and VI. Physical Standards.



New Books and Pamphlets

The Unit in the Social Studies, by James A. Michener and Harold M. Long. Cambridge, Mass., Graduate School of Education, Harvard University, 1940. 108 p. (Harvard Workshop Series, No. 1.) 75 cents.

Surveys the meaning of the term unit and presents sample units; includes a bibliography on the subject and a bibliography of illustrative units.

Contemporary Social Problems: a tentative formulation for teachers of social studies, edited by Louis Wirth. Chicago, The University of Chicago Press, 1940. 68 p. \$1.

Presents the analysis of a social problem—Housing—showing a representative mode of approach employed by the social scientist in the formulation and analysis of social problems and the typical sources used.

Adult Education

Adult Education Councils, by Ruth Kotinsky. New York, American Association for Adult Education, 1940. 172 p. \$1.25.

Discusses the potentialities of councils, purposes and motives, implementing purposes with programs, problems of organization and finance, and community organization.

Checklist. Free and Low-Cost Books and Pamphlets for Use in Adult Education. Exhibited at the fifteenth annual meeting of the American Association for Adult Education. New York, American Association for Adult Education, 1940. 23 p. 15 cents.

A list of some 850 useful adult study aids, includes many fields of interest and provides materials designed to meet varying degrees of reading ability.

Consumer Education

Making Consumer Education Effective. Proceedings of the second national conference on consumer education held at Stephens College, Columbia Missouri, April 1, 2, and 3, 1940. Sponsored by Institute for Consumer Education. Columbia, Mo., Stephens College, 1940. 253 p. \$1.

Papers and discussions of the conference, which is organized for teachers, economists, and others professionally interested in the education of the consumer.

Merit System

The Awkward Age in Civil Service, by Betsy Knapp, Washington, D. C., National League of Women Voters, 1940. 114 p. 40 cents.

Provides material for study and action in the extension and improvement of the merit system.

Industrial Training

Industrial Training for National Defense, by Charles M. Mohrhardt. Chicago, American Library Association, 1940. p. 445-456. (The

Booklist, vol. 36, no. 22, Aug. 1940, pt. 2.) 25 cents.

A selected annotated list of up-to-date titles, prepared for libraries, vocational and trade schools, and for governmental agencies who are cooperating in the training for national defense programs.

Sound Systems

Central Sound Systems for Schools. New York, Committee on Scientific Aids to Learning, 41 East 42d St., 1940. 69 p. (Free to teachers and administrators).

Technical information for school administrators who are considering the installation of a central sound system.

Elementary Education

Meeting Special Needs of the Individual Child. Nineteenth Yearbook of the Department of Elementary School Principals, National Education Association, 1940. Washington, D. C., National Education Association (1201 Sixteenth St. NW.) 1940. \$2.

To help administrators and teachers discover the needs of each child and to meet these needs so far as possible through the school. Study outline for use in faculty meetings, principals' clubs, college courses, conference programs, and study groups, 25 cents.

SUSAN O. FUTTERER



Recent Theses

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

ALLEN, HARLAN B. Origin, development, and evaluation of the general policies and practices governing teacher certification in New York State. Doctor's, 1939. New York University. 261 p. ms.

ARMSTRONG, JAMES L. An analysis of the influences that were responsible for the development of vocational agricultural programs for Negroes in Georgia. Master's, 1939. Howard University. 110 p. ms.

BOND, AUSTIN D. An experiment in the teaching of genetics with special reference to the objectives of general education. Doctor's, 1940. Teachers College, Columbia University. 99 p.

CHANDLER, JOHN R. Organization and functions of state departments of education. Doctor's, 1940. University of Oklahoma. 368 p. ms.

CHURCH, ALFRED M. Study of China and Japan in American secondary schools: what is worth teaching and what is being taught? Doctor's, 1940. Harvard University. 395 p. ms.

CLARKE, H. HARRISON. The application of measurement in physical education programs in secondary schools. Doctor's, 1940. Syracuse University. 331 p. ms.

DALLARD, RAOPH C. An estimate of the cost of making grades 9 through 12 of the American common school effectively free. Doctor's, 1939. Teachers College, Columbia University. 109 p.

DOSCHER, NATHAN. A critical analysis of some visual aids used in teaching pedestrian safety on city streets. Doctor's, 1939. New York University. 239 p. ms.

DUNKLIN, HOWARD T. Prevention of failure in first grade reading by means of adjusted instruction. Doctor's, 1940. Teachers college, Columbia University. 111 p.

GARRISON, LLOYD A. Junior college teachers: their academic and professional education. Doctor's, 1940. Yale University. 173 p. ms.

GILLETTE, JOHN S. Comparison of blackboard with seat method of doing drill work in seventh grade arithmetic. Master's, 1938. Texas College of Arts and Industries. 50 p. ms.

GOETSCH, HELEN B. Parental income and college opportunities. Doctor's, 1940. Teachers College, Columbia University. 157 p.

GRAHAM, ROSS. A classroom illumination study of the public school system of Jeffersonville, Indiana. Master's, 1939. University of Louisville. 168 p. ms.

HEEP, RICHARD H. The Civilian Conservation Corps: a new kind of educational and vocational training. Doctor's, 1939. Fordham University. 496 p. ms.

HOLBROOK, SARA V. New education in Italy: a social study. Master's, 1938. New York University. 33 p. ms.

HOUSE, DARRELL C. Effect of Civilian conservation camp's recreational program on the realization of its educational objectives. Master's, 1937. University of Kentucky. 25 p. ms.

JAUCKENS, ANITA. Mexican readers as instruments of the socialist program. Master's, 1940. University of Louisville. 185 p. ms.

LAHR, JOHN M. Guidance programs in rural communities: a study of the progress of guidance developed in the New York State rural elementary and secondary school in its relation to the community. Doctor's, 1939. New York University. 153 p. ms.

LANGE, PAUL W. Administration of free textbooks in city school systems. Doctor's, 1940. University of Chicago. 185 p.

MCCULLOUGH, J. CLAIR. Interrelationship between characteristics of delinquent youth and types of delinquency. Doctor's, 1939. New York University. 140 p. ms.

MEADOWS, AUSTIN R. Safety and economy in school bus transportation. Doctor's, 1940. Teachers College, Columbia University. 288 p.

REICHAERT, ROBERT R. A study of the value of the high school English literature course. Master's, 1937. Oregon State College. 126 p. ms.

SMITH, EMANUEL A. A study of college art education in the United States. Master's, 1939. New York University. 91 p. ms.

SPRAGUE, HARRY A. A decade of progress in the preparation of secondary school teachers: a study of curriculum requirements in 55 state teachers colleges in 1928 and 1938. Doctor's, 1940. Teachers College, Columbia University. 170 p.

SULLIVAN, JOHN C. A study of the social attitudes and information on public problems of women teachers in secondary schools. Doctor's, 1940. Teachers College, Columbia University. 142 p.

SUPER, DONALD E. Avocational interest patterns: a study in the psychology of avocations. Doctor's, 1940. Columbia University. 148 p.

WILES, MARION E. Effect of different sizes of tools upon the handwriting of beginners. Doctor's, 1940. Howard University. 147 p. ms.

WILSON, A. L. Preparation of the public school budget in Texas. Master's, 1939. Texas College of Arts and Industries. 57 p. ms.

WISSMANN, SALLY W. A comparative study of placement agencies for women office workers with special reference to school placement and guidance programs. Doctor's, 1939. Harvard University. 551 p. ms.

RUTH A. GRAY

School Bus Transportation

by *Andrew H. Gibbs, Chief Educational Assistant in State School Administration*

★★★ Comparable pertinent data on pupil transportation and the means for making them available, particularly for State and local school administration, have been cited in most transportation studies as outstanding needs. Efficient administration of the transportation program and accurate accounting for the public funds expended for this service are impossible without adequate records, reports, and procedures to account for personnel, finance, and property.

In response to a request of the National Council of Chief State School Officers, the United States Office of Education and the States have, since 1935, been engaged in a cooperative program on school records and reports. In carrying out the program as planned, the Office and the State departments of education have cooperatively evolved and tried out basic definitions, forms, and procedures necessary in efficient school administration. One phase of this program is concerned with a study of accounting for pupil transportation and with the development of a series of suggested forms¹ to be used as guides, by States in revising their respective systems.

In order to obtain comparable data and to suggest an accounting system that is relatively simple it was necessary to realize (1) that school transportation exists primarily to convey pupils to and from school from designated places within reasonable walking distances of homes; (2) that there are several different uses, in varying amounts, made of school transportation equipment; (3) that better accounting for the expenditure of public funds for transportation is needed and

desired; (4) that accounting for bus transportation by publicly owned, operated, and maintained systems and by contract should receive major emphasis; (5) that recording and reporting should be simple and accurate and should permit meaningful studies to be made within and between States; (6) that uniform terminology, forms, and procedures should be cooperatively evolved; and (7) that, since transportation cannot be considered apart from related administrative problems, records and reports should facilitate planning and establishing more satisfactory areas of attendance and of administration.

Methods of Providing Transportation

The methods employed by school systems to provide transportation are (1) by publicly owned, operated, and maintained facilities; (2) by public utilities; (3) by contract; and (4) by payment of money in lieu of transportation. (See fig. 3.)

Unit Cost and Expenditure Bases

Since comparisons probably will continue to be made, it seems desirable to be able to figure cost of transportation on several unit bases and to keep relatively constant the kind of service for which the cost is derived. This set of forms provides bases on which unit costs and expenditures may be figured for bus transportation by type of trip, by type of road, by bus, by route, by administrative unit, by school, by day (week, month, year), by mile, by pupil, and by combinations of these.

Types of Trips

Trips for which school busses are used are classified as (1) regular trips, (2) other trips, and (3) special trips. Regular trips are those made to transport children to school for instructional purposes and home again on days schools are in session. Other

trips are those made for other instructional purposes on days schools are in session, during school hours, to transport pupils to museums, art galleries, and libraries, on field trips, etc. Special trips are those made to transport pupils and spectators to athletic events, picnics, etc.; to transport patrons and school employees to parent-teacher and school board meetings, institutes, etc.; and to transport graduating students or classes to another city during Easter or other holidays or to "world's fairs," etc.

There is a difference in extent of transportation service offered in school systems using busses for regular trips only and in systems employing facilities for regular, other, and special trips. It is necessary to differentiate these uses of busses in order to arrive at valid unit costs for comparisons between localities and States. For this reason regular trips, common to all transportation systems, will be accounted for separately.

The suggested series comprises the school-bus schedule; periodic reports of the bus driver, the principal (or teacher), the supervisor or other officer in charge of transportation, the superintendent of the local administrative unit, and the State superintendent; inspection, maintenance and operation, and accident reports; permanent cumulative records of equipment and operating personnel; and driver and operator contracts.

School Bus Schedule

The school-bus schedule, shown in figure 1, is the basic record form in this suggested series. It must be kept up to date, referred to frequently, and should be used to integrate the series of forms and eliminate duplicate recording and reporting in the progressive movement of information from its source. The administrator must have definite information concerning pupil residence,

¹The forms described and illustrated in this article were prepared by the author, under direction of H. F. Alves, specialist in State school administration, in the U. S. Office of Education, with the cooperation of State departments of education, and the assistance of the National Advisory Committee on School Records and Reports.

Bus No. _____

- 1. Driver _____
- 2. Administrative unit _____
- 3. Bus seating capacity ¹ _____
- 4. Total miles to cover this schedule in a. m. (a) including distance to stop where first pupil is loaded, _____ miles (b) excluding distance to stop where first pupil is loaded, _____ miles.
- 5. Total pupil miles for this schedule, _____²

6. Schools ³—Listed in order first served in morning:

	Clock time bus unloads at each school	Time school opens a. m.	Time school closes p. m.
School A.....			
School B.....			
School C.....			
School D.....			

7. Pupils to be transported:

Bus stop number	Time scheduled for stop a. m.	Name of each pupil loaded in the morning	Miles from home to bus stop	Miles pupil rides bus to school	Grade	School attended (check) ³				Scheduled time pupil unloaded in p. m.	Dates pupil transported	
						A	B	C	D		First date	Last date
1	2	3	4	5	6	7	8	9	10	11	12	13

¹According to State standards.
²This figure—total column 5—must be adjusted as the number of pupils changes at one or more bus stops.
³Or busses served by this bus; e. g., if pupils are transferred to another bus instead of being taken to a given school, this schedule should be modified by writing in the number of the bus to which pupils are transferred.

FORM PB-11.—Transportation at public expense: Methods of providing transportation, number of pupils transported, and cost

[Administrative unit report, table III-12, and State report, table III-8]

Methods employed to provide transportation	Aggregate attendance of transported pupils ^{1 2}	Number of days during year transportation provided	Annual cost of transportation ³			Depreciation	Capital outlay ⁸	Number of vehicles operated
			Drivers' salaries	Supplies and other expense ⁴	Total ⁵			
1	2	3	4	5	6	7	8	9
1. By publicly owned, operated, and maintained facilities:								
a. Busses.....	(7)					(8)		
b. Horse-drawn vehicles.....						XXXXXX		XXXXXX
2. By public utilities.....			XXXXXX	XXXXXX	(9)	XXXXXX	XXXXXX	XXXXXX
3. By contract:								
a. Busses:								
(1) Entirely privately owned.....			XXXXXX	XXXXXX		XXXXXX	XXXXXX	XXXXXX
(2) Partly publicly owned ¹⁰			XXXXXX	XXXXXX		XXXXXX	(11)	(12)
b. Horse-drawn vehicles.....			XXXXXX	XXXXXX		XXXXXX	XXXXXX	XXXXXX
4. By payment of money in lieu of transportation ¹³	(14)		XXXXXX	XXXXXX	(15)	XXXXXX	XXXXXX	XXXXXX
Total.....		XXXXXX						

¹ If reported on basis other than requested, specify basis: _____
² Include pupils carried for administrative units not maintaining transportation facilities but transferring funds therefor.
³ Include moneys for transportation service transferred from other administrative units not maintaining transportation facilities.
⁴ Include costs of operating and maintaining transportation equipment except salaries of drivers, capital outlay, and expenses of administration. Report expenses of administration here: Salaries \$ _____; supplies and other expense \$ _____
⁵ Exclude capital outlay.
⁶ The figure reported here, should have been excluded from the amount reported in column 6.
⁷ From Form PB-5, column 10.
⁸ Compute depreciation on average life of bus; which is (specify) _____ years.
⁹ Include fares furnished pupils for public utilities busses and streetcars.
¹⁰ Chassis privately owned, bodies publicly owned.
¹¹ Report capital outlay for new bodies.
¹² Report number of bodies publicly owned.
¹³ Include all school moneys paid parents or guardians to furnish transportation to their children or wards, to maintain children near school (as board and room), to buy bicycles, boats, sleds, skates, skis, horses, etc. Exclude from this item school moneys paid as transfers to other administrative units for transportation.
¹⁴ Report number of pupils for whom money is paid in lieu of transportation.

school accessibility, road conditions, etc., to prepare the schedule effectively and to plan the bus routes economically.

The bus schedule is to be prepared by the director of transportation (or the superintendent) and the principal (or teacher of the school served) and *not* by the bus driver. It is primarily for regular trips but is adaptable to use for individual trips; however, an alternate form is provided for reporting on other and special trips.

Sufficient copies of the schedule for a particular bus should be executed to supply one to each school and bus served by it, the driver, and officers in charge of transportation.

Bus Driver's Reports

The bus driver's daily report (for regular trips) is made to each school served; it is primarily a listing of children absent from his bus and is taken from his copy of the bus schedule. The driver's weekly report on individual (other and special) trips indicates for each the date, the number of persons transported, total miles traveled, and the nature and purpose of the trip. Bus accidents are to be reported immediately by the driver. In publicly maintained systems the driver will submit a report on operation and maintenance items by date of purchase or service.

Principal's Reports

The principal's (or teacher's) weekly report on bus-transported pupils calls for the total deducted pupil miles by bus (obtained from bus schedule) which he records opposite the names of the absent pupils as recorded on the driver's daily report; space is provided for remarks on service and bus schedule changes. The principal reports accidents in which pupils of his school are involved.

Local Superintendent's Records and Reports

The administrative unit report to the State on bus transportation (illustrated in fig. 2) and the report on transportation at public expense (illustrated in fig. 3) are the major reports of the local school administrator. His records comprise the accident and in-

[Administrative unit report, table III-11]

Monthly (or annual)

1. Number days transportation provided 2. Period beginning ending

Bus number and school	Number of schools served ¹	Total pupil miles ²	Regular trips ³		Other trips ³		Special trips ³		Grand total		Speedometer reading ¹⁰			Operation		Maintenance				
			Aggregate number of pupils ⁴	Miles ⁵	Aggregate number of pupils ⁶	Miles ⁷	Aggregate number of pupils ⁸	Miles ⁹	Pupils (cols. 4, 6, and 8)		Miles (cols. 5, 7, and 9)		Beginning of period	End of period	Total (col. 13 minus col. 12)	Driver's salary for period	Gas, oil, etc. ¹¹	Repairs	Replacements	Depreciation ¹²
									10	11	12	13								

¹ From bus schedule (Form PB-1) item 6; use a line for each school.
² From bus schedule; 2 times item 5 times number of days provided in school month (or period) minus "deducted pupil miles" (as reported on Form PB-4).
³ Sec "Definitions" and explanations: Regular trips are those made to transport pupils from home to school and return; other trips are trips made during hours of school on days schools are in session; and special trips are those made outside the hours of school (except regular) and those made on days schools are not in session.
⁴ From bus schedule: Number of different pupils reported in column 3, item 7, times number of days transportation provided.
⁵ From bus schedule: Two times item 4, times number of days provided.
⁶ From Form PB-3, column 2, for those checked in column 5.
⁷ From Form PB-3, column 3, for those checked in column 5.
⁸ From Form PB-3, column 3, for those checked in column 6.
⁹ From Form PB-3, column 3, for those checked in column 6.
¹⁰ From Form PB-3, item 5.
¹¹ From Form PB-6, garage invoice and check against Form PB-3a.
¹² Figure 1/5 of purchase price annually until bus is 5 years old.
 *Not to be reported for contract bus transportation.

spection reports forwarded to him, the garage invoice and periodic summary of operation and maintenance, the principal's reports, individual cumulative record cards for bus drivers, chassis, bodies, batteries, and tires. Other forms and devices suggested for his use are the driver's contract, driver's physical examination record, driving examination, contract for transportation, and rules, regulations, and instructions of the local board of education.

State Superintendent's Records and Reports

The State superintendent's reports comprise summarizations and analyses of data submitted on the administrative unit report to the State and on the report on transportation at public expense. The former report should be especially useful to the local unit and the State for administrative purposes,

the latter report is suggested for use in supplying data useful nationally and is included in the biennial report of the States to the United States Office of Education. These two reports from the local unit and the accident reports are the important transportation records of the State office. It is suggested that the States employ such administrative devices as handbooks and manuals on transportation in which to include legal provisions, rules and regulations, standards for equipment and service, suggestions for administering the transportation program, and accounting forms and procedures.

Recording and Reporting Reduced

The forms and the procedures suggested should reduce the amount of work in recording and reporting done by the bus driver and by the teacher, and should place the bulk of it upon the official responsible for transportation.

In addition to this reduction in amount of recording and reporting by drivers and teachers the forms should make available more nearly comparable data for administrative use locally and in the State.

Some Related Considerations

In administering the transportation program cooperative relations with other local and State governmental agencies are necessary and desirable. The State highway, police, and health agencies are rendering worth-while assistance to State education departments by examining drivers for condition of health and proficiency in driving, inspection and testing of equipment, etc.

Publications

The State departments of education in Florida, Illinois, Kentucky, Michigan, and Pennsylvania are among those recently issuing handbooks or manuals on pupil transportation. National minimum standards for school busses developed and approved by representatives of the 48 State departments of education, are available and have been widely adopted.

Publications of the Local School Units Project, recently issued by the United States Office of Education, show how 10 States studied their administrative unit structure and projected plans for more satisfactory organization; they show the forms, devices, and procedures used to assemble data, to locate pupil residences, to locate schools, to show lines of communication and barriers—all of which are important considerations in planning improved bus routes and transportation programs.

The employment of efficient accounting and effective administrative procedures in the transportation program is necessary regardless of the size of the school system. A well-planned program for transportation is the only one worth considering and is dependent for its efficiency upon the formulation and enforcement of rules and regulations for drivers, pupils, and the administrative personnel; of standards for service and equipment and of uniform accounting.

Work as a Basis for Occupational Training

by Howard W. Oxley, Director of CCC Camp Education

★★★ Learning by doing as exemplified by learning through work under actual production conditions is the core philosophy of the occupational and vocational training program in the CCC camps. Work in the camps is subject to strict supervision and requirements. The projects themselves are chosen for their importance in the conservation of the natural resources of the country and for their social significance as well. The basis of training in the camps is, therefore, one which evokes on the part of the enrollee trainee respect for its integrity and meaningfulness.

While the end results of the work accomplished by the CCC camps have been and are important, they may be regarded in the light of the purposes of the corps as highly desirable by-products, for the law under which the CCC currently exists and operates states "that there is hereby established the CCC . . . for the purpose of providing employment, as well as vocational training, for youthful citizens of the United States who are unemployed and in need of employment . . . through the performance of useful work in connection with the conservation and development of the natural resources of the country." The purpose of the corps is, therefore, to provide work of social and economic significance in order that it may serve as a basis for training. The CCC camps provide a fairly wide variety of work types ranging from clerical to the operation of heavy construction equipment. The normal CCC camp has a strength of 200 enrollees. Twenty-four of these men are assigned to overhead duty in connection with the maintenance and operation of the camps, which is under the jurisdiction

of the military. They are distributed somewhat as follows: 1 senior leader, 1 company clerk, 1 canteen steward, 1 supply clerk, 1 assistant leader for education, 1 infirmary attendant, 2 orderlies, 1 camp maintenance man, 1 mess steward, 1 truck driver, 1 night guard, and 12 cooks and others on kitchen force.

Specialized Tasks

The remaining men are turned over to the technical service for work. Certain specialized tasks are required by the work projects in all camps such as a technical service clerk, a mechanic's helper, a night watchman, a supply clerk, an orderly, and several truck drivers. The remaining men work at the various field tasks which vary greatly from service to service. The principal services operating CCC work projects are the national and various State park services, the United States Forest Service, and the Soil Conservation Service.

A recent survey of CCC jobs made by the Office of CCC Camp Education indicates that an aggregate of 81 different types of work are carried on in CCC camps. Twenty-seven of these types are found on the Army and technical service overheads, and 54 on the various field projects. No single camp, of course, possesses the entire range of types. The average individual camp has from 18 to 22 different jobs on the respective overheads and from 8 to 11 different field jobs.

Training on the job for CCC enrollees has two objectives—(a) increased efficiency in the performance of the camp or field job, and (b) training for employment in future life. In this connection, the study referred to above indicates the 81 different jobs found in

CCC camps carry over to a minimum of 181 jobs on the outside. There is, of course, a wide variation in the amount of training afforded by a CCC job which is applicable to further employment. In many instances, camp jobs can only furnish a general basis for further training while in many others, such as clerical, cooking, and truck driving, complete preparation for outside employment can be offered.

The desirability of CCC camp work as a basis for training is emphasized most clearly when it is observed that whereas the age of enrollees ranges from 17 to 24, with the average age 19, during a recent quarterly enrollment, that of July 1940, of 71,757 men enrolled, 73 percent had never before been employed, while an additional 8 percent had a previous work history of 4 months or under. Thus the enrollee group is seriously in need of actual work discipline as well as occupational and vocational instruction.

Four Types of Training

In the organization of occupational training based on camp work jobs four types of training may be recognized:

Training on the job including not only training in the technical processes of the job, but in work discipline as well.

Off-the-job training in those phases of the work job which cannot be economically taught on the job.

Related training in mathematics, English, and the like, and

Occupational or vocational training designed to bridge the gap between the upper limits of training possible on the job and the minimum requirements of beginning employment on the outside.

In the development of camp training based on work, camp committees must bear certain guidance factors constantly in mind:

Enrollees must be assigned to camp tasks in keeping with their previous background and experience, their aptitudes and interests, and the possibility of future employment.

Evaluation must be made of progress of enrollee on assigned tasks, and training and reassignment made when necessary. In short, the variety of jobs in camp must be made use of for exploratory purposes.



Surveying class.

In the planning and execution of training programs based on camp work jobs, camp educational committees, in order to obtain maximum results, must:

Make a survey of all jobs on the camp overhead and on the work project together with the standard civilian occupations to which these jobs may lead. For this purpose, the standard occupation list of the Bureau of Employment Security and the findings of State employment services, the National Youth Administration, Agricultural Extension Services and the like are used.

Make analyses of all jobs, overhead and work project, in the camp in order to determine the occupational and vocational training possibilities inherent in them. These analyses include not only an analysis of the special job operations but of the additional technical and related training required.

Procure from employment services, employers, and other recognized sources, job analyses, job specifications, and other information concerning standard occupations in outside employment. This information includes, in addition, data concerning education, personal qualifications, experience and other factors required for success in the work and which may be utilized in the guidance of the enrollee. This information should, in general, be valid for the home community or region of the enrollee or for the locality in which the camp is located since records indicate that it is probable that the enrollee will secure employment in these sections.

Using the foregoing steps as a basis for planning, prepare schedules for (a) training on the job, (b) necessary related and off-the-job training, (c) training required by the individual enrollee to qualify himself as a beginning worker in the appropriate outside employment.

Many Specific Values

The effective accomplishment of this interrelated camp work and training program has many specific values. It makes available to enrollees accurate and up-to-date information regarding jobs in which they may secure employment. It aids enrollees and staff members in understanding camp training opportunities and their direct relation to jobs in private employment. It stimulates the interest of enrollees in their camp jobs thereby increasing the quantity and improving the quality of work performed. It enables an improved planning of understudy training. It permits the assignment of enrollees to jobs offering them the maximum of training opportunities in accordance with their interests, needs, and abilities. It provides exploratory and try-out experience on jobs, thus permitting enrollees to make a more intelligent choice of a vocation. Finally, it aids in the increased effectiveness of the program of placing enrollees in gainful private employment with the advantage of better preparation for work and citizenship.

The Passing of a Pioneer

Mrs. Mary Schenck Woolman, deceased recently at the age of 80 years, was the founder of the first public industrial high school for girls in this country, known as the Manhattan Trade School for Girls.

In 1895, after years of study in Europe, she joined the staff of Teachers College, Columbia University, New York City. While there she organized and directed this school to prepare the youngest wage earners for advantageous entrance into the various branches of the needle trades. This soon became part of the public-school system, thereby establishing the principle that training for wage earning is a legitimate field of public education. The school has continued without interruption until today when it enrolls some 1,800 girls and the city of New York maintains more than 23 public day trade schools for both boys and girls.

Mrs. Woolman later (1912) went to Simmons College, Boston, and worked with the Women's Educational and Industrial Union there.

As a contemporary and coworker with Mrs. Lucinda Prince, these two pioneers struggled to develop programs for training girls for profitable employment in stores, shops, offices, and factories, blazing new trails in subject matter and methods in vocational education.

Mrs. Woolman wrote the first book on textiles to be used in the public schools. She also wrote on clothing and consumer problems in cooperation with Ellen McGowan and Thomas Nixon Carver, professor emeritus of political economy at Harvard University. She was awarded a medal by the American Academy of Political and Social Science for her achievements.

We only know the contributions which women have made to vocational education by noting the losses of such women as Mary Schenck Woolman and of Elizabeth Fisk of the Girls Vocational High School of Minneapolis, Minn., during the past year. The biography of such pioneers spells the history of vocational education.

ANNA LAYLOR BURDICK



New Government Aids FOR TEACHERS



by MARGARET F. RYAN, *Editorial Assistant*

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

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C.

enclosing remittance (check or money order) at time of ordering

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

● Information on the 21 countries members of the Pan American Union is to be found in the following publications issued by the Union:

Bulletin of the Pan American Union—A monthly illustrated magazine containing practical information for all persons interested in Pan American progress and development. (See illustration.) Subscription price, \$1.50 a year; single copies, 15 cents.

American Nation Series—Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, and Venezuela. Price, 5 cents each.

American City Series—Asunción, Barranquilla, Bogotá, Buenos Aires, Caracas, Ciudad Trujillo, Guatemala, Guayaquil, Habana, La Paz, Lima, Managua, Maracaibo, Mexico City, Montevideo, Panama, Quito, Rio de Janeiro, Rosario, San José, San Salvador, Santiago (Chile), Santiago (Cuba), São Paulo, and Tegucigalpa. Price, 5 cents each.

Commodity Series—Alpacas, asphalt, bananas, cattle and pampas, chicle, coal and iron, coca, cocoa (chocolate), coconuts, coffee, nitrate fields, oils and waxes, Quebracho, rubber, sugar, Tagua, tanning materials, tin, wool, Yerba Maté. Price, 5 cents each.

A complete list of publications and prices will be sent on request to the Pan American Union, Washington, D. C.

● **Our Constitution and Government—Federal Textbook on Citizenship**, prepared by the Immigration and Naturalization Service, offers lessons on the Constitution and Government of the United States for use in the public schools by candidates for citizenship. In addition to 60 illustrations, it contains the text of the American's Creed, The Salute to the Flag, The Declaration of Independence, and the Constitution of the United States. It also describes the functioning of city, State, and Federal Governments. 50 cents.

● For proper maturing, the date plant requires prolonged summer heat and low relative humidity during the ripening period. **Date Growing in the United States**, Leaflet No. 170 of the Department of Agriculture, discusses the climatic requirements, varieties, pollination, propagation, soil management, and pruning of the date plant, as well as control of insects and diseases. 5 cents.



Courtesy of the Pan American Union

Publications of the Pan American Union.

● **THE CHILD**, a magazine published monthly by the Children's Bureau, United States Department of Labor, to meet the need for an exchange of information between the Children's Bureau and the various agencies actively engaged in furthering the interests of children, contains articles, brief reports, news items, and reviews of new publications relating to current developments in the fields of child health, child welfare, juvenile delinquency, and the employment of minors in the United States and in other countries.

This periodical is sent free on request to a restricted list, including State and local officials and agencies actively engaged in work for or with children. Others may subscribe through the Superintendent of Documents. Price, \$1 a year; 10 cents a single copy; postage additional outside of the United States.

● **Physicians' Handbook on Birth and Death Registration**, a Bureau of the Census publication, contains the international list of the causes of death and presents in condensed form those facts the physician should know concerning birth and death registration, besides providing a ready reference for the practicing physician. The handbook is suitable also for the training of the medical student with regard to his future duties in vital statistics and is of value as a practical reference in other fields. 15 cents.

● A map, in color, 40 by 29 inches, showing the recreational areas of the United States under Federal or State administration, including Alaska and Hawaii, is available free from the National Park Service, Washington, D. C. On the reverse side of the map are facts about each of the areas.

Survey of Higher Education of Negroes

by Martin D. Jenkins, Senior Specialist in Higher Education

★★★ The general objective of the survey of higher education of Negroes¹ is "to assemble and interpret such social, economic, and educational data as will indicate needed programs of higher education, and to indicate the nature of the educational services now rendered to meet these needs." In order to facilitate the gathering and interpretation of the data, the survey has been divided into two major areas: (1) The social and economic setting of higher education for Negroes, and (2) the nature of the educational services now being rendered. A brief description of the several studies included in each of these areas follows.

The Survey Studies

I. The Social and Economic Setting of Negro Higher Education

A unique feature of the survey is the attention which is being given to the broader social setting of Negro higher education. It is assumed that a clear understanding both of existing race relations and their historical development, and of the socio-economic background of Negroes in the United States, is necessary if the problems and needs of Negro higher education are to be adequately defined. There are two major studies in this area of the survey:

(1) A rather comprehensive introductory statement, *The Background of American Race Relations*, is designed to assist in an understanding of the present social situation as it affects the higher education of Negroes. If the implications of our biracial social organization are to be understood, it is necessary to know something of the historical and sociological framework within which American race relations operate. The study attempts to analyze some of the

problems and assumptions which underlie the American biracial organization; to indicate how the present patterns and relationships came to be, how they are perpetuated, and the social costs to a democracy incident to their maintenance; and to delineate some of the conditions which must be met if a truly democratic social structure is to be attained.

(2) *Social and Economic Factors Affecting the American Negro* is a study designed to help in such an understanding of the social and economic background of Negroes as will throw light on the needs and problems of higher education. Previous studies of 1,104 southern counties, prepared for the Council on Rural Education of the Julius Rosenwald Fund, are being utilized. Maps have been prepared to show the location of colleges for Negroes, the density of Negro population in various areas, and the basic economy and degree of urbanization in each county. The findings of numerous other studies covering such topics as geographical distribution and migration trends, occupational distribution, occupational opportunities and limitations, and the educational status of skilled and white collar workers are given consideration. The data have been analyzed to show the social, economic, and educational factors in relation to county types and to the location of institutions of higher education for Negroes.

In addition to the primary studies described above, several contributory studies have been made. Among these are the following: (1) The construction of maps showing the location, by county and State, of 2,188 secondary schools and 131 higher institutions for Negroes; and (2) a tabulation of the origin, by county and State, of approximately 36,000 students enrolled in Negro colleges and universities.

II. The Nature of the Educational Services Now Being Rendered

The 12 major and minor studies which comprise this area of the survey attempt to define the educational services now being rendered by Negro institutions and to indicate needed programs of higher education.

1. *The Educational Program*.—The purpose of this study is to ascertain the present status of the total educational program in institutions for the higher education of Negroes, in order that the institutions may effect needed improvements. Although much quantitative data are to be gathered, the study is essentially evaluative in nature. Plans are now under way to apply in modified form the evaluative technique of the North Central Association of Colleges and Secondary Schools to a representative group of 25 Negro colleges. In this procedure an institution is evaluated, first, on the basis of the total pattern it presents as an institution of higher education and second, in each of its characteristics, in terms of current practice in a representative sample of colleges and universities in the North Central Area. This procedure is now being used also by the Southern Association of Colleges and Secondary Schools in the accrediting of higher institutions.

The following fields of institutional organization are to be covered: (a) Faculty competence, (b) faculty organization, (c) conditions of faculty service, (d) the curriculum, (e) instructional practices, (f) the library, (g) the student personnel service, (h) administrative practices, and (i) finance. The study involves the filling out of schedules by each institution and visits to each of the several colleges by specialists of the survey staff.

2. *The Negro College Student*.—The following tests and an inquiry form designed to elicit certain personal informa-

¹ Caliver, Ambrose. Higher education of Negroes survey. SCHOOL LIFE 25: 83 & 86, December 1939 (a preliminary report).

tion about each student were administered to almost 1,600 seniors in 50 4-year institutions: *The Cooperative General Culture Test*—an objective test covering achievement in the social sciences, the natural sciences, literature, fine arts, and mathematics; the *Cooperative English Test*—a test of reading ability; and the *Test of General Knowledge of the Negro*. A similar program, substituting the *American Council Psychological Examination* for the *Cooperative General Culture Test*, is to be administered to approximately 5,000 freshmen in both 4-year and junior colleges. The purpose of the study is to ascertain the ability, achievement, economic status, educational background, and occupational plans of students in Negro colleges; to determine the interrelationships of these factors; and to indicate on the basis of the findings, needed adjustments in the educational programs of the colleges.

3. *The Availability of Curriculums.*—The purpose of this study is twofold: First, to ascertain the extent and nature of the curriculums available in the institutions for the higher education of Negroes in order to reveal areas of over- and under-concentration of offerings within the several States; and second, to ascertain how these curriculum patterns compare, in scope, with those of institutions for the higher education of white persons, in each of the States maintaining separate schools, in order to determine the relative availability of educational opportunities for white persons and Negroes. Sources of the data are the catalogues of the several institutions. The approach is quantitative. Evaluation of the quality of the work offered is not attempted.

4. *The College Plans of High-School Seniors.*—This study was designed to test the hypothesis that a large proportion of Negro high-school graduates of high ability do not, because of financial disability, go on to college. *The Otis S-A Test of Mental Ability* and a questionnaire designed to secure information concerning the education plans and something of the financial status of the seniors, were administered to about 3,000 seniors in 19 rural and 19 urban high schools. A follow-up to find out which

seniors actually go to college will be conducted in the fall.

5. The study *The Higher Education of Negroes in Northern Universities* is designed to ascertain the general status of Negro students in northern institutions of higher education. Although the majority of Negro college students are enrolled in higher institutions primarily for Negroes, a large number attend northern colleges and universities which admit students without regard to race. These northern institutions plan an especially important role in the graduate and professional education of Negroes, in view of the fact that facilities for this type of work are largely unavailable in Southern States.

A specialist of the survey staff visited 9 of the larger universities and interviewed approximately 65 administrators in these institutions, including presidents, administrative deans, registrars, and personnel officers. Information was obtained relative to the ability and achievement of Negro students; the attitudes of administrators and the extent to which they are aware of the problems of Negro students; and the institutional practices, especially with regard to the admission, housing, and financial status of Negro students. In addition, a questionnaire, designed to ascertain their educational background, occupational plans, extracurricular participation, and financial status, was filled out and returned by 630 students, who constitute approximately one-half the total enrollment of Negroes in the 9 institutions.

6. In view of the fact that a number of the Southern States are expanding their facilities for the higher education of Negroes, a special study, *The Cost of Maintaining Higher Institutions*, is being made in order to determine how much it costs to maintain satisfactory schools of the following types: Junior colleges; liberal arts colleges; comprehensive universities; and independent schools of education, religion, medicine, and law. The source of data for this study is the *Biennial Survey* for 1937-38. Cost data of 301 institutions, located in all sections of the country, are being included.

7-9. Three studies are being made to ascertain the present status and trends

in special areas in order to provide a basis for improvements in practice. These studies are as follows: (1) *The Availability of Library Service*; (2) *Health Status and Trends*; and (3) *Adult Education Practices*. The data for these studies are being secured largely by questionnaires, supplemented by examination of college catalogs and some limited observations of institutional practice.

10-12. Three statistical summaries, utilizing data already available either in the Office of Education or the National Youth Administration, are being prepared: (a) *Enrollments in Negro Colleges and Universities*—a summary of enrollments since 1910; (b) *Income and Expenditures in Negro Colleges and Universities*—a summary of financial data since 1910; and (c) *Availability of Student Aid in Negro Colleges and Universities*—an analysis of the National Youth Administration reports of applications for student aid.

III. *Integration and Interpretation.*

The survey has not yet reached the stage of synthesis of the findings of the several studies and the organization of a report in terms of the central objectives. Several basic principles in terms of which the interpretations and recommendations are to be formulated have been defined. It is assumed: (1) That education is essentially a State and local function—no conception of a federally managed system is tenable; (2) that equality of educational opportunity for all is inherent in the democratic way of life; and (3) that higher education must be organized for a developing not a static society.

The survey staff is under the direction of Fred J. Kelly, Chief of the Higher Education Division, director; and Ambrose Caliver, senior specialist in the education of Negroes, associate director, both of whom are carrying on the survey assignment in addition to their regular duties.

The Index to SCHOOL LIFE, Volume XXV, October 1939 to July 1940, is now available. Requests for copies should be sent to SCHOOL LIFE, U. S. Office of Education, Washington, D. C.



CONVENTION CALENDAR



AMERICAN ASSOCIATION OF PHYSICS TEACHERS. *Philadelphia, Pa., December 27-30.* President: R. M. Sutton, Haverford College, Haverford, Pa. Secretary: T. D. Cope, University of Pennsylvania, Philadelphia, Pa.

AMERICAN ASSOCIATION OF SCHOOLS AND DEPARTMENTS OF JOURNALISM, *New York N. Y., December 27-29.* President: Vernon McKenzie, University of Washington, Seattle, Wash. Secretary: H. H. Herbert, University of Oklahoma, Norman, Okla.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH. *Boston, Mass., December 28.* President: Stephen A. Freeman, Middlebury College, Middlebury, Vt. Secretary: James B. Tharp, Ohio State University, Columbus, Ohio.

AMERICAN ASSOCIATION OF TEACHERS OF GERMAN. *Cambridge, Mass., December 26.* President: Ernest Feise, Baltimore, Md. Secretary: Charles M. Purin, 623 West State Street, Milwaukee, Wis.

AMERICAN ASSOCIATION OF TEACHERS OF JOURNALISM, *New York, N. Y., December 27-29.* President: Charles L. Allen, Northwestern University, Evanston, Ill. Secretary: H. H. Herbert, University of Oklahoma, Norman, Okla.

AMERICAN ASSOCIATION OF TEACHERS OF SPANISH. *Albuquerque, N. Mex., December 27 and 28.* President: Francis M. Kereheville, University of New Mexico, Albuquerque, N. Mex. Secretary: Guy B. Colburn, Fresno State College, Fresno, Calif.

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS. *Chicago, Ill., December 30 and 31.* President: F. S. Deibler, Northwestern University, Evanston, Ill. Secretary: R. E. Himstead, 744 Jackson Place NW, Washington, D. C.

AMERICAN MATHEMATICAL SOCIETY. *Baton Rouge, La., December 30, 1940-January 1, 1941.* President: G. C. Evans, University of California, Berkeley, California. Secretary: R. G. D. Richardson, Brown University, Providence, R. I.

AMERICAN PHILOLOGICAL ASSOCIATION. *Baltimore, Md., December 26-28.* President: Arthur Stanley Pease, Harvard University, Cambridge, Mass. Secretary: L. R. Shero, Swarthmore College, Swarthmore, Pa.

AMERICAN PHILOSOPHICAL ASSOCIATION. *Philadelphia, Pa., December 26-28.* President: B. A. G. Fuller, University of Southern California, Los Angeles, Calif. Secretary: Cornelius Krusé, Wesleyan University, Middletown, Conn.

AMERICAN POLITICAL SCIENCE ASSOCIATION. *Chicago, Ill., December 27-28, 30.* President: Robert C. Brooks, Swarthmore College, Swarthmore, Pa. Secretary: Kenneth Colegrove, 305 Harris Hall, Northwestern University, Evanston, Ill.

AMERICAN SOCIOLOGICAL SOCIETY. *Chicago, Ill., December 27-29.* President: Robert M. MacIver, Columbia University, New York, N. Y. Secretary: H. A. Phelps, University of Pittsburgh, Pittsburgh, Pa.

AMERICAN STATISTICAL ASSOCIATION. *Chicago, Ill., December 26-28.* President: F. Leslie Hayford, General Motors Corporation, 1775 Broadway, New York, N. Y. Secretary: Frederick F. Stephan, 1626 K Street NW., Washington, D. C.

AMERICAN STUDENT HEALTH ASSOCIATION. *Ann Arbor, Mich., December 27-28.* President: Dr. Ruth E. Boynton, University of Minnesota, Minneapolis, Minn. Secretary: Dr. Ralph I. Canuteson, University of Kansas, Lawrence, Kans.

AMERICAN VOCATIONAL ASSOCIATION. *San Francisco, Calif., December 16-18.* President: R. O. Small, State Department of Education, Boston, Mass. Secretary: L. H. Dennis, 1010 Vermont Avenue NW., Washington, D. C.

ASSOCIATION OF AMERICAN GEOGRAPHERS. *Baton Rouge, La., December 27-30.* President: Carl O. Sauer, University of California, Berkeley, Calif. Secretary: Preston E. James, University of Michigan, Ann Arbor, Mich.

ASSOCIATION OF AMERICAN LAW SCHOOLS. *Chicago, Ill., December 27-28, 30.* President: Edmund M. Morgan, Harvard University Law School, Cambridge, Mass. Secretary: Harold Shepherd, Duke University Law School, Durham, N. C.

ASSOCIATION OF COLLEGE UNIONS. *Philadelphia, Pa., December 5-7.* President: H. E. Pride, Iowa State College, Ames, Iowa. Secretary: Paul B. Hartenstein, University of Pennsylvania, Philadelphia, Pa.

ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS FOR NEGROES. *Montgomery, Ala., December 5-6.* President: L. F. Palmer, Huntington High School, Newport News, Va. Secretary: L. S. Cozart, Barber-Scotia Junior College, Concord, N. C.

BOTANICAL SOCIETY OF AMERICA, INC. *Philadelphia, Pa., December 27, 1940-January 2, 1941.* President: Edgar N. Transeau, Ohio State University, Columbus, Ohio. Secretary: Paul R. Burkholder, University of Missouri, Columbia, Mo.

COLLEGE PHYSICAL EDUCATION ASSOCIATION. *New York, N. Y., December 30 and 31.* President: Harry A. Scott, Rice Institute, Houston, Tex. Secretary: Glenn W. Howard, Ohio State University, Columbus, Ohio.

MATHEMATICAL ASSOCIATION OF AMERICA. *Baton Rouge, La., December.* President: W. B. Carver, Cornell University, Ithaca, N. Y. Secretary: W. D. Cairns, 97 Elm Street, Oberlin, Ohio.

MODERN LANGUAGE ASSOCIATION OF AMERICA. *Boston, Mass., December 26-28.* President: Karl Young, Yale University, New Haven Conn. Secretary: Percy W. Long, 100 Washington Square East, New York, N. Y.

MUSIC TEACHERS NATIONAL ASSOCIATION. *Cleveland, Ohio, December 29-31.* President: Warren D. Allen, Stanford University, Stanford University, Calif. Secretary: D. N. Swarthout, University of Kansas, Lawrence, Kans.

NATIONAL ASSOCIATION OF BIOLOGY TEACHERS. *Philadelphia, Pa., December 26-28.* President: George W. Jeffers, State Teachers College, Farmville, Va. Secretary: P. K. Houdek, Township High School, Robinson, Ill.

NATIONAL ASSOCIATION OF STATE DIRECTORS OF VOCATIONAL EDUCATION. *San Francisco, Calif., December 13-14.* President: M. D. Mobley, State Department of Education, Atlanta, Ga. Secretary: W. W. Trent, State Department of Education, Charleston, W. Va.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION. *New York, N. Y., December 30-31.* President: William B. Owens, Stanford University, Calif. Secretary: John L. Griffith, Hotel Sherman, Chicago, Ill.

NATIONAL COUNCIL OF GEOGRAPHY TEACHERS. *Baton Rouge, La., December 27-29.* President: Cora P. Sletten, State Teachers College, Mankato, Minn. Secretary: Floyd F. Cunningham, State Teachers College, Florence, Ala.

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. *Baton Rouge, La., December 30-31.* President: Mary A. Potter, Racine, Wis. Secretary: Edwin W. Schreiber, Western Illinois State Teachers College, Macomb, Ill.

NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS. *Cambridge, Mass., December 27.* President: Stephen L. Pitcher, Board of Education, St. Louis, Mo. Secretary: Charles W. French, Boston University, 685 Commonwealth Ave., Boston, Mass.



THE VOCATIONAL SUMMARY



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

A Survey, an Analysis, a Plan

Several years ago those responsible for the program of vocational agriculture for Negroes carried on in Tennessee awoke to the realization that something should be done to insure an adequate program of instruction in agriculture in small, isolated rural schools.

A survey of the situation made by W. S. Davis, teacher-trainer in agricultural education, Agricultural and Industrial State Teachers College for Negroes, Nashville, disclosed that: (1) Few of the graduates of high-school vocational agriculture courses were entering farming as an occupation; (2) the closer high-school agricultural departments were to the open country, the larger is the percentage of graduates from them who enter farming; (3) a large number of farm people living in small communities were not receiving any kind of agricultural instruction; (4) the number of out-of-school farm youth in these small communities was large; and (5) most of the boys living in these communities were marrying at an early age and were entering farming as an occupation.

After studying the information secured in the survey those who had made it decided that: (1) Not enough time had been devoted by vocational agriculture departments to present and prospective farmers in Tennessee; (2) to some extent, at least, vocational agriculture was being given to young men who were born and reared on the farm, but who definitely planned to follow some vocation other than farming; (3) more time, energy, and money should be given, therefore, to instruction for boys who have already entered farming or who are definitely planning to enter farming as a vocation.

The Tennessee group proceeded to formulate plans whereby they felt they could correct some of the weaknesses discovered in their vocational agriculture program.

Itinerant teachers have been ap-

pointed in two counties—Fayette and Dyer. The teacher in Fayette County serves as an assistant to the teacher of agriculture in the county training school in four different communities and provides rural schools in 10 other communities with instructional material to be used by elementary teachers in giving informational instruction in agriculture. The teacher in Dyer County functions independently. He serves four communities personally and provides agricultural instructional material to all the small schools in the county.

In Decatur County four white teachers and one Negro teacher work out a monthly instruction plan to be followed by the elementary school teachers in giving informational courses in agriculture. The elementary school teachers of the county meet in a group twice a month and one of the teachers of agriculture reviews the instructional material in the monthly bulletin prepared by the committee and gives the other teachers instruction in the method to be followed in imparting this material to students in their schools. The Agricultural and Industrial State Teachers College for Negroes, at Nashville, is planning to conduct, in the near future, a systematic short course intended primarily for the out-of-school groups who have entered farming or are planning to enter farming as a life vocation. This plan will be undertaken on an experimental basis.

They Interchange Ideas

District home-project conferences at which girls enrolled in homemaking classes in local high schools interchange ideas and views on their home-project activities were initiated in Missouri last year.

Although these conferences are sponsored by home economics teachers the programs carried on in connection with them are arranged and directed by the home economics students who attend them. Twenty of these conferences at-

tended by approximately four thousand girls were held during the year.

During the school year ended in June 1940, 32,046 home projects were completed by Missouri home economics students. Home economics teachers in the State made 17,375 home visits as a part of their activities in directing and supervising home-project work of their students.

Good Patterns

Any attempt to provide guidance services for the secondary schools, the United States Office of Education believes, should take into consideration rural high schools in which a relatively small number of pupils are enrolled and in which few teachers are employed.

Setting up guidance programs for rural areas, the Office points out, involves attention to certain social and economic problems peculiar to these areas. It involves, among other things, consideration of the following questions: How many sons and daughters in rural families leave home permanently; when do they leave home; where do they go; what occupations do they enter and at what levels; where do farm youth get preparation for urban life and occupations; how do career occupations in the home communities of these youth compare with those in urban centers; are local opportunities fully understood and appreciated; what, in the final analysis, are the employment opportunities of America's youth? Other questions which must be answered before it will be possible to provide adequate guidance service for rural schools are: Will the rural sections continue to supply citizens for our urban centers, and have metropolitan areas passed the peak of their development; how can rural youth and the Nation best be served in their task of finding employment and adjusting themselves to modern life; how may guidance programs be organized and operated in small high schools; what costs are involved; what is a complete guidance program; what

personnel is involved; and what are the desirable qualifications of persons fitted to assume guidance responsibilities?

Each school, the Office of Education explains, must answer these questions in the light of existing local conditions. Realizing, however, that it is helpful to study patterns already developed and tested, the Office has provided help in this direction through its Vocational Division Bulletin 203, *Guidance Programs For Rural High Schools*. This publication is devoted to an exposition of the guidance programs conducted in two New York school systems—the Newark Valley School and the Rockland County Schools. These programs were selected from a large number of programs surveyed for the purpose, not because of a belief that all the services in operation under them can be taken over bodily by small rural schools but rather because the general areas of guidance covered in the programs of these two school systems represent constants which should be taken into account in setting up a guidance plan for either a rural and agricultural or an urban and industrial school system.

The new Office of Education publication may be secured from the Government Printing Office, Washington, D. C., at a cost of 10 cents a copy.

80 New Books

Guidance counselors, home room teachers, parents, and students will be interested in the selected and annotated list of 80 books on occupations recently released for distribution by the Occupational Information and Guidance Service of the United States Office of Education.

The books included in this list deal largely with occupations, although a few are included because they are valuable as references on occupations, training opportunities, or statistical information. A number of them are designed as texts for occupations classes; a few are factual; a few are narratives about occupations; a few are inspirational in tone; and a few, as in the case of dictionaries, are for reference purposes only.

The 80-book list which is issued as Miscellany 2395 of the Vocational Education Division, United States Office of



Two students of the aviation mechanics classes in Williamsport (Pa.) schools demonstrating aircraft welding in connection with the National Aviation Forum.



A corner of the aviation exhibit contributed by vocational schools in connection with the National Aviation Forum sponsored by the National Aeronautics Association, at Bolling Field, Washington, D. C. This exhibit, brought together by the U. S. Office of Education with the cooperation of schools offering aviation courses in various sections of the country, was contributed by 15 vocational or high schools, 1 private trade school, 1 junior college, and 2 colleges.

Education, supplements but does not replace a similar study published in 1939, *Guidance Bibliography—Occupations*.

This new miscellany may be secured by addressing the United States Office of Education, Washington, D. C.

Department of Labor

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



Frances Perkins.

★★★ The Department of Labor was established by act of Congress, approved March 4, 1913. Before the passage of this act, the affairs of the Department were administered by the Bureau of Labor which was a subdepartment of the Department of Commerce. The Department of Labor was established "to foster, promote, and develop the welfare of the wage earners of the United States, to improve their working conditions and to advance their opportunities for profitable employment."

The Secretary of Labor is head of the Department and has the aid of a first and second assistant secretary. The principal administrative units of the Department include the United States Conciliation Service, the Division of Labor Standards, the Division of Public Contracts, the Wage and Hour Division, the Bureau of Labor Statistics, the Children's Bureau and the Women's Bureau. In addition to these administrative units, the following service or staff units, attached to the

¹ Acknowledgment is given herewith to Robert C. Smith, Director of Personnel, and to William Brownrigg, Acting Director of Personnel for the Department of Labor, for their assistance; also to W. F. Kelly, Supervisor of Border Patrol, for valuable data relating to the Border Patrol School.

office of the Secretary, complete the organization of the Department: Office of the Solicitor, Office of the Director of Personnel, Director of Information, Library, Office of the Chief Clerk, Division of Budgets and Accounts.

Training programs of various types have been in use in several of these administrative and service units. The Bureau of Labor Statistics assembles its division chiefs periodically for conferences on their work problems and topics of interest to the Bureau. Annual conferences are arranged also to acquaint field representatives with industrial and legislative developments likely to affect their work and to clarify the relationship between field and central office work.

The Children's Bureau conducts annually an orientation course for new employees, consisting of lectures by administrative officers and division chiefs of the Bureau on the history, the objectives and the procedures of the Bureau and its divisions.

The Conciliation Service has selected young men from its clerical staff and given them, on rotating job assignments, informal training under various administrative and technical members of the staff, with a view to promoting them to positions as Commissioners of Conciliation.

The Apprenticeship Standards Section of the Division of Labor Standards acquaints its field representatives with new developments in the field of apprenticeship standards by means of bulletins issued from the Washington office and by regional conferences.

The Office of the Director of Personnel maintains a departmental stenographic pool for the training of new stenographic and secretarial employees of the department, prior to assignment to positions in the various bureaus. The Office of the Director of Personnel

also conducts weekly conferences for its clerical and for its technical staffs for the purpose of discussing operating problems and bringing about a better understanding of the principles of personnel administration. In addition, selected clerical workers were given intensive training under technical members of the staff in public personnel principles, procedures and practices preparatory to their promotion to technical positions.

Until June 14, 1940, when the United States Immigration and Naturalization Service was transferred from the Department of Labor to the Department of Justice as part of the President's reorganization plan, the comprehensive training program of the Immigration and Naturalization Service, was carried on under the jurisdiction of the Department of Labor.

Border Patrol School

History and Objectives

Conditions following the World War of 1914-18 caused many thousands of European aliens to migrate to the United States, and to stem the flood of immigration which resulted, Congress, in 1921, enacted the first quota act imposing numerical limitations on aliens seeking to enter. Prevented by the quota act from entering the country lawfully through the designated seaports and land-border ports of entry, large numbers came to Canada and Mexico, as well as to other adjacent foreign territory, for the purpose of entering the country surreptitiously from those countries. By the time the last quota act was passed in 1924, an illicit traffic had developed across our land boundaries, making it apparent that immigration into this country

could not be restricted by laws alone, but that an efficient police organization would have to be created to give effect to them. In 1924, Congress appropriated funds authorizing the establishment of the Immigration Border Patrol, and since that time this organization whose primary function it is to detect and prevent the smuggling and the illegal entry of aliens into the United States has been active along and in the vicinity of our international boundaries; also along the Gulf and Florida coasts.

Because of the existing emergency, the original border-patrol force was hastily recruited and given elementary and informal training. The organization lacked both facilities and the experience necessary for successfully carrying out a formal training program, and for some years the training given new recruits was almost entirely "on the job" training. The new men learned from experience and by the instruction they received from day to day from the more seasoned officers with whom they worked.

In time, however, the heads of the several patrol subdistricts or districts, recognizing various specific training needs, organized classes of new appointees to instruct them in phases of the work which could be more effectively handled in classroom than on the job. This instruction was not uniform throughout the Service either as to subject matter or method, and until 1935 there was no central direction of the patrol's training activities.

In that year a central border patrol training school was organized at El Paso, Tex., where it has since been operated under the immediate direction of Col. H. C. Horsley, Chief Patrol Inspector of the El Paso subdistrict. Chief Supervisor of Border Patrol W. F. Kelly, under whose general direction the patrol-training program was carried on, was responsible for centralizing training activities at El Paso.

Interrogate Million

The objective of this school is to provide the new officers with a knowledge of the laws and other important subjects they will need to combat the ille-



United States Department of Labor Building.

gal entry of aliens into this country, whether by smuggling or by other means. In this connection attention is called to the fact that border-patrol officers interrogate more than 1 million persons each year and stop for inspection purposes more than a half-million automobiles and other conveyances. Since the patrol was established in 1924, its inspectors have apprehended more than 300,000 persons for violation of the immigration and certain other laws.

Selection of Students

Appointments to the border patrol are made from eligible registers established by the United States Civil Service Commission which periodically holds a special examination for the position. In addition to passing the written examination, each candidate must appear before a board of examiners and successfully pass an oral and medical examination. Under ordinary conditions the border patrol recruits and trains only 50 or 75 appointees each year. Since the inauguration of the school in El Paso, seven classes have graduated totaling nearly 300 officers. The total number in the patrol force as of July 1940, was 856 men. On June 22, 1940, Congress augmented the force by authorizing an additional 769 men.

Educational Program

The basic course of study is 3 months in length² and includes the following subjects:

Laws.—To be able to determine whether a person under investigation is an alien subject to deportation or whether he has committed an offense for which he may be criminally prosecuted, the patrol officers must have a thorough knowledge of the immigration laws, as well as those pertaining to naturalization and citizenship. They must have a clear understanding of their powers and authority to act, and must also have some acquaintance with criminal law, Federal court procedure, and the rules of evidence, inasmuch as they appear from time to time before the courts in criminal prosecutions. They must be able to distinguish that which is pertinent and admissible evidence from that which is not in preparing their cases for presentation to the Department or the courts.

Spanish-French.—In view of the fact that 90 percent of official contacts on the Mexican border are with Spanish-speaking people, it is essential that pa-

²Temporarily, in view of the current heavy recruitment program, the usual 3 months' course is being condensed into a course lasting but 1 month. One hundred students are being given the course of training each month.



Class in physical training, Border Patrol School, El Paso, Tex.

patrol officers have a working knowledge of Spanish. A working knowledge of French is required of those officers assigned to the northeastern Canadian border.

Sign cutting.—This subject covers the technique of detecting and correctly interpreting "sign" left by persons, animals, or vehicles which have crossed the border at unauthorized places, and of following trails, proficiency along which lines is most important in a border patrolman's work. Sign cutting might well be called "the border patrolman's art." New appointees are given classroom lectures as well as practical demonstrations in this subject. They are taught how to read "sign" and how to determine its significance; to be able

Class in Spanish, Border Patrol School, El Paso, Tex.



to tell approximately when it was left; and to carefully observe its peculiarities. The importance of developing good powers of observation is stressed, and the new officers are urged to develop the habit of looking subconsciously for evidence left by smugglers or illegal entrants.

Physical Culture and Jiu Jitsu.—The duties of a patrolman are arduous, and the officers not infrequently are faced with the necessity of effecting arrests by the use of force. The training school has a well-equipped gymnasium and new officers are given a thorough course in physical training and jiu jitsu, 1 hour daily being devoted to this subject throughout the duration of the training period.

Firearms.—Occasionally border patrolmen have to resort to the use of firearms in the performance of their duties, and they are, therefore, thoroughly trained in the care and use of the revolver, rifle, and submachine gun.

Fingerprinting.—Fingerprinting is used extensively by the border patrol, and each officer is, therefore, taught how to take and classify prints.

Radio telegraphy.—The border patrol operates 21 fixed radio stations and a considerable amount of mobile transmitting and receiving equipment. Patrol cars which operate at distances from headquarters too great for satisfactory communication by radio telephone are equipped with telegraph

transmitters, and the officers must, therefore, learn how to transmit and receive by means of telegraph code.

First aid.—Because the officers themselves are frequently subject to injuries at places remote from medical assistance, and because they encounter numerous highway and other accidents, to the victims of which should be given immediate and competent attention, each student is given the lay instructor's course in first aid of the American Red Cross.

Personal description.—Patrol officers regularly have to report personal descriptions of persons apprehended by them or of suspected law violators, and in order that they may record such descriptions accurately and follow a uniform descriptive method, they are given a course of instruction in this subject.

Miscellaneous subjects.—In addition to the subjects mentioned in the foregoing, the student patrol officers are introduced to the various immigration documents in use; they are given an opportunity to observe the issuance of certain of these documents at American Consulates; and to study the examination by immigrant inspectors of applicants for admission to the United States at regularly designated ports of entry. Lecturers from outside the service, such as representatives of the Federal Bureau of Investigation and of other law-enforcement agencies, are brought in to explain the work of their respective agencies and to discuss some of their own methods of operation which are of interest to patrol officers. They are given lectures on such subjects as conduct on the witness stand, and personal conduct and obligations of a patrol inspector, covering such matters as personal morals, use of intoxicants, associates, financial integrity, attitude toward superiors, attitude toward the public, treatment of aliens, conduct during personnel investigations, handling of confidential information, and respect for and pride in their organization.

A discussion of the elements of fitness for advancement in the service is also included in the program. Students are given instruction in conducting investigations, in interrogating

suspects, and in report writing. They are instructed in the proper methods of stopping for inspection purposes vehicles on the highways, of searching vehicles, including freight and passenger trains, for concealed aliens, of conducting line patrols, and of "laying in" on illegal crossing places, as well as a variety of other patrol techniques. They are taught the care and use of equipment, including instruction in the making of emergency repairs to patrol cars.

There is at present a faculty of 10 engaged in instruction. One gives the course in firearms. One has the work in jiu jitsu, physical culture, and first aid. There are two teachers of Spanish and one of French. One gives instruction in law, one in the techniques of personal description, one in fingerprinting, one in sign cutting, and one in radio telegraphy.

At the end of each 2 weeks during the school session the students are given written tests on the subjects which have been covered. At the end of 3 months they are rated as to conduct and efficiency by the Chief Patrol Inspector, and in the event of an adverse report an examining board is convened to review the chief's ratings and make an appropriate investigation and submit a recommendation as to whether the probationer be dropped or continued. The same procedure is followed at the end of 9 months in the service. At the end of 6 months, and again at the end of the probationary period, all probationers are accorded both written and oral examinations by a three-member board, which also conducts a thorough investigation as to the probationer's conduct and efficiency on the job. The knowledge of Spanish the probationer has acquired is tested by an oral examination, the examinee being graded on grammar, vocabulary, pronunciation, and fluency. The first Spanish examination is relatively simple, but when at the end of the probationary period the final examination is given, the probationer must demonstrate his ability to interrogate an alien in Spanish with a view to developing a quite complicated set of facts pertaining to the manner in which he, hypothetically, was smuggled into the United States.

Book Fairs

Seven Michigan counties—Hillsdale, Eaton, Van Buren, Calhoun, Branch, Allegan, and Barry—were the scene of book fairs, from September 9 to October 4. Each county seat had a display of approximately 3,000 books purchased by the Kellogg Foundation for the perusal of the community. The citizenry, young and old, looked at the books with more than ordinary interest, because everyone had the privilege of making suggestions in this universal book-purchasing plan. It was, in brief, an agreement made between schools and libraries in this area and the Kel-

logg Foundation, whereby schools and libraries received one new worth-while book in lieu of five old, worthless books collected during the "scavenger hunt" in May 1940.

Consultants from the staffs of libraries were available for the duration of the fairs to talk about books to parents, teachers, and children, tell stories, and give advice on the organization of libraries. Nora E. Beust, specialist in school libraries, United States Office of Education, also served as a consultant.

The program was directed by Mrs. Zoe Wright, librarian, with the cooperation of other members of the Kellogg Foundation staff.

To the Class of 1940

SOMETIME during your Purdue student days you probably have heard me say that the quality and the extent of one's education may be determined by one's ability to see, to measure, to value, and to utilize wisely the small differences that inevitably exist among forces, things, ideas, actions, and people. At this final hour of your undergraduate careers I am now asking you to distinguish between two words, alike in sound but very unlike in meaning—Opportunity and Opportunism. Here is timely application of the conclusion reached many years ago by one of the wisest of Americans: "The character and fortune of the individual are affected by . . . the perception of differences."

It has long been one of the chief tenets of our American philosophy that ours is the land of great opportunity, especially of opportunity for youth. Each of you today is a product of that philosophy. While you go forth at a time when the traditional opportunity may no longer be spelled with a capital O, nevertheless, the word yet contains a strong lure of life. All of you, I trust, are now, and will long remain, under its influence.

Years ago, however, the seers of American destiny realized that our education might result, not in the skillful conditioning of young men and women to meet opportunity, but in a certain cunning single-mindedness to gain self-advantage, with little regard either for humane principles or for ultimate consequences. That is what is meant by Opportunism.

Your Purdue training and education have given you, let it be hoped, a meaning of Opportunity that includes the essential element of the obligations to protect and to promote the rights of others, especially the right to opportunity. The Purdue you know will not long continue if its power should be employed chiefly for the increase of self-centered Opportunism. Our world is in tragic torment today because too many of the educated have not learned that human freedom—the seed stuff of the Americanism that produced the university—cannot flourish in the soil of Opportunism.

* * * *

The above counsel was given to the 1940 graduating class of Purdue University by President Edward C. Elliott.



In Public Schools

Radio Experiment

The Board of Education of Cleveland, Ohio, has issued a *Report of Radio Activities*, which describes an experiment in the use of the radio for broadcasting lessons to regular classes. Superintendent Charles H. Lake in his foreword says: "We realize that we have made only a beginning in the determination of the possible values of the use of the radio for organized educational work and that it will require much more experimentation and, possibly, much more equipment before we approach the realization of the maximum possibilities of its use. However, we are convinced that controlled educational broadcasting has a definite place in a school system. Just how large the system must be to keep the per pupil cost within a reasonable figure will, of course, have to be determined by more experience. We are convinced that many phases of school work can be improved by a reasonable amount of direct and indirect classroom instruction over the radio. We are convinced that, while the radio is not a substitute for the teacher, it is a device which extends to a remarkable degree the work of the good teacher and the influence of the supervisor and administrator."

Schools Benefit

According to a recent issue of *Kansas Teacher*, "The Kansas State Reading Circle, subsidiary of the Kansas State Teachers Association, which, during the past 15 years, has placed in the rural schools and the schools of cities of the third class nearly 1 million worthwhile library books, has made plans for increased business in this department for the coming year. Last year approximately 50,000 books were sold by the Kansas State Reading Circle, and it is hoped this year that sales may be increased by 25 percent. County superintendents generally recognize the Kansas State Reading Circle as one of the most practical services rendered by the Kansas State Teachers Association and are practically unanimous in their support of this organization."

Educational Films

"Under the sponsorship of the Boise Junior College," says *The Idaho Journal*

of Education, "the schools of southwest Idaho are to have their own films for educational use. Through the initiative of the department of superintendents and principals of the third district of the Idaho Education Association, a plan for the establishment and maintenance of a mutually owned and operated instructional film library has been developed by representatives of the schools and the junior college.

"This library is expected to satisfy a growing need for this kind of service in southwest Idaho and eastern Oregon. Educators of this section hope, also, that their plan will bring about improved school techniques in the use of films as well as educational programs."

Superior Ability

The Baltimore Bulletin of Education presents a series of accounts of the attempts in that city to adjust the educational program to the needs of the child of superior ability. In addition to administrative procedures described, a considerable number of actual samples of teaching materials are included.

See Back Cover

The poster shown on cover page 4 hangs in every classroom of the Lorain, Ohio, public schools. "The poster represents the results of a year's work in all grades of our public schools on the general theme—*The Rights, Obligations, and Blessings of American Democracy*. The statements in the codes were selected from a large number of statements turned in by the pupils in every building in our school system. This is a *Children's Code*," says Supt. P. C. Bunn.

To Promote Activities

The California Elementary School Principals Association, according to a recent issue of the *Sierra Educational News*, is embarking upon its thirteenth year as a State-wide organization. "The real function of the association is to promote activities which will further the interests of elementary education in California. The association has contributed greatly in this field of education through its instructive sectional meetings, the recently organized and highly inspirational State conferences, the small, State-wide study committees and the valuable yearbooks."

Monograph Issued

The officers and teachers of the schools of the Tenth Division of the District of Columbia have issued an attractive monograph describing by pictures and text the educational activities in the Negro schools, such as health experiences, vocational experiences, and recreational experiences.

Safe Bus Drivers

According to a recent issue of the *New Mexico School Review*, "a group of men who were intensely interested in safety education gathered at the New Mexico State Teachers College, Silver City. This group was composed of 28 men from 22 counties in the State who during the school year devote their time and efforts to transporting our school children to and from school. For a week these men studied the problems deemed important to making them safe school bus drivers.

"The drivers attending the course were each awarded a certificate of efficiency by the State teachers college and the division of transportation. This certificate stated what the driver had accomplished and qualified him to direct the work along certain safety lines. In that way 28 drivers were placed in 22 counties to carry on this work in safety. They will have charge of county bus meetings and group gatherings where safety practices will be studied and where special bus problems will be discussed."

Redwood Lumbering

Mendocino County, located in the redwoods section of California, has recently added a guide for the study of environment to the series of curriculum materials developed by elementary school children and teachers. The bulletin is devoted to redwood lumbering and includes first, descriptions of three units of work on Pacific coast logging and lumber making; second, examples of children's related art and English work as developed in 4 classrooms; and third, suggested source materials, outlines of subject matter for teachers' reference, informational material for children's use, and a bibliography for both teachers and children. Photographs illustrate the lumbering processes and show the school children's activities in setting up the processes in miniature.

W. S. DEFFENBAUGH



In Colleges

in high school but now he hopes to develop it as a permanent occupation after college.

Service as a reader to a blind graduate student helps another student to earn money, while another is hostess at WSUI, the university's radio station.

Two students pot plants, stake up flowers, and do other plant work regularly in two of the university's greenhouses.

Quickness of hand is a meal ticket for an Iowa City boy. His bag of magical tricks is in constant demand and he is able to study law because of his skill as a magician.

Another youth has made an ordinary occupation unique. His talent as a dress designer has won for him second prize in a national dressmaking contest and a clientele among university women. He also designs men's clothes.

Bacterial counts are taken each week of the milk for student consumption at the university by one of the students. He combines this work with the position of sanitary inspector for some university buildings.

A lively person combines selling advertising for the university newspaper and bellhopping at a local hotel. This student has been answering to the call of "Front" for 5 years.

The greatest number of students find employment with one of three phases of nutrition: Preparing foods, serving them, or cleaning up after meals. Second most frequent source of income is janitor work, while clerical jobs also rank high.

Only about 350 students, or 5 percent of those present upon the campus, earn the entire cost of attendance. These must also depend upon vacation-time employment. Fifty-five percent have regular or temporary jobs, and 40 percent have regular employment.

Average income for the student worker is about \$18 monthly. Top amount earned is about \$65 per month.

Four-year Naval Course

The newest addition to the curricula at the University of Michigan is the Naval Reserve Officers Training Corps unit which this fall offers to University of Michigan students for the first time a complete 4-year course in naval science and tactics, under the supervision of the United States Navy.

A National Arts Program

Dr. Samuel T. Arnold, dean of the college at Brown University, has been appointed director of the arts program of the Association of American Colleges.

Dean Arnold will have charge of arranging a series of arts program concerts, lectures, discussions, and demonstrations to be given at various institutions included in the association's five-hundred-odd members. These programs, essentially of a cultural nature, are designed to broaden the cultural life of many campuses, particularly among smaller rural colleges.

Guests from the faculties of institutions in one section of the country will be sent to other colleges and universities in another. These guests will not only appear for a concert or lecture, but will also spend a few days mingling with student bodies and entering into the social and intellectual life of the host colleges and universities.

The arts program of the Association of American Colleges was initiated a year ago under a \$54,000 grant from the Carnegie Corporation, following a 2-year experiment with the association's concert program. Last year more than 100 colleges participated including Brown University, which sent out Prof. Arlan R. Coolidge, chairman of the department of music, on his third concert tour for the association.

WALTON C. JOHN



In Libraries

Perform Services

Writing in *College and Research Libraries*, Charles H. Brown, librarian of Iowa State College, states that scientific libraries have at least five services to perform in the present emergency:

1. To compile a list of industries in the region, State, or city, noting especially those with research departments.
2. To get in touch with the research departments of the State's industries and offer library services.
3. To inform industries of the location of printed material needed in research.
4. To relax lending rules so that library materials will be more available to industrial managers and scientists.
5. To see to it that the teachers who are being trained in industrial subjects are informed about the books published in their field.

Funds Pooled

To remedy the problem of inadequate collections and shabby books, the rural schools in Umatilla County, Oregon,

A Great Benefactor

Recently the University of Chicago came into possession of the Julius Rosenwald papers, the gift of the Rosenwald family. Of special interest are his gifts to educational institutions of various types.

He contributed to the University of Chicago more than 4½ million dollars, and on the quadrangles as elsewhere, he insisted that his name not be attached to his benefactions. The only two exceptions to this were both in the university—Julius Rosenwald Hall, which houses the geology and geography departments, and the Rosenwald Library of the Oriental Institute's Station at Luxor, Egypt. Among his most notable contributions were those affecting Negro education.

The collection given to the university consists of 18 linear feet of correspondence, memoranda, and speeches, 17 scrapbooks filled particularly with clippings, 58 loose-leaf binders recording his benefactions, 28 books and 128 separate pamphlets, and a number of periodicals.

Unique Music Course

The University of Southern California is giving a special type of music instruction. The basis of this series of courses is the Los Angeles Philharmonic Orchestra and the Directors Albert Coats and Bruno Walter serve as faculty members augmenting the regular music faculty.

Begun in September, these courses cover a 4-months' series of lectures, recitals, and concerts. The purpose is to help students enjoy and understand the performance of great music.

The first course, given one evening a week, features the understanding and enjoyment of music. Another course will feature musical interpretation, and still another is designed for experienced conductors. Both laymen and regular students may audit or receive university credit.

Earning an Education

After checking among the 5,000 students who earn money to defray their expenses, the manager of the employment bureau of the University of Iowa has cited some of those who specialize in unusual types of work.

One student has an extensive clientele for his wood carvings of national types. His source of income began as a hobby

voluntarily have pooled their library funds with the county superintendent and have arranged for the county library to select and administer the book collection. As a result of this cooperative plan a central reservoir of 4,000 volumes has been built up containing all types of supplementary reading for the use of the rural schools in the large but sparsely populated county.

The county librarian and the school librarian try to visit each rural school once a year, in order to become better acquainted with the reading needs of the pupils. Teachers call at the county library to make their selections, or else mail in their request lists. Children also have been sending in for books relating to their special projects.

In 1939, 477 shipments, containing 9,437 books, were made to these rural schools. The total circulation of 27,590, on the basis of an enrollment of 1,457, yields an average circulation of 16 books per pupil. A full account of this Umatilla arrangement is contained in *Oregon's County Library Service*, a publication recently issued by the Oregon State Library.

High-School Librarians

According to *Statistics of Public High Schools*, recently published by the United States Office of Education, there are 4,915 librarians included among the professional staffs of the all-day public high schools. Under the classification, librarian, only those staff members were counted who spend more than one-half their time on library work. Of the total professional staff reported by 24,590 high schools, librarians form 1.6 percent. The data also show that in the case of the high-school librarians, women outnumber men by 17 to 1.

Use of Films

Under a grant made by the Rockefeller Foundation to the American Library Association, Gerald McDonald is making a study of the responsibility which may exist for libraries in the handling and use of educational films. Information is being gathered from all public, school, and college libraries which have had experience in obtaining and distributing educational films. It is believed that the facts collected in this survey will be useful to libraries in their efforts to correlate the use of books, radio, and films with educational programs.

Regional Libraries

In its annual statistical report of Illinois public libraries for 1939, the Illinois State Library points out that its

long-time plan for larger units of local service includes the setting up of a regional library in each of the six library districts. According to the proposed plan, "A regional library may be an already established library in the district, or a newly created library which will act as a clearing house for supplementary material to librarians in the district and will promote cooperative service throughout the district. Service from the regional libraries may be given through the establishment of smaller units such as deposit stations; through bookmobiles; supplementary collections made to small community libraries as well as to school libraries." In the opinion of Helene Rogers, assistant State librarian, a regional system would do much toward bringing library facilities to approximately 1½ million Illinois citizens now without local library service.

RALPH M. DUNBAR

In Other Government Agencies



National Park Service

Seasonal use of the 32 recreational demonstration areas in 20 States maintained by the National Park Service more than doubled what it was last year, and short-term use tripled, according to a preliminary report of Newton B. Drury, director.

Located as near to congested centers of population as is practicable, these areas offer every type of camping from the simple picnic ground with fireplace to overnight shelters, trailer camp sites, and well-equipped lodges.

Civic, community, and religious groups were among those using the camping facilities. Seasonal permits were issued to the two branches of the "Y," the Boy and Girl Scout organizations, 4-H Clubs, Camp Fire Girls, and other character-building organizations.

National Youth Administration

Plans for the expansion of resident project employment call for at least one of the new and improved resident centers offering greater opportunities in shops and mechanical work to be set up in each State within the next few months. According to announcement, the work experience and related programs in these centers will be modeled after the large NYA regional centers which are located at Quoddy Village, Maine; South Charleston, W. Va.; Al-

giers, La.; Shakopee, Minn.; and Weiser, Idaho.

* * *

Three hundred and twelve new school buildings or additions to schools were built by NYA youth during the last fiscal year, and 3,654 other school buildings were repaired and improved. Twelve new libraries were constructed and 96 others repaired and improved.

* * *

An expanded Nation-wide health program to improve the physical fitness of out-of-school young people employed by the NYA will be carried out by the National Youth Administration in cooperation with the United States Public Health Service and local health officers and physicians. Every youth assigned to the NYA out-of-school work program will be given a complete physical examination.

Office of Indian Affairs

As part of its plan to stimulate a revival of native arts and crafts of the Plains Indians, the Education Division of the Office of Indian Affairs is planning to maintain an interchanging display of Indian arts and crafts among the several units of the museum group, which includes a collection of outstanding pieces of Sioux porcupine quill and beadwork at the Rosebud and Pine Ridge Reservations; the Anderson collection of Sioux handcrafts, rated one of the finest collections of its kind, which will be housed in the new museum in Rapid City, S. Dak., now under construction as part of a WPA building project; the collections to be housed in the new schools at Cheyenne River Reservation, S. Dak., and Standing Rock Reservation, N. Dak.; and the collection to be housed in the new museum building, now under construction with PWA funds in Browning, Mont.

The reservation museums will be devoted primarily to the display of handcrafts of the particular tribe concerned; the larger museums at Rapid City, S. Dak., and at Browning, Mont., will be devoted to a panorama of the life of the Plains Indians.

Outlets for the sale of modern Indian handcrafts are to be maintained at each of the museums.

Public Works Administration

More than a billion dollars worth of new and improved schools have been built with the aid of PWA funds during the past 7 years, resulting in the addition of 59,600 classrooms to the Nation's supply, with accommodations for 2,400,000 students.

MARGARET F. RYAN

WRITE

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

FOR INFORMATION

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Adult Education
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Comparative Education
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U. S. Office of Education

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...WE...
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The Rights, Duties, and Blessings
of
Our American Form of Government
Adopt
This Code of Our Own Making.

The Good American takes care of his body and mind.

The Good American learns the 3 R's and takes part in the best of art, music, and literature.

The Good American prepares himself to make an honest living.

The Good American makes friends by being a good neighbor.

The Good American obeys the laws and respects authority.

The Good American cooperates with others in every effort to make a better community and a better nation.

The Good American honors God.

SCHOOL

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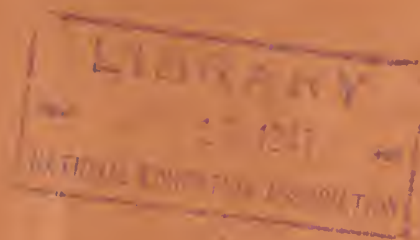
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SCHOOL LIFE is the official journal of the United States Office of Education. Its purposes are: To present current information concerning progress and trends in education; to report upon research and other activities conducted by the United States Office of Education; to announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

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

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SCHOOL LIFE

Official Journal of the U. S. Office of Education

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JANUARY 1941

Number 4

Dictatorship vs. Democracy

Helping both youth and adults to understand the destructive revolutionary forces at work in the world today . . . strengthening convictions concerning the principles of a democratic society and the determination to defend them—are tasks of education now.¹

A few voices have recently been raised deploring what is termed the apathy and cynicism of American youth. Mistakenly some critics have charged that today's youth are soft in physical and moral fiber, disillusioned as to democracy, without patriotic zeal, lacking in courage. Such charges are palpably false.

But many young people are confused and uncertain. That is hardly surprising. So are multitudes of their elders. One need not impugn youth's loyalty or courage on that account. It is possible to be resolved to defend democracy and yet be subject to sincere doubts and misgivings as to how that can best be done.

Has, then, education no responsibility in helping youth and adults to understand the revolutionary forces at work in the world today? Of course it has. Have educators no responsibility to help from confusion to bring clear conviction and from superficial knowledge to develop genuine understanding? Of course they have. But how?

Certainly not by the methods of the dictators—not by the repression of honest questioning, not by the stifling of freedom of discussion, not by the abridgment of academic freedom.

How Can This Be Done

Teachers are obligated to give both youth and adults a clear picture of the forces in conflict today and an understanding of the principles involved. This can be done. How?

First, by helping young people and adults to understand and appreciate what democracy really means. From tyranny and oppression to democracy and freedom is a long hard road. As a people we may not have

come all the way upon this road; but we have come a great distance. We must reemphasize the genuine achievements of our democracy; help youth to appreciate America and its freedoms. Against the back drop of ancient tyranny, resurgent again in Europe and Asia, we must show what America has built and what democracy may yet achieve.

Second, in contrast we must reveal the broken promises and the terrorism of modern dictators. We must condemn their enslavement of small freedom-loving peoples. We must make clear the designs for world conquest by violence. Opposed to the reactionary principle of dictatorship, with its doctrines of hate and force, we must show democracy to be the relatively new and revolutionary principle which it is—a principle which as time goes in the span of history has hardly yet been tried even in America and against which dictatorship is a counter-revolutionary principle as old as man's inhumanity to man.

An Orderly Method

For democracy is truly revolutionary in its proclamation of the intrinsic final worth of the human person. Paradoxically, democracy is also a revolution to end all revolutions. It provides an orderly method of peaceful and continuous change. It relies on education as the means by which men may be made fit to govern themselves. It sets up safeguards for personal freedom. It opens the door of opportunity for all men, however lowly, so that they may share in the good life.

Democracy vs. dictatorship! Education must bring into bold relief these antithetical principles. Only through understanding the principles at stake and the alternative can free men be rallied to defend the values which they cherish for themselves and for all mankind. This is the inspiring task of education—NOW!

John H. Studdaker
U. S. Commissioner of Education.

¹ From the October 1940 SCHOOL LIFE editorial.

Foreign Student Credentials

by James F. Abel, Chief, Comparative Education Division

★★★ Forty-one different languages and fifty-three countries are represented in an exhibition of foreign student credentials which was held during November in the Fine Arts Gallery of the new Department of the Interior building in Washington. They are partial indications of an unusual service rendered by the United States Office of Education to colleges and universities, State departments of education, and State boards of various kinds. That service is termed "the evaluation of foreign student credentials."

A bit of history will help to explain it. In March 1919 an examiner in the State department of public instruction of Illinois wrote to the Office to ask if graduation from certain schools in the Province of Ontario, Canada, could be considered equivalent to the completion of a good 4-year high-school course in the United States. A month later two like requests came from the University of Virginia about a school in China and a high school in Puerto Rico. The Office replied as best it could. Calls for this kind of help gradually increased in number through the succeeding years, and in 1929-30 a total of 575 "cases," as they are termed, were handled. Since then increases have been fairly steady and rapid:

Year	Number of cases
1930-31	590
1931-32	819
1932-33	626
1933-34	504
1934-35	597
1935-36	585
1936-37	670
1937-38	910
1938-39	1,040
1939-40	1,161

The present outlook is that 1940-41 will surpass the record for 1939-40. Counting from March 1, 1919, the Office recorded a few days ago Case No. 10,000.

In the actual handling of cases, the student who has had all or part of his

education in some foreign country presents any certificates, diplomas, or degrees that may have been granted him abroad to the college or university in which he wishes to study in the United States. The college authorities send those documents to the Office of Education for translation into English if that is necessary—and usually it is—and an opinion as to where the student would best begin his studies here. The Office translates them, scans the student's record carefully, looks up the laws and regulations governing the issuance of such documents in the country from which they came, and returns the papers with translations and an opinion in terms of their worth in education in the United States, to the official asking for it.

Taking care of 900 to 1,100 such requests yearly may not at first glance seem to be much work, but it must be remembered that people come to this country from all over the world, that there are many school systems, many types of education, and some millions of schools, and that to give good judgments on the different cases calls for knowledge of all the school systems, most of the types of education, and a wide acquaintance with individual schools. Add to that the difficulties of translating a large number of other languages into English and one can see that evaluating credentials is not an easy task. Some cases have as many as half a dozen or more credentials to be considered. Fifty-seven different papers came with one case, but that is, we hope, an all-time record.

Collection of 400

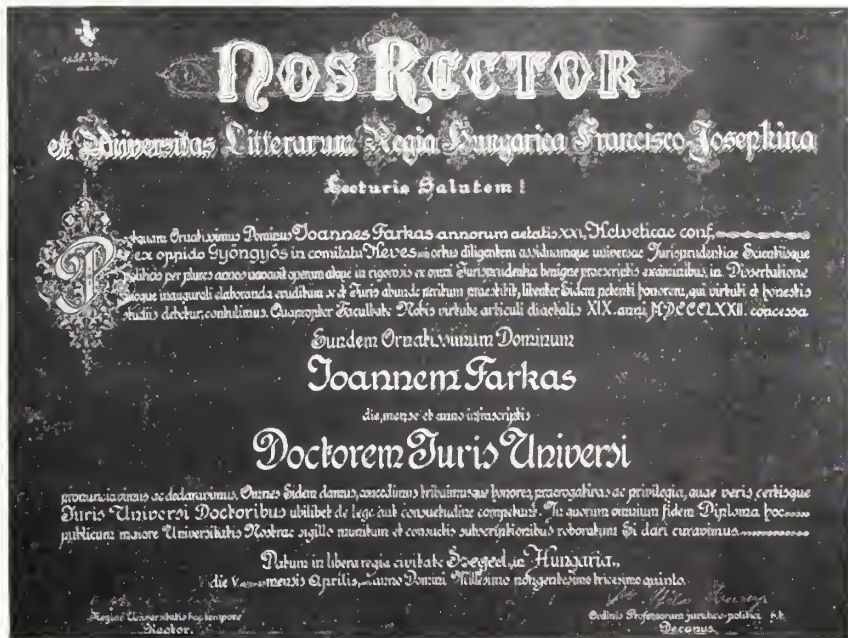
Some years ago the Office began making photostat copies of many, but by no means all, of the foreign credentials that came to it. It now has a collection of some 400 such copies that, as far as can be ascertained, is the only one of its kind in the world.

About 320 of these copies form the present exhibition. Among them are certificates of instruction on all levels from primary to postgraduate university studies. Bachelor's, master's, and doctor's degrees from a number of countries are shown. Several teacher's certificates are included. One is an appointment to a permanent teaching position in Vienna, Austria. Diplomas of graduation from secondary schools, such as the maturity certificate common to Germany, Austria, Hungary, and the Slavonic-language countries; the bachelor diploma from Spain and Latin America; the baccalaureate of secondary education from France; and the certificate of having passed the student examination in Sweden, are in the collection. Of special interest as a bit of artistic printing in an unusual language, is a diploma in pharmacy from Siam.

Unusual Circumstances

Of course, the story back of each of these credentials is interesting, and in many instances is strikingly appealing but generally it can only be surmised by those who handle the cases. Comparatively few of the persons to whom the credentials have been issued come to the Office for personal interview. A single example will give some indication of the unusual circumstances in which some of the papers have originated.

A certificate that the holder had completed 2 years of study in the medical faculty of the New Russian University at Odessa came to the Office in 1937. It was dated 1923 and issued by the Russian Academic Group in Turkey, at Constantinople. Naturally the Office inquired about that Russian Academic Group and the authority it had to give out such certificates. From the inquiry it developed that during the revolution large numbers of Russians hurried across the border into Turkey and many of them in their flight lost or left



behind all their personal papers including those that were evidences of education. To correct this situation as far as possible, an Academic Group was formed in Constantinople and any Russian refugee who was without his credentials could appear before a committee of the group, testify as to his education, submit to questioning, and if the committee was satisfied that his statements were correct, a certificate of the person's education was issued in the name of the group. The Office accepted the certificate as being adequate documentary proof of the holder's educational status.

A similar group was formed in Prague, Czechoslovakia. In this present war such organizations may again be necessary. Frequently now the Office is asked to give an opinion on the statement of some refugee student who finds it impossible to obtain any official certificates from the schools he attended abroad. Its policy is to help as far as it can those who, through no fault of their own, do not have the credentials to which they are entitled.



Fine Arts Gallery Exhibitions 1940-41

The public is cordially invited to see the exhibitions of art work that are booked for the Fine Arts Gallery on the seventh floor of the South Interior Building, Washington, D. C. The building is located at Nineteenth and C Streets NW., and the gallery is open daily during Government hours only. Exhibitions are sponsored by the United States Office of Education.

Through January

Oil Paintings. College students in departments of fine arts in a score of colleges and universities display their talents on canvas.

Through February

Black and White Show. A series of pictures in black and white media, done by college students.

Through April

Water Colors. Various types of water colors by college students and students in endowed art schools.

Top left: Degree of doctor of law from the University of Vienna, Austria.

Top right: Certificate of having passed the first examination as candidate engineer, University of Liège, Belgium.

Center left: Certificate from the evening school of accountancy and commerce, Cairo, Egypt.

Center right: Diploma of graduation from the University of the Republic at Peiping, China.

Bottom: Degree of doctor of universal law, from the Royal Hungarian Franz Joseph University of Budapest, Hungary.

Suggestions for Securing Teaching Positions

by Benjamin W. Frazier, Senior Specialist in Teacher Training

★★★ First among the problems faced by teachers who are searching for positions is how to secure information concerning teaching vacancies which they are qualified to fill. The placement bureaus and agencies hereafter indicated which provide such information function with varying degrees of effectiveness. No attempt is made to evaluate their services. Inexperienced teachers often utilize a number of them when seeking positions.

Prospective teachers will do well to take into account certain changes that appear to be affecting demands for teachers. For example, poorly educated teachers are in less demand as the amount of education required for employment increases. The amount of college work attained by typical city elementary school teachers now averages about 3½ years; by city high-school teachers, 4½ years; and by rural school teachers, between 2 and 3 years. Nine States now require a minimum of 4 years for certificating elementary teachers, and at least 14 will require 4 years by the close of 1942.

The number of teaching vacancies in elementary schools available for poorly prepared teachers is decreasing as the number of pupils decreases and as teacher tenure lengthens. There has been a loss of more than 1½ million in the school population in the last 6 years; and the average amount of teaching experience of teachers in city schools has now reached a high point of 14 years.

Prospective teachers with no strong preferences as to majors may profit by noting placement rates in different fields (table 1). For several years placement rates on the average have been higher on elementary school levels than on secondary academic levels; and they have been higher for special and

vocational teachers than for teachers of academic subjects. Minor variations in the percentages have little if any significance.

Applications For Teaching Positions

APPLICATIONS for teaching positions in school systems should be addressed to the superintendents of schools; in independently organized schools, to the principals; and in colleges, to the presidents or deans.

The addresses of most of these officers are given in the U. S. Office of Education Educational Directory. The Directory is published annually, and is in 4 parts: Part I, State and County School Officers; part II, City School Officers; part III, Colleges and Universities; part IV, Educational Associations and Directories. Order from the Superintendent of Documents, United States Government Printing Office, Washington, D. C. The price of each part is usually 10 cents, except part II, which is usually 5 cents.

Teacher-Placement Agencies

The United States Office of Education does not conduct a placement service. Certain agencies which do so are listed below.

College placement bureaus.—Most institutions of higher education conduct placement services. Former students should address the institutions which they have attended.

State departments of education.—These sometimes maintain placement bureaus to assist teachers desiring positions. Often such services are confined to teachers within the State, but not always. Sometimes informal placement services are rendered by State departments maintaining no formally organized placement services.

The following States maintain placement bureaus or services. Address the State Teacher-Placement Bureau, De-

partment of Education at the State capital of: Alabama, Florida, Idaho, Maine, Maryland, Massachusetts, Minnesota, New Hampshire, Oklahoma, Pennsylvania, Vermont, and Wyoming.

The following States, among others, conduct informal or incidental placement services: Louisiana, Mississippi, and Texas.

State education associations.—The State education associations of the following States maintain placement services for teachers: California, Michigan, Montana, North Carolina, and South Carolina.

State employment services.—Eleven States maintain teacher-placement services as extensions of the regular public employment service. The number of States having such services is increasing rapidly. Services are free to applicants and employers. Address the Teacher-Placement Division, State Employment Service, at the State capital of the following States: Colorado, Georgia, Indiana, Iowa, Kansas, Kentucky, Nebraska, North Dakota, South Dakota, Utah, and Wisconsin.

Private teachers agencies.—A complete list of the member agencies of the National Association of Teachers' Agencies may be secured upon request of the secretary of the association, H. S. Armstrong, 533 Genesee Valley Trust Building, Rochester, N. Y. Many private teachers' agencies advertise in educational periodicals. Registration fees and commissions are charged.

National Catholic Welfare Conference.—Placement services are provided applicants for positions as faculty members in Roman Catholic universities and colleges by the Teachers Registration Section, Department of Education, National Catholic Welfare Conference, 1312 Massachusetts Avenue NW., Washington, D. C. A registration fee and a small commission are charged for placement services.

Miscellaneous Sources of Information

Notices of changes of positions, resignations, deaths, etc., of prominent schoolmen may be found in newspapers and educational periodicals.

Individuals who travel widely and make contacts with a number of schools

during the year are sometimes informed concerning teaching vacancies; for example, State department of education supervisors; textbook salesmen; and others.

Information concerning vacancies may often be obtained at the meetings of county, State, regional, national and other organizations of teachers, supervisors, and school administrators. Association members and others at these meetings constantly exchange information concerning present or prospective vacancies.

Teaching Positions in Schools of Territories, Outlying Possessions and Indian Service

For information concerning teaching appointments or positions in the following places, address the official or office listed:

Puerto Rico: Commissioner of Education, San Juan.

Hawaii: Superintendent of Public Instruction, Honolulu.

Virgin Islands: Governor of the Virgin Islands, St. Thomas.

Alaska: Schools for natives: Commissioner of Indian Affairs, Washington, D. C.

Public schools: Appointments made by Governor of Alaska; but address Commissioner of Education for Alaska, Juneau.

Philippines: Vacancies now filled by Filipinos. Secure further information from Director of Education, Manila.

Canal Zone: Isthmus of Panama: Panama Canal Office, Washington, D. C.

United States: Indian Schools: Commissioner of Indian Affairs, Washington, D. C., selects after examination by Civil Service Commission, Washington. Address the Commissioner of Indian Affairs.

Placement in Foreign Countries

Aliens rarely obtain teaching positions in foreign public-school systems. Applications are usually made to the office of the Minister of Public Instruction at the National Capital; or if there is no such office, to the main educational office of the State or province. An applicant must know the language of the country, and must secure an official credential of fitness. Positions in private schools or colleges in foreign countries are secured through the church or other organizations in charge. There are relatively few open-

ings. Information concerning the exchange of students, teachers, and faculty members may be secured from the Institute of International Education, 2 West Forty-fifth Street, New York City. The Pan American Union, Washington, D. C., is informed concerning teaching opportunities in Latin America. A directory of the chief educational offices of foreign countries may be secured from the United States Office of Education.

Subjects in Which Most Vacancies Occur

Table 1 indicates the percentages of college graduates in 129 institutions

TABLE 1.—Percentage distribution by major fields or curricula, of 16,311 graduates of 1938-39, placed in full-time teaching positions before December 31, 1939, by 129 universities, colleges, and normal schools, and comparable data for 1936-38¹

Major field or curriculum	Percent placed			
	1939	1938	1937	1936
1	2	3	4	5
<i>Pre-Secondary School—4-Year Curricula</i>				
Nursery school.....	2 50	78	85	6
Kindergarten.....	80	88	94	93
Primary.....	91	92	90	91
Intermediate grades.....	87	3 0	3 0	3 0
Upper elementary grades.....	90	81	91	80
Grades 1-6.....	68	0	0	0
Grades 1-8.....	88	0	0	0
Elementary curriculum.....	77	0	0	0
All 1-year curriculum.....	92	59	95	80
All 2-year curriculum.....	89	77	88	84
All 3-year curriculum.....	61	81	0	0
All 5-year curriculum.....	2 100	0	0	0
Total.....	87	81	90	82
<i>Secondary Schools and Special Fields</i>				
Agriculture.....	89	82	85	98
Art education.....	71	63	73	67
Biology, botany, zoology.....	65	56	0	0
Chemistry.....	57	51	74	63
Child welfare.....	2 33	89	50	64
Commercial education.....	83	65	90	76
English.....	66	58	76	61
French.....	43	34	59	58
Geography.....	60	35	65	59
German.....	34	36	42	50
History.....	59	51	71	60
Home economics.....	96	86	88	96
Industrial education.....	94	85	92	96
Latin.....	64	51	78	62
Library methods.....	69	98	84	91
Mathematics.....	66	52	77	58
Natural science.....	63	0	0	0
Nursing education.....	81	100	85	72
Physical education.....	85	65	78	76
Political science.....	44	0	0	0
Public-school music.....	84	77	85	65
School health work.....	2 63	76	100	90
Sociology.....	55	59	68	72
Social studies.....	55	44	70	58
Spanish.....	43	0	0	0
Speech.....	60	63	76	68
Science.....	57	0	0	0
Journalism.....	2 45	0	0	0
Total.....	72	71	91	80
Grand total.....	78	60	84	69

¹ Taken from Anderson, Earl W., and Richey, Robert W. Report on the sixth annual teacher-placement survey. In proceedings of the National Institutional Teacher-Placement Association, Sixth Annual Conference, 1940, p. 13. (Mrs. Mary Bondurant, secretary, The University of Georgia, Athens.)

² Data were reported in 1939 for less than 12 teachers. Significance is doubtful.

³ Symbol 0 indicates that no cases were reported.

placed in different subjects and fields over a period of years. The table is indicative only; percentages vary among colleges in different parts of the country. Thus placements in elementary schools, and in home economics, industrial education, and agriculture which rank highest in the 129 institutions, may rank lower elsewhere. Prospective teachers should ascertain the placement rates in their own institutions.

Usually placement opportunities are poorest where salaries and living conditions are most favorable; where higher institutions are most numerous; and where the population is most dense. Practically all large cities have an over-supply of teachers. In general, the greatest annual turn-over of teachers is in States where salaries and standards of preparation are lowest.

Methods Used in Making Contacts

Methods used by different employers in making contacts with prospective teachers vary considerably. The following ranking of methods (No. 1 most frequent, etc.) is approximate only.

- A. College or university teachers:¹
 1. Through acquaintance of department heads.
 2. Through institutional placement offices.
 3. Appointee an alumnus.
 4. Recommendations by other institutions.
 5. Through acquaintance with president.
 6. Through commercial teachers' agency.
 7. Through personal application or interview.
 8. "Through a friend."
 9. Recommendations by national education organizations.
 10. Recommendations by local faculty member.
 11. Through acquaintance of deans.
 12. Appointee transferred to new positions.
 13. Attracted by scholastic ability.
- B. High-school teachers:²
 1. Placement bureaus of higher institutions.
 2. Application by individual teachers.
 3. Private teachers' agencies.
 4. Visits to other schools or systems.
 5. State appointment bureaus.

¹ Umstadd, James J. Supply and demand of college teachers. Minneapolis, Minn., University of Minnesota press, 1933. P. 30-31.

² Deffenbaugh, W. S., and Ziegel, William H. Selection and appointment of teachers. Washington, U. S. Government Printing Office, 1933. P. 34. (Bulletin 1932, No. 17. National survey of secondary education. Monograph, No. 12.)

(Concluded on page 120)

National Preparedness for Health by Schools

by James Frederick Rogers, M. D., Consultant in Health Education

★★★ A bill (H. R. 10606) providing for Federal assistance to schools in the promotion of national preparedness in health and physical fitness, was recently introduced in Congress. As stated in the bill, the primary purpose is "to assist in making adequate provision for health education, physical education, and recreation in schools and school camps."

Federal appropriations under such an act, augmented by special State appropriations for the purpose, would permit the development of more adequate measures in school health work such as are indicated in the following outline:

Health and Physical Fitness for Every Child —A Program for Every School

1. Securing and maintaining a safe and healthful school environment, including:

(a) Periodic surveys of the school plant covering space per child, safety provisions, illumination, ventilation, seating, sanitary toilets, hand-washing facilities, provision for drinking water, housekeeping, etc.

(b) Modification of the school plant to remedy unsatisfactory conditions for health and safety, such as improved lighting and ventilation, changed color of walls, and finish of blackboards, more suitable seats, elimination of dust, and provisions for rest rooms for teachers, shower baths, and playgrounds.

(c) Continuous maintenance of safe and sanitary conditions by trained custodians and informed teachers.

(d) Selection, training, and supervision of custodians.

(e) The hygienic arrangement and management of the school program according to the interests and abilities of the pupils.

(f) The wise assignment of home

study so that it will prove healthful rather than harmful.

2. Adequate provision for the school lunch:

(a) Suggestions for menus to parents, with supplementary provision and hygienic management of the lunch in small schools.

(b) Adequate provision for a school-furnished lunch in larger schools and its educational direction by trained nutritionists.

(c) Nutrition education in the classroom coordinated with provisions and practices of the lunch room.

(d) Provision of nutrition services for special classes.

3. Health services for pupils, teachers, and other employees:

(a) Control of communicable disease in cooperation with public health agencies—

(1) The detection, exclusion and reporting of cases.

(2) Immunization against small-pox and diphtheria.

(3) Instruction in the causes and prevention of such diseases, including venereal disease.

(b) Adequate periodic and other needed examinations of pupils, in all grades, by the family or school physician and dentist, assisted by specialists such as oculists, speech diagnosticians, and psychiatrists when deemed advisable.

(c) Follow-up services by the school nurse, dental hygienist, psychiatric social worker, or other qualified personnel in order to secure treatment of diseases and defects, by interviews with parents, and by arranging for treatment of children of the indigent at public clinics.

(d) Provision of special classes for the anemic and malnourished, for cardiac cases, for the near blind and near deaf, for the speech defective, and for those with tubercular infection.

(e) Where not arranged for by some other agency, the health examination of preschool children with follow-up to secure treatment before school entrance.

(f) Health examination of school employees:

(1) Critical examinations before employment to determine physical fitness.

(2) Periodic examinations (confidential in nature; the results not to be reported to employers except in case of communicable diseases).

(3) Mental hygiene service with provision for a consultation service for the maladjusted.

4. Instruction in health and safety:

(a) Health instruction related to the child's experience and observation, by trained classroom teachers.

(b) Special supervision of health instruction in elementary schools by trained persons.

(c) Instruction of junior and senior high-school students in physiology and in personal and community hygiene by specially trained teachers, and adequate equipment for demonstration.

(d) Special instruction of classes for the handicapped by qualified personnel.

(e) Training, before and in service, of health education teachers and supervisors.

5. Provision for activities intended to develop physical and social fitness:

(a) A program of physical education adapted to the interests and capacities of each participant.

(b) Adequate facilities and time allotment for such activities.

(c) Trained supervision of elementary teachers of physical activities.

(d) Special instruction and supervision of activities for children of the upper grades and in departmental schools.

6. A recreation program to meet the needs of children and youth after school and in vacation periods, and of adults in the community.

(a) Activities to include all types of recreational interests with special emphasis on those which promote social adjustment of both sexes at all age levels.

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State Department Supervision of Secondary Schools

by Carl A. Jessen, Senior Specialist in Secondary Education

★★★ State supervision of secondary education had its rise in the need for classification and accrediting of secondary schools. Toward the end of the last century this need was felt with special keenness in a number of Middle Western States. The movement was accelerated by the necessity for rating schools in order that State aid might be properly distributed. These two requirements called for development of agencies State-wide in character which could establish standards and give an authoritative rating to secondary schools.

The first State to establish a State-wide system for approval of high schools was Michigan. Here the university was to a marked degree dependent upon the high schools for its students since it had no preparatory school of its own. The problem was dealt with at length by President Frieze in his annual report of 1870 and the following year the University of Michigan put into operation a plan for a committee of the faculty to visit high schools. If the members of the committee were satisfied with what they saw and could learn about a given school, it was placed in a preferred position under which its graduates would be admitted to the university on the recommendation of the high-school principal or the superintendent, but with no entrance examination of the individual student being required.

In 1873 Indiana put into operation a system of "commissioning" high schools whose students might then be admitted to Indiana University on probation, but without examination. The Indiana plan differed from the Michigan plan in that the State board of education passed upon the "commissioning" of schools. At first the approval was granted mainly on the basis of reports submitted by the schools, no visit being required, but in 1888 it was ordered that some member of the State board of education should visit a school and submit a report in writing before that school might be

"commissioned." Not until some years later was provision made for the employment of a special officer for general visiting of high schools.

One of the States that early established a system for approval of high schools was Wisconsin. Here, as in Michigan, the State university had from the outset been the approving agent;

is true not only of services in vocational education (the Smith-Hughes Act was passed in 1917) but in other areas of secondary education as well.

Personnel

At the present time every State has a chief State school officer who carries responsibility for the schools of the State, including those at the secondary level. Services to vocational education are provided in every State. With one exception these chief State school officers also have on their staffs persons whose duty it is to render service to secondary schools. In 37 States one or more of these staff officers are given titles such as assistant superintendent for secondary education, director of secondary education, State high-school supervisor, or the like, indicating that they are specifically in charge of secondary schools; in some of these 37 States staff officers are members of larger supervisory and instructional divisions serving other areas of education in addition to secondary schools. In the remaining 10 States responsibility for high schools is assigned to officers whose work includes secondary education but whose titles do not make specific mention of this fact.

Accrediting

Accrediting or classification of schools is the function performed most frequently for secondary schools by State departments of public instruction. The State departments in 43 States issue lists of schools which although called by different names (accredited, approved, classified, commissioned, recognized, etc.) clearly involve rating by the State department. In two of these States (Georgia and Illinois) the university and the State department jointly issue the lists. In another State (Nebraska) the university was until recently the responsible accrediting agency. In Mississippi and Texas the accrediting is actually passed upon by accrediting commissions made up of representatives of

State Studies

THE article on this page is the second in a series of reports on the United States Office of Education's recent extensive study of State departments of education. The first of the series was entitled *State Supervisory Programs for Exceptional Children*, by Elise H. Martens, senior specialist in the education of exceptional children. This article was presented in the November number of SCHOOL LIFE. Mr. Jessen in this current article reports upon the study of *State Department Supervision of Secondary Schools*. Other aspects of the organization and operation of State departments of education will follow in future issues of the Journal.

but in 1889 the legislature authorized the State superintendent of public instruction to appoint a high-school inspector who was "to assist him in visiting, inspecting, and supervising the free high schools of the State." This is the first appointment of a supervisory officer specifically assigned to secondary education and attached to a State department of public instruction.

Principal Expansion

From the beginnings thus made there evolved, by the turn of the century, services to secondary schools in a number of States, sometimes issuing from the university and other higher institutions, sometimes from the office of the chief State school officer. The principal expansion in the services to secondary education by State departments occurred, however, between 1905 and 1920. This

various educational interests; these, however, depend extensively upon State department personnel for visiting, reporting, and recommending the schools that are to be placed on the accredited lists.

Of the remaining five States, California and Colorado rely upon the State universities to do the accrediting of schools; in Nevada the university accredits for college entrance; in Michigan the accrediting function is discharged by the University of Michigan but the State department passes upon high schools for aid and tuition purposes; in Wisconsin the State department approves schools for State aid distribution and in effect, although not by law, this "official" list becomes the accredited list. It will be seen, therefore, that some sort of rating of high schools by State departments is to be found in nearly all States. In a number of States private high schools and academies may also receive rating by the State department of public instruction.

As accrediting has been taken over more and more by State departments of education the all-important emphasis on college entrance which characterized early accrediting programs has been joined by other motives. For one thing the decreasing percentages of the total number of high-school graduates who ultimately enter college have dictated that factors other than college entrance should play an important part. Most of the accrediting programs now in operation stress the progressive up-building of schools fully as much as the attainment of a minimum standard which will satisfy the requirements for college entrance. For instance, 13 of the States classify schools into different ascending groups, thus in effect having more than one list of accredited schools; and numerous other States provide for some sort of probationary rating of schools that, while accredited, are advised to improve their practices in certain regards if they expect to be continued on the accredited list.

Again, within recent years most of the States have actively participated in a movement started by the regional accrediting agencies under the name

The Cooperative Study of Secondary School Standards. This undertaking has for its object the improvement of the services of secondary schools in all departments, college entrance avowedly being only one of these. Thus in various ways the purposes to be achieved by accrediting have been greatly expanded in the direction of assisting all schools, no matter how good, to become better; and probably no better reason than that can be given for the existence of supervision of high schools by State departments of public instruction.

Improvement of the Curriculum

The significant movement for revising and improving the curriculum which has influenced education so markedly during the last quarter century has enlisted much of the effort of State departments of public instruction. Only seven States have attached to their State departments officers designated by such titles as director of the curriculum, but, as mentioned earlier, nearly all State departments have on their staffs high-school supervisors or other officers who are responsible for secondary schools; most frequently it is these officers assisted by curriculum workers, subject specialists, and research personnel that work with revision of the curriculum.

The latest tabulation of State courses of study made by the Office of Education was for a 3-year period ending in 1937. A total of 85 State courses of study for high schools produced in the continental United States were listed for that period. Noticeably the two States issuing the largest number of courses did not have curriculum directors on their staffs.

The most important work of State departments dealing with curriculum revision, however, does probably not show up in published State courses of study. The development of State courses is, in fact, an activity in which a number of State officers working in the field of the curriculum do not engage. Their efforts are directed mainly toward stimulation and assistance for improvement of the curriculums in the local schools by the teaching staffs

of those schools. In the process much curriculum material may be prepared and distributed from the State office, but usually it will not be in the form of State courses of study. Moreover, the purpose of local curriculum improvement is achieved in numerous ways—through conferences, consultation, correspondence, special evaluations, committee meetings, and summer school courses—avenues which in many cases are not marked by published materials.

Improvement of Teaching

Improvement of teaching is undoubtedly an objective of State supervision everywhere. However, just as certain States make special provisions for revising the curriculum, so certain other States have centered their efforts upon the improvement of teaching. At least five States have focused attention upon the problems of instruction by organizing a continuing movement called by some such name as "Program for the Improvement of Instruction." A number of States have "Divisions of Instruction" in the State department of public instruction. The department of education in Massachusetts has responsibility for operation of all the State teachers colleges and thus has a peculiarly close connection with preservice training of teachers. In-service training is aimed at in some States through frequent and repeated classroom visits, through courses and seminars given by State department officers, through county institutes, through special efforts directed toward improvement of teachers' meetings, and through encouragement of local or district supervisory programs paid for in part from State funds. While classification here as elsewhere is a matter of judgment it appears that one-fifth or more of the State departments make special attempts to improve teaching through methods such as those mentioned above.

Other Functions and Activities

The functions of State departments in the field of secondary education are numerous and diverse. Accrediting, curriculum revision, and improvement of instruction are met with most fre-

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Rural Youth and Secondary Education

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

★★★ Despite the progress reported from time to time toward adjusting public education to the changing needs of rural youth, it must be admitted that the rural schools are moving but slowly toward this objective. During the last 10 years the number of rural young people continuing their education into the high school has roughly doubled. Approximately 75 percent of the rural boys and girls now complete the grades and enter a high school, chiefly a high school of fewer than 100 pupils. However, of those entering only about a third stay through to graduation and fewer than 1 in 12 continues his education beyond that point.

Figures Point Significantly

These figures point significantly to two facts: First, that the offerings of the present small high school do not meet the needs of rural youth or appeal to their practical nature sufficiently to keep them interested in continuing their attendance there. Most of them do not remain in these high schools despite the fact that there is little else they can do and high-school attendance is made progressively easier by providing schools near their homes, offering financial aid to those in need, and improving the transportation and tuition facilities for those not living near a high school. Second, most of the rural youth do not use the education provided by these schools for entrance into college or other post-high-school institutions despite the fact that studies of this problem have established the fact that the high-school curriculums, especially those of the smaller schools, are aimed largely toward college preparation rather than toward an enriched and more successful farm life.

Rural high-school programs have shown too little concern with the improvement of life as it is lived in the rural communities. Even the comparatively few rural youth who have

gone to college have seldom come back to live in their home community, there to provide cooperative leadership looking toward community improvement and enriched farm life.

A look at the accompanying table indicates that practically all rural high schools offer instruction in English, in the social sciences, in mathematics, and in the physical sciences. In small high schools with few teachers the demands upon the time and energy of the staff are so great that the work provided is apt to be formal both in content and presentation. That in the social sciences, for example, consists chiefly of history and civics; that in mathematics consists to a large extent of algebra and geometry; that in the physical sciences, while growing in practical value due to increases in courses of general science and biology, still places much emphasis upon the traditional, academic courses of chemistry and physics.

What about the vocational subjects known to have a wide, practical interest to the rural youth? Fewer than one-half of even the largest rural high schools provide instruction in agriculture. Of schools enrolling fewer than 40 pupils, usually 1 out of 5 offers instruction in this field which could have most important value to the farm youth. The agriculture taught frequently consists of but a single year of textbook

study. In home economics the story so far as offerings are concerned is much the same as in agriculture, except that from one-half to two-thirds of the larger rural high schools provide instruction in this field. Regarding industrial arts—of growing importance to the rural youth because it is clear that many of them either must enter industry on full time or they must supplement farm incomes with some form of industrial effort—only 1 rural high school in 4 or 5, having an enrollment of 150 pupils or fewer, provides instruction in this field, and much of this is of the formal manual training type. Physical education and training in the fine arts are comparative strangers in the rural high school; instruction offered in the latter field consists chiefly of singing and orchestra work. Training for appreciation of color and design, in self-expression, and guidance toward homecraft activities; all of these types of instruction are greatly lacking in the rural high school.

Evidence to the effect that small high schools fail to prepare youth for better living is found in the fact that four out of five of these schools are still devoting much time to the ancient and foreign languages. By far the greatest number of the non-English language courses offered the rural youth are in Latin—French is found to be next in number of offerings. Schools offering instruction

Percent of rural high schools, by size groups, offering one or more subjects in the various subject-matter fields¹

Subject-matter fields	Size of high schools by number of pupils enrolled					All rural high schools
	40 or fewer	41-75	76-150	151-300	Over 300	
Ancient and foreign languages	58	77	80	92	99	89
English	100	100	100	100	100	100
Mathematics	99	99	99	100	100	100
Social science	100	100	100	100	99	100
Science	96	96	100	100	99	98
Physical education	39	47	48	43	52	45
Fine arts	31	39	45	59	70	47
Industrial arts	19	23	18	31	60	27
Commercial arts	61	60	76	83	89	74
Agriculture	19	30	38	47	41	35
Home economics	19	35	49	97	74	47

¹ From an unpublished study by the U. S. Office of Education of the offerings in 1934 of 1,238 representative high schools located in centers of 2,500 or fewer population.

in the modern languages are evidently not aiming at ability to read and speak in these languages. For the most part, they offer but 1 or 2 years in each, a period too short as they are taught to learn to read or speak in any of them. Even more important, pupils studying such courses have little occasion to use these languages if they should master them.

No Single Solution

But what of the thousand and one problems which baffle rural youth? What are the rural high schools doing to fit the rural youth to deal effectively with such practical problems as farm tenancy, unemployment, farm mechanization, community sanitation, cooperative marketing, home beautification, farm and family budgeting, intelligent consumption? What are they doing to train their students in a wiser use of leisure, to improve their reading habits and tastes, to bring about self-expression and self-realization through training in the creative arts? These problems are still largely untouched by most of the rural high schools.

There is, of course, no single or simple solution for this situation. If the rural schools are to contribute more extensively to the farm youth and improve the rural way of life, they need to give more attention to the needs of the rural boys and girls; they must devote less time and effort to meeting the requirements of the college to which few of their pupils will go; they must change the emphasis from formal grade standards to emphasis upon real needs, determined according to such factors as the age of the youth, community resources, occupational demands, and the like; in short, they must strive to fit youth to live as richly as possible in comparatively simple home and community relationships rather than to seek city jobs or professions which are either already overcrowded or which are beyond their ability to reach. If the farm youth can be trained to live richly in the community in which he finds himself, he will have a training which will serve him well, no matter where the chances of life may lead him.

The solution undoubtedly involves some fundamental changes in our pres-

ent system of secondary education. Some progress is being made. Through Federal aids, agricultural, home economics, and other types of vocational education are being extended to many rural communities. Especially promising of results have been the recent trends in these forms of education to include the out-of-school youth and the young adult. Many other movements providing a more practical education for rural out-of-school youth and adults have in recent years had some development but these have not become a part of, much less coordinated with, the public-school program. The rural high schools have not provided vocational education courses and those which have done so have too often been concerned with technical training; the cultural aspects of rural life have not received much practical attention from them. Besides fully 25 percent of the rural youth quit school before completing the elementary grades, thereby becoming ineligible to attend high school and to receive such vocational training as is provided.

Community-Centered Schools

Much has been done by some of the larger, community-centered, rural high schools to enrich and make practical their nonvocational offerings. Such progressive schools are too few and far between, however, and their reforms have been frequently outlined in recent textbooks and studies concerned with the modernization of secondary education. Important contributions to the further education of the rural youth have also come through the development of recent programs of adult education. But much more should still be done if the needs of large numbers of rural youth are to be met. Possibly the various experiments with "Folk Schools" will provide an answer to this problem. The remainder of this article will briefly describe this type of secondary school.

Efforts have been made in various places in the United States to organize such schools or to revise the curriculum of existing institutions with the major purposes being that of reaching all rural youth, regardless of grade school accomplishments. Another purpose has

been to divest the secondary education provided in these schools of grades, credits, diplomas, and other academic requirements and to concentrate upon the practical and cultural objectives of everyday life. The curriculum is concerned quite as much with health problems, with music, and with art as with technical agriculture or technical homemaking problems. Training in sociology and political economy is stressed. But above all, emphasis is placed upon the development of rural leaders and upon making the most of the social, economic, and cultural resources afforded by the communities in which such schools are located. Attendance for the young men is usually limited to the winter months; the young women usually attend at the same time, thus affording many opportunities to attack problems of the farm home and community cooperatively, but they may have a program of their own, possibly during the summer months. The students may return again and again, when they feel the need for further training.

To Serve the Rural Folk

The controlling purpose of these schools clearly is to serve the rural folk through training in enriched rural life. No effort is made to fit the pupil for attendance at higher institutions of learning. The few seeking this type of education must go to the regular high schools or make up required courses when they enter college—courses for which special provisions are made.

It becomes clear, as we think about it, why this type of high school has not made much progress in the public-school system of this country with their insistence upon grades, credits, diplomas, etc. So far such schools have either been operated as farm schools or short courses in connection with the State colleges of agriculture, or as private schools. The agricultural farm schools, formerly found in several States, have declined in number during recent years. Training on the secondary level by the colleges is no longer needed because of the rapid increase in recent years in the vocational agriculture departments in the regular high schools. However, a number of the State farm schools, no-

tably those of Minnesota and Wisconsin, and more recently North Dakota, have reorganized their programs along more practical lines. Because they are serving a new, vital need they are growing in popularity. A few examples of these schools, both those operating in connection with the colleges and those carrying on their work independently, are listed below. A visit to one or more of them, together with some further study of high schools with revised curriculums, through the readings herewith suggested, should prove profitable to anyone interested in improved rural secondary education and will suggest ways of putting this type of education within reach of the rural youth.

Some Folk Schools and Others With Revised Curriculums

- Wisconsin Folk High School, Madison.
 Minnesota Farm School, College of Agriculture, St. Paul (Similar schools at State Agricultural Experiment Stations of Morris, Crookston, and Grand Rapids).
 North Dakota's Farm Folk School, Fargo.
 Danish Folk Schools, Grand Rapids, Mich.
 W. H. Kellogg Agricultural School, Augusta, Mich.
 Tyler Folk School, Tyler, Minn.
 Danish Folk School, Jackson's Mill, W. Va.
 Highlander Folk School, Monteagle, Tenn.
 New York State Schools of Agriculture at Alfred, Canton, Cobleskill, Delhi, Farmington, and Morrisville.
 County Agricultural Schools of Massachusetts at: Hathorne, North Hampton, Segreganset, and Walpole.
 John C. Campbell Folk School, Brasstown, N. C.
 Chaffey Union High School, Ontario, Calif.
 Stuart Robinson School, Blackly, Ky.
 Ellen Woodside High School, Pelzer, S. C.
 Penn School (colored), St. Helena Island, Frogmore, S. C.
 Portage Agricultural Consolidated School, Portage, Mich.
 Berea College Rural Demonstration School, Wilde, Ky.
 Asheville Farm School, Swannanoa, N. C.

Some Suggested References

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 CAMPBELL, T. M. The movable school goes to the Negro farmer. Tuskegee, Ala., Tuskegee Institute, 1936. 170 pp.

- FOWLER, BERTRAM B. The Lord helps those. New York, Vanguard Press, 1938. 180 pp.
 HOLLMAN, A. H. The Folk high school. In Democracy in Denmark. Washington, National Home Library Foundation, 1936. 158 pp.
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State Department Supervision

(Concluded from page 104)

quently, but in many States other functions occupy approximately as important positions. Administration of State funds is such a function performed in many of the States. In a number of States the State department has important responsibilities in connection with the selection of textbooks and teaching materials. Testing programs are operated by some State departments.

The activities through which these numerous functions are achieved are no less varied than the functions themselves. First and foremost is visiting of schools which frequently occupies at least half of the total time of supervisory officers. Visiting is an especially important activity in connection with the function of accrediting, but it is employed for a number of other purposes as well. Some State departments indicate that conference work is a major activity; certainly conferring with groups, attending and addressing meetings of teachers and patrons, and discussing school problems with individuals singly or in small groups are activities which take up a large share of the time of every supervisory officer.

Correspondence is another activity which can and does serve many supervisory purposes both as follow-up to visits and as a means of assisting school board members, administrators, teachers, and patrons with their problems. A certain amount of research

work, especially of statistical and curriculum natures, falls to the lot of every State supervisor. Usually the research work is followed by publication of results and in addition numerous demands are made upon the time of the supervisor in the preparation of copy for State manuals, magazine articles, annual or biennial reports, circular letters, equipment lists, and a host of pronouncements on the most diverse subjects. Add to these the usual checking of reports, committee service, cooperation with State and local agencies which have a close relationship to education, a few surveys and evaluations, some summer-school teaching, and in general the performance of tasks at the secondary school level for which the State has made no other special provision—and one realizes what a busy life is led by State supervisory officers.



National Preparedness

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(b) Appropriate leadership and coordination of school activities with those of the community.

7. The establishment of educational camps to insure for all children the experiences that only come from close contact with nature:

(a) The extension of the program outlined above, in all its phases including—

- (1) Medical supervision.
- (2) Coordinate education in health and safety in adjustment to vigorous life in the open.
- (3) Instruction in activities suitable to out-of-doors experience.
- (4) Recreational activities in music, photography, drama, games, athletics, reading, etc.

(b) Leadership and administration by trained educational authorities.

Promotion and supervision of all the above activities by State departments of education through an adequate personnel specially trained for work in all these fields.

Obion County Educates for Home Living

by *Muriel W Brown, Consultant in Home Economics Education*

★★★ Tucked neatly into the north-west corner of the State of Tennessee is Obion County, one of the four centers developing experimental community programs of family life education in cooperation with the United States Office of Education.

To the north of Obion is Kentucky; on the west are the broad bottomlands of the Mississippi River, and Reelfoot Lake, a long, curiously shaped body of water formed by an earthquake early in the nineteenth century. The hills of Obion are low, and the roads are winding. The land is fairly fertile; planted, for the most part, in corn or cotton. The farm buildings suggest all degrees of prosperity. There are many fine farm homes but, on some of the back roads, one may also see housing conditions which seem very bad.

About 30,000 people live in Obion County, many of them belonging to Scotch or English families which settled in Tennessee four or five generations ago. The population includes about 4,000 Negroes who are employed chiefly as farmers, laborers, or domestic servants. There are a number of little population centers. The county seat is Union City, with a census count of about 10,000.

Life in Obion appears to have unusual stability. The divorce rate for 1937 was lower than the national average. People are actively interested in, and proud of, their families, their churches, and their schools. There are the usual welfare organizations, including a county health program which is outstanding in many ways. More important, however, than the pattern of community organization is the spirit behind it. The quality of this is well illustrated by a remark made by a county health nurse at a recent meeting of the advisory committee for family



A country store offers hospitality when the family recreation party outgrows the rural school at Sunnyside, Obion County.

life education. With the help of a leader from out of the State, the group was trying to evaluate its year's work.

"Do you really think you should list the new clinic as one of the accomplishments of the family life program?" the leader asked, in some surprise. "That is a real achievement, but shouldn't we credit it to the health program?"

Thirty pairs of eyes looked at her reproachfully. Speaking, obviously, for all other agency representatives present, the nurse said finally, "I don't believe you understand that we are all working together here in this program. Anything that any one of us can do for families in the county is part of a plan that is bigger than any one of our organizations."

First Tentative Plans

The first tentative plans for a family life education program in the county were made in the fall of 1938 when representatives from four selected centers

met in Washington to discuss the possibility of organizing experimental projects in a number of different kinds of community situations. Those present from Tennessee at this conference were the supervisor of home economics for the State department of education, the county superintendent and the director of instruction for the county schools.

Because Obion County is a school district with limited financial resources, the program which has developed has not had a special coordinator. The experiment has been guided, during the past 2 years, by the director of instruction. Working with him are two community councils, one, the advisory committee, representing all organizations and agencies in the county interested in family life, the other a youth council made up of delegates from each of the county high schools. Arrangements have recently been made for one of the rural home economics teachers to serve as assistant coordinator on a half-time basis. A great deal of help has been given by

the school attendance officer, a woman whose knowledge of county families and family ways is extensive.

The general objectives set up 2 years ago for family life education in Obion County were based on quick local surveys of family needs, and of resources for meeting them. The goals toward which the original planning committees decided to work were similar to the goals for the programs in the other three centers. Obion County would (1) secure the cooperation of all county agencies in the development of "a permanent educational program for the betterment of home and family life," (2) survey its social and economic resources in order to make these more available to families, (3) extend and improve the school program of education for home and family living to meet the needs of family members of all ages.

Concentrate on Four Projects

These general objectives were, and still are, fine but to make them "come alive" the county needed specific, immediate objectives for a program of action. After weighing the relative importance of a number of more or less immediate needs, the planning committee finally decided to concentrate first on four projects: The development of a family life curriculum in the schools; the organization of a county library; the development of facilities throughout the county for family recreation; and the organization of a youth council.

Steady progress has been made in the development of a curriculum for family life education in the schools. The first step was a reemphasis throughout the school system on the importance of family life and on the individual's responsibility to his family group. First-grade children talked about "what father does," "what mother does," "what I do." Scrap books with pictures and drawings of "my family," "my pets," "my toys," were made to illustrate these discussions. Children in all three primary grades built and furnished miniature houses, arranged and rearranged home corners in classrooms. Charts illustrating lessons on many phases of home living appeared on the walls of upper grade rooms. In some schools

last year the teachers of several grades planned these experiences together to avoid repetition as promotions occurred, and this year there are plans for teacher committees to work more systematically on a curriculum in family living for the entire elementary school system.

In the high schools the program has functioned for the most part through vocational agriculture and home economics. Each of the homemaking teachers has defined for herself an "area of service" which is not limited to the consolidated school where her classes meet, but includes all the surrounding territory served by rural schools too small to have such teachers of their own. Within this area she functions in three ways: She teaches daytime classes for high-school pupils and evening classes for out-of-school youth and adults; she is a consultant for teachers in other fields who want to relate their work to family living; she works with the advisory committee on a continuous program of community education with respect to the needs and problems of local families. The men teaching vocational agriculture serve young people, families, and communities in the same broad way.

Since much of the agriculture and home-economics teaching in Obion

County is done through projects on which family members of all ages work together, teachers, families, and the community as a whole are learning together most of the time. An interesting example of such a project is the fashion show and reception given by the home economics clubs of the county in a parish house in Union City last spring. Over 500 guests—parents, teachers, and friends—came from all parts of the county to admire the costumes made and modeled by the girls, and to enjoy refreshments served in an atmosphere of gracious hospitality. This is an effective way of helping young girls to gain social poise. It is also an effective way of influencing community standards for home entertaining.

It must not be supposed, however, that home economics and agriculture alone are offering this kind of leadership in Obion County. All of the teachers in all of the schools work with parents each year on a number of community projects which promote some phase of family life education. School-community fairs are arranged by joint committees of parents, teachers, and children. At these, one sees family heirlooms proudly displayed by fathers and mothers equally proud of the handwork exhibited by their children. Perhaps the most colorful of all the activities undertaken co-

Time out for a quick game of volley ball! Family recreation parties have taught Obion County the importance of wholesome play.





The noon intermission at Rives School, Obion County, patterns itself after "Family Fun Night."

operatively each year by the schools and the community is the blue ribbon parade. This climaxes a year of health work for children in the county carried on by the county public health service through the schools. Each school wishing to do so enters a float which is built by the youngsters, the parents, and the teachers. Trucks are loaned, materials donated, brains are racked for new ideas. Mothers and teachers work for days on costumes. Anyone who can hammer works on the floats. The colored moving pictures of this year's parade show a tall tree of health, with great leaves of brightly colored cellophane almost hiding the giggling "fruit": a hot lunch table with children seated, and children serving; a fort of health; and a number of other tableaux all dramatizing in some way basic principles of health education. There is understanding as well as pride in the faces of parents who watch this gay parade go by. With the help of many county agencies, mothers, fathers, and children are learning better each year how to use family resources to safeguard family health.

County Library Organized

The organization of a county library is perhaps the outstanding achievement in the program so far. Two years ago, if you lived in Obion County and wanted to read a new book, you bought a copy, or waited for someone you knew to buy one. There were a few small loan collections in Union City, but the county as a whole was quite without library facilities. This meant that there were many families not reading at home

because they had little of interest to read. Many more were not reading because they had had no opportunity to form the reading habit. As a first step in the new program of family life education those directing the experiment planned the development of a county library. Instead of asking for large subscriptions from a few individuals, the committee decided to try to reach as many people as possible through a library association, with membership dues of \$1. The news spread quickly, and contributions began to come in from all over the county. A few good books were bought with the early receipts and circulated from the office of the county superintendent of schools in the new courthouse. As the money accumulated, more volumes were purchased and more shelves were added to the bookcases in the superintendent's office until finally the library was large enough to be divided and branches were established in two small rural communities.

The establishment of these two little branch libraries is a story in itself. There are many places in the United States where rural schools carry on educational activities which benefit their communities but few where community life provides the learning experiences as consistently and realistically as in Obion County. Long before the central library was big enough to spare even a small collection to a subcenter, pupils and teachers in one of the country schools began thinking how nice it would be if they could get books without making a trip to town. They looked over the few buildings in the nearest village and discovered an unused

room in a small branch bank. They persuaded the bank directors to let them have this for a community reading room and then went to work to prepare it for use. They cleaned and painted floors and walls; they begged furniture, which they freshened up in the shop at school; they made curtains and, somewhere, got a rug; they landscaped the tiny lawn and planted some shrubs around the building. And when the books were ready for them, they were ready for business. A second subcenter, in another part of the county, was opened this fall in the same way.

At the present time, the library association, still growing, has over 900 members, owns more than 700 volumes which are constantly in circulation with long waiting lists.

Outdoor Recreation

To meet an ever greater need, Obion has organized another project—the outdoor recreation parties. For several years, the schools have sponsored indoor recreation nights for families in their districts, but with the new emphasis in the county on education for home and family living came a new challenge to this program too. Each of the 11 consolidated schools is now a center which provides family fun for hundreds of families who come on Friday nights from all directions, in cars of all makes and ages, to play together indoors and out. To visit one of these schools on a party night is a rich experience. The schoolhouse, itself, is a blaze of light. Everywhere there is laughter, there is friendliness, there is fun. Over in the corner of the big gymnasium four older men are playing checkers, nearby some young people are playing ping pong. There is a ring game going on in the center of the floor and up in the gallery two little folk are throwing bean bags. Here, by the door, a grandmother sits quietly looking on, in her arms a baby. Out on the playground, more than 200 boys and girls, men and women are weaving an intricate pattern of lights and shadows as they follow through the complicated movements of an old folk dance.

Each of these recreation nights is

planned by joint committees of parents, teachers, and young people. One of the most successful so far has been a "Night of Magic" put on recently by a group of fathers. We understand that the best trick still has the county guessing. No one knows how many families have enjoyed these parties together, there is probably no way of knowing, exactly. It has been estimated that a thousand people attended one gathering one night this summer. So convinced are the people that wholesome play makes for happiness that one of the largest consolidated schools uses all of its noon intermissions for organized recreation. One noon hour this fall a visitor to the school counted 14 groups of children playing 14 different games on the beautiful, tree-shaded campus, teachers assigned to supervise but playing too, and liking it! Since this plan was inaugurated, one is told, this school has had few disciplinary problems.

Youth's Part

Youth has played a significant part in the development of the family life education program. There is a youth council, made up of 4 representatives, 2 boys and 2 girls, from each of the 11 high schools in the county. Its purpose is "to help young people to understand what their community responsibilities are, and how to meet them," with special reference to conditions affecting family life. The directors of the program want these young people to feel that the adult council wishes the benefit of their thinking, but they do not want them to think or act without considering community needs and plans. They have, therefore, encouraged the youth council to expect suggestions from the adult advisory committee before undertaking activities of their own. From among a number of projects submitted to them for consideration a year ago, the youth council chose to work on a county-wide tuberculosis survey as its main project for 1939-40. The council's part in this survey was to sell it to the public through visits to homes, interviews with friends, and publicity in the schools. So well did they succeed that Obion ranked high among Tennessee

counties in degree of cooperation secured as measured by the number of persons taking the tests.

This year the youth council has been invited to elect four of its members to serve on the advisory committee.

The youth council and the adult advisory committee are now working together on a new project for the program—a nutrition drive which will culminate in a nutrition clinic for each rural school. Children needing special help will be followed up, and common nutritional problems will be attacked through a county-wide program of adult education based on the specific needs revealed through the clinics.

Agencies Contribute

One of the most delightful things about the family life program is the fine way in which county agencies of all kinds have related themselves to it. Each organization contributes in two ways, by joining in cooperative action through the advisory committee and by emphasizing family education in its own work. The Obion County Council of Parents and Teachers and the Cooperative Extension Service have supported every activity undertaken so far in connection with the program. The county health service has secured additional medical assistance for the venereal-disease clinic as one of its important contributions to family welfare. The Obion County Bureau of Public Welfare has helped with the venereal-disease clinic, and with the new library. The Farm Security Administration has selected Obion County for a special sanitary project; the Red Cross is offering first-aid courses to all the schools that want them. The church, in one rural community, has organized and is sponsoring a band and a community choral club of 30 singers. The Boy Scouts have been helped to build a cabin for camp meetings, and Union City is now interested in having a Girl Scout organization. Any one of the special projects mentioned in this report is an example of cooperative action involving all agencies.

As one thinks of Obion County one has a quickened understanding of the President's meaning when he speaks of

living "under the sunlight and the starlight of peace." Here in this lovely countryside a community is going quietly, day by day, about the business of democracy, trying earnestly to find ways of making life mean what it can, and should, to all of its families.



Public-School Business Officials Convention

In line with the policy of the National Association of Public School Business Officials of having a number of research committees working between conventions, there was time provided at morning sessions of the recent national convention for "working meetings" of these committees, at sectional meetings for presentation of their findings, and at evening sessions for general round-table discussions of these findings.

There were, of course, the usual general sessions in the morning also and time allowed for visiting the commercial exhibits. An innovation was an extensive noncommercial exhibit of information relating to business administration of the schools, collected and arranged by George F. Smith, Jr., director of educational supplies and equipment, Baltimore, Md. This exhibit consisted of approximately 800 pieces, carefully classified and cataloged.

The research committees reporting at the convention were as follows: School accounting practice; pupil transportation; playground surfacing; insurance; cafeteria costs; extracurricular activity accounting; electric rates; simplified specification standards; and liaison committee with the National Council of Schoolhouse Construction.

The convention was attended by two members of the staff of the United States Office of Education, Emery M. Foster, Chief, Statistical Division, and Lester B. Herlihy, associate specialist in educational statistics, who participated on the program and in the discussions. More than 500 delegates from all parts of the country were in attendance.



Paul V. McNutt.

Schools Under the Federal Government

The Federal Security Agency

by Walton C. John, Senior Specialist in Higher Education

United States Public Health Service, the United States Office of Education, and the Civilian Conservation Corps.

The Social Security Board

Program of Training

The Social Security Board was created for the purpose of administering the provisions "of the Social Security Act relating to old-age assistance, aid to dependent children, aid to the blind, unemployment compensation, old-age (now old-age and survivors') insurance, and to study and make recommendations as to the most effective methods of providing economic secu-

rity through social insurance, and as to related legislative and administrative policy." Since July 1, 1939, the Social Security Board has included among its responsibilities, the work of the United States Employment Service which was transferred from the Department of Labor to the Bureau of Employment Security, formerly Unemployment Compensation, of the Board.

The volume and importance of Federal laws that have been placed on the statute books relating to the many aspects of social welfare have made it necessary to organize a variety of training activities to help in their interpretation and administration. The Board's training program is under the direction of Dr. W. L. Schurz, Chief of the Training Division, which is a

★★★ The Federal Security Agency, established by Executive order of the President dated April 25, 1939, includes a number of units that conduct schools or have important relations to educational activities national in scope. This agency was designed to bring together from other Federal departments or services those offices that are concerned mainly with social and economic security, educational opportunity, and the health of citizens.

The Federal Security Agency includes the following units: The Social Security Board, the United States Public Health Service, the United States Office of Education, the National Youth Administration, the Civilian Conservation Corps, and the Food and Drug Administration.

The affairs of the Agency are directed by the Federal Security Administrator who has the aid of the Assistant Administrator and other officials in charge of the several units referred to and those who help in the coordination of their functions.

The following units conduct schools or training activities as described below: The Social Security Board, the

Explaining the Social Security Act to trainees of the Social Security Board.



part of the Executive Director's Office.

Teaching staff.—The regular teaching staff comprises eight members. Specialists from the Bureaus of the Board are frequently assigned to training work on a part-time basis.

The following training activities are conducted directly by the Training Division in Washington: Basic course; technical course; in-service course; orientation course; and stenographic course.

In addition to these courses which are a regular feature of the Board's training program, the Training Division carries on many special training activities from time to time to meet particular supervisory or operating problems.

1. *The basic course.*—A basic training course is offered for the benefit of all newly appointed administrative and professional employees of the Social Security Board. This is a full-time course, intensive in character, that runs for 2 weeks. The work covers the social and economic background of the Social Security Act, including an analysis of the law and the organization of the administrative machinery for carrying out the law. The lecture method, combined with classroom discussion, is used. Regular texts and special teaching materials prepared by the Training Division are used as the basis of study. The lectures cover 15 subjects. The course has been given periodically since July 1, 1936. The ninety-first class has just completed its work.

The student body includes the new appointees, as indicated above, and these are organized periodically into classes, the average-size class containing approximately 25 students. The classes are conducted during office hours and students do not lose their compensation during the training period.

2. *Technical course (Bureau of Old-Age and Survivors Insurance).*—Employees who have completed the basic course and expect to enter the Bureau of Old-Age and Survivors Insurance, particularly its field service of approximately 480 offices, are given 4 weeks of additional study.

The course of study is entirely composed of the statutory materials governing the old-age insurance program



Federal Security Agency Administration Building.

and the regulations and procedures used in the operation of the program. These stress particularly such matters as the assignment of account numbers, the keeping of wage records, and the handling of benefit claims. Future field-office employees are also trained in interviewing methods and in certain details of office management. One week of the 4-week technical course is spent in the wage-records or accounting operations of the Bureau in Baltimore.

Of the 12,000 employees of the Social Security Board, over 9,000 are employed by the Bureau of Old-Age and Survivors Insurance.

3. *In-service course for clerical employees.*—This course is open to Washington members of the clerical force and is in operation for about 4 months of the year. Lectures are given on social and economic backgrounds relating to the Social Security program, and on the provisions of the Social Security Act. The classes are held after hours. Attendance is not required, and there is no tuition charge.

4. *Orientation course.*—On their induction into the service of the Board, stenographic and typing personnel are

enrolled in a part-time training course which is designed to acquaint them with the purpose of their job, the organization and facilities of the Board, and the various laws and regulations affecting the status of Board employees.

5. *Stenographic course.*—The orientation course is followed by a course of training designed to familiarize stenographers and typists with the contents of the *Stenographic Manual*, which contains the official rules for the preparation of correspondence and for the performance of other office duties.

Baltimore Branch Training

Perhaps the most important single training problem of the Board is the training of the 4,000 or more employees of the accounting operations of the Bureau of Old-Age and Survivors Insurance, located in Baltimore, Md. For this purpose the Training Division maintains a branch office in Baltimore.

A training course, meeting once a week for 40 weeks, is provided for the rank and file of the Board's Baltimore employees. Between 800 and 1,000 employees are enrolled in these courses, which are announced once each year.

The class is divided into four groups for the purposes of instruction. The more promising employees who complete this basic or elementary course of training are admitted to an advanced training course which serves as a pool of trained personnel for transfer to field and Washington offices of the Bureau. Special training in the provisions of the Social Security Act, in operating procedure, and in supervisory methods, is also provided for the large force of supervisors in Baltimore.

Field Office Training

From time to time the Training Division prepares correspondence training courses for employees of the Board's field offices. The content of these courses is generally of a technical nature and this training work is conducted in close cooperation with the Bureau of Old-Age and Survivors Insurance.

Bureau of Employment Security

Training Section

Through its own training section, the Bureau of Employment Security offers special technical training for its employees. This training unit is, however, primarily engaged in offering consultative service for State employment security agencies in the training of their own employees.

Bureau of Public Assistance

Technical Training Division

This Bureau has its own training office which gives advice to any State that requests it in the training of its State personnel dealing with public assistance.

The U. S. Public Health Service

The general purpose of the United States Public Health Service is to prevent and control disease and to aid in maintaining the health of the Nation. This service in various aspects has been in existence since 1798; it was first des-



An observation station showing activities in studying pond: At the left, taking a reading of wind velocity on the surface of the water by means of a Baumanvenometer; center, taking readings of rainfall on rain gauge at left, dipping for mosquito larvae from a portable rubber boat.

ignated by law as a public health service in 1902 and finally organized and named the United States Public Health Service in 1912. The United States Public Health Service is under the direction of the Surgeon General, Dr. Thomas Parran. It includes 8 administrative divisions and employs over 7,000 full-time workers. Much of this work is carried on in institutions scattered over the country in addition to the work conducted in Washington. Its principal activities include research, maritime and interstate quarantine, medical and hospital care of merchant seamen and other Federal beneficiaries, cooperation with the States in matters of public health, and the administration of Federal funds allotted to the States under Title VI of the Social Security Act and the Venereal Disease Control Act for improving and expanding State and local health services and more effective control of the venereal diseases.

Educational Activities

There are a number of educational and research activities that may be

classified as schools or training activities. Among these may be mentioned the training program for the commissioned officers of the Public Health Service, the training at universities, research institutes, and hospitals of Service personnel engaged in specialized fields, post-graduate courses in the management of venereal diseases, and the program of the National Cancer Institute, which involves the preparation of research fellows and traineeships in clinical cancer.

The Public Health Service also conducts educational work for the benefit of the general public, through publications, news releases, conferences, demonstrations, motion pictures, exhibits, and other means; and in its cooperation with the States and other agencies, some of the allotment of Federal funds may be used by the States for the training of their public health personnel.

Training for Commissioned Officers

A course of 9 months' study and training is available in Washington to young commissioned officers who have

just entered the Public Health Service. The general purpose of this training course is to familiarize these officers with the different Service activities, and more specifically, to give specialized instruction in those public health activities which medical schools and public health schools are unable to, or do not, provide.

Among applicants for these courses, from 6 to 12 men are chosen annually. Most of them are graduates in medicine, although dentists and sanitary engineers are also among those selected.

Training of Public Health Officers

The Public Health Service provides for post-graduate training in specialized fields for a limited number of individuals who show special aptitude for advanced study and ability in and inclination for these specialized activities. These persons are detailed to suitable research or graduate centers, and their salaries are paid by the Public Health Service while engaged in post-graduate study.

The Venereal Disease Division has assigned six commissioned officers to study at Johns Hopkins University School of Hygiene and Public Health. They take the regular 9-month course and, in addition, 2 extra months of clinical work. Those who so desire and are properly prepared may earn the degree of master of public health in this course of study.

The Domestic Quarantine Division, in a similar way, sends a selected number of officers to such institutions as Harvard, Michigan, and Johns Hopkins Universities for advanced study of subjects relating to public health administration.

The Mental Hygiene Division has detailed six of its officers to hospitals and clinics in New York to obtain advanced training in the psychiatric field.

The Hospital Division has three men taking advanced work in training or research, one at Johns Hopkins University and two at the Mayo Clinic.

The National Cancer Institute

The National Cancer Institute was established by the National Cancer Institute Act, approved August 5, 1937.

The purpose includes especially, "conducting researches, investigations, experiments, and studies relating to the cause, diagnosis, and treatment of cancer," and "assisting and fostering similar research activities, by other agencies, public and private."

The act also provides for the training and instruction in all technical matters relating to the diagnosis and treatment of cancer for such persons as in the opinion of the Surgeon General have proper technical qualifications who shall be designated by him for such training and instruction. These persons, while receiving training or instruction, may, with the approval of the Surgeon General, receive a per diem allowance to be fixed by the Surgeon General, but not to exceed \$10.

Research Fellows

The National Cancer Institute selects a number of research workers who have shown promise in cancer research. The selection may include doctors of medicine, chemists, geneticists, biochemists, endocrinologists, biologists, and similar professional and technical persons. The number of these research fellows at the present time is 21, of whom 17 are working in the laboratories of the Institute, 3 are in Baltimore, and 1 is working in a New York hospital. The appointment of these workers is on an annual basis, subject to reappointment. The salaries vary, according to position, from \$2,000 a year up.

Traineeships in Clinical Cancer

Eligible for the special training program in the diagnosis and treatment of cancer are young physicians who are interested in cancer study as a career and who have the required preliminary training.

These trainees are personally selected from the many who apply, and they must have the recommendations of three men under whom they have worked. The applicants must have been graduated at an approved medical school and must have completed at least 1 year of internship in an approved hospital. They must be less than 40 years of age. Evidence of research ability is important. The successful applicants receive

appointments for 1 year, made by the Surgeon General on the recommendation of the Chief of the Cancer Institute. The appointment may be renewed annually up to 3 years, provided that the work done by the trainee is satisfactory to the training center and to the Institute. At present, there are 26 trainees assigned to different centers.

The training or instruction is not carried on at the institute, but is given at specially designated training centers, usually hospitals or medical centers, that provide the necessary clinical facilities. The subjects which are given consideration include tumor pathology, tumor surgery, radiology, diagnosis, and treatment. One year is given to each of these subjects.

There are at present 27 training centers, all of which are located at leading schools of medicine or outstanding hospitals, most of which are devoted exclusively to the care of tumor and cancer patients.

The officials of the National Cancer Institute and the cooperating institutions prepare an appropriate program of study and work. This must be approved finally by the institute. The trainee then becomes associated with one of the available institutions as a member of the clinical staff. He receives at present a per diem salary of \$6, or about \$1,800 a year.

At the end of the period of training, these doctors may go out and set up cancer clinics approved by the American College of Surgeons.

Post-Graduate Course

The Public Health Service is offering for the first time a post-graduate course in the management of venereal diseases at the United States Public Health Service Medical Center at Hot Springs, Ark.

The course of study is 6 weeks. The program as planned includes formal lectures, which are to be augmented by demonstrations, clinic rounds, and assigned rotations on the diagnostic, treatment, laboratory, hospital, and epidemiologic services.

The trainees are selected from State health departments and physicians directly connected with these departments.

Part-time clinicians who have appointments with health units and other persons who are nominally cooperating with health departments may also be selected. The number of trainees is limited to 25. Under the provisions of the Venereal Disease Control Act, trainees may have their traveling expenses paid and they may receive a nominal stipend while taking this course.

The U. S. Office of Education

The United States Office of Education functions primarily through its two major divisions, the first of which includes the following divisional activities: Higher Education, American School Systems, Comparative Education, Special Problems, Statistics, Library, and Library Service, and Consultant Services. The second, which is concerned with vocational education, includes the following services: Agricultural Education, Trade and Industrial Education, Home Economics Education, Business Education, Occupational Information and Guidance, Research and Statistics, and the Consultant Services.

Also included in the Office are the Vocational Rehabilitation Division and the Civilian Conservation Corps Camp Education Office. There is also the Editorial Division and the Information Service, which includes radio activities.

Specifically the functions of the Office include research in the several fields of education, the gathering and distribution of statistics and other data of educational importance to the public, cooperation with the Federal Government and with the States in numerous educational activities. The Office also administers numerous important projects, organizes conferences, directs educational surveys, and gives advice upon request.

The Office of Education does not administer schools as the administration of schools in this country is considered primarily a State and local function.

As part of its cooperation with other Federal departments, the United States

Office of Education serves in an advisory capacity to the War Department in the administration of the CCC educational program.

The Civilian Conservation Corps

The CCC was created in 1933 for the purpose of providing employment, as well as vocational training, for the youthful citizens of the United States who are unemployed and in need of employment . . . "through the performance of useful work in connection with the conservation and development of the natural resources of the United States." It became a part of the Federal Security Agency July 1, 1939.

The CCC Camp Educational Program

Objectives.—The educational program "seeks to eliminate illiteracy; eliminate deficiencies in school subjects; give instruction in camp work and jobs; give vocational training; give general education; provide training in health, first aid, and safety; provide character and citizenship training; and assist students in finding employment."

Administration.—The CCC is under the administration of a Director. The funds appropriated by the Congress for the operation of the CCC are allotted by the Director to the War Department, Department of the Interior, Department of Agriculture, and other agencies assisting in the work of the corps. Under the general supervision of the Director, the War Department is responsible for the administration and supply of the CCC in continental United States. The major policies of the program are developed by the Director with his Advisory Council, representing the four principal agencies carrying on CCC activities.

The Office of Education, through the Commissioner of Education, acts in an advisory capacity to the War Department on all matters affecting the educational program of the CCC. The Commissioner is assisted in the preparation of plans and policies by an advisory committee which includes two representatives of the Director of the CCC and one each from the Departments of Agriculture, Interior, and War. The Commissioner is also

charged with the selection and appointment of camp educational advisers.

The Office of the CCC Camp Education operates as a division of the United States Office of Education. The Director of CCC Camp Education is Howard W. Oxley.

Administrative divisions.—The CCC is divided into nine corps areas corresponding to those in the Army. In charge of these nine corps areas are the corps area commanders who are responsible directly to the Adjutant General for carrying out the educational program. Advising these officers on the professional aspects of the program are the corresponding nine corps area educational advisers.

Next are the 44 district areas under the command of a district commander with a corresponding number of district educational advisers; then the 1,500 camps with their camp or company commanders, and the corresponding number of camp educational advisers, the technical service personnel, WPA, NYA, regular school teachers, and others. A camp is a unit of about 200 men.

Selection of enrollees.—The local departments of public welfare certify applicants for enrollment. The War Department physicians give the physical examinations, and enroll those physically qualified. Eligible for enrollment are unemployed, unmarried men between the ages of 17 and 23. War veterans, totaling approximately 27,000, are not restricted as to age or as to marriage.

Compensation.—The enrollees in camps receive a cash allowance of \$30 a month. Ten percent of the total number of enrollees who may be designated assistant leaders receive \$36 a month, and an additional 6 percent who may be designated as leaders receive \$45 a month. At least \$22 of the \$30 paid to the enrollee must go to his dependents for support. If he has no dependents the amount is held on deposit for him until he is discharged.

Enrollments.—The peak enrollment in CCC camps for the year 1933-34 was in July 1933, with 293,582 in a total of 1,511 camps. The peak enrollment for the year 1935-36 was in August 1935,

with 505,782 men in a total of 2,652 camps. In 1939-40 the peak enrollment for the year was in January 1940, with 291,246 in a total of 1,500 camps. This reduction was due to the fact that according to law the number of camps had to be reduced to 1,500.

Counseling.—Before enrollees enter upon a program of work and study they are advised by the camp committees on education. These committees have given especial attention to guidance programs. There are six steps included under guidance, namely, "orientation, counseling, assignment, evaluation, placement, and follow-up."

The Camp Curriculum

The CCC camp educational program is moving rapidly toward a basic minimum curriculum. This curriculum includes academic and vocational training.

A. Academic training.—The range of the academic program extends from literacy training to subjects on the college level. It will be of interest to observe that 37 percent of the enrolled men are taking academic subjects of some sort.

Attention is called to the curriculum on the elementary level. This curriculum is based on six Camp Life Readers and Workbooks and six Camp Life Arithmetics and Workbooks. The Camp Life Readers consist of an integrated course of study in which the student learns to read and at the same time gains a knowledge of spelling, grammar, and writing. The Camp Life Arithmetic and Workbook series is arranged so as to integrate mathematics, geography, science, and economic problems as well.

B. Vocational education.—(1) *Job training.*—Upon entering camp, an enrollee is given a work assignment which may take the form of an individual job or part of a work project. In a number of cases, the work assignment affords basic training that will qualify the enrollee for one or more related standard occupations. This work, when supplemented by leisure-time vocational training, qualifies enrollees for 181 standard occupations. In general, these jobs and projects have a carry-over from 1 to 15

standard occupations with an average of about 5. At the end of December 1940, 180,548 enrollees were participating in job-training activities.

(2) *Vocational training.*—The camps offer vocational training in such fields as: *Commercial subjects*—bookkeeping, business mathematics, business management, typing, office practice, and shorthand; *electrical subjects*—electricity, house wiring, and radio service; *building trades and construction*—carpentry, masonry, and cabinetmaking; *national resources*—agriculture, soil conservation, and forestry; *mechanics*—auto mechanics, blacksmithing, and welding; *distributive service*—retail merchandising; *professional*—surveying and drafting.

C. Avocational activities.—The informal activities occupy an important part of the enrollee's program. These include participation in such means of self-expression as music, dramatics, arts, and crafts. Through these activities, enrollees discover aptitudes hitherto hidden or overlooked. The largest proportion of these men participate in arts and crafts. Next of interest is music and following that, dramatics.

Recognition of work.—The cooperation of 41 State departments of education and the District of Columbia, as well as local schools, has been obtained for the recognition of camp-school work.

Personnel

Camp educational advisers.—Of great importance is the work of the camp educational adviser. During the past year the number of these on duty approximated 1,500, corresponding to the number of camps. Advisers must be graduates of recognized colleges and must have taught at least 2 years or have spent 2 years in graduate study. It has been found desirable to give these men special training through conferences held yearly on a district basis. The conferences are usually held at State universities, where the advisers have the benefit of the contacts with college faculties.

Teaching force.—The total number of teachers engaged at the CCC camps as of January 1940 was nearly 27,000. Provision has been made for strength-

ening the teaching force through courses designed for improving techniques. These courses are available to enrollees.

Types of Camps

There has been developed during the past few years a definite trend in the CCC toward the classification of camps according to the types of work experience and training opportunities which they can best provide to enrollees. Another trend is the selection of enrollees and their assignment to these camps for such training.

Programs of this kind have been established in such widely different fields as agriculture, short-wave radio operation, aircraft mechanics, machine-shop work, and college training. Selection of enrollees for such training is carried on through cooperation between CCC selecting agents, the camp officials, and in some cases, the employment service of a State.

An important phase of the educational program relates to the 26,000 or more veterans located in 136 veterans' camps.

Research

Many of the educational problems connected with this comprehensive educational system are new and complex. Consequently the Director of CCC Camp Education has inaugurated a number of research studies with the assistance of professional leaders and graduate students and there already has been gained valuable information of such nature as to strengthen the work of the camp program.

But Do It Better!

"When I am asked by the many organizations and individuals who come to me or write daily, 'What can we do for defense?' I have one answer always ready," says Commissioner Harriet Elliott, of the National Defense Advisory Commission. "To every organization which is doing a job that contributes to the well-being of our people, the soundness of our economy, and the effectiveness of our democracy, I can say, 'The first and most important thing which you can do for defense is to go on with what you are doing—only do it better than ever before.'"



New Books and Pamphlets

Child Training

Child Care and Training, by Marion E. Faegre and John E. Anderson. Fifth edition revised. Minneapolis, The University of Minnesota Press, 1940. 320 p. illus. \$2.50.

A new edition brought up to date with recent findings of science; a guide for parents, a handbook for group discussion and a manual for use in schools and colleges.

Physical Education

Physical Education in the Secondary School. Prepared by Laurentine B. Collins, Rosalind Cassidy, with the collaboration of Charles C. Cowell, Hilda C. Kozman, Herbert R. Stolz, and participants in summer workshops of the Progressive Education Association. New York, Committee on Workshops, Progressive Education Association, 1940. 120 p. \$1.

Contents: Part A. A point of view basic to the consideration of physical education in the secondary school. Part B. Implications for the redirection of physical education. Part C. Problems in physical education which demand critical and careful study.

Geographic News Bulletin

The National Geographic Society of Washington, D. C., announces that publication of its illustrated Geographic News Bulletin for teachers for 1940-41 is continuing.

The bulletins are issued as a service by the National Geographic Society as a part of its program to diffuse geographic information. Each application should be accompanied by 25 cents (50 cents in Canada) to cover the mailing cost of the bulletins for the school year. Teachers may order bulletins in quantities for class use, to be sent to one address, but 25 cents must be remitted for each subscription.

Units in Modern Problems

Building America; a series of pictorial unit studies on modern American problems designed primarily for high-school students. New York, 1940. Single subscription for the current year (eight units). \$2.

Building America is a cooperative nonprofit project of the Society for Curriculum Study. The first unit of the current year, "We Americans," discusses the problem of immigration. Requests for the list of 41 already published units and those to be issued in 1940-41 with schedule of prices should be addressed to Americana Corporation, 2 West Forty-fifth Street, New York City.

Propaganda Analysis

Propaganda Analysis; an annotated bibliography, by Edgar Dale and Norma Vernon. Columbus, Ohio, Bureau of Educational Research, The Ohio State University, 1940.

29 p. 25 cents. (From Publications Office, Journalism Building, Ohio State University, Columbus.)

Lists 65 items with annotations, presented in a form which suggests effective methods used by teachers and experts in the field.

Democracy and Education

Democracy and Education in the Current Crisis, by the Faculty of Teachers College, Columbia University. New York, Bureau of Publications, Teachers College, Columbia University, 1940. 13 p. Copies in quantities. \$1.80 per 100. Single copy free.

Emphasizes the need for a clearer understanding of our democracy and its implications and for a greater devotion to it.

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 United States Office of Education on inter-library loan follows:

ABERNETHY, THOMAS J. An experimental study of homogeneous grouping on the basis of intelligence quotients. Doctor's, 1940. Boston University. 284 p. ms.

ADAMS, HENRY A. Criteria for the establishment of public junior colleges in Kentucky. Doctor's, 1940. University of Kentucky. 156 p.

AFFLERBACH, COLVIN E. State supervision relative to the transportation of school children in Delaware. Doctor's, 1939. New York University. 106 p. ms.

ASGIS, ALFRED J. Principles underlying the social and professional background in the education of dentists and teachers of dentistry. Doctor's 1939. New York University. 400 p. ms.

CHRISTOPHERSON, OSCAR N. A visual and sight conservation survey in reference to lighting in the Cavalier public schools. Master's, 1939. University of North Dakota. 104 p. ms.

EMERT, DOROTHY J. Factors in the personality and environment of the college woman related to her participation in extracurricular activities. Master's, 1940. Syracuse University. 113 p. ms.

FANNING, EDMUND K. Administration of promotion in the 3-year junior high school: a study of common practices in Massachusetts. Master's, 1940. Boston University. 105 p. ms.

FRASER, THOMAS A. Follow-up of noncollege going graduates of commercial, general, and college preparatory curricular in two Jersey City high schools. Doctor's, 1939. New York University. 250 p. ms.

FULLER, EDGAR. Tort liability of school districts in the United States. Doctor's, 1940. Harvard University. 331 p. ms.

GANS, ROMA. A study of critical reading comprehension in the intermediate grades. Doctor's, 1940. Teachers College, Columbia University. 135 p.

GOGGANS, SADIE. Units of work and centers of interest in the organization of the elementary

school curriculum. Doctor's, 1940. Teachers College, Columbia University. 140 p.

GROUT, PAUL A. Trends in scholastics, enrollment, average daily attendance, and age-grade distribution of Spanish-American pupils in Lyford, Tex., public schools, 1933-38. Master's, 1938. Texas College of Arts and Industries. 66 p. ms.

HEADINGTON, L. H. A study of the duties of company commanders, educational advisers, and project superintendents in the Civilian Conservation Corps of West Virginia. Master's, 1938. Ohio State University. 195 p. ms.

HENINBURG, ALPHONSE. The teacher in the Negro college. Doctor's, 1939. New York University. 133 p. ms.

LUND, JOHN. An inquiry into the qualifications of 369 selected applicants for high-school teaching positions. Doctor's, 1938. Yale University. 239 p. ms.

MASON, CARLTON D. Adaptations of instruction to individual differences in the preparation of teachers in normal schools and teachers colleges. Doctor's, 1940. Teachers College, Columbia University. 279 p.

MESERVE, GEORGE H., Jr. The radio as an effective means of adult civic education. Master's, 1940. Boston University. 101 p. ms.

MESSINGER, MARK G. The nonteaching elementary school principal in the State of New Jersey. Doctor's, 1938. Temple University. 226 p.

MILLER, J. PAUL. State regulation of entrance into occupations in the State of New York; a study of State legislation in the State of New York which has placed requirements of personal qualifications upon individuals for legal entrance into certain occupations in the State. Doctor's, 1939. New York University. 313 p. ms.

MURPHY, JAMES F. The dependent boy: a comparative analysis of three groups of boys living under widely different conditions in reference to a selected number of nonintellectual traits. Doctor's, 1937. Catholic University. 191 p.

NISULA, LEONARD R. An analysis of the spelling errors of teachers' college seniors. Master's, 1939. Massachusetts State Teachers College, Fitchburg. 69 p. ms.

PILLEAM, JESSIE E. A study of the supervision and teaching of music in the centralized schools of Oneida, Otsego, and Madison Counties: the supervisory and teaching program of vocal and instrumental music in the central rural schools in three counties of central New York, 1938-39. Master's 1940. Syracuse University. 141 p. ms.

RINGER, ALBERTA R. A 2-year diagnostic and corrective study in the four fundamentals of arithmetic with a group of children through grades 7 and 8. Master's 1940. Boston University. 108 p. ms.

SWEENEY, MARGARET. A unit of work in folklore for secondary schools with a sampling of Hoosier folklore. Master's, 1939. University of Louisville. 168 p. ms.

TEMPLE, EARLE S. An evaluation of State aid in New Hampshire. Master's, 1940. Boston University. 94 p. ms.

TUCKER, CLARA M. A study of mothers' practices and children's activities in a cooperative nursery school. Doctor's, 1940. Teachers College, Columbia University. 166 u.

WALLICK, RAY G. Variability in criteria and content of high school social science texts in problems of democracy and interest indices. Doctor's 1938. Temple University. 90 p.

WRAY, RUTH A. The history of secondary education in Cumberland and Sagadahoc Counties in Maine. Master's, 1940. University of Maine. 153 p.

RUTH A. GRAY

Cost Data for Physical Plant Operation in Large City School Systems

by Lester B. Herlihy, Associate Specialist in Educational Statistics

★★★ The operation of the physical plant in the school system of cities with populations of 100,000 to 999,999 accounts for an expenditure second only in amount to that expended for the instructional function. The six major functions into which the current expense account for school systems has been classified are: (1) General control, (2) instruction, (3) operation of plant, (4) maintenance of plant, (5) coordinate activities and auxiliary agencies, and (6) fixed charges. Instruction takes an average of 77.7 percent, and the operation of the physical plant an average of 9.2 percent of the total amount expended for all six items. The remaining 13.1 percent is distributed between the other four items with maintenance taking 4 percent, general control 3.1 percent, coordinate activities 2.3 percent, and fixed charges 3.7 percent.

Of the two tables accompanying this study, the first summarizes cost data by totals for these large cities according to regions and by types of public-school organization for the 1937-38 school year; the second table summarizes the expenditure for the 1937-38 school year by totals for the various regions of the Nation, and by subdivisions of the operation cost. The data used are based upon 73 city school systems which reported in sufficient detail the expenditures for the operation. There are 86 cities with populations of 100,000 to 999,999; thus the number used is an 85 percent sampling of the total.

Cities of a million population and more, of which there are five in the United States, have been omitted. This was done in order to avoid the possibility of computations for per pupil expenditures for the relatively smaller cities being distorted, or unduly affected, by the inclusion of the greater

Region	Year	Dollars		
		5	10	15
Northeastern	1930	10.5	12.5	14.5
	1934	10.0	12.0	14.0
	1938	10.5	12.5	14.5
Great Lakes	1930	10.0	12.0	14.0
	1934	10.0	12.0	14.0
	1938	10.0	12.0	14.0
North Mississippi Valley	1930	10.0	12.0	14.0
	1934	10.0	12.0	14.0
	1938	10.0	12.0	14.0
Southern	1930	10.0	12.0	14.0
	1934	10.0	12.0	14.0
	1938	10.0	12.0	14.0
Southwestern	1930	10.0	12.0	14.0
	1934	10.0	12.0	14.0
	1938	10.0	12.0	14.0
Rocky Mountain	1930	10.0	12.0	14.0
	1934	10.0	12.0	14.0
	1938	10.0	12.0	14.0
Pacific Coast	1930	10.0	12.0	14.0
	1934	10.0	12.0	14.0
	1938	10.0	12.0	14.0
All Regions	1930	10.0	12.0	14.0
	1934	10.0	12.0	14.0
	1938	10.0	12.0	14.0

Per-pupil expenditures for the operation of the physical plant in public-school systems in cities with populations from 100,000 to 999,999, 1930-1934-1938.

weight in expenditures for the larger cities.

The number of pupils in average daily attendance is the unit used in computing the expenditure per pupil. Both average daily attendance figures and the expenditure figures are taken from the reports made to this Office by city school systems for the Biennial Survey of Education in the United States.

Expenditures per Pupil

Table 1 presents the data for per pupil expenditure for the operation of the school plant by types of schools in 1937-38. The elementary school organization for each region shows the

smallest per pupil expenditure as compared to the other types of schools. The vocational and trade high schools expended the greatest amount per pupil for each region. The average expenditure of the elementary school for all regions combined was \$9.46 per pupil. This amount was \$2.38 per pupil, or 25 percent less than that expended for junior high schools; \$2.77, or about 30 percent less than that expended for senior high schools; \$3.09, or 32 percent less than that expended for junior-senior high schools; \$2.89 per pupil less than that expended for regular 4-year high schools; and less by more than 100 percent of the per pupil expenditure made by the vocational and trade high school.

Comparing the total for all regions combined, the expenditure per pupil for the various types of high schools (senior, junior-senior, and regular 4-year) reveals but slight variation in the amounts; although within some regions, such for example, as the North Mississippi Valley, the Southern, the Southwestern, and even the Pacific Coast, the expenditure per pupil varies widely in amount between the three types of high school. The most marked difference is in the Southern region where the senior high school expenditure of \$9.81 is 80 percent greater per pupil than that of \$5.47 shown for the regular 4-year high school of the same region. The Southwestern region has a similarly wide variation of \$3.51 per pupil between the senior high school and the 4-year regular high school.

Comparison of Expenditure by Regions

Reflecting the effect of climatic conditions, the regional comparisons reveal differences in the average amounts of expenditure as high as 110 percent, or \$6.91 per pupil between the \$13.20 total in the Northeast region and the \$6.29

total in the Southern region. These two regions represent the highest and the lowest average cost for each of the six different types of schools used in this study, except in the case of senior high schools for which the lowest cost occurred in the Rocky Mountain region. The Northeast region expended \$6.58, or 122 percent more for the operation of its elementary school physical plant than did the Southern region; \$6.39 per pupil, or 81 percent more for its junior high schools; about 100 percent more for the senior high; 105 percent more for the junior-senior; 176 percent more for its regular 4-year high schools; and 24 percent, or \$4.51 per pupil more for the vocational and trade high school organization than did the regions with the lowest per pupil expenditure.

The Great Lakes, North Mississippi Valley, and Pacific Coast regions, each of which is subject to conditions and problems of physical plant operation similar to those of the Northeast region, also have expenditures per pupil much higher, in fact almost double in amount, than the ones reported for the Southern, Southwestern, and Rocky Mountain regions. Less severe winters and consequently smaller fuel bills, plus lower wage and salary schedules of these three regions when compared with the more northerly regions account for the differences shown. The Rocky Mountain region contains only two cities in this population group of 100,000 to 999,999 and both cities are located in the more southerly section of the region where winters are cold

but relatively not long as compared to those in New England, or the Great Lakes region.

Comparison of Expenditure for Subitems

Table 2 in its distribution of the total expenditure for this major item by subaccounts, e. g., wages, supplies, utility costs, and miscellaneous expenses for operation reveals the wide variations in amounts expended for these subitems as compared for the different regions.

The graph illustrates the course followed by the expenditure per pupil in each region, and for the country as a whole in these large city school systems for the three school years ending in 1930, 1934, and 1938. These are the three periods which serve to mark the variations in expenditures by the public-school systems during the past 8 years of unsettled economic conditions. The data comparable to 1938 for 1930, 1934, and also 1936 may be found in the April 1939 issue of SCHOOL LIFE.

TABLE 1.—Average total expenditure per pupil by public-school systems in cities of 100,000 to 999,999 population for operation of the physical plant in the various types of organization, 1937-38

Regions ¹	Per-pupil expenditure in—													
	Elementary schools		Junior high schools		Senior high schools		Junior-senior high schools		Regular 4-year high schools		Vocational and trade		All types	
	Number of systems reporting	Amount	Number of systems reporting	Amount	Number of systems reporting	Amount	Number of systems reporting	Amount	Number of systems reporting	Amount	Number of systems reporting	Amount	Number of systems reporting	Amount
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Northeast.....	25	\$11.96	21	\$14.25	10	\$15.95	2	\$16.11	14	\$15.09	9	\$23.12	\$13.20	
Great Lakes.....	12	10.06	9	14.06	5	12.50	4	12.45	9	11.64	4	14.52	10.97	
North Mississippi Valley.....	9	9.60	7	13.22	6	13.23	1	16.36	5	14.85	4	20.73	11.25	
Southern ²	11	3.38	7	7.86	6	9.51	3	7.84	6	5.47	5	18.61	6.29	
Southwestern.....	6	5.87	5	7.91	4	9.28	1	7.99	2	5.77	3	18.83	6.65	
Rocky Mountain.....	2	6.24	1	8.09	1	7.99	0	7.99	1	10.87	1	22.04	7.41	
Pacific coast.....	5	10.74	7	11.70	5	13.56	4	11.77	5	10.40	4	22.04	11.20	
Total all regions.....	73	9.46	57	11.84	37	12.23	15	12.55	41	12.35	29	19.18	10.73	

¹ The following 28 States contain the cities with populations of 100,000 to 999,999 that comprise the several regions used in this table: 1. Northeast—Connecticut, Massachusetts, New Jersey, New York, Pennsylvania, and Rhode Island; 2. Great Lakes—Indiana, Michigan, Ohio, and Wisconsin; 3. North Mississippi Valley—Illinois, Kansas, Minnesota, and Missouri; 4. Southern—Alabama, Delaware, Georgia, Kentucky, Maryland, Tennessee, and Virginia; 5. Southwestern—Oklahoma and Texas; 6. Rocky Mountain—Colorado, and Utah; 7. Pacific coast—California, Oregon, and Washington.

² Excluding Washington, D. C.

TABLE 2.—Average expenditures per pupil by public-school systems in cities of 100,000 to 999,999 population for operation of the physical plant, 1937-38¹

Divisions of cost	Per-pupil expenditures for each region								
	North-east	Great Lakes	North Mississippi Valley	Southern	South-western	Rocky Mountain	Pacific coast	All regions	
	1	2	3	4	5	6	7	8	9
Wages of janitors, engineers, etc.....	\$8.91	\$6.71	\$7.52	\$4.02	\$4.36	\$4.73	\$7.44	\$7.04	
Supplies for janitors, engineers, etc.....	.37	.36	.37	.21	.37	.30	.58	.38	
Fuel, water, light, and power.....	3.61	3.40	3.13	1.81	1.78	2.04	2.61	2.96	
Miscellaneous expense.....	.31	.50	.23	.25	.14	.34	.57	.35	
Total.....	13.20	10.97	11.25	6.29	6.65	7.41	11.20	10.73	

¹ Comparable data for the 1930, 1934, and 1936 school years appear in the April 1939 issue of SCHOOL LIFE, in the article entitled *Expenditures For School Plant Operation*.



Securing Teaching Positions

(Concluded from page 101)

6. State teachers' associations' bureaus.
7. Visits to higher institutions to observe practice teachers.
8. Lists from higher institutions of candidates available.
9. Visits to higher institutions to interview department heads.
10. City teacher-training schools.

TABLE 2.—Average annual salary of instructional staff of public schools, by States, 1937-38¹

New York.....	\$2,322
California.....	2,201
Massachusetts.....	2,009
New Jersey.....	2,006
Connecticut.....	1,862
Rhode Island.....	1,756
Washington.....	1,746
Delaware.....	1,623
Illinois.....	1,608
Pennsylvania.....	1,593
Michigan.....	1,586
Maryland.....	1,564
Arizona.....	1,535
Ohio.....	1,506
Nevada.....	1,465

¹ From 1937-38 reports of State departments of education to the U. S. Office of Education.

Indiana.....	\$1,375
Utah.....	1,324
Wisconsin.....	1,307
Colorado.....	1,294
Oregon.....	1,286
New Hampshire.....	1,258
Minnesota.....	1,185
Missouri.....	1,134
West Virginia.....	1,096
New Mexico.....	1,090
Idaho.....	1,087
Montana.....	1,077
Wyoming.....	1,053
Oklahoma.....	1,027
Texas.....	1,013
Florida.....	1,003
Louisiana.....	982
Vermont.....	952
Iowa.....	932
Kansas.....	903
North Carolina.....	897
Virginia.....	864
Maine.....	860
Kentucky.....	835
Nebraska.....	813
South Dakota.....	752
South Carolina.....	734
Tennessee.....	726
Georgia.....	715
Alabama.....	707
North Dakota.....	684
Arkansas.....	571
Mississippi.....	479
UNITED STATES.....	1,374

Ranges in Teachers' Salaries

According to figures published in 1940 by the National Education Association there are wide variations in salaries in localities of different sizes. In the smallest cities, the average annual salary is about \$1,300 a year; in the largest cities, about \$2,450. In villages with less than 2,500 inhabitants, teachers are receiving approximately \$1,000 annually; in the open country, teachers in two-or-more teacher schools, average \$880 a year and teachers in one-teacher schools, about \$670.

In cities the average salary of junior high school teachers is 13 percent more than that of elementary school teachers; senior high school salaries average 22 percent more than those at the elementary school level.

The Index to SCHOOL LIFE, Volume XXV, October 1939 to July 1940, is now available. Requests for copies should be sent to SCHOOL LIFE, U. S. Office of Education, Washington, D. C.

The Flag



As a bit of interesting history, it is claimed that the first American flag ever to fly over a public schoolhouse in this Nation was flown over a log house at Calamount Hills, in Massachusetts in 1812. A tablet now marks the place where the schoolhouse stood.

Today the American flag, symbol of liberty, waves over practically every public-school building throughout the land. Scarcely a day goes by that the United States Office of Education does not receive from some of these schools or elsewhere, a question having to do with various uses of the flag. In order to endeavor to answer such questions for others as well as for those who write in to the Office, Carl A. Jessen, senior specialist in secondary education, will from time to time select an inquiry that has been received and give some pertinent information in reply to it. This month Mr. Jessen presents such information in regard to:

The Pledge to the Flag

Inquiries which come to the United States Office of Education from time to time indicate that the pledge to the flag is given in a number of different ways in the schools. These variations are natural and to be expected since there is no "one, official, and prescribed" way of giving the pledge to the flag.

The National Flag Conference of 1923, and the Second National Flag Conference the following year, adopted minor modifications in the original pledge which had been in use for many years previous to that time. The pledge thus modified is now universally used, but the method of rendering it varies.

The flag code as modified by the Second National Flag Conference contains the following suggestions regarding the salute when giving the pledge to the flag:

"Standing with the right hand over the heart, all the pupils repeat together the following pledge:

"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."

"At the words 'to the Flag,' the right hand is extended, palm upward, toward the flag, and this position is held to the end. After the words, 'justice for all,' the hand drops to the side."

One needs always to bear in mind that patriotism and loyalty to our country are not to be measured by form. Perhaps that is the reason that over the years no one official way of giving the pledge to the flag has been prescribed.

An alternative method of pledging allegiance to the flag is that followed in New York. The pledge is identical with the one described above except that the right-hand military salute is substituted for the extended-arm gesture.—*Prepared by Carl A. Jessen, senior specialist in secondary education, U. S. Office of Education, in cooperation with the United States Flag Association.*



Our Adventures With Children

III. SON IS DEFIANT

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

★★★ Yes, 9-year-old Robert was in trouble at school because, as he said, "the teacher had jumped on him and he would not stand for it." He finally left school in the middle of a morning session and defiantly refused to go back. Nothing that his parents could do seemed to break down his resistance.

Very much distressed and feeling unequal to meet the emergency successfully, the father sought the help of a teacher whose long experience with the problems of parents and their children had made her skillful in helping parents find solutions for some of them.

The father explained that his son was an only child and that he had great ambitions for the boy who was the last in line to carry the name. He expressed his own and his wife's inability to cope successfully with the situation.

This was not the first time the boy had been in trouble with his school teacher. Previously, however, matters had been smoothed over between the parents and the teacher instead of their facing the issue and solving the problem.

But now the boy had actually left school in a dramatic way, which evidently satisfied his ego, and had declared to his parents that he would never return and to the parents it seemed final.

Arrangements were made for Robert to spend regular periods with the special teacher who had at her disposal an excellent playground with modern equipment which proved to be very attractive to the boy.

Gradually he gave his confidence to the new teacher in a natural way. He said that the reason the former teacher "jumped on him was because he had copied his work from another boy's paper; that another boy had done the same thing, and the teacher saw him, but that she did not jump on the other boy."

Third in Series

SCHOOL LIFE recently announced a new series of articles under the general title, *Our Adventures With Children*. The article on this page is the third in this series. Each month an episode will be presented. Some of these will be related to problems of the school, others to those of the home, and still others will be concerned with the cooperation of home and school. Ellen C. Lombard, associate specialist in parent education, U. S. Office of Education, is developing the series.

Teachers, parents, and school administrators adventure daily into the actual experience of human relationships. This experience is interesting and profitable when examined objectively. It is significant, thought-provoking, and suggestive when actual situations are used as material for study and interpretation.

What comments or stories do you have to contribute?

Of his home life, he revealed that his parents were practically never at home for dinner because the position his father occupied required his presence at many functions; that the parents came home any time between 12 midnight and 2 a. m. and that the boy always sat up until they came home; that there was only a maid in the house; that he attended almost nightly all sorts of cheap motion-picture shows of the most lurid type. There seemed to be no one whose business it was to direct the boy's activities when he was out of school. It also developed that Robert was much impressed with the responsible position his father occupied and that he used his father's prestige to get what advantage he could from his school teachers.

It was not long before the special teacher came to an agreement with Robert, that the playground would be open

to him on Saturdays if he returned to school at once and adjusted the trouble with his school teacher to her satisfaction. There was little resistance in arranging the matter and he went back to school and continued to go for about 10 days without having any difficulties. At the end of this time his father called up the special teacher who had helped the boy to improve his attitudes and said that he had promised his wife to take her on a 2 weeks' vacation and what would the teacher think if they took Robert with them.

Children learn very early how to get into and hold the limelight in the home and elsewhere. Step by step they assume this attitude and that method in order to secure a dominant position in the family circle. Unconsciously, perhaps, parents fall into the habit of paying attention to this whim and that demand until their child dominates the whole family. But when he goes to school parents sometimes are rudely awakened because in school, children frequently encounter the first resistance to their tactics that worked so well at home.

This episode leads us to consider an important aspect of the discipline of boys. Fathers are often heard to say, "I leave the discipline and management of the children to their mother." It may be that a mother's discipline is adequate for a boy in early childhood, but if up to the boy's age of adolescence his father has failed to establish understanding and satisfactory relationships with his son how can the father meet an emergency with his boy and expect success?

Understanding, respect, and cooperation between fathers and sons are characteristics that thrive when fathers spend time with their sons all through the growing-up period. These characteristics are built out of good fellow-

Recent Reports

The WPA announces the following recent reports of educational research projects. Copies if available may be secured from the sponsors of the projects, which are the issuing agencies except where otherwise indicated.

ARKANSAS STUDY OF INSURANCE COVERAGE STATISTICS ON PUBLIC SCHOOL PROPERTY. State Department of Education, Little Rock.

ANNOTATED BIBLIOGRAPHY ON VOCATIONAL GUIDANCE. Los Angeles City School District, Los Angeles, Calif.

THE PUPIL POPULATION OF BOULDER HIGH SCHOOL. (Basic Curriculum and Guidance Study 1), School District 3, Boulder, Colo.

A STUDY OF STUDENT MORTALITY AND RELATED FACTORS IN THE COLLEGE OF LIBERAL ARTS OF THE UNIVERSITY OF LOUISVILLE FROM FEBRUARY 1932 TO SEPTEMBER 1938. University of Louisville, Louisville, Ky.

STUDENT PERSONNEL WORK IN THE UNIVERSITY OF MINNESOTA. University of Minnesota, St. Paul. (Burgess Publishing Co., Minneapolis.)

AN EDUCATIONAL PROGRAM FOR NEBRASKA. Nebraska State Planning Board, Lincoln.

THE YOUTH OF NEW YORK CITY. Welfare Council of New York City, New York City. (The Macmillan Co.)

REMEDIAL READING TECHNIQUES FOR THE CLASSROOM TEACHER. Board of Education, New York City.

PATHS TO MATURITY—FINDINGS OF THE NORTH CAROLINA YOUTH SURVEY, 1938-40. Co-operative Personnel Study, University of North Carolina, Chapel Hill.

BASIC TRENDS OF SOCIAL CHANGE IN SOUTH DAKOTA—VI. EDUCATION IN TRANSITION. (Bull. 338). Department of Rural Sociology, Agricultural Experiment Station, South Dakota State College of Agriculture and Mechanic Arts, Brookings.

YOUTH IN A RURAL INDUSTRIAL SITUATION—SPENCER-PENN COMMUNITY, HENRY COUNTY, VIRGINIA. (Va. Rural Youth Survey Rept. 2), Va. Agric. Exper. Sta., Va. Polytechnic Inst., Blacksburg, June 1940, 65 p.+photogs. (Allen D. Edwards.)

GENERAL MECHANICS. (Elementary Technol. Ser. 1), Fla. State Dept. Educ., Tallahassee, Sept. 1940, 72 p. (Paul Eddy, J. H. Kusner; Univ. Fla., Gainesville). An introduction to our machine age through applications of high-school science and mathematics in elementary technology.

A CHILD WELFARE PROBLEM—ORPHANED CHILDREN IN THE UNITED STATES. Office of Los Angeles Co. Supt. Sch., Los Angeles, Calif., Aug. 1940, 82 p., mimeo.

DIRECTORY OF COLLEGES, UNIVERSITIES, AND PROFESSIONAL SCHOOLS OFFERING TRAINING IN OCCUPATIONS CONCERNED WITH ART IN INDUSTRY. Inst. Women's Professional Re-

lations, Res. Headquarters, Conn. Coll., New London, 1940, 390 p., mimeo.

THE DICTIONARY OF OCCUPATIONAL TITLES AND CODES—SIMPLIFIED EXPLANATION. (Vocational Ser. 8), Res. & Guidance Sect., Los Angeles City Sch. District, Los Angeles, Calif., Aug. 1940, 37 p., mimeo.+chart (processed).

REPORT OF STATE-WIDE TESTING PROGRAM IN WASHINGTON, 1936 TO 1940. Univ. Wash., Seattle, 1940, 54 p. mimeo., hand-drawn charts.

READING SEQUENCE OF PRE-PRIMERS IN USE IN THE MINNEAPOLIS PUBLIC SCHOOLS. Div. Instruction, Minneapolis Pub. Sch., Minneapolis, Minn., Sept. 1940, 13 vol., mimeo.

BIBLIOGRAPHY ON LATIN AMERICA. Office of Los Angeles Co. Supt. Sch., Los Angeles, Calif., Sept. 1940, 20 p., mimeo. (Agnes Rice Weaver.) A list of materials useful for instruction purposes.



Committee on Rural Education

A rural school supervisory demonstration project in McDonough County, Ill., a rural community high-school project in Wisconsin, and a field service project for the cultural improvement of rural teachers in service, in Missouri, are activities launched by The Committee on Rural Education during the first year of its existence, according to announcement. The committee, which was organized about a year ago, has selected from among the many problems of rural education two main activities to which to devote its energies, according to the first annual report just issued. These two fields of activity are as follows: First, the growth and development of rural children and youth—physical, cultural, and spiritual—as achieved through school curriculum, techniques of teaching, and out-of-school experiences; and second, the promotion of better understanding by rural adults of the difficulties confronting rural schools, and ways and means by which these difficulties may be overcome.

The committee consists of nine members appointed by the American Country Life Association. Its headquarters are in Chicago, 600 South Michigan Avenue.

Questions for Discussion

1. What are the major problems presented in this article?
2. What is your opinion of the method chosen by the father to meet the situation?
3. What would have been your method of procedure?
4. What do you think could have been done to improve the situation?
5. Would you have taken the boy from school?
6. What was the cause of the defiant attitude of the boy?
7. What part should the teacher take in the solution of this problem?
8. Should she have done anything more than "call him down"?

Books to Read

- GROVES, ERNEST R., SKINNER, EDNA L., and SWENSON, SADIE J. *The Family and its Relationships*. Philadelphia, J. B. Lippincott Co., 1932. Unit XII, Children in the home, p. 195-229.
- GRUENBERG, SIDONIE MATSNER. *We, the Parents*. New York, Harper and Brothers, 1939. 296 p. Ch. X, School and home, p. 232-250.
- SAIT, UNA BERNARD. *New Horizons for the Family*. New York, The Macmillan Co., 1938. 772 p. Ch. XXIII, Homemaking and the children, pp. 678-703.
- WILE, IRA S. *The Challenge of Adolescence*. New York, Greenberg, 1939. 484 p. Ch. X, Family influence, p. 209-261.



THE VOCATIONAL SUMMARY



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

This Credit Business

The use of credit in the payment of family and individual obligations is practically universal.

Gas, electric, telephone, water, and similar bills are settled on a monthly basis. In many instances, also, grocery, milk, fuel, and other bills are paid each month. A survey made in 1937 by the United States Department of Commerce revealed that about 91 percent of the household appliances, 92 percent of the lumber and building materials, 91 percent of the furniture, and 66 percent of the new automobiles sold in the United States are bought on an open account or installment basis. And the Department of Commerce study indicated further that about one-half of owner-occupied urban homes are mortgaged. Few families, moreover, are without charge accounts in one or more stores—grocery, clothing, department, or other stores.

With this in mind, the United States Office of Education in cooperation with the Farm Credit Administration has issued its Vocational Division Bulletin 206, *Credit Problems of Families*, which is intended to assist teachers in high-school home economics departments in guiding their students in an understanding of the place of credit in family financial management and in the solution of their own credit problems.

Copies of the Office of Education's new publication may be obtained at 20 cents each from the Superintendent of Documents, Government Printing Office, Washington, D. C.

A Wide Variety

The variety of topics which may be discussed in leader-training conferences for foremen, superintendents, personnel directors, and similar supervising officers, is illustrated in the report of such conferences held last winter in Houston, Tex., and Tulsa, Okla., for foremen and supervisors in the petroleum industry.

These conferences, which were conducted under the auspices of the American Petroleum Institute and were led by Frank Cushman, consultant in vocational education, United States Office of Education, considered such topics as the following: Causes of accidents, shop discipline, foreman's responsibility for his men while they are off the job, training under-studies, planning of work by foremen, employee promotions, handling employee complaints, analyzing job requirements, foreman's responsibility for planning employees' jobs, employee job interest, foreman's reports, employee morale, enforcement of safety measures, dissatisfied workers, harmony in field organization, training new employees, organizing a servicing crew, rating employees, supervisory training, selling a company to its

employees, and training-conference techniques.

Examples of the items that may be discussed under a particular topic will serve to illustrate the range possible in leader-training conferences.

Under the heading, "Foreman's responsibility for his men off the job," for instance, the Houston conference discussed the matter of dealing with the employee who is in debt because he is living beyond his income, because of illness in his family, or because of gambling.

Following were some of the things which the Tulsa conference members believed indicate that a worker is dissatisfied: The fact that his mind is not on his work, poor quality of work, tendency to "gripe," accidents in connection with his work, quantity of production, tendency to criticize officials of the company, spirit of antagonism toward foreman and others, and tardiness in getting to work. Alongside these evidences of dissatisfaction, also the conference listed the factors which contribute to job satisfaction on the part of the workers.

State boards for vocational education for Kansas, Oklahoma, and Texas cooperated in the Texas and Oklahoma conferences for the training of conference leaders for the petroleum industry.

Food Trades School

According to *Hotel Industry*, the modern grocery has on its shelves at least 5,000 items. What is of even greater interest, however, is the statement made by this publication that boys preparing for work in the grocery trade in the Food Trades Vocational High School of New York City learn about all of these various articles.

The foodstuffs found in the modern grocery are carefully studied, sampled, and analyzed as a part of the grocery-trade course. In order to familiarize the student with many different advertising techniques, innumerable window and shelf displays are set up in the school laboratory. By practice in operating the school store prospective grocery workers become thoroughly familiar with the fundamentals of merchandising, handling, storing, grading, displaying, and processing of groceries. "It is apparent," *Hotel Industry* declares, "that a boy so trained will be a worker; not only well equipped for a grocery, but for a steward department of a hotel or restaurant as well as a receiving and storeroom clerk."

More than 700 pupils are enrolled in food-trade courses in the Food Trades Vocational High School, *Hotel Industry* brings out. Courses of study include all phases of restaurant and cafeteria work, meat merchandising, baking, and the retailing of groceries, vegetables, and dairy products. Half of the

school day is spent by pupils in one of the school's modern, well-equipped shops; the other half is devoted to instruction in related and general subjects. Each student spends 3 hours of every school day on practical work and 3 hours on theoretical study and is expected to specialize in one of the various branches of the food trades.

Related subjects studied by those enrolled in the school include: Speech, mathematics, bookkeeping and accounting, applied science, social studies, industrial history, and economics. Science instruction includes a study of food preparations, elementary nutrition and dietetics, causes of food spoilage, scientific food preparation, machines and appliances, principles of refrigeration, and other biological and chemical processes related to food trades work.

It Must Go

Millions of bushels of grain are destroyed every year by black stem rust of wheat and other grains, according to the United States Department of Agriculture. This disease is carried by the barberry bush as its host plant.

Teachers of vocational agriculture can be especially helpful in assisting in the program of barberry eradication conducted each year under the supervision of the United States Department of Agriculture. This they can do by offering systematic instruction on the control of black stem rust in connection with the grain-growing enterprises included in the yearly teaching plan followed in vocational agriculture departments of rural high schools.

To assist teachers in giving such instruction the Office of Education has issued a revised edition of Vocational Division Leaflet No. 1, *Teaching the Control of Black Stem Rust of Small Grains in Vocational Agriculture Classes*.

This leaflet which was prepared by W. A. Ross, subject-matter specialist in agricultural education, Office of Education, with the assistance of W. L. Popham, in charge of barberry eradication, Bureau of Entomology and Plant Quarantine, United States Department of Agriculture, is intended to assist teachers of vocational agriculture in organizing subject-matter material for courses in the control of black stem rust.

The leaflet may be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 5 cents a copy.

Henry County Luncheon

For Henry County, Ky., tourists, the luncheon they ate at the Pleasureville High School on the day of the annual Henry County Day may have been just a tasty and nourishing meal served by an attractive group

of local high-school girls. For the girls, however, it was an opportunity to get experience in connection with their homemaking course in the high school in planning a dinner for 40 people, purchasing the necessary supplies, preparing and serving the meal—yes, even washing the dishes and putting away leftovers.

The luncheon happened just at the right time—when the homemaking class was studying the “dinner unit.” In planning for the affair the home economics girls discussed luncheon dishes and decided which of these would be most appropriate for the occasion, keeping in mind the number to be served, the cost, the foods canned by class members in the fall, and other factors.

The class was divided into four groups and asked to formulate menus from the dishes discussed in class sessions. Four menus were placed on the blackboard and the final menu made from them. Class members then listed the things they would have to learn to make or prepare for the luncheon. For example, they had not previously had experience in making rolls, which the menu called for. They looked up, discussed, and selected recipes and worked them out in quantities for 40 persons.

A list was made of the things to be done the day before the luncheon and on the day of the luncheon. As far as possible, each girl or group of girls was allowed to select the jobs they thought they could do best. Table setting and serving were briefly reviewed. The girls who did the serving were selected by a vote of the class. Each girl knew the section of the table for which she was responsible. One girl remained in the dining room to call the attention of the others to any oversight on their part in the service.

Serving was thoroughly organized. And when the luncheon was over the girls removed the dishes from the table and dividing into groups, put the school home economics laboratory in order.

The Operating Sheet

The value of the “operating” sheet in planning instruction for evening classes in vocational agriculture is emphasized by Roy W. Roberts, teacher trainer in agricultural education, in a recent issue of the agricultural section of the *Arkansas Vocational Visitor*.

The operating sheet, as Mr. Roberts explains, is simply a statement of the procedure to be followed by the conference leader in conducting a class. To show how this device may be used and the type of matter that may be included in it, he presents an operating sheet used in teaching an evening class in one of the practice-teaching centers in Arkansas.

This operating sheet, which was used as a guide in giving instruction on the value of lespedeza as a pasture and hay crop, is set up under four headings, as follows: The situation, the approach, procedures and devices to use in conducting conferences, and summary.

With the operating sheet as a guide the teacher outlines the “situation” by calling

Henry Ohl

Henry Ohl, Jr., whose death occurred in Washington, D. C., October 16, 1940, had been a member of the Federal Advisory Board for Vocational Education since 1935.

Mr. Ohl's death came while he was in the Nation's Capital on two distinct missions—to attend a meeting of the Federal Advisory Board for Vocational Education and also to render service as member of a committee appointed by President William Green of the American Federation of Labor to assist in labor programs involved in national defense work.

Mr. Ohl was born in Milwaukee, Wis., in 1873 and was educated in the public schools of that city. At the age of 13 he began work as a printer. He served during different periods as secretary of the Allied Printing Trades Council of Milwaukee, as city clerk of Milwaukee, and in 1914 became an organizer for the American Federation of Labor and the Wisconsin State Federation of Labor. He was a member of the Wisconsin House of Representatives in 1917-18. At the time of his death he was president of the Wisconsin State Federation of Labor, to which office he was elected in 1917, as well as editor of the *Wisconsin Federation Bulletin* and of *Wisconsin Labor*.

Mr. Ohl was a member at various times of a number of groups created to serve public interests. During 1934 and 1935 he served as a member of the President's Advisory Council on Economic Security; was secretary to the Wisconsin Unemployment Relief Commission in 1931 and 1932; was a member of the Wisconsin Advisory Board on Unemployment Compensation, 1931-35, and of the Wisconsin Council on N. R. A. Employment Service from 1934 to 1940.

He was a valued member of the Federal Advisory Board on Vocational Education, whose function is to advise the United States Office of Education on problems pertaining to vocational education. He was appointed to the Board by President Roosevelt in 1935, and was reappointed for a 3-year term in 1938.

“As the representative of labor on the Federal Advisory Board for Vocational Education,” Dr. J. C. Wright, Assistant United States Commissioner for Vocational Education, said, “Mr. Ohl was untiring in his efforts to assist the Office of Education in keeping the federally aided program of vocational education carried on in the States in step with the training requirements of wage-earning groups.

“He brought to his membership on the advisory committee a knowledge of the training needs of the worker-groups which made his counsel and advice invaluable. In his passing, vocational education lost a loyal supporter and a trusted friend.”

attention to the growing importance of milk and beef production in the community and to the fact that some lespedeza seed was bought cooperatively last year by farmers in the community. He makes his “approach” to the lesson by reviewing the previous job studied by the class and eliciting information from class members concerning the crops they grow in their pastures, kind of hay grown on the farm, and the need for more hay and pasture, and by stating clearly the objectives of the job under discussion.

Following the suggestions for conducting a conference outlined in the operating sheet the instructor reviews the kinds of hay and pasture plants grown in the county, stresses the value of the lespedeza plant as a hay and pasture grass, finds out how many farmers are growing lespedeza, gets class members to pool their experiences in feeding and pasturing lespedeza and to suggest problems with which they have been confronted in raising it, discusses varieties and mixtures, and finds out the attitude of farmers toward cooperative purchase of seed.

Proceeding to the “summary” the instructor follows the clues contained in the operating sheet by summing up the important decisions growing out of the conference.

Frequently circumstances arise that necessitate changes in the details of the plan, Mr. Roberts suggests. The conference leader is expected to make these adjustments and at

the same time keep the objectives of the job before the members of the conference.

For Agriculture Teachers

Another in the series of leaflets prepared by the Agricultural Education Service of the United States Office of Education to assist vocational agriculture teachers in giving instruction in various farm jobs is now available for distribution. It is Leaflet No. 4, *Teaching the Grading of Feeder and Stocker Steers in Vocational Agriculture Classes*.

Many students of vocational agriculture and adult farmers, this leaflet brings out, include beef production as one of the enterprises in their farming programs. It is important that these students know how to select and buy feeder and stocker cattle wisely, according to grade, as well as how to produce and market such animals. With this in mind the new Office of Education leaflet includes: (1) Material illustrating the market classes and grades of feeder steers; (2) an analysis of the steps in the job; (3) certain interpretive science and related information of value in connection with the instruction; (4) a suggested teaching plan; and (5) a list of references for use in connection with the instruction offered.

Copies of this leaflet may be secured by writing to the U. S. Office of Education, Washington, D. C.



In Public Schools

Good Classroom Practice

"Continuing its service to the schools of the State," says a recent issue of the *Florida School Bulletin*, "the Florida Curriculum Laboratory plans to collect again this year illustrations of good practice carried on in elementary and secondary classrooms. During 1939-40 more than 100 elementary and secondary teachers contributed to a bulletin which was mimeographed and distributed at the Florida Education Association meeting last spring. Requests have been made that this service be continued. In order to broaden the extent of participation so that all fields will be represented, it is planned that two separate bulletins be issued for distribution at the 1941 State meeting of the association, one for the elementary and another for the secondary school."

Physical Activities

According to *The Department News*, a monthly publication issued by the department of public instruction of South Dakota, a bulletin entitled *Physical Activities for South Dakota Schools* is now ready for free distribution to the schools of that State.

The bulletin has been prepared by a committee appointed by the State superintendent of public instruction, in conjunction with the South Dakota Writers' Project, of the Work Projects Administration. It contains a short résumé of public health regulations, chapters on first aid and posture, but the major portion of the booklet is devoted to games suitable to the average school and playground.

Administrative Responsibility

The California State Department of Education has issued a *Directory of California Superintendents of Schools*, in which "the attempt has been made to express clearly the character and scope of the administrative responsibility of the several superintendents of schools and the nature of the local administrative units directed by them."

Awards Discontinued

A recent issue of *Public Education*, a bulletin published by the Department of Public Instruction of Pennsylvania, states that "the practice of annually

issuing perfect attendance certificates and seals was discontinued by the department at the completion of the last school year. This in no way implies that the department wishes to discourage perfect attendance. Local school districts may issue their own certificates and seals if they so desire.

"The change in policy is the result of certain undesirable features which have accompanied the issuance and which have already prompted many school districts to refrain from this

a definite need for a change in the high-school curriculum, and are designed to meet the needs of rural as well as city schools. It is proposed that:

"1. Credit courses be given in health education; health and safety; health and physical education; or in health, physical education, and safety.

"2. A regular State allotted teacher be used to teach the courses provided certification conditions are met.

"3. The courses outlined for the tenth and eleventh grades be substituted for any course except English and history in the tenth grade and English in the eleventh grade.

"4. State adopted textbooks be secured from the State textbook commission on the rental plan just as textbooks in other subjects."

Convention Calendar

AMERICAN ASSOCIATION OF SCHOOLS OF SOCIAL WORK. *Chicago, Ill., January 30-February 1.* President, Arlien Johnson, University of Southern California, Los Angeles, Calif.;

secretary, Marion Hathway, University of Pittsburgh, Pittsburgh, Pa.

ASSOCIATION OF AMERICAN COLLEGES. *Pasadena, Calif., January 9-10.* President, Edward V. Stanford, Villanova College, Villanova, Pa.; secretary, Guy E. Snavely, 19 West Forty-fourth Street, New York, N. Y.

COLLEGE ART ASSOCIATION, INC. *Chicago, Ill., January 29-31.* President, Ulrich Middendorf, University of Chicago, Chicago, Ill.; secretary, Rensselaer W. Lee, 137 East Fifty-seventh Street, New York, N. Y.

PRESBYTERIAN COLLEGE UNION *Pasadena, Calif., January 6-7.* President, H. L. McCrorey, Johnson C. Smith University, Charlotte, N. C.; secretary, H. M. Gage, Coe College, Cedar Rapids, Iowa.

practice. Many school children desiring to continue their records of perfect attendance remain in school when such act is detrimental to their own health. Likewise, attendance under such conditions subjects other children to the dangers of contagion. The issuance of awards unduly penalizes pupils absent for religious holidays which occur at such time as the public schools are in session."

Credit Courses

The Department of Public Instruction of North Carolina recently sent to county and city school superintendents a mimeographed circular containing suggestions for credit courses in health, physical education and safety. These suggestions were sent out in response to

Speakers' Bureau

Connected with the public-school system of Detroit, Mich., is a speakers' bureau which is prepared to supply qualified speakers free of charge to groups in that city for talks on educational topics. "This service is offered in response to requests for speakers from groups which make it a practice to devote one or more meetings each year to the subject of education and to the public schools."

Pittsburgh Survey Report

The Report of the Survey of the Public Schools of Pittsburgh, Pa., made by the Division of Field Studies, Institute of Educational Research, Teachers College, Columbia University, under the direction of Dr. George D. Strayer, was issued in October. The report covers every phase of the Pittsburgh public-school system—the curriculum, teaching, education for citizenship, pupil guidance, exceptional children, adult education, school administration, school buildings, and numerous other topics. The report should be of interest not only to the school officials, teachers, and citizens of Pittsburgh but also to school administrators, teachers, and citizens in other cities.

Use of School Buildings

According to *School Bulletin*, a publication issued by the Minneapolis (Minn.) public schools, "Under the coordinated program for the community use of the Minneapolis public-school buildings, which entered its second semester this fall, 4,000 persons are registered to date for activities con-

ducted at six principal centers. The coordinated program seeks to reduce the number of buildings used, and thus the board of education expense involved, with a minimum reduction in the facilities provided."

Bus Awards Issued

"At the close of the 1939-40 school year," according to a recent issue of *Missouri Schools*, "the State department of education of that State issued 1,575 bus-safety awards to those drivers of approved standard busses who had driven without an accident involving personal injury or property damage during that year. This was a small increase over the number issued in 1938-39."

Helpful Materials

The production of helpful materials for the elementary schools of Michigan will be the objective of a committee recently appointed by Dr. Eugene B. Elliott, superintendent of public instruction. The committee will function as a subcommittee of the curriculum steering committee.

W. S. DEFFENBAUGH



In Colleges

New Tests for Art Students

The first part of the Meier art tests, based upon research of Dr. Norman C. Meier, of the University of Iowa, are now available.

Designed to measure traits or factors in artistic aptitude, these tests are being assembled after 15 years of research. Two more parts are being prepared, the whole accomplished with funds from the Carnegie corporation.

Capacity for art judgment was found to be present in all old masters. In simple form, the art judgment test functions as the choice between two different treatments of the same material.

The person being tested will choose the more effective of two pictures, one a copy of an original and the other almost identical but with the addition or omission of significant details. Correct discrimination comprises good art judgment.

Purpose of the test series is to aid in the discovery of promising talent and to correct misdirected efforts. They also operate as a research instrument for the comparison of groups and surveys.

Part 2, now in preparation, deals with

creative imagination, while the third part will cover aspects of aesthetic perception. These tests will supersede the old Meier-Seashore art judgment test, a standard measure in the field for the past decade.

Spanish Gaining

Popular interest in the Nation's good-neighbor policy toward Latin-American republics is indicated in greatly increased enrollment in Spanish courses at a number of universities and colleges in the country.

Reporting on the increased enrollment in elementary courses at the University of Michigan, Hayward Keniston, chairman of the university's romance languages department, likens this growth of interest in the Spanish tongue to a similar growth during the World War, when commercial activity of United States firms in South and Central America was increasing rapidly and Americans foresaw opportunities to use the language in business.

It is believed that the present increase in the study of Spanish is due not so much to the commercial factor as to the greater realization of the importance of Latin America politically and culturally to the future of the United States.

Added impetus to this increased interest in Spanish is given by the policies of the Federal Government, by the activities of private philanthropical organizations, and by national magazines issuing editions in Spanish. All of these agencies are contributing greatly to better understanding between our southern neighbors and ourselves.

Corresponding decreases in the study of languages of those countries now involved in the European war have been noted throughout the country. Gains in enrollment in Spanish courses are almost offset by lowered enrollment in the other European languages.

Marriage Relations Course

The University of Michigan also reports for the fourth year a marriage relations course, open to senior and graduate students, which is being given by six noted authorities. Supplementary lectures on domestic problems, including family finance, child training, insurance, housing, investments, family recreation, and the law of domestic relations, follow the marriage relations course.

Time for Degrees Shortened

The University of Denver has reorganized its courses so that students may finish college in 3 years. This new plan

will thus enable students affected by conscription to obtain a bachelor of arts degree within 3 years. Previously, summer-school courses were planned primarily for persons not enrolled for normal three-quarter terms. In view of the possible complications through conscription, the university will put into effect a four-quarter plan of study to permit students to continue the normal course of their education and obtain a degree as soon as possible.

New Course in Ceramics

Pursuing its search for new industries, the University of Texas has added a course in ceramics to the department of chemistry. This should lead to the establishment of new industries manufacturing Texas tiles, china, and crystal glassware.

A survey of Texas soils conducted by the class taking this course has already revealed white clays in the Big Bend district of West Texas suitable for the manufacture of porcelain. Texas sands are being tested by the latest methods for use in the manufacture of crystal glasswares. To study the manufacturing processes, modern equipment—factories in miniature—are being set up at the university.

WALTON C. JOHN



In Libraries

Advantage Summarized

In *New York Libraries*, a publication of the University of the State of New York, the advantages of a library to a town are summarized as follows:

1. Completes its educational equipment, carrying on and giving permanent value to the work of the schools.
2. Gives the children of all classes a chance to know and love the best in literature. . . .
3. Minimizes the sale and reading of vicious literature in the community, thus promoting mental and moral health.
4. Effects a saving in money to every reader in the community. . . .
5. Adds to the material value of property. Real-estate agents in the suburbs of large cities never fail to advertise the presence of a library.
6. Appealing to all classes, sects, and degrees of intelligence, it is a strong unifying factor in the life of a town.

Statistical Report

The North Carolina State Department of Public Instruction has just is-

sued a school library statistical report for 1939-40. According to these data, there were 2,023,063 books in the 2,098 elementary and secondary schools reporting, an average of 963 books per school. The average annual circulation per pupil amounted to 12.24 volumes; the library expenditure per pupil was 40 cents. In these schools the number of teacher-librarians with some library training was 587.

Forty-one Percent

In its report on public library service for the fiscal year 1939, the Mississippi Library Commission announces that 41 percent of the State's population has library service. The library expenditures for those served amounts to 18 cents per capita. Of the total support, 65 percent of the funds came from local taxation, 19 percent from county taxation, and 16 percent from other sources.

Of the 69 Mississippi high schools accredited by the Southern Association, 47 reported a total of \$48,805 spent for library salaries during 1939-40 and 48 reported a total of \$5,337 spent for books.

Guiding to Occupations

At its East Fifty-eighth Street branch, the New York Public Library has assembled a collection of 600 books and several hundred pamphlets for the year-round task of guiding young persons to occupations in which they could earn a livelihood. Included among these publications are ones which give boys and girls a fair idea of the qualifications required for the different vocations and of the conditions prevailing in them. Biographies of men and women who have forged ahead in careers have been helpful to those trying to make the choice of an occupation. Books on how to get jobs have likewise proved valuable in aiding the young persons to analyze their own problems. Wide use is being made of the collection by teachers and vocational counselors.

Replies Summarized

What library books do St. Louisans read—why do they read these particular books? In order to obtain an answer to these questions, the librarian addressed a letter to a large number of the persons who borrowed books from the St. Louis Public Library on a typical day. The replies, which are summarized in the annual report of the library for 1939-40, showed that publications helping individuals to obtain jobs and to get ahead on their jobs were important inducements to reading.

Avocations such as flower gardening, care of pets, needlework, photography, and amateur acting proved to be another cause for the use of printed material. A sizeable group of readers came to the library to obtain books on "a satisfactory way of life as pertains to themselves and in relation to other people." The large group withdrawing books in the social sciences proved to be foreign-born seeking to prepare themselves for naturalization, and persons seeking facts on the international situation and on labor problems. Other factors bringing readers to the library were religion, science, biography, art, music, and travel.

Special Services

The Charlotte Public Library of North Carolina has just established a business information bureau to render special service to the industries and commercial concerns of the city. The collection contains business and trade periodicals, house organs, commercial directories, yearbooks, investment manuals, books and pamphlets on business practice.

RALPH M. DUNBAR

In Other Government Agencies



Bureau of Mines

Opening of a new mine-rescue station by the Bureau of Mines at Albany, N. Y., in cooperation with the New York State departments concerned with health and safety, will furnish mine, tunnel, and quarry workers and other employees in the mineral industries of New York and the New England States with instruction in first-aid and safety methods.

National Youth Administration

The First Supplemental Civil Functions Appropriation Act for 1941, carrying a fund of \$30,485,375 to be allocated among the States to expand employment for out-of-school unemployed youth, with increased emphasis on metal and mechanical work experience, was signed by the President on October 9, according to information received from NYA headquarters.

This act also appropriated \$7,500,000 directly to the United States Office of Education to be allocated through State departments of education to the public-school systems. The money is ear-

marked for classroom and off-the-job instruction and training of NYA workers.

Department of Agriculture

Approximately 29,000 prints of film strips, each containing from 30 to 60 still pictures, were distributed last year by the Department of Agriculture. Half of these were used by county extension agents and department field personnel, about 45 percent by school teachers, and the remaining 5 percent were used in CCC camps and by other groups. At the present time the Department of Agriculture has up-to-date film strips on about 350 different subjects.

Office of Indian Affairs

Reorganization of the Washington headquarters of the Office of Indian Affairs establishes five branches of service, namely, Administration, Planning and Development, Community Service, Indian Resources, and Engineering. The Community Service Branch will provide welfare services to Indian communities, such as school and health facilities, enforcement of law and order, relief, and other social services.

Department of the Interior

Museum exhibits arranged to give a comprehensive idea of the history, organization, and activities of the various bureaus and offices of the Department of the Interior occupying a complete wing of the first floor of the New Interior Department building, continue to interest thousands of visitors to Washington.

Included in the various displays are paintings of historic events, national park scenes; United States Office of Education, its development and services; Indian exhibits of the past and present; exhibits telling the story of the General Land Office and depicting the work of the Geological Survey, of the Bureau of Mines, and of the Bureau of Reclamation; exhibits relating to national eleemosynary institutions; and specimens of the handiwork of the natives of Puerto Rico, Hawaii, the Virgin Islands, and Alaska.

Lifelike dioramas dramatize such scenes as the great "Land rush" in Oklahoma in 1889, rescue work at a mine disaster, Navajo Indians at their daily tasks, and fur traders of the upper Missouri River.

Within three blocks of the White House, this museum is open from Monday through Saturday, from 9 a. m. to 4:30 p. m. Admission is free. For further information write to H. L. Raul, Curator of the Museum.

MARGARET F. RYAN

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1938

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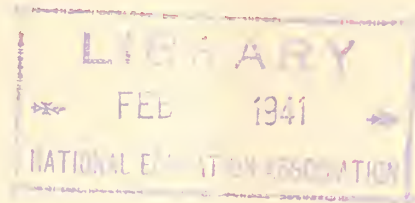
SCHOOL

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SCHOOL LIFE is the official journal of the United States Office of Education. Its purposes are: To present current information concerning progress and trends in education; to report upon research and other activities conducted by the United States Office of Education; to announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

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

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SCHOOL LIFE

Official Journal of the U. S. Office of Education

Volume XXVI

FEBRUARY 1941

Number 5

Education in Inter-Americanism

Concentrating special attention on the study of Spanish and Latin-American history, culture, and geography is needed—Now.¹

FOR many years our natural lines of cultural interchange have run east and west rather than north and south. Differences in historical and cultural backgrounds have, when coupled with vast distances, lack of modern communication and rapid transportation, kept us ignorant of our great neighbors to the South.

Almost abruptly the need to defend our liberties and to quicken the achievement of our common destinies has challenged that ignorance. The Spanish have a proverb to the effect that "Love and interest alike cause us to eat from the same dish." Today our common interest in hemispherical defense and our determination to select our own way of life without outside interference impel us toward mutual understanding and appreciation.

If one considers the role of organized education in bringing about understanding and friendship between the Americas, the first thing to suggest itself is language. The Spanish language is at present taught in many high schools and colleges. Portuguese, the language of Brazil, a great nation constituting half the area of South America, with more than 40,000,000 inhabitants, is taught in almost none of our schools. One effect of this is that many of our people do not know that Portuguese is the language of Brazil, a fact frequently commented upon by Brazilians visiting in this country.

¹From the October 1940 SCHOOL LIFE editorial.

Both languages ought more frequently to be taught not only as a means of facilitating travel and commerce but also because of the peculiar contribution which a knowledge of these languages may make to an understanding of Latin Americans, their literature, and life.

Yes; the curriculum is already overcrowded. And if new subjects or content concerned with the language, history, geography, and culture of Latin America are to be added, this can only be at the expense of less essential content. Courses in American history and geography, standard educational pabulum, might well include somewhat less emphasis upon the Spanish explorers and conquistadores and more emphasis upon the modern development of our South American neighbors. All American youth ought to be familiar with such heroes in the fight for human liberty as San Martín, Bolívar, Toussaint-L'Ouverture, Juárez, and José Martí.

High-school literature classes should give more attention to the prose and poetry of our Spanish speaking neighbors. Projects are even now in process which will provide for the more frequent English translation of the important literary works of our Latin-American neighbors together with the translation of standard American works into the Spanish and Portuguese languages. Such translations should find their way more frequently into the anthologies of literary selections commonly studied by American high-school and college youth. Similarly with the art and music of South Amer-

ica the best representations of the culture of our neighbors living South of the Rio Grande may well be more frequently included in the repertoires of American high-school orchestras and choral groups; and in the studies of our art classes.

Unless these or similar suggestions are adopted by our American public schools it is hardly to be expected that the interchange of graduate students and professors, summer institutes for Latin-American studies, travel in South America, exhibitions of South American art in American galleries, exchange of radio and motion-picture programs, highly valuable as all these may be, will markedly affect the enlightenment of the great rank and file of Americans. Experience teaches us that in order to reach the mass of our citizens an institution of mass education is necessary. Such an institution is at hand in the schools and colleges of America. Educators must grasp this opportunity for promoting inter-American friendship and understanding. They must realize that our destiny is bound up with that of the 20 other republics in the Western Hemisphere which are striving to keep alive the spirit of liberty and tolerance—that spirit, born of understanding, justice and good will toward all men which is the genius of free institutions.

An important contribution of education to the defense of democracy is the vigorous promotion of inter-American friendship and understanding—NOW!

John W. Studebaker
U.S. Commissioner of Education.

Education and Defense

WHEREVER we turn in educational circles we hear one topic of discussion—Education for National Defense. Many statements of what the schools must do are being made. Some of these statements verge on the hysterical. In a number of communities strange things have been done under the banner of education for defense. There is considerable evidence of confused thinking. Our eagerness to perform valiant service in the Nation's defense is laudable, but we must still direct our major efforts to the realization of the fundamental purposes of education for democracy.

What, then, is the chief function of public education in this hour of realization that the Nation's defenses are inadequate? In determining our chief function at such a time, let us realize first that there are just two kinds of foes to give the Nation concern: the foes from without the Nation and the foes from within. The first of these foes we may never have to meet. Certainly the prospects of such an eventuality should become less and less as the Nation becomes increasingly stronger in its military might. The task of building armaments is primarily the task of marshalling for this purpose our industrial and economic resources. Public education can assist in this task in important ways. It can make and has made the full capacity of its vocational training facilities immediately available to train men for expanding defense industries and the servicing of mechanized military equipment. It can greatly improve

the physical condition of youth. It can develop and maintain the morale of youth and help adjust youth to our rapidly changing economy. But, in the final analysis, it is not here that public education shall make its greatest contribution to the Nation's defense. The major task of the schools of America is the defense of the Nation against its foes from within. With startling divination, Abraham Lincoln once said:

"At what point is the approach of danger to be expected? I answer, if it reaches us, it must spring up amongst us. If destruction be our lot, we must ourselves be its author and finisher. As a nation of free men we must live through all time or die by suicide."

Our foes from within are not alone the paid agents of other nations, dangerous to our strength and solidarity as these foes may be. They are also the forces of ignorance, greed, intolerance, immorality, and sloth. They are internal economic strife, racial antagonism, disrespect for law, crime, and juvenile delinquency, and the softness that on the one hand too much ease and luxury brings, and that on the other reconciliation to the idleness of unemployment engenders. It is in the combatting of these foes which are sapping the strength of the Nation that education can make its best contribution to national defense.

The established purposes of education in our democracy are sound. It is in the realization of these purposes that we at times leave much to be desired. As a profession we

are too inclined to be contentious and argumentative over our pet theories. We rejoice in the finding of new terms for the statement of old truths, to become confused in an ever-changing jargon of new terms. Our task today is to get down to simplicities. Our objectives can be increasingly realized. Let us put our efforts, therefore, today in the doing process, in finding better ways of attaining our objectives. Let us put forth stronger efforts (1) to bring the maximum of self-realization to every child, (2) to develop a more deeply appreciative and effectively performing citizenship, (3) to secure a greatly increased economic efficiency for every citizen, and (4) to make possible the attainment on the part of future citizens of ever higher levels of social understanding and concern for human welfare.

The great contribution, then, of public education to national defense is the contribution it shall make to the development of rugged, energetic, virile youths, prepared for work and capable of working hard and steadily, possessed of civic understanding and abiding loyalties, capable of appraising intelligently the leadership to be followed, straightforward and scornful of subterfuge, socially and economically literate according to American standards, courageous and worthy of freedom. It is in this way that we shall finally build a strong America.

CLAUDE V. COURTER,
Superintendent of Schools.

Bulletin of the Cincinnati Teachers Association.

Appointed to Fill Vacancy

Dr. Lloyd E. Blauch has been appointed senior specialist in higher education of the U. S. Office of Education. Dr. Blauch succeeds the late J. H. McNeely, who for several years had served in that position.

For the past few years Dr. Blauch served as principal educational specialist with the Advisory Committee on Education. He was in charge of a number of studies.

Other positions held by Dr. Blauch include summer school teaching at the University of Chicago, and at the University of Maryland; executive secretary, curriculum survey committee, American Association of Dental



Dr. Lloyd E. Blauch.

Schools; staff member for the Survey of Methodist Colleges, Board of Education of the Methodist Episcopal Church; professor of education, North Carolina College for Women (now Woman's College of the University of North Carolina); specialist in charge of Land-Grant College Statistics, U. S. Bureau of Education (now Office); and several years of public-school work, teaching and supervising in Pennsylvania and Ohio.

Dr. Blauch holds an A. B. from Goshen College; an A. M. and Ph. D. from the University of Chicago.

He has participated in educational surveys in Arkansas, Arizona, Oklahoma, Massachusetts, Georgia, Tennessee, and New Jersey, as well as in national studies.

Nutrition Education Throughout the School Program

by James F. Rogers, M. D., Consultant in Health Education, Helen K. Mackintosh, Senior Specialist in Elementary Education, and Susan M. Burson, Agent, Home Economics Education Service

★★★ If health is the first objective in education then nutrition stands first among subjects for instruction. Nutrition deals with material matters. The substances used and the way in which they are used are of the first concern in making of any machine. The human mechanism is the most delicate and most important of all machines.

In these turbulent times we hear much about the need for manganese, aluminum, molybdenum, and other uncommon elements for the construction of planes, guns, and explosives. These are important but we dare not neglect the importance of certain essentials for construction and conditioning of *human bodies*. Fortunately our country is well supplied with materials for human nutrition. Fortunately, also, the human mechanism is daily undergoing reconstruction so that where the things that should have been done for the nutrition of the child have been left undone, the results can be compensated to a considerable degree by putting into practice knowledge now available. It is this fact which makes our teaching concerning nutrition, at all ages, so highly important.

For more than 25 years there has been research and ever-broadening education, yet statistics indicate that nearly one-third of the Nation still is inadequately fed.

The story which health and nutrition has to tell is a simple one—more fruits and vegetables, more milk and dairy products, balanced meals, diets to prevent and to combat disease, particularly diets to solve the problem of border-line nutrition. When meals are poor they are usually shortest in protective foods—milk, fruits, vege-

tables, and eggs—the foods which are richest in vitamins and minerals.

Machines, human and otherwise, are defective if poor materials are used in their construction. Ever since the first World War, we have heard about the “defects of the draft.” We may soon be hearing about the defects of the draft which is in process now. Forty years ago we had our first dire accounts from medical inspectors of the frequency of poor vision, impaired hearing, decayed teeth, and bad tonsils. Today we have much the same reports from school health officials. The treatment of the defective goes expensively on. There has been some improvement during these years but where this has occurred, it has been due chiefly to improved nutrition. Poor nutrition results in physical and mental ineffectiveness. Experiments with such unfortunates among school children, by supplying nutritional deficiencies, have resulted in “better attendance, more energy, less fidgetiness, less timidity, less listlessness, better attention, and better memory,” to say nothing of better motor control and zest for play. In a word, improved nutrition (other things being equal) makes life more worth living.

Planning for Nutrition and Health Education

While nutrition depends essentially on the matter of food and feeding, it is not separable from other fundamentals in hygiene, such as mental and physical activity and their alternates, rest and sleep.

Nutrition education is as essential at one age as another. It is a part of health education in all grades in which instruction may be given. The content

and method of instruction will vary with age and with the demand for details of knowledge on the subject.

What retards the spread of nutrition knowledge and its acceptance by people? This is the concern of educators. Many factors interfere with food practices and habits that provide for good nutrition: Family background, culture patterns, early associations, fashions in foods, social and economic conditions, and indifference. Many homemakers even though these factors and others are operating, are able to provide adequate food for their families. The approach to good nutrition is not through completely changing peoples' food habits. Rather it is by giving recognition to their food practices that make for good nutrition. These could be supplemented to include foods needed. It is necessary for those who teach nutrition to gain more knowledge about how people live and more understanding about the stimuli to which they respond in order to build upon each individual's personal experience. All members of the family must be considered.

It may be necessary to discard some familiar formulas for teaching nutrition and use every known device to catch and hold the attention of the individual, the family and the community long enough to result in action about more adequate nutrition. Popular interest must be caught through effective ways which will find reflection in the food practices of families. Effective techniques may be drawn from radio, publicity, advertising, the movies, and other sources. All presentation of facts must be identified with life experiences. In some cases the approach must be through the family group. Emphasis

must be laid upon giving nutrition training to the child and to youth, for through them the family and ultimately the community can be reached and influenced to listen, to believe, and to act.

To provide an effective nutrition education program throughout the schools requires careful planning so that all resources are most effectively used. These include the day by day environment and instruction of the elementary school; the school lunch; home-school cooperation; a secondary school program built on what has been done in the elementary school and a planned program of instruction throughout the different subjects of the secondary school; adult education and school-community cooperation.

Ways of making nutrition teaching a part of every day's work are many and varied, but it takes a resourceful teacher to recognize the possibilities, and to fit them to the grade level of the children concerned.

Since it is not what is on the menu of the school lunch but what is in the child that counts, correlation of teaching with experience in the school lunchroom is recognized as an educational opportunity. This can be accomplished only when faculty members realize its importance. Since this is a problem of the entire school, any effective plan includes the cooperation of every teacher. For the school as a whole, provisions for noon lunch are important, and call for a policy that is understood and sponsored by all.

Informally, contributions to nutrition education may come from many fields. Animal agriculture might be well extended to the culture of the human animal; the pages of history and literature are not empty on the subject for the lack of certain nutritional elements (still often deficient in everyday life) once interfered with exploration and influenced the outcome of wars. Physiology deals with physical and mental conditions affecting nutrition. Biology is constantly concerned with nutrition. Geography, and the social sciences should have much to say on the subject. Home economics offers direct teaching and is concerned not only with the nutrition of this, but of future generations.

Nutrition Education in Elementary School

The work of the school and the home on all health problems should represent a hook-and-eye relationship. Neither can be wholly responsible for any habit or attitude, and no habit can be developed in isolation from other habits. For example, in developing an awareness of the need for healthful foods, the necessity for clean hands in preparation of foods is of equal importance with the food itself.

The school must be interested in nutrition from the standpoint of every child. The teacher is much more apt to get as a parent's question, "How is Bob's arithmetic?" rather than, "What kind of lunch does Bob choose in the school cafeteria?" The teacher must create interest in nutrition in one home, from the ground floor as it were; in another she must stimulate lagging interest; and in still another she may have to meet downright antagonism.

The teacher and school officials must look at nutrition from at least two points of view. Skillful means must be used to discover that child who suffers because of malnutrition. This must be done in a way that will not embarrass the child, and not seem to criticize the home. At the same time that situations are being corrected for certain children, there must be a positive type of teaching that will make all children intelligent about the importance of good nutrition.

Any program be it citizenship, world understanding, thrift, or nutrition to be successful must be an integral part of all school activities in the elementary school, as elsewhere. Especially, it must be experienced rather than merely talked about.

Nutrition in Secondary and Adult Education

Secondary school pupils, while concerned with personal fitness to which nutrition contributes, need broadened horizons as to nutrition problems of families in the community.

They may study food practices in their own and others' homes, to recognize ways through which people provide for their food needs, some of them satisfying personal tastes as well as nutritional requirements; they may be-

come skillful in planning and preparing meals, and in conserving valuable food elements.

They can visit and participate in the use of community diet clinics and health services where families talk over food buying problems with specialists in nutrition and consumer buying; use current news services which keep household buyers aware of foods that are plentiful and good buys suited to family incomes; observe the making of health examinations which reveal symptoms of inadequate and insufficient food; participate in experiences to discover what their local, State, and National governments are doing to help get safe foods to more people; use the results of surveys to discover nutrition and health needs in their own community; participate with adults through community councils in making and carrying out plans for remedying conditions which keep people from being strong and vitally well; and discover the problems involved in working for low-cost ways of selling milk and fruits and vegetables so that all can have a greater abundance of them.

They need to become acquainted with the food stamp plan now in operation in 150 cities. They can study Government-graded foods and through experience with them recognize their responsibility for buying and urging others to buy by grade in order to get the quality they want for the money they can spend.

School-Community Cooperation

To make the nutrition program an integral part of the educational program of the school it is necessary to have an effective coordinator. This may be the superintendent or principal; or the lunchroom manager. Whoever acts in this capacity must have a sound educational philosophy, practical working knowledge, and ability to enlist the cooperation of others.

Where it is feasible, it would be helpful to provide a worker in nutrition education for school and community. Such a person could work within the school system with school administrators who have responsibility for providing an adequate lunch for all school

(Concluded on page 136)

Some New Angles in Defense Training

★★★ A current highlight in the federally financed defense-training program is the joint promulgation by the U. S. Office of Education and the United States Employment Service, Division of the Bureau of Employment Service, Social Security Board, of a plan whereby prospective enrollees in defense-training courses may be selected more efficiently.

The plan advocated by a cooperative committee of these two Federal agencies calls for the selection of defense-training enrollees on the basis of the present and future needs of employers in occupations essential to the national defense and also upon information secured through analyses of jobs for which enrollees are to receive training. These analyses, the committee believes, should take into consideration such factors as the work experience, interests, aptitudes, personal traits, and physical condition of those who are to be employed in the jobs analyzed. Trainees are to be selected, therefore, from referrals who possess the required qualifications to the greatest possible degree.

The report suggests that three steps be followed by local referral agencies in their preliminary selection of prospective enrollees in defense-training courses, as follows:

1. Examine prospective trainees' previous work experience, experience in fields related to their regular occupations, and their experience on Government projects.

2. Study their personal and school records in their relation to the requirements of particular occupation for which it is proposed to train them.

3. Arrange for an interview of the prospective trainees by the hiring officials of companies engaged in types of work for which it is proposed to train them. Such interviews may result in their eventual employment by the officials who interview them.

Final acceptance or rejection of

trainees recommended by local referral agencies, the joint committee believes, should rest with the school.

It recommends that trained personnel be available to carry out the selection work, and that consideration be given by those chosen for this work to the degree of thoroughness with which the preliminary selection of training candidates has been carried on, the type of course in which training is to be given, the supply of training candidates, and other local factors.

The committee recommends further that when the trainee has started his training program, a report be made to the local referral agency showing the type of course the trainee is pursuing, the hours he spends in training, the level of proficiency he attains, and the instructor's rating of the trainee's personal traits, and that a copy of this report be sent to the State employment office to aid it in making proper placements.

Finally, the selection plan of the joint U. S. Office of Education and Employment Service Committee calls for follow-up on the job of persons who have completed defense-training courses as well as follow-up of trainees who drop out of courses before they have completed them. In line with this recommendation, State and district administration of the Work Projects Administration have been instructed to make a follow-up of each WPA trainee who has completed a defense-training course or who has dropped out prior to the completion of training.

Exchange Information

In this connection the joint committee recommends that the State employment office and the school exchange information concerning trainees placed in employment. This information, it is explained, will help schools to evaluate the practicability of the methods used in selecting trainees and the effective-



Enrollees in defense-training course get practical experience in assembling airplane wings.

ness of the training program. It is essential, the committee believes, that school authorities and employment offices coordinate their follow-up procedures in order to avoid unnecessary duplication and annoyance to employers and that they have on file information secured from follow-up activities which will be of value to both of them.

Information concerning drop-outs, it is emphasized, particularly the reasons for their failure to complete training for which they have been enrolled, will be helpful in devising improved procedures for selecting other trainees.

The joint committee also emphasizes that as the defense-training program progresses, an increasing proportion of the new trainees will be drawn from the 1,750,000 persons who, it is estimated, leave secondary schools and colleges annually. The committee recommends that procedures be adopted by secondary schools and employment offices by which pertinent facts concerning these school-leavers may be made available to State employment offices to aid them in the registration and classification of these potential workers, many of whom will be candidates for training.

Example Cited

To illustrate how the procedure recommended by it for selecting trainees for defense-training courses works out, the committee cites the plan followed last summer in an industrial city of

100,000 in selecting enrollees for defense-training courses and in following them up in employment after their training was completed.

Five agencies participated in the plan—the State employment service, the Work Projects Administration, a counseling and testing center, representatives of local manufacturers, and the local supervisors of the defense-training courses.

The State employment service keeps a file of applications of unemployed persons, their work histories, and personal data concerning them. It also has complete information with regard to the worker requirements in local industries. In the spring it obtains from each school the names of prospective school-leavers who will be eligible for employment.

The local defense-training course is planned by local school authorities only after consultation with an advisory committee on which employees and employers are equally represented. The practice of the school, also, is to build up reservoirs of selected candidates so that vacancies in any training class may be filled promptly.

Candidates for training are selected by the local employment service from its files, on the basis of their previous work experience and personal history, and are sent to the counseling and testing-center. Here they fill out an extensive individual inventory blank, are given tests, and are interviewed by a counselor, and a report is made to the employment service of the findings of the counseling and testing center.

Each candidate accepted for training is sent by the employment service to the hiring officer of one of the companies which might be expected to employ him upon completion of his training, who passes on his acceptability for employment. Frequently, the hiring officer requests that the training candidate be sent back as soon as he has completed training.

Candidates who survive the preliminary procedure are enrolled in training courses. In some instances the course supervisor, after observing the progress of an enrollee for a few days, may reject him.

When a defense-training enrollee has

completed his course, a course-termination report containing the instructor's rating of the trainee's mechanical aptitude, attitude, carefulness, and character, is sent to the employment service, whose function is to see that the trainee is placed on a job.

In reviewing the results of the defense training in the city whose program is here reviewed, those responsible for the program point out particularly the results which they believe were accomplished in whole or in part through adherence to the systematic enrollee-selection plan. Specifically, they direct attention to the fact that 100 percent of the trainees who completed the summer training courses were placed and that employers express satisfaction at the work of these trainees; that less than 5 percent of those who enrolled for training dropped out before completing it; that the information supplied the local employment service by the counseling and testing center about persons rejected for training has assisted the former in placing these rejected persons on jobs for which they are qualified; that in many instances those who enrolled in training classes were assured of employment before they started training, as a result of pretraining interviews with prospective employers; and that individuals without job experience, selected by the enrollee-selection plan followed in the city, have been able to profit by the training and succeed in employment afterwards.

The report of the joint committee on cooperation which is composed of Dreng Bjornaraa, Edwin N. Montague, C. L. Shartle, and Raymond Ward, of the U. S. Employment Service, Division of the Bureau of Employment Security, Social Security Board, and Royce E. Brewster, Harry A. Jager, Giles M. Ruch, and Anthony C. Tucker, of the U. S. Office of Education, has been distributed to those in the States who are specifically concerned with the effective carrying out of the defense-training program.

Publications Clarify

What defense-training equipment may be purchased with Federal funds? Who may enroll in defense-training

courses? What should be the length of these courses? Where may vocational courses for out-of-school youth be given? May girls enroll in defense-training courses?

These and many other questions are answered in mimeographed publications distributed by the U. S. Office of Education to State and local boards for vocational education. Formulated as "question and answer" documents these publications, Misc. 2600 and Misc. 2700, contain answers to the questions with which vocational education leaders in the States are confronted in setting up and operating defense-training classes provided for out-of-school rural and nonrural youth and for youth on NYA projects under the Federal act approved by the President early in October.¹

Attention is called in the Office of Education publications to the type of information those responsible for defense-training programs may secure from State employment services. These services, it is explained, can supply information on the labor market—current supply and demand for workers with specific skills locally and elsewhere; information on employer requirements in connection with specific jobs; and information concerning the number of out-of-school youth in a community, their work history, previous training, interests, and their qualifications and potentialities for different kinds of work.

It explains the purpose of State and local advisory committees in connection with defense-training programs and makes recommendations on the composition of these committees. It emphasizes the fact that State, district, and other public-school boundaries are to be disregarded in making training facilities available for existing and contemplated training needs; that no registration or other fees are to be charged persons who enroll for the training; and that courses may be given in any public school or other location where adequate facilities and equipment are available, provided it is under public supervision and control.

¹ Provisions and implications of this act were explained in *SCHOOL LIFE*, December 1940 issue.

The recent regulation publications are especially specific with regard to the provision in the latest Federal defense-training legislation which permits the use of Federal funds for equipment used in connection with defense-training programs.

Purchasing and Renting Provision

Under this provision additional equipment, machinery, and tools necessary for efficient instruction in connection with the defense-training program may be purchased or rented. In the main, it is expected that purchases will be confined to instructional equipment for school shops already partially equipped. Federal funds may be used for the rental of additional space necessary to conduct an approved program only when present space available is not sufficient for the effective conduct of the program. Office equipment and accessories used in connection with the administration of the equipment provision of the Federal act may be rented or purchased only where the equipment or accessories available are inadequate.

Many Enrolled But More Will Be Needed

Reports from the States, the District of Columbia, Hawaii, and Puerto Rico to the Office of Education show that more than 241,000 persons were enrolled in approximately 6,000 defense-training classes during the period July 1 to October 30, 1940. Of this number, more than 132,000 were enrolled in pre-employment courses designed to prepare them for defense jobs, and 109,000 were enrolled in supplementary courses set up for the purpose of making those already employed more proficient in their jobs.

The need for training workers for employment in industries essential to the national defense is emphasized by statistics covering the demand for skilled workers in the aircraft industries. Figures obtained by the Aeronautical Chamber of Commerce indicated that the aircraft industry would need 114,000 skilled workers—more than double the number then employed, during the 12-month period beginning about November 1, 1940, to enable it to keep pace with projected plane production.

Need for Study of School Facilities

In Areas Affected by Activities of the Defense Program

★★★ Inquiries to the U. S. Office of Education during the past several months point out the need for financial assistance by the Federal Government to local school systems with an influx of children of school age of workers on projects of, or closely related to, the national defense program. The population of many communities, and often of areas comprising several such communities (and frequently comprising several local school administrative units) is rapidly increasing because of activities of the defense program.

A number of these communities and areas are finding themselves with an increased number of pupils who cannot be accommodated by a budget adopted for a normal school load. The local school authorities in these areas affected by activities of the defense program find it impossible to procure additional funds for these emergencies because, even if there were new sources of revenue, they cannot under existing legal conditions be tapped for at least 12 months. Some local school administrative units find themselves with decreased assessed valuations of property because the Federal Government has purchased or will purchase a considerable portion of the territory involved. Property thus taken over by the Federal Government is not subject to local (or State) taxation.

In some instances the public schools have no recourse in the matter of obtaining increased local funds because the additional children live on property owned by the Federal Government or in which the Federal Government has an interest, or on property of a private industrial concern, not a part of but adjoining the local school administrative unit. In short, the local school authorities in these areas affected by activities of the defense program are faced with the problem (immediately or in the near future) of providing (a) school building facilities and/or (b) teachers for a relatively large number of additional children of school age without the authority, and often with

no possibility, to obtain, through regular channels, additional funds for this undertaking.

The U. S. Office of Education has been interested for years in the problem of educational facilities for children on Federal Government reservations. In 1935, a comprehensive study was made by this Office to show the extent of the problem; the study was published as U. S. Office of Education Leaflet No. 46. More than 20,000 children residing on the Federal Government's property at that time were attending local public schools without paying tuition. About 3,500 were obliged to pay tuition and more than 400 had no place to attend school of any kind. The numerous congested local situations resulting from the defense program, however, are in many instances acute and the immediate problems they create cannot well be solved by the localities or even by the localities and the States.

One of the emergency appropriation measures, Public, 849, relates particularly to housing facilities in connection with projects of the national defense program. Public, 849, carries provision for "community facilities" including schools and makes possible payment of "annual sums in lieu of taxes . . ." According to available information, the provisions of this act are applicable only to those areas with housing programs for defense workers.

Whether provisions of Public, 849, are adequate for needed school facilities in the numerous areas involved will have to be determined by study. S. Res. 324 calls for a study of "all school facilities at or near naval yards, Army and naval reservations, and bases at which housing programs for defense workers are to be carried out or are contemplated." The Secretary of the Navy and the Secretary of War filed requests with Federal Security Administrator Paul V. McNutt for the U. S. Office of Education to make this study.

Plans for the study to determine these needed school facilities have been formulated with the assistance of other interested Federal agencies and State departments of education. The study thus planned, however, includes all local areas affected by activities of the defense program—not only those “at which housing programs for defense workers are being carried out or are contemplated.” Forms and instructions for collecting basic information and for submitting estimated needs in these areas have been sent to State superintendents and commissioners of education.

A number of areas have already reported on the inadequacy of existing school facilities, while many others indicate that their schools cannot accommodate the influx of school children expected in the near future. Because of this urgency, the needs for school facilities must be estimated as rapidly and as accurately as possible. These estimates, with statements of bases used in deriving estimates, are needed by the U. S. Office of Education without delay.

Nutrition Education

(Concluded from page 132)

children, and for the educational nutrition program, which should accompany it: with those responsible for nutrition in the elementary school; with those contributing to or able to contribute in the secondary school; with health, physical education, and homemaking education departments, other teachers, parent-teacher groups and guidance personnel; and with those responsible for homemaking education for adults, including parent education.

In the community or county the coordinator or consultant would work with others on nutrition projects to discover and do something for children and adults who need nutritional help; promote community interest in good nutrition for all; bring together agencies interested in nutrition on broader and more effective projects than any agency could carry alone, and highlight the nutrition problems in the community with which an effective school program could assist. Activi-

Saluting the United States Flag



The following quotation from *Our Country's Flag: The Symbol of All We Are—All We Hope To Be*, a publication of The United States Flag Association, Washington, D. C., supplies authoritative information on how to salute the flag:

“During the ceremony of hoisting or lowering the flag or when the flag is passing in a parade or in a review, all persons present should face the flag, stand at attention and salute. Those present in uniform should render the right hand salute.

When not in uniform, men should remove the headdress with the right hand and hold it at the left shoulder, the hand being over the heart.

“Men without hats merely stand at attention, without saluting, unless they are soldiers, sailors, or marines.

“In case of inclement weather the hat may be slightly raised and held above the head.

“Women salute by placing the right hand over the heart.

“The salute in a moving column is rendered at the moment the flag passes.”

Policemen and firemen, belonging to services which are quasi military in nature, may properly give the right hand military salute. Persons in uniform because of their civilian pursuits (conductors, ushers, messengers, porters, and the like) salute as civilians—not with the right hand salute of the armed forces.

When a number of flags pass at short intervals in a parade the first to pass should be given the salute described in the quotation above. As succeeding flags pass in the parade it is considered proper, without rising, merely to remove the hat and place it at the left shoulder as each flag passes.

The flag is not saluted indoors except as part of a ceremony.—*Prepared by Carl A. Jessen, senior specialist in secondary education, U. S. Office of Education, in cooperation with the United States Flag Association.*

ties of such groups might include contributions to the school lunch program; the provision of clinics or nutrition advisory service in connection with established clinics or other consultation centers; and adult education.

In schools and communities in which a full-time nutrition worker cannot be provided, part of the time of a home economics or other qualified supervisor or teacher might be assigned to serve in this capacity.

The most important part of the job of making people strong and sturdy will take place *in the homes* of the Nation. Schools are in a strategic posi-

tion in assisting family members of all ages in reaching this important goal.



Next Month

Services of the **Information Exchange on Education and the National Defense** will be presented in the next issue of *SCHOOL LIFE*.

This is a new service just being established in the U. S. Office of Education. It will act as a clearing house for ideas and material on education and national defense. For information write: Information Exchange, U. S. Office of Education, Washington, D. C.

Joint Conference of Guidance Groups

by Marguerite W. Zapoleon, Specialist in Occupations for Girls and Women

★★★ A practical program of vocational guidance for national defense was the aim of the second joint conference of representatives of the National Vocational Guidance Association and the staff of the Occupational Information and Guidance Service in the Vocational Division of the U. S. Office of Education called by the U. S. Office of Education on November 8 and 9, 1940. State supervisors of occupational information and guidance and representatives of Government and other agencies directly concerned with the problem were also invited to the conference.

Layton S. Hawkins, Chief of the Trade and Industrial Education Service of the Vocational Division of the U. S. Office of Education, representing Dr. J. C. Wright, Assistant U. S. Commissioner for Vocational Education, outlined the vocational training program for defense industries, for which Congress has appropriated funds and which is now under way in approximately 600 communities.

Dr. Will W. Alexander, administrative assistant, Division of Labor Supplies, Advisory Commission to the Council of National Defense, in addition to giving an overview of the defense program, pointed out the difficulty of making the needs for labor specific as to geographical area, as to types of labor, and as to time. The problems of shortening the period of training, of reorganization of plants to facilitate the use of skilled workers in the training of others, of reducing the wastes resulting from prejudice and discrimination, of utilizing the regional labor market after the local supply is exhausted, of obtaining promptly the equipment and machines necessary for training in the vocational schools, he said, must be dealt with as speedily and as effectively as possible.

Walter Burr, Chief of the Special Services Section of the United States Employment Service Division of the Bureau of Employment Security of

the Social Security Board, described the basic procedures followed in selection and placement by the 1,500 public State employment offices in the United States, and pointed out the sudden transition in the labor market from a surplus to a scarcity of labor, especially in certain industries.

Dr. Walter V. Bingham, Director of the Personnel Research Section, and Capt. Henry D. Rinsland, assistant personnel classification officer, both from the Adjutant General's Office in the War Department, described the methods employed in the occupational classification of draftees and other Army personnel. These speakers emphasized the part that the counselor can play in urging the strengthening of the physical, educational, and occupational qualifications of men not immediately called to service against the time that they may be called; in supplying information of value in personnel records; and of aiding draftees in preliminary preparation for their interview on their work and educational history.

Dr. Lawrence J. O'Rourke, Director of Research, United States Civil Service Commission, discussed the effects of the defense program on the work of the Commission and described the new examinations that are resulting.

The selection and placement procedures in operation in connection with the defense program in their respective States were briefly presented by the supervisors of occupational information and guidance in the following States: Maryland, Massachusetts, New York, North Carolina, and North Dakota.

Needs Summarized

Needs indicated by the speakers and by the members of the conference in the discussions which followed each presentation were summarized by Dr. Harry D. Kitson, trustee of the National Vocational Guidance Association and editor of *Occupations*, as follows:

(1) Need for clarification of the provisions for training, selection, and placement in connection with national defense industries; specifically more publicity concerning the procedures and ways in which funds may be legitimately expended.

(2) Need for changes of policy making for better provision for the selection of those to be trained.

(3) Need for improvement in adapting local vocational guidance programs to the new emphases created by national defense.

(4) Need for emphasizing the long-range point of view and preparing for the selection and placement of youth now in school who will be eventually needed as other pools of labor supply are exhausted. Preparation for the period after the emergency should also be considered in this long-range planning.

(5) Need for consideration of action that may be taken without the expenditure of additional Federal funds, but that may be taken without the expenditure of funds or by reallocating funds already available.

The final session of the conference at which Mary P. Corre, president of the National Vocational Guidance Association presided, was devoted to an intensive discussion of these needs, out of which a list of specific problems was derived. The group voted that a joint committee, to be selected by Harry A. Jager, Chief of the Occupational Information and Guidance Service, be appointed to carry on the work of the conference. The committee appointed, consists of Miss Corre, Mr. Jager, and Dr. Kitson; Dr. George E. Hutcherson, George P. Haley and Floyd R. Cromwell, supervisors of occupational information and guidance, in the State department of education of New York, Massachusetts, and Maryland, respectively; Paul E. Elicker, executive secretary for the National Association of Secondary School Principals; and Mrs.

Zapoleon. The committee is preparing recommendations with respect to the following problems:

(1) How can the general high school be of service in connection with selection and placement for national defense?

(2) How can the best qualified personnel for use in selection be supplied?

(3) How can occupational information related to defense industries be made available for classes in occupations and counseling in the schools?

(4) How can cooperative action on selection and placement be obtained in the community?

(5) How can guidance personnel help to eliminate discrimination against minority groups in defense industries?

(6) How can the services of women be utilized in connection with national defense?

(7) What constructive measures can now be taken to reduce the unfortunate dislocations that are likely to result after the period of emergency is over?

(8) How effect closer cooperation between the public employment services and the schools:

(a) In feeding information from the employment service to the school for use in curriculum adjustment, etc.?

(b) In feeding school information (records) to the employment services?

(c) In utilizing the services of graduate students and others in the community in research related to this flow of information?

(9) What can be done to prepare young people for interviews in connection with selection and placement to save time and to improve information upon which selection is based?

(10) How can effective cooperation with the work certification agency in the local community be improved?

(11) How can follow-up and occupational surveys be facilitated for use in changing the curriculum rapidly enough to meet the emergency?

Members of the Guidance Conference

Representing the National Vocational Guidance Association:

Mary P. Corre, director of counseling, Cincinnati public schools, president.

M. F. Baer, director, B'Nai B'Rith Vocational Service Bureau, Washington, D. C.

Elsa G. Becker, administrative assistant in charge of guidance, Christopher Columbus High School, New York, N. Y.

Margaret E. Bennett, Teachers College, Columbia University, New York, N. Y.

J. H. Bentley, program director, Y. M. C. A., New York, N. Y.

Leona C. Buchwald, supervisor, guidance and placement, public schools, Baltimore, Md.

Ambrose Caliver, senior specialist in the Education of Negroes, U. S. Office of Education.

Florence E. Clark, Board of Education, Chicago, Ill.

Frances Cummings, National Federation of Business and Professional Women's Clubs, Inc., New York, N. Y.

R. B. Cunliffe, Rutgers University, New Brunswick, N. J.

Mitchell Dreese, George Washington University, Washington, D. C.

Clifford Erickson, School of Education, Northwestern University, Evanston, Ill.

Clarence W. Failor, director of guidance, Board of Education, Poughkeepsie, N. Y.

Mildred Hickman, director of guidance, Board of Education, Cleveland, Ohio, first vice president.

Ralph B. Kenney, executive secretary, National Vocational Guidance Association, New York, N. Y.

Harry D. Kitson, professor of education, Teachers College, Columbia University, New York, N. Y. Editor of *Occupations*, the National Vocational Guidance Magazine.

Clare L. Lewis, associate director, New York State Employment Service.

Gertrude L. Schermerhorn, specialist in employment certification, Children's Bureau, Department of Labor.

Edgar Stover, director of education, Y. M. C. A., New York, N. Y.

May Belle Thompson, counselor, Harding Junior High School, Lakewood, Ohio.

Lawrence W. Tice, Educational Department, International Textbook Co., Scranton, Pa.

Lawrence W. Wheelock, director of guidance, public schools, Hartford, Conn.

Representing the Occupational Information and Guidance Service of the Vocational Division of the U. S. Office of Education:

Harry A. Jager, Chief, Occupational Information and Guidance Service.

Royce E. Brewster, specialist in consultation and field service.

Walter J. Greenleaf, specialist in occupational information and guidance.

Pedro T. Orata, consultant in occupational information and guidance.

Anthony C. Tucker, consultant in occupational information and guidance.

Marguerite W. Zapoleon, specialist in occupations for girls and women.

Franklin R. Zeran, specialist in occupational information and guidance.

Representing the Occupational Information and Guidance Services in State Departments of Education:

R. Floyd Cromwell, supervisor of occupational information and guidance, State department of education, Baltimore, Md.

Clifford P. Froehlich, supervisor of occupational information and guidance, State department of public instruction, Fargo, N. Dak.

George P. Haley, supervisor of occupational information and vocational counseling, State department of education, Boston, Mass.

George E. Hutcherson, chief, bureau of guidance, State department of education, Albany, N. Y., and N. V. G. A. second vice president.

S. Marion Justice, supervisor of occupational information and guidance, State department of public instruction, Raleigh, N. C.

Others Representing Government and Other Agencies Directly Concerned With the Subject of the Conference:

L. R. Alderman, Director of Education, Work Projects Administration.

Howard M. Bell, specialist in occupational adjustment, American Youth Commission.

Muriel Brown, consultant in home economics education, U. S. Office of Education.

John F. Conley, assistant supervisor, Junior Placement Unit, Social Security Board.

Thomas E. Davis, junior specialist in higher education, U. S. Office of Education.

Paul E. Elicker, executive secretary, National Association of Secondary School Principals.

Mary H. S. Hayes, director, Division of Youth Personnel, National Youth Administration.

Howard W. Oxley, director of C. C. C. camp education.

D. George Price, associate liaison officer, Trade and Industrial Service, U. S. Office of Education.

Savilla Simons, Children's Bureau, Department of Labor.

Neil J. F. Van Steenberg, assistant director, Division of Youth Personnel, National Youth Administration.

Raymond S. Ward, supervisor, Junior Placement Unit, Bureau of Employment Security, Social Security Board.



Defense Handbook Available

A 47-page *Handbook of the Advisory Commission to the Council of National Defense* giving the authority, purpose, and organization of the Commission is available free upon request to the office of the Assistant Secretary of the Commission, Federal Reserve Building, Washington, D. C.

Age of High-School Graduates

by David T. Blose, Associate Specialist in Educational Statistics

Age of high-school graduates, 1937-38

STATE	Age of graduates									Total	Average age
	14 or less	15	16	17	18	19	20	21 or more			
1	2	3	4	5	6	7	8	9	10	11	
Arkansas.....	6	139	1,253	3,236	3,360	1,653	846	400	10,887	17.66	
Delaware.....		5	74	722	781	250	58	15	1,905	17.75	
District of Columbia.....	2	44	342	1,612	1,410	473	114	59	4,056	17.62	
Kentucky.....	22	140	1,205	4,298	5,318	2,214	1,154		14,351	17.81	
Maryland.....	61	1,175	3,313	3,700	1,582	395	46	5	10,288	16.68	
Mississippi.....			216	1,408	8,092	1,366	178	44	11,304	18.00	
Montana.....	38	170	1,184	3,053	1,481	651			6,780	17.26	
New Jersey.....	2	346	5,198	14,689	13,506				33,741	17.23	
Ohio.....	7	231	6,446	32,571	15,504	3,891	670	178	59,498	17.32	
Rhode Island.....				1,731	2,730	27			4,488	17.62	
Texas.....	234	3,240	14,331	17,333	8,168	2,857	813	282	47,258	16.91	
Utah.....	5	190	1,864	4,391	931	142	32		7,555	16.87	
Total, 12 States.....	377	5,680	35,426	88,749	62,863	13,919	4,114	983	212,111	17.28	
Percentage of each age.....	.18	2.68	16.70	41.84	29.64	6.56	1.94	.46	100.00		
Hawaii.....		10	107	790	1,333	487			2,727	17.50	
Puerto Rico.....	10	79	273	494	501	258	117	52	1,784	17.63	

★★★ The average age of high-school graduates has been requested many times. To be able to meet this inquiry a question was inserted in the State school systems blank sent out every second year. Twelve States reported the ages of boys and girls combined. Of these, 9 States also gave the information for boys and girls separately and of the 12

States 5 in the South gave the information for both race and sex.

The average age of pupils graduating in the 12 States was 17.28 years, 41.84 percent graduated at 17 years of age and 29.64 percent were 18 years of age. Contrasting Texas, with its 11-year school system, and Ohio, with its 12-year system, we find that the average age of graduation in Texas is 16.91 years, 30.32 percent being 16 years of age and 36.68 percent 17 years of age. Ohio had an average age of 17.32 years at graduation with 54.74 percent graduating at 17 and 26.06 percent at 18 years of age. In both cases the largest percentage graduated at 17 years of age.

The following shows the differences in the average age of boys and girls at graduation:

Average age of graduates in years

	Boys	Girls	Total
5 Southern States, white only.....	17.31	17.01	17.14
Same States, Negro only.....	17.76	17.45	17.57
Negro older than white by.....	.45	.44	.43
9 States, both races.....	17.32	17.09	17.19

The probable reason for the difference in ages of boys and girls is the greater retardation of boys as shown by studies on that subject. Another reason is that boys are kept out of school more than girls in rural areas to work on farms during spring and fall.

Function of Education

It is the function of education to provide continuity for our national life—to transmit to youth the best of our culture which has been tested in the fire of history. It is equally the obligation of education to train the minds and the talents of our youth; to improve, through creative citizenship, our American institutions in accord with the requirements of the future.—From President Roosevelt's address at the observance of the University of Pennsylvania's two-hundredth anniversary.

Recent Reports

The WPA announces the following recent reports of educational research projects. Copies if available may be secured from the sponsors of the projects, which are the issuing agencies except where otherwise indicated.

THE PROMISE OF THE OCCUPATIONS—WEEKLY, ANNUAL, AND LIFE EARNINGS: A WAGE AND HOUR STUDY. (Vocational Ser. 9), Educ. Res. & Guidance Sect., Los Angeles City School District, Los Angeles, Calif., October 1940, 4/10 p., mimeo.

DIRECTORY OF STATE AND FEDERAL AGENCIES IN OHIO OPERATING IN THE SOCIAL FIELDS OF EDUCATION, HEALTH AND PUBLIC WELFARE. State Dept. Pub. Welfare, Columbus, Ohio, August 1940, viii/67 p.

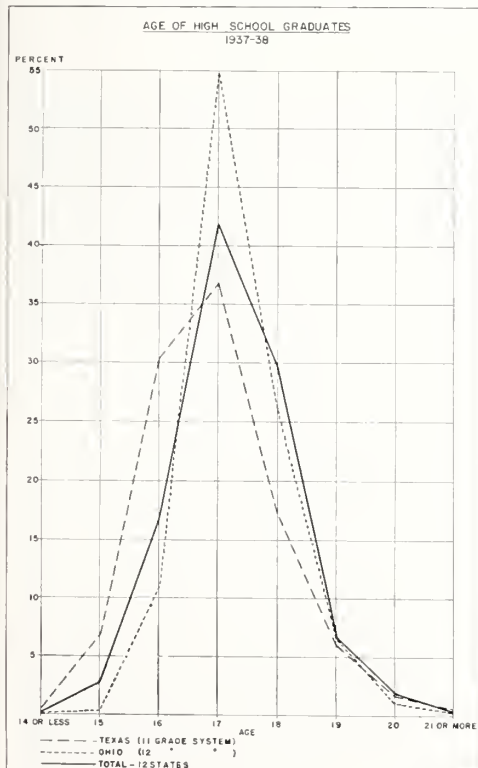
PROBLEMS OF RURAL YOUTH IN SELECTED AREAS OF NORTH DAKOTA. (Bull. 293), Agric. Exper. Sta., N. Dak. Agric. Coll., Fargo, & Bur. Agric. Econ., U. S. Dept. Agric., June 1940, 67 p. (Donald G. Hay, James P. Greenlaw, & Lawrence E. Boyle.)

A HANDBOOK FOR ACTIVITY TEACHING IN THE SOCIAL STUDIES—GRADES R. 1, 2, 3, 4, 5, 6—1940-41 (REVISED EDITION). Piscataway Township Bd. Educ., New Market, N. J., 1940, v/173 p., mimeo.

BICYCLE SAFETY. San Diego City Schools, San Diego, Calif., 1940, 26 p., mimeo. (Ora Dobbs.) A book about safe riding for the pupils of the city schools.

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And Now Toledo!

by Muriel W. Brown, Consultant in Home Economics Education

★★★ If the Indians who once lived in the Maumee Valley still haunt the streets of Toledo, Ohio, there must be a great deal of puzzled head shaking at their pow-wows. How they must wonder about this city of 300,000 people which sits, today, upon fields that once were green to the very edge of the waters of Lake Erie!

Even the best informed of these, however, would have no way of knowing how much there really is in Toledo to wonder about and to admire. Here is an example of a community which inherits directly from its past some of our finest American traditions and culture.

Not only is Toledo a place where significant culture is in process of development, but it is an important industrial city. There is an excellent school system which includes a municipal university. There are effective social agencies, well coordinated. There is public interest in art and music.

Although it is not a wealthy city, public money is expended in ways which add greatly to its beauty. A new public library has just been completed at a cost of approximately \$2,000,000—a PWA project. Its art museum is an outstanding center for community education in the arts. One wing of this museum is a concert hall of Greek design which provides an exquisite setting for the symphony orchestras which come each year to give concerts.

For these and other reasons, Toledo was one of the four centers invited to cooperate with the U. S. Office of Education in a study of the processes involved in community organization for family life education.

This program was initiated at a conference held in Washington in October 1938. Toledo was represented at these meetings by the Ohio State supervisor of homemaking education, the member of her staff in charge of adult homemak-



A district nurse delivering one of the Family Life Education book lists with the baby's birth certificate.

ing education, the city supervisor of home economics, and the superintendent of the public schools.

General objectives were determined by a rapid survey of local needs and resources in family life education made before the Washington meeting. This inventory was amplified later, but the following goals, set up on the basis of this original analysis, are still the goals for the program today: (1) To stimulate public consciousness of the need for extending and intensifying family life education; (2) to coordinate the offerings of all community agencies concerned with family life; (3) to evaluate the entire school program from the standpoint of its possible contribution to a family life education program; (4) to provide opportunities for school administrators and teachers to participate

in planning for their part in this program; (5) to provide in-service training where this is needed to prepare teachers for new work or special assignments; (6) to suggest ways of meeting community needs as these are discovered; and (7) to make the program flexible enough to meet the needs of all ages and sections in the community.

Long-Range Objectives

The original planning committee felt that the program should aim to work toward three specific long-range objectives: (1) The development of nursery schools to implement a city-wide program of preschool education; (2) the development of child guidance clinics; and (3) the development of a comprehensive curriculum in family life education which would meet the needs of

family members of all ages and both sexes.

First steps toward these immediate objectives included: (1) The appointment of a coordinator to take charge of the program and (2) the immediate extension of the present program in adult homemaking education through the appointment of a curriculum committee and an additional teacher to organize and conduct classes.

From the beginning the program has had fine leadership. Arrangements were made with the Ohio State Department of Education in the fall of 1938 for the release of a member of the staff to serve as acting coordinator for the Toledo Family Life Education Program for a year. The present coordinator is a resident of Toledo who has been active in community organization. She is a trained social worker with experience in child guidance and in personnel work. Her headquarters are in a building used as an annex by the local board of education—a building in which the public-school director of parent education and the members of the staff who work with the home economics department and the nursery schools also have their offices. The office manager was selected because of her special

interest and ability in the kind of research required in connection with the continuous evaluation of a program of this kind. Routine clerical work is done by NYA girls.

The coordinator and this staff work with a planning committee elected by a central group known as the Advisory Council. This council is large, and somewhat loosely organized. It is made up of representatives of all community groups and agencies concerned with any aspect of family life. It meets about six times a year. Three of the meetings last year were dinner meetings open to the public and sponsored jointly with other organizations. Recently a few individuals have been invited to membership without reference to their organization affiliations because of their interest in the movement.

Coordinating Council

The planning committee is an active group which thinks of itself as a coordinating council. It has recently adopted the policy of assigning special projects to subcommittees for development, appointing members of the planning committee as chairmen with the understanding that they will try to find people for their committees who

do not already belong to the planning committee. This seems an excellent way of spreading interest in the movement, and at the same time strengthening the work with new personnel.

During the first 2 years of its existence, the Toledo Family Life Education Program has constantly sought to discover and develop the resources which the city has for making family life better for its families. As a basis for future planning, the first rapid inventory of community resources mentioned above was developed, during the winter of 1939, into a comprehensive survey of all contributions then being made to education for home and family living by local institutions, organizations, and agencies, including the schools. The report of this survey is available in mimeographed form. It is called *The Status of Home and Family Life Education in Toledo, June 30, 1939*, and gives an impressive picture of the variety of ways in which education for home and family living is carried on in a city of this size.

With this basic survey as a background, the study of specific needs goes on continuously. When there seems to be a need for some new kind of service, or for a coordination of existing services, the planning committee canvasses the situation, discusses it with the agencies concerned, makes suggestions, offers help. When one remembers that the coordinator of the program is employed by the board of education in each of these experimental centers, one realizes that these programs, and others like them, are writing a new definition for the phrase "educational leadership." Here in Toledo, the schools are accepting responsibility for leading the community in its efforts to recognize, understand, and do something about social conditions which make it difficult for families to meet their basic needs.

Relationship to Other Groups

One of the most interesting features of the Toledo program is its relationship to other community organizations. The family life program is not "another agency" with activities of its own to support. It is a clearing house for ideas, plans, and suggestions from

High-school boy studying behavior of children in the McKinley nursery school, Toledo. This is a WPA school which is functioning as an observation center for the Family Life Education Program.





A mothers' study group in one of Toledo's elementary schools.

everywhere relating to the cause which it seeks to promote. It functions only through other agencies, helping to work out cooperative projects to meet specific needs between organizations of many different kinds. A close connection between the council of social agencies and the family life program is maintained by a modified form of interlocking directorate. The coordinator of the program serves on the executive committee of the council, and the executive director of the council is a member of the planning committee for the program. The coordinator is also a professional adviser to the Junior League, and a member of the board of the children's agency.

An outstanding example of cooperative agency action is the 2-day family life institute announced for next March under the joint auspices of 23 or more organizations. The general purpose of the institute is to focus the attention of the community upon the importance of family life for personal and social development. It will also afford local workers an opportunity for stimulating contacts with national leaders in the field of family life education. It is being planned by representatives of these agencies to meet the needs of a number of different community groups, particularly teachers, parents, young people, clergymen, social workers, and nurses. Five or more consultants will be available for small conferences and there will

be two public evening meetings, one for adults and one especially for out-of-school youth. The institute will be financed by agency subscriptions and fees. A committee of the Toledo branch of the American Association of Social Workers is responsible for evaluating it.

Several short lists of popular books in various phases of homemaking have been prepared and are being distributed by the Toledo Public Library in collaboration with other agencies. One such list, on the care of children, is delivered with every birth certificate by the Toledo District Nursing Association.

Program Planning Bulletin

To help program chairmen of clubs and other organizations to plan programs relating to family life education, a program planning bulletin has been prepared by the coordinator and her staff. This is a booklet which lists over 150 speakers available without charge and suggests over 200 topics for talks or discussions. Besides presenting a rounded picture of resources for club programs, this handbook demonstrates a remarkable piece of community cooperation on the part of the 150 speakers who are willing to contribute their services.

Perhaps the most colorful of all the cooperative projects undertaken so far is the nursery school project. To understand the full significance of this it should be seen as a part of a larger pro-

gram of preschool education which now seems to be crystallizing in the community. One of the first requests received by the acting coordinator upon her arrival in Toledo in 1938 was a request from the public-school supervisor of home economics for help with curriculum revision. The immediate problem seemed to be a need for more systematic work in child development than the home economics program then offered. Arrangements were made for the director of parent education for the city schools to give a 10-weeks' course in child development to all home economics teachers to prepare them to teach laboratory courses of their own when facilities for observation could be provided.

The board of education in 1929 employed a specialist to work with the home economics department of the schools and the Works Progress Administration on the development of a nursery school project. The result: Two splendid laboratory nursery schools. The first was opened in October 1939, in an elementary school. The Works Progress Administration provided the staff, the food, and the cost of the equipment; the board of education furnished the quarters, the overhead, and some of the supplies. In February 1940, one of the older WPA nursery schools was made available as a second unit. The location of these two schools was determined by the fact that two large high schools had each asked to have one nearby so that correlated programs of class and laboratory work could be developed for their students. Both units are under the joint direction of two supervisors, one employed by the public schools and one by the Works Progress Administration. For a time, one teacher on the staff of each school was a teacher in training from one of the other WPA nursery schools. An advisory committee sponsored the project as a whole for the first year. Each school now has its own advisory council.

During the first year of the nursery school program, the specialist employed by the board of education taught the child development units in the two high schools adjacent to the two nursery schools. She also conducted a 5-weeks' institute for all home economics teach-

ers who wished to attend. This year the home economics department has taken over the responsibility for the teaching of high-school classes in child development, and the specialist is giving full time to the nursery schools, supervising observations and helping to meet the needs of individual children.

This plan to enable students to increase their understanding of children by studying child behavior directly has seemed quite successful. The two high schools which began the experiment continue to use the nursery schools intensively, arranging for both boys and girls to participate as well as to observe. Other high schools have asked permission for students in homemaking and home nursing classes to visit; parent education classes come from time to time. Students from the University of Toledo not only come in groups for observation; individual students are making special studies of individual youngsters.

The response of the community to the nursery school project has been generous. Social agencies have cooperated splendidly with the staffs in plans to meet special needs in families of nursery school children. Many women's clubs and other civic organizations have contributed money for special purchases of supplies or equipment. Nursery school parents, most of whom work, have given the kind of help that money cannot buy.

Preschool Council

The interest in the development of the preschool child which these nursery schools have helped to create is focusing in a preschool council sponsored by the family life education program. The chairman of this is a member of the faculty of the University of Toledo. Committees of this council are studying standards for kindergartens, nursery schools, and play groups; educational programs for preschool teachers; play equipment, books, and materials; the central listing of informal play groups or preschools.

One is interested to know what part the public schools are playing in this community program of education. They are assuming the responsibility for leadership through the coordina-

tor. They are providing a continuous teaching service through a curriculum which is developing on all educational levels, and they are sponsoring a number of new projects of high potential value.

The home economics department has an important place in the program. With the help of the Ohio State supervisor of home economics and a professor of home economics education from Ohio State University, this department has begun an interesting analysis of its work.

"Everyday Living" Course

Several projects which have unusual interest have been undertaken by the schools in connection with the program. A course known as Everyday Living has been established this year in five selected schools, and will be required next year of all ninth-grade students. The boys and girls have participated from the beginning in the organization of this new unit of work, suggesting problems for study and discussion and helping in other ways to get classes started. The supervisor of social studies is in charge of this new development, although teachers from many subject-matter fields are taking part. In one of the large high schools an elective course called Introduction to Family Living is being given cooperatively by the school nurse, a home economics teacher and a teacher of biology. This work was organized at the request of students who felt that none of their courses was dealing as directly as they wanted them to deal with problems of family living. These classes are mixed classes. Students frequently invite their parents to come to school and take part in their discussions.

For some time Toledo has been interested in mental hygiene, especially mental hygiene as it relates to education. As the first step in a preventive program, 39 principals and supervisors recently met with a psychiatrist on the staff of the Toledo State Hospital to study one type of mental illness—schizophrenia—with special reference to early symptoms and contributing factors. Further plans for a follow-up which will include the teachers are be-

ing made by a member of the State hospital staff and the schools in cooperation with the Toledo Mental Hygiene Society.

It is obvious that a program so comprehensive and so varied would need to develop coordinating devices. This year a subcommittee of the planning committee is developing a new type of monthly bulletin which highlights special ideas and events. The material prepared for each planning committee meeting and distributed to members beforehand helps develop continuity in the program. It includes an agenda, and one or two typewritten pages summarizing problems which have arisen, or progress which has been made, during the time that has passed since the last committee meeting.

Two other things are done to keep the program unified and well-directed which seem quite important: Surveys are made from time to time to reveal needs, on the basis of which new projects may be undertaken, and each project as it goes along is evaluated in terms of its own objectives. The program as a whole was evaluated last year by means of a progress report which described achievements to date with reference to major goals, and used whatever figures were available to show the spread.

The spirit of the program is well illustrated by a quotation from the sheet prepared by the coordinator for the November planning committee meeting. "In studying the report for each month," she writes, "we should ask ourselves: Is the family life education program doing all it can to reach parents in direct education for family living? Is the family life education program doing all it can to reach future parents in direct education for family living? Is the family life education program doing all it can to extend to families services which will improve family living? Is the family life education program doing all it can to explore the needs of this community with respect to education for family living and with respect to services which will improve family living? Are we keeping in view the long range objectives of the whole program?"

Vocational Rehabilitation in the United States

by John A. Kratz, Director, Vocational Rehabilitation Division

★★★ An act of Congress, approved June 2, 1920, originally known as the Industrial Rehabilitation Act, provides for promotion by the Federal Government of a program of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment. The passage of this act established the policy that the National Government should share with the States the responsibility of maintaining a service of readjustment in employment of persons whose physical disabilities result in their becoming vocationally handicapped. At the same time the principle was established that the direct responsibility for carrying on the work of rehabilitation rests with the States. Participation in the program by the Federal Government is prescribed in the act as that of providing financial assistance to the States, leadership in the establishment of policies and standards for the work, and research services in the field of rehabilitation activities.

The Federal act provides for the rendering of vocational rehabilitation service to any person with a physical handicap "whether congenital or acquired by accident, injury, or disease." The program now includes two broad groups: (1) Persons who, becoming disabled by accident or disease, need physical restoration or retraining in order to return to productive employment; and (2) physically handicapped young persons of employable age, who, upon leaving high school or college, would enter the occupational world under the handicap of a physical disability.

During the early years of the program particular emphasis was placed upon the rendering of service to the older group, especially the industrially disabled. There were several reasons. One of the conditions imposed upon a State to qualify for financial assistance from the Federal Government is that a cooperative agreement must be entered into between the rehabilitation service

and the State agency which administers the workmen's compensation laws. These agreements in the States served to bring to the attention of the rehabilitation departments large numbers of workers disabled in industry. A large percentage of these were men and most of them had orthopedic disabilities.

After several years the early concept that rehabilitation is a service designed primarily to aid persons disabled in industry was revised in practice to cover larger numbers of persons who were handicapped by nonorthopedic disabilities. Rehabilitation workers had come to realize through their experience that persons whose disabilities are invisible are no less handicapped than those with orthopedic disabilities. Consequently, rehabilitation service was rendered to increasing numbers of persons handicapped by tuberculosis, heart disease, and deficiencies of hearing or vision.

Expansion of the Program

Another trend was the extending of service to increasing numbers of handicapped young persons of employable age but without work experience. The plight of this group has been particularly severe during recent years. Another factor in this trend has been the increasing concern of public-school teachers and administrators for the occupational future of youths leaving school.

Although the original Federal rehabilitation act of June 2, 1920, did not authorize permanent Federal financial participation in the rehabilitation program, its authorization of an annual appropriation of \$1,000,000 for aid to the States was extended from time to time, until in August 1935 a provision of the Social Security Act established the program as a permanent service for the physically handicapped.

Beginning in the fall of 1933, the Federal Emergency Relief Administration made available to the States the sum of \$70,000 monthly for the purpose of en-

abling them to extend their services to the unemployed handicapped who were on or eligible for relief. These grants were continued until 1935, when the Social Security Act increased the annual authorization of Federal grants to the States from \$1,000,000 to \$1,938,000.

With the availability of additional funds, the program has expanded rapidly. The annual number of cases rehabilitated has approximately doubled since 1933, the per-year average since 1936 being in excess of 10,000. The total case load of the State departments has increased by approximately one-half. At the present time programs are in operation in all 48 States, the District of Columbia, Hawaii, and Puerto Rico. Since 1933, the professional personnel of the State departments has increased from 177 to 333, permitting not only more frequent contact with cases but also a service more completely State-wide in scope.

The last amendment to the Federal act—passed by the Seventy-sixth Congress and approved by the President on August 10, 1939—increased the annual authorization of grants to the States from \$1,938,000 to \$3,500,000. This increase was granted in order to enable the States to extend their services to groups who in the past have not been served in large numbers.

Case work in rehabilitation

The Federal act defines rehabilitation as the rendering of a disabled person "fit to engage in a remunerative occupation." This wording would seem to authorize State departments to render a complete rehabilitation case service. Rehabilitation workers, however, like workers in other fields of welfare or education, realize the great difference between a complete service sanctioned by theory, and a partial service permitted by available funds and personnel. Just as public-school teachers are unable to restrict school attendance in order to maintain a satisfactory teacher-pupil ratio, rehabil-

itation workers have not felt that they are justified in refusing applications for service on the basis of an overloaded staff. The result has usually been the rendering of a partial service.

During the first decade of the rehabilitation program it was impossible to do more than maintain minimum basic records, locate handicapped clients, and provide them with financial assistance in securing vocational training or other services.

With additional funds available more case workers have been employed. Many of the States which a decade ago employed not more than 3 workers now employ from 5 to 15. This has made possible a more nearly adequate type of case service. Case workers are now providing vocational guidance and counsel, assisting their clients in solving the problems of attitude and personality, assisting in securing and coordinating all the services to which handicapped persons are entitled from other public or private agencies, and making direct effort to secure employment for their clients.

With the assumption of new responsibilities, rehabilitation case workers generally are broadening their interests and acquiring new skills. They are studying the relation between the client's emotional adjustment and employability, the importance of personality as a factor of employability, the helpfulness of psychiatry, the value of sound vocational guidance, the importance of psychological tests, and finally the most effective methods of finding employment for physically handicapped individuals.

Rehabilitation workers are aware that the last decade has witnessed a momentous change in the philosophy of the relationship between Government and the individual. They have noted the expansion in welfare services, the further development of public-employment offices, the passage of wage-hour legislation, the growth of labor unions. All these movements have been studied carefully with a view to utilizing any new services beneficial to handicapped persons or guarding against any provisions tending to diminish their employment opportunities.

It should not be implied that rehabilitation staffs are now adequate, or that all or even most of the case workers are providing a complete case service to their clients. Such is not the case. They are learning, however, to discriminate between cases, learning to decide which cases can, with a little financial assistance, acquire training and find suitable employment, and which cases are in need of intensive, informed, and imaginative service if a satisfactory adjustment is to be achieved.

Rehabilitation personnel

Rehabilitation departments are located in the State departments of education in all but two States, and a large percentage of their clients are referred for service by public-school officials. In selecting vocational-training courses frequent contacts with school officials are necessary. Most of the personnel are selected from persons with experience in teaching or school administration. Increasing emphasis is being placed upon the value of training in vocational guidance, psychology, and special education, together with employment experience giving a general knowledge of the requirements of the occupational world.

More than four-fifths of the rehabilitation case workers are college graduates. A large percentage have pursued graduate courses in special preparation for their work. The United States Office of Education is continually urging that appointments be given only to those persons with the capacity and training for rendering a complete case service to those clients requiring it. Regional conferences and training institutes, moreover, are emphasizing the importance of case-work theory and practice.

Case-service policies

Given the limitations of staff and personnel under which State departments have worked in the past, it has been necessary to establish fairly rigid policies with respect to types of services for which available funds might be expended. A few policies have been made mandatory by the Federal act. Most of the restrictive policies, however, have been adopted by the individual State

departments to the end of using available funds to achieve optimal results.

It has been generally agreed by rehabilitation workers that vocational training is the basic service of rehabilitation departments. An analysis of direct case-service expenditures in 1937-38, shows that tuition payments accounted for 63 percent of the total, while instructional supplies and trainee travel, which may be considered as incidental to training, accounted for another 15 percent. Fifteen percent went for artificial appliances, 5 percent for living maintenance of clients during training periods, and 1 percent for physical restoration and other miscellaneous case-service costs.

Following the increase in authorizations granted by Congress for the purpose of extending the service to groups not heretofore adequately served, two of the more restrictive policies have been amended. These relate to the expenditure of Federal funds for living maintenance of clients and the employability of handicapped clients in normal, competitive, full-time employment.

The use of Federal funds has never been permitted for living maintenance of trainees. In spite of much splendid cooperation from public-welfare departments, this has been a pressing problem and some States have spent for the purpose sizable sums of State funds on a nonmatching basis. In many rural districts where there are practically no employment opportunities for handicapped persons, the only means of rehabilitation is the transportation of the client to a nearby city for training and eventual placement. Even in those States where public-assistance funds are available, many clients are members of families which are not eligible for this assistance. Although financially self-supporting in their home communities they find it impossible to maintain the handicapped member of the family while he takes training in another city. In view of the numbers who were not being served because of the unavailability of funds for maintenance, this policy has been relaxed. State departments are now allowed to spend a portion of their

(Concluded on page 149)

The Federal Loan Agency

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



Jesse H. Jones.

★★★ The Federal Loan Agency came into existence July 1, 1939, as a result of the President's first plan on Government reorganization. The head of the Federal Loan Agency is the Administrator Jesse H. Jones, who supervises the administration and who is responsible for the coordination of the functions and activities of the Reconstruction Finance Corporation, Electric Home and Farm Authority, The RFC Mortgage Co., Disaster Loan Corporation, Federal National Mortgage Association, Federal Home Loan Bank Board, Home Owners' Loan Corporation, Federal Savings and Loan Insurance Corporation, Federal Housing Administration, Export-Import Bank of Washington, Metals Reserve Co., Rubber Reserve Co., Defense Plant Corporation, Defense Supplies Corporation, and Defense Homes Corporation.

Of the foregoing units, the Federal Home Loan Bank Board, and the Federal Housing Administration, operate schools and have training programs.

The Federal Home Loan Bank Board

The Federal Home Loan Bank Board has had to face a number of critical personnel problems since its creation by Congress in 1932. Within a short time after its establishment, its expanding

operations required the engagement of some 20,000 employees.

There are now three operating agencies under the Board: The Federal Home Loan Bank System, The Federal Savings and Loan Insurance Co., and the Home Owners' Loan Corporation. In the case of the first two of these operating agencies which are permanent, there are relatively few employees. Consequently, this section is limited to the training program of the Home Owners' Loan Corporation.

Most of the schools and educational activities described in this series of articles have followed more or less well-established patterns. In this account of the educational activities of the Home Owners' Loan Corporation, however, there is described the evolution of training programs, passing first through an emergency phase, followed by a more permanent phase of educational organization. The peculiar nature of this program is due in part to the fact that the Home Owners' Loan Corporation is an organization whose life and functions are limited by law and it is presumed that it will have completed its work within the authorized period of 25 years.

Training in the Corporation

The Home Owners' Loan Corporation created in 1933 was designed to save homes from foreclosure at a time when normal financial channels were not available and when, because of widespread unemployment, the incomes of thousands of American home owners had temporarily collapsed.

Within 10 weeks following the passage of the Home Loan Act, nearly 200 offices were in operation and shortly thereafter the State managers of the

States were called to Washington to receive their first instructions.

Immediately after the offices of the Corporation were opened, thousands of home owners flocked to them for assistance. It became necessary to open many more offices, both district and sub-district. The number of employees had to be increased continually. A maximum of approximately 21,000 was reached. It was exceedingly difficult to obtain a qualified personnel, particularly in such technical positions as those of appraisers and investigators.

Emergency Phase of Training Program

In view of the need for improving standards of appraisal in many parts of the country, it was found necessary to set up the first major technical training project. Under the guidance of the central office in Washington most of the State offices conducted appraisal conferences and followed these with qualifying examinations. A general examination of 6,000 appraisers was held in 1934 and further classifications of 2,500 appraisers were made in the following spring. Through this process the efficiency of the competent employees was improved and incompetent appraisers were eliminated. The result was that only 996 appraisers met the qualifications for salaried positions and the number of fee appraisers dropped from 5,702 to 2,700.

Program of Supervisory Development

The work of the Home Owners' Loan Corporation made it necessary that the technical and supervisory personnel be recruited from real estate and kindred fields. Many of them needed administrative training.

In order to meet this situation, a carefully planned program of supervisory development was organized. This program was started in the Wash-

ington office of the Board and later on was continued on down through the organization to the junior supervisors in regional and State offices.

Technical Training

After the lending period of the Board was completed in 1936, the need for training along specific technical lines became more apparent. From 1936-1938 inclusive, particular emphasis was given to training in the three large operating divisions—Loan Servicing, Property Management, and Reconditioning.

Loan servicing.—The problem was twofold: To train (a) control supervisors, and (b) service representatives.

The control supervisors were the office assistants who through correspondence endeavored to bring delinquent accounts to a current status. To improve the efficiency of these supervisors, an intensive national program of training in effective letter writing was conducted. This was so successful that it was extended until it had included approximately 1,500 employees in all departments of the organization.

The service representatives were the field men who personally called on delinquent borrowers when correspondence had failed to bring results. The training program for these 1,800 men had as its objectives the development of ability to interview borrowers effectively, to treat each problem individually, and to analyze the facts so that each borrower could be assisted to save his home if possible. The case-study method of presentation was used in most of the offices, but there was little uniformity in the time and duration of the meetings. Although these meetings ranged from 10 or 15 short daily sessions to all-day conferences held once or twice a month, the results were much the same.

Property management and reconditioning.—The training for the 500 property management representatives and the 700 reconditioning inspectors was conducted throughout the country on the technical phases of this work. The case-discussion method was used in much the same manner as it was for service representatives.

Differences in local regulations and



Federal Home Loan Agency Building.

in available personnel led the Corporation to adopt the policy that training must be an integral part of the operating process. Operating managers accordingly were given considerable latitude in their respective training programs. In the Dallas regional office, for example, the regional manager and his departmental supervisors collaborated to give a series of 15 weekly evening lectures on Residential Real-Estate Practice for the benefit of the 500 employees of that office. These lectures were later printed in booklet form and copies distributed to the employees.

Permanent Phase of Training Program

As a basis for the development of a permanent training program of the Home Owners' Loan Corporation, a series of 16 meetings or conferences were held during 1939. These were stimulated by the Chairman of the Board, John H. Fahey. The first two meetings considered the needs for train-

ing within the organization and how to meet these needs. A master session of conferences, 14 in number, was arranged for a selected group of men holding key positions. On these men was placed the responsibility for developing training programs in their own departments. The master sessions served to acquaint them with the types of material which may be used in planning training programs and developing ability to conduct conferences. With this in view, each member of the group planned and conducted a demonstration conference.

Master Sessions

The 14 master sessions were devoted to the study of the following topics: The Supervisors' Responsibility; Stages Through Which a Training Program Should be Carried; Typical Situations Indicating Need for Training; Types of Conference Material; Incentives as a Basis for Discussion; Typical Needs

for Training; Use of Objectives; Correcting of an Unsatisfactory Condition; Supervisory Controls; An Analysis of the Qualifications of an Ideal Supervisor; A Practical Employee Problem; Good Morale; Leadership; and Success Factors Involved in Handling A Conference of Supervisors.

This course illustrating the conference method was developed by Frank Cushman, consultant in vocational education of the Office of Education, and used for the purposes indicated above. Other representatives of the Office of Education assisted in a similar manner in several of the offices. In some offices case studies and informal discussion methods were used and another office conducted a series of lectures on Human Relations in Industry which were attended by 200 of its employees. This program of training succeeded to a marked degree in bringing about a clearer understanding of the responsibilities of the supervisor.

Organization of Permanent Training Program

In order to carry out the new program, a Training Division of the Personnel Department was created. Through this Division, a four-point training program designed to help bring the desired improvement has been outlined as follows:

1. *Orientation training for new employees.*—The orientation training for new employees consists of a series of nine conferences including two quizzes, the subject matter of which is presented through lectures and supplemented by a generous amount of text material, pamphlets, and booklets for home study. The history, policy, and organizational structure of the agencies under the Board and its personnel procedure and employee-relations policy are reviewed as well as other information relating to educational, health, welfare and recreational facilities, hours of work, and the like.

2. *After-hours school: technical instruction.*—The after-hours school is devoted almost exclusively to technical subjects relating to the work of the Board, such as real-estate practice, appraising, accountancy, letter writing, and secretarial training. Classes in



Chairman Fahey presiding at a Master Training Conference of the Federal Home Loan Bank Board.

each course are conducted once a week and average an hour and a half for each meeting. The program continues for 16 weeks each fall and spring, beginning in October and February, respectively. Approximately 600 employees of the Washington and regional offices have been enrolled in the 1940 fall program.

3. *On-the-job training.*—The on-the-job training will be accomplished, primarily, through the development of a series of Standard Practice Manuals. Each manual will cover the duties of an individual position, such as The Work of the Loan Service Representative and The Work of the Senior Operator.

Training in the FHA

The Federal Housing Administration established under the National Housing Act of June 27, 1934, was created to bring home ownership within the reach of the great majority of people, to bring additional private capital into the building industry, and to foster conditions favorable to a sound real-estate mortgage market. To date, the Administration's home-loan insurance operations have involved the investment of nearly \$4,000,000,000 of private capital. The Federal Housing Administration in undertaking this great and unprecedented task of underwriting mortgage loans throughout the Nation necessarily required special techniques, procedures, and standards dealing with risk rating and appraising which were sound and logical and could be uniformly applied.

The work involved requires the services of good businessmen, highly quali-

fied professional and technical people, and clerical personnel. In the beginning, as now, it is impossible to secure administrative and technical personnel adequately prepared to carry on immediately the work in accordance with these new techniques, procedures, and policies. Training, therefore, was both an immediate problem and one of first importance.

Training Programs Developed

The economic depression which had largely accounted for the establishment of the Administration also made available the services of men of fine character and exceptional ability throughout the country. These men were brought to Washington for intensive schooling in the principles, policies, and procedures of the Administration under the direction and leadership of the specialists who composed the staff of the new agency. This initial training covered a period of about 2 months. It was supplemented and related to the specific problems of each office by the visits of technical and administrative men from the Washington office. Manuals and detailed operating instructions were painstakingly developed, standards of performance and operation established, and regional meetings held throughout the country.

In general, the training programs currently conducted provide for the underwriting, clerical, and administrative personnel of the field offices and for special groups of clerical employees in the Washington office. Recently a supervisory training program has been inaug-

urated for both Washington and field personnel.

The greatest single training problem of the Administration is concerned with those technical matters relating to the particular techniques of uniform risk rating and appraising developed and used by the Administration. This is due to the importance of the matter, constantly changing conditions, and the relatively large number of people engaged in the work.

The chief underwriters in each of the offices throughout the country are responsible for the conduct of this training which is mandatory for all underwriting personnel. An annual test is made of the effectiveness of the program by means of a general examination, and periodic checks are provided by the promotional examinations which are given as vacancies occur.

Annual meetings in Washington and regularly scheduled regional meetings are held for the chief underwriters. These meetings, under the direction of the Washington underwriting staff, generally extend over a period of a week. The actual training is largely accomplished through the discussions of the group. Decisions arrived at in this way through the full counsel of these men are as a consequence thoroughly understood. Out of these meetings also grow the necessary manuals and special instructions which direct basic operations. Supplementary instructions are also prepared by the Washington staff from time to time in response to particular problems and constantly arising needs.

At the present time a training program for the administrative clerical employees is being carried on in some of the larger field offices. Because of its proven value, it is intended that this training will be extended to all offices. It is carried on under the leadership of the office managers. Each employee in turn prepares a paper dealing with the specific function and the tasks for which he or she is responsible and reads this at one of the regular weekly group meetings. This is followed by group discussion.

Illustrative of a type of training provided clerical employees in the Washington office is that conducted for the

junior accountants in the Comptroller's Division. This training of the group type under the leadership of the section chief and conducted after office hours is carried on throughout the year. Attendance is discretionary. The training is of the discussion group type and deals with the particular problems of the section. These problems and their solution are assembled as cases and used as a background of preliminary instructions for the introduction of new employees to this work and for purposes of review and examination.

The Personnel Division serves the Administration in its training problems by acting as a professional and a technical consultant. It assists in the development and conduct of all training programs, coordinates these, and insures their adherence to certain basic policies. The immediate line supervisors, however, have the principal responsibility for conducting all training in the Administration. The Personnel Division also endeavors to discover the particular needs for training and to encourage and initiate the necessary programs by assisting those who actually conduct the training; and finally, it serves as an objective appraiser of the merits of the programs.

The Personnel Division with the assistance of those concerned has also developed employee handbooks, secretarial manuals, and other similar informational booklets to meet specific demands. Training in the Administration is necessarily restricted to members of the Federal Housing Administration and to subjects specifically related to or involved in the performance of the work of the Administration.

Rehabilitation

(Concluded from page 145)

budgets for living maintenance and to match these expenditures against Federal funds.

Before the recent policy amendments were made effective, clients who were so severely handicapped as to be unable after training to hold a job under normal employment conditions have not been considered eligible for service. These, "the homebound" or "wheel-chair cases," require a far more inten-

sive service than is necessary in the case of those feasible for normal employment. Even with intensive service, they frequently can be made only partially self-supporting. Recognizing these factors, rehabilitation departments with their limited personnel have not attempted to serve this group except in isolated cases.

However, a beginning is being made toward their rehabilitation (complete or partial). Some States have already established what they refer to as a "homebound program." In this service emphasis is placed on craft work which may be performed in the home.

Another facility for the rehabilitation of a large group of the physically handicapped is the "sheltered workshop." Such shops are operated usually by private agencies. They are used to some extent by rehabilitation departments for training of clients and sometimes for their placement. Rehabilitation services do not, however, operate such shops. Under present law and policies they could not do so. It behooves rehabilitation officials in the State and Federal Governments to study the operation of these shops in order to determine their possibilities as vocational rehabilitation centers.



Negro History Week

The sixteenth annual celebration of Negro History Week is being held from February 9 to 16, 1941. The celebration is sponsored by the Association for the Study of Negro Life and History to increase the interest in the study of the life and history of Negroes and their contribution to civilization.

The activities during the celebration will be centered around emphasizing the need for cooperation among educational institutions in furthering a Nation-wide movement to give all American children an opportunity to obtain accurate information about Negro life and history. It is hoped through this means "to bring about harmony between the races by interpreting the one to the other, to eradicate intolerance, to promote the cause of democracy, and to stimulate the study of the problems throughout the year, rather than during one week only."



Our Adventures With Children

IV. GOOD TEACHERS SOMETIMES MAKE MISTAKES

by Ellen C. Lombard, Associate Specialist in Parent Education

Episodes

★★★ Jane started in school with a great deal of enthusiasm which continued through the primary grades where she made satisfactory progress. She had not been in the intermediate grade very long, however, when her parents noticed that more than half the time she came home from school late. Since this had not happened when Jane was in the lower grades her mother questioned her about it and discovered that she was kept after school because she had not completed her work during regular school hours.

Other parents in the district were also disturbed because their children were losing interest in school work and because they too were being kept after school to do work which the teacher insisted should have been done during the school session.

Naturally, the children generally felt that they were being punished. This teacher had been in service for many years and was most sincere and conscientious in her desire to meet all the requirements of the curriculum and to maintain standards set for her grade.

Due to a rapid growth in the population of the school district and to the fact that many of the new residents were trained in professional fields—law, medicine, education, or agriculture—the parents were deeply interested in the school their children were attending. As more or less newcomers, however, they were reluctant to interfere with the program of the teacher and further disturb her relationship with the children. Jane's parents, however, took the initiative and arranged for a conference with the teacher. The teacher apparently had no misgivings about the practice of keeping the children after school. She pointed out that this practice of keeping children after school to do work which had not

been completed was a common one. Although the parents wished to discuss many questions with the teacher, prudence and the finality with which she expressed herself regarding the situation made them somewhat hesitant.

Fourth in Series

SCHOOL LIFE is publishing this new series of articles under the general title, *Our Adventures With Children*. The article on this page is the fourth in the series. Each month episodes are presented. Ellen C. Lombard, associate specialist in parent education, U. S. Office of Education, is developing the series.

Teachers, parents, and school administrators adventure daily into the actual experience of human relationships. This experience is interesting and profitable when examined objectively. It is significant, thought-provoking, and suggestive when actual situations are used as material for study and interpretation.

What comments or stories do you have to contribute?

If these parents had been less understanding of school problems and of the possible adverse reaction that might result to their own children, they might have been more specific in talking with the teacher. They might have pointed out to her that punishment is a poor implement with which to get children to desire to do their school work. They might have gone so far as to suggest the advisability of her studying the motives that influence children to act in desirable and undesirable ways. They might have even suggested to the teacher that there are many books containing discussions of the motivation of children based upon studies that have been made.

* * * * *

The children were waiting expectantly for the teacher to present the

work to the class. They liked their teacher and usually anticipated the class work with interest but today as she brought out the material with which they were to work she said, "Now, children, we are going to do something very, very hard and you must listen or you may not be able to do your work." And then she went on to present the subject upon which the work of the children was to be based.

Some of the children were alert and interested in what she was saying but on the faces of others the expectant look had given place to a look of anxiety.

Notwithstanding the fact that this teacher had received excellent training in psychology and in methods of teaching, inadvertently, she had introduced an element of fear into her method of presenting the work to the class. If she had more carefully analyzed her method in the light of what she knew about psychology, no doubt she would have made a different approach.

When she had finished talking some of the children went to work, but others sat listlessly looking at the materials. When the teacher urged them to go to work they would make feeble attempts and again become listless. When some of the children were asked why they did not begin their work they repeated again and again, "I don't know how to do it," or "I can't do it."

That the teacher's method had conditioned some of the children with fear of failure was a conclusion of the observer, but there are still other factors that might have influenced the children.

Questions for Discussion

1. What is the general practice in your school district as to staying after school? Discuss using this practice as a punishment.
2. Could the schedule and curriculum be so arranged as to make this practice unnecessary?

(Concluded on page 152)

Recreation

by *Howard W. Oxley, Director of CCC Camp Education*

★★★ When the CCC camps were first established in 1933, the company commanders assigned one of their junior officers to direct the general welfare of the enrollees. Usually the officer selected was one who had engaged in high-school or college athletics or had participated in some other form of extracurricular activity. The officer's ability in one or more of these activities enabled him to assist in the development of recreation among the enrollees, and many camps evolved a variety of interesting activities in a short time.

When camp educational advisers, most of whom had participated in extracurricular functions, were appointed in 1934, the company commanders placed some of them in charge of the athletic program and most of them in charge of social recreation such as dances, smokers, camp nights, music, and dramatics. With the coming of organized education into the camps, a new trend in recreation got under way. The guidance objectives, as set forth in the *Handbook for Camp Educational Advisers*, placed chief consideration on the individual enrollee, and the advisers were soon acquainting themselves with the needs and interests of the enrollees and making plans.

The advisers were conscious of both social and physical requirements in devising their plans. Guidance interviews uncovered social and physical inadequacies, latent talents, hobby interests, and even skilled performers in music, drama, art, and the crafts. Particularly did the handicrafts become an effective channel for creative expression and a means for securing social approval. Music groups such as glee clubs, orchestras, and "hillbilly" bands, in addition to dramatics, journalistic, and hobby groups multiplied as the in-

terests and needs of the men became known.

The leisure-time pursuits of the enrollees may be divided into five groups: Athletics, social activities, arts and crafts, camp newspapers, and hobbies.

Athletics

Athletic activities are well developed throughout the camps. There is a wide variety of them with extensive enrollee participation. Boxing, wrestling, volleyball, basketball, baseball, softball, football, track, and field events, swimming, tumbling, tennis, ping-pong, hiking, skiing, horseshoe pitching, weight lifting, and archery are among the more popular sports. Usually, athletics are organized on an intra-camp basis, that is teams are formed within the camp and play off against each other. Most camps now join the local community leagues and compete with other camps or nearby schools and colleges.

In certain districts, such as in Louisiana, the sports program is organized on a district-wide basis. Of the 8,000 enrollees in the district, 300, after competing in intercamp and subdistrict athletic meets, finally reach the district meet where skill and sportsmanship reach a high level.

Social Activities

Although camp advisers, since their first appointment in 1934, have been largely delegated the responsibility for social recreational activities, they are aided by the company commander, project superintendent, and other members of the supervisory staff. In the majority of camps, social committees are organized, consisting of enrollees with the educational adviser as counsellor.

Game tournaments include checkers, billiards, pool, ping-pong, horseshoes, and bingo. Usually, the program calls for tournaments for each barracks or



Fishing.

crew prior to an interbarracks or intercrew play-off.

Less than half of the men know how to dance when they first enroll. Since dancing may be regarded as an important social activity for young men, the officials in many camps feel a responsibility for providing opportunities to learn dancing. Social dancing classes have been provided under the leadership of enrollees, townsfolk, and camp personnel, with the help of YWCA's girls' clubs, and NYA camps.

Music has played an important role in the leisure-time program. Glee clubs, orchestras, and "hillbilly" bands have been organized in most camps. Group singing has been sponsored by advisers because of its worth to individual and camp morale. The many religious groups, service clubs, and fraternal organizations have furnished excellent outlets for camp musical talent. Perhaps more popular than all of these, however, has been the radio. There have been many programs sponsored by CCC companies. During the past fiscal year an average of more than 14,000 enrollees participated in some form of musical activity.

The first venture of the average camp in the field of dramatics is almost always a minstrel show. It should be noted in this connection that the dra-

matic presentation of home-made skits has been a valuable aid in teaching etiquette, how to apply for a job, and safety practices. Many camps have periodic "camp nights" which are held weekly, biweekly, or monthly under the direction of the camp adviser or the committee which he supervises. These are usually all-camp affairs which make use of the talents of the enrollees themselves, although they often include entertainment, motion pictures, and inspirational speakers. Company officials highly appreciate such occasions, not only for their effect on morale, but because these programs often relieve them of the necessity of arranging a recreational trip to town, which, at certain times of the year when travel is hazardous, is an important safety consideration.

Motion Pictures

More than two-thirds of the camps now have both motion-picture and strip film projectors. Many camps which do not own this equipment subscribe to an entertainment film service or borrow projection equipment from nearby schools, YMCA's, and other agencies. Film libraries which circulate educational and, in some cases, entertainment films in the camps have been established in the corps area or district headquarters of the CCC.

As a consequence, much visual material has been presented in the camps not only in connection with organized educational activities but also for the entertainment of the men. Brief talks are usually made prior to the showing of educational and historic-recreational pictures and informal discussions take place afterwards.

Arts and Crafts

Granting that a few who are talented in music and dramatics find a means for self-expression through such activities, nevertheless, one of the most effective media for the average manually inclined young man is the arts and crafts program. Commencing in 1934, camp handicrafts have developed until during the past fiscal year a monthly average of 24,882 individuals enrolled in more than 100 different types of craft

work, such as leatherwork, woodwork, photography, metalwork, painting, drawing, airplane and ship modeling, plastics, and weaving. The camps have received wide acclaim from professional craftsmen for their work in this field. Public exhibitions of CCC craft work in various parts of the country have been so general that the educational program has appeared sometimes to overemphasize this phase of the program. Actually, however, less than 10 percent of the enrollees are engaged in such activities.

Camp Newspapers

Practically all camps publish newspapers which are the product of enrollee press clubs. Instruction in English, journalism, typing, mimeographing and, in a few cases, printing have been some valuable byproducts. The art work is often of professional competence. The quality of editing, in most instances, affords repeated examples of correct English usage.

Other Hobbies

A listing of other hobbies of enrollees would include most of the leisure-time interests of adults today. Among groups of interest are: Amateur radio, aviation, stamp and coin collecting, photography, botanical and mineral collections, hiking, and gardening.

The educational and practical benefits of a rich and varied recreational program can hardly be overestimated in the CCC educational situation. Considering only the value of recreation as improving the morale of an entire camp, it should continue to be emphasized in the CCC. But the true criteria of success of the program can be gaged by the happiness and satisfaction of the individual enrollee, both in the present and in later years. Play for play's sake, free and undirected, has a definite place in the program. However, this form of recreation scarcely needs additional stress at the present time. Recreational guidance, on the other hand, which provides ample opportunity for self-expression in line with the needs and interests of the individual man, should receive even greater emphasis in the future development of the program.

Our Adventures with Children

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3. How can parents help in the event their children are dilatory in school?
4. Discuss discipline and motivation.
5. In the second episode what is obviously wrong?
6. How might a teacher be made conscious of the fault in her approach to the work?
7. Would study groups of teachers instead of general teachers' meetings offer opportunity for discussing problems of method?
8. Would you approve of breaking a general teachers' meeting up into small groups for discussion of practical problems?
9. What can be done to secure parent cooperation when problems appear?
10. What are the problems that teachers meet most often which never seem to be solved?

Books to Read

- BAIN, WINIFRED E. *Parents Look at Modern Education*. A book to help the older generation understand the schools of the new. New York, D. Appleton-Century Co., 1935. 330 p. Chap. V, The teacher's contribution to your child's education, p. 82-100.
- COLE, LUELLA. *Teaching in the Elementary School*. New York, Farrar & Rinehart, Inc., 1939. 518 p. Chap. VIII, Motivation, p. 179-208; Chap. IX, Discipline, p. 209-247.
- GOODENOUGH, FLORENCE L. *Developmental Psychology*. An introduction to the study of human behavior. New York, D. Appleton-Century Co., 1934. 619 p. Chap. XVI, How older children learn, p. 347.
- LANE, ROBERT HILL. *The Progressive Elementary School*. A handbook for principals, teachers, and parents. New York, Houghton Mifflin Co., 1938. 197 p. Chap. II, The school organization. Are we teaching grades or helping children to grow? p. 18-34.
- WICKES, FRANCES G. *The Inner World of Childhood*. New York, D. Appleton & Co., 1927. 379 p. Chap. VIII, Fear, p. 218-260.



Camping Convention

The eighteenth annual convention of the American Camping Association will bring together more than 800 persons interested in extending and bettering the camping movement in America, according to announcement of the association. Directors, owners, and counselors of organizational and private camps will meet for the 3-day meeting, February 13-15, 1941, in the Wardman-Park Hotel, Washington, D. C.

Copies of the final program are available from the American Camping Association, Inc., 330 S. State Street, Ann Arbor, Mich.



THE VOCATIONAL SUMMARY



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

For Oil Workers

Training courses in occupations involved in oil field work and petroleum refining started in Oil City and Bradford, Pa., during the past year attracted a large enrollment. The training included instruction in welding, forging, pipe fitting, elementary machine tool operation, and refinery laboratory techniques essential in the testing of gasoline and the refining of oils.

As a result of the cooperation of nearby producing and refining industries in the training program, pupils in the school district are able to coordinate shop instruction with actual experience in the field. Interest of these industries in the training is attested by the fact that many of the members of the graduating class were signed up by employers several months prior to graduation—and this in spite of the fact that they had had only 1 year of shop experience.

In a nearby oil-producing district a course for laboratory technicians was started in answer to a demand from the refining corporations. The training given in this area is on a somewhat higher technical level.

It is expected that a comparison of the two courses will provide information that will be helpful in developing other courses in oil-producing and oil-refining occupations.

She Sold the Idea

However elementary it may seem on the surface, the training unit in gift wrapping provided in the Boston Trade School for Girls just prior to the holiday season and at other times, has opened up unusual opportunities for those completing training in this unit.

As an illustration, Miss Caroline H. Wilson, assistant supervisor of household arts education for Massachusetts, cites the example of a girl who completed this training last year. This young woman presented herself at a prominent beauty salon in Boston which sells its own cosmetics, suggesting to the manager the need for attractive wrapping of the salon's products. She had no difficulty selling the idea and was employed to put it into operation for the Christmas holiday sale period.

A few weeks later, when she had returned to the trade school for further training the beauty salon approached her with the proposal that she return to the establishment to run the elevator, answer phone calls, and perform other miscellaneous jobs with the prospect of fitting into the organization in a capacity more closely correlated to her art training at an early date. She has done her work so well that the beauty salon manager recently asked the trade school for two other girls from the art department to do routine work with the

prospect of later being absorbed into the organization in a capacity definitely related to their training.

A Soil-Conservation Help

Millions of acres of land have been terraced and numerous other soil-conserving practices have been introduced through the efforts of vocational agriculture departments in rural high schools during the past 7 years.

Recognizing the recent developments in the science of soil conservation resulting from the extensive research and demonstrational program of both State and Federal agencies, many vocational agriculture teachers have felt the need of assistance in planning and carrying on soil-conservation instruction. In an effort to meet this need the U. S. Office of Education has issued Vocational Division Bulletin 201, *Conserving Farm Lands*. The primary purpose of this publication is to acquaint teachers with the factors involved in planning a soil-conservation program for a specific farm and to present this material in a form in which it may be used in a program of systematic instruction. It includes: (1) Analyses of the training content of type jobs involved in planning a soil-conservation program for a farm; (2) interpretive science and related information of importance in connection with these jobs; (3) illustrations of various types of soil erosion and conservation; (4) definitions of soil conservation terms; and (5) lists of references and visual materials for use in a soil-conservation instruction course.

The bulletin, which was prepared by Tom Dale, information specialist, Soil Conservation Service, in cooperation with W. A. Ross, subject-matter specialist on agricultural education, U. S. Office of Education, may be secured from the Government Printing Office, Washington D. C., at a cost of 5 cents a copy.

Boys Take It Too

Girls training schools in Massachusetts are rendering a real service to boys who need training in catering service.

Determined not to be caught napping when his cooks fail him, a young man who runs a tearoom near Greenbush, Mass., during the spring and summer months, last year spent several weeks at the Boston Trade School for Girls taking intensive training in catering work.

This young man, who has had considerable difficulty when for one reason or another his cook or assistant cook failed him at a crucial time, has been taking this training so that he may have a better knowledge of what is involved in tearoom cooking activities and also that he may be able to carry on in the kitchen

alone in an emergency. He received intensive instruction in breadmaking, cake and cookie making, pastry making, and meat and fish cookery.

Another youth who took training in catering in the Springfield Trade School for Girls during a period of 2 years has found employment during the past two summers as short-order cook or assistant cook in tearooms near Springfield.

"Merchants Fair" Clicks

A "merchant's fair," planned, organized, and carried out by students enrolled in a part-time cooperative class in distributive education in Milford, Del., aroused widespread attention. Seventeen local merchants cooperated in this project by building booths in the school gymnasium. Each booth represented a store window.

Merchants, students, and school officials attended the open house sessions held for two evenings at the school, and participated in brief discussions and demonstrations. According to the report on distributive education in Delaware, "merchants were pleasantly surprised at the professional looking displays designed and constructed by the students."

A similar project carried out in Dover resulted in job openings for the distributive education students.

For Teachers and Others

Educational Objectives in Vocational Agriculture is the title of Vocational Division Monograph 21 issued recently by the U. S. Office of Education.

This publication supersedes Bulletin 153 issued by the Federal Board for Vocational Education in 1931, which was the result of the activities of a committee appointed in 1929 by L. R. Humphreys, then vice president for agriculture of the American Vocational Association. It is intended for use by teachers of vocational agriculture in developing education programs in agriculture to meet the needs of high-school students in day classes, out-of-school young men in part-time classes, and adult farmers in evening classes. It should be of interest also to school administrators, local boards of education, advisory councils, program-planning committees, and other individuals and groups who are planning or assisting with the development of programs of vocational education in agriculture. It should help the general public also to acquire an understanding of the aims and objectives of vocational education in agriculture.

SCHOOL LIFE—1 year, \$1
Order from Superintendent of Documents,
Washington, D. C.



New Books and Pamphlets

Civic Education

Learning the Ways of Democracy. A case book of civic education. Washington, D. C., Educational Policies Commission, National Education Association of the United States and the American Association of School Administrators, 1940. 486 p. illus. \$1.

Describes effective programs of civic education in a selected group of secondary schools and explores the need for further accomplishment. The field work involved visits to 90 high schools in 27 States from September 1939 to January 1940.

School Law

The Eighth Yearbook of School Law, 1940. A narrative topical summary of decisions of the higher courts in all States of the United States of America in cases involving school law, as reported during the preceding year. Edited by M. M. Chambers. Washington, D. C., American Council on Education, 1940. 185 p. \$1.

A basic source of information regarding current legal problems which affect education. Presents an annual review of the decisions of the higher courts classified and arranged in convenient chapters.

Debates

Intercollegiate Debates, edited by Egbert Ray Nichols. New York City, Noble & Noble, Publishers, Inc., 1940. 411 p. (The Year Book of College Debating.) \$2.50.

Outstanding debates, presented as given, with complete affirmative and negative sides and the debaters' bibliographies.

College Retirement Plans

College Plans for Retirement Income, by Rainard B. Robbins. New York, Columbia University Press, 1940. 253 p. \$2.75.

Facts about college plans for retirement income, collected and analyzed, with a discussion of the policy and philosophy involved in these arrangements.

Guidance

Proceedings of Conference on Guidance Through the School Library, Simmons College, April 12-13, 1940. Sponsored jointly by the School of Library Science, Simmons College and the New England School Library Association. Edited by Nina Caroline Brotherton. Boston, School of Library Science, Simmons College, 1940. 71 p. mimeog. 75 cents to members of the N. E. S. L. A., \$1 to non-members.

Topics discussed include: The school library and its contribution to the guidance program, reading guidance, book selection, personality of the school librarian, interpreting to school administrators and teachers the role of the school library in the guidance program.

Phonograph Records in Schools

Experiment in the Use of Phonograph Records as an Aid to Learning in Rural Elementary Schools. Developed with grant arranged by Dr. Irvin Stewart, director of the Committee on Scientific Aids to Learning, a committee of the National Research Council. Teachers' manual, prepared by Effie G. Bathurst, director of the experiment, September 1940. Albany, N. Y., The State Education Department, 1940. 76 p. mimeog.

Several types of new records were made for this experiment; there are now available three major groups of records entitled "Environment, English, and Regional Studies." Each record is planned to contribute to objectives suggested in New York State courses of study and to provide for some need of rural schools.

SUSAN O. FUTTERER



Recent Theses

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

ALBRIGHT, M. LOUISE. An analysis of the speech defects of 100 children in the nonreading classification. Master's, 1940. George Washington University. 42 p. ms.

ANDERSON, JOHN PEYTON. A study of the relationships between certain aspects of parental behavior and attitudes and the behavior of junior high school pupils. Doctor's, 1940. Teachers College, Columbia University. 196 p.

BALL, ANN E. Effect of participation in certain physical education activities upon the strength index and the physical fitness index of college girls. Master's, 1940. Syracuse University. 33 p. ms.

BECK, WALTER E. Lutheran elementary schools in the United States: a history of the development of parochial schools and synodical educational policies and programs. Doctor's, 1939. Temple University. 445 p.

BUCKLEY, FREDERICK A. What need is there for a corrective arithmetic program for pupils in the four courses of a senior high school, and what progress is it possible to achieve through group instruction in a limited time? Master's, 1940. Boston University. 229 p. ms.

BUNCE, EDGAR F. The development of a unified program of tax supported, State controlled teacher education in New Jersey. Doctor's, 1939. New York University. 65 p. ms.

BYRD, THOMAS S. An education program, through guidance, for youths in the Civilian Conservation Corps. Master's, 1939. University of Wyoming. 126 p. ms.

CASASSA, PAUL E. Convalescent education: an investigation of the need and provisions for the education of convalescents in the District of Columbia and other localities, as revealed in a personal survey and certain magazine articles dealing with the subject. Master's, 1940. George Washington University. 53 p. ms.

DULLES, FOSTER R. America learns to play: a history of popular recreation, 1607-1940. Doctor's, 1940. Columbia University. 441 p.

EAVES, ROBERT W. An urban transitional community and its educational implications on an ele-

mentary school level. Doctor's, 1940. George Washington University. 261 p. ms.

ELDRIDGE, MIRIAM. Music education for better citizenship. Master's, 1940. Boston University. 197 p. ms.

FURLONG, HAZEL F. An investigation of the home activities of high school girls in Lewiston, Maine. Master's, 1939. University of Maine. 57 p. ms.

GILLET, GEORGE C. Cost analysis of Live Oak county, Texas, common schools, 1933-38, inclusive. Master's, 1939. Texas College of Arts and Industries. 150 p. ms.

GOMBERG, M. ROBERT. A comparison of behavior symptoms of 200 problem and nonproblem children. Doctor's, 1939. New York University. 122 p. ms.

GORDON, MARY G. An experimental investigation of the value of kindergarten education. Doctor's, 1940. Harvard University. 234 p. ms.

GREEN, JAMES E. Study of the success of the graduates of 10 classes of the Louisville male high school in the first 2 years in the College of Liberal Arts of the University of Louisville. Master's, 1938. University of Louisville. 114 p. ms.

HAGELTHORN, SIGNE E. The doctorate of philosophy in education and its administration at New York University. Doctor's, 1939. New York University. 288 p. ms.

HAMMOND, MAURICE S. Development of an educational experiment at Van Hornesville, N. Y. Doctor's, 1939. New York University. 235 p. ms.

JEWELL, ALICE A. A follow-up study of 190 mentally deficient children excluded because of low mentality from the public schools of the District of Columbia, Divisions 1-9, September 1929 to February 1, 1940. Master's, 1940. George Washington University. 53 p. ms.

MARKOWSKI, ADAM J. The effect of bilingualism upon the reading abilities of sixth-grade children. Master's, 1939. Syracuse University. 23 p. ms.

MEEK, ELIZABETH B. The relative merit of the traditional and the reorganized school as preparation for freshmen at the Pennsylvania State College. Doctor's, 1938. Pennsylvania State College. 188 p. ms.

MONTAGUE, CHARLES A. Survey of industrial arts in the accredited high schools of North Dakota. Master's, 1939. University of North Dakota. 73 p. ms.

O'LEARY, MARGARET A. Study of gains made through remedial reading instruction. Master's, 1940. Boston University. 69 p. ms.

PARR, LEWIS A. Personnel study of the school achievement, intelligence, socio-economic status, and personality adjustment of Civilian Conservation Corps enrollees of northeast Texas. Master's, 1937. University of Texas. 78 p. ms.

PENNINGTON, R. CORBIN. Speech in the teaching profession: a study of the professional requirements and the quality of the speech of three groups of teachers. Doctor's, 1939. Teachers College, Columbia University. 80 p.

POWERS, LEVERSA L. Program of curriculum revision in Chester, Pennsylvania, January 1938 to January 1940. Doctor's, 1940. George Washington University. 409 p. ms.

SESSONS, ELDON B. Educational work of the Civilian Conservation Corps camps in Ohio. Doctor's, 1937. Ohio State University. 372 p. ms.

SISSON, JEROME C. A study of the abilities, interests, and needs of sixth-grade pupils as an aid to the selection of functional subject matter for a seventh-grade course in general science. Master's, 1940. Boston University. 138 p. ms.

THOMPSON, LOUISE E. Enrichment versus the analysis method of teaching first-grade reading. Master's, 1940. Boston University. 71 p. ms.

RUTH A. GRAY

Future Farmers of America Convention

by *W. A. Ross, Specialist in Agricultural Education*

★★★ More than 7,300 persons attended the Thirteenth National Convention of Future Farmers of America and National Contests for Students of Vocational Agriculture held in Kansas City, Mo., in November. This is the largest attendance ever recorded. The dates of this event always coincide with the annual American Royal Livestock Show.

Prior to the convention the F. F. A. National Board of Trustees, Advisory Council, and State F. F. A. advisers held meetings during a period extending through 5 days.

It seemed particularly appropriate that the convention of Future Farmers of America opened on Armistice Day and that the week in which it was held was American Education Week. President Ivan Kindschi of Prairie du Sac, Wis., presided over the convention, assisted by Vice Presidents Billy Bryan of Arkansas; Ervin Denisen of Minnesota; Elmer Denis of West Virginia; and Edgar Spiekerman of Oregon; also Student Secretary Kenneth Julian of Arizona.

Special Features

To give emphasis to the patriotic and educational phases of F. F. A. work, Milo J. Warner, National Commander of the American Legion broadcast a special address to the membership from Washington, D. C., on the organization's regular program of the N. B. C. Farm and Home Hour. Appearing on this same broadcast from the convention floor was S. D. Shankland, executive secretary, American Association of School Administrators of the National Education Association.

On two succeeding days Farm and Home Hour listeners were also given an opportunity to hear the members in action as they carried on their business affairs and presented additional youth features of interest to the public.

Official Bands

The official band for this year came from Minnesota—100 pieces and all F. F. A. members from some 75 different chapters—playing under the direction of Gerald McKay of Brainerd. The second band of the convention was from the Texas association which included 50 F. F. A. members who played under the baton of H. G. Rylander of Itasca. Both bands gave a splendid account of themselves.

Delegates

There were 98 official delegates present from 49 chartered associations, including Hawaii and Puerto Rico. This was the first year for official representation from Puerto Rico.

The convention sessions lasted 4 days. Among many other things the F. F. A. voted \$10,000 for the development of the National F. F. A. Camp in a total operating budget of \$31,000. More than 232,000 active members were reported for the year 1939-40. A goal of 250,000 was set for 1940-41.

Among main events of the week, in addition to the regular convention sessions were: The officer-delegate dinner; the public-speaking contest, the arena parade of vocational agriculture students at the American Royal Livestock Show, the talent night performance participated in by members from some 15 States; the complimentary chamber of commerce banquet attended by 1,300 students of vocational agriculture and friends, and the F. F. A. exhibit where 32 States showed characteristic and unusual agricultural products.

American Farmer Degree

There were 212 applications for the American Farmer Degree, fourth and highest in the organization. Of this number, 156 were elected from 39 different associations.



President Harold Prichard.

Nine honorary American Farmer Degrees for outstanding services to vocational agriculture and the F. F. A. were also conferred on the following individuals: Hon. Clarence Poe, editor and member of the Federal Advisory Board for Vocational Education, Raleigh, N. C.; Fred Smith, agricultural vice president, American Vocational Association, Little Rock, Ark.; Capt. Thomas Darcy, Leader, U. S. Army Band, Washington, D. C.; W. P. Beard, specialist, U. S. Office of Education, Washington, D. C.; Robert Romack, editor, Danville, Ill.; T. R. Schreiner, teacher of vocational agriculture, Ponca City, Okla.; Robert A. Wall, teacher of vocational agriculture, Stephens City, Va.; J. R. Gilliam, teacher of vocational agriculture, Clarendon, Tex.; and W. E. Anderson, teacher of vocational agriculture, Deer Lodge, Mont.

Star Farmer Awards

To 17-year-old Gerald Reyenga of Emmet, Ark., went the crown of "Star American Farmer" for 1939-40, the highest honor in the organization. Gerald, who lives on a 500-acre farm, developed a farming program that included cotton, corn, potatoes, beans, hogs, and dairy cattle. Since the



The Minnesota Future Farmer Band—official convention band.

death of his father a year ago, the responsibility for the operation of this farm has rested largely on his shoulders. A cash award of \$500 was given him by the *Weekly Kansas City Star* as Star Farmer of Arkansas, of the southern region, and of the United States.

Other awards of \$150 to regional Star Farmers and \$100 to certain State Star Farmers were also made as follows:

John William Shaffer, Bedford, Pa.—North Atlantic Region; Lewis Kelly, Jr., Lexington, Ky.—North Central Region; Jesse Anderson, Hanford, Calif.—Pacific Region; LaRoy Duvall, Lamar, Mo.; James S. Cunningham, El Dorado, Kans.; and Jack Deason, Fort Cobb, Okla.

Public Speakers

The winners of the national public-speaking contest follow in the order named:

Douglas Charles Fisk, Hunter, N. Dak.—subject, *Between Men*; Alvin Bauer, Woodland, Wash.—subject, *Chemurgy—A New Era in Agriculture*; Hoosaku Furumoto, Hawaii—subject, *The Gigantic Task Which Lies Ahead of the F. F. A.*; William King, Gaithersburg, Md.—subject, *The Cooperative Movement in Agriculture*; and Henley Adams Vansant, Douglasville, Ga.—subject, *The Breaking Fullness of Day*.

Chapter Contest Winners

This year a new pattern was followed in connection with awards made

to outstanding local chapters of F. F. A. The State winners were classified into Gold, Silver, Bronze, and Honorable Mention rankings. Beautiful national plaques with appropriate miniature emblems and engraving were awarded in each of the first three classifications. Certificates went to all competing chapters.

Chapters ranking in the Gold Emblem classification were: Ponca City, Okla.; Clarendon, Tex.; Deer Lodge, Mont.; and Stephens City, Va.

Silver Emblem classification was awarded to eight other chapters, Bronze Emblems to three chapters, and Honorable Mention to 22 additional chapters.

State Association Winners

A similar system was followed with awards to outstanding State associations of F. F. A. For the year 1939-40, "top" honors went to the following who were awarded Gold Emblem classification: Virginia, Montana, Wyoming, and Texas.

Silver Emblems were awarded to four State associations; Bronze to 14; and Honorable Mention to 19 others.

New National Officers

The following national officers were elected for the year 1940-41:

President, Harold Prichard, Booneville, Miss.; first vice president, Roy H. Hunt, Vine Grove, Ky.—North Central Region; second vice president, Frank Hill, Montgomery, Vt.—North Atlantic Region; third vice president, Heurie L.

Miller, Manti, Utah—Pacific Region; fourth vice president, James H. Gunter, Jr., Conway, Tex.—Southern Region; student secretary, Earl E. Walter, Starkweather, N. Dak.; adviser, J. A. Linke, U. S. Office of Education, Washington, D. C.; executive secretary, W. A. Ross, U. S. Office of Education, Washington, D. C.; and treasurer, Henry C. Groseclose, Virginia Polytechnic Institute, Blacksburg, Va.

Organized in November 1928, the Future Farmers of America has served to motivate and vitalize the systematic instruction offered to students of vocational agriculture and to provide further training in farmer citizenship.

Know

Your Board of Education, by W. S. Deffenbaugh, Chief, Division of American School Systems. Leaflet No. 47.

Your Superintendent, by Mr. Deffenbaugh. Leaflet No. 48.

Your School Principal, by Mr. Deffenbaugh. Leaflet No. 49.

Your Teacher, by Mr. Deffenbaugh. Leaflet No. 50.

Your School Child, by Mary Dabney Davis, senior specialist in nursery-kindergarten-primary education. Leaflet No. 51.

Your Modern Elementary School, by Helen K. Mackintosh, senior specialist in elementary education. Leaflet No. 52.

How Your Schools Are Financed, by Timon Covert, specialist in school finance. Leaflet No. 53.

Your State Educational Program, by Mr. Deffenbaugh. Leaflet No. 55.

Your School Library, by Nora E. Beust, specialist in school libraries. Leaflet No. 56.

Your Community, by Bess Goodykoontz, Assistant U. S. Commissioner of Education. Leaflet No. 57. Not yet off the press.

The above leaflets, full of valuable information and stimulating questions for group discussions, are available from the Superintendent of Documents, United States Government Printing Office, Washington, D. C., at 5 cents each. A discount of 25 percent is made on orders of 100 copies or more.



In Public Schools

Directory of Journals.

The Division of Intellectual Cooperation, Pan American Union, Washington, D. C., has issued a directory containing a *Partial List of Latin-American Educational Journals*. "This directory," says the Division of Intellectual Cooperation, "has been prepared in order to meet the demand on the part of librarians, and teachers and students of comparative education. It will also prove of value to others interested in obtaining as broad a view as possible of cultural life in Latin America. This is especially so because several of the publications, in their desire to contribute to the improvement of the intellectual background of the teaching profession, devote a great deal of space to such subjects as literature, art, music, the social and natural sciences. * * *

"Educational journals wishing to establish an exchange are assured of an appreciative response as Latin-American educators have traditionally shown a great interest in American educational thought and practice."

Curriculum Laboratory

The Michigan Curriculum Laboratory, sponsored by the Michigan Department of Public Instruction, the Michigan Study of the Secondary School Curriculum, and the Michigan Cooperative Teacher Education Study, acts as a service agency for the schools of that State. "The curriculum laboratory is designed to assist individuals and school groups in their efforts to improve their own instructional program, and to further the larger State-wide educational program, by providing for the collection, organization and classification of a wide range of useful materials, and for a place to work."

S. Dak. Pictorial Bulletin

The South Dakota Department of Public Instruction has issued a pictorial bulletin in response to requests for information concerning the schools and other activities of that State. State superintendent, J. F. Hines, says in his foreword: "It is hoped that this presentation may serve to acquaint the people of our State with a concise and organized picture of the scope of our educational program."

Problems Course

According to a recent issue of *Better Teaching*, a publication issued by the Cincinnati, Ohio, public schools, "The new course, problems of democracy, which emphasizes social, civic, and economic problems in their present-day setting, offered this year as an elective for senior students, is getting away to a good start at Woodward High School of that city.

"The course at Woodward consists of 12 major problems to be studied for the year. A textbook has been provided, but no one book available covers the material of the course completely without much supplementing, especially with current materials. For example, the unit, Propaganda and Public Opinion, is based largely on publications of the Institute of Propaganda Analysis; and the unit, Democracy and the Isms, is based on the Headline Books of the Foreign Policy Association. Dr. Isabelle J. Levi, who teaches the course, has worked out, on the basis of preliminary materials prepared last year by a curriculum committee, detailed outlines and references on various problems.

"Guide sheets containing an outline of subject matter, references for reading, and a list of activities are in the hands of the pupils. In some cases, the teacher must give notes from sources too difficult for the pupils or not readily accessible to them."

Committee Duties Twofold

"The Governor and the State superintendent of schools of West Virginia, acting jointly, recently appointed a committee on education and the defense of American democracy," says the *West Virginia School Journal* for November 1940. "The duties of the committee are twofold: First, to plan, direct, and supervise the observance of education week; and second, to promote and direct the program and policies in education for national defense. The committee asked county superintendents to appoint local committees of the same name, and made the following suggestions regarding objective and activities:

"1. Preparation of aliens for naturalization.

"2. Emphasis on national defense through programs of study in such subjects as government, history, and music; and pupil participation in school-community activities such as publications, oratorical contests, and similar programs.

"3. Further emphasis on vocational training in public schools and adult-education programs.

"4. Emphasis on patriotism and American ideals through such community activities as band concerts, discussion groups, citizenship day programs, special day programs, community center activities in general, motion pictures, and programs with civic service, fraternal, patriotic, and religious organizations."

A Line of National Defense

"Based on the premise that education is a major line of national defense comparable to military preparedness, the 1940 Pennsylvania Education Congress," according to a recent issue of *Pennsylvania Public Education*, "invited State-wide participation in a program that should enable Pennsylvania schools and institutions of higher learning soon to assume a front-line position in meeting their share in the existing national emergency. * * *

"Literally scores of suggestions and recommendations came in response to the request of Dr. Haas, superintendent of public instruction, for assistance in determining how the State's education facilities might be utilized now and in the immediate future for the advancement of national preparedness. All recommendations are being reviewed by more than 100 members of 10 working committees representing a cross section of educational and allied interests as well as geographic divisions of the State."

State Sponsors Forum Movement

"A State-supported contribution to a program providing for the discussion of public affairs before Mississippi audiences," says R. E. Steen in *The Mississippi Educational Advance* for November, "was initiated recently under the direction of the State superintendent of education.

"A portion of the funds appropriated by the State legislature to supplement the adult education program has been set aside to pay the travel expenses of a group of educational leaders who have agreed to serve as guest speakers before forums. The men selected are located in such parts of the State as to be within reach of any forum group before which they may be invited to speak. These men, most of whom have previously assisted in forum work, are drawn from

senior and junior colleges and from men engaged in public-school work."

Student Councils

"Recognizing a need for more information about student councils in the public schools," says *News of the Week*, a publication issued by the department of public instruction of Michigan, "the superintendent of public instruction of that State has appointed a committee to develop a bulletin which will deal with basic principles and descriptive practices in the field of student participation in school government."

Legislation Proposed

The State superintendent of public instruction, the State association of school board members, the State parent-teacher association, and the North Carolina Educational Association, according to *North Carolina Education*, "have joined in a legislative program for 1941 that lays major emphasis on four points. There are only minor differences in the program for the schools suggested by any of these individuals or groups, and none of these are in conflict with the other.

"The State superintendent, in presenting the program to teachers and lay people during the fall, has emphasized the following four points: (1) Retirement for teachers and other State employees; (2) a form of continuing contracts for teachers who have served a probationary period; (3) additional money for adjusting and increasing the compensation of teachers; (4) additional money for the enrichment of the minimum opportunity offered the children of North Carolina."

W. S. DEFFENBAUGH



In Colleges

Religion of College Students

Ninety-four percent of the 2,123 entering students at Cornell University expressed religious preferences this fall according to a compilation released by Rev. John Fetter of the Cornell United Religious Work staff. Only 122 indicated no preference for any particular religious affiliation. During the past 5 years the percentage of students entering Cornell with a religious preference has increased about 3 percent.

The Presbyterians still lead the entering students with 380 followers, an increase of 61 over last year. Roman Catholics are next with 321, an increase

of 13. There are 267 Methodists, and 276 Episcopalians, while those indicating preference for the Jewish religion number 281. Baptists with 114, a decrease of 32 from last year, Congregationalists with 103, and Lutherans with 79, are the next largest groups. Thirty-six students are Reformed, 30 Christian Scientists, and 13 Friends. Nine Mormons and five Greek Orthodox students are listed as well as the representatives of the following churches and faiths: United Church, Mohammedanism, Church of Christ, Hinduism, United Brethren, Confucianism, Chinese Christian, Evangelical, London Mission, Moravian, Nazarene, Social and Ethical Culture, Buddhism, Theosophism, Schwenkfelder, Dunkard, and Swedenborgian.

Business Panel Advises Students

Brown University seniors who want to know more about the careers they plan to follow, or who need help in selecting a business, can now turn to a new alumni advisory committee of 200 local business and professional men who are ready to answer all kinds of questions about choosing a life occupation.

Organized into a "business panel" under the auspices of the Associated Alumni, the advisers have begun a series of individual and informal interviews, and are ready to talk to every senior as often as necessary throughout the year on any question—what career to choose, how to get it, and what the qualifications are.

Another feature of the alumni career-aiding plan is the prize scholarship of \$1 a day for a year, which is to be awarded to the senior entering business who writes the best 2,500 word essay on *The Steps I Have Taken To Determine What Business I Should Enter After Graduation*.

The \$365 prize will be given by Walter Hoving '20 of New York, president of the Associated Alumni, to help the contest winner "keep the wolf from the door" during his first year in his chosen occupation, when his salary is likely to be small.

Although the business panel in no way constitutes an employment agency, James L. Whitcomb, director of alumni relations of the university, indicates that the experience of an older man, particularly if he is an alumnus, will be an invaluable aid to the student who is puzzled by the old question of what business to enter.

It is the purpose of the business panel, with the added incentive of the prize scholarship, to eliminate the kind of situation in which a senior takes the first job that comes along, simply because it

is a job. If the panel can help a senior find his right niche, ruinous personal maladjustments can be overcome.

The seniors are invited to study the lists of panel members, who have been classified by businesses or professions. A senior interested in banking, for example, can arrange interviews through the alumni office with alumni connected with a variety of banking activities.

Prospective graduates who are puzzled about their future careers are urged to consult alumni in as many different businesses as possible, so that the seniors may learn about qualifications, opportunities, and the nature of the work required.

Describing the aims and purposes of the "keep-the-wolf-from-the-door" prize scholarship, Mr. Hoving pointed out that he believes "not enough thought, study, or research is normally undertaken by seniors on the problem of their life work." He said that the award is designed to encourage "more constructive thinking about future business careers."

Essays entered for the prize will be judged by a faculty, alumni, and administrative committee. The winner will be announced at the meeting of the advisory council of the Associated Alumni in February.

WALTON C. JOHN



In Libraries

Elementary School Libraries

Writing in *Illinois Libraries*, Superintendent of Public Instruction John A. Wieland stresses the functions of elementary school libraries. "Some school officials in the past have not fully realized the importance of the elementary school library. We believe that the library is as indispensable to the modern elementary school as to the modern high school, and in the main, should be as adequately housed, equipped and directed as the high-school library."

Superintendent Wieland notes also the addition of a field visitor to schools to the staff of the Illinois State Library in order to improve the organization and extent of library service, particularly in the case of elementary schools.

The Statistical Report of the Illinois superintendent of public instruction for the year ending June 1939, shows 13,329 public-school libraries outside the city of Chicago, an increase of 1,397 school libraries for the 5-year period. Although the libraries now contain 3,768,744 volumes, the superintendent

points out as of still greater importance the fact that there has been a "general improvement both in the physical aspect and in the content of the book collections."

Support Argument

In support of her argument for county libraries, Harriet Long, librarian of the Oregon State Library, states in a recent monthly letter to libraries: "Of the total State population of 1,087,717, the 10 county libraries offer service to a total of 593,811 people while the other 99 public libraries, scattered through 26 counties, offer service to only 165,641 people. . . . In 1939, there were 6,022,907 volumes lent from all the public libraries in Oregon, of which 4,174,703 volumes were lent from the 10 county libraries, and only 1,848,204 from the other 99 public libraries."

Source of Supply

Founded 5 years ago, the Richard B. Harrison Public Library in Raleigh, N. C., an independent library for Negroes, now has a collection of 6,000 volumes, 5,330 registered borrowers and an annual circulation of 18,000 volumes. As a part of its educational program, the library is sponsoring reading clubs, lectures on literature, art exhibits, story hours, and adult reading guidance. In addition, many teachers in the county are finding the library a source of supply for their classroom libraries.

Pictorially Treated

The occupation of librarianship has been treated pictorially in *Library Workers*, a publication issued by Picture Fact Associates under the editorship of Alice V. Keliher. Accompanying text describes the services which libraries render to communities and the procedures used to perform the functions.

Reading Interest Survey

The *Library Quarterly* has published recently a survey of the reading interests of young people made in 1939 by George B. Morehead, Jr., of the Public Library of the District of Columbia. The study had among its objectives the determining of a "basis upon which to select books of greater interest and value to young people of the community," and the attaining of a closer understanding between school and library.

Data on reading interests were obtained from over 800 students in two senior high schools in Washington, D. C. and from a private junior college in one of its suburbs. The method was based on that followed by Waples and Tyler in their reading study, "What people want to read about."

According to the findings of the Moreland survey, the following subjects among the 117 listed were of most interest to the boys: What makes a good sportsman? How the next war may come upon us; How nations are preparing for war; and How modern science has made war terrible. In the case of the girls, the subjects most interesting were: How other nations feel toward the United States; How to enhance personal beauty; What makes a personality? and How to get along with other people.

Special Quarters

In the new Virginia State Library building, special quarters are provided for the cleaning and restoration of old manuscripts and records. A vacuum tank, into which a mixture of ethylene oxide and carbon dioxide is forced, destroys all insects and mild spores. Then there is a cleaning machine consisting of an all-metal unit with a hooded table and air brush devised to remove all dirt and dust from the documents. For records needing restoration, laminating apparatus has been installed. This device heats cellulose acetate to a plastic state and then presses it into the pores of the deteriorated paper, so that a homogeneous unit is formed when cooled.

National Defense Selections

With the purpose of aiding librarians in their book selection for national defense, the American Library Association has just issued two annotated booklists, *Aeronautic Training for National Defense* compiled by Paul Howard and *Engineering Defense Training* by H. W. Craver and H. A. von Urff. The Howard list has symbols affixed which indicate whether the publication will be useful to beginners, vocational students, skilled workers, student engineers, or trained engineers. The Craver list covering aeronautical engineering, machine shop practice, industrial management, and naval architecture, is intended for the engineer preparing for work in connection with national defense.

RALPH M. DUNBAR

In Other Government Agencies



Department of Agriculture

Increased consumption of cotton as well as health and comfort of farm

families is served by the United States Department of Agriculture's cotton mattress demonstration program.

More than 545,238 farm families in 808 counties in 17 States have been certified to receive free cotton mattress material. Under the plan, the Federal Surplus Commodities Corporation furnishes cotton and cotton ticking to low-income families certified by county AAA committees.

National Youth Administration

Under the college and graduate work program of the NYA for the academic year 1940-41, 101,846 young people will be enabled to continue their education in the Nation's colleges and universities, according to a recent announcement from the NYA.

Employment and fund quotas have been assigned colleges and universities on the basis of 9.47 percent of the total number of resident undergraduate and graduate students, 16 to 24 years of age, inclusive, enrolled as of November 1, 1939, and carrying at least three-fourths of a normal schedule.

Allotments of college and graduate work funds for the academic year 1940-41 total \$13,713,225.

Approximately 1,000 agricultural buildings, to be equipped and operated by the local vocational school systems as shops, home economic cottages, farm buildings, and similar projects, will be constructed by the NYA as part of the national defense program. These facilities will be located in rural areas of 2,500 population or less.

Social Security Board

In the 43 States administering programs for aid to the blind under the Social Security Act, 46,500 needy blind persons are receiving assistance payments amounting to more than \$1,000,000 a month, according to a recent study by Anne E. Geddes, of the Division of Public Assistance Research.

Under the Social Security Act, needy blind persons of all ages are eligible for aid. In comparison with the census, however, there was found to be a marked underrepresentation on the assistance rolls of blind persons under 20 and over 65 years of age with overrepresentation of those in the intervening years.

Assistance approved for blind persons added to the rolls in 1938-39 ranged from \$1 to \$65 a month; half of the persons accepted received between \$13 and \$30. The level of payments varied from State to State; in California, the median payment was \$50; in Mississippi, \$6.

MARGARET F. RYAN



New Government Aids FOR TEACHERS



by MARGARET F. RYAN, *Editorial Assistant*

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

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

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

● Six pamphlets in the *Modern World at Work* series being prepared by the NYA on the activities and accomplishments of the Government and of industry are off the press and sell for 15 cents each: (1) Electricity (see illustration); (2) Standards; (3) Agriculture; (4) Roads; (5) Automobiles; and (6) Weather.

● *Chose to Live*, the 2-reel sound film on cancer control, made especially for lay audiences by the Motion Picture Division of the Department of Agriculture for the Public Health Service and the American Society for the Control of Cancer, is now available on a loan basis, free of charge to schools, in both 35- and 16-mm. sizes. Schools, however, must pay transportation charges both ways for the 35-mm. prints. Requests for additional information should be addressed to the Motion Picture Division of the Department of Agriculture.

● The 1940 Yearbook—*Park and Recreation Progress* presents, in the form of a forum, expressions of progressive thought on recreational conservation and development in State, county, and municipal parks. Copies sell for 35 cents.

● Children's Bureau Publication No. 252, *The Meaning of State Supervision in the Social Protection of Children*, calls attention to some of the basic principles involved in the supervisory process, especially in the supervision of child-welfare agencies and of the care given in foster homes. 5 cents.

● The present volume of PUBLIC HEALTH REPORTS contains among others the following articles: Care of the Eyes and the Prevention of Blindness, No. 32; Suggestions for the Care of the Ears and Prevention of Deafness, No. 33; Care of the Feet and Causes and Prevention of Foot Disorders, No. 36; Appendicitis: Symptoms, Treatment, and Prevention of Mortality, No. 37; Health and Medical Committee in National Defense Council and Public Health in the Current Program for National Defense, No. 39. Each number costs 5 cents.

● The story of the American Merchant Marine is told by means of pictorial statistical charts and lithographs in a 61-page booklet entitled *America Builds Ships*. Free copies may be had by writing to the United States Maritime Commission, Washington, D. C.

● *Strawberry Varieties in the United States*, Farmers' Bulletin No. 1043, of the Department of Agriculture, is intended as an aid to both commercial and amateur strawberry growers in the selection of varieties best suited to their needs and conditions. 5 cents.



Courtesy NYA

Electricity overcoming darkness.

● Forestry in the South stands today at the crossroads, according to Wilbur R. Mattoon, author of *Southern Pines—A story in pictures*. Department of Agriculture, Miscellaneous Publication No. 357. 5 cents. No other region, in the author's opinion, offers greater possibilities for continuous cropping of timber than does the South—its soils are well adapted to tree growth; warm and humid winds that sweep up from the Gulf of Mexico supply an abundance of moisture over the region; the growing season is long; and the native southern pine species are among the most rapid growing of the softwoods.

● A new periodical, the JOURNAL OF THE NATIONAL CANCER INSTITUTE, will be issued bi-monthly by the Public Health Service, in order to carry out the provisions of the act of Congress creating the National Cancer Institute. The policy of the new journal will be to contribute to the dissemination of knowledge and to encourage research in the subject of cancer.

Volume I, No. 1, (August) contains articles by the Chief and the Assistant Chief of the National Cancer Institute presenting the Fed-

eral cancer control program and outlining the approaches to cancer research. The other 10 articles present reports on various basic laboratory investigations.

The annual subscription rate in the United States, Canada, and Mexico is \$2; the price per single copy, 40 cents.

● Separates from the Department of Agriculture Yearbook *Food and Life* are appearing in rapid succession. The following are already off the press: *Food and Life—A summary*, No. 1669 (10 cents); *Food Functions and the Relation of Food to Health*, No. 1671 (10 cents); *Human Food Requirements—Carbohydrates, fats, energy*, No. 1676 (5 cents); and *Nutrition of Fur Animals*, No. 1717 (5 cents).

● Copies of *Standard Time Throughout the World*, issued by the National Bureau of Standards in 1935 as Circular 406, are still in demand at 5 cents a copy. Included in the circular are time-zone maps of the United States and of the world; a brief historical sketch of the development of the standard-time system; lists of stations transmitting radio time signals, of the times used in several large cities, and of the legal times used in most of the countries of the world; and other information regarding standard time.

● A special issue of SOIL CONSERVATION, official journal of the Soil Conservation Service of the Department of Agriculture, featuring the educational approach to the soil conservation task may be had for 10 cents.

● Revisions of the following free price lists of Government publications have been made: The United States Geological Survey—Geology and water supply, No. 15; Indians—including publications pertaining to anthropology and archaeology, No. 24; Insular possessions—Guam, Philippines, Puerto Rico, Samoa, Virgin Islands, No. 32; Geography and explorations—natural wonders, scenery, and national parks, No. 35; Roads, No. 45; Maps, No. 53.

● Basic housing facts and principles of interest to any community intending to clear its slums and provide homes for families of low income have been brought together in *Introduction to Housing*, a publication of the United States Housing Authority. Copies are available at 30 cents.



CONVENTION CALENDAR



AMERICAN ASSOCIATION OF JUNIOR COLLEGES. *Chicago, Ill., February 27-March 1.* President: C. C. Calvert, Northeast Junior College, Monroe, La. Secretary: Walter C. Eells, 730 Jackson Place, NW., Washington, D. C.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. *Atlantic City, N. J., February 22-27.* President: Carroll R. Reed, Superintendent of Schools, Minneapolis, Minn. Secretary: Sherwood D. Shankland, 1201 Sixteenth Street, NW., Washington, D. C.

The following allied departments and organizations will participate in the 1941 convention of this association:

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION. President: Carter V. Good, University of Cincinnati, Cincinnati, Ohio. Secretary: Helen M. Walker, Teachers College, Columbia University, New York, N. Y.

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. President: Isabel Tucker, Principal, Festus J. Wade School, St. Louis, Mo. Secretary: Eva G. Pinkston, 1201 Sixteenth Street NW., Washington, D. C.

DEPARTMENT OF RURAL EDUCATION. President: Frank W. Cyr, Teachers College, Columbia University, New York, N. Y. Secretary: Howard A. Dawson, Director of Rural Service, National Education Association, 1201 Sixteenth Street NW., Washington, D. C.

DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION. President: Julia L. Hahn, Division Supervising Principal, Raymond Building, 10th and Spring Road NW., Washington, D. C. Secretary: Ruth M. Cunningham, 1201 Sixteenth Street NW., Washington, D. C.

DEPARTMENT OF VOCATIONAL EDUCATION. President: Harry Belman, Director, Vocational and Adult Education, West Allis, Wis. Secretary: Paul Thomas, Dean of Men, Central Trade School, Oakland, Calif.

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS. President: Oscar Granger, Principal, Haverford Township High School, Upper Darby, Pa. Secretary: Paul E. Klicker, 1201 Sixteenth Street NW., Washington, D. C.

NATIONAL ASSOCIATION OF STATE HIGH-SCHOOL SUPERVISORS AND DIRECTORS. President: D. R. Emerson, Director of Secondary Education, Supreme Court Building, Salem, Oreg. Secretary: J. Harold Saxon, University of Georgia, Athens, Ga.

NATIONAL COUNCIL OF CHIEF STATE SCHOOL OFFICERS. President: M. D. Collins, State Superintendent of Schools, Atlanta, Ga. Secretary: Bertram E. Packard, State Commissioner of Education, Augusta, Maine.

NATIONAL COUNCIL OF CHILDHOOD EDUCATION. President: Olga Adams, University Elementary School, University of Chicago, 6015 Kimbark Avenue, Chicago, Ill. Secretary: Mary E. Leeper, 1201 Sixteenth Street NW., Washington, D. C.

NATIONAL COUNCIL OF EDUCATION. President: L. A. Pechstein, Dean, Teachers College, University of Cincinnati, Cincinnati, Ohio. Secretary: Margaret Kiely, Dean, Queens College, Flushing, Long Island, N. Y.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Chairman: Leo J. Brueckner, University of Minnesota, Minneapolis, Minn. Secretary: Guy M. Whipple, Box 822, Clifton, Mass.

NATIONAL SOCIETY OF COLLEGE TEACHERS OF EDUCATION. President: Frank N. Freeman, School of Education, University of California, Berkeley, Calif. Secretary: Clifford Woody, School of Education, University of Michigan, Ann Arbor, Mich.



AMERICAN CAMPING ASSOCIATION, INC. *Washington, D. C., February 13-15.* President: Charles A. Wilson, 330 South State Street, Ann Arbor, Mich. Secretary: P. B. Samson, 330 South State Street, Ann Arbor, Mich.

AMERICAN MEDICAL ASSOCIATION, COUNCIL ON MEDICAL EDUCATION AND HOSPITALS. *Chicago, Ill., February 17-18.* Chairman: Ray Lyman Wilbur, Stanford University, Calif. Secretary: William D. Cutter, 535 North Dearborn Street, Chicago, Ill.

NATIONAL ADVISORY COUNCIL ON SCHOOL BUILDING PROBLEMS. *Atlantic City, N. J., February 22.* President: Francis R. Scherer, Superintendent of School Buildings, Board of Education, Rochester, N. Y. Secretary: Alice Barrows, Federal Security Agency, U. S. Office of Education, Washington, D. C.

NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING. *Atlantic City, N. J., February 23-25.* President: Harry A. Carpenter, 501 Genessee Street, Rochester, N. Y. Secretary: Ellsworth S. Obourn, John Burroughs School, Clayton, Mo.

NATIONAL ASSOCIATION OF BUSINESS TEACHER-TRAINING INSTITUTIONS. *Atlantic City, N. J., February 21-22.* President: Paul S. Salsgiver, Boston University, Boston, Mass. Secretary: H. M. Douth, University of Akron, Akron, Ohio.

NATIONAL ASSOCIATION OF COLLEGES AND DEPARTMENTS OF EDUCATION. *Atlantic City, N. J., February 23.* President: Benjamin Pittenger, University of Texas, Austin, Tex. Secretary: Paul C. Packer, State University of Iowa, Iowa City, Iowa.

NATIONAL ASSOCIATION OF PRINCIPALS OF SCHOOLS FOR GIRLS. *Atlantic City, N. J., February 20-22.* President: Edna Lake, Laurel School, Cleveland, Ohio. Secretary: Marion B. Reid, Cathedral School of St. Mary, Garden City, L. I., N. Y.

NATIONAL VOCATIONAL GUIDANCE ASSOCIATION. *Atlantic City, N. J., February 19-22.* President: Mary P. Corre, Board of Education, Cincinnati, Ohio. Secretary: Ralph B. Kenney, 425 West One Hundred and Twenty-third Street, New York, N. Y.

PROGRESSIVE EDUCATION ASSOCIATION. *Philadelphia, Pa., February 19-22.* President: Carleton Washburne, Superintendent of Schools, Winnetka, Ill. Secretary: Frederick L. Redefers, 221 West Fifty-seventh Street, New York, N. Y.

SECONDARY EDUCATION BOARD. *Boston, Mass., February 28-March 1.* Chairman: Arthur S. Roberts, St. George's School, Newport, R. I. Secretary: Esther Osgood, Milton Academy, Milton, Mass.

SOCIETY FOR CURRICULUM STUDY. *Atlantic City, N. J., February 22-24.* Chairman: Samuel Everett, Northwestern University, Evanston, Ill. Secretary: J. Paul Leonard, Stanford University, Calif.

You Are Invited

WHILE attending the American Association of School Administrators Convention in Atlantic City, N. J., February 22-27, you are cordially invited to visit the U. S. Office of Education exhibit in Booth H-13 at the Auditorium. The exhibit will include Office of Education publications in practically all fields.

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SCHOOL

WIRE

OFFICIAL
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OF THE
U. S. OFFICE OF
EDUCATION

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SCHOOL LIFE is the official journal of the United States Office of Education. Its purposes are: To present current information concerning progress and trends in education; to report upon research and other activities conducted by the United States Office of Education; to announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

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

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SCHOOL LIFE

Official Journal of the U. S. Office of Education

Volume XXVI

MARCH 1941

Number 6

Education and Spiritual Preparedness

by John W. Stndebaker, U. S. Commissioner of Education

★★★ We stand today at one of the great decisive points of human history. The formidable forces in conflict move toward a crisis which we are told may come within the next few months. The sympathies of the American people are overwhelmingly with those freedom-loving nations which are fighting for their very lives against a well organized and ruthless foe. We are in the midst of an urgent national effort not "to come too late with too little." We are marshaling our manpower, machines, and matériel in a stupendous program of all-out preparedness.

But what of that intangible, yet indispensable, element in our program of preparedness variously called national unity, morale, or spiritual preparedness? Are we today morally armed for the defense of democracy? Do we have such an understanding of the issues at stake, and such a firm commitment to the preservation of the fundamentals of our American way of life as are absolutely essential to wholehearted, unified national effort? If not, can we achieve such moral rearmament or spiritual preparedness in a brief period of weeks or months? What is the responsibility of education for the spiritual preparedness of the Nation?

A Word of Warning

Before discussing these questions I want first to utter a general word of warning. Let us frankly recognize that the drive for national unity which is apparent in many newspapers, radio

programs, and public addresses, is not without its perils.

In the feverish effort to achieve a sudden national unity we would do well to recall that one of the priceless traditions of American life is that of cultural diversity within the limits of one common loyalty to the Nation and to mankind. I have no inclination to think lightly of the difficulties of resolving the conflict between a desire for strong national unity on the one hand and our democratic traditions of intellectual and spiritual freedom on the other. I realize that there is a very true sense in which the essence of democracy is the creative conflict of differing individuals and groups; a conflict which is periodically and partially resolved by the political method of counting heads and determining policies upon the basis of the result. This organized effort to achieve the greatest good for the greatest number works by the method of free discussion. The democratic integration of differences is to be seen in embryo in the debating society and in the large in that national forum, the Congress of elected Representatives of the people. The question of considerable present concern, therefore, is this: Beyond what point does the effort to achieve national unity in the interests of national morale in this emergency degenerate into that ugly, vicious, and suppressing thing known as totalitarianism?

The kind of national unity which is achieved in Nazi Germany is fundamentally opposed to human and spirit-

ual values as we understand them. In the name of that national unity the most inhuman crimes have been and are today being committed—mass murder, starvation, organized burglary, and the utter disregard of human dignity and human personality. From that sort of national unity, many liberty-loving spirits have escaped as from the unity of a penitentiary.

What we need in America today is a sure and steadfast guard by the schools and churches lest the indispensable values of our American way of life—embodied in our Bill of Rights and our Constitution—be permitted to suffer a black-out in the interest of a narrowly conceived demand for national unity. There must be no toleration of the efforts of some self-serving individuals under the guise of improving national morale to institute a new inquisition whose watchword is "Defense." We cannot defend democracy by discarding it in favor of an imposed uniformity.

On Human Welfare Front

We must remember that in the interest both of a valid religious freedom and of a genuine Americanism the real defense of democracy is the individual citizen devoted to his God and to humanity. Democracy must build armaments. Yes! But democracy must also build for greater human welfare in the Nation and the world. The foes of democracy are found not alone among the advocates of alien ideologies; they are to be seen also in disease, hunger, unemployment; the gouging of the

poor and the weak by the rich and the powerful; lack of educational opportunity; the crucifixion of the Negro and the Jew upon a cross of intolerance; the despoliation of national resources; bad housing; a too-limited distribution of the national income—all these are foes of democracy. There must be no end to the effort to achieve a greater national unity on the front of human welfare, as well as on the front of physical preparedness to meet armed aggression. The religious duty of patriotism, and the patriotic duty of religion—is to keep alive and in the forefront of public attention the humanitarian goals inseparable from true democracy.

A recent report, by Harold Laski, of a gathering of social workers in London, contained this significant statement: "The attitude of almost everyone there was extraordinarily moving in its understanding of two things. The first was the immense importance that they attached to civil and religious freedom; the second was their emphasis that neither of these could be attained without economic security and increasing the standard of life for the masses. It would be inaccurate to say that there was agreement about the ways and means . . . But I wish I could convey in words the intensity of the general conviction that this important body of social workers displayed that the vital business of this generation is to retake the ethical foundations of our civilization and their sense that the task is primarily one of remaking economic foundations. 'We all agree,' said the chairman, a distinguished nonconformist clergyman, 'that the key to international peace is social justice.'"

Having uttered this general word of warning let us now turn more directly to the question: What are the responsibilities of education for the spiritual preparedness of the Nation? In seeking to answer this question I shall pose two other questions: First, what is the relation of education to the underlying spiritual foundations upon which our western democratic culture has been built? Second, what is the role of education in strengthening these spiritual foundations NOW!

First then, consider the relation of education to the underlying spiritual

foundations upon which our western democratic culture has been built. Recently I had the privilege of presiding at a meeting addressed by Dr. Thomas Mann, that great exponent of human liberty. Referring to the present conflict between dictatorship and democracy Dr. Mann stated the issue to be one "between the men who believe in bestiality and high explosive bombs and the men who believe in the spiritual rights of human beings." We all agree with Dr. Mann that this belief in the spiritual rights of human beings is at the heart of democracy. For democracy is essentially a moral and spiritual adventure. Democracy affirms that the greatness of a nation is to be measured by the ideals, aspirations, and the personal spiritual resources of its citizens. It is based primarily upon our belief in the Fatherhood of God and the Brotherhood of Man; a belief reflected in all institutional efforts to enhance the dignity and worth of each human being.

The institution of political self-government is an important aspect of democracy. Yet the success of political self-government rests back upon the development of the personal spiritual resources of the citizen. Every attempt to secure the public good by popular means leads to the conclusion that the happiness, well-being, and liberty of a people must in the last analysis wait upon the wills and the minds of men. Democracy depends, therefore, in a very direct sense upon education of men and women in the power of self-direction toward broad social ideals. It demands the development of social wisdom and the power of choosing constantly the highest good things of life. Without the development of personal and social idealism, freedom becomes license to undertake a selfish scramble for personal aggrandizement; and organized society reverts to that jungle law of tooth and claw which is the social philosophy of modern dictatorships.

In the development of personal and social idealism, education in America has long been the staunch ally of the home and the church. In making that statement I am not unconscious of the criticisms which have been directed at the public schools in our modern secular society. Some thoughtful critics of

that society affirm that the acids of modernity have eaten away the essential sanctions of human conduct. They hold that our modern confusions and what they allege to be our lack of conviction are essentially due to our abandonment of the canons of absolute truth, or absolute right, or absolute justice. We are obsessed, they say, by a relativistic positivism which results in the easy acceptance of such misleading aphorisms as: "That is right which works; God is on the side of the largest battalions; nothing is good or bad but thinking makes it so." This philosophy leads, moreover, to the acceptance of the mechanistic assumptions in modern science; to economic determinism; to the denial of Divine purpose in human life; in short, to the spiritual strangulation of entire peoples by an increasing secularization of life.

That an increasing secularization of life has paralleled the growth of democracy cannot be denied; nor can it be denied that one important aspect of this increasing secularization of life has been the development of secular education. But it seems to me the critics claim too much from the parallelism of these phenomena. For it is exactly in those democratic societies in which the secularization of life and of education has proceeded most rapidly that we find the development to the highest degree in actual practice of the fundamentally religious ideal of service to our brother man; the most successful attempts to make operative in human life the supreme ethic of the Golden Rule; and the greatest concern for the conservation of the humanistic values of a democratic culture by organized education and organized religion. To the indoctrination, by the secular schools, of all youth in those broad and basic ideals of human liberty and dignity and of social betterment, organized religion adds the sanction of Divine authority. In our democracy the functions of the home and of the church have not been nor can they be absorbed by the public schools. The secularization of education is secularization only in the sense that public schools cannot preach sectarian dogma. But insofar as religion

(Concluded on page 166)

Information Exchange—A New Service

★★★ *How can I find out just what other schools are doing and how they are doing it?* That is a familiar question among educators everywhere. The need for an answer has been greatly increased in the present emergency.

A Clearing House

The U. S. Office of Education is endeavoring to meet this important need by the organization of its Information Exchange on Education and National Defense. This new clearing house is already in operation. Materials are being received in the exchange from educational and civic organizations, administrators, teachers, and laymen. Materials will be loaned upon request to officials of universities and colleges, departments of education, schools, civic organizations, and other interested groups as well as individuals.

New ideas and desirable practices in one community may thus be made known and encouraged in other communities. New courses and new plans of service with students and communities will be exchanged from school to school, from locality to locality throughout the country.

Initial Staff

Commissioner of Education John W. Studebaker has appointed the Assistant Commissioner, Bess Goodykoontz, to be in general charge of the Information Exchange, with W. D. Boutwell and Gordon Studebaker facilitating its operation. The personnel and resources of the U. S. Office of Education are being utilized in the new development. The initial professional staff includes three specialists in three

major fields, as follows: Julia L. Hahn, elementary education; O. I. Frederick, secondary education; and E. E. Lindsay, higher education.

The Information Exchange will prepare selected materials for circulation on a loan basis in the form of originals, reproductions, digests, bibliographies, etc. An annotated catalog describing the various kits, books, or folders available through the exchange will be widely distributed, and will be added to as rapidly as the materials grow. No fees are charged for any of the services.

The exchange will thus bring to those it serves the detailed information of "just what other schools are doing and how they are doing it." It will make available copies of plans, regulations, organization, courses of study, and related first-hand materials from the schools and organizations originating them.

What Can You Do To Help?

You can do three things *now* that will facilitate this new service:

1. Tell us what kinds of help you would like to have from the exchange.
2. Tell us what developments in your work you consider important at any time, but unusually important in connection with national defense.
3. Send pertinent materials at once to the exchange. We are especially interested in materials prepared during the last year or given new emphasis recently in connection with the defense program.

These materials might include:

Organizational plans such as: Local, regional, or institutional programs for cooperative defense activities; committee set-ups; study groups; activities

directed to protecting vital educational developments which might be threatened in times of economic pressure.

School and community programs for cooperative study, adult education activities and wider utilization of school plants and the like.

Curricular and classroom procedures found most effective in building good citizenship, tolerance, appreciation, and understanding.

Visual aids, movies, radio programs, etc., or descriptions of their use. (Please send glossy prints of photographs. Attach a descriptive paragraph to each.)

Address any inquiries or communications regarding this service to the Information Exchange, U. S. Office of Education, Federal Security Agency, Washington, D. C.

An Announcement of interest to Educators

Bulletin 1939, No. 9

RESIDENTIAL SCHOOLS FOR HANDICAPPED CHILDREN

is available

A large number of the 450 residential schools in the United States have shared in furnishing descriptive material for the study reported in this bulletin. From printed reports, typed manuscripts, letters, and photographs sent by schools in response to the request of the U. S. Office of Education, the data were accumulated which constitute the source material of the major part of this study. Educators of exceptional children should find it particularly helpful. Illustrated. Price, 15 cents.

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New materials that have become available will be announced from time to time in SCHOOL LIFE, so that readers may keep currently informed of new loans they may obtain from the Exchange



Children report their experiment with diets for white rats.

Second Article in Nutrition Series

Nutrition—A Part of the Elementary School Program

by Helen K. Mackintosh, Senior Specialist in Elementary Education

What is the relation of nutrition to the total health program?

★★★ Nutrition is one aspect of the total health picture which includes sleep, rest, exercise, proper clothing, ventilation, lighting, provisions for keeping clean, and for keeping warm or cool as the case may be, as other elements. All these factors play an interrelated part in maintaining the child at his physical, emotional, and mental best.

From the time a child gets up in the morning until he goes to bed at night, he is meeting situations which influence his health. Even during his sleeping hours, his parents continue responsibility for health in all its aspects to the extent that their training, experience, interest, and finances permit.

The school program concerns itself with all these aspects of healthy living in terms of the school day. A child

spends from 5½ to 6 hours a day, 5 days a week, for an average of 34 weeks out of the year, in school. Such figures show that although the schools can create interest and can give some knowledge and practice in habits that contribute to health, they must rely largely on the home for emphasis on nutrition and other aspects of healthy living.

What Are the Present Trends in Nutrition Teaching?

Although the application of principles of nutrition should start at birth, teaching of nutrition facts and principles begins in the elementary school. To defer nutrition teaching until junior or senior high school years is like trying to build the second story of a house before the foundation is in. There are two well-defined points of view with regard to nutrition teaching in the primary and intermediate grades. Teach-

ers who have become interested in making nutrition a part of school experiences, want to use it in relation to various school activities. Some nutritionists on the contrary believe that experiences at the primary level may be informal, but that beginning with the intermediate grades work should be definitely organized in the form of separate units.

How Can Nutrition Problems of the Classroom Be Attacked?

Extreme cases of malnutrition may sometimes be noted by a teacher but there are no simple tests for this condition. We can only take it for granted that a considerable proportion of a group of children will be short on one or more essentials and do our best to establish good food habits for all. To secure such practices we may need to influence the customs in the home, but such changes are often brought about through the knowledge and the desires which the child acquires in school. The effects of the lack of food essentials can easily be demonstrated by animal experimentation in the classroom.

At the same time that she is attempting to detect extreme cases of malnutrition the teacher is using specific teaching situations to make children food conscious by developing favorable attitudes toward fruits, vegetables, milk, and dairy products as a necessary part of every day's meals; to develop a knowledge of food values; to give practice in preparing and eating foods in attractive surroundings; and to make children aware of the need for eating at the right time and in the proper amounts. A specific illustration can show how some of these aims can be accomplished in relation to social studies.

If a group of fifth-grade children are studying the problem, "How do people in the United States earn a living?" they will find that the production, manufacture, and transportation of foodstuffs is one of the gigantic industries of the country. They will have experiences in planning, selecting, buying, preparing, serving, and eating various types of foods, in relation to their unit of study. They may tie up science with their work by means of

food experiments in which white rats are fed and changes in weight, color of eyes, condition of skin, and behavior of the animals are checked daily. These well- and ill-fed rats serve as an objective starting point of interest and a daily reminder. However, the lesson must somehow be put over that the child, also, is an animal, which reacts in the same way to faulty feeding, and that if he wishes to look his best and enjoy his work and play to the full, he will have to imitate the sleek, lively rat in eating what seems to be best for him.

A survey may be made to determine what kinds of breakfasts are eaten by class members over a period of a week's time. Names would not be attached to replies, but a chart would be built up to show numbers and varieties of foods used in any given meal. As a result discussion can be used to show not only what foods constitute a good breakfast for a school child, a busy mother, or a father who works with his hands, but what nutrition elements these foods contain. Food patterns need to be modified and supplemented rather than remade entirely.

Parents may be invited to attend a summary of the study unit and certain foods may be served as samples to show what children have discovered about ways to prepare raw vegetables or new ways of preparing and serving common foods. Recipe books made by children may go home with parents, or may be used as Mother's Day or Christmas gifts. Ways of making nutrition teaching a part of every day's work are many and varied, but it takes a resourceful teacher to recognize the possibilities, and to fit them to the grade level of the children concerned.

What Does the School Lunch Contribute to the Nutrition Program?

For the school as a whole, provisions for noon lunch are important, and call for a policy that is understood and sponsored by all. In one sense of the word, the rural school represents the ideal situation for making the school lunch an educational experience. Good nutrition teaching will not wipe the slate clean of all previous food habits, but will build on those already in use, and

will attempt to modify habits where change seems necessary and desirable. One hot dish may be planned, prepared, and enjoyed by the rural school group without too much time being required, and will be considered as something which contributes to the social well being of the group.

A school situation in which there is no cafeteria, and yet a considerable number of children must bring a lunch calls for several types of adjustments. Children may be encouraged to bring a thermos bottle of hot soup or cocoa, or milk. A parent-teacher association group may take the responsibility of serving one hot dish prepared by a mother whose child is in the group, and who makes the preparation once every month or every two months. A group of children studying foods may prepare one hot dish a week to supplement these other suggested types of arrangements. The nutrition program is not accomplished by the preparation or provision of food for the school lunch, but calls for an understanding of nutritional values of various foods served, through group discussion.

In schools which have a cafeteria, the problem of the school lunch is a more complex teaching and learning situation. It may or may not be desirable to have the teacher and her classroom group eat together. Or classroom discussions may make children responsible as individuals both for courtesy and for wise food choices. In some schools the noon menu is available in the classrooms each morning, or on Monday for the whole week. It may then be discussed and evaluated by standards which children and teacher have developed together. A wide variety of plans may be developed by teachers and children working together cooperatively. The crux of the matter lies in the fact that the cafeteria will not be considered as something separate and apart, and of no concern to the classroom.

How Can a School Initiate a Nutrition Program?

Genuine interest in a problem can carry teachers a long way toward its solution, but the time comes when ex-

pert help and advice are needed. Nutrition can be considered as a school supervisory problem in situations where a county nutritionist is employed whose job it is not only to see that the nutrition aspect of food is stressed, but that teachers are given assistance and direction in their thinking about what children do to food, and what food does to them. In one situation described in a recent article, health was the topic used as a basis for teacher discussion groups throughout a county. The type of guidance given from the standpoint of nutrition was that of helping teachers to recognize nutrition possibilities in selecting areas of experience to be organized as units of work.

What Represents Successful Practice in School Nutrition Work?

In New Rochelle, N. Y., nutrition teaching has been recognized as being of equal value with any other area of experience in the elementary school. Members of the home economics staff have been designated as consultants to elementary schools and give about 1 hour a day to this service. Teachers arrange for consultation by appointment, or by signing up on a sheet provided for that purpose. Such meetings supplement an annual conference with the entire teaching staff of each school. Organization for nutrition education is encouraged by having set up in each school a working committee consisting of an interested classroom teacher, a nurse, the physical education teacher, the home economics consultant, and one or two parents. Such a committee attempts to coordinate the work of school and home through discussions, demonstrations, distribution of mimeographed materials, and work on the problem of the hot noon lunch. When one person in a school community such as the home economics consultant feels the responsibility for a nutrition program she can help to strengthen "weak spots" in the home and social living programs of the whole school; can help teachers to see values and sequences throughout the grades; and can help to interpret these values to teachers, children, and parents.

(Concluded on page 182)

Education and Spiritual Preparedness

(Concluded from page 162)

is inextricably intertwined with the daily affairs of men it is not absent from any lifelike curriculum in these schools. And if democracy depends upon the sanctions and the ethical idealism of religion, so also is religion actualized in the organization and practices of a truly democratic society. Separation of church and state in America may be a price we must pay for religious toleration. It need not mean that education, even secular education, should be without its motivating religious core.

Strengthening Spiritual Foundations

Indeed, there appears to me to be no satisfactory way of accounting for our democratic system of public education except as a result of the spirit and ideals of religion. Why should we willingly pay taxes for the education of other peoples' children except as we recognize a moral obligation to "do ye unto others as you would that men should do unto you"? As public education is a monument to the democratic ideal, that ideal itself has its roots in religion. For democratic education, I say, cannot be understood except in the framework of devotion to a faith in the possibility of a good life for everyone—a faith which is essentially religious in character.

Second, what is the role of education in strengthening these spiritual foundations NOW? Modern education has been maligned by some of its critics who have professed to see in it nothing but a sterile intellectualism. Other critics have attacked the schools as the sources of a cynicism and a lack of idealism in youth which, if the charge were true, bodes ill for the Nation in this time of crisis when we are in grave need of a national unity based upon a clear understanding of and a zealous faith in our democratic way of life. These critics, I am convinced, are unacquainted with the moving currents of idealism in our schools. For example, in the current crisis thoughtful educators are asking what the schools can do

even more effectively than in the past to contribute to the spiritual preparedness of the Nation. There is almost universal agreement that the schools must be depended upon to make essential contributions. What are some of these contributions? Let me mention just a few of them.

First, the schools are giving greater emphasis to the development of a genuine understanding of our basic freedoms as these are embodied in our Constitution and its Bill of Rights. Such an understanding will require a knowledge of the long and difficult struggle which has been waged by mankind in the past and which continues today to secure or retain the fundamental human rights of freedom of speech, press, and assembly; freedom of conscience and of religion; freedom from want; freedom from fear.

Second, the schools are emphasizing the practice of democracy in and out of school by stressing the important ways in which youth can cultivate racial and religious tolerance, understanding, and cooperation in their school, home, and community relationships.

Third, the schools are affording young people needed training in organizing and presenting facts which bear upon debatable issues; in developing effective techniques of group discussion and group decision leading to group action.

Fourth, the schools are instilling a genuine respect for those qualities of character and competence which are indispensable requisites in all citizens in a democracy, whether occupying positions of public or of private trust and confidence.

Fifth, the schools are helping to deepen the conviction that our country can and will offer the possibility of an abundant life to everyone who will participate actively and honestly and cooperatively in seeking solutions to our common problems.

Sixth, the schools are developing in young people and in many adults those essential practical knowledges and skills without which democratic ideals cannot be given practical expression; and without which, at this time especially, democracy cannot be effectively

defended against brute force and aggression.

These are but a few of the ways in which the public schools are zealously seeking to instill in our youth a sense of the basic rights and responsibilities of citizens in a democracy. I submit to you that such objectives as I have just enumerated are not indicative of a cold and sterile intellectualism in the schools. Rather they point to a warm sense of the responsibility of education to strengthen the spiritual foundations of our democracy.

A Fresh Vision

Today educators have caught a fresh vision of the true relationship of education and of religion in meeting the crisis confronting our civilization. They have come to see even more clearly the primary importance of spiritual values in a democracy. They have been made conscious of the sources of spiritual power which underlie democracy's concern with ethics. They have recognized the need for renewal of a motivating faith, religious in character, which will undergird democracy's effort; a faith expressing itself in mutual helpfulness and unselfish service to our brother man for the reason given by the prophet who said: "Have we not all one Father; hath not God created us all?"—a saying which embodies all those visions of the City of God and of the New Jerusalem which have inspired the hearts of men.

Today a ruthless pagan State threatens to blot out that vision; to degrade and enslave mankind. Yet the vision but glows the brighter in the hearts and minds of millions of men and women who are rededicating themselves to the conservation of our priceless democratic heritage and to the preservation of our spiritual freedoms—men and women who agree with Dr. Faunce of Brown University who said:

"Above all the undulating surfaces of life shine the constellations of the sky. To be just and kind, to be clean and generous, to be loyal to men, and to God, to live not for the little limited self but for the larger self we call humanity—these things were good in the days of Epictetus and Plato and will be good amid the 'wreck of matter and the crash of worlds.'"



Upper row, left to right:

James R. Coxen, consultant in public service training.

James W. Kelly, special agent in trade and industrial education in the Trade and Industrial Education Service.

Edward G. Ludtke, agent, trade and industrial education, Southern Region.

Mrs. Marguerite W. Zapoleon, specialist in occupations for girls and women in the Occupational Information and Guidance Service.

Royce E. Brewster, specialist, consultation and field service in the Occupational Information and Guidance Service.

Dr. Franklin R. Zerán, specialist in occupational information and guidance in the Occupational Information and Guidance Service.

Lower row:

Rall I. Grigsby, educational and technical consultant in curriculum problems.

C. E. Rakestraw, consultant in employee-employer relations.

Allen T. Hamilton, special agent in trade and industrial education in the Trade and Industrial Education Service.

Dr. Giles M. Ruch, Chief of the Research and Statistical Service.

Felix E. Averill, special agent in industrial teacher training in the Trade and Industrial Education Service.

Vocational Education Appointments

★★★ The expansion of the federally aided program of vocational education during the past year is reflected in a number of permanent additions to the staff of the Vocational Division of the U. S. Office of Education. It has been necessary during the year, also, to fill two vacancies in the consulting staff resulting from resignations.

Three new appointments have been made to the staff of the Trade and Industrial Education Service.

Felix E. Averill has been appointed special agent in industrial teacher training in the Trade and Industrial Education Service. Mr. Averill took his teacher-training work at the Buffalo, Oswego, and New Paltz State Teachers Colleges in New York State.

His experience includes 12 years of service in the field of machine design, industrial plant

lay-out, and supervision of mechanical construction in a variety of industries including the mining industry in Ontario and Quebec, Canada. He also was employed at different times with the Dupont Rayon Co., the Dunlop Tire & Rubber Co., the U. S. Gypsum Co., the American Radiator Co., and the Bethlehem Steel Co.

Mr. Averill spent 1 year in evening trade extension teaching in Buffalo public schools; was for 6 years supervisor of apprentice training in the Bethlehem Steel Co., Lackawanna, Pa., and for 5 years was responsible for the supervision of industrial shop work and curriculum construction in a division of the New York State Correction Department, and was an extension industrial teacher trainer for the New York State Department of Education. Mr. Averill has done research also on the manipulative aspects of mechanical aptitudes.

His activities in the U. S. Office of Education will include research in the field of teacher training and the preparation of material which

may be used by teachers in developing improved teaching procedures.

Allen T. Hamilton, special agent in trade and industrial education, who came to the U. S. Office of Education from the position of State supervisor of industrial education in Indiana, received his preliminary education in Indiana and Missouri and taught for 3 years in the public schools of Missouri. Later he was employed in the building trade in Indiana. After pursuing courses in the Central Normal College at Danville, Ind., Mr. Hamilton taught in the public schools of Hendrick County. At the conclusion of his service in the World War he attended Indiana State Teachers College at Terre Haute, Ind. where he received a bachelor of science degree in industrial education in 1922. Subsequently, he spent 1 year as a teacher of industrial education in Evansville, Ind., 10 years as director of industrial education at Bloomington, and as a worker in the building trades during the summer periods, and for 7 years was State supervisor of industrial education in Indiana. He holds the mas-

ter of science degree from the University of Indiana, and is now completing a thesis for the doctor of education degree at that institution.

Mr. Hamilton will assist in the promotion and supervision of training for national defense and will work on special problems in the field of trade and industrial education.

James W. Kelly, who has been appointed special agent in trade and industrial education, came to the U. S. Office of Education from Washington where he was State director for vocational education.

He attended Bellingham (Wash.) Normal School, the University of Washington, and majored in industrial education at Colorado State College. He served an apprenticeship and worked as a millwright and draftsman on sawmill construction in California, Washington, and British Columbia. For 10 years Mr. Kelly was instructor in drawing and other subjects related to instruction offered in trade training classes in the Bellingham public schools. From 1926 to 1939, he served as State supervisor of industrial education for Washington. During his tenure in this position, Mr. Kelly organized the Washington vocational rehabilitation program in 1933 and the Washington State Apprenticeship Committee in 1935. At different periods, also, he conducted industrial teacher-training classes at the University of Washington, Oregon State College, Colorado State College, and at the Arizona State Teachers College, in Flagstaff.

Mr. Kelly will act as assistant to the Chief of the Trade and Industrial Education Service in charge of administrative activities related to national defense training.

Edward G. Ludtke, who for the past 16 years has been supervisor of trade and industrial education in Louisiana, has been appointed agent for trade and industrial education in the southern region, succeeding C. E. Rakestraw in this position.

He attended Valparaiso University and has pursued courses also at Loyola University, Louisiana State University, and Colorado State College. He taught for 4 years in the public schools in his native State of Indiana and was for 2 years employed as a machinist in an industrial concern at La Porte, Ind.

Following war service, he became director of the trade-training work at the Veterans' Training Center maintained by the U. S. Veterans' Bureau at Pascagoula, Miss., and later served as training officer at the local branch of the Veterans' Bureau in New Orleans. He left the latter position to become State supervisor of trade and industrial education in Louisiana.

Three new members have been added also to the staff of the Occupational Information and Guidance Service, which was organized in 1938.

Royce E. Brewster has been appointed specialist, consultation and field service, Oc-

cupational Information and Guidance Service. Mr. Brewster holds the degrees of bachelor of arts and bachelor of science from the North Texas State Teachers College, Denton, Tex., and has completed work for the doctor of philosophy degree at the University of Texas.

His experience includes service as teacher, principal, and superintendent of schools in Texas districts; as a teacher of courses in various phases of guidance during summer sessions of the University of Florida; as a member of the staff of the division of research and child accounting, Texas State Department of Education; and as district educational adviser during a 5-year period for the Civilian Conservation Corps. He was for a year agency supervisor for a life insurance company.

Mr. Brewster will assist State boards for vocational education in initiating and carrying on programs of occupational information and guidance and, in cooperation with State authorities, will work with local schools in extending and expanding guidance service in schools and communities.

Mrs. Marguerite W. Zapoleon, who is the specialist in occupations for girls and women in the Occupational Information and Guidance Service, attended the cooperative course at the University of Cincinnati, where she received the bachelor of arts and commercial engineer degrees; spent 1 year at the New York School of Social Work; received the master of arts degree from American University; and studied at the London School of Economics and the Geneva School of International Studies.

Prior to joining the U. S. Office of Education, Mrs. Zapoleon's experience included service as vocational counselor in the Cincinnati public schools, and as head of the junior counseling division of the District of Columbia Employment Center. She is the author of occupational publications issued by the Cincinnati public schools, including *The Policeman in Cincinnati* and *The Printing Trades in Cincinnati*; publications of the District of Columbia Employment Center, including *The Telephone Operator in Washington, D. C.*, *The Stenographer in Washington, D. C.*, and *How To Get a Job*. She is chairman of the legislative committee of the National Vocational Guidance Association, vice president of the District of Columbia Guidance and Personnel Association, and a member of the American Association of Social Workers.

Mrs. Zapoleon's duties include research and special service in the field of occupational information and guidance, especially as it relates to girls and women.

Dr. Franklin R. Zeran, who has been appointed specialist in occupational information and guidance in the Occupational Information and Guidance Service, received his bachelor of arts, master of arts, and doctor of philosophy degrees from the University of Wisconsin. He taught during different

periods in the summer sessions of the University of Wisconsin, University of North Carolina, and the North Carolina State College.

Dr. Zeran came to Washington during the present year after 8 years of service as director of testing and guidance in the Manitowoc public schools. During this period, he was prominently identified with organizations interested in vocational guidance activities, including Kiwanis International. Dr. Zeran has contributed articles on vocational guidance subjects to educational and professional journals.

Dr. Zeran will, as specialist in occupational information, give particular attention to the collating and dissemination to the States of information from national sources useful to programs of guidance. As an immediate undertaking, he will assist in a national study of methods of following up school leavers—drop-outs and graduates.

Dr. Giles M. Ruch has been appointed Chief of the Research and Statistical Service of the Vocational Division.

Dr. Ruch, who is a native of Iowa, is a graduate of the University of Oregon, from which he received the bachelor of arts degree, and received the degree of doctor of philosophy from Leland Stanford University.

He has served successively as instructor in science subjects in the Ashland (Ore.) High School; principal of the University High School, Eugene, Ore.; assistant professor of education, University of Oregon; instructor in education, Leland Stanford University; associate professor of education and psychology, University of Iowa; associate professor of education, University of Chicago summer session; and professor of education, University of California. In 1934 Dr. Ruch was a visiting lecturer at Harvard University. Prior to accepting service with the Office of Education where he has for the past year been consultant in vocational guidance, Dr. Ruch was for 4 years associated with the editorial department of Scott Foresman & Co.

Dr. Ruch, who is a contributing editor of the *Journal of Experimental Education*, is the author of a number of books and other publications on various educational subjects. He is author or coauthor of approximately 50 measures for the evaluation of educational achievements, including the Stanford Achievement Test which has been given to millions of pupils. He is also coauthor of the book, *Readings in Educational Psychology*, and of chapter 11 of *Methods of Research in Education*, and of two publications of the Occupational Information and Guidance Service, U. S. Office of Education, *Minimum Essentials of the Individual Inventory in Guidance and Organization and Administration*.

As Chief of the Research and Statistical Service of the Vocational Division, Dr. Ruch is responsible for the conduct and coordination of research in the field of vocational education, auditing and compilation of finan-

cial and statistical reports from State boards for vocational education, and for the preparation and review of bulletins and reports in the field of vocational education. He succeeds the late Dr. John Cummings, former chief of this service.

Rall I. Grigsby has been appointed to fill a newly created position—educational and technical consultant in curriculum problems.

Mr. Grigsby holds the bachelor of arts degree from Cornell College and the master of arts degree from Drake University, and has studied at the University of Iowa, University of Chicago, Northwestern University, and the University of Washington. Among positions which he has held are: Teacher of English, social studies, mathematics, and physical education in several Iowa and Illinois high schools; principal of the Amos Hiatt Junior High School in Des Moines, Iowa; director of the department of pupil adjustment, attendance, and auxiliary agencies, Des Moines public schools; director of secondary schools in Des Moines and of the Des Moines Public Forums. In connection with his work in Des Moines, Mr. Grigsby had a leading part in the development of programs of pupil adjustment, educational and vocational guidance, curriculum experimentation and course revision, selection and in-service training of teachers, and adult education.

In his new position Mr. Grigsby will serve as consultant on problems of curricular organization and development; cooperate with Federal and State agencies in the field of vocational education on procedures and plans for the development of vocational programs at various education levels; and initiate and conduct research in curriculum problems.

Two vacancies, one caused by the resignation of Lyman S. Moore as consultant in public-service training, and the other by the resignation of Charles X. Fullerton as consultant in employee-employer relations, have recently been filled by promotion of two members of the Office of Education personnel. James R. Coxen, formerly special agent in the Trade and Industrial Education Service, was appointed to the former position, and C. E. Rakestraw, formerly agent for trade and industrial education in the southern region, was appointed to the latter position.

Mr. Coxen has been in Federal service since 1929 when he was appointed agent for trade and industrial education in the Federal Board for Vocational Education. He holds a bachelor of science degree in engineering from Kansas State College and a master of science degree in industrial education from the University of Wisconsin. He has had teaching experience in trade and industrial education

in the schools of Pennsylvania, Indiana, New Mexico, and Texas. He also conducted courses in the administration and supervision of trade and industrial education in the University of Wyoming, the University of Hawaii, Colorado State College, and the University of Arizona. Before entering upon his teaching experience, Mr. Coxen served as a student apprentice with the Westinghouse Electric & Manufacturing Co., Pittsburgh, Pa.

Preceding his service with the Federal Government, Mr. Coxen was for 7 years State director of vocational education in Wyoming, where he organized the federally aided vocational education program authorized under the Smith-Hughes Act; and for 4 years Territorial director of vocational education in Hawaii, to which position he was appointed immediately after the extension of the provisions of the Federal act to that Territory.

In his consulting position Mr. Coxen will plan, organize, and conduct studies and investigations in the field of public-service training. He will be available to vocational educators in the States, to colleges and universities, and to other groups interested in promoting the development of vocational education, for assistance in promoting or improving programs of training for public-service occupations.

Mr. Rakestraw holds a bachelor of science degree from the Colorado State College. He served a 4-year apprenticeship in the machine trade and was engaged in this trade for about 8 years. Subsequently, he served as civilian instructor in the Motor Transport School, Fort Bliss, Tex., and as principal of the Y. M. C. A. Automotive School in El Paso, Tex.; was instructor in auto shop work and later director of vocational education in the El Paso public schools. It was from this position that Mr. Rakestraw was called to Washington in 1927.

As consultant in employee-employer relations, Mr. Rakestraw will make studies and investigations of worker-employer problems arising in connection with the operation of the federally aided program of trade and industrial education in the States and will serve as consultant to the Office of Education, State boards for vocational education, and State trade and industrial advisory and craft committees on relations of employees and employers.



United States Maritime Commission

More than 10,000 cadet officers, cadets, unlicensed seamen, and apprentices have taken part in the training program of the United States Maritime Commission since it was started in 1938, according to the latest annual report of the Commission. Special national defense classes in radio, visual signaling, and gunnery were established during the year.

C. S. Examinations

Examinations for the following positions in the Government Service have been announced by the United States Civil Service Commission:

INSTRUMENT MAKER

Pay scales.—Vary according to place of employment, ranging from \$7.44 a day to \$1.24 an hour.

Appointments.—To be made at Frankford Arsenal, Philadelphia, Pa., and at various naval establishments throughout the country and at Pearl Harbor, T. H.

Experience.—Completion of a 4-year apprenticeship as instrument maker, or 4 years' experience in the construction or machining of scientific instruments. Substitution of work toward a machinist's or toolmaker's apprenticeship may be allowed for part of this experience.

Age.—Applicants must have passed their twentieth but must not have passed their sixty-second birthday.

Closing date.—Until further notice.

JUNIOR AIRWAY TRAFFIC CONTROLLER

Pay.—\$2,000 a year.

Appointments.—Civil Aeronautics Administration.

Experience.—In connection with aircraft operations, such as in the capacity of aircraft dispatcher, airport station manager or officer directly associated with military or naval aircraft operations. Certified or United States Government pilots with instrument rating or cross-country flying experience may also qualify.

Closing date.—Until further notice.

CHEMIST (explosive)

Pay scales.—Chemist, \$3,800; principal, \$5,600; senior, \$4,600; associate, \$3,200; assistant, \$2,600.

Closing date.—November 30, 1941.

METALLURGICAL ENGINEER

Pay scales.—Engineer, \$3,800; principal, \$5,600; senior, \$4,600; associate, \$3,200; metallurgist, \$3,800; principal, \$5,600; senior, \$4,600; associate, \$3,200.

Experience.—Completion of 4-year college course with major study in certain scientific subjects and responsible experience in metallurgy or metallurgical engineering. Appropriate graduate study may be substituted for part of the required experience.

Age.—Must not have passed sixtieth birthday.

Closing date.—December 31, 1941.

Dental laboratory mechanics and dental hygienists are also wanted by the Commission for the Public Health Service, War Department, and Veterans' Administration.

For further information write to the United States Civil Service Commission, Washington, D. C.

Box Elder Is in Utah

by Muriel W. Brown, Consultant in Home Economics Education

★★★ Extending for almost 70 miles along the edge of the western slope of the Wasatch Mountain range is Box Elder, Utah, a rural county larger than the whole eastern State of Connecticut. Jagged peaks rise sharply against the sky to the right as one drives north up the valley. Orchards and fertile farm lands stretch away to the left where the hills on the far horizon catch lovely colors in all kinds of weather at all times of day.

You know this county better than you think because it was here in the desert at Promontory Point 30 miles west of Brigham City that the two branches of the first transcontinental railroad came together in 1869. Here, too, is the Lucin cut-off, the long bridge that carries the trains over the north end of the Great Salt Lake. And here, also, is the Bear River Migratory Bird Refuge, the largest man-made bird sanctuary in the country.

Life in Box Elder County seems to have unusual stability. The population is about 19,000, concentrated for the most part in small communities on the east side of the valley. Brigham City, the county seat, is a town of approximately 5,500. The people are mainly of English and Scandinavian descent. Less than 4 percent are Japanese, Mexican, or Indian. Most of them own their own homes, operate their own farms and businesses, and belong to the Mormon church. Marriages, in general, are enduring. The chief industries are farming and stock raising although Box Elder has a beet-sugar factory, a poultry processing plant, three canneries, three flour mills, a woolen mill, a plant for making concrete pipe, two candy factories, five bakeries, two creameries, a marble stone works, and two electric generating plants.

Box Elder has 28 elementary, 1 jun-



The publicity committee selecting pictures portraying country life.

ior high, and 2 high schools, 1 serving the north and the other the south side of the valley. In the west end of the county, distances between settlements vary from 6 to 55 miles, but consolidation of rural schools has been carried as far as now seems desirable. Free transportation is provided for all students living more than 2 miles from an elementary or 3 miles from a high school. Public appreciation of this comprehensive educational program is shown by the fact that one-third of the entire population is enrolled in the schools of the county.

Experimental Program

In this setting is the fourth of the experimental programs of education for home and family living being sponsored by the U. S. Office of Education. You may be wondering, as you think of the fine opportunities for wholesome family living in Box Elder County and the other three centers described in previous articles, why four communities privileged in so many ways were chosen for laboratory work of the kind now going on. The answer is that these communities are typical of hundreds of others in the

regions which they represent. Family life is not failing to achieve its main purposes in any one of them. For many good reasons, we do want to know, however, whether there is any form of education which will enable more families to derive more happiness and more benefit from their family experience than would otherwise be possible.

In Box Elder, as in thousands of other places in the United States, the public schools have long provided instruction in many phases of homemaking for young people and adults. Good as these instructional programs have been, however, both teachers and students have felt their limitations keenly. Is it, after all, worth while to spend time studying about family life if social conditions over which the individual family has no control consistently frustrate the most enlightened family planning? Probably not, if these conditions will never change. Fortunately there is no such thing as a static culture. New values, new understandings, new experiences coming into living communities are continuously altering their characteristics. Why not make this natural process of commu-

nity change more deliberate, more effective? Why not try, through a far-reaching program of education, to help communities recognize and do something about the common needs of their own families?

There have been many definitions of democracy but running through them all is the basic assumption that in a democratic society the citizens create the conditions under which they wish to live. The continuous creation of these conditions is the democratic process. It is a highly important and patriotic service to the country as a whole when any community undertakes to study the practice of democracy as Box Elder and the other three centers are doing. The service becomes especially significant when the experiment takes place in a field of such major concern as family welfare.

Beginnings in Box Elder County were similar to beginnings in the other three centers. In October 1938, two regional agents from the U. S. Office of Education went to Utah to discuss with the State department of public instruction the possibility of including a Utah county in the plans for a national study. Representatives from both the State and Federal offices then went to Brigham City to consult with the county superintendent of schools, who called together for conference about 80 people representing the churches, the schools, and other civic, social, and professional groups.

These representative people, according to a report of the early meetings, were enthusiastically and sincerely in favor of undertaking the project, although no one, at this time, had a very clear idea as to how the program would be developed. This last comment emphasizes the most important difference between the approaches to problem-solving in democratic and autocratic societies. Here in America we start with a feeling of need to work on problems that we want to understand. Perhaps it is because we never expect to stop growing that we find it so hard to be interested in blueprints for a "perfect" State!

As a result of these preliminary consultations, arrangements were made for Box Elder County to participate in the



The librarian of the Brigham Carnegie Library points out a bibliography prepared by the library committee.

Washington conference called by the U. S. Commissioner of Education to make plans for the development of experimental programs of family life education in four selected centers. The county was represented at this conference by the State superintendent of public instruction, the State director of homemaking education, the superintendent of schools for the Box Elder school district, and the principals of the Box Elder and Bear River high schools.

First Steps

The first step toward the development of a coordinated family life education program for Box Elder County, however, was taken prior to the Washington Conference. Through the office of the county superintendent of schools, information was collected which would give a general picture of the population, the geography, the prevailing economic and social conditions, and the resources of the area. On the basis of this information, certain general objectives for a long-time program were decided upon. These included: (1) Changes in the school curriculum; (2) the development of laboratory facilities for the study of child development; and (3) the improvement, extension and coordination of family life education programs already being carried on by existing community agencies other than the schools. Specific, immediate objectives were: (1) the improvement of library facilities in the

field of home and family living; (2) the development of an effective plan of community organization; (3) increased opportunities for adult education; (4) the study of specific community needs.

The outstanding achievement of the Box Elder program to date is the progress which has been made toward the second of these four specific objectives. A plan of community organization has been slowly and carefully developed which seems now capable of indefinite expansion. It is the soundness of this basic plan which has made possible the gains reported in the direction of all other objectives.

The program has had the services of a full-time coordinator since November 1938. It has also had continuous assistance from the State coordinator of parent education. Important as the services rendered by these trained workers have been, however, the real strength of the Box Elder program lies largely in the fact that the planning committee, under a lay chairman, has maintained its sense of responsibility for or its interest in the problems with which, 2 years ago, it undertook to deal.

The present pattern of program organization is as follows: There is, first of all, a large council representing a cross section of community interests. This is the group which was first called together in 1938 to help decide whether or not the county should accept the invitation from Washington to become an experimental center. It has no ad-

ministrative responsibility for the program and has not sat as a council since the meeting mentioned above. Since its chief function is one of interpretation, it will convene from time to time as studies and surveys become reportable and materials develop which require dissemination.

The central sponsoring committee is an active, working group of about 50 people, some chosen because they represent important agencies, others because they are interested in the family life education program and want to help with it. "It is this central sponsoring committee which makes the plans and directs the course of the program," writes the coordinator, "although it must be kept in mind that suggestions may come from any agency or individual."

"Because a large group is apt to be unwieldy in putting plans into action," the coordinator goes on to say, "the central sponsoring committee has delegated this responsibility to an executive committee. At the present time, this executive committee is made up of the chairman of the central sponsoring committee, a parent, the superintendent of the Box Elder County School District, and the coordinator of the program." The executive committee plans the meetings of the central sponsoring committee, reports the work of temporary committees back to the central sponsoring committee, and carries out the decision of the latter with respect to these reports and other matters of business.

The central sponsoring committee has developed the policy of appointing temporary committees to work on special assignments. Chairmen and members for these are selected by a committee on committees made up of the executive committee and the State coordinator in parent education. Whenever there is a new job to be done requiring the direction of a temporary committee, the committee on committees first finds out which members of the central sponsoring committee are interested and willing to serve. These persons then help to enlist the aid of individuals in the community not previously affiliated with the movement, who have the special training, experience, or qualities of

personality which seem to be needed.

It is by following the work of these temporary committees that one gets a real view of what is going on over the county in connection with the program. It is through the action undertaken by them that the thinking of the central sponsoring committee is implemented.

Continuous Discussion of Needs

Specific assignments to temporary committees have grown out of the continuous discussion of local family needs which has been going on in central sponsoring committee meetings from the beginning. These needs were vaguely expressed at first. Some said that parents needed to be helped to assume more responsibility for the education of their children; that the schools and the church were being asked to give a kind of basic character training which parents alone can actually provide. Others felt that family members needed to learn how to participate more effectively in family action. Still others thought that the greatest need was for better understanding between generations in the family, especially between parents and adolescent children. There were some who believed that the program ought to start with intensive parent education in regard to the developmental needs of children. What has actually happened is that as these needs were brought to light, specific ways of working on all of them became apparent, and one by one temporary committees were set up to start and keep all the balls rolling. At the present time, seven temporary committees are active: A committee on studies and surveys, two adult education committees, a publicity committee, a library committee, an elementary school committee, and a committee on local planning units.

The committee on studies and surveys is a research committee for the program as a whole. Believing that the best way to determine community needs is to study conditions in the community, this group has gone out to get facts upon which the central sponsoring committee can base certain important decisions. Three studies are now under way: (1) A survey of the work of agencies and organizations having educational pro-

grams contributing to family education; (2) a study of the needs and interests of local youth; and (3) a study to see whether agencies and organizations in Box Elder County are overlapping in the demands they make on people's time.

Here we have a group of lay people creating their own survey blanks, developing their own procedures, seeking help from specialists as they need it, analyzing and reporting on their own returns to other lay groups ready to do whatever needs to be done with problems discovered. The State College at Logan has given valuable consultant service with studies. The youth study, patterned after the Maryland Survey, was conducted by the education department of the Utah State Agricultural College, the Box Elder Committee assisting.

Adult Education Committees

In Box Elder County, there is one committee for adult education for the northern half of the valley and one for the southern. Each of these has worked hard to provide a program for its constituency which would meet the expressed needs and interests of those wanting to attend classes. Instead of depending on the school authorities for the spade work on the schedules, each committee developed its own fact-finding questionnaires, secured teachers for classes requested, wrote announcements and planned, in detail, its publicity. Those who have followed this part of the experiment closely are waiting with interest to see whether an adult-education program with this kind of folk-leadership has greater vitality and appeal than those offered under institutional auspices.

A fourth committee is the publicity committee. This group should probably be called the "committee on interpretation" because its function is to keep the public informed about and interested in the development of the program. The personnel includes editors and reporters connected with all of the county papers. One of the best things about the Box Elder program, incidentally, is the way it provides opportunities for people with special training or experience to use their spe-

cial knowledge and skill in the service of the community. Through contacts with State newspapers made by the coordinator and members of this committee, the family life program is now attracting State-wide attention.

The library committee is responsible for making as widely available as possible throughout the county books and pamphlets which will help create a better general understanding of what "good" family living means. Each of the five county libraries has been canvassed by a team, consisting of the librarian in charge and a board member, to see what books on family life are already on hand, and which need, some day, to be ordered. The need for this committee, already strongly felt, will become greater and greater as the adult-education program enters new phases of development, and the demand for reading material increases.

The elementary school committee was organized in November 1940, to find out how the elementary schools of the county can best participate in the family life education program. The following questions, raised at the first meeting, show how closely related to such a program the work of the schools must be:

1. What can the schools do about home and community conditions which result in young children being on the street after school?
2. How can we give children more responsibility in school?
3. How can the check lists which are used as a basis of conferences with parents be made to function more adequately?
4. Where can we find usable source material to be used in working on home-school relationships?
5. What can be done in a school which serves two adjacent communities to bring about a feeling of unity between them?

The committee voted to work first on problem No. 4, since 13 of the 28 elementary schools in the county have now substituted evaluative conferences with parents for report cards. A list of 13 specific questions for discussion was prepared at a meeting of the elementary teaching staff. Following this meeting, the committee met to outline

in detail plans for a study, school by school, of successful procedures in parent-teacher counseling. Returns from the separate schools are to be compiled by the coordinator early this spring in a form which can be used as a basis for discussion at the next meeting of this committee. Tying closely in with the work of the elementary school committee is a committee on curriculum revision. This is a group of parents, teachers, and students working with the State coordinator of parent education on the development of some units on family relationships and child development to be used in the revised State home economic curriculum.

The committee on local planning units grew out of a need felt by the central sponsoring committee for some regular way of giving help to small population centers in the county wishing to organize to meet their own needs. This is a committee which can only function as requests for help come to it. At least one little town is making interesting plans for the development of a family life education program, suited to its special needs.

Specific Achievements

An account of specific achievements to date would make a long story. Classes for parents were organized in connection with summer kindergartens and will be offered again this year. Enrollment in adult-education classes increased 25 percent this year over last. Classes for boys and girls in personal and social living have been organized in both high schools. The plan of substituting conferences with parents for report cards in the elementary schools has been tremendously accelerated.

A most significant development in connection with this program is the steady increase, during the past 2 years, in the number of active participants. More than 170 people are now working on one or more of the various committees. Every time a new committee is added to the working group in the Box Elder family life education program a new opportunity for gaining insight into processes involved in the practice of creative citizenship is opened up.

The following preface to an historical report of the program so far was written this fall by the chairman of the central sponsoring committee. It so well summarizes the spirit and the purpose of this enterprise that we take pleasure in offering it by way of conclusion.

"The project described in this report," it says, "is an educational experiment. It is intended as nothing more. The aggregate of Box Elder County is its laboratory; its people and its physical resources are its materials.

"The experiment issues from the realization that democracy, suddenly grown intensely important to Americans, is based in home and family . . .

"The success of the experiment is limited to the capacities of ordinary people, proceeding, in the somewhat slow democratic method of group thinking and group action, from what we are and have already established toward possible accents and procedures in living and learning which will revitalize what we have come to call 'The American Way of Life.'

"We are grateful for the opportunity to pioneer in the field. Pioneers who persist usually develop by their pioneering and gain the first fruits of the undertaking. We can but hope for some successful developments which may be profitably utilized locally and extended to other communities."



Society for Crippled Children Conducts Seal Sales

The National Society for Crippled Children is again offering its annual sale of Easter seals through which the program of the National Society and of its affiliated State organizations is in part financed. The first seal appeared in 1934 to be used on letters and packages, and each year thereafter a different design has been issued. The trend of the seal sale has been steadily upward, and a large number of States now participate through their State societies for crippled children. Seals may be secured from the National Society for Crippled Children, Elyria, Ohio.



Our Adventures With Children

V. TEACHING PATRIOTISM IN HOME AND SCHOOL

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

★★★ The children in the fifth grade prepared as a part of their classroom work a dramatic presentation to show what democracy means in the United States. Its presentation was so successful that they were asked to give their production in other classrooms of the school, and finally, the parents heard so much about it that they became interested and asked to be permitted to see it.

In order to point out some of the ways in which history shows that democracy has been threatened, the children selected episodes illustrating some of the attacks that had been made upon our freedoms: Freedom of speech, religious liberty, and freedom of the press. They chose the trial of Roger Williams where both freedom of speech and religious liberty were threatened; the burning and destruction of printing presses in the Middle West to stop the publication of newspapers containing what were then called "seditious" articles, to stifle the press, and the meeting of the Constitutional Convention where the Constitution and the Bill of Rights were provided to protect the civil and religious liberty of all the people of the United States. The necessary research was done by the children who wrote the script and then presented the play.

This is one answer to the parent who recently asked the question, How can we teach our children patriotism? This is a concrete example of one way in which children may develop sound attitudes toward American institutions, toward the American way of living, and create a protective instinct toward the freedoms which have been purchased at such tremendous cost by the early pioneers. The dramatic presentation at school may well become a part of constructive home discussions. It need not stop in the schoolroom.

Patriotism is one of the characteristics which have their beginnings in

Fifth in Series

The article on this page is the fifth in a series under the general title, *Our Adventures with Children*. Each month an episode is presented. Some of these are related to problems of the school, others to those of the home, and still others with the cooperation of home and school.

Teachers, parents, and school administrators adventure daily into the actual experience of human relationships. This experience is interesting and profitable when examined objectively.

early childhood. There are many characteristics fundamental to the development of character and personality of the children for which parents are inescapably responsible.

Children learn not only through experiencing and reliving the experiences of others, but they learn too from daily examples of those who surround them with such virtues as love of country and loyalty to its laws and institutions; honesty and integrity; respect for the respectable; reverence for God; sympathy for the unfortunate; kindness to the weak and aged, and many other virtues that make up the character of a worth-while citizen.

Children imitate what they see and hear. Their attitudes toward the church, the school and school officials, the Government and public officials, the neighbors, and toward those who serve them in the community are modified by the attitudes of adults who are with them. In the home first and then in the school and the community children should learn how to get along with other people.

Parents as well as teachers must be constantly aware of how learning takes place and be prepared to create learn-

ing situations for their children. Particularly must parents have a strong sense of their own responsibility as citizens.

It is important for children to be made aware of their heritage, of the freedoms which make the United States different from any other country in the world, and of the responsibility of each citizen to protect this heritage. They should know that these freedoms include: The freedom to speak; to worship; to have a fair trial; to have a free press; to have universal suffrage. Children should learn all about these freedoms and be prepared to protect them not only by consistent support of the laws of the land but also by their intelligent attitudes toward the local, State, and national governments from which protection and safety are derived. They should develop an understanding of the Constitution of the United States and the Bill of Rights. Through such backgrounds of understanding and foundations of learning children may unconsciously have an appreciation of their country, pride in its achievements, and a conviction of the worth-whileness of the American way of living.

The teachers' part in the teaching of children at school to appreciate their country is important. Such teaching depends greatly upon the teacher's devotion to the ideals of democracy. Most of all, the teacher must practice democracy in school so that children may have an example of its application to daily life. She must show a respect for the dignity of each individual child, lead the children to examine all sides of a question and maintain good feeling in spite of the difference of opinion that may be brought out. She should encourage the participation of pupils in the activities of the school and accustom them to working, playing, and getting along together.

Rendering Proper Respect to the National Anthem

When children are old enough to go to school they can learn more and more about the laws, the Constitution, the Bill of Rights, and the freedoms which protect our civil life.

Teachers perform a patriotic service by multiplying the opportunities by which their children experience in dramas and in other ways the experiences of the past.

Questions for Discussion

1. How do children best learn loyalty to their country?
2. What are some of the means by which learning takes place?
3. What are the freedoms that make the United States different from other countries? Discuss each.
4. What part can parents best take in developing patriotism in their children? Discuss.
5. What part can teachers take helping children understand real patriotism?
6. Where do children get their ideas of loyalty, liberty, and citizenship?
7. Which is most important in the learning process, the teacher or the parents? Discuss.
8. What special occasions might be used to develop ideals of patriotism and citizenship?
9. How can children be helped to understand their government and what it does for them?

Books to Read

- CUTRIGHT, PRUDENCE and CHARTERS, W. W. *The Democracy Readers*. New York, Macmillan Co., 1940. A new series of books for the education of children in the American way of living. Readers cover lower grades from primer to sixth grade on topics of current importance.
- FLORIDA. State Department of Education. *Avenues of Understanding: Community, Home, School*. Tallahassee, The Department, 1940. 228 p. Ch. I, Citizenship, p. 1-9.
- HORN, JOHN LOUIS. *The Education of Your Child*. Stanford University, Calif., Stanford University Press, 1939. 208 p. The school and character development, p. 111-16.
- WILLIAMS, CHESTER. (Stuebaker, John W., ed.) *Our Freedoms Series*. Evanston, Ill., Row, Peterson & Co., 1940. *Liberty of the Press*. 72 p. *Right of Free Speech*. 84 p. *The Rights We Defend*. 72 p. *Teaching Democracy*. A teachers' manual. 29 p.

● For a free map of the United States, 15½ by 10 inches, in color, showing the location of the national forests and national parks, write to the Forest Service, Washington, D. C.



In 1931, Congress enacted a law making The Star-Spangled Banner the National Anthem of the United States. By its act Congress gave legal authority to what had been generally accepted by the American people over a long period of time.

As with many other subjects dealt with in this series, there is no Federal law to govern conduct when the National Anthem is played or sung. Also, as with many other subjects, there is a correct etiquette, a proper practice, which ought to be observed by patriotic Americans.

During the time that The Star-Spangled Banner is played it is proper to stand at attention and face toward the music, men removing the headdress. Those in uniform should salute. If the flag is displayed while the National Anthem is played, the regular salute to the flag is given.

The important thing is to be respectful. Some people are overzealous; occasionally one is found who is more or less thoughtlessly disrespectful. A little reflection on the fitness of things will usually determine what should be done. If, for instance, the National Anthem is played as a part of the continuity of a film which is shown at a moving-picture theater, it would seem that it would be forced for the audience to arise and stand at attention in the middle of the picture; on the other hand, if The Star-Spangled Banner is played at the beginning or end of the performance, it would seem rather odd if the audience did not stand.

For further guidance in this matter the following is quoted from Col. James A. Moss's book entitled *The Flag of the United States: Its History and Symbolism*:

"Should one stand and uncover when The Star-Spangled Banner is heard over the radio?

"It depends on circumstances. Generally speaking if it seems natural and not forced to stand and uncover, it should be done; otherwise, it should not. For example, if eating at table, lying in bed, or working in the kitchen, standing at attention would be forced and unnatural. In a schoolroom, if the radio is in the room, or so near that the music is distinctly heard, everyone should stand at attention.

"What is the proper thing to do, if The Star-Spangled Banner is heard:

"(a) When one is walking along the street?

"If the music is near, you should stop, stand at attention, and uncover.

"(b) When one is driving in an automobile or other vehicle?

"If the music is near, the automobile or other vehicle should stop, all conversation cease, and men uncover, while the anthem is being played."

—Prepared by Carl A. Jessen, senior specialist in secondary education, U. S. Office of Education, in cooperation with The United States Flag Association.

“To Provide for the Common Defense . . .”

As we go to press the Seventy-first Annual Convention of the American Association of School Administrators is in session at Atlantic City. The theme of the convention this year is, “To provide for the common defense; to promote the general welfare; to secure the blessings of liberty.”

Supt. Carroll R. Reed, of the Minneapolis public schools, has charge of the convention, which several thousand of the Nation's educational leaders are attending. Many allied and other groups are also holding sessions in conjunction with the administrators' meetings.



John M. Carmody.

★★★ The Federal Works Agency was created under the Reorganization Act of 1939 to bring together and coordinate the following organizations which had been operating either as independent establishments or as parts of departments.

These organizations include the Public Works Administration, the Public Roads Administration, the Work Projects Administration, the Public Buildings Administration, and the United States Housing Authority.

The Federal Works Agency is under the direction of John M. Carmody, the Administrator.

All of the organizations which make up the Federal Works Agency with the exception of the Public Works Administration offer educational or training courses for their personnel. The absence of a current training program in the PWA agency is due to the liquidation of its program.

In addition to the training programs carried on in the four organizations indicated, the Office of the Administrator of the Federal Works Agency gives a course for the training of some 70 employees in various phases of tabulating techniques and uses.

The Office as well as the WPA and the USHA also cooperate with the National

Schools Under the Federal Government

The Federal Works Agency

by Walton C. John, Senior Specialist in Higher Education

Institute of Public Affairs in giving training to small groups of interns. The interns are recent college graduates who serve in the agency of their choice without status and without compensation. Their training program consists of reading, observation, research, and attending conferences, etc. In no case, however, may the work they perform be of a nature to displace a regular employee.

The Public Roads Administration

The course on soils given at the Subgrade Laboratory of the Public Roads Administration, Arlington Farm, Va., was first regularly scheduled from June 15 to 26, 1937, although since December 1929, courses, essentially postgraduate in character, have been given annually up to the present time aggregating 37 in number.

These courses do not run parallel but follow one another in sequence at convenient intervals. Of the 13 courses held in 1939, 5 were held at Arlington and the remainder in other sections of this country. During the entire period of nearly 12 years the courses have been attended by 825 persons as follows: 221 from the Public Roads Administration; 40 from other Government agencies; 487 from different State highway departments; 21 from universities; 35 from industry; and 21 from foreign countries.

The courses have been designed to acquaint the participants with newly developed procedures for surveying, sampling, and testing soils for engineering purposes; to explain the latest developments in the testing of soil for special purposes; to discuss the methods used by the Administration in applying the results of tests to highway design and maintenance problems; to suggest remedies for current local problems;

and finally, by the informal exchange of ideas, to broaden the appreciation of those attending and conducting the courses for conditions, detailed methods of attack, and solutions incident to the practical application of soil science in the highway field. Two types of courses have been offered, one lasting a week with 55 hours of instruction, and the other 2 weeks in length with 40 hours a week of instruction.

The following topics were included in the course recently given: Soil constituents, permeability, soil profiles, frost heave, stabilometer test, compaction tests, classification of soils, subsurface explorations, earth stresses, foundation settlement, embankment construction, and soil mechanics. The class work included lectures as well as field trips.

Additional to the participants in the regular courses, a number of representatives of foreign countries have received instruction in the soils laboratory of the Administration ranging in time from several days to several months. A number of these visitors received additional instruction ranging in time up to 6 months in district offices of the Administration. The object of the latter was to acquaint the engineers with construction methods in the field.

Public Buildings Administration

The Public Buildings Administration conducts four schools relating to its work, namely, the School for the Training of Operating Engineers for Air Conditioning in Public Buildings Administration, the Guard School of Instruction, the Elevator Operators School, and the Foreman's Training School.

School for Operating Engineers for Air Conditioning

In view of drastic changes made in air-conditioning equipment, the Civil

Service Commission found it difficult to find men properly qualified for the operation of the large new central air-conditioning units—the Government public buildings. It was therefore deemed necessary to establish a school in order to take care of the increasing demand for trained men.

This school was set up for the purpose of teaching all men who could qualify, how to operate and maintain air-conditioning equipment of the type installed in the Government buildings. A man is not considered fully trained unless he has sufficient knowledge, experience, and confidence to be left alone in a large building containing air-conditioning and refrigeration plants as large as 1,000 tons and is competent to start these plants up, keep them operating, and shut them down without committing an error of judgment, and keep the conditions in the building comfortable for occupancy during the interim.

The school classroom is located in the new Post Office Building and is equipped with usual schoolroom apparatus including samples of intricate pieces of machinery for observation, a stereopticon machine and screen for showing slides and pictures.

The class meets twice a week and the periods last from 1½ to 2 hours. The first half hour is usually devoted to a study of fundamentals such as the physical properties of air, etc., next three-fourths of an hour is given to more advanced discussion such as the design and type of fans or refrigerating machines to be operated. The class then closes with 15 to 20 minutes given to questions and answers.

The average attendance for each session during the past 3 years has been approximately 45. Two distinct classes have been held. The first class included original enrollees who were all the engineers in grades CU-7 and CU-6, with any others invited who wished to attend. These men comprise the journeyman class and the senior class of operating engineers, and their instructions were of an advanced, yet practical nature. The work concluded, an examination was given so that all those who had attended and



North Interior Building.

were at the time of attendance in grade CU-6, or journeyman operating engineer's grade, could take the written examination by virtue of which they would, if successful, be eligible for promotion to grade CU-7, or the senior engineer grade.

The second or more elementary class was attended by firemen, engineer's helpers, skilled laborers, and other mechanically minded men in these same grades.

Curriculum and Facilities

The preliminary as well as the advanced lessons follow an orthodox textbook entitled *Fuller's Air Conditioning*. The topics include: Physical properties of air; firing and boiler operation; sheetmetal ducts and air distribution systems; registers and grilles for air-conditioning work; heat, humidity and humidification; fans; cooling coils and air washers; fundamentals of refrigeration; compressors and refrigeration equipment; first-aid and safety work; fire prevention and fire fighting; evaporation condensers and cooling towers; unit coolers; automatic control; air cleaning and purifi-

cation; laws, ordinances, and rules of operation. Emphasis is given to matters of operation and maintenance rather than on design.

Many pieces of special equipment belonging to the air-conditioning machinery are dismantled and brought into the classroom to be examined minutely by the men under the guidance of the instructors.

The actual system in the Post Office Building forms, however, as good a laboratory as can be found for explaining the operation to the men.

The Guard School of Instruction

The Guard School of Instruction began its work in 1936. Its quarters are in the Tariff Building where facilities include a lecture room, space for demonstration of fire protection equipment, and a pistol range for the instruction of members of the guard force in the use of firearms.

The following subjects are covered in the Guard School: Fire fighting and equipment; use of fire apparatus; guard regulation, passes and patrols; discipline; uniforms and the flag; legal duties and responsibilities; fire-



One of the seven required movements in applying a gas mask is being demonstrated here by these five members of the Guard Force, FWA, in Public Buildings Administration Training School in the Tariff Building. Testing the air lines is a very important operation as well as a safety precaution before entering a blazing or smouldering fire.

arms, ammunitions, and pistol practice.

The demand for trained guards for the protection of public buildings in the District of Columbia has been so great that it has been necessary to conduct this school 5 days a week during the winter months and 5 days a month during the summer.

A total of 2,769 persons have attended the school.

In addition to the guards of the Public Buildings Administration and the District of Columbia under the jurisdiction of this Office, 260 guards and law-enforcing officers from outside agencies have attended the school as a result of requests from these agencies.

School for Elevator Conductors

On February 7, 1938, a school for elevator conductors was established.

In view of the advent of modern high-speed elevators with their complicated automatic machinery and signal systems, and because of the great increase in personnel needed to operate the elevators in the many and growing num-

ber of Government owned and leased buildings, it was found necessary to establish a program of training which would first, inculcate the spirit of service and stress the matter of personal appearance, cleanliness, and conduct on the part of the conductors; second, teach them the proper operation of elevators under normal conditions and the procedure for them to follow when emergencies should arise. The course stresses the fact that modern elevators form the safest mode of transportation in the world, and to this end, the conductors are shown the various component parts of a modern elevator plant and they also witness tests of the major safety devices with which an elevator is equipped so that in an emergency, the elevator conductors above all others, would be expected to remain calm and thus avoid dangerous panic.

The complete course of study, at present, follows the accompanying schedule and the classes meet three times a week as indicated herewith:

Monday—Administrative duties; conduct and courtesy; personal appearance, etc. Tuesday—Brief history of elevators; types of elevators; types of safety devices; normal operation of elevators; emergency operation of elevators. Wednesday—Inspection of equipment; witness tests of the following safety devices: Normal hoistway limit switches, final hoistway limit switches, car and counterweight buffers, use of car emergency exits, etc.

The first enrollees consisted of the supervisors of elevator conductors in grades CU-3, CU-4, and CU-5. Then followed the regular classes of elevator conductors CU-2 with enrollments averaging about 15 to each class. The group superintendents and assistant group superintendents also attended the classes for a period of several weeks in company with the elevator conductors. Since the establishment of the school approximately 475 conductors and supervisors have attended the classes.

School for Foremen

The School for Foremen of Laborers was established in 1939. The school has its classrooms in the Interior, Post Office, and Tariff Buildings.

The schedule is shown as follows: Monday—Personnel management (two sessions); uniforms, stores, and supplies. Tuesday—Labor costs and accounting; supervision and organization. Wednesday—Cleaning equipment and methods. Thursday—Cleaning equipment and methods. Friday—Cleaning equipment and methods. Monday—Fire equipment; fire fighting. Tuesday—First aid; accident prevention. Wednesday—Fire hazards.

The instructional staff includes 8 regular teachers and 5 alternates.

During the months following the first presentation of the course all of the foremen under the Office, 150 in number, enrolled and completed the course of instruction.

As a result of the work already undertaken it is planned to establish a school for laborers, taking each type of laborer and grouping them for instruction according to their particular phase of work.

United States Housing Authority

The Training and Personnel Relations Section of the Personnel Division coordinates training activities in the United States Housing Authority. This section has five men who devote more than half of their time to training, while two of these men devote more than 75 percent of their time to actual instruction. In addition division heads and other officials are utilized in the program summarized herewith.

1. A course in tenant relations may be described as a "workshop" program, with the trainees responsible for analyzing and solving actual case problems. Trainees came from both Washington and field offices. The equipment consisted of maps, plans, specifications, and project development programs.

2. In 1939 there was inaugurated a 3-months' course, optional for all clerical, stenographic, and custodial employees, on the social and economic background of the housing problem in the United States.

3. Various phases of the United States Housing Authority's work were decentralized and transferred to regional operation. This required a rather complete rearrangement of the organization, a reassignment of personnel, a complete revamping of operating procedures, and the processing of legal and other documents. This situation led to the establishment of a course of indefinite duration, which was intended to acquaint the responsible people in the organization with the problems arising from the change and to facilitate the transition. The course was utilized by some 600 employees.

4. In 1940, a 1-year apprenticeship course in the housing program was started. Eight apprentices are taking the course and of these, four were chosen from recent civil-service registers and the other four were chosen from among employees of the United States Housing Authority on the basis of a competitive examination.

Each apprentice is rotated from one work unit to another within the Authority and must submit periodic re-

ports. At the end of the apprenticeship program an examination, which determines the apprentice's future status, is given.

5. The training of stenographers and typists is accomplished by an extensive course covering English grammar, dictation, typewriting, ediphone, varityping, etc. The course was started in 1938 and all new employees receive a minimum of 10 hours training (old employees enter classes of their own volition).

6. A 1-month's course in clerico-administrative activities (mail operations, files, procurement, etc.) was established by the United States Housing Authority in 1939 to be used in training employees in Washington offices in these operations as bearing on the operations of regional offices, so that the newly established field offices could be rapidly and efficiently staffed.

Work Projects Administration

The Work Projects Administration engages in a number of activities which have direct or indirect educational bearing. The principal unit of the WPA concerned with direct educational activities is the Education Section of the Professional and Service Division, administered nationally by Mrs. Florence Kerr, Assistant WPA Commissioner. Other activities with indirect educational implications include the recreational, school lunch, library, writers, art and music projects and the construction projects concerned with the building of school and recreational facilities.

Education Section

The educational program of the WPA is the outgrowth of the Federal Emergency Relief Administration set up by Congress in 1933. Educational projects including general adult education, nursery schools, vocational education and rehabilitation were incorporated into the work relief program. This program is under the direction of Dr. Lewis R. Alderman.

This program is mainly directed to the providing of work for unemployed

teachers and others professionally trained in specific fields; the assisting of these teachers and others to regain permanent non-relief employment; the utilization of the services of these teachers in bringing educational opportunities to the men and women in the greatest need of them; the giving to small children in low-income families a better chance for a fair start in life through preschool education; and to cooperate wherever possible with other agencies in the task of national economic and social recovery through expansion of educational activities.

Taught to Read and Write

Within the period of the operation of the program, 1,300,000 people have been taught to read and write and 4,500,000 men and women have been helped in the improvement of their skill in the use of English, according to the WPA. At least 200,000 people a year, mostly unemployed, have been enrolled in vocational training classes. Education in homemaking, health, and in family life have been brought to more than 250,000 parents each year. The average total attendance at WPA classes each year for nearly 7 years has been 2,000,000.

Between forty and fifty thousand teachers a year have been employed on the program.

In-Service Training Programs

The WPA in addition to its Nationwide program provides numerous programs of in-service training. These are concerned not only with the administrative and project supervisory personnel but also with the employees on the numerous and widely scattered projects of the operating and service divisions. It is the policy of the WPA to make available its work programs to give instruction to employees engaged in its many projects, to teach methods and techniques of job performance within the scope of the occupations for which such employees are generally qualified and to which they are assigned. The responsibility for the development of instructional programs within the operating and service divisions is largely assigned to the several States.

The AVA at San Francisco

by Rall I. Grigsby, Consultant in Curriculum Problems, Vocational Education Division

★★★ Vocational Education for Preparedness, Protection, and Peace was the theme of the thirty-fourth annual convention of the American Vocational Association which recently met in San Francisco, Calif. Repeatedly emphasized by speakers in both general sessions and sectional meetings were the needs of the Nation for skilled workers and the responsibility of vocational schools and classes to give training to youth and adults for defense occupations. Lt. Col. Frank J. McSherry, administrative assistant, Labor Supply Division, Advisory Commission to Council of National Defense, told the convention: "We must not only be prepared to meet military aggression but we must be prepared to meet the economic aggression which would surely follow a totalitarian victory. This is the day when war is fought with machines and machines must be supplied by industry.

"According to the Secretary of Labor, there will be 5 or 6 million additional jobs open to workers during the next year . . . In addition military forces will withdraw from the labor market approximately 1 million men during the coming year."

Can the United States meet the demand for skilled workers? Colonel McSherry was conservatively optimistic upon this point. "Due to the restricted training programs carried on within industry for the development of skilled workmen during the last 10 years," he said "and due to immigration restrictions since the early twenties the total available supply of skilled workers in this country is materially smaller than it was in 1929." However, he pointed out that to meet a predicted Nation-wide shortage of skilled labor within the next 3 to 6 months, the Federal Government is contributing \$77,500,000 to meet the costs of defense-training programs in vocational schools

and engineering colleges. These programs have for their purpose: (1) To train unemployed youth and adults in the skills necessary to national defense production; (2) To prepare present workers for increasingly technical positions by continuing part-time skilled training.

"Tremendous strides have been made in vocational training in the past year," Colonel McSherry said, "but far greater and faster strides must be made in the coming year. At present we are counting on trade schools to meet the demand, though if necessary industrial plants themselves may have to take over some of the training program."

George F. Zook, president of the American Council on Education, also expressed confidence that American education can meet the problems of training for defense in the American way. "Confronted by the present international situation, American education can't be mobilized by the Federal Government in the same manner as industry and labor," he said. "But even if the international situation should become worse, there is every reason to believe that the confusion in the schools and colleges so evident in the World War would not be repeated. We have already given a demonstration this time of the fact that in the face of national need education, like other aspects of American democracy, can organize itself for effective work."

Plea for Equal Opportunity

A plea for equal opportunity for vocational training for the 2 million Americans who reach the age of 20 each year, was made by David Snedden, formerly of Teachers College, Columbia University. Describing these young adults as "the harried two-million," Dr. Snedden said that this coming of age is for the large majority of these young adults the most critical

time in their lives between birth and death. They must strive to become self-supporting and most of them will become intensively interested in prospects of marriage, he said.

"But in trying to find employment the great majority of these 2 million are without any special training. Only in some of America's largest cities are there any fairly good trade schools or schools for the clerical vocations.

"Under the simpler economic conditions of a generation or two ago large proportions of the young persons entering industry for the first time could get jobs as unskilled workers.

"But that is no longer true. The economic depression, of course, shut out millions. But the great changes taking place in manufacturing, mining, transport, merchandising, and other fields of work have done even more to block the roads of young adults to profitable employment.

"In spite of widespread beliefs to the contrary, untrained and unskilled workers are less in demand than ever before. The greatly mechanized, specialized, and speeded-up changes in economic production have everywhere, even in the agricultural, household, lumbering, and fishing industries, multiplied needs for mature or at least trained and experienced workers.

"The time has arrived when America should study vocational education as a problem in conservation—that is, the conservation of young persons from 18 years of age and upward in their early stages of economic independence and family building.

"The States of the Union, and to some extent the Federal Government, have already done much toward educational and health conservations of childhood and youth. But today's problem, resulting from changed economic conditions, is that of conserving the prospects of young adults who are

so likely to suffer disaster when seeking to find places in our confusing economic wildernesses.

Snedden's Solution

"To that end there seems to be only one solution. The States, with some national aid, should undertake to offer opportunities for effective vocational training to all young adults after 18 years of age.

"Many citizens and some educators still believe that somehow vocational education should be given in our high schools. But that idea will have to be given up, and for several reasons. First, the pupils are too young to be effectively trained for most types of modern work. Second, there are too many unlike kinds of vocations to be trained for. And, third, the real businesses of high schools are cultural, civic, and health educations, not vocational educations.

"The only general solution of the problem, then, is that our States shall establish specialized vocational schools, in many cases only one or a few to each State, for particular vocations.

"These schools should admit as students no persons under 18 and for many vocations under 20."

Sectional Meetings

As usual sectional meetings were devoted to a discussion of the many different phases of work in agriculture, industry, business, home economics, industrial arts, part-time education, and vocational guidance. A few highlights only can be noted.

F. Theodore Struck, head of the department of industrial education, Penn State College, spoke on the Contribution of Industrial Arts to National Defense. Said Dr. Struck: "As a nation we stand upon the threshold of an era when we must strive cooperatively to replace unemployment with universal employment—an era when useful work habits of the democratic sort must be established as a means of protecting the freedoms we love and the homes we cherish. In all humility we point out that in developing work habits in youth, industrial arts teachers are rendering yeoman service to the cause of national defense. The ramparts we watch

are not so far from the schoolroom and the school laboratory as some folks think."

Nystrom Speaks

In the Business Education Section meeting, Paul H. Nystrom, professor of marketing at Columbia University and member of the Federal Advisory Board for Vocational Education, in discussing the topic, Essentials of Business Preparedness and Prosperity, predicted that ingenious controls of commodity prices by the Government will not be proof against the workings of natural laws of supply and demand. "When the point has been reached when the supply of any commodity at a given price is insufficient to meet the rising demand then, government or no government, prices will go up."

Vocational Guidance Section meetings were devoted to discussions of such topics as: State programs for vocational guidance; determine training needs and resulting proficiency of defense workers; occupational guidance; counseling procedures; placement of inexperienced workers.

"Future needs of an industrial program essential to democratic processes can be met only by an orderly and established apprenticeship system," the building trades subsection of the Industrial Education Section meeting was told by Archie J. Mooney, secretary of the California Apprenticeship Council. "Organized labor," said Mr. Mooney, "frequently is inclined to regard technical training of youth as the device of those who desire to force down wage rates by providing surpluses of theoretically trained but incompetent workers. And some employers," Mr. Mooney continued, "have looked upon technical schools as reservoirs from which they could draw without direct cost to themselves inexperienced though useful supplies of youthful labor." Mr. Mooney suggested that "although there is an emergency, we should not be swept off our feet by hysteria: there are legitimate ways of speeding up an apprenticeship program which meet both the immediate need and are for the lasting good of the Nation." Among many other topics discussed in section meetings of In-

dustrial Educators were: Vocational Education for National Defense; New Developments in Trade and Industrial Education for Women and Girls; Types of Vocational School Buildings and Equipment; Labor and Industrial Management; Objectives and Problems in Diversified Occupations Programs.

In the keynote speech of the Agricultural Education Section meetings, Henry F. Grady, Assistant Secretary of State, emphasized the economic perils of totalitarian aggression. "If Great Britain loses control of the seas and Germany controls continental Europe, Germany would apply its bilateral trade system to South America for the purpose of gaining economic domination there. And such domination means in any country the infiltration of the military, fifth columnists, the placing of Nazis in key posts. England must win the war to prevent this, and we must help her," said Dr. Grady. "We must help also the Latin-American countries by pursuing our good neighbor policy, which has proved itself effective and sound; and by lending money and consummating commodity agreements."

Topics discussed in Home Economics Section meetings included: The future of research in home economics education; homemaking education in the present situation; coordination of home economics organizations for family life education.

Humpherys Elected

In the concluding session of the thirty-fourth annual convention of the American Vocational Association, announcement was made of the election of L. R. Humpherys, teacher trainer, State Agricultural College, Logan, Utah, as president of the association for 1941. It was also announced that next year's convention will go to Boston, Mass., conditioned upon the usual inspection and approval of convention facilities by the executive officers.

Community Survey

The department of public instruction of Michigan has recently issued bulletin No. 3014, *Basic Community Survey*. The main purpose of the publication, it is explained, is to aid the local school in obtaining a complete and useful picture of the educational needs and resources of the community.

State Directors Meet

★★★ Training for the National Defense was the theme for discussion at the annual meeting of the National Association of State Directors of Vocational Education which preceded the annual convention of the National Association of State Education. This meeting was attended by 9 executive officers of State boards for vocational education, 27 State directors of vocational education, and a number of State supervisors of various fields of vocational education.

Reports on Defense Training

Dr. J. C. Wright, Assistant Commissioner of Education, who called the meeting to order, presented a brief report of the progress of the defense-training program. He called particular attention to charts prepared by the U. S. Employment Service, Bureau of Employment Security, Social Security Board, showing the man-hour requirements for various types of skilled work in defense occupations in Boston, Los Angeles, and other cities in industries to which defense contracts had been awarded; the total defense contracts awarded in these cities; and the month in which the peak in man-hour requirements would probably be reached in each of these cities and occupations.

Dr. Wright was followed by L. S. Hawkins, Chief of the Trade and Industrial Education Service, U. S. Office of Education, who reviewed the growth in enrollment in the various types of defense-training courses provided for under Federal acts; explained that one-half of the enrollees had been recruited from four States—New Jersey, California, New York, and Pennsylvania; and called attention to the fact that 80 percent of the enrollments were confined to six courses—machine shop, welding, sheet metal work, aviation, drafting and blueprinting, and automotive mechanics. He discussed the question of providing aptitude tests in selecting for defense-training courses, those who could not offer previous em-

ployment experiences as a basis for acceptance as trainees; and indicated that as the program continued more individuals from the younger age groups, who are lacking in employment experience but who have definite aptitudes for the work, would be drawn into defense-training occupations. In support of this statement, Mr. Hawkins cited the fact that the bulk of those employed recently in the aircraft industry are workers under 24 years of age.

Mr. Hawkins directed attention further to statistics presented a few months ago by the U. S. Employment Service which showed that there were then on the rolls of the Service only 192,000 persons who have had experience in one or another of the 500 defense occupations listed by the Advisory Committee to the Council of National Defense. He interpreted these figures to mean that there will be a "tight" labor market within 6 months in the skilled occupations, especially in the machine trades.

A report showing the progress in the development of the training program for engineering specialists, provided under the Federal defense-training legislation, presented by Mr. Hawkins, showed that 250 of such courses had been approved in 64 engineering colleges in 35 States.

State Committees

The importance of organizing State and local advisory committees on which employees and employers have equal representation, in connection with defense programs, was emphasized by C. E. Rakestraw, consultant in employee-employer relations, U. S. Office of Education. Mr. Rakestraw recommended further that representatives of State employment offices, of the National Youth Administration, of State labor commissions, farmers, and members of other groups, be invited to sit in on advisory committees as consultants in matters of special concern to their groups.

Six categories of employment for

women in which training may be necessary in connection with the defense-training program as outlined in a series of conferences of representatives of the Women's Bureau, U. S. Department of Labor, the Advisory Commission of the Council of National Defense, and the U. S. Office of Education, were discussed by Edna P. Amidon, Chief of the Home Economics Education Service, U. S. Office of Education. These categories are: (1) Defense industries as such; (2) other expanding industries not now officially recognized as defense occupations; (3) auxiliary military, naval, and air services; (4) service occupations; (5) other community services; and (6) homemaking.

C. M. ARTHUR



Nutrition

(Concluded from page 165)

Nutrition can make a place for itself in any school program, once principals, teachers, and children see it as a practical learning experience which ties up closely with many activities of the school.

Recent Articles on Nutrition in the Elementary School Program

BOSLEY, BERTLYN. Nutrition—its importance to health. *Childhood education*, 16: 255-9, February 1940.

BOWERS, MILDRED. Utah serves lunch. *Nation's schools*, 24: 35-36, November 1939.

HESELTINE, MARJORIE M. The contributions of public health nutrition to school child health. *Journal of health and physical education*, 10: 142-3, 196, March 1939.

KNOWLES, LOIS. Paging the Pied Piper; how children in a laboratory school conducted their own scientific experiment. *Progressive education*, 16: 551-3, December 1939.

LATIMER, JEAN V. Is specificity of health instruction desirable? *Journal of health and physical education*, 10: 384-85, 428, September 1939.

ROSE, MARY SWARTZ, and BOSLEY, BERTLYN. A nutrition program. *Forecast for home economics*, 15: 322-23, 348, 356, 359, 367, September 1939.

TAYLOR, J. W., and staff. Inaugurating a county-wide nutrition program. *California journal of elementary education*, 8: 245-8, May 1940.

Collegiate Education of Negroes

by Ambrose Caliver, Senior Specialist in the Education of Negroes

★★★ The collegiate education of Negroes has made rapid progress during the past generation.

There are three important things which profoundly influenced their early collegiate education, and which should be kept in mind. First, the missionary spirit was dominant. Colleges for Negroes were conceived for the purpose of bringing enlightenment to the freedmen, and of assisting them in attaining the full stature of Christian manhood and womanhood. The northern churches, through ex-Army officers as their agents, established a majority of the colleges that were started soon after the close of the War between the States.

Second, it was patterned after the type of education provided in the New England classical colleges. This was another reason why the Negro colleges found difficulty in adapting their programs to the practical needs of the communities from which their students came and to which the majority of them returned.

Third, collegiate education was not in the beginning the primary business of the institutions, a majority of which evolved from elementary schools into high schools, then into normal schools, and finally into colleges.

Although many changes have taken place in the number, kind, type, finances, and quality of education of the institutions, traces of the influence of the three things mentioned above are still discernible.

Type and Kind of Institutions

According to the United States Office of Education *Educational Directory* and the *Handbook on Christian Higher Education*,¹ there are 118 institutions for Negroes offering one or more years of college work. These institutions are distributed as follows: Thirty-three publicly controlled and 52 privately

¹Wickey, Gould, and Anderson, Ruth E., Ed. *Christian Higher Education: A Handbook for 1940*. Washington, Council of Church Boards of Education, 1940.

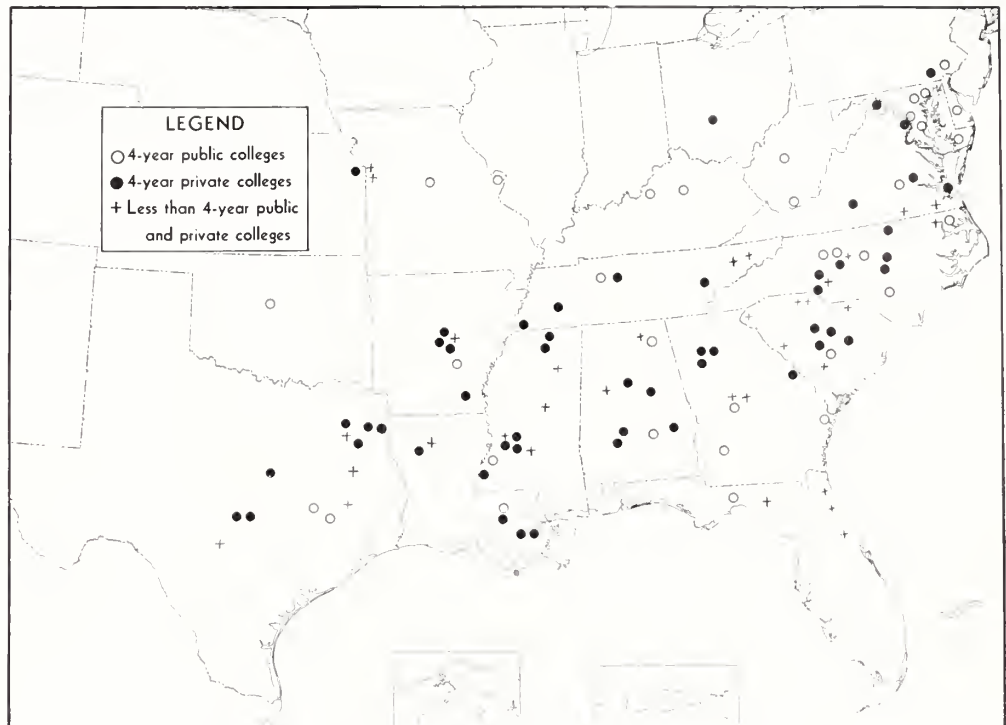


Chart I. Geographical distribution of 118 colleges for Negroes.

controlled 4-year colleges; and 3 publicly controlled and 30 privately controlled institutions offering less than 4 years of college work. The distribution of these institutions by States is shown in chart 1. If the location of the colleges is studied in relation to the distribution of the Negro population, it will be noted that in certain areas large numbers of Negroes are far removed from any college, while in certain other areas there is a concentration of colleges.

Colleges for Negroes, like colleges for other groups, tend to live in spite of the many financial, administrative, and educational difficulties through which they pass. However, in recent years there have been many changes in the type of control and kind of offerings among Negro colleges. Many have changed from denominational to independent boards of control, such as Atlanta, Fisk, and Howard Universities; others from private to public, such as Morgan College and Fort Valley Normal and Industrial Institute. Some institutions have

merged, such as Straight College and New Orleans University, which are now Dillard University; others have become affiliated, the outstanding example of which is the Atlanta University system. A large number of institutions like the State and municipal teachers' colleges and normal schools to 4-year colleges; while a few have changed from 4-year colleges to junior colleges and from junior colleges to high schools, as Brick School and Palmer Memorial Institute. Some institutions whose dominant emphasis was on the liberal arts have changed to teacher-training institutions; others that stressed the liberal arts are now stressing vocational education; while some whose emphasis was vocational, shifted to the liberal arts; a few of these are shifting back to the vocational emphasis.

Students and Graduates

According to reports received by the Office of Education there were 38,373

students enrolled in the regular sessions of 96 Negro colleges in 1938. In 1918 only 2,181 such students were reported. Not only is the increase in enrollment significant, but the change in proportion of men and women is also significant. In 1918 Negro men constituted 60 percent of the total Negro college enrollment; in 1938, only 42 percent. The enrollment in Negro colleges constitutes 4.5 percent of the total Negro population 18 to 21 years of age (1930 census) in the States maintaining separate schools. The corresponding percentage for white students is 14 for the country as a whole.

According to data collected for 25 representative Negro colleges there has been slight change in the distribution of students among the different college classes during the past 9 years. In 1930, of the total enrollment in the 25 colleges indicated above, the freshmen constituted 43 percent; sophomores, 26; juniors, 16; and seniors, 15. The corresponding percentages for 1939 in the same colleges were: Freshmen, 40; sophomores, 25; juniors, 18; and seniors, 17.

In 20 publicly controlled colleges the secondary school enrollment for boys decreased 50 percent from 1910 to 1938, for girls, 60 percent. The elementary school enrollment in the same institutions increased 11 percent for boys and 31 percent for girls. In 19 of the larger privately controlled colleges the percentage decrease in the secondary school enrollment of boys and girls respectively was 80 and 71; in the elementary school enrollment, 70 and 63. The fact that the elementary school enrollment increased in the public colleges is probably due to the emphasis placed on opportunities for practice teaching in the States' teacher-training programs, with which the public colleges are closely connected.

While the increase in enrollments is significant in indicating trends in the collegiate education of Negroes, the increase in number of graduates is even more significant. Table 1 shows the estimated number of Negro college graduates for the years indicated. In 1918 there were 462 collegiate and professional graduates, whereas 20 years

later there were 4,462 during a single year.

The increase in Negro college graduates and the increase in the number of Negroes who have received higher degrees indicate an improvement in the preparation of the students entering college. This is to be expected, since there has been an increase in both the quantity and quality of elementary and secondary education provided potential Negro college students, as reported in two previous articles.² Another important trend may be noted in the changes that have occurred in the enrollments of the colleges as indicated in table 2. Here is shown the percentages of colleges with given enrollments for 1932 and 1939. The decrease in the number of small colleges is particularly to be noted.

TABLE 1.—*Estimated number of Negro college graduates by decades*

Decades:	Number of graduates
1820-29	3
1830-39	7
1840-49	12
1850-59	44
1870-79	313
1880-89	738
1900-09	1,613
1900-19	1,613
1910-19	2,861
1920-29	6,857
1930-39	16,500

NOTE.—Numbers of graduates from 1820 to 1919 were estimated by W. E. B. DuBois in the August 1922 issue of the *Crisis*. Estimates for 1920 to 1939 are based on data received by the United States Office of Education.

College Finances

The income for all purposes in 1938, of 96 institutions of higher learning for Negroes, amounted to \$14,679,712. Sixty-two private institutions had an income of \$8,511,725; and 34 public institutions, \$6,167,987. Table 3 shows the income from different sources for both types of institutions. All the Federal funds for private institutions, except about \$2,000, went to one institution.

In order to indicate trends, comparison of the income of Negro colleges for current purposes during 1938 with those

² Caliver, Ambrose. Elementary education of Negroes. *School Life*, 25: 243-44, 249, May 1940. Secondary schools for Negroes. *School Life*, 25: 368-69, 320, July 1940.

during 1910 was made for 20 publicly controlled and 18 privately controlled institutions. These institutions included a majority of the publicly controlled colleges and a representative sampling of the better and larger privately controlled colleges. The total income for current purposes in the publicly controlled institutions increased 502 percent from 1910 to 1938; for the privately controlled institutions the increase was 365 percent. The percentage increase of income from certain sources during the same period for publicly controlled and privately controlled colleges were, respectively: Student fees, 1,139 and 793.7; endowment earnings, 28.2 and 423.8; Federal funds, 161.2 and 298.7. Public institutions, which receive very little income from private gifts, had an increase of 722 percent from State and local funds during the period under discussion; and private institutions, which receive very little income from State and local funds, had an increase of 177 percent from private gifts. In 1910 certain private colleges served as the Negro land-grant colleges for the States in which they were located. In this capacity they received \$175,533 from Federal funds during that year.

In 1938 the value of buildings and grounds at 89 institutions reporting to the United States Office of Education amounted to \$56,258,964, and 85 institutions reported \$7,994,088.25 as the value of their equipment. These amounts are divided among the public and private institutions as follows: Buildings and grounds—29 public institutions, \$19,421,989; 60 private institutions, \$36,836,975; and equipment—29 public institutions, \$3,271,029.25; 56 private institutions, \$4,723,059.

Trends in these items are indicated by a comparison of their values in 1910 and 1938 in 20 public institutions and 18 private institutions. Between 1910 and 1938 the percentage increase in the value of buildings and grounds at public institutions was 694.4; at private institutions, 296.4. The percentage increase in the value of equipment for public institutions was 964.2; at private institutions, 526.6.

TABLE 2.—Number and percentage of Negro colleges having given enrollments ¹

Number of students	Colleges							
	Public				Private			
	1932		1939		1932		1939	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Under 100	6	17.1	2	5.7	38	51.3	15	22.4
100-249	12	34.3	7	20.0	17	23.0	19	28.4
250-499	10	28.6	10	28.6	15	20.3	26	38.8
500 and over	7	20.0	16	45.7	4	5.4	7	10.4
Total	35	100.0	35	100.0	74	100.0	67	100.0

¹ Data for 1932 taken from Higher Education of Negroes, by Fred McCuiston, Southern Association of Colleges and Secondary Schools.

In times of social crisis such as the present, it is unwise to predict the future of any institution. In suggesting, therefore, what seems to be the outlook for Negro colleges, consideration is given to the uncertain conditions surrounding education in general, and the education of Negroes in particular. However, if the trends in the Negro colleges continue in the same direction toward which they are now headed, the following situations seem to be indicated:

1. Enrollments will continue to increase. Although they have increased over 500 percent during the past quarter of a century, there is now only 1 Negro college student in the United States (1938 estimate) to every 294 Negroes (1930 census); for white persons the corresponding ratio is 1 to 83; and, there is 1 Negro college student to every 25 Negroes in the United States 18 to 21 years of age, while the corresponding ratio for white persons is 1 to 7. Another fact which indicates that the Negro college enrollment is likely to continue to increase is the ratio of Negro high-school students to Negroes of high-school age. At present only 24 percent of the Negro youth 14 to 17 years of age are attending high school, while for the majority group the percentage is 60. As high schools and colleges are made available to Negroes, it is reasonable to expect an increase in Negro college enrollment.

2. Public support for the higher education of Negroes will continue to increase. This is indicated not only by increases in income for current expenses and capital outlay from public funds, as shown previously, but also by the number of States that have recently provided scholarship funds for Negroes to study certain courses that are not offered in the Negro public colleges of their States, in institutions of other States. Seven States have made such provision; namely, Tennessee, Virginia, Texas, Kentucky, Missouri, Maryland, and West Virginia. The latter four States provide scholarships for undergraduate as well as for graduate and professional study. Other States are now contemplating additional provisions for all kinds of higher education of Negroes under the stimulus of the Supreme Court decision in the case of *Gaines vs. University of Missouri*.³

³ *State of Missouri ex rel. v. Canada et al.*, 59 S. Ct. 232; Vol. 6, U. S. Law Week, p. 459 (Dec. 12, 1938).

3. Certain privately controlled institutions will receive greater financial support from private philanthropy. As these institutions show willingness better to adjust their programs to the needs of the communities they serve, and to increase their effectiveness through cooperative plans and the elimination of duplication of effort, they are more and more likely to receive such support. Examples of the kind of cooperation indicated above may be found in several institutions, including cooperation practiced among the institutions affiliated with Atlanta University; and between Allen University and Benedict College, Fisk University and Meharry Medical College, Bishop and Wiley Colleges, and Arkansas State and Philander Smith Colleges.

Another example which should be mentioned is the cooperative plan being worked out between Tuskegee Institute and Fisk University in providing graduate instruction in agriculture and the social sciences. Through the General Education Board, fellowships are provided for eight students who spend part of their time at Tuskegee studying the problems of agriculture and part at Fisk studying the problems of social science related to rural life. Their internship is practiced on a Farm Security Administration project, at the completion of which the master's degree is awarded by Fisk University. While this is a graduate program, it has definite suggestions for similar types of cooperation on the undergraduate level.

Problems To Be Met

Many of the teachers in Negro colleges today have received their undergraduate training in northern universities, and a considerable number have received higher degrees. However, be-

TABLE 3.—Income received from given sources by 62 private and 34 public Negro colleges, in 1938

Source	Income received by—	
	Private institutions	Public institutions
	Dollars	Dollars
Student fees	1,610,204	689,551
Endowment	1,655,713	25,282
Federal funds for current purposes	702,140	571,790
Federal funds for capital outlay	789,972	937,185
State and local funds for current purposes	419,357	2,550,120
State and local funds for capital outlay	33,500	1,311,519
Private gifts and grants for current purposes	1,705,563	27,903
Private gifts and grants for capital outlay	696,290	54,637
Private gifts and grants for increase of permanent funds	898,986	.....
Total	8,511,725	6,167,987

cause of the inadequate and limited elementary and secondary training of some, they find difficulty in achieving the type of scholarship demanded of teachers in the best colleges of the country. Also, many have too little interest in and understanding of the problems of their students; and they lack the discipline, the thoroughness, the appreciation of simplicity, and the Christian spirit possessed by the New England missionaries who founded the colleges and were the first teachers.

Another problem which Negro colleges face is a lack of commonly accepted educational objectives and basic principles of education. Without these the conduct of administrators and teachers is likely to be illogical and inconsistent; and their decisions, biased and unwise. Many of the difficulties would never arise, or if they did arise, would be easily settled, if everyone concerned had a common understanding of the general purposes of the institution, of the relationships of the

(Concluded on page 188)



THE VOCATIONAL SUMMARY



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

New Occupations—New Training

The job mobilization campaign carried on last year in Pennsylvania, under which educators, industrialists, business establishments, and professional and trade groups cooperated in placing more than 33,000 persons, served to focus attention on the need for training in a number of new types of occupations.

As a result of this campaign, which was explained in a recent issue of *SCHOOL LIFE*, and of the district occupational surveys provided for through State legislation, training courses have been set up during the year in a number of comparatively new occupations. Included in this list are the courses in lens grinding, watchmaking, interior decorating, power sewing for the shoemaking trades, hotel service, needle trade occupations, and foremen training.

Another result of the job mobilization project has been the awakened recognition on the part of both employers and workers of the place and function of vocational education in the public schools. According to reports from Pennsylvania, "employers who personally lacked acquaintance with classes of this type are now enthusiastic in urging approval of such courses in their home communities."

To continue job mobilization activities in Pennsylvania, a coordinating committee has been created, composed of one representative from the department of labor and industry, one from the State employment service, one from the public assistance department, and one from the department of public instruction.

They Do Things

An enviable record of activities and achievements is reported by the Presque Isle (Maine) Chapter, Future Farmers of America. The chapter owns and operates a large commercial incubator with a setting unit of 6,528-egg capacity and a separate hatching unit of 2,176-egg capacity. Chapter members operate this \$1,300 equipment and sell chicks under the direction of the local vocational agriculture teacher, George H. Barnes, and each boy's job in the operation of the incubator is carefully defined. Two years ago the chapter sold more than 14,000 chicks. Last year before chicks were hatched, they had orders for 9,500.

The chapter maintains a cooperative seed association which sells from 2 to 8 carloads of certified seed potatoes annually, a members' thrift bank, a loan fund, a library, and a basketball team, and stages several radio broadcasts each year. A workshop and chapter room owned by the chapter was constructed in the rear of the local high-school building. This \$4,000 structure was built by chapter members under the direction of their

vocational agriculture teacher, with their own hands and their own funds.

Particularly interesting are the devices adopted by this chapter to motivate member activities. For example, a chart containing the names of boys on specific chapter committees is hung on the chapter room wall, and record of achievement of each committee member is indicated on this chart from time to time.

Missouri Girls Exchange Views

To develop high-school pupil leadership and to strengthen the home project program carried on in connection with homemaking education in the State is the purpose of the student homemaking conferences started in Missouri last year.

For the purpose of carrying out these conferences, the State is divided into districts in which from four to six schools are located. The district divisions are determined by highway facilities and the mileage from one school to another. It is necessary in designating a district to make certain that it will be convenient for pupils or teachers in any one school to visit any other school within the district. The district boundaries are determined by home economics teachers at their State meetings in June. They also select the school at which the district planning meeting and the district home project conference are to be held.

Each homemaking teacher in a district, and one pupil representative from each of her classes in home economics selected by this pupil's classmates, attend the meeting at which the home conference is planned. At this meeting the home economics pupils select a theme for the program and complete all the arrangements for the conference—that is, they develop the program and determine who shall assume the various responsibilities.

All girls enrolled in home economics classes are urged to attend home project conferences. It is estimated that approximately three-fourths of all these students attend the conferences in the various districts. The teachers in each district assume full responsibility for district home project conferences. The vocational division of the State department of public schools publishes a bulletin which gives the date of each home project conference, the hostess school, and the schools located in each conference district.

The purpose of these conferences as set forth by the State vocational education division is: (1) To enable pupils who attend to exchange ideas with each other; (2) to give them experience in assisting in conducting the conference; (3) to give them a greater realization of the value of home pro-

jects; (4) to enable them to acquire a broader concept of the nature of worth-while home projects.

In the fiscal year 1939-40 home project conferences were held in 20 districts and were attended by approximately 4,000 girls. During the fall of 1940, 30 conferences were scheduled.

All for 10 Cents

Coordinators of evening classes for workers in the distributive occupations should make good use of business and technical experts and of teachers of high-school or college subjects in their respective communities. These individuals may be employed either as vocational teachers or teachers of related subjects in distributive education classes.

Specialists in advertising, credit management, business finance, accounting, insurance, transportation, commercial law, personnel management, merchandising, sales promotion, and many other kinds of business are to be found in every city.

Teachers of high-school or college subjects can be of invaluable assistance as teachers of related subjects in distributive education classes. Teachers of home economics are well informed about foods, their preparation and use, service qualities and care of home equipment, and similar technical information about everything used in the home. Teachers of bacteriology, chemistry, physics, and related subjects possess information needed by those who handle foods, operate refrigerating or electrical equipment, and engage in other activities common to the distributive occupations. Teachers of bookkeeping and accounting know much about general practices in their fields. Art teachers know the value of color, line, and harmony to those engaged in selling or in displaying goods in which color, line, and harmony are important factors. Teachers of shop or industrial subjects have a valuable knowledge of woodworking and other crafts needed by those who build displays for use in stores.

But there are other factors besides teachers of allied subjects which should be taken into consideration in planning and operating evening and other types of classes for distributive workers. Those responsible for, or interested in, training programs in distributive education, therefore, will be interested in Vocational Division Bulletin No. 211, *Distributive Education, Organization and Administration*, recently published by the U. S. Office of Education.

This publication may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., at a cost of 10 cents a copy.

Analysis of Enrollee Personnel

by Howard W. Oxley, Director of CCC Camp Education

★★★ An analysis of the junior enrollees of the Civilian Conservation Corps reveals certain facts which are significant in relation to the youth problem as a whole. But they are of greater significance in indicating the part which the corps must play during the present national defense emergency in training a large number of the young men of America.

For example, the conscription act provides for the drafting of men between the ages of 21 and 35 years into the military service for a year of military training. Moreover, it is commonly estimated that industry will absorb more than 4 million additional workers during the next year or two. What effect will these demands have upon enrollments in the Civilian Conservation Corps? What place should the corps occupy in relation to these other organizations? Such questions are answered partially by the fact that the work in which the CCC is engaged, the conservation of the country's natural resources, needs to be continued as a vital necessity even during the present emergency. But of equal importance is the fact that the corps is a training agency for thousands of young men who would not otherwise secure the benefits of any training.

The maximum enrolled strength of the CCC is 300,000 men, of whom approximately 270,000 are junior enrollees, the balance being war veterans and Indians. There are no CCC recruiting stations. During the past 7 years, the welfare agencies of the States and local communities have cooperated in selecting junior enrollees for the camps. On June 28, 1937, Congress enacted legislation providing for the continuation of the CCC with the definite purpose "of providing employment, as well as vocational training, for youthful citizens of the United States who are unemployed and in need of employment."



Enrollee teaches enrollee.

In interpreting the phrase, "unemployed and in need of employment," the State selecting agencies, with the approval of the Director of the corps, have been instructed to use the following definition:

Family Financial Status

"For the purpose of CCC selection the phrase 'unemployed and in need of employment' shall be understood to cover unmarried junior applicants otherwise qualified by age, citizenship, fitness, and character; not regularly in attendance at school; not possessing other regular or full-time employment, nor on temporary furloughs therefrom; who need the employment, the job training, the educational, and other opportunities offered by the Civilian Conservation Corps; and who themselves or whose families, due to financial limitations, are not in a position to secure or provide comparable experience or training." Among applicants who are

equally qualified, preference is given in order of financial need.

The CCC group is not a cross section of the average youth of America. Of the 319,130 men selected during the period October 1939 to July 1940, almost one-third (32.2 percent) were from families receiving Federal or State or local relief aid. About one-fourth were from families eligible for but not actually receiving such aid. An additional 38.2 percent were from families who were considered to be below an adequate standard of living. Only 4.9 percent had no needy dependents. On the other hand, as indicated in the following table, there has been a marked decrease during the period, October 1939 to July 1940, in the number of enrollees coming from families who actually receive or are eligible for relief aid. During October 1939, the figure was 61.4 percent as compared with 51.2 percent in July 1940.

It is clear, however, that the great

majority of the men come from families which are in financial distress, and as an underprivileged group they have great need for the employment, the training, the educational, and other opportunities available in the camps.

TABLE I.—Family financial status of juniors enrolled¹

Month	Oct. 1939	Jan. 1940	Apr. 1940	July 1940	Total, Oct. 1939 to July 1940	
Number of juniors enrolled.....	90,496	64,218	66,354	98,062	319,130	
	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.
From families on relief.....	33.1	33.4	34.2	29.2	32.2	32.2
From families eligible for relief.....	28.3	24.7	23.8	22.0	24.7	56.9
From families below adequate living standard.....	34.5	37.3	37.7	42.7	38.2	95.1
Making deposits.....	4.1	4.6	4.3	6.1	4.9	100.0
Total.....	100.0	100.0	100.0	100.0	100.0	-----

¹ All data quoted are based upon quarterly selection reports of the office of the Director, CCC.

The question as to whether the conscription act will have any noticeable effect on enrollments in the CCC is answered by the age of the men enrolled during the past year. Of the 319,130 enrollees, almost 9 out of 10 (87.6 percent) were in the age group 17 to 20 years, and would not be affected by the conscription act. It is to be observed in table II that the percentage of enrollees in the 17-year age group has increased from 30.1 percent in October 1939 to 38.5 percent in July 1940. It would appear that the corps is attracting an increasing number of younger men.

TABLE II.—Age distribution of juniors enrolled

Month	October 1939	January 1940	April 1940	July 1940	Total, October 1939 to July 1940	
Number juniors enrolled.....	90,496	64,218	66,354	98,062	319,130	
	Per cent in each group	Per cent in each group	Per cent in each group	Per cent in each group	Per cent in each group	Cumulative percentage
17.....	30.1	34.0	36.5	38.5	34.8	34.8
18.....	27.9	25.6	25.7	25.9	26.4	61.2
19.....	17.9	16.5	15.7	14.9	16.3	77.5
20.....	10.7	10.4	10.0	9.5	10.1	87.6
21.....	7.4	7.4	6.8	6.1	6.9	94.5
22.....	4.7	4.7	4.1	4.0	4.3	98.8
23 and over.....	1.3	1.4	1.2	1.1	1.2	100.0
Total.....	100.0	100.0	100.0	100.0	100.0	-----

More than two-thirds (67.8 percent) of the 319,130 young men enrolled during this period had never had a job, and an additional 10 percent had been

regularly employed for only 4 months or less. Moreover the percentage of men who had never been employed has been increasing regularly from 64.7 percent of those enrolled in October 1939 to 73.2 percent in July 1940.

Reference has been made to the fact that the current expansion of industry will create a demand for additional millions of workers. Employers will require, as they have in the past, that young people shall have acquired sound work habits and attitudes, skills, good health, and the ability to get along with their fellows. Because of its work program, the rugged outdoor life, the discipline, the group living, and the educational and training opportunities available in the camps, the corps is well fitted to inculcate such habits and attitudes.

TABLE III.—Length of regular paid employment prior to selection of juniors enrolled

Month	Oct. 1939	Jan. 1940	April 1940	July 1940	Total, Oct. 1939 to July 1940	
Number juniors enrolled.....	90,496	64,218	66,354	98,062	319,130	
	Per cent in each group	Per cent in each group	Per cent in each group	Per cent in each group	Per cent in each group	Cumulative percentage
Never employed.....	64.7	63.5	68.2	73.2	67.8	67.8
Less than 4 months.....	10.6	11.9	10.0	8.1	10.0	77.8
4 to 7 months.....	7.8	8.8	8.0	6.5	7.6	85.4
8 to 11 months.....	3.7	3.8	3.5	3.5	3.6	89.0
12 to 15 months.....	3.5	3.3	3.1	2.7	3.2	92.2
More than 16 months.....	6.4	6.6	5.6	5.0	5.8	98.0
Not specified.....	3.3	2.1	1.6	1.0	2.0	100.0
Total.....	100.0	100.0	100.0	100.0	100.0	-----

Almost one-third (32.4 percent) of the 319,130 juniors had never completed the eighth grade prior to their selection. Some 21.1 percent had completed grade school but had not entered high school. About one-third (33.9 percent) had had from 1 to 3 years of high school, 11.6 percent had completed high school, and only 0.6 percent had entered college. There has been a slight increase in the percentage of men on the high-school and college level, from 44.8 percent in October 1939 to 47.5 percent in July 1940.

Again, the implications of these facts in the education and training of CCC enrollees is clear. The great majority of employees demand at least elementary school graduation as a basic requirement for employment. Likewise this is commonly regarded as a basic re-

quirement for effective citizenship in a democracy. The CCC has recognized this need for training in the elementary subjects, and educational opportunities are made available to the enrollees during their leisure time. Similar opportunities are provided for men on the high-school and college level, who desire to advance their academic training.

In summary it may be said that the junior enrollees of the corps are a unique group of young men requiring a special type of training which has gradually developed in the camps. About 95 percent are from underprivileged families; 87.6 percent are in the age group 17 to 20 years; 77.8 percent have never been employed or have had a job for 4 months or less; 32.4 percent have never completed grade school. Many of them are in poor health, mentally as well as physically. The CCC is fitting its members for democratic citizenship whether their duties as citizens may require them to serve in the military service or in normal peacetime employment in private industry.



Collegiate Education

(Concluded from page 185)

specific to the general purposes, and of the fundamental principles to be followed in achieving them. Whatever may be the size, rating, and financial standing of an institution, if it is lacking in broad objectives and sound principles it cannot have the scholarly atmosphere, the spirit of integrity, nor the morale that are necessary to the most effective educational effort.

The future of collegiate education of Negroes in the United States depends not only on the number of colleges, their endowments, and the academic training of their faculties, but also on the character of the administrators and teachers; the extent to which they remedy their deficiencies; and the extent to which they realize the importance of definite objectives and guiding principles in the operation of their administrative and educational programs.

NOTE.—Many of the data in this article were compiled by T. E. Davis, Margaret J. S. Carr, and Maude Farr, of the U. S. Office of Education staff.

New Government Aids FOR TEACHERS

by MARGARET F. RYAN, *Editorial Assistant*

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

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

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

● Activities of the National Institute of Health and of the following divisions of the U. S. Public Health Service: Foreign and Insular Quarantine, Domestic Quarantine, Sanitary Reports and Statistics (see illustration), Marine Hospitals and Relief, Venereal Diseases, Mental Hygiene, and Personnel and Accounts, are set forth in *The Work of the U. S. Public Health Service* (Supplement No. 152 to the Public Health Reports). Price, 15 cents.

● The defense program, calling for speed, quality, and quantity of production, can be attained and maintained over an extended period, according to the Women's Bureau, only when working conditions leading to fatigue, discomfort, ill health, or accident are eliminated. Factors which have been found of utmost importance in a program aimed to secure successful production in part through the employment of women workers may be found in Special Bulletin No. 1, of the Women's Bureau entitled *Effective Industrial Use of Women in the Defense Program*. 10 cents.

● The mining, milling, smelting, and refining of nickel, one of the important metals used in making alloy steel, is described by word and picture in a new 16-millimeter sound film prepared by the Bureau of Mines in cooperation with an industrial concern.

Copies of the film are available for exhibition by schools, churches, colleges, civic and business organizations, and others interested. Applications for the film should be addressed to the Bureau of Mines Experiment Station, 4800 Forbes Street, Pittsburgh, Pa. No charge is made for the use of the film, although the exhibitor is expected to pay the transportation charges.

● Revisions of the following free price lists of Government publications are available upon request: Engineering and Surveying—Leveling, triangulation, geodesy, earthquakes, tides, terrestrial magnetism, No. 48; Labor—Child labor, women workers, employment, wages, workmen's insurance, and compensation, No. 33; Agricultural Chemistry and Soils and Fertilizers, No. 46; Immigration—Naturalization, citizenship, aliens, races, No. 67; Farm Management—Farm accounts, farm relief, marketing, farm homes, agricultural statistics, No. 68.



Courtesy, U. S. Public Health Service.

U. S. Public Health Service at work.

● That most wool growers, especially those with small flocks, need to have more definite information on the grade of wool they have to sell and its value, is the opinion of the author of Farmers' Bulletin No. 1805 *Grading Wool*. Information on the subject is given so that growers interested may improve their position when they are ready to sell their wool and ways are suggested for handling the wool so that its quality will be maintained through the shearing and the preparation of the fleece. 5 cents.

● *Conservation of the Medically Handicapped Child, The Family Physician Cooperates With the Health Department, Home Saving Through Housekeeper Service, and Child-Labor Standards and Defense Contracts* are the titles of the major articles appearing in the October issue of *The Child*, monthly pub-

lication of the Children's Bureau. Annual subscription, \$1; single copies, 10 cents.

● *Teaching of Social Medicine in Colleges and Universities and Accidents in the Urban Home as Recorded in the National Health Survey* are the titles of two articles appearing in the No. 45 issue of *Public Health Reports*. 5 cents.

● If more printed facts appeared on labels of ready-made dresses and slips, manufacturers as well as consumers would benefit and there would be fewer complaints and returns to retail stores. In Farmers' Bulletin 1851, *Women's Dresses and Slips—A Buying Guide* (5 cents), the fabric, size and fit, cut, seams and stitching, hems and finishes, and fastening and trims of dresses as well as the style and fit and workmanship of costume slips are considered.



In Public Schools

Democracy in Action

"Civic values of high-school clubs and student organizations," says *Better Teaching*, a publication of the Cincinnati public schools, "were stressed in statements given by high-school pupils in a radio broadcast, Station WSAI, December 11."

A representative of the Walnut Hills High School speaking of student councils said: "The student council at Walnut Hills High School is an excellent illustration of democracy in action. For this reason, the pupils at Walnut Hills have come to have a strong feeling for democracy and what it stands for, not merely by reading of it from civic books as their parents did, but far more important, by actually making use of the rights and prerogatives which are the proud possessions of all Americans in their school life. The student government at Walnut Hills is modeled after the type of government we find in the Federal, State, and local governments of our country, as far as is practical in school life."

Art Workshop

"In an old portable at Seward School (Seattle, Wash.) upon any Wednesday, Thursday, or Friday evening," says *The Seattle Educational Bulletin*, "may be found a group of people absorbed in creating something with their hands. Some may be carving wood, others modeling clay, or working with solder and shears at copper. The people working there are not art teachers, however; they are social studies, or science, or primary teachers. Art people are on hand to show newcomers how to use the materials, to get them started and help them over the humps."

School Plant Surveys

"Several members of the Wisconsin State Department of Public Instruction," according to *Wisconsin Journal of Education*, "are engaged in school plant surveys of Eau Claire and Prairie du Chien. This service is being called for more and more, due to the fact that school authorities are appreciating the need for careful, unbiased investigations as a basis for school

plant extensions or changes. The 'hand to mouth' feature of many past programs is showing up as undesirable, to say the least, when the results are measured by the present and its standards. Long-range planning is now a feature of all progressive school administrations, even though the future is not an open book to anyone. At the same time school authorities need not work in the dark, or by 'guess'—a careful study not hampered by local opinions or individual desires is indicated where future changes in the school plant are contemplated or made necessary. The department may be called upon in such instances as a part of its service policy."

School Expenditures

"An analysis of the total costs of the 6,466 public-school districts in Michigan," according to *News of the Week*, a publication recently issued by the department of public instruction of that State, "is contained in a recent bulletin prepared by C. L. Taylor, director of the finance division of that department. The data are for the school year 1938-39 and are taken from the annual reports submitted to the department."

"The total budget expenditures of the local public-school districts, including debt service and capital outlay, are shown to be \$100,099,350. In addition, the bulletin contains:

"The number of school districts of different types; the average salary paid school board members; the number of teachers; the average salary paid teachers; the average enrollment based on average membership; the total averages for all districts; an analysis of school costs for all districts by type of activity including per pupil costs and percentage spent for each activity; an analysis of school costs for each classification based on population by type of activity including per pupil costs and percentage spent for each type of activity."

School Levies and Bond Proposals

"Ohio taxpayers are ready to support current operations of their schools but look with less favor on plant expansions," according to a report of Dr. Thomas C. Holy, of the bureau of educational research, Ohio State University, following a study of the year's election returns.

"In cities only four of nine proposed bond issues received the necessary 65 percent of the vote, and in county districts only 33 of 63 proposals were approved. Only one bond issue proposal was submitted in exempted villages, and this was approved.

"The vote on special levies, most of them renewals of taxes already in effect, tells a different story. In cities 29 of the 31 proposed levies were approved. Exempted village voters approved 21 of their 22 proposals, and county districts passed 213 or 88 percent of the 240 special-levy proposals. This is the highest percentage of special levies passed in the county school districts during the period of 1928 to 1940."

Series of Conferences

"A series of 15 conferences," according to the December issue of the *Journal of Arkansas Education*, "is being held in various parts of the State by C. S. Blackburn, assistant elementary and high-school supervisor, and H. R. Pyle, budget director. Typical of the meetings was that held recently in Perry County where the 7 small accredited high schools were visited and then a 2-hour night meeting was held with 23 directors and school officials present. Mr. Pyle spoke on Budgeting and Accounting and Mr. Blackburn spoke on The Functions and Relations of the High School and Regulations Pertaining to the High School."

Safety Bulletin

"The Department of Public Instruction of Iowa," according to *Educational Bulletin* issued in December 1940 by that department, "has recently released its new safety bulletin entitled *Instructional Units in Safety for Elementary Grades and Junior High Schools*. This new publication is an attractive 120-page manual which has been prepared by a committee of Iowa teachers and school administrators under the direction of the State Superintendent. The 10 instructional units included in this bulletin cover major areas of safety which are taught at the elementary and junior high school level."

W. S. DEFFENBAUGH

JUST OFF THE PRESS: Bulletin 1940 No. 5, *Bibliography of Research Studies in Education*. Price 35 cents—from the Superintendent of Documents, Washington, D. C.



In Colleges

Bryan Prize Renewed

William Jennings Bryan will help arouse Ohio State University students this winter to a better understanding of The Principles Which Underlie Our Form of Government.

A prize of \$75 will be awarded at the June commencement for the best essay on that subject submitted by a student who will graduate in 1941 or a graduate student who is an alumnus of Ohio State University.

In 1898 "the great commoner" gave Ohio State University \$250, with the provision that the income should be used as a prize for the best essay on the stipulated subject.

In the early years the prize was not large enough to attract a satisfactory competition, so the contest has been held infrequently over the past 40 years. Interest has increased the principal from \$250 to \$2,100. No award has been made since 1925.

Believing that the subject is more timely than ever, the department of history announces a renewal of the competition. Manuscripts must be in the hands of that department by April 1, and a committee will select the winner.

Trees Make Education Possible

A gift of timberland from the State of New Hampshire 133 years ago makes a college education at Dartmouth possible today for a number of needy students from the State. Timber cut by the college on the 27,000-acre grant at the northern tip of New Hampshire has built up a substantial fund over the years, financing among other scholarships the New Hampshire regionals of \$500 each which go to two outstanding freshmen each fall to be continued through 4 years of college.

Cognizant of Dartmouth's usefulness to the State, the New Hampshire State Legislature in 1807 presented the college with 27,000 acres of woodland in Coos County to give "countenance and encouragement to the laudable institution." In accordance with the practice of the period to get income from grants of land, Dartmouth tried leasing 100-acre lots to settlers, but the experiment was a failure. The failure was fortunate, as it turned out, for timber cuttings have produced funds many times the value of the land.

Lumbering operations from time to time culminated in a substantial cut of spruce and fir in the period from

1920 to 1929. Proceeds from the cuttings were placed in the second college grant reserve fund, which now provides annually for scholarships and other needs of the college. This year axes are again ringing over the ice-stilled waters of the diamond rivers, and hardwoods are crashing into piles so that more New Hampshire boys may search for learning "in Dartmouth's classic halls."

Dedication of Hall for Scientific Research

On January 3, 1941, in the presence of distinguished scientists and educators, the new Hancock Hall of the Allan Hancock Foundation for scientific Research was dedicated on the campus of the University of Southern California, Los Angeles.

The new \$1,000,000 building will serve as a West Coast center for scientific research in the fields of zoology and botany. It is the gift of Dr. Allan Hancock, president of the board of trustees of the university.

A block in length, the new structure provides space for over 100 research laboratories. Six levels of steel and concrete stacks offer controlled humid storage for the specimens. In addition to two auditoriums, it has a modern radio broadcasting studio as well as X-ray and photographic rooms.

The exhibits feature the many strange specimens gathered from distant lands. Sound films, taken in color, illustrate the habitat of equatorial animals and fish as well as the native life of primitive tribes.

New Community Planning Course

Seven departments in the three colleges at the University of New Hampshire are cooperating in the new community planning course being offered this year to students for the first time. The new course is designed to acquaint students with planning problems and to introduce undergraduates to specialized training.

The course, which is one semester in length, is open to junior, senior, and graduate students, but it is not intended as a complete course of training in planning. It is rather a survey, touching on all phases of the work so that students will have a general idea of planning.

Outlined in the course are: Types of planning; its needs from the standpoints of sociology, economics, and government; housing; landscaping; recreational facilities; public utilities; and administration. Not all work is done by lecture; a large number of field trips are included. Earlier in the sea-

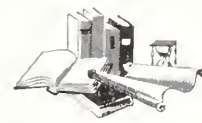
son, students visited the State capital and saw the State planning and Development commission in actual operation.

Better Grades

Women students did better than men in earning good grades at the University of Michigan in the school year, 1939-40, according to a report recently made public by Registrar Ira M. Smith.

The average grades of all women students enrolled in the university last year on a grade point basis was 2.57, while all men averaged 2.48. These figures are based on a scale of four points for an A grade, three points for a B, two points for a C, one point for a D, and no points for an E.

WALTON C. JOHN



In Libraries

Cost Accounting Study

In the annual report for the fiscal year ending June 30, 1940, the librarian of the United States Department of Agriculture notes the cost-accounting study made of library operations. This project was occasioned by the need of precise financial data on which to base a transfer of funds so that the library could be remunerated for services rendered one of the bureaus. The study was also necessitated by the new requirement of the Office of Budget and Finance of the Department of Agriculture regarding the presentation of estimates. Quoting the budget officer, the report states: "The essential purpose of this kind of data is to relate expenditures to services performed or results achieved and thus provide an opportunity for an intelligent and informed review of the expenditure proposals."

Honor of Former Student

At the New Mexico State College, the Sarabia Memorial Library of Latin American History and Literature was recently dedicated. This library was established in honor of a former student, Francisco Sarabia, the Mexican aviator who lost his life when his plane plunged into the Potomac while he was making a good will tour through the United States.

The collection consists of books contributed by the governments, various organizations, and individuals of the Latin-American countries and the United States, and plans are under way

to build up this project in the interest of better cultural relations among the American republics.

Readers' Advisers

At the Lubbock Senior High School in Texas, Mrs. R. T. Groves, librarian, has found that enlisting students as readers' advisers is an effective way of getting other students to use the library. Readers' notes made by the students, especially the readers on the football team, are collected and filed for the benefit of other students. Generally, these comments and recommendations have more weight with the students than do professional comments.

A library club of 20 members aids the librarian in making personal contact with the 1,300 students at the Lubbock High School. In addition to working an hour a day in the school library, each member attends the club meetings which are held twice a month to discuss new books, periodical articles, and facts discovered about bibliographic tools. The group also undertakes publicity for the library through the medium of the school newspaper, displays, and book reviews before classes and guidance groups.

Puerto Rico Report

The commissioner of education for Puerto Rico, José M. Gallardo, in his annual report for 1939-40 states:

"There were 80 libraries organized in the different schools, with 105,888 books. In the sense here used, a library is a collection of books in a separate room with an index and general catalogue and a librarian in charge, rendering a service throughout the school day."

The commissioner also makes special mention of Muñoz Rivera Park, where "in order to teach children the usefulness of a library, one was set up and operated . . . as a part of the activities of 'Improvement of Family Life Week.'" Among the financial recommendations is included: "The extension of library facilities to consolidated schools in the rural areas is a necessary measure if we are to provide material of a dynamic nature to the school children in those areas."

Students' Building

The *Alumni Magazine* of Washington and Lee University in a recent issue describes the new library building which has just opened to the students. With the old library building used as a central core unit, a new structure has been erected which is fireproof and doubles the former capacity. As stated

by the librarian, Foster Mohrhardt: "No attempt was made to plan a building that would be experimental or revolutionary . . . We decided to plan a building that would primarily be a students' building. This means that we not only had the students in mind when we made our general plans, but we also gave them precedence over the faculty and the library staff in all the details. It seems to us that our ultimate building gives adequate facilities for the students, the faculty, and the library staff."

Statement of Policy

The American Library Association Council has recently approved the following statement of policy for libraries in 1941:

"The American Library Association believes it is the privilege and duty of every library and library agency in North America to make its books and services contribute in all possible ways to the preservation and improvement of the democratic way of life. . . .

"Libraries must help the unskilled, unemployed man preparing himself to hold a job in an essential industry; the skilled worker preparing himself for greater responsibility; the engineer re-educating himself for defense activities; the designers of airplanes, motors, tanks, guns and ships; the research workers in science and industry; the farm worker who must adjust himself to new economic conditions."

Dangers to Democracy

To meet the need for a "list of readings which would clarify and emphasize the nature of forces which threaten democracy in America," the American Library Association has just issued *Dangers to Democracy*. In this compilation the references are annotated and are grouped under two main headings, *Dangers From Without* and *Dangers from Within*, each with useful subdivisions such as *Dangers From the Ideas of Tyrants*, *Dangers from Unemployment*, *Dangers From Frustrated Youth*, and similar headings. Fifteen libraries cooperated with the association in suggesting books, pamphlets and articles for inclusion.

RALPH M. DUNBAR

In Other Government Agencies



Fish and Wildlife Service

Six new scientific laboratories providing increased facilities for future

fisheries research bring to 11 the number of such scientific establishments maintained by the Fish and Wildlife Service of the Interior Department.

The laboratory recently completed at College Park, Md., was set up primarily to make a study of fishery by-products, to consider technological methods as applied to food values, and to improve processes of capture and manufacture. A laboratory at Ketchikan, Alaska, will be established for purely technological research on fishery products; and a third technological laboratory is under construction at Mayaguez, Puerto Rico.

Among the new biological laboratories is the *Albatross III*, a vessel constituting a floating laboratory, the staff of which will study variations in supply of commercial fishes and their migration habits. The second of the new biological laboratories is at little Port Walter, Alaska, where biological studies of natural production and variation in the abundance of salmon and herring resources of southeastern Alaska will be made; and the third, located at Milford, Conn., is for the investigation into the methods of cultivation and utilization of marine seafood—particularly oysters and other shellfish.

National Youth Administration

State-wide health projects have been approved in 20 States as part of the National Youth Administration's new \$2,500,000 health program, according to information received from NYA headquarters.

Efforts to carry out the program will be exerted toward the following three objectives:

1. Physical appraisal by means of a technically competent health examination of every youth assigned to the NYA out-of-school program.

2. Correction of health defects through maximum utilization of community resources, through the use of supplementary medical and dental services where possible, and through developing in the youth an interest in improving their health by their own personal efforts.

3. Improved technical advice and assistance with respect to all NYA efforts having a direct and immediate bearing on the health of workers, such as nutrition, sanitation, physical development, and recreation.

The plan is being carried out in cooperation with the United States Public Health Service, State health departments, and private physicians throughout the country.

MARGARET F. RYAN

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

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

BULLETINS

1941

1. Educational directory, 1941. (4 parts.)
Part
 - II. City school officers. 10 cents.
 - III. Colleges and universities. (In press.)
 - IV. Educational associations and directories. (In press.)

1940

1. Educational directory, 1940. (4 parts.)
Part
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 - II. Statistics of State school systems, 1937-38. (In press.)
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1939

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Official Journal of the U. S. Office of Education

WRITE

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

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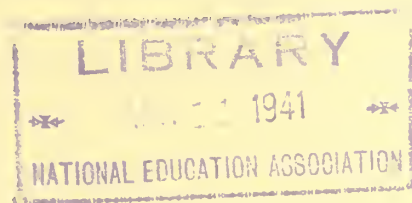
SCHOOL

WIFE

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SCHOOL LIFE

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SCHOOL LIFE is the official journal of the United States Office of Education. Its purposes are: To present current information concerning progress and trends in education; to report upon research and other activities conducted by the United States Office of Education; to announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

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

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

DEFENSE JOB TRAINING

Compiled by the
U. S. OFFICE OF EDUCATION
FEDERAL SECURITY AGENCY

**A condensed guide to programs
authorized by Congress to train
persons for work in defense in-
dustries and in the armed services**

CAA

ARMY AIR CORPS

NAVY

MARITIME COMMISSION

	45,000		mitted to charge \$10 to cover administrative expenses. \$9 insurance premium and \$6 physical examination are required.		vanced training commercial t mote civilia States.	
AIR CORPS MECHANIC TRAINING Administered by War Department, Air Corps			\$21 a month first 4 months; then, if person is satisfactory, \$30 a month.	None.	\$21 to \$150 a month in Air Corps Service.	Supply con- tain, service, military aircr competent or supply work i
FLYING CADET TRAINING Administered by War Department, Air Corps. A. PILOT			\$75 a month and \$1 a day ration allowance.	None.	\$205 to \$245 a month as second lieutenant.	Train men l ice as pilots in
B. NAVIGATOR-GUNNER			Do.	None.	Do.	Train men fr ice as navigato qualify men members of co
C. SQUADRON COMMUNICATION OFFICER			Do.	None.	\$143 to \$183 a month as second lieutenant.	Qualify men communication
D. SQUADRON ENGINEERING OFFICER			Do.	None.	Do.	Qualify men; engineering offi
NAVAL AVIATION CADET TRAINING Administered by Navy Department	8,500		\$75 month and \$1 a day ration allowance.	None.	\$205-\$245 a month as ensign.	Train men for ice as pilots in zation of the Na
MARITIME SERVICE TRAINING Administered for U. S. Maritime Commission by U. S. Coast Guard. A. APPRENTICE SEAMAN	1,800		\$21 a month, and food, clothing, and quarters.	None.	\$72.50 and up a month, and food, clothing, and quarters.	Furnish traini Merchant Marin
B. UNLICENSED SEAMAN	3,000		\$36 a month, and food, clothing, and quarters.	None.	\$72.50 and up a month, and food, clothing, and quarters.	Improve skill unlicensed seam able-bodied sea Member of Engi
C. LICENSED OFFICER	750		\$125 a month plus food, clothing, and quarters.	None.	\$140 to \$200 a month.	Acquaint offic chant Marine w ments in naviga shipping regulati information.
MARITIME CADET TRAINING Administered by U. S. Maritime Commission. A. CADET	400		\$50 or more a month plus officers' subsistence and quarters paid by shipowner; 3d year's minimum pay is \$60; 4th year, \$70.	Cadet buys own uniform and textbook—total cost \$150. Cadet may pay most of this from earnings.	\$140 to \$200 a month.	Supply well-tr and engine depar ships and U. S. A
B. CADET OFFICER	200		\$75 or more a month first year, \$90 a month 2d year, plus officers' quarters and subsistence.	Cadet officers must provide own uniform and textbooks.	\$140 to \$200 a month.	Provide well-tr officers for ships Marine or U. S. A

*The starting salary may vary in relation to the prevailing wage scale in the area. The salary shown is not to be construed as a minimum.

DEFENSE JO

Compiled by U. S. Office of Education
Federal Security Agency

PROGRAM AND SPONSORING AGENCY	Number to be trained or in training in fiscal year 1941	Wages in training	Fees in training	Wages on job	Purpose
JOB TRAINING FOR DEFENSE A. LESS THAN COLLEGE GRADE: Administered by U. S. Office of Education in cooperation with State Boards for Vocational Education: 1. Trade and industrial: (a) Preemployment refresher	250,000	None, except that men on, or eligible for, WPA, assigned to training school, are paid WPA wage.	None.	Starting wage about 50 cents per hour.*	Prepare unemployed some trade skills
(b) Supplementary to employment	350,000	None.	None.	As more skills are mastered, increases in hourly pay rate may accordingly result.	Upgrade men in occupations essential to defense
2. Training of out-of-school rural and nonrural youth	205,000	None.	None.	Starting wage about 40 cents an hour.*	Increase employment in rural and school occupations related through: (a) General instruction, or, (b) Specific preparatory courses training for specific
3. Training of NYA enrollees	100,000	\$14-\$24 a month on work project.	None.	Starting wage about 40 cents an hour.*	Teach vocational high-school super related to on-line increase civic intelligence where necessary arithmetic. Vocational work, attend manual work.
B. ENGINEERING TRAINING: Administered by U. S. Office of Education in cooperation with accredited engineering colleges.	100,000	None. Students may have to make deposits on equipment, returned at end of course.	None. Students may have to pay materials and deposit fees.	\$150-\$350 a month.	Provide qualified engineering through: (a) Short courses to engineering to intensive (b) Intensive train qualified work.
REGULAR VOCATIONAL TRAINING Administered by U. S. Office of Education and State Boards for Vocational Education.	2,250,000	None.	Students may have to pay materials and deposit fees.	\$20-\$40 a week.	Equip persons skills to increase
A. IN CAMPS: Department of War, Agriculture, and Interior. Administered by CCC, Federal Security Agency, in cooperation with	500,000	\$30 a month, plus food, clothing, and quarters; \$36 a month for assistant leaders; \$45 a month for leaders.	None.	Minimum wage 40 cents to 60 cents per hour.*	To train men jobs, who have so that they can
C. SPECIALIZED SCHOOL TRAINING		Do.	None.	Do.	Teach enrollment as cooking and operation for
D. CENTRAL MOTOR REPAIR SHOPS: Administered by Director, CCC		Do.	None.	Do.	Train enrollment mechanics by experience in
AIRPORT ATTENDANT Cospnsored by U. S. Office of Education and Civil Aeronautics Administration with funds supplied by Work Projects Administration.	5,000	\$85 a month.	None.	\$85 to \$125 a month.	Provide airport planes; direct information to and in on information to managers and
APPRENTICE TRAINING Promoted by Department of Labor, Division of Labor Standards, Apprenticeship Unit, in cooperation with industry and labor.		Progressively increasing scale of wages should average 50 percent of journeyman's rate.	None.	Journeyman's rate.	Provide adequate labor in apprentices.

U. S. OFFICE OF EDUCATION

LABOR

SKILL IS IN DEMAND

IN AIRCRAFT, shipbuilding, machine tools, in metalwork, forging, and steel—in the 14 industries listed on the opposite page—America needs able workers. The armed services also need trained technicians.

To meet this need, Congress through various appropriations has provided for training. This chart is a guide to the kind of training now sponsored by various agencies of the Federal Government. The chart has been checked by representatives of all these agencies. It has been prepared to answer the question: "Where may a citizen secure training which will fit him for defense work?"

The future of democracy depends on the efficiency of the "arsenal of democracy." That efficiency in turn depends on the skill of workers and management. Training supplies the skill which will preserve our democratic way of life.

John H. Studdaker
U. S. Commissioner of Education

14 DEFENSE INDUSTRIES

The National Defense Advisory Commission has listed the following industries as essential to national defense. Tuition-free training for occupations in these industries is available in hundreds of communities.

Aircraft

Manufacturing, Maintenance,
Repair

Machine Tools

Shipbuilding

Manufacturing, Maintenance,
Repair

Automotive

Manufacturing, Maintenance,
Repair

Electrical

Forging

**Boiler and Heavy Steel
Plate**

Foundry

Light Manufacturing

Sheet Metal

Woodworking

Chemicals

Ammunition

**Ordnance, Light and
Heavy**

B TRAINING

Jobs for which training	Where to apply	Where offered	Length of courses	Persons eligible
Single-skill beginner's job in occupation essential to defense.	To nearest office of the State employment service. Men on WPA projects apply to foreman.	In publicly owned vocational schools in United States, Hawaii, Puerto Rico; in private schools, special schools or classes in plants where training is operated by public schools.	8 to 12 weeks, 30-40 hours a week.	1. Must be selected from public employment registers and be approved by school authorities for training. Where possible, 50 percent or more are chosen from men on WPA rolls. 2. Must have some mechanical or manual aptitude, good health, age 18 or over.
More responsible work in occupations essential to defense. Men who have leadership ability may become training or "lead" foremen after studying in these courses.	To employer or director of training in industry in which applicant works; to labor union; to public schools.	In publicly owned vocational schools in United States, Hawaii, Puerto Rico; in private schools, special schools or classes in plants where training is supervised by public schools.	8 to 10 weeks, 8-20 hours a week.	1. Must now be employed in occupation as "employable" in higher grade job after employer, labor union, and school authorities essential to defense. 2. Should be enrolled on endorsement of training.
Single-skilled work in occupations related to national defense.	To public schools or nearest office of the State employment service.	In public schools or at other locations under public supervision or control where adequate facilities and equipment are or can be made available.	(a) General courses: 8 weeks or more, 15 hours a week. (b) Specific courses: 8 weeks or more, 30 hours a week.	Out-of-school rural and nonrural youth, 17 to 24, inclusive, physically fit, who may profit from vocational instruction; 75 percent should be from rural areas which include towns of less than 2,500 population; CCC and NYA enrollees are eligible for this training.
Sewing, canning, quarrying, wood-cutting, mechanical trades, constructing and drafting, metalworking, construction, radio and electric work, and other types of work performed in aviation plants, factories, etc.	To local NYA office or nearest office of the State employment service.	In public schools or at other localities under public supervision or control where adequate facilities and equipment are or can be made available; classes may also be conducted at resident projects.	8 to 12 weeks, 15 hours a week.	Out-of-school unemployed youth, 17-24, inclusive (boys or girls), who are in need of regular employment and who are employed on work projects.
Engineering positions in designing, supervising production, or inspecting in defense industries and Federal agencies.	To approved colleges; write U. S. Office of Education, Washington, D. C., for list. To nearest office of the State employment service.	In more than 120 engineering colleges whose courses have been approved by U. S. Office of Education.	2 weeks to 8 months; supplementary courses from 30 to 40 hours a week in class and study.	1. Persons with engineering college training or equivalent. 2. Persons whose training in mathematics includes trigonometry and allied subjects. 3. Persons whose work experience indicates they may benefit from course. (In general, college is given leeway in selecting students for potential employability after training.)
Many types of vocational skills ranging from home economics to aircraft machinist, from typist to salesman.	To public vocational school.	In publicly owned vocational schools in United States and outlying parts.	Vary from short unit courses to courses running a year or more, depending on skills to be taught.	Anyone 14 years old or over who may be adjudged employable after training.
Jobs in industries comparable to training in corps—road and bridge construction; tractor, grader, and truck operation; telephone and power-line erection; surveying, clerical work, electricity, radio, welding, drafting, etc.	To local relief office or nearest office of the State employment service.	In 1,500 camps and on work projects nearby.	Enrollment is for 6-month period; may be continued. Courses in camp are given quarterly.	1. Youth between 17 and 23, 90 percent. Veterans of United States military forces, 10 percent. 2. Must pass physical examination showing that they can carry on vigorous outdoor work. 3. Must be in need of employment; preference is given to those whose families are on relief or in need.
Single-skill jobs in occupations essential to national defense and noncombatant jobs in military service.	Do.	In public vocational schools in towns near camp sites; in workshops near camps operated by public schools; or in camps with teaching personnel furnished by local school.	14 weeks, 8 hours a week. Enrollees may have 5 hours a week deducted from work time to attend public-school defense training class.	Enrollees who may benefit from intensive training courses offered.
Cooking and baking, radio operation, and others.	Do.	In CCC cooks and bakers, radio, and other specialized training schools.	6 weeks to 3 months, depending on previous experience of trainee.	Enrollees who show aptitude; usually those who have shown ability in camp work or training.
Repair and maintenance of motor equipment, automobiles, tractors, graders, Diesel motors, and similar machinery.	Do.	In 63 central motor repair shops distributed from coast to coast.	12 months.	Enrollees who show aptitude for mechanics and who have taken mechanics training in camp.
Ground servicemen at airport. (It is planned to provide training for servicemen in airplane mechanics or in administrative work at airports.)	To local WPA office or nearest office of the State employment service.	All airports meeting CAA requirements and eligible for sponsorship of WPA project.	3 months.	Men on WPA rolls with high-school education, in physical condition suitable to vigorous outdoor work, age 18 to 30.
Highly skilled worker or journeyman, foreman or leadman.	To nearest office of the State employment service; to State director, industry, labor, or trade unions; to State director of vocational education.	Nation-wide, on job in industries and trades operating under standards approved by Federal Committee on Apprenticeship or by State apprenticeship council.	Generally, 2 to 5 years of work in plant, coupled with 4 hours a week of public-school training (144 hours a year).	High-school graduate or equivalent; minimum age, 16; preferred maximum age, 21. Must show aptitude for trade to which applied. Persons who have had previous experience in a trade may be selected to

lots in e; pro-United	2. Must meet rigid physical requirements for commercial flight examination. 3. (a) College—applicants are selected by sponsoring institution on scholarship basis. (b) Noncollege—selection of candidates for flight training is based on competition in ground course preceding flight training.	course, 35-45 hours.	educational institution which meets CAA provisions; flight course at nearby flying school selected by institution and approved by CAA. (b) Noncollege—under sponsorship of civic organization, at flying field or flying instruction school approved by CAA.	Department of Commerce, Civil Aeronautics Administration: Attention, Civilian Pilot Training Service, Washington, D. C.; to college or university with an approved program. Applicants not in college may write nearest regional office of CAA: New York City, N. Y.; Atlanta, Ga.; Chicago, Ill.; Fort Worth, Tex.; Kansas City, Mo.; Santa Monica, Calif.; Seattle, Wash.	This training does not qualify trainee for job; more advanced instruction and additional experience are required before trainee is eligible for employment. Write CAA for information.
main-ipes of supply and	1. Must show aptitude for type of training or work offered. 2. High-school graduate or equivalent in experience or training. 3. Proficiency in arithmetic such as fractions, square root, elementary algebra. 4. Age, 18 to 35, inclusive. 5. Unmarried (except men with former honorable service of at least 6 years who meet certain other requirements).	8 weeks to a half year, but enlistment must be for 3 years.	At Air Corps Training School, Chanute Field, Rantoul, Ill.; branches at Scott Field, Belleville, Ill., or Lowry Field, Denver, Colo.; or at certain designated civilian mechanic training schools.	Recruiting officer, Chanute Field, Rantoul, Ill., or any U. S. Army recruiting office.	Military or civilian service as airplane mechanic, armorer, machinist, metal worker, welder, photographer, radio operator and repairer, parachute rigger, electrical and propeller specialist, weather service man, and supply and technical clerk in aircraft industries.
serv-Corps.	1. Unmarried. 2. Age, 20 to 26, inclusive; United States citizen. 3. Must have 2 years' accredited college or university work, or pass written examination in lieu thereof. 4. Excellent health. Must pass Army physical requirements (Form 64) for flying. 5. Must agree to serve 3 years with regular Army Air Corps as reserve officer.	About 8 months—215 hours in air. Cadets unqualified for pilot training may be discharged at any time during training period or may train for other Air Corps specialized work.	First 10 weeks' training is given under Army supervision at civil flying schools in various sections of country. Second 10 weeks' training is at basic flying school. Last 10 weeks' training is at an advanced flying school.	To Commandant of Corps Area in which applicant resides or to nearest Army recruiting office.	Service with Army Air Corps or, after 1,200 hours flying time, CAA license as transport pilot. Candidates who pass entire course receive second lieutenant commissions in Air Corps Reserve, go on active duty for from 1 to 7 years. Candidates may also become eligible for commission in Regular Army.
serv-Corps; runner	1, 2, 5. As above. 3. As above plus certain prescribed mathematics. 4. Must pass Army physical requirements (Form 64).	About 8 months. Students first undergo instruction in an aerial gunnery school, followed by a course in navigation—day and night flight, use of instruments, maps, charts, dead reckoning, celestial navigation theory.	In schools run by Army Air Corps under its supervision.	Chief of Air Corps, Washington, D. C.	Eligible for commission as second lieutenant in Air Corps Reserve. Qualified as navigator in civil aviation.
adron	1, 2, 5. As above. 3. Two or more years of engineering. 4. Must pass Army physical requirements (Form 63).	About 8 months; 16 weeks in intensive study of radio equipment used by Air Corps; candidates are then assigned to various stations for experience in actual communications duties before receiving commission.	Specialized 16-week course given at Air Corps Technical School, Scott Field, Belleville, Ill.	To Commandant of Corps Area in which applicant resides or to nearest Army recruiting office.	Eligible for commission as second lieutenant in Air Corps Reserve. Qualified as communications operator in civil aviation.
adron	1, 2, 4, 5. As above. 3. College graduate with degree in engineering or engineering college senior.	About 8 months. First 12 weeks' instruction is in engineering theory pertaining to maintenance of aircraft; second phase is a course in airplane mechanics under Army supervision.	New York University, New York City, or Purdue University, Lafayette, Ind., first 12 weeks; second phase at Air Corps Technical School, Chanute Field, Rantoul, Ill.	To Commandant of Corps Area in which applicant resides or to nearest Army recruiting office.	Service with Army Air Corps as second lieutenant in Air Corps Reserve as Squadron Engineering Officer. Qualified as engineering supervisor in civil aviation.
serv-organ-	1. Age, 20-26, inclusive; United States citizen. 2. Must agree to remain on active duty 4 years, including training period. 3. Unmarried and not previously married. 4. Educationally, morally, physically, and psychologically qualified for appointment. (Person denied admittance to Army Air Corps pilot training on any of these grounds is also unacceptable to the Navy.)	8 months.	U. S. Naval Reserve aviation bases for elimination training; primary, basic, and advanced training at Pensacola and Jacksonville, Fla., and Corpus Christi, Tex.	To naval recruiting stations.	Commission as ensign in U. S. Naval Reserve. Opportunity for commission in regular Navy. Pilot or technical ground work with aircraft transportation service.
U. S.	United States citizen, 18 to 23, good health and character.	9 months.	St. Petersburg, Fla.; Gallups Island, Boston, Mass.; Hueneme, Calif., and on training ships American Seaman, American Sailor, Joseph Conrad, Tusitala, and various Coast Guard vessels.	Director of Training, U. S. Maritime Commission, Washington, D. C., or Coast Guard recruiting office.	Able-bodied seaman or Qualified Member of Engine Department.
marine as lified	Men who have had 1 year's service at sea within 3 years prior to application. Must be American citizens over 19.	3 months. Seamen who take this course may return for 1-month refresher course each year with salary paid by Maritime Commission.	Hoffman Island, N. Y.; Government Island, Alameda, Calif.	Director of Training, U. S. Maritime Commission, Washington, D. C., or Coast Guard recruiting office.	Ordinary seaman or wiper may qualify through this and refresher training as AB or QMED.
Mer-velop-ent, inent	Licensed ship personnel who have had 1 year's service at sea within 3 years prior to application.	3 months. Officers taking this course may return for 1-month refresher course each year with salary paid by Maritime Commission.	Fort Trumbull, New London, Conn.; Government Island, Alameda, Calif.	Director of Training, U. S. Maritime Commission, Washington, D. C., or Coast Guard recruiting office.	More efficient supervision and operation of ships in U. S. Merchant Marine.
deck chant s.	1. Age 18 to 25. 2. Unmarried. 3. High-school graduate or equivalent, including credit in physics and chemistry or general science. Deck cadets in addition must have at least 1 year of foreign language; engine cadets may substitute credit in mechanical arts for foreign language. 4. Must pass physical requirements equal to those of Coast Guard or United States Naval Academy.	4 years; 3d year is spent in shore training. During training on ship, cadet is responsible for studying academic subjects and naval science in which he is examined by regional cadet instructor when ship is in port.	On ships of U. S. Merchant Marine and nonmilitary Government ships. Preliminary 8-week training in basic naval science is given cadets at Maritime Commission receiving station before they are assigned to ships.	Examinations are given by U. S. Civil Service Commission. Date is announced about 10 weeks beforehand; candidate must write Supervisor of Cadet Training, U. S. Maritime Commission, Washington, D. C., for application forms which are checked to see if he is eligible for examination.	Qualifies for examination of U. S. Bureau of Marine Inspection and Navigation to obtain license as third mate or third assistant engineer; then candidate is eligible for merchant marine officership or cadet officer training.
anced chant s.	Graduates of U. S. Maritime Commission Cadet training course; graduates of State nautical schools. Men of good health and character, age 18 to 25, who hold a ship officer's license under which they have not served.	Appointment is for 1 year, may be extended another year if scholastic and work record is satisfactory.	On ships of U. S. Merchant Marine and nonmilitary Government ships. Deck cadet officers may be detailed to shipyards for specialized training in construction of ships, engineer cadet officers for training in steam or Diesel engines, with salary paid by shipyard.	To Supervisor of Cadet Training, U. S. Maritime Commission, Washington, D. C.	Junior officer in ships of U. S. Merchant Marine or U. S. Army transports. Cadet officers are members of U. S. Naval Reserve and may go on active duty. After 3 months' service, cadet officer receives ensign commission.

MORE TRAINING AND WORK OPPORTUNITIES

Aside from directly sponsoring training of defense workers, the Federal Government cooperates in training or recruiting workers in other ways. Some of which are described on this page.

TRAINING

TRAINING WITHIN INDUSTRY

Expanding defense industries are short of highly trained men and foremen to guide new workers. In most cases men with the abilities sought cannot be found outside the industry itself because they must be familiar with the particular production techniques of an individual plant.

The National Defense Advisory Commission is helping industries develop such leadmen through planning programs for training within industry. An employee is "upgraded" to a job utilizing his best ability; as he improves this ability he is shown rudiments of a still more responsible job while he trains another to replace himself.

ARMY-NAVY IN-SERVICE TRAINING

United States military organizations offer almost unlimited training opportunities to enlisted men and officers. An Army post or a Navy battleship is a city in itself, carrying on many functions of civil life. Tests for vocational aptitudes help the soldier or sailor discover work he does best, and thorough instruction helps him to improve his ability. In the military organizations the enrollee will find that he draws appropriate pay for his work, when he returns to civil life, his experience in his chosen trade will make it easier for him to find a suitable job.

STATE NAUTICAL SCHOOLS

Four States—California, Massachusetts, New York, and Pennsylvania—maintain nautical schools, aided by Federal grants. Congress in the fiscal year 1941 appropriated \$190,000 for these schools.

Massachusetts and Pennsylvania admit only residents of those States; the other two admit persons from outside the State, but at a higher tuition rate. For training at sea, usually 4 months of each year, these schools use Federal training ships controlled by the U. S. Maritime Commission.

Students must be 17 to 21 (22 in New York), meet physical requirements comparable to those of the U. S. Naval Academy. Length of the course is 3 years. Costs given below are approximate, for 3-year periods, and cover tuition, food, quarters, books, and some items of uniform.

California Maritime Academy, San Francisco. Cost: Residents, \$923; nonresidents, \$1,748. This academy offers graduates bachelor of science degree.

Massachusetts Nautical School, Boston Navy Yard. Cost, \$600.

New York State Merchant Marine Academy, Fort Schuyler. Cost: Residents, \$1,063; nonresidents, \$2,263.

Pennsylvania State Nautical School, Philadelphia Navy Yard. Cost, \$250.

Applications or requests for information should be addressed to secretaries of the respective schools.

JOBS

STATE EMPLOYMENT SERVICES

There are approximately 1,500 full-time State-operated employment offices in cities and towns throughout the country and, in smaller communities, approximately 3,000 part-time service points which are visited regularly by traveling employment office representatives.

The local office of the State Employment Service is a good place to start finding out about any of the training courses for defense industry that are being given in the community. Its address can be found in the telephone directory under the name of the State and usually the title "State Employment Service"; or it can be obtained from the local post office.

U. S. CIVIL SERVICE

Recruiting men and women for employment in navy yards and War Department arsenals has become one of the major functions of the U. S. Civil Service Commission. More than 250,000 persons have been hired since July 1, 1940; the demand for mechanical and technical workers is increasing. Applicants whose training and experience fit them for positions now open are being assigned on the basis of their qualifications without written examination. Once on the job the worker is often given opportunity to improve his ability through specialized training. Applicants should register with the public employment office and consult the U. S. Civil Service representative in the nearest post office.

MILITARY RECRUITING SERVICES

Almost one and a half million men will be enrolled in the United States military services by the end of the 1941 fiscal year. Many will be chosen through Selective Service; however, all departments are accepting volunteers 18 or over for regular duty.

Army and Coast Guard enlistments are for 3 years; Marine Corps enlistments for 4 years; and for the Navy, 6 years. Exceptions:

Navy accepts youths between 17 and 18 for service until their twenty-first birthday, providing parents give written consent.

Under Selective Service regulations, men may voluntarily ask their draft board to certify them for the required 1 year's service before they are scheduled to be called. Volunteers under this provision may not specify assignment to a particular arm of military service.

For more complete information regarding enlistment in United States military services, applicants are referred to appropriate recruiting offices or to public employment offices.



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For the Common Defense

AS A PEOPLE we have come reluctantly to sense the momentous consequences which hinge upon the outcome of the Battle for Britain—consequences which directly and vitally affect us, our children and our children's children. We have resolved not to come too late with too little in giving assistance to the democracies. In order to provide for the common defense of democracy we are marshaling our manpower, our machines, and our natural resources in a stupendous program of all-out preparedness.

Every individual and institution in our Nation must play a proper part if we are effectively to provide for the common defense of democracy and freedom in today's world—educators no less than soldiers and workmen; schools and colleges no less than industry and commerce. All forces must cooperate with government under democratic leadership in this urgent national and international effort. The schools and colleges are anxious to do their full part in the preservation of democratic ideals and institutions through a program of education for the common defense.

A Million Defense Workers Trained

I want to suggest the importance of two elements in an educational program for the common defense. The first is the expanding program of vocational preparedness. The second is the developing program designed to create a stronger moral and spiritual preparedness. In connection with both of these emphases I want to express my personal convictions concerning the maintenance

of the *democratic method of doing the job* we have in hand.

Schools and colleges of America are engaged in a greatly expanded program of vocational training for national defense. By next July we expect to have trained nearly 1 million defense workers in the skilled and semiskilled occupations, in addition to those who are regularly trained in vocational schools and classes. The far-flung training facilities of hundreds of schools and engineering colleges throughout the Nation are being utilized to train these workers for defense. America has need of all the skill, ability, and competence that can possibly be mustered.

This emergency effort has provided many illustrations of how a national program can be adapted to varying conditions in different States and localities when local initiative and interest are safeguarded.

I have consistently urged Federal aid for education as a means of equalizing educational opportunity. At the same time I have maintained that the maximum responsibility and authority for the wise use of such funds and for the free development of educational programs should be lodged in the hands of administrators and school boards in the localities. If a U. S. Commissioner of Education and his professional staff can suggest improvements, new directions, new emphases as a result of a national perspective, I have confidence that local authorities, eager to make their efforts count most effectively, will adopt and adapt those suggestions as rapidly as it is practical to do so. Federal aid is

not a device for forcing educational policies and practices into a mold cast in Washington. In our democracy it must be viewed as a means of releasing the imagination of a million trained educators and facilitating the making of plans that will more effectively meet the real needs of youth and adults. No Commissioner of Education can judge those needs as accurately as the superintendents, the principals, the teachers, and the people whose needs are served in their home States and communities. The defense-training program is demonstrating that Federal money can be used efficiently and responsibly without detailed direction from Washington.

The Spiritual Defense

But we would be unrealistic if we were to ignore a second important element in our educational program for the common defense—the element of moral and spiritual preparedness. We must have the will and the spirit, that is, the morale, to enable us to face unflinchingly the exigencies of the days of stress and strain which lie ahead. Upon the schools and colleges rests a heavy weight of responsibility for the spiritual defense of America. How can the schools and colleges discharge this responsibility?

First, we must continue as in the past to provide youth with the facts upon which to base intelligent judgments. The ability to arrive at convictions upon the basis of evidence which stands the test of critical thinking is now more important than ever before. The test of truth, or to put it otherwise, the

detection of a falsehood, half truth, improbability, is a prime objective of education in a democracy at any time. It is doubly important today when emotion clouds opinion, when patriotism prompts hysteria, when bitter intolerance of differences among us rears its ugly head. Education for democracy is a very large order.

Second, schools and colleges must feel a new and greater obligation to communicate a genuine loyalty to the ideals of true democracy: a sense of the spiritual values of our shared activities and aspirations. Democracy cannot be narrowly defined merely as a form of political organization: it must be broadly conceived as a way of life, a relationship between individuals which is based upon the ethic of the Golden Rule and which is shot through with a dynamic moral purpose. Belief in the intrinsic final worth of the human personality, belief in intelligence, in truth, in moral law and social justice—these must be made to come alive in the loyalties of youth and of adults.

To do this we must provide for the expression of patriotism through participation. In the last analysis, our morale and the soundness of our citizenship rest not merely upon an academic foundation. People believe in and are ready to fight for the democratic process when they feel themselves a part of it. We are educating for democracy in the schools and colleges when we prepare people for effective participation in the great struggle to achieve the common welfare; when they themselves experience the rewards of altruism in action. We are untrue to our trust to the extent that we separate the educational program from the social aims and objectives of the community. People who have helped to get things done, who have put their knowledge to work in the democratic achievement of the public good are not likely to distrust themselves or the process. Much as we need to know the background, the history, and the mechanics of government, this knowledge alone will never make us as a people convinced of the value of democratic principles. Personal adjustment, employment, normal family life, reasonable hopes for a better future, plus participation in the common

social enterprise constitute the best guarantee of loyalty to democracy.

What of the Future?

Finally, what of the future? Shall we always need tanks and warplanes, and antiaircraft guns, and battle cruisers? Or will the time come again when the menace of world gangsters will have been done away with; when those who took the sword will have perished by the sword? What then? Has education any responsibility to begin now to prepare not only to win a war in the common defense of democracy, but to win a peace for humanity as well? I think it has. It seems to me that we must in the schools and the colleges begin now to look ahead to the world reconstruction which must follow upon a democratic victory; that we must begin now to prepare both youth and adults to help form that public opinion which will insure the organization of the peace upon an enduring basis.

Indeed, I believe that the need for citizenship education is so acute that we ought now to bring the strength of Federal aid to this enterprise, particularly in the field of adult education.

An educational program for the common defense must face in two directions at once. It must prepare us for united, skilled resistance to aggressive, expanding, threatening dictatorship. But it must also sharpen our wits and deepen our understanding of ways in which to bring about the more rapid solution of the social and economic problems of the machine age. For we can lose democracy in either of two ways—by pressure from the outside or by collapse from within. In general, our defense-training program is education's answer to the pressure from without. Our civic-education program must buttress the democratic process within.

To summarize, I have said that an educational program for the common defense must in practical ways both increase our skills and enlighten our understandings for the pursuit of common democratic purposes. If we can see that during the last 4 years the democratic peoples have become the victims of their own ignorance—their ignorance of the ways of dictatorship

and their ignorance of the ways and means of making democracy work, nationally and internationally—then we must see that education carries a major responsibility for the ultimate victory of free government.

John H. Studdaker
U. S. Commissioner of Education.



Convention Calendar

AMERICAN ASSOCIATION FOR ADULT EDUCATION. *West Point, N. Y., May 12-14.* President: Morse A. Cartwright, 60 East Forty-second Street, New York, N. Y.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN. *Cincinnati, Ohio, April 21-25.* President: Margaret S. Morriss, Pembroke College in Brown University, Providence, R. I. Secretary: Kathryn McHale, 1634 I Street NW., Washington, D. C.

AMERICAN COUNCIL ON EDUCATION, *Washington, D. C., May 2-3.* President: George F. Zook, 744 Jackson Place NW., Washington, D. C. Secretary: Dean George D. Stoddard, State University of Iowa, Iowa City, Iowa.

NATIONAL ASSOCIATION OF PERSONNEL—DEANS AND ADVISERS OF MEN IN NEGRO EDUCATIONAL INSTITUTIONS. *Atlanta, Ga., April 24-26.* President: James T. Taylor, North Carolina College for Negroes, Durham, N. C. Secretary: Walter R. Brown, Hampton Institute, Hampton, Va.

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION. *New Orleans, La., April 15-18.* President: Most Rev. John B. Peterson, 151 Walnut Street, Manchester, N. H. Secretary: Rev. George Johnson, 1312 Massachusetts Avenue NW., Washington, D. C.

NATIONAL CONGRESS OF PARENTS AND TEACHERS. *Boston, Mass., May 19-22.* President: Mrs. William Kletzer, 3146 Northeast Tenth Avenue, Portland, Oreg. Secretary: Mrs. Charles D. Center, 137 West Rugby Avenue, College Park, Ga.

NATIONAL EDUCATION ASSOCIATION, AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION. *Atlantic City, N. J., April 30-May 3.* President: H. A. Jones, State Education Department, Albany, N. Y. Secretary: N. P. Neilson, 1201 Sixteenth Street NW., Washington, D. C.

RELIGIOUS EDUCATION ASSOCIATION. *Buffalo, N. Y., May 5-7.* President: Harrison S. Elliott, Union Theological Seminary, New York, N. Y. Secretary: E. J. Chave, University of Chicago Divinity School, Chicago.

Standing Committees of City Boards of Education

by *W. S. Deffenbaugh, Chief, Division of American School Systems*

★★★ When city boards of education were composed of many members and before the employment of professionally trained men and women for executive positions in school systems, such boards usually operated with a large number of standing committees. As boards of education became smaller and as executives for the various departments were employed, boards of education began to abolish standing committees or to reduce them in number. It became evident that the functions of many of the committees, such as those on the promotion of pupils, courses of study, school attendance, elementary and secondary schools, and teachers duplicated the functions of the superintendent and of his assistants.

At times when important matters of policy such as the consideration of a school building program on methods of financing the schools arise, a temporary committee may be desirable to make in cooperation with the superintendent a study of the situation and to submit to the entire board for its careful consideration a report containing all the facts.

Practically every city school survey commission has recommended that standing committees be eliminated or greatly reduced in number. The chief objection to standing committees as seen by school survey commissions in general is that the work of almost every committee takes it into a field which requires a degree of expert technical knowledge which the members of the committee cannot be expected to have. It is pointed out in all the school survey reports that a board of education can be of greatest service if it confines its functions to selecting school executives, determining policies, authorizing new projects, and adopting school budgets, and if it acts as a deliberative body rather than as a body merely to approve the action of committees.

Although authorities on school administration have for years been recommending that standing committees be

Number and percent of city school systems reporting in 1917, 1927, and 1940 as having specified numbers of standing committees

Number of committees	Cities of 100,000 or more population						Cities of 30,000 to 100,000 population					
	1917		1927		1940		1917		1927		1940	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
0	3	7.3	21	38.2	30	38.5	12	9.1	35	25.0	69	34.5
1	0	0	1	1.8	8	10.3	4	3.1	8	5.7	9	4.5
2	9	22.0	4	7.3	10	12.8	8	6.1	17	12.2	22	11.0
3	5	12.2	6	10.9	5	6.4	24	18.3	17	12.2	25	12.5
4	5	12.2	10	18.2	9	11.6	18	13.7	14	10.0	23	11.5
5	5	12.2	5	9.1	5	6.4	20	15.3	16	11.4	11	5.5
6	5	12.2	2	3.6	3	3.8	16	12.2	9	6.4	11	5.5
7	4	9.7	4	7.3	4	5.1	13	10.0	9	6.4	16	8.0
8	1	2.5	1	1.8	1	1.3	6	4.6	9	6.4	6	3.0
9	4	9.7	1	1.8	3	3.8	10	7.6	6	4.3	8	4.0
10 or more												
Total	41	100	55	100	78	100	131	100	140	100	200	100
Average number of committees	5.3		3.4		3		5.4		4.1		3.5	
Percentage of boards having more than 3 committees	70.7		52.7		38.4		81.7		57.1		50.0	

abolished or reduced in number, a majority of the city boards of education still operate with standing committees. In 78 cities having a population of 100,000 or more reporting, 48, or 61.5 percent, of the boards of education have standing committees, and in 200 cities having a population between 30,000 and 100,000, 131, or 65.5 percent, of the boards of education operate with standing committees.

In all there are more than 30 different kinds of committees reported as operating in the cities having a population of 30,000 or more. In most of the cities in which the boards of education have committees, there is a committee on finance, one on buildings and grounds, and one on supplies. In addition to these some boards have one or more of the following committees: Courses of study, textbooks, teachers, attendance, library, athletics, grievances, vocational education, evening schools, executive, public relations, elementary schools, high schools, janitors, cafeterias, etc.

Although the majority of the boards of education still have standing committees, the tendency as shown by the accompanying table, has been to reduce the number of such committees. The average number of committees of boards of education in cities having a

population of 100,000 or more reporting decreased from 5.3 in 1917 to 3.4 in 1927 and to 3 in 1940. The percentage of boards of education having more than 3 committees decreased from 70.7 in 1917 to 52.7 in 1927 and to 38.4 in 1940.

In cities having a population of 30,000 to 100,000 reporting, the average number of committees decreased from 5.4 in 1917 to 4.1 in 1927 and to 3.5 in 1940. The percentage of boards having more than 3 committees decreased from 81.7 in 1917 to 57.1 in 1927 and to 50 in 1940.



Aids for Teachers

Government bulletins, maps, charts, exhibits, films, film strips, lantern slides, pictures, and posters which have been mentioned in *SCHOOL LIFE* from September 1937 to June 1940 have been brought together in a reprint entitled *New Government Aids for Teachers*. Also included in the reprint is a list of the publications of the United States Office of Education from 1937 to date.

Free copies of this reprint are available, as long as the supply lasts, upon request to the United States Office of Education, Washington, D. C.

Community Building in Hamtramck

★★★ "To promote a more orderly city" seems to be at the bottom of some educational activities in Hamtramck, Mich. These endeavors have proven a practical experiment in social engineering, according to Supt. M. A. Kopka, of the Hamtramck schools, and Mrs. Anna Willard Winkler, director of coordination, department of public relations, Hamtramck public schools.

It seems that the school has become the community center for recognizing preventable conditions and devising plans of action by means of research and survey. City departments of government "have found it possible and practical to enforce ordinances that custom and usage had made impractical, thus in some cases making possible the saving of thousands of dollars as the result of such cooperation between citizens, school and city administration."

And to be more specific Hamtramck citizens say that alleys have been changed from dumping grounds to clean places where children can play safely; those who have often been transgressors in scattering cans, papers, breaking light globes, and generally mutilating public property, have become so active in helping build that they themselves are now constantly on the lookout for transgressors. Summing up, Superintendent Kopka says, "It may be that the very existence of our democracy depends upon the uses we make of our educational institutions."

The social engineering in Hamtramck schools has been encouraged largely through the high-school civic pride council. This council made a community survey of its own to determine "what public opinion indicated as needs" so that a more orderly city could be developed. The survey results were tabulated under such headings as: Community cleanliness, community safety, community motion-picture theaters, community leisure.



Groups of students made surveys and studies of various Hamtramck problems such as safety, fire prevention, health, and motion pictures. They then invited community leaders to discuss the results as a step toward planning activities that might lead to community betterment.

As the community pride council survey progressed, the council determined from time to time that some of the suggestions regarding needs were merely mistaken ideas as occasionally the conditions or resources sought already existed but were not known to certain groups or individuals. The council worked out a plan so that the suggested needs were classified as those that youth could do without assistance, and those that needed adult assistance in order to accomplish the desired results.

At last lists were compiled. The lists were called "Things to Do,"—one set for youth; another for youth-adult participation. Following this a list of associate members was set up and letters of invitation prepared explaining the civic pride council and inviting these community members to participate in the work to be done.

The work of the civic pride council of Hamtramck is concisely stated in the council's adopted purpose:

"The purpose of the civic pride council and their community participation

program is to cooperate, aid, and effect community betterment, pertaining to health, cleanliness, and other conditions that shall raise the standard of living in Hamtramck."

Membership Pledge

Each council member takes the following pledge:

"To make and to keep Hamtramck a city worthy of my pride, and that of my fellow citizens, I pledge to do all within my power to improve Hamtramck in cleanliness, beauty, health, order, leisure, and security."

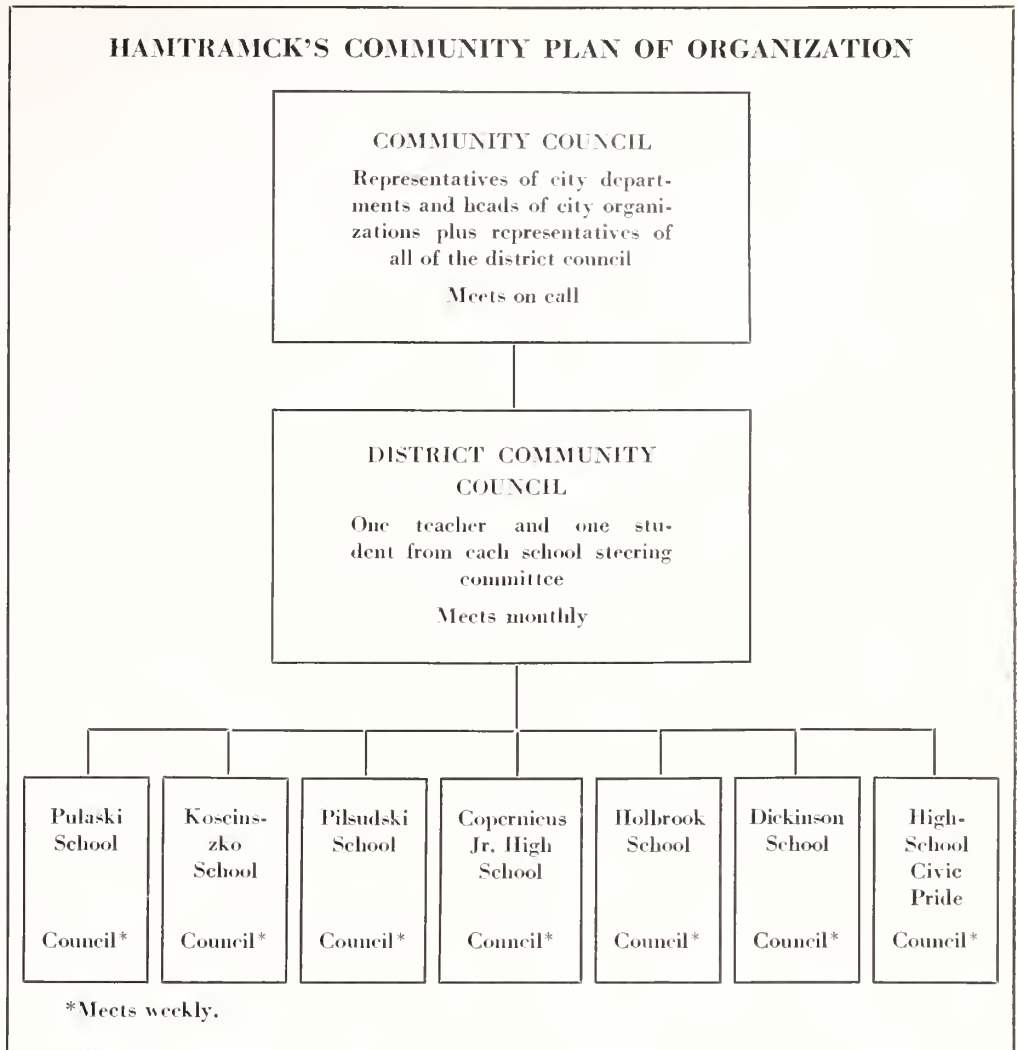
Officials in Hamtramck schools say that the civic pride council has received the fullest cooperation in its studies of community conditions, and has reciprocated to the best of its abilities. There have, of course, been instances when obstacles loomed large and impeded progress toward the council's goals. It is at times like this that faculty members, city officials, business men and other adult leaders give guid-

ance and help to clear the way. Students themselves say that "whatever projects or improvements there are that may be listed as accomplishments of the civic pride council can also be recorded as accomplishments of the progressive and civic minded citizens of our community."

Goals for a Desirable Community

[As set up by the civic pride council]

- A. Hamtramck must be a *healthful* city.
 1. Desirable housing conditions (ventilation, light, sanitation, etc.).
 2. Sanitation (water, sewage-disposal, food inspection).
 3. Adequate hospital facilities.
 4. Desirable working conditions (ventilation, light, sanitation).
- B. Hamtramck must be a clean city.
 1. Clean homes.
 2. Clean yards.
 3. Clean streets.
 4. Clean alleys.
 5. Clean vacant lots.
 6. Clean stores.
 7. Clean factories.
 8. Clean schools.
- C. Hamtramck must be a safe city.
 1. Adequate police protection.
 2. Adequate fire protection.
 3. Adequate health protection.
 4. Adequate traffic regulation.
 5. Adequate lighting.
 6. Adequate repair program.
- D. Hamtramck must be a beautiful city.
 1. Well-landscaped (trees, shrubs, grass, flowers).
 2. Well-planned (zoning, building, restrictions).
 3. Artistic homes and buildings.
 4. Restricted advertising (billboards, handbills).
 5. Adequate repair program (public works).
- E. Hamtramck must be an orderly city.
 1. Honesty in public office.
 2. Courts in which justice prevails.
 3. Efficient government service.
 4. Adequate taxing program.
 5. Merit system in government.
 6. Strict law enforcement.
 7. Social responsibility.
 8. Adequate welfare program.
 9. Progressive public-school system.
- F. Hamtramck must be a city of ordered leisure.
 1. Music (orchestra, etc.).
 2. Adult education.
 3. Parks and playgrounds.
 4. Club work (hobbies, etc.).
 5. Dancing.
 6. Drama.
 7. Art (exhibits, etc.).
 8. Lectures, forums.
 9. Radio.
 10. Sports.



- G. Hamtramck must be a city wherein people have a feeling of security.
 1. Vocational training in the schools.
 2. Equal opportunity for employment.
 3. Planned opportunity for employment.
 4. Knowledge of the occupational opportunities.

Must Measure Up

Studies made through the council in the areas of community health, safety, economic security, cleanliness, beautification, ordered leisure, and orderliness had to cover the minimum essentials listed below:

Minimum Essentials for a Term Study, 1939-40

- | | |
|---------------------------------------------------------------------------------------------------------|---------|
| 1. State your project. | Pages — |
| 2. State your purposes. | — |
| 3. State your group plan and procedure. | — |
| 4. Research—written charts or graphs to compare with Hamtramck (cities of 50,000 or less) bibliography. | — |

- 5. Definitions:
 - Quotations—state author. —
 - Quotations—state author. —
- 6. Surveys of Hamtramck:
 - (a) Tabulation — Questionnaires, Interviews.
 - (b) Interpretation — Investigation.
 - (c) Comparison with facts stated in four.
- 7. Conclusion. —
- 8. Generalizations:
 - (a) How do you suggest we improve the situation. —
 - (b) How can you improve your research technique? —

Membership on the high-school civic pride council depends upon a desire on the part of an individual to become an active participant in community affairs, provided he can persuade his home room to send him as its representative. However, if it is found that participation in community affairs are taking so much time that a student is

(Concluded on page 217)

Information Exchange in Action

★★★ The loan packets listed below are the first ones offered by the Information Exchange of the U. S. Office of Education. They are made up of materials contributed by schools, organizations, and other interested individuals and groups. In these packet listings, *E* indicates elementary education; *S*, secondary education; and *H*, higher education. Some packets contain materials entirely within one field while others contain general materials of value in two or more of these fields. Additional materials are being accumulated rapidly and will be available in the near future. Individual items selected from different packets may be requested.

I. The Role of Schools in the National Emergency

The packets in this group contain bulletins, articles, and mimeographed statements which present some attempts to find an answer to the question, "What is the role of elementary schools, secondary schools, and higher education in the present emergency?" They can best be used as a basis for study and discussion by groups of teachers and others interested in education for national defense.

Packet I-E-1.—The Role of the Elementary School in the National Emergency

Order No.

1. American Childhood Challenges American Democracy. By Katherine F. Lenroot, Children's Bureau, U. S. Department of Labor. This leaflet discusses suggestions of the White House Conference, which should help us meet children's needs in the total defense program.
2. Creative Hands Will Make a Better World. Reprint of article by Pedro J. Lemos, *Childhood Education*, January 1941. Emphasizes the special need for creativeness in times of national emergency.
3. Elementary Education for the Common Defense. Copy of an editorial, *Elementary School Journal*, November 1940.

Packet I-S-1.—The Role of the Secondary School in the National Emergency

11. An Educational Program for the Youth of New York State. Bulletin issued by the committee on youth needs of the New York Teachers' Association, September 1940. Considers such matters as youth and national defense, vocational competence, vocational guidance, work experience, health, and citizenship.
12. Educating Youth To Meet National Problems. By John W. Studebaker, U. S. Office of Education, 1940.

Order No.

13. Youth Problems in Connecticut. Prepared for the Connecticut Youth Council by the Division of Research, State Department of Education, 1940. Deals with such problems as vocational training, vocational guidance, employment, and youth organizations.

Packet I-H-1.—The Role of Higher Education in the National Emergency

21. The University and National Defense. Address by Frank P. Graham, president, the University of North Carolina, September 1940.
22. Report of the President of Yale University to the Alumni. Yale University, New Haven, Conn., 1940. Outlines the role of Yale in national defense.

Packet I-G-1.—The Role of Elementary, Secondary, and Higher Education in the National Emergency

31. A Program of Americanism. Los Angeles Public Schools, 1940. E. S.
32. Democracy and Education in the Current Crisis. Statement by the faculty of Teachers College, Columbia University, August 1940. E. S. H.
33. Democratic Education. Suggestions for education and national defense by the Progressive Education Association. Published by American Council on Public Affairs, Washington, D. C., 1940. E. S.
34. Education for National Defense. January 1941 issue of *Teachers College Record*. E. S. H.
35. Education for the Defense of the American Way of Life. By J. Cayce Morrison, New York State Department of Education, November 1940. E. S.
36. How Your School Can Contribute to National Defense. By J. B. Edmonson, article in *Nation's Schools*, October 1940. E. S.

Order No.

37. Memorandum on Citizenship Education. By John W. Studebaker, U. S. Office of Education, August 1940. Presents philosophy of a sound program and presents program plans. E. S.
38. National Defense in Kansas Schools. A bulletin published by the State Department of Education, October 1940. E. S.
39. The School Program and National Defense. Circular No. 186, U. S. Office of Education, January 1941. Suggests plans for the cooperative organization of school personnel to bring about desirable changes. E. S. H.
40. Your Schools Defend Democracy. Publication of the Board of Education, Rochester, N. Y., 1940. E. S.

II. Understanding and Practicing Democracy in the Nation's Schools

This group of packets contains bulletins describing examples of participation in democratic living in the school. It also contains some content materials on citizenship for use in schools and community organizations.

Packet II-E-1. Understanding and Practicing Democracy in the Elementary School

101. A Citizenship Council as a Means of Character Building. Copy of an article by Helen Altshul in *Educational Method*, January 1941.
102. A Student Council at Work in an Elementary School. By Elizabeth Andrews, principal, Bancroft School, Washington, D. C., 1941.
103. Practical Citizenship Teaching in the Elementary School. Reprint of an article by Helen Mackintosh in *School Life*, October 1940.
104. Schools Educate Children for Citizenship in a Democracy. An issue of *School and Home*, published by St. Louis Public Schools, November 1940.

Education and National Defense

National defense, broadly conceived, includes much more than the building of ships and planes and the training of soldiers. The schools of the Nation have a great responsibility for making democracy work. Teachers, supervisors, and administrators in direct contact with schools and many other individuals and groups interested in this field are aroused and are seeking answers to the questions:

Has the school a part to play in the mobilization of the education forces of democracy for defense?

What should be the major aims and purposes of education in this emergency?

What are schools throughout the country now doing to further these aims?

What more should they be doing?

How can all groups interested in education cooperate more fully?

It is only through an interchange of ideas, plans, and related practices that satisfying answers to these questions can be arrived at by the persons who ask them.

Packet II-S-1. Understanding and Practicing Democracy in the Secondary School

Order No.

111. Student Cooperation: A Report of Student Government in High Schools. By Earl C. Kelley and published by National Self-Government Committee, Inc., New York City, 1941.

Packet II-H-1.—Understanding and Practicing Democracy in College and University

121. Of, By, and For: A Study in the Democratic Method. Antioch College, Yellow Springs, Ohio. The origin, scope, techniques, and possibilities of the experiment in practical democracy known as Antioch College Community Government.

Packet II-G-1.—Understanding and Practicing Democracy in Elementary, Secondary, and Higher Education

131. Our American Democracy. Leaflet by American Library Association, 1940. E. S.
132. Our Heritage of Freedom. Prepared by New York State Education Department, 1940. Suggestions for the observance of Bill of Rights Week in schools in New York State. E. S.
133. Teaching the Ways of Democracy—Materials, Methods, Practices. Los Angeles City School District, January 1941. E. S.
134. The Dangers to Democracy. Bibliography by American Library Association, 1941. E. S. H.
135. The Flag Code. Illustrations and directions for displaying the flag. A publication obtainable from Superintendent of Documents, Washington, D. C. E. S. H.
136. What the Constitution Says. Special edition by the American Legion Auxiliary. E. S. H.

III. Improving School and Community

The packets in this group contain bulletins and mimeographed materials which describe experiences in planning with others for the betterment of school and community. School and community cooperation and improvement are of particular importance in a period of national emergency.

Packet III-E-1.—A Good Elementary School Citizen in America Understands, Appreciates, and Works With Others To Improve the School and Community

201. A Sixth Grade Studies Its Community. Description of a community study made by children of the sixth grade in the Truesdell School, Washington, D. C., 1941.
202. Exploring Your Community. Bulletin published by Association for Childhood Education, 1940.

Packet III-S-1.—A Good Secondary-School Citizen in America Understands, Appreciates, and Works With Others To Improve the School and Community

211. Organizing a Community Adjustment Program. By R. H. Mathewson, Connecticut State Department of Education, March 1940.
212. Secondary Schools as Community Centers. By Edwin S. Fulcomer, American Association for Adult Education, 1940.

Packet III-G-1.—Good School Citizens in America Understand, Appreciate, and Work With Others To Improve School and Community

Order No.

231. Building Better Citizens. Bulletin issued by the State Department of Public Instruction, Lansing, Mich., 1940. E. S. H.
232. Teaching the School in the School. Bulletin No. 3004A, Instructional Service Series No. 4a. Published by Superintendent of Public Instruction, Lansing, Mich. Guide for the development of instructional units dealing with the school as a social institution.

IV. Conserving the Nation's Natural Resources

The packets in this group consist of booklets, articles, and mimeographed materials helpful in developing an understanding and appreciation of natural resources in America. They can also be used to encourage the practice of wise conservation of resources. This is important as an aid to national defense.

Packet IV-E-1.—A Good Elementary School Citizen in America Appreciates and Helps To Conserve the Nation's Natural Resources

301. Conservation Excursions. By Effie G. Bathurst. Bulletin 1939, No. 13, U. S. Office of Education.
302. Curriculum Content in Conservation for Elementary Schools. By Effie G. Bathurst. Bulletin 1939, No. 14, U. S. Office of Education.
303. Good References for Conservation Education in Elementary Schools. Bibliography Nos. 70, 71, and 72, U. S. Office of Education, 1938.
304. Teaching Conservation in Elementary Schools. By Effie G. Bathurst. Bulletin 1938, No. 14, U. S. Office of Education.

Packet IV-G-1.—Good School Citizens in America Appreciate and Help To Conserve the Nation's Natural Resources

331. Forests and Human Welfare. Bulletin with photographs, prepared by Tennessee Valley Authority, U. S. Government Printing Office, 1940. E. S.
332. National Resources Planning Facts. Published by National Resources Planning Board, Washington, D. C., 1939. E. S. H.
333. Soil Conservation and National Defense. Bulletin by Soil Conservation Service, U. S. Department of Agriculture, 1940. E. S. H.

V. Building and Preserving Good Health

The packets in this group contain bulletins and other materials which can be used to advantage in connection with the health emphasis in schools. This emphasis is of major importance in the total defense program.

Packet V-E-1.—A Good Elementary School Citizen in America Has a Responsibility for Building and Preserving Good Health

401. Substitutes for the Sun. Publication by Children's Bureau, U. S. Department of Labor, Washington, D. C., 1940.

Order No.

402. The Healthy Well-Nourished Child. 1 to 6 years. Publication by Children's Bureau, U. S. Department of Labor, Washington, D. C., 1940.

Packet V-S-1.—A Good Secondary School Citizen in America Has a Responsibility for Building and Preserving Good Health

411. Home Nursing Courses in High Schools. Education and National Defense Series. U. S. Office of Education, 1940.

Packet V-G-1.—Good Citizens in America Have a Responsibility for Building and Preserving Good Health

431. Food and National Defense. An issue of Consumer's Guide, September 1940. E. S. H.
432. Nutrition Education Throughout the School Program. By James F. Rogers, Helen K. Mackintosh, and Susan M. Burson, *School Life*, February 1941. E. S.
433. The Healthy Well-Nourished Child, 6 to 16 Years. A health publication by Children's Bureau, U. S. Department of Labor, 1940. E. S.
434. The Noon Meal at School. A health publication by Children's Bureau, U. S. Department of Labor, 1940. E. S.

VI. Understanding the World About Us

These packets contain materials for use in furthering the understanding of developments in the world as they affect the lives of individuals and groups.

Packet VI-E-1.—A Good Elementary School Citizen Understands the World About Him

501. Bibliography of book jackets grouped in sections on America; South America; The World Today; Army and Navy; Flying; 1940.
502. Books Around the World. Reprint of an article by Nora Beust, *School Life*, November 1939.
503. Indian Cultures of the U. S. and Alaska. Map published by the Covelo Indian Market, Federal Building, Golden Gate International Exposition, San Francisco, 1939.

VII. Vocational Education and National Defense

The packets in this group include bulletins and other materials concerning vocational education and work experiences which are significantly related to national defense.

Packet VII-S-1.—National Defense and Vocational Education for Youth and Adults in Local Communities

611. Industrial Training for National Defense. Bibliography by American Library Association, August 1940.
612. Out-of-School Rural and Non-Rural Youth, Michigan State Plan, Vocational Education for National Defense, Plan II. Bulletin No. 269, State Board of Control for Vocational Education, Lansing, Mich., 1940.

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Nutrition Education in the Secondary School

by Rua Van Horn, Agent, Home Economics Education Service

Example of Cooperation in a Nutrition Education Program

★★★ The students, who attend the county high school in a mid-west town, drink milk with their noon lunches—not unappetizingly warm milk, but cold milk. It came about this way.

During the school year 1939-40, it became apparent to the high-school staff that in this school almost all students were eating inadequate lunches and that milk, an available, home-produced food, should be much more generally used. Pupils were "in" on the planning. They said they would like to bring milk from home if it could be kept cold. It seemed to faculty and students alike that a refrigerator might be the first practical step in initiating a school-wide nutrition improvement program. The superintendent presented the matter to the board of education and a family-size electric refrigerator was installed during the summer recess. The response of students in using this school service was so great that a larger refrigerating unit will probably be needed before the end of the school year.

The approach to nutrition education in this high school illustrates one of the important means by which the nutritional status of secondary school pupils may be improved. It is through *co-operative* effort. In this school the pupils, the teachers, the parents, and the board of education worked together.

Cooperative Approach

The cooperative approach is probably more important in the secondary school than in the elementary school. Departmentalization of work in the secondary school means that a student reports to several teachers, none of them working with him throughout the day as in the elementary school. Even



Hot lunch together with smiles!

in those schools using a home-room plan the opportunity for close observation and personal study of the individual is easily overlooked. Too often it is a case of everybody's business being nobody's business. Through cooperative approaches there is more assurance that all students benefit by nutrition education and that each member of the staff makes most effective use of the experiences which are practical to provide through his particular subject-matter field. It also makes possible reemphasizing or tying in with the work done by some other instructor, thus assuring unity in the pupil's experience, avoidance of duplication of method in presentation of material, and stimulation to those teachers who have unique opportunities to contribute toward health education.

Essential Purposes and Inherent Difficulties

Nutrition education, whether in cooperative programs or individual teaching, can be undertaken more effectively if the staff has clearly in mind some of the essential purposes and inherent difficulties of nutrition education at the secondary level. The ultimate goal is to help young people become intelligent as to the role which food plays in their lives and become "aware of their own responsibility in regard to food selection and are imbued with a determination to make their daily food a factor contributing to health and not working against it, even though the results cannot be measured from day to day, nor from week to week—only from month to month or year to year. To this end they must have (1) certain foods which in large measure insure a well-balanced

diet, (2) sufficient knowledge of the part played by individual foods to make up for themselves suitable combinations for meals, (3) such knowledge of their own food requirements as will enable them to satisfy their needs at a table provided for persons with varying requirements, (4) such ideas of the relation of nutritive cost of food as will enable them to be thrifty in meeting their body needs."¹

Characteristics of Adolescents Which Influence Methods

There are certain characteristics common to adolescents which influence approaches to nutrition teaching. The adolescent is struggling to establish his independence and is eager to be accepted as an adult. Basic physiological changes are taking place. As a result he tends to challenge statements of parents and of teachers; he feels contempt for childhood practices or teachings; his appetite is erratic, fluctuating between gluttony and fastidiousness. He is interested in that which gives promise of helping him achieve what to him are worth-while accomplishments. The fact that the ill effects of malnutrition are not immediately seen or felt increases the difficulty of the problem. Teaching nutrition facts *per se* will not do. The secondary school student not only needs the information which provides the basis for intelligent action but he needs experiences that give him evidence that food will make a difference in some way that affects him in relation to his ambition. The facts of nutrition remain unreal until they become part of personal experience. This means that the procedures in nutrition education that functions will have to be presented by telling methods. Some of the techniques of radio, movies, and advertising can be used to give vitality to nutrition education, but at the same time the simple facts must not be overdramatized so that they are out of harmony with the findings of research.

The development of the nutrition education program must also take into

consideration the fact that many teachers and parents do not visualize adequately what constitutes optimum nutrition and physical well-being. Roberts² graphically illustrates this by citing the reaction of two men to the same crop of peaches. One man had no knowledge of fruit culture and had never seen a well-ripened peach. Yet he planted the trees, and cared for the crop and in spite of unsuitable soil and pests harvested some undersized and gnarly peaches. A friend, who happened to have been reared in a peach country and to have been a grower of fancy peaches, came to visit one day. Instead of admiring and commending as had the neighbors he asked scornfully, "Do you call those things peaches?" The point emphasized is that a person is unable to judge a product fairly without a standard of comparison. Because of this fact, parents are sometimes content with the physical condition of the child as he is. They may be blinded by affection or they may never have been helped to understand the mental and physical characteristics of a well-nourished person. They therefore see no reason for changing family food practices and may even resent changes which the adolescent has been encouraged, through school work, to make in his food selection and eating habits.

This points to another factor in the nutrition education program in the secondary school—the probable need for the school to assume responsibility for an adult education program or to direct adults to more effective use of the nutrition education resources of other community organizations or agencies. Nutrition education is carried to effective completion only when students put into daily practice good nutrition practices. Secondary school teachers cannot, therefore, end their work with classroom or adult teaching, but must provide continuous opportunities through which students evaluate their practices and gain satisfaction in their progress in improved food selection, reduced between-meal eating, and regular eating of good meals. Practices

need to become thoroughly established as habits. This unfortunately appears to have been one of the shortcomings in much of the nutrition education in the past.

Illustrations of Nutrition Programs

The ways in which some secondary school teachers in various parts of the country are undertaking nutrition education suggest some of the methods by which such a program may be put into action.

Feeding experiments with white rats or guinea pigs are not infrequent in biology and home economics classes. In one school the feeding experiment was designed to show the ill effects of a diet lacking milk. The listlessness and loss in weight of the rats deprived of milk as compared with the steady gains of those given milk offered much more convincing evidence of the influence of adequate diet than any amount of reading or studying of graphs. At the close of the experiment the students seemed convinced that milk is an important part of the diet. Upon investigation, however, the teacher discovered that many of the students were still not including milk in their diets. The dislike was due largely to poor cooling and to poor refrigeration. At the teacher's suggestion the class listed the ways in which milk could be used in cooking, learned to prepare those dishes within their economic reach, found by first-hand experience that milk could be palatably acceptable, and started themselves on an improved nutritional regime.

The students in one biology class had little understanding of the energy needs of the body and were guided in the making of a simple device patterned after Benedict's student respiration apparatus. They were able to make satisfactory determinations of their energy requirements when in lying or sitting positions.

The boys and girls in a consumer economics course attacked the nutrition problem from the food-buying approach, both for single individuals and for families. A study of the nutritional adequacy of food purchasable for various amounts of money made this group of students keenly aware of the

¹ *Health Education Report of the Joint Committee on Health Problems in Education*. The National Education Association and the American Medical Association with the cooperation of the Technical Committee of Twenty-seven. 1930. p. 52.

² *Nutrition Work With Children*. Roberts, Lydia J. University of Chicago Press. Revised 1935. p. 4.

need for the exercise of intelligence in this part of living. Improved practices were reported on the part of those doing family food buying, as well as in the use of lunch money.

A home economics class was about to start a unit in meal planning and serving. Incomes of many of the homes were limited and nutrition practices were poor. It seemed unusually important that this be a meaningful experience for these students. The result of the teacher's planning and consulting with other agencies was 2 weeks of happy experiences for the class and excellent meals for a family on relief. This family of 5 came to the home economics department for 3 meals a day, 6 days a week. The homemaking students were given the responsibility of planning and purchasing the supplies for the meals from the money allotted to this family. Great care was exercised in providing nutritionally adequate, appetizingly varied, but simply prepared meals. The family felt no embarrassment in coming for 8 o'clock breakfast, noon lunch, and 5:30 supper and were constantly amazed at the good meals that were possible on what they had considered a wholly inadequate food allowance. Recipes as well as menus were carefully typed, with complete directions on planning market orders. When the project was over there was difficulty in telling who had benefited most—the girls in the class and their families, or the family that had cooperated and the friends and neighbors with whom Mrs. X. shared the prized menus and recipes.

Opportunities to prepare and serve meals to young children or to observe preschool groups at mealtime may be another rewarding experience in nutrition education. One class learned much in serving meals to 52 undernourished children each school day, in planning the menus to supplement what the children ate at home, and in watching the weight curves and looking for other evidences of improved nutrition. This understanding gave emphasis to what the school nurse or the teachers or the books said. It also gave encouragement to class members who were trying to improve their own nutritional practices.

In another high school in connection

with which there is a regularly established nursery school, high-school boys and girls have directed experiences in observing the nursery school children in their various activities. Following a series of observations on the eating habits of such a group, one high-school boy was heard to remark, "Youngsters certainly are influenced by the eating habits of adults. I might as well begin to eat everything that is good for me right now."

In one school a device used to stimulate better nutrition practices was a diet check list providing columns in which actual food consumption was to be entered. The daily score considered nutritionally acceptable was as follows:

	<i>Points</i>
4 glasses of milk.....	20
1 green salad.....	5
1 egg (not fried).....	5
2 green vegetables.....	5
1 raw fruit.....	5
1 meat or fish.....	5
1 whole-wheat bread.....	5
Total.....	50

In the follow-up studies to check on the effectiveness of this teaching device it was found that families considerably had increased their consumption of milk and green vegetables.

Nutrition education may also be approached through guidance of pupils in home-project programs. One high-school girl had the responsibility of planning and preparing the daily meals for her family, which included a younger brother, an invalid brother, grandparents, a working mother, and herself. Meeting the nutrition needs of this varied group was one of the chief points of emphasis in her home project. Students in some rural areas not infrequently do light housekeeping in town during the winter. Maxine and her brother had fallen into the habit of rushing off to school without breakfast, or with only a candy bar or some cake. Maxine was guided in the selection of a home project, which included preparing and eating breakfast. Rising early enough to prepare and eat breakfast was included in her plans. It was not long before both Maxine and her brother made voluntary comments about finding it easier to do work at

school than it had been when they went without breakfast.

Lucile's father had been in ill health and out of work for several years, and the whole family was poorly fed and underweight. The Farm Security Administration gave them assistance in the cultivation of their 5 acres. The home economics teacher helped Lucile see this as an opportunity to plan for the food needs of the family for a year. She estimated the amount of garden produce to be planted, canned, and stored to supply the vegetables and fruits required. As a result of the girl's interest in having her family better fed, 863 quarts of fruits and vegetables were canned; and several large pumpkins, 2 bushels of peanuts, 7 bushels of sweet-potatoes, and 50 pounds of shelled beans were stored in the cellar. Each child in the family gained weight and Lucile increased her weight 20 pounds in 7 months.

School Lunch

The school lunch is still another means of nutrition education in the secondary school. Classroom teaching when supplemented by guided home experiences such as those described has inestimable value. The only limitation in this means, when it provides alive and functioning experiences, is that it often does not reach all students. The school lunch has the advantage of reaching nearly all pupils in school. In addition to the direct nutrition education which a well-administered school lunch can provide (and which will be considered in detail in a later article in this series) teachers frequently correlate some of their class activities with the school lunch. In one school a special advanced home economics class assumed responsibility for planning, preparing, and serving high-caloried and well-balanced diets to malnourished students recommended by the physical education department and by the school counselors. In another school, students in a nutrition class assumed the responsibility for preparing displays, placed near the food counter, of nutritionally good combinations of the food available at the lunch counter on that particular day. These displays not only

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Provisions for Financing Public Education in Utah

by Timon Covert, Specialist in School Finance

★★★ The State of Utah supplied approximately 40 percent of the funds used by her public schools during the school year ended June 30, 1940. Ten years previously the corresponding percentage was 33.3. The increase, indicated by the foregoing percentages, results from two revisions in the State's plan for financing the schools which were made during the decade.

For a number of years previous to 1930, there were in Utah by constitutional provision, two State funds for annual distribution to the school districts of the State. In 1930 a third State school fund was created when a constitutional amendment was adopted having as one of its chief purposes that of providing a "State equalization fund." Again in 1938, a constitutional amendment creating another State school fund was voted upon favorably. Thus there are in Utah by constitutional provision at the present time, four State funds for annual distribution to the school districts of the State.

Units for School Administration and Revenue

The State is divided into 40 school districts each of which constitutes a single unit for school administrative and revenue-raising purposes. The business affairs of each district are conducted by a board of education, the members of which are selected for 5-year overlapping terms by the voters of the respective districts at an election held for the purpose in December. Five of the 40 school districts are city districts. The remaining 35 are designated in the law "county" school districts, but they do not in every case embrace an entire county. Of the 29 counties in the State, each of 22 contains only one "county" school district, each of two counties contains two such districts, each of two

others contains one "county" and one city district, one contains three "county" districts, another contains two "county" and one city district, while the remaining county contains two "county" and two city districts.

Sources of the State school funds.

1. *State district school fund.*—The State district school fund is the largest of the four State funds for annual distribution to the school districts of Utah and it is also the oldest. This fund originated in an act of the Territorial legislature of 1874 when \$1,500 was provided for apportionment to the several school districts on the basis of the school census. The annual amount was increased from time to time until at present \$25 per census child (ages 6 to 17, inclusive) is provided. Revenues for this fund are derived from two sources: Seventy-five percent of the proceeds of the personal income tax and the franchise and privilege tax plus a sufficient amount from a State-wide general property tax to make a total of \$25 per child.

2. *State high-school fund.*—Since 1911 the State has provided an annual amount for distribution to high schools. This provision, states J. Easton Parrott, director of school finance and research in the Utah State Department of Education, is "a direct outgrowth of the movement to establish high schools throughout the State. In 1911, in order to encourage . . . the number of high schools, the legislature provided for a State tax of five-tenths of a mill . . . in 1919, through an amendment to the State constitution, the State high-school fund was definitely made part of the finance program."¹ The amendment to the constitution provides for the levying of an annual general property tax of two-tenths of 1 mill on the dollar of assessed valuation. Consequently, the amount varies according to the changing valuations and completeness of collections.

3. *State school equalization fund.*—School patrons in some school districts of the State, during the period preceding 1930, experienced considerable difficulty in supporting their schools—even by levying maximum local taxes. To remedy that situation, the people voted at the November 1930 election to establish a third State school fund. To do so it was necessary to amend the State constitution.

This fund was established for the express purpose of equalizing school costs among the school districts of the State. The amendment provides for a State-wide general property tax sufficient to produce an amount equal to \$5 for each person of school age (6 to 17 years inclusive) in the State, as shown by the last preceding school census.

4. *State uniform school fund.*—A proposed vide a fourth State school fund to further

equalize school costs was ratified at the general election in November 1938. This fund consists of moneys received from various sources such as: Receipts from the State's permanent school fund, school lands and other State lands, from escheats and forfeitures, from unclaimed shares and dividends of certain corporations, and from the Federal Government from bonuses, royalties, and rentals from mineral lands in the public domain in Utah. All the receipts from some of the sources named are allocated to the school districts for the common schools, while those from other sources are allocated, 50 percent to the common schools and 50 percent to the junior colleges, the agricultural college, and the university. The amount of this fund will, of course, vary from year to year.

In addition to the four funds described in the foregoing paragraphs, the State regularly provides financial assistance for vocational, rehabilitation, and adult education in the form of appropriations from the general fund of the State.

Definite amounts are appropriated for the State department of education from a number of the funds provided for the public schools. These appropriations are for specific purposes including the administration and supervision of elementary education, secondary education, vocational education, rehabilitation education, and adult education, and for studying ways and means of improving the equalization of educational opportunities throughout the State.

State funds for the public schools in Utah for the school year ended June 30, 1940.²

Funds provided for by the State Constitution:	
State district school fund	\$3,548,980.00
State high-school fund	100,660.96
State equalization fund	717,685.00
State uniform school fund	215,439.10

Funds provided by legislative appropriation:	
For vocational education	50,000.00
For vocational rehabilitation	10,000.00
For adult education	5,000.00
For the State department of education ³	62,460.00

² Data supplied by J. Easton Parratt, director of School Finance and Research, Utah State Department of Education.

³ Includes total for the State department of education, a considerable part of which is included in the amounts indicated for the public schools.

¹ Items for superintendents. March 5, 1940. State department of public instruction. Salt Lake City, Utah. P. 1181.

Local school district funds for the public schools in Utah for the school year ended June 30, 1940.²

From general local property tax levy-----	\$6,700,000.00
From other local sources----	80,000.00

Federal Government Funds

The Federal Government allots funds to Utah, as it does to each State, for vocational and rehabilitation education. The State also receives funds from the Federal Government from the annual receipts from leases and royalties from oil and mineral lands in the public domain in Utah and from national forest reserves and grazing districts. Funds coming from oil and mineral lands are placed in the State's uniform school fund; those from forest reserves are divided between the roads and the schools of the counties in which such reserves and districts are located; as are those received from grazing districts.

Apportionment of State School Funds

Legislation has been enacted providing in detail how each State school fund is to be distributed. The apportionment formulas vary from the simple census basis used in apportioning one fund to a complicated procedure used in apportioning the fund for equalizing costs among the several districts. These different methods are described in the following paragraphs.

1. *The State district school fund.*—The State "district school fund" is apportioned three times a year to the respective school districts in the proportion that the number of children (ages 6 to 17 years inclusive) in each district bears to the total number of children of such ages in the State. Upon notification by the State auditor of the amount of money in the State treasury to the credit of the district school fund on the last days of December, October, and March, the State superintendent makes the necessary computations for the apportionment, then certifies his findings to the State auditor and also to the treasurer and superintendent of each district whose reports are properly filed according to law. The State auditor then draws his warrant on the State treasurer in favor of each school district treasurer. As indicated in the foregoing section, the total for the year to each district should be approximately the product of \$25 multiplied by the number of children therein according to the last census report.

2. *The State high school fund.*—The State "high school fund" is apportioned twice a year (in January and in June) by the State board of education to the respective school districts maintaining high schools approved by that board. Having been notified in January by

the State auditor of the amount of money in this fund, the State board of education first sets aside an amount sufficient for vocational education and then proceeds to apportion 70 percent of the remainder to the approved high schools. The apportionment is made to each district entitled thereto in the proportion that the number of pupils who will be in attendance for at least 20 weeks during the year, as estimated by the January enrollment, is to the total estimated number of such pupils in the State. The final apportionment for the year which is made in June follows a procedure similar to the earlier one, except that any necessary corrections are made in order to apportion the correct amount to each district to which it is entitled for the year. When the apportionment computations have been made, the State board of education notifies the proper officials who take the necessary legal steps, similar to those explained in the preceding paragraph, to complete the transaction.

3. *The State equalization fund.*—The State "equalization fund" is distributed to any school district of the State in which the proceeds of a 5.5 mill local tax levy on the dollar of assessed valuation of the general property therein and the State funds, described in the two preceding paragraphs, are not sufficient to support the foundation education program as defined by law. This statutory program includes a 9-months' school term, qualified teachers, transportation of pupils living more than two and one-half miles from school, health instruction, and such supervision, supplies, and equipment as the State board of education may approve.

By statutory provision, the basic unit for measuring the cost of the foundation program is the elementary school, or teaching, unit and its cost is fixed at \$1,665. Using this as the basis, the law provides methods for computing high-school and transportation costs. The essentials of the statutory provisions for computing costs of the program to be equalized follow:

The school unit—

(a) Each one-teacher school approved by the State board of education constitutes one school unit.

(b) Each two-teacher school constitutes two school units.

(c) In larger schools, each 36 weighted pupils, as defined below, or major fraction thereof, constitutes one school unit.

The weighted pupil—

(a) Each pupil, not transported to school, in average daily attendance in grades 1 to 8,⁵ inclusive of any three-teacher or larger school is counted as one weighted pupil.

(b) Each pupil, not transported to school, in average daily attendance in grades 9 to 12,⁵ inclusive, is counted as 2.17 weighted pupils.

(c) Each pupil transported 2½ miles or more over a route approved by the State board of education is counted in grades 1 to 8,⁵ as 1.47 weighted pupils and in grades 9 to 12,⁵ as 2.64 weighted pupils.

Any of the 40 school districts of the State which cannot meet the cost of the foundation program, computed as explained, with the receipts from the State school census and high-school apportionments plus the proceeds of a 5.5 mills local tax levy, receives State equalization funds for the balance.⁶ In connection with the measure of the local districts' ability to raise funds, there is an important provision which should be noted in the Utah law not

⁵The State board of education may, for districts that have an approved 11-year course, approve grades 1 to 7 and 8 to 11 for such computation.

⁶The State equalization fund is not sufficient for the purpose; consequently, a part of the cost on this basis only is equalized.

always so definitely expressed in the plans of other States. It is as follows:⁷

"No revenue shall be apportioned to any school district from the equalization fund unless the State tax commission shall certify that the assessed valuations of tangible property in such district have been equalized with the assessed valuations of tangible property in other districts of the State as nearly as may be determined."

4. *State uniform school fund.*—The portion of the State uniform school fund annually allocated for the benefit of the public schools is divided into three parts and apportioned as follows:

(a) An amount not to exceed \$5,000 is to be set aside for use of the State board of education in making an investigation of and plans for remedying financial inequalities among the school districts of the State.

(b) After deducting the \$5,000 mentioned in (a), an amount equal to 15 percent of the remainder, but not to exceed \$75,000, is to be used by the State board of education as that "board shall direct for the purpose of equalizing advantages and improving educational practices not cared for by all other available funds."

(c) The amount remaining in the fund after the two foregoing deductions have been made, plus unused portions of such deductions, is apportioned in such manner as will, when added to the revenues available from the State's census, high school, and equalization funds and the proceeds of a local general property tax levy of 10 mills on the dollar of assessed valuation, guarantee each school district \$86 for each pupil in average daily attendance during the preceding school year. Among other features of the law for the administration of this part of the fund is one for prorating the apportionment to districts if the amount in the fund is not sufficient to guarantee the full amount of \$86, another for distributing excess amounts on a uniform average daily attendance basis, and a third for apportioning to each district a basic amount of \$1 per pupil.

State funds for vocational education.—The State board of education is also the State board of vocational education. Funds appropriated by the legislature for vocational education are used for administering the program of vocational and rehabilitation education and for assisting school districts locally in financing their program under the direction of the State board. For the year ended June 30, 1940, the sum of \$13,805.06 was used for administrative purposes and \$46,194.94 was distributed to school districts.

⁷School laws of the State of Utah. P. 31, par. 75-7-28.

Available Now

The 1940 Annual Report of the U. S. Commissioner of Education is now available at 20 cents a copy from the Superintendent of Documents, Washington, D. C. The bulletin contains 105 pages of educational data.

²Data supplied by J. Easton Parratt, director of School Finance and Research, Utah State Department of Education.

⁴Estimated.

The Leadership Function in Education

by John Lund, Senior Specialist in the Education of School Administrators

★★★ A committee of the staff of the U. S. Office of Education recently prepared a statement¹ at the request of a State department of education addressed to the question—*What can the schools do for national defense?* The committee was convinced that the task is predominantly one of democratic leadership; that it involves the stimulation, mobilization, and release of the creative and the service capacities of all persons—lay and professional—who are or who can become concerned with education. They believed that any plan for such leadership should affect every level of the educational program and every community, large and small; that its method should be through provisions for the active participation by all concerned in programs of cooperative and voluntary activity to build for the moral, spiritual, and physical defense of the nation.

Some Significant Questions

In the face of such a task the following questions may well be raised. How well do we understand the function of leadership in education and with what unanimity? What is the current state of our thinking with respect to the leadership function in a democracy? What evidences are there that we are moving past the stage of just praising democracy to a stage of appropriate action, that alone can make it a reality, enthroned in all the works of the schools? For long before this emergency was upon us these questions have concerned many of us deeply. Through professional activity, observation, and reading we have sought some answers. A somewhat confusing picture emerges, full of lights and shadows, but slowly coming into focus with a promise of clarity and ultimate unity.

I have read with great interest a

number of studies, books, and papers bearing upon these problems. Reference will be made first to a study of the duties and functions of the college president.²

The basic reasoning involved in this study rested upon three broad assumptions and the third of these was printed in italics as follows: "*That predominant practice and opinion is the best practice and opinion.*" Under this heading I learned that "since the frequencies are low on practically all items tabulated in chapter IV" (dealing with effective *methods of performance*) "and since the statements of only a few persons cannot be said to establish an issue, it is not contended that the techniques given . . . are definitely established. It is believed, however, that they represent the trend of the *best practice and the best opinion.*" (The italics are mine.)

This study was based largely upon items descriptive of all the administrative jobs that need to be done on or about a college campus. These jobs were differentiated through a poll of predominant opinion and practice in terms of whether they should be done by the president alone; whether they should be delegated to others; or whether, being too much for one person, several persons should do them together. It was all a matter of getting them done efficiently. Individuals were apparently just convenient instrumentalities for getting the jobs done. The final conclusion being substantially that those items performed by a preponderant number of college presidents added up in total to the job and the function of a college president.

What College Presidents Say

From this study I turned to the reading of *What College Presidents Say*³

² The State Teacher's College President, Howard J. McGinnis, Ph. D., George Peabody College for Teachers, Nashville, Tenn., 1932.

³ *What College Presidents Say*, by Edgar Wallace Knight, Published by University of North Carolina Press, Chapel Hill, N. C., 1940.

about the college presidency. Here in chapter I, I found a most interesting series of quotations from statements made by college presidents about the job of the college president. While the term "leadership" was not used throughout some 28 pages there were some references to functions which might well fall within such a concept. The major concern, however, seemed to be with the complexities of the job and the inadequacy of mere human clay to cope with them. Quite the most realistic and challenging comments were quotations from anonymous writings. I submit the following quotations as a representative sampling of attitude and emphasis for the group:

The college president has enjoyed a rapid evolution in the course of a single generation. Thirty or forty years ago he was a clergyman, as a matter of course; later he was likely to be selected for business qualifications; now he is a member of the faculty who unites executive ability with high scholarship.

The college presidency is a profession in which a large percentage of one's time and energy is occupied in saying "no". Real risk is taken when, for the sake of variation, even in a small proportion of these cases a kindly interest is shown . . . One of the most distinguished university presidents now living was noted during a large portion of his career for his extreme brutality.

The office of the college president is an office of service. Everything good or bad which connects itself with service is associated with this office . . . A fundamental characteristic of the president must be a sympathetic nature.

A university president is supposed to go down town and get the money. He is not supposed to have ideas on public affairs; that is what the trustees are for. He is not supposed to have ideas on education; that is what the faculty is for. He is supposed to go down town and get the money.

As I read these expressions, in which it seemed to me these presidents were primarily concerned with defensive ra-

¹ Circular No. 186, The School Program and National Defense.

tionalizations, I recalled Karl W. Bigelow's rather unflattering analysis⁴ of the difficulties inherent in the problem which he sees as basic and common to all who are concerned with the education of teachers, namely, the problem of working cooperatively together. He identifies two phenomena which seem to stand in the way of cooperative activity in education. First a "certain egocentricity, a certain preoccupation with personal success that is inimical to that losing of self in the common pursuit of the common welfare which is the essence of cooperation." Related to this he notes the "extreme specialization . . . encouraged by the form of modern society. Science has sanctioned and capitalism has rewarded a narrowing of function, with its inevitable accompaniment of one-sidedness so far as personality and understanding are concerned." He points out that "one-sided individuals do not work easily, wholeheartedly, and large-mindedly together." Their views of situations and problems do not always interlock. "Thus the impulse to self-aggrandizement is comfortingly supported by the conviction that the other fellow is crazy anyway." We can readily agree that evidence in support of this analysis is "easily to be drawn from our own profession" at every level of teaching and administration.

The Bright Spots

So much for the shadows in this picture at which we are trying to look. What of the bright spots, the evidence that partially at least we move in the direction of democratization of education in practice? In the statement quoted above, Dr. Bigelow reminds us that "The growing preoccupation with social and educational planning, with the implementation of research findings, and with evaluation as a dynamic process in which intention, action, and reflection all play integrally related parts—these are more than mere straws in the wind." The Commission on Teacher Education under his able leadership translates its concept of the leadership function through association with activities which represent efforts to test

⁴Nineteenth Yearbook of the American Association of Teachers Colleges, 1940, p. 116-118.

educational thinking continuously in situations where educational practice is being carried on. The conditions favorable to genuine, successful, and satisfying cooperative effort are identified as follows:

"Where there is a common purpose and a common task (not difficult of attainment in the light of the extraordinary predicaments of our time), where working agreements can be reached as to the nature of problems of general and basic significance, where available facts regarding these problems can be made manifest, and where means for the continuous testing of procedures for problem solving can be provided . . ."

And so our concern about threats to democracy is acting as a stimulant to renewed efforts to work, not only scientifically, but intimately together for common ends.

"Education is responding notably to these impulses. Workshops are springing up where students and staff members (the line that divides them growing hazier and hazier) work together on real problems of mutual concern in an atmosphere conducive to the promotion of friendship. Guidance and personnel work are ceasing to be something that someone does to an uncomprehending object, and are becoming democratized. Community study is increasing in importance and is developing an awareness of the human consequences of the way we live together."

From Ohio State University comes a most excellent statement of the nature of present threats to democracy and their implications for the business of living and working together. It is found in a statement which the policy committee of the college of education has submitted to the faculty for discussion.⁵

"In essence today our struggle, and the struggle of the world at large boils down to this: Is the intelligence of the individual to be respected or is it to be made the instrument through which those in power operate? Those who teach, those who preach, those who labor, those who manufacture, those who buy and sell, those who fight, those who govern—all of mankind, indeed, must face this question squarely. Upon the answer, and the allegiance it en-

⁵Educational Research Bulletin, The Ohio State University, vol. XIX, No. 18, p. 511.

genders, depends the future character of human relationships.

" . . . Democracy cannot exist where the personal development of the many is thwarted and twisted by the few. This much we know. But we know more, learned even bitterly through many experiences in our national life. Free and significant individualities cannot exist where men ignore, knowingly or in ignorance, the principles of democratic association."

My last citation comes from the recently published report of a committee of the American Association of School Administrators.⁶ This report is concerned with such questions as: the personality of the superintendent of schools; the nature of his relationships with the board of education; how he affects the instructional program; the nature of his role in personnel management and the like. This was a field of study to discover the factors associated with the success of school superintendents. Studies are reported of 26 superintendents in communities ranging from 4,000 to 200,000 population, illustrative of typical situations in which superintendents are at work. Included were communities in which there are religious difficulties; problems of organized labor; varying conditions with regard to boards of education and differing practices in the executive authority of the superintendent; altogether representative of the many social and economic conditions that school superintendents are called upon to meet. In all communities contacts were made with representatives of parent-teacher associations, teachers clubs, labor organizations or master craftsmen, janitors, board members, the administrative staff and clerical assistants. Printed records, speeches, courses of study, bulletins, and other available materials were used in discovering or verifying data. After the study of each case had been summarized for this report, certain conclusions which revealed wide differences between written facts and those collected through interviews were sent to the superintendent for interpretation. Altogether

⁶The Superintendent of Schools and His Work. Final report of the Commission on Certification of Superintendents of Schools. American Association of School Superintendents, N. E. A., February 1940.

a good workmanlike effort was made to get a case-study picture of the superintendent at work in his environment.

Some Recommendations Presented

Following examination of all the evidence the committee concluded that the "success of the superintendent is linked with intricate and dynamic social situations. The quality and scope of his activities are frequently more influenced by limitations placed upon him by the board of education and its membership, by the community and its traditions, and by State law and its interpretations than by his own standards of professional procedure." The committee then proceeds to state certain conclusions and recommendations which present "the essential elements of the whole pattern," which if followed "would most certainly provide a greater guarantee that the public schools would operate to the best advantage of those whom they were designed to serve."

Among these conclusions and recommendations, the following are of special interest to us here:

The association recognizes that an efficient school administration will provide for—

Cooperative endeavor in the formulation of educational policies and the utilization of the intellectual and professional resources of the whole school staff.

A plan by which any individual employee may present his suggestions and appeals directly to the superintendent of schools, when the usual administrative channels do not function.

Opportunity for organized groups within the personnel to offer their well-considered recommendations to the superintendent of schools and to the board of education.

The association urges collegiate institutions to cooperate with it and with State departments of education in providing—

Systematic plans for the recruitment and selection of persons with the necessary qualities for leadership in education.

Cultural and professional study in areas, such as political science and government, economics, sociology, public finance, child psychology and hygiene, teacher personnel, school ad-

ministration, public relations, vocational education, and curriculum development.

Conferences, surveys, and field work designed to make the foregoing studies an integrated program rather than a mere collection of courses.

It seems clear that we are moving well beyond even the beginning of a trend. There seems to be evidence in many places of a growing recognition of the fact that leadership in education faces a terrific task; that we are growing in our understanding and appreciation of the function of that leadership in terms of the nature of the human relationships through which it must operate. Success will crown our efforts when we make it unanimous in thought and deed.

So I close as I began with the statement of our Office of Education committee: that our task in these days is predominantly one of leadership; that it involves the mobilization and release of the creative and the service capacities of all persons—lay and professional—who are or who can become concerned with education; that any plan for such leadership should affect every level of the educational program and every community large and small; and that its method should be through active participation by all concerned in programs of cooperative activity to build through education for the moral, spiritual, and physical defense of the Nation.

Some Additional Readings

New Trends in Group Work. Edited by Joshua Lieberman. Published under the auspices of the National Association for the Study of Group Work. Association Press, 347 Madison Avenue, New York, N. Y., 1938. 229 p.

Democratic Practices in School Administration. Edited by William C. Reavis. The University of Chicago Press, 1939. 214 p.

Democracy's Challenge to Education. Edited by Beulah Amidon. Farrar & Rinehart, Inc., New York, N. Y., 1940. 263 p.

Teachers for Democracy. Fourth Yearbook of the John Dewey Society. D. Appleton-Century Co., New York, N. Y., 1940. 412 p.

Educational Administration as Social Policy. Jesse H. Newton. Charles Scribner's Sons, New York, N. Y., 1934. 301 p.

New Adventures in Democracy. Ordway Tead. McGraw-Hill, N. Y., 1939. 229 p.

Information Exchange

(Concluded from page 199)

Order No.

613. Supplementary Courses and Pre-Employment Refresher Courses, Michigan State Plan for Vocational Education Programs for National Defense, Plan I. Bulletin No. 268, State Board of Control for Vocational Education, Lansing, Mich., 1940.
614. Young People Employed on Work Projects of the N. Y. A, Michigan State Plan, Vocational Education for National Defense, Plan III. Bulletin No. 270, State Board of Control for Vocational Education, Lansing, Mich., 1940.

Packet VII-H-1.—National Defense and Technical Education in Colleges and Universities

621. Engineering Defense Training. Bibliography by American Library Association, 1940.
622. The Booklist—Aeronautic Training for National Defense. Bibliography by American Library Association, November 1940.

VIII. Libraries and National Defense

The following packets consist of articles and other materials pertaining to libraries and national defense. These materials should be helpful to both teachers and librarians.

Packet VIII-E-1.—The Elementary School Library and National Defense

701. Elementary School Libraries. American Library Association, 1939. Leaflet illustrating and describing school and classroom library settings which promote cooperative living in the school.

Packet VIII-G-1.—The Library in Relation to Education and National Defense

731. National Defense Activities and the A. L. A. Bulletin by American Library Association, December 1940. E. S. H.
732. The Library—1941. Article by American Library Association. E. S. H.



Junior College Growth

Continued rapid growth of the junior colleges is revealed by the *Junior College Directory 1941*, published by the American Association of Junior Colleges, which shows that enrollment in these institutions has doubled in the last 6 years and now totals 236,162.

Increase for the last year is 20.5 percent. The jump was from 196,710 in 1940, a growth of 39,452 for the year. This was almost equal to the 41,122 increment reported a year ago, which was the maximum ever reported. The number of junior colleges is now 610, an addition of 35 for the year and an addition of 205 since 1929.



Augustus E. Giegengack.

Apprentice School U. S. Government Printing Office

★★★ Ever since its establishment in 1861, the Government Printing Office, from time to time, has trained apprentices for the work of its several departments. The Government Printing Office is an independent establishment under the direct control of Congress governed through the Joint Committee on Printing. It is administered by the Public Printer, Augustus E. Giegengack. This establishment does approximately \$18,000,000 worth of printing yearly. Not only is it the largest printing office in the world, but it is also the largest bookseller with a record of nearly 10,000,000 copies sold each year. The operation of this institution requires around 6,000 employees.

In 1895 a law was passed permitting the employment of 25 apprentices. In 1923 another act allowed this number to be increased to not more than 200. In the latter year, provision had been made for a 4-year training course. After graduating several classes, the school was temporarily closed. It was reopened in 1935 by the Public Printer,

Schools Under the Federal Government

Schools in Independent Government Organizations

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

and the length of the training program extended to 5 years. The Apprentice School is a part-time school. It aims to teach the necessary theory, which, combined with practice gained on the job, will make the apprentice a good workman.

Selection of Apprentices

The selection of apprentices is made by the Public Printer, who regulates the number to be trained according to law and fixes the training period. The selection is made from those on the civil-service register who have passed the examination set by the Civil Service Commission and have met the following requirements: They must be citizens of the United States; they must have successfully completed the eighth grade of the common schools or equivalent; they must have reached their seventeenth but not their twentieth birthday at the time of the closing of period of application; they must be in good health; they must have a vision of not less than 20/30 with each eye; they must be at least 5 feet 2 inches in height; and they must pass a physical examination.

The period of apprenticeship is 5 years and the apprentice must serve at least that much time before promotion to the appropriate journeyman standing. On the basis of satisfactory efficiency rating, the apprentices are paid wages the same as the minimum paid to mechanics in the several trades. The rate for the first year begins with a minimum of \$16 a week, 40 hours constituting a week's work.

The appointments to apprenticeships are made to the following departments: Composing room, pressroom, binding, electrotyping, stereotyping, and photo-engraving.

Having been accepted as apprentices, it becomes the responsibility of the school to place these apprentices in vocations best suited to their qualifications. In carrying out this plan, each apprentice is assigned to each of the major graphic arts divisions for a period of 2 to 8 weeks. The purpose of this wide variety of vocational experience is to acquaint the apprentice not only with the type of work involved, but also the environment in which he will work as a tradesman in later years.

Administration

The school is administered through an advisory board of 16, headed by the Public Printer, including members of the administrative staff, and heads of certain departments or sections of the Printing Office.

The faculty includes the Director of Personnel of the Government Printing Office, the Director of the Apprentice Section, the Assistant Director and Instructor of Hand Composition, the Academic Instructor, the Instructor in Presswork, and the Instructor in Book-binding. There are also nine associate instructors; one in type design and layout; one in line-casting machines; one in monotype keyboard machines; one in cost and estimating; four in chemistry of printing; and one in mechanical drawing and higher mathematics.

Curriculum

Academic subjects.—Two courses in English are taught to all apprentices—grammar review and advanced English.

Grammar review.—This course, given the first year, involves intensive drill in sentence structure, parts of speech, orthography, and punctuation.

Advanced English.—This course is

taken during the second year. Again grammar, punctuation, and spelling are given careful attention. Literature is surveyed and the principal forms of literary composition are studied. Class lectures are given in indexing and editing copy for printing, accompanied by practical exercises.

This preparation leads to the study and mastery of the *Government Printing Office Style Manual* during the third and fourth years of the program.

The amount of time given to each academic subject averages 60 hours.

History of printing.—This course considers the Era of Beginnings, 4000 B. C. to 1397 A. D.; the Gutenberg Era, 1397 to 1468; the Typographical Era, 1468 to 1700; the Early Journalistic Era, 1700 to 1804; and the Mechanical Era, 1804 to date.

Chemistry of printing.—This course involves a scientific study of materials such as type metals, paper, inks, printing rollers, bindery, adhesives, plate-making, lithographic printing, textile, and other bindery materials.

Cost and estimating.—This course includes study of the estimator's work, materials and supplies, composition operations, press operations, bindery operations, and platemaking operations.

Technical Courses:

Hand composition, school.—This course involves three phases of instruction in hand composition—elementary, intermediate, and advanced, the latter including commercial job printing.

Hand composition, shop.—The elementary training in this course involves orientation in various activities: the intermediate training includes the work of the compositor's assistant, the maker-up's assistant, and the imposer's assistant. The advanced training involves linotype operation, proofroom experience, monotype-keyboard operation, hand composition, and planning and lay-out.

Typography.—This course involves the study of type faces, the uses of type, type ornamentation, lay-out and design, and the use of color.

Proofreading.—Following an introductory lecture, study is made of copy-



United States Government Printing Office.

holding, proofreading, revising, and preparing copy.

Linc-casting machine.—This course for apprentices specializing in composition is a 5-year subject. It comprises a study of machine construction and operation, proper care, making of minor adjustments, and methods of developing speed in operation of keyboard.

Monotype keyboard.—This course requires the apprentice to gain fundamental knowledge of the monotype system, the operating of the monotype keyboard, and an understanding of the special equipment and methods used by the Government Printing Office.

Presswork, school.—This course is concerned with giving general information such as the survey of various printing processes, survey of printing presses, qualifications of a pressman, general instruction. This is followed by the study of the press, including press mechanics, make-ready procedures, ink distribution, press feeders, and delivery system.

Presswork, shop.—Elementary course—this course teaches general presswork operations; the intermediate course considers the different kinds of

presses that may be used; and the advanced course deals with more complex practices and special types of printing presses.

Bindery work.—This course teaches in the Forwarding Section edition work by machine and by hand. In the Finishing Section, attention is given to siding half-bound books, reclaiming old volumes, leather-case making, and miscellaneous work. In the Ruling Section, attention is given to the care and operation of ruling machines.

Photoengraving.—First year: General instruction, photographic instruction, photoetching instruction, mechanical instruction. Second and third years: Photographic operations, photoetching operations, mechanical operations. Fourth and fifth years: Photographic procedures, photoetching procedures, mechanical procedures, hand procedures.

Electrotyping.—This course involves trade-training procedures, study of metals and molding wax, and the principal materials used in the production of electrotype plates. This course requires a practical knowledge of chemistry and electrical theory.

Stereotyping.—This course is a study



The United States Capitol Page School, 1940.

of stereotyping materials and equipment, stereotyping processes; training operations such as preparation of paste, making of matrices, preparation of type forms, operating mat-molding machines, operating casting machines, and finishing of stereotype plates.

The Apprentice School is housed in spacious and well-lighted rooms on the eighth floor of the new building of the Government Printing Office. It is fully equipped for the class work and other training activities.

Graduates

The graduation exercises of the first class under the 5-year plan were held last fall. Ninety-two received their diplomas and were given appointments.

Series Completed

This article concludes the series on Schools Under the Federal Government.

It has been the intention to include in the series all the schools as well as other educational or training programs offered by the Federal Government. Because of rapid developments taking place in Government training of personnel, it is possible, however, that certain educational programs may have been omitted.

The complete series will be available at a later date in a single reprint, which may be obtained at a nominal price from the Superintendent of Documents, Washington, D. C.

The Capitol Page School U. S. Capitol

The Capitol Page School as now organized was established in 1931 under the direction of the present principal, E. L. Kendall.

In the early days there were two women who at different times tutored the pages in their studies. From 1928 to 1930, the tutoring was handled by the Devitt Preparatory School in Washington, which sent a tutor to the Capitol for the morning sessions. In the evening, the pages were taken by bus and escorted to the school, where classes were held from 7 to 10 p. m. This plan eventually was discontinued on account of conflicts with night duties at the Capitol.

The present school operates under the supervision of the Board of Education of the District of Columbia.

The school comes under the immediate authority of the Doorkeeper of the House and the Secretary to the majority party of the Senate, as these officials have charge of the pages. The school does not receive any financial support from the Federal Government, but Congress has provided space for classrooms. The pages pay a monthly tuition fee of \$15 for their instruction.

From an educational standpoint, the Page School works in harmony with the Board of Education of the District of Columbia which provides the report cards and gives official approval for credits given and diplomas granted. The school sends in its enrollment lists

and reports to the Board just as if it were one of the District public schools.

The main objective of the Page School is to furnish the needed educational facilities to the House and Senate pages while they are away from home on duty in Washington. This enables them to continue their regular school work when they return to their respective homes.

Curriculum and Schedule

The school is organized as a junior-senior high school covering grades 7, 8, 9, 10, 11, and 12. It follows the regular academic program set up by the Board of Education for junior-senior high schools.

The school year is the same as that of the District schools. The classes meet from 7:15 to 11 a. m., for the House pages, with 30 in attendance and from 7:15 to 9:30 a. m., for the Senate pages with 20 in attendance. There are no regular assembly or chapel periods. Following the morning sessions, the boys are free between 1:15 and 8 p. m., outside of their official hours of duty, to complete their daily studies and to attend the evening recitation. Of the total enrollment of 50, 22 are enrolled in junior high school and 28 in the senior high school classes.

Grades.—Grades are given as in the public schools and the report cards are signed by the appropriate Senators and Representatives. Educational tests are given every spring and as a rule these tests have shown very satisfactory ratings.

Sports.—The pages have an organ-

ized program of sports and physical training.

Equipment.—The classes at present are held in five rooms. These are equipped with desks which between the administrations of Lincoln and Theodore Roosevelt were used in the House of Representatives before the reseating plan was put into effect. Laboratory facilities are available for the teaching of physics and chemistry. The school makes use of the Extension Division of the Central Carnegie Library of which it is a branch. The school draws continuously on this library, having available between 150 and 200 books for student reference. Between 300 and 400 books are drawn during the whole year.

Graduates

In spite of the irregularities which interfere with the educational program, quite a number of students graduate and later enter college. The number of graduates who have attended college is shown as follows:

In 1932, 2 students; in 1935, 6; in 1936, 5; in 1937, 3; in 1938, 4; in 1939, 7, and in 1940, 2.

Veterans' Bureau Training Program

The training courses of the Veterans' Bureau are directed by the Chief of the Division of Postgraduate Instruction and Medical Research, Dr. Hugo Mella.

Training Courses for Physicians

Preliminary courses.—In the Veterans' Administration during the fiscal year, 172 associate physicians were assigned to selected facilities for training. The purpose of these courses was to judge the new appointees as to their professional ability, aptitude, and desirability for permanent assignment in the Administration. Selections were made from the United States Civil Service Commission registers, and one of the requirements for eligibility was recent graduation from medical school—1934 or later. This stipulation was made in an effort to obtain the services of young men who would be interested in a career in the Veterans' Administra-

tion. Only 1 year of internship was required.

Upon satisfactory completion of this period of training, these associates were either reassigned to their original stations or transferred to other facilities for 10 months practical training on the wards and in the clinics, under immediate supervision of higher grade physicians.

Another group of civil-service eligibles were selected in July 1940, and 42 associate physicians were placed in training in four teaching centers, namely, Waco, Tex., Augusta, Ga., Minneapolis, Minn., and Pittsburgh, Pa. These stations have now been designated as the training centers of the Administration and as civil-service eligibles are accepted, they are assigned to one of these centers. The physicians being selected at the present time are available for regular assignment following their 2-month preliminary training period, inasmuch as they have undergone the necessary number of years of training prior to their certification by the United States Civil Service Commission.

Postgraduate courses in cardiology, pathology, general medicine and surgery and oral diseases, oral surgery and malignant lesions of the mouth, have been conducted during the past year at Veterans' Administration facility, Hines, Ill., Washington, D. C., and San Francisco, Calif.

Courses for Nurses and Hospital Attendants

There is an in-service educational program for junior nurses being assigned to duty. This orientation course, which covers a period of 10 weeks, is carried on at each station.

Courses are also given for occupational therapy and physiotherapy aides and for hospital attendants.

Railroad Retirement Board Training Program

The Railroad Retirement Board was established in 1935 to administer the Railroad Retirement Act, which was the first Federal old-age pension measure for employees in a private industry. A

second function was added to the Board in 1938 by the Railroad Unemployment Insurance Act, which established a national system of unemployment insurance for the same workers covered by the retirement acts. The 1938 act also directed the Board to take appropriate steps to reduce and prevent unemployment and to promote the reemployment of unemployed workers, and authorized the establishment and operation of free employment offices for this purpose.

Began in 1939

Systematic training of employees in the Railroad Retirement Board began in May 1939 with the establishment of a training section in the Division of Personnel, and in the appointment of a training advisor.

Members of the Board and heads of bureaus and divisions met twice a month for a year in a conference-discussion group to review the Board's organization and functions, to analyze procedures for developing operating policies, and to familiarize themselves with current problems and policies. It is planned to make this a continuing phase of the training program.

A program of supervisory training was carried through in two of the larger bureaus. Topics discussed included the responsibilities of a supervisor; analysis of the work of a unit; planning; standardization of routine; giving instructions; maintaining discipline; evaluating performance; training of employees; and other personnel procedures.

Two groups of stenographers serving as secretaries to executive officials were given systematic instruction in the history, functions, and organization of the Board; rules, regulations, personnel procedures, and office organization and practices.

Basic or Background Training

Several courses were organized for instructing employees in the background and basic elements of the railroad industry, the railway labor force, the movement for railroad retirement and unemployment insurance, and the functions and organization of the Board.

Pan-American Day

April 14 will again be observed as Pan-American Day, a day officially set aside and recognized by the American republics to commemorate their *peace, friendship, and solidarity*. Annually the Pan American Union in Washington, the international organization of the 21 republics, prepares and distributes material designed to promote interest in the Americas and to facilitate the preparation of programs appropriate to the occasion.

This year the Union has prepared a series of attractive poster stamps, so that people may better "Know the Americas." These poster stamps feature the extensive list of material which the Pan American Union has just announced for Pan-American Day in 1941, and which includes plays and pageants, biographies, short stories, and literature on different phases of inter-American relations.

The poster stamps, 2 by 1½ inches, printed in 4 colors, will disclose 24 different subjects of interest in the republics. Such outstanding subjects as The Christ of the Andes, towering above the mountainous sky line of Argentina and Chile; Chichen Itzá; the silent enigmatic relic of a civilization that flourished before Europe knew of the New World; the Falls of the Iguazú, mightier than Niagara; the Citadel of Christophe in Haiti, begun in 1806, 3,000 feet above the sea, to defend the Western Hemisphere against encroachments from the Old World, and many other inter-American features are depicted on the Know The Americas poster stamps.

This series of stamps and a descriptive album for mounting will be offered at 15 cents per unit mailed anywhere within the scope of the Pan-American Postal Union and Canada, postpaid; or at 10 cents each if purchased in lots of 20 or more units at one time.

Teachers, group leaders, and organizations may obtain free of charge any of the material in which they are interested by writing to the Pan American Union, Washington, D. C. The literature is as follows:

1. The Bulletin of the Pan American Union for February—A special issue dedicated to the occasion.
2. Inter-American Cooperation—A condensed presentation relating to the means used and the accomplishments achieved in promoting closer inter-American unity.
3. The National heroes of Latin America—An illuminating series of thrilling biographies.
4. Flags and Coats-of-Arms of the Americas—An instructive, illustrated booklet of their meanings.
5. Children of the Other Americas—A series of short stories for elementary schools.
6. Ask Me Another—A good quiz book with questions and answers.
7. What Others have done for Pan-American Day.
8. A Pan-American Friendship Party—An upper grade elementary school play by Dorothy Kathryn Egbert.
9. Christ of the Andes—A 15-minute play for sixth-grade pupils by Eleanor Holston Brainard.
10. Pan-American Day—A short pageant suitable for elementary grades.
11. Pan America—A 30-minute pageant suitable for high schools by Grace H. Swift.
12. Great Names in Latin American History—A 15-minute radio script by Emilio L. Guerra.
13. A Tribute to Pan America—A 1-hour radio travelog dialog.
14. International Law and International Peace in The Americas.
15. A Half a Century of Economic Progress.
16. Contributions to the Intellectual Life of the Western Hemisphere—A half-century review of the fields of literature, plastic arts, music, education, and sciences.

(A piano arrangement of excerpts from the National Anthems of the 21 American Republics at 25 cents a copy, post free.)

Nutrition Education

(Concluded from page 202)

provided a worth-while experience for the members of the nutrition class, but stimulated good discussions and better selections on the part of the patrons of the hot lunch.

Summarizing

Nutrition education in the secondary school may be approached in many ways—through the work of individual teachers, through many or all of the staff members working together, and through the cooperation of the total school personnel with community

groups. Secondary school students should be helped to understand that good health is worth while and must be worked for, and that adequate nutrition is one means by which good health is achieved.

References

- Teaching Nutrition in Biology Classes.* Bingham, N. Eldred. Bureau of Publications, Teachers College, Columbia University. New York. 1939.
- The Foundations of Nutrition.* Rose, Mary Swartz. The Macmillan Co. New York. Revised 1935.
- Teaching Nutrition to Boys and Girls.* Rose, Mary Swartz. The Macmillan Co. New York. 1932.
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- Health Education Report of the Joint Committee on Health Problems in Education.* The National Education Association and the American Medical Association with the cooperation of the technical committee of twenty-seven. 1930.



Chart Enclosed

TO vocational guidance teachers and other school people, public employment agencies, and Washington offices have come many questions from individuals who have heard of Federal labor-recruiting and job-training efforts and want to make use of those opportunities to fit themselves for defense work.

Finding answers to the questions has often entailed inquiry to several sources, frequently resulting in delays and incomplete information. The U. S. Office of Education has sought to arrange such information in concise form. The result, a *Chart of Defense Job Training Opportunities Administered by the Federal Government*, together with other relevant information, is inserted in this issue of SCHOOL LIFE.

Materials supplied by appropriate agencies have been used in drawing up the chart, and the final draft has been checked with each agency to insure accuracy.

Requests for additional free copies of the chart should be addressed to the U. S. Office of Education, Washington, D. C.

Teacher Participation in Community Life

by Florence Greenhoe, Department of Sociology, Ohio State University

★★★ In general, teachers come from small town backgrounds, and they tend to live and teach in communities of about the same size as those in which they were reared. This fact is indicated by reports from questionnaires¹ sent out as nearly as possible on a State quota basis, determined by using the Biennial Survey of Education of the United States Office of Education. Of 18,859 blanks distributed, 9,122 were returned in usable form.

Two-thirds of the 9,122 teachers were in the elementary levels and about one-third were in secondary levels of education. About 29 percent were men and 71 percent were women. Somewhat less than one-fifth were under 25 years of age, one-half were 25 to 34, and one-fifth were 35 to 44. One-fourth had taught less than 5 years, one-half less than 10, and one-third 10 to 20 years. Approximately 38 percent had fathers whose occupation was farming, more than 26 percent had fathers in business, 18 percent in day labor, and 4 percent in professions. Three-fourths came from homes in which one or more members have been, or are, teachers. About one-half were born in places of less than 2,500 population; 89.5 percent of those who have spent most of their lives in such areas, and 70.1 percent of those now teaching in such places, were born in communities of similar size.

The first step in this study was to abstract numerous life histories to discover the kinds of community activities in which teachers reported membership and participation. On the basis of a trial study² the list was enlarged to 50 items. Respondents were asked to indicate the nature of their participation by checking under the categories named. Though the material is based on the Ohio data, it presents trends

which are no doubt typical of teachers in the larger sample.

Approximately 95 percent of the teachers reporting claimed membership in one or more community organizations. Almost 80 percent pay dues or contribute money to organizations, and a like percentage attends meetings while about 41 percent were officers or sponsors in these organizations. The median number of clubs, movements, and the like to which male or female teachers belong is 4 with 30 percent of the men and 50 percent of the women belonging to from 1 to 5 organizations. Up to and including 3 activities, men contribute more than do women, but beyond 4 activities, women take the lead. In general, women have a higher attendance ratio than do men with about 65 percent of the sample attending as many as 5 club meetings a month. Less than 1 teacher in each 5 is a sponsor or officer in some community club or activity, and beyond this teachers show low percentages engaged in this form of group leadership.

Ten Categories

To determine the kinds of community activities in which teachers participate, the data were analyzed under 10 general categories. Breakdown of the five types showing greatest teacher-membership will show the method of classifying activities: *Religious*—includes Bible study, church, Sunday school, young people's societies, Y. M. C. A. and Y. W. C. A.; *Professional*—adult education, alumni, child study, mothers' clubs and P. T. A.; *Relief-Welfare*—Red Cross, women's benefit, community chest, child welfare, and relief agencies; *Leisure Pursuits*—social clubs, art-literary clubs, hobby, dramatics, musical, bridge, and country clubs; *Civic*—Grange, chamber of commerce, holiday celebrations, civic luncheon clubs, farm bureau, ladies' aid, and W. C. T. U.

More than 83 percent of all teachers reported themselves as members of re-

ligious organizations. In this activity also, they show themselves to have a substantial place as leaders with 22.5 percent reporting themselves as sponsors or officers in church clubs. With the exception of professional activities, 13.6 percent, they evince no impressive amount of local leadership in any other area. In professional, religious, leisure, and civic interests, women have proportionately larger numbers who claim membership. Male teachers are twice as active in fraternal, patriotic, and political groups, and much more active in economic associations which include consumers' cooperatives and labor unions.

A further study of the types of community activities in which teachers take part was made by scoring participation in the 10 specific activities in which teachers indicated the greatest interest and participation. These activities are tabulated for the national sample of 9,122 teachers.

On the basis of regular membership, the 10 major activities are in rank of importance: Church, P. T. A., Sunday school, Red Cross, alumni association, fraternal order, bridge club (men excepted), adult social club, church-young peoples' society, and Y. M. C. A.-Y. W. C. A.

Sex and teaching-level differences are apparent. With the exception of P. T. A. and bridge clubs, men are more often regular members of the 10 organizations than are women. High-school teachers show a consistently higher membership than elementary teachers. For example, three-fourths of the high-school group are regular members of the church as compared with about three-fifths of the elementary group. About one-half of both groups are members of P. T. A., after which the teacher membership is not great. Scarcely more than one-third claim membership in any other organization, and percentages drop to low totals.

The highest amount of leadership

(Concluded on page 215)

¹ This is one phase of a national study entitled *The Community Contacts and Participation of 9,122 Public-School Teachers Selected as a National Sample*.

² *Teacher and Community Relations*, American Sociological Review, 3: 167-74, April 1938.

Defense Training for Rural and Nonrural Youth

by C. M. Arthur, Research Specialist, Vocational Division

★★★ The defense-training program provided for rural and non-rural youth may cover training for any of the industries approved as national-defense industries by the Advisory Commission to the Council of National Defense. These industries are as follows: Aircraft manufacturing, maintenance and repair; machine tool; shipbuilding, including manufacturing, maintenance, and repair; automotive, including manufacturing, maintenance and repair; electrical; forging; boiler and heavy steel plate; foundry; light manufacturing; sheet metal; wood-working; chemicals; ammunition; and light and heavy ordnance.

The objective of the program for rural and nonrural youth groups, it should be explained, is to provide the members of this group who have some skill in ordinary mechanical practices, with basic training in mechanical and other fields which they are unable to secure in the regular programs of vocational education offered in the larger centers, and to equip them to assist in fundamental defense operations. Thus trained, it is believed these youth will become significant defense assets, and will constitute a reservoir of human resources that will be invaluable if the present emergency continues and men are drawn into the armed forces and essential industries from all walks of life.

As indicated in a recent issue of *SCHOOL LIFE*, a Federal act passed last October provides additional funds to be used by the States in training for the national defense.

One section of this legislation authorizes Federal appropriations in the sum of \$10,000,000 to be used by the States for "vocational courses and related or other necessary instruction for out-of-school rural and nonrural youth in the training program for national defense."

The term "rural youth," as used in the Federal law, is interpreted by the U. S. Office of Education to mean young persons who reside in communities with a population of less than 2,500.

It is suggested by the Office of Education that training for rural and nonrural youth be provided under two kinds of courses: (1) General preemployment courses which offer basic vocational instruction; and (2) specific preemployment preparatory courses, which provide training for specific jobs.

Under the general preemployment courses, training may be given in—

(a) Operation, care, and repair of tractors, trucks, and automobiles (including both gas and Diesel engines).

(b) Metal work, including simple welding, tempering, drilling, shaping, and repairing of machinery.

(c) Woodworking.

(d) Courses in electricity, including operation, care, and repair of electrical equipment.

Specific preemployment preparatory courses, on the other hand, may be given for such jobs as:

(a) Riveting.

(b) Welding.

(c) Machine-shop operations, such as lathe work, drill-press operation, and bench work.

(d) Aircraft sheet-metal work.

(e) Radio service and repair.

Reports From States

Reports from the States show that defense-training programs for rural and nonrural youth, ranging in age from 17 to 25, have already been set up or are in process of formation in a number of communities throughout the country.

Early in the year North Carolina reported that programs are in operation in 107 centers and that probably 300 centers will soon be reached.

North Dakota reported that courses have been established in 29 different

centers, in each of which from 15 to 25 boys have enrolled or have expressed a desire to enroll. School superintendents and agricultural instructors in a number of other centers, North Dakota reports showed, were planning to install courses at an early date.

A report from Minnesota stated that classes varying in size from 12 to 24 persons were under way or already started in 15 centers in the State. Courses given in these centers included all four types of training permitted under the general preemployment courses for rural and nonrural groups.

In Atlantic City, N. J., 26 students were enrolled early in the year in a course in radio code operation; 19 in a course in electricity; 21 in a course in sheet-metal work; 12 in a course in woodworking; 16 in an automotive course; and a number of adults in an electric arc and oxyacetylene welding course.

Camden County Regional High School, near Camden, N. J., started three courses in December, which were scheduled to run 12 weeks and then be repeated. Sixty students in all were taking work in such occupations as auto repairing, truck and tractor operation, metal working, and woodworking. Other courses in New Jersey include those in Woodstown, Toms River, Palmyra, Bridgeton, Cape May Court House, and Glassboro.

Fifty-seven courses for rural and nonrural youth in Oregon had been approved late in January and additional applications for courses were being received by the State division of vocational education at the rate of seven or eight a day. Forest Grove, Gresham, Woodburn, Canby, and Maloya were among the centers in the State in which training programs of various types had been set up.

Vermont vocational educators predicted that at least 30 courses would soon be in operation in 25 centers with average enrollments of from 12 to 15 boys in each center. Virginia had reported 25 courses in operation, and 100 more were soon to be started.

From Dyersburg, Tenn., a representative of the Office of Education reports: "We observed a class of 22 at

work on 2 tractors, which had been completely overhauled and were ready to run. The 22 enrollees had been selected from 33 applicants."

When the defense-training program for rural and nonrural youth was initiated, many of those in charge of the program were of the opinion that it would be difficult to find teachers and in many instances suitable quarters in which to give the practical instruction required. However, records from the States in which the training program is now in operation, indicate that this has not been the case.

For example, in Bethel Springs, Tenn., a class of 20 in woodworking is taught by a local carpenter. This class plans to build its own farm mechanics shop as a part of its training program. In Adamsville, Tenn., a local mechanic is the instructor of a class of 20 in the operation, care, and repair of trucks and tractors. In a CCC camp in Savannah, Tenn., training of all 4 types of general preemployment courses are being offered. The group in woodworking was planning to build a schoolhouse in a nearby Negro community and enrollees in the electrical course will wire this building.

Fuquay, N. C., reports a class in gas engines. Students in this class were given practical training at the county highway garage. At Graham, N. C., a group of electrical students, 12 in all, received practical training by wiring a farm house, under the instructor's supervision.

The instructor in woodworking at Hillsboro, N. C., is a local building contractor. Incidentally, he has a large well-equipped shop which he has loaned for the use of his class. The electrical course in this Hillsboro school, on the other hand, is given in the school shop.

Throughout the country, Office of Education representatives have found courses taught by building contractors, carpenters, mill foremen, machine-shop owners, local mechanics, local electricians, sheet-metal workers, owners of local woodworking shops, garage foremen, blacksmiths, agricultural teachers, industrial arts teachers, and in one instance, by the manager of a local power company. Courses are given in private

woodworking, machine, electrical, and industrial shops; in school shops of various kinds; in local garages; and as previously noted a county highway garage was used as the laboratory for one mechanics' course.

Efforts are being made in the defense-training courses for rural and nonrural youth to assure the training of teachers on an in-service training basis; to base courses upon preliminary surveys of local training needs; to assure effective and efficient courses by utilizing the services of advisory committees composed of representatives of the various groups affected by and interested in the training; and to place those who have completed the courses in occupations for which they have received training.

Figures compiled from latest reports on the defense-training program as a whole show that since the inception of this program early in the summer of 1940, more than 335,000 persons have been enrolled in preemployment-refresher and supplementary courses. In the defense-training courses for rural and nonrural youth which began in the fall of 1940, an estimated 63,691 trainees have been enrolled in 3,574 courses.

Teacher Participation

(Concluded from page 213)

displayed through replies to the questionnaire is found in church activities with 16 percent of the sample so engaged.

Attention may be called to another form of professional service. To illustrate, about one-third of the 9,122 teachers replied that they visited no pupil homes, two-fifths visited 1 to 4 homes per average month, one-fifth 5 to 14, and the remainder, 15 or more homes per month. Approximately 43 percent spoke at local meetings on educational problems "at times," 3.5 percent spoke "often," and 1 percent "regularly." About one-fourth wrote school news for a local newspaper "sometimes," 4 percent "often," and 4.4 percent "regularly."

Community Betterment

Both observation and experience suggest that teachers often serve as

initiators of, and leaders in, movements for community betterment. Hence, teachers were asked to name and describe any club, campaign, or movement which they had organized or led for community betterment. Of 500 cases chosen as samples, 62.2 percent were elementary teachers, approximately 30 percent were secondary teachers, and about 8 percent were administrators. Of this group, 73.3 percent of the elementary group, 69.5 percent of the high-school group, and 55 percent of the administrators reported no community-betterment services. About 17 percent of the 500 have engaged in one such activity, after which the amount of participation as reported is almost nothing.

Until comparable data are obtained for other professional groups, the full import of our data cannot be given interpretation. However, what we have discovered is related to the teacher's role as an agent in the promotion of deliberate, constructive social change.

Should Be Encouraged

From our standpoint, teachers should be encouraged to participate in community affairs far more than they are now doing. It would undoubtedly improve their teaching, for it would familiarize them with the atmosphere in which their pupils live and have their being. Likewise such participation would do much toward changing the conception often held that teachers are academic, impractical persons. The danger is the drain which might be made upon teacher time and energy, possibly to the neglect of classroom work. This could be guarded against both by the teacher and her supervisors. Persons who have an interest in community work and some competency in it should be encouraged to take part in worth-while out-of-school movements, and adjustments in teaching schedules could be made. This assumes that such participation is a worthy service to school and community, in truth an essential service if schools are to assume the functions envisioned for them by responsible leaders in the educational profession.



Our Adventures With Children

VI. COOPERATION OF PARENTS—AN ASSET TO SCHOOL ADMINISTRATION

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

★★★ There was need for a vocational training school in a large city and in view of the situation at the time it seemed best to consolidate the two senior and two junior high schools and use the buildings vacated for the vocational school. One of the difficulties met in making the adjustments was that in order to secure Federal funds for the vocational school it seemed to be necessary to lengthen the school day.

The board of education feared that if the school day for the vocational high school only were lengthened the children who attended that school might rebel and that the parents also would be disturbed. So they decided to lengthen the day of all high schools. This was done rather quickly and without consulting parents. A great deal of dissatisfaction resulted not only among parents and their children, but among the teachers who had only just recently given themselves a voluntary cut in their salaries to meet the needs of retrenchment.

Meantime, the superintendent of schools accepted a position in another city and a new superintendent took his place. He found considerable confusion and discontent and it was intimated that not only children but some of the teachers had influenced the parents against the schools and their administration.

They Talked It Over

The new superintendent formed a committee to consider the situation and it was decided to ask the parent-teacher association to have an open discussion on the subject at the next meeting. This was arranged and the superintendent reviewed the situation at the meeting, pointed out that he had a great deal of sympathy for all concerned. The parents were then asked to discuss

the matter and at the end of the discussion the superintendent proposed a solution that he thought might be advantageous to the children and satisfactory to the parents.

He suggested that the extra time added to the school day, which had been

Sixth in Series

SCHOOL LIFE is publishing this series of articles under the general title, *Our Adventures With Children*. The article on this page is the sixth in the series. Each month episodes are presented. Ellen C. Lombard, associate specialist in parent education, U. S. Office of Education, is developing the series.

Teachers, parents, and school administrators adventure daily into the actual experience of human relationships. This experience is interesting and profitable when examined objectively. It is significant, thought-provoking, and suggestive when actual situations are used as material for study and interpretation.

What comments or stories do you have to contribute?

used for recreation purposes during the first 3 months in which the new schedule had been in operation with indifferent success might be used: (1) For study periods during which the teachers would be able to give individual attention to the boys and girls needing it; and (2) for class periods. He stated that he hoped that this might give the teachers an opportunity to meet students who had not learned how to study and help them, and that this plan might take the place of the problem of home work to some extent.

After the plan had been discussed both by parents and teachers a majority of the group voted to accept the suggestions of the superintendent.

* * *

Another superintendent of schools in a large city school system was asked

to what extent he expected the school principals to cooperate with parents. He replied that the fullest cooperation was desirable and expected, but he seemed to have little evidence to offer which indicated that cooperation was active although he believed there were instances about which he had not been informed.

He went on to say, "I have 30 school principals in this city but I do not know of more than 3 of them that make a special effort to secure parents' cooperation in projects that are initiated in the school." However, he pointed out one instance where a principal set up term objectives in which she invited parents to cooperate.

The objective for the current term was to teach the children the principles of self-control and to help them make practical application of the principles.

At the beginning of the term the principal sent a letter to all parents whose children were attending the school in which she explained the objective chosen for the term and how the parents could give definite help. The parents were asked to cooperate in helping the children to make practical applications of these objectives at home. Parents in the main gave fine response to this approach and some of them reported greater efforts on their own parts to practice self-control.

* * *

The first episode is an example of the effect produced upon a whole community when parents and children are suddenly faced with drastic changes in school procedure for which they have not been prepared. This method of meeting an emergency in the schools seemed for an American community undemocratic and unnecessary. It did not solve the problem of the possible attitude that the school board feared the parents and children might take

and it raised a third problem with the teachers.

The superintendent's withdrawal from the situation opened the way for a new personality to deal with the problem. This worked out very well. But the question might be asked, Suppose the previous superintendent had remained? How could he have solved the problem in face of the aroused opposition?

However, in still another city a superintendent found a way of meeting his problems successfully. The school district employed a specialist in parent education who was trained for parent-education work. She conducted study groups and trained lay leaders and performed many other duties. When the superintendent found that drastic changes were inevitable he called in this specialist and explained them to her so that she might prepare the parents far in advance in their study-group work for such changes. This superintendent stated that the specialist in parent education had never failed to secure in advance the willing cooperation of the school patrons.

The second episode brought forth eagerness and sincerity on the part of parents to cooperate when they were appealed to in advance on a problem common to home and school.

In this school district the relationship between parents and the school staff were unusually friendly. This was said to be due to the personality of the school principal and her wisdom in dealing with the problems that involved parent cooperation. Most parents are reasonable people and when approached in a democratic and friendly way they usually respond in a cooperative spirit, especially if they feel sure that their cooperation will be the means of giving their children a chance for growth and improvement.

Questions for Discussion

1. What principle of administration of schools was involved in the situation presented by the first episode?
2. Discuss the action of the school board in its relation to the teachers, the parents, and the children.
3. Was the superintendent of schools responsible for the method of handling the problem? Discuss.

4. Where do parents usually get their impressions of school affairs and how are they likely to react?
5. In this instance were the parents justified in their attitude toward the school administration?
6. Under the existing circumstances what attitude should the teachers take?
7. Discuss the action of the new superintendent and his solution.
8. What value to the administration of a school has the project described in the second episode?
9. How do you secure cooperation from parents in meeting problems of the school?
10. Is the PTA an asset or a liability in school administration?
11. Do you have a study group connected with the PTA where informal discussion of problems can be carried on?

Community Building in Hamtramck

(Concluded from page 197)

unable to keep up with his academic work, then it is a matter of common consent that such workers should resign their place in the daily meetings of the community participation group. The council has a steering committee, made up of a teacher chosen from each department.

Annually the civic pride council "takes over" Hamtramck's city government for a day, as apprentices. The purpose of this activity is of course to give students practical information and knowledge in regard to government. The students hold primary and regular elections to choose the mayor and other elective officials. A committee calls upon the mayor and makes arrangements for the big day.

Students who are to serve in the city administration prepare themselves for the day by the following endeavor:

1. They serve in the capacity of an apprentice in the various city offices and ask for a general idea of what their jobs will consist.

2. The student studies the functions of his department or job and acquaints himself with as many of the things as he can by reading the city charter.

3. The sponsor of the civic pride council takes it upon herself to hold sufficient preliminary meetings to be

- #### Books to Read
- GAVIAN, RUTH WOOD; GRAY, ARTHUR AMOS; and GROVES, ERNEST RUTHERFORD. *Our Changing Social Order*. Rev. ed. New York, D. C. Heath & Co., 1939. 684 p. Ch. 16, Education in better ways of living, pp. 308-326.
- SAIT, UNA BERNARD. *New Horizons for the Family*. New York, Macmillan Co., 1938. 772 p. Ch. 10, The reciprocal functions of home and school, pp. 256-289.
- YEAGER, WILLIAM A. *Home-School-Community Relations*, 1939. 509 p. Pittsburgh, Pa. Distributed by University Book Store, University of Pittsburgh. E. Building a constructive program; Ch. 18, Organization of home-school-community relations, pp. 449-468.
- SCHOOLS FOR DEMOCRACY. Compiled by Charl Ormond Williams. Chicago, Ill., National Congress of Parents and Teachers, 1939. 239 p. Ch. 13, The parent-teacher association and the school, p. 188-199.

sure that the students are well prepared for the day.

Perhaps the greatest value of such an activity is to help the student understand something of the multiplicity of city government activities and to appreciate the complex and difficult problems as well as the need for intelligent, qualified, honest administration of all public trusts.

Hamtramck, through its civic pride council, has won at least two national awards. It won the 1940 *Our Times National Citizenship Contest* of the American Education Press. It has also won the trophy "for the best organized and conducted campaign in the State of Michigan" offered by the National Clean-up and Paint-up Campaign Bureau. But encouraging as trophies may be, Hamtramck's greatest reward resulting from such community building as its civic pride council, lies in a fuller realization in this American city of the spirit of the old Athenian oath:

"We will transmit this city, not only not less, but greater, better and more beautiful than it was transmitted to us."

NOTE.—Perhaps Hamtramck's efforts will be encouraging to the thousands of schools endeavoring to carry on community building program.

Reviewing the Educational Program¹

by Howard W. Oxley, Director of CCC Camp Education

★★★ In a previous article of this current series it was pointed out that about 95 percent of the enrollees are from underprivileged families; about 9 out of 10 are in the age group 17 to 20 years; 8 out of 10 have never been employed or have been employment for only 4 months or less; 3 out of 10 have never completed grade school. Faced with this problem, it became the objective of the CCC to improve the enrollees' physical conditions, raise their educational level, and provide work experience and training, thereby aiding them to become healthy, intelligent, self-supporting citizens. The present article is concerned with a summary of the educational activities carried on during the fiscal year 1940, and is a measurement of the progress which the corps has made in meeting the needs and interests of its members.

Guidance—Basis of Program

Emphasis upon guidance as the core of CCC education brought about the formulation of a comprehensive and practical guidance program which may logically be divided into 6 steps—selection, orientation, counseling, assignment, evaluation, and placement and follow-up. Measured statistically, a favorable trend is indicated in these activities. In 1940, the number of guidance interviews was 1,647,444 as compared to 1,530,673 in 1939, an increase of more than 100,000 interviews. Moreover, there was an increase of more than 15,000 in the number of enrollees discharged to accept employment, the number being 32,008 in the fiscal year 1939 as compared with 47,186 in 1940.

CCC Curriculum

It is a basic principle of the camp educational program that the whole of camp life, the entire camp day is an educational experience. This has re-



Project mathematics class.

sulted in the utilization of the routine activities of camp life to inculcate good habits and attitudes and also in the establishment of a broad curriculum of activities which includes vocational training, academic classes, health and citizenship training, avocational activities, and technical training related to camp administration.

Vocational and Job Training

While practically all enrollees acquire good work habits and attitudes in the performance of the jobs to which they are assigned, a large proportion acquire skills which aid them in securing jobs in private industry. During the fiscal year 1940, approximately 68 percent of the enrollees were receiving training on the job. The average camp work project presents opportunities for training in 8 to 11 jobs in such work

as brush-dam construction, forest-control activities, road and bridge construction, tractor and truck operation, telephone-line construction, rock masonry, surveying, and the like.

In addition to the vocational training carried on in connection with CCC jobs, provision has been made for other types of vocational training for enrollees who show interest and aptitude. During an average month of the fiscal year, 49 percent of the men attended such courses. The most important subjects taught were bookkeeping, business mathematics, business management, typing, office practice, shorthand, electricity, house wiring, radio service, carpentry, masonry, cabinetmaking, agriculture, soil conservation, forestry, auto mechanics, blacksmithing, welding, retail merchandising, surveying, and drafting.

¹ Fiscal year, 1940.

Academic Courses

The so-called academic courses are considered as important for many enrollees as are the vocational courses, because employers today require workers who have at least the ability to read, write, and solve simple arithmetical problems. Moreover, an eighth-grade education is commonly considered as the minimum which is desirable for intelligent citizens in a democracy.

The fact that 3 out of every 10 enrollees are below the eighth-grade level indicates the need for a remedial academic program designed to remove illiteracy and common-school deficiencies. The success of this remedial elementary training can be gaged by the fact that more than half of this group attended academic courses, and during the year 8,000 illiterates were taught to read and write while more than 5,000 enrollees were awarded eighth-grade certificates.

Provision is also made for enrollees on the high-school and college level who desire to continue their education in the camps. The public-school systems have cooperated splendidly with the corps in this phase of the program. Forty-seven States and the District of Columbia have issued regulations governing the accrediting of class work done by CCC enrollees. As a consequence, during the past year an average of 50,000 enrollees took high-school courses and about 1,700 took college courses. Of these, approximately 1,000 earned high-school diplomas and 96 were awarded college degrees.

Other Activities

All enrollees are now required to take the standard Red Cross first-aid course. In addition, courses in health, safety, and lifesaving are provided for certain groups of the enrollees in all camps. In the field of recreation, not only do the men engage in many different types of athletics but scores of avocational activities such as arts, crafts, dramatics, music, discussion groups are carried on. Fourteen percent of the enrollees participated in some type of informal activities.

The library in the average camp comprises about 1,100 books; 23 current

magazines as well as several daily newspapers are made available to the men. More than two-thirds of the camps have both motion-picture and film-strip projectors.

Every effort has been made to improve the quality of instruction in the camps by the provision of improved instructional materials and by the training of the instructional staff.

In order to meet the needs of illiterate enrollees and of those who have not completed the eighth grade, there has been developed a series of six work-

books in language usage, the first three of which have been published, and a companion series of six workbooks in elementary arithmetic. The workbooks are designed to bring a student from total illiteracy up to a vocabulary of 4,000 words. The content material is centered around the adult interests of the enrollee.

The need for adequate vocational outlines particularly adapted to the camp situation was met by selecting men in the field to prepare course materials

(Concluded on page 224)

Respecting the Flag



The correct ways of respecting the flag of the United States are not prescribed by law. They are embodied in the flag code which was adopted by the National Flag Conference held in Washington on Flag Day, 1923. This conference was attended by representatives from the Army, the Navy, and the leading patriotic, fraternal, educational, civic, and youth organizations of the country.

The District of Columbia and every State have flag laws, but they deal with the desecration, mutilation, or improper use of the flag in advertising or otherwise.

In previous issues of *SCHOOL LIFE* have been described the correct ways of pledging allegiance to the flag, saluting the flag, and showing proper respect to the National Anthem, all of which are prescribed in the National Flag Code.

In an effort to supply further information which may be of special interest to teachers and pupils in our schools the suggestions that follow are offered:

It is improper to place or print any object or design on the flag of the United States. Similarly the flag should not be worn as a part of any costume or article of clothing. It is not improper to wear jewelry, such as buttons or pins, on which the flag is reproduced.

Care should be exercised not to display or store the flag where it may be easily soiled or damaged. Flags, when soiled, may be washed or dry-cleaned. When a flag becomes unsightly through age or wear it should privately be destroyed.

In *Our Country's Flag: The Symbol of All We Are—All We Hope to Be*, published by The United States Flag Association, the following suggestion is given:

"A good principle that will always make sure the correct use of the flag is to use and handle it as you would your mother's picture. No boy or girl, or man or woman, would, for example, ever think of placing a picture of his or her mother on the hood or back of an automobile; nor would he or she ever place it near the floor, or anywhere else where it might become soiled; nor would one ever think of exposing to view a torn or faded picture of his mother."—*Prepared by Carl A. Jessen, senior specialist in secondary education, U. S. Office of Education, in cooperation with The United States Flag Association.*



THE VOCATIONAL SUMMARY



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

N. C. Druggists to Study

The North Carolina Pharmaceutical Association and the North Carolina Department of Education are cooperating on a plan whereby those employed in the drug trade will have an opportunity to attend classes arranged especially for their benefit at convenient times and places.

These classes, which will be conducted by an itinerant instructor appointed for the purpose, will be conducted for two groups: (1) Pharmacists and managers of drug stores, and (2) salespersons employed in drug stores.

In connection with this training program, druggists will be asked to: Cooperate in arranging local programs to fit into the instructor's itinerary; attend classes as regularly as possible; assist in selecting topics to be discussed in a series of 10- to 20-lesson periods; and take an active part in class discussions. Each person enrolling in the course will pay a small registration fee, not to exceed \$1 for the class series.

Arrangements are being made to reach employees of all drug stores in the State by laying out a series of itineraries which the instructor may follow from year to year. A maximum enrollment of 20 will be permitted in each class group. Classes will be held at night unless a local group prefers some other time. During the day the instructor will visit drug stores to discuss management and other problems with the owners and their sales forces.

Prof. I. W. Rose, acting dean of the school of pharmacy, North Carolina State College, chairman of the State Advisory Committee on Distributive Education, will be assisted by T. Carl Brown, State supervisor of distributive education, and a number of druggists in promoting the training program.

4 Hours' Study—4 Hours' Work

Study and work go hand in hand for students enrolled in the cooperative training program carried on in Columbia (S. C.) high schools.

Early in the winter, 33 of these students were registered for a program which called for 4 hours' classroom instruction in the morning and 4 hours' employment in 1 of 9 occupations during the afternoon. Students who signed up for this course found afternoon employment in radio service, library, stockroom, office, sales, drafting, display, watchmaking, and printing work.

Besides training students for future employment the vocational department of the Columbia high schools maintains a placement bureau for students not enrolled in cooperative training classes who desire work during afternoons or on holidays. The place-

ment service was set up, the vocational department states, to meet calls from merchants and other employers who want student help on a part-time basis.

School, Junior League, and "Y"

Oklahoma City public schools, the Y. W. C. A., and the Oklahoma State Department of Trade and Industrial Education are responsible for the excellent program of training for household employees conducted in that city. The program has had the support also of other civic groups such as the local Junior League and the Altrusa Club.

When it was decided to establish this course 3 years ago, an "analysis" conference was held to which 15 employers were invited. At this conference which was conducted by L. K. Covelle, State supervisor of trade and industrial education, and the assistant State supervisor, Miss Mildred Thompson, employers were asked to indicate the type of person they thought might benefit from such a program and what personal characteristics should be encouraged and developed in these programs. Following this discussion employers analyzed the household employee's job to discover bases for the instructional content of the training course.

Owing to the scarcity of instructional material it was necessary to organize and compile such material as the course progressed. Later this material was combined into a handbook for student and teacher use.

Two types of classwork are offered: (1) basic training for beginners, and (2) trade extension or short-unit classes for girls who are off duty only one afternoon a week. An earn-as-you-learn plan, whereby girls enrolled in the courses are placed in homes to receive practical experience, is arranged in connection with beginners' classes.

Extension classes are held for those doing nursemaid work and for those particularly concerned with food work, table setting, and service, and also for those who desire training in housekeeping skills, child care, and menu planning.

A similar program of training has been set up for Negro girls. Training for white girls is given in the Y. W. C. A. building and the program for Negro girls in a six-room brick bungalow especially acquired and equipped for the purpose.

A comparative analysis made last year of the girls who had graduated from the training course and the average household employee showed that the average beginner-course graduate is 19 years of age—younger than the general average of untrained girls; has an average of 1 more year of schooling; earns about \$2 more per week; and stays on

the job longer than the average untrained household employee.

Supplementing the instruction for employees are the meetings of the employer group held to discuss the problems involved in household service. At these meetings such topics as the health of household employees and books on household service, written from the standpoint of both the employee and the employer, are discussed.

The importance of the Oklahoma training program will be more apparent when it is understood that 16,659 girls and women were placed in this occupation in the State in 1939, and that thousands of additional openings went begging because of the scarcity of trained, efficient workers.

Counselors Must Qualify

The importance attached to guidance in the public school today is indicated by the action taken in at least three States and a score of cities in the past 2 years, in setting up definite requirements for those selected as guidance counselors.

In New York State, for instance, the individual who wishes to qualify as a trained guidance counselor must have a baccalaureate degree and must have pursued approved graduate courses which include special courses in guidance. New York also requires that the candidate for a position as a guidance counselor be able to show that he has had 3 years of approved and appropriate experience, at least 1 year of which must have been outside the field of teaching. The candidate must also be eligible to teach in the public secondary schools.

The adjustment service of New York, which carries on guidance activities with adults, lays special stress on successful industrial business or professional experience. In selecting its counseling staff this organization is careful to choose individuals with differing experiences.

In a number of instances, institutions selecting guidance counselors make an effort to get persons who have had experience in counseling under supervision. Teachers College, Columbia University, the Vocational Service for Juniors in New York City, the School of Education at Rutgers University, the Adjustment Service, New York City, and the University of Minnesota provide arrangements for such experience. Such experience is provided, also, through clinics and case boards, as well as individual conferences with experienced counselors, as a concurrent part of training for guidance activities.

The procedure to be followed in setting up qualifications for guidance counselors and in planning and putting into operation other

phases of a State or local guidance program should be carefully thought out in advance. Those who are contemplating such programs or who desire information on various phases of the administration of programs already in operation, may secure valuable suggestions from Vocational Division Bulletin 204, *Occupational Information and Guidance, Organization and Administration*, recently issued by the U. S. Office of Education.

Prominent among the subjects discussed in this publication are: Backgrounds of the vocational guidance movement; principles and policies followed in guidance programs; practices adhered to in carrying on such programs; and descriptions of guidance programs carried on in specific States, cities, and schools in the United States. The bulletin may be secured from the Government Printing Office, Washington, D. C., at a cost of 25 cents a copy.

A Novel Plan

An original method of giving prospective home economics teachers practical experience in teaching nutrition was followed out with a group of home economic students at the University of New Hampshire.

The head of the home economics department at the university, Mrs. Helen F. McLaughlin, in cooperation with the nutritionist of the New Hampshire State Board of Health, arranged for the students to conduct a series of nutrition and cookery lessons for women on relief in two communities.

To secure some idea of the cooking facilities in the homes of these women, the home economics students accompanied district nurses on their home visits. This gave them a realization of how simplified and informal their instruction must be, gave them a real enthusiasm for the project, and stimulated them in laying their plans for the instruction.

Before they started the project the girls met with local women backing the instruction plan and also with local nurses who gave valuable assistance in formulating plans.

While no report is yet available of the results of this project, it was felt by those who organized it that it would give the students valuable experience in organization, management, and cooperation and bring to women in the two communities efficient help on their nutrition and cookery problems.

Fifty Hints

Fifty Hints for Teachers of Vocational Subjects is the title of a 46-page, pocket-size booklet by M. Reed Bass, director of the David Rankin School of Mechanical Trades, St. Louis, Mo. This booklet, which was issued by the American Technical Society, Chicago, Ill., contains just what its title indicates—simple hints to be followed by vocational education teachers.

It Can Be Helpful

A modification of the advisory committee plan which has been used successfully in

many States in connection with training programs in trade and industrial education was used recently by a home economics teacher of an adult class in a rural community in Kentucky.

To assist her in organizing and carrying on the class this instructor enlisted the support of an advisory council composed of a member of the parent-teacher association, a member of the homemakers club, and the school principal. This committee assisted her in: Interesting homemakers in the class, selecting a convenient time for the class to meet and determining the frequency of class meetings, and making suggestions concerning the content of the instruction given in the class.

It is suggested that similar councils could be utilized in connection with classes for youth, also, and that these councils could not only give assistance in promoting and organizing a program for out-of-school youth, but also in transportation and other problems frequently met with in organizing youth classes. Such councils, it is explained further, can be particularly helpful to an inexperienced or to an experienced teacher who is suddenly called upon to cope with a new teaching situation, such as teaching in a community with which she is not familiar.

Advisory Committee Manual

"Representative Advisory Committees" is the subject of a 10-page manual for the use of school authorities and advisory committee members, recently issued by the U. S. Office of Education.

As explained in the foreword of this manual, the experience of staff members of the Office of Education in organizing and operating advisory committees, of labor and business leaders, and of members of advisory committees has been drawn upon in preparing the manual.

The manual has been issued as Misc. 2801 of the Office of Education.

There's a Waiting List

Few centers in the United States can boast of an adult homemaking education group that has been in existence for 11 years, from which only two members have resigned, for which a membership waiting list is maintained, and in which there has not been a vacancy for 3 years. An adult homemaking education group in Phoenix, Ariz., meets all these specifications.

This group, known as the Pileher group, was organized with a number of young mothers as members, under the leadership of Mrs. Mildred Weigley Wood, teacher of home economics in the Union High School in Phoenix. Organized for the immediate purpose of securing help in the use of a new set of books, the group was continued on a permanent basis after the members, with the help of the instructor, had outlined a long-time program. The group number was in-

creased to 21 which represented the largest number that could meet conveniently in the homes of members.

Of special interest is the fact that at the time the group was organized, the children of members were preschool children, whereas at the end of 11 years, many of these children are in high school.

That this adult study class has concerned itself with the discussion of problems with which members have been confronted in an all-round homemaking program is attested by the list of subjects it has considered. The list includes: The preschool child; home management in relation to children; early school years; food management; home management; home furnishing; problems of youth; family relationships; and consumer buying.

The survey in Wyoming County showed that there were 587 out-of-school girls between the ages of 16 and 26. When the survey was completed, a meeting of principals, supervising principals, the county school board, and teachers and supervisors of agricultural and home economics education was held, at which a plan of action covering the joint agricultural and home economics education program was charted and actual group organization started.

A 604-Acre Farm

If all the acreage represented in the supervised farm practice carried on by vocational agriculture students in the Prospect (Ohio) high school were concentrated in one area, it would make a 604-acre composite farm on which 132 farming projects are in operation.

Seventeen boys are carrying on hybrid corn projects totaling 281 acres. A total of 125 acres of wheat was sown by 10 boys last fall. Another 88 acres of the composite farm is occupied with soybean enterprises carried on by 7 boys. Six boys are raising 60 acres of hay crops. Five boys will sow 35 acres of oats this spring. Seventeen boys will farm 6½ acres of potatoes. Green manure, truck, barley, and strawberries are other crops included in the vocational agriculture students' composite farm.

To balance the program represented on the farm, livestock is being raised in quantity. Thirteen boys are raising 32 sows, 10 boys are managing 44 head of dairy cows, 3 boys are feeding 259 feeder lambs, 4 boys are fitting 56 breeding ewes for spring lamb production, 4 boys are fattening 17 beef cattle, and 5 boys have 5 purebred breeding heifers.

Each vocational agriculture student at Prospect averages more than 5 supervised farm-practice projects, and each boy carries more than 2 projects. Twenty-three boys are undertaking home-beautifying projects; 10 boys are working out farm and fertilizer needs on their home farms; and 7 boys have surveyed their home farms and have worked out a better field arrangement and farm lay-out.



In Public Schools

Plans for Improving Instruction

"The Committee on Courses of Study" (Florida), according to the *Florida School Bulletin*, in a recent issue, "has given special attention during the past year to the plans for improving instruction in that State as well as to the recommendations for changes in adopted textbooks. The following materials have been prepared by Florida teachers during the past year: 'Narcotics and Stimulants,' 'A Library Book List,' 'A Guide to Improved Practice in Elementary Schools,' 'A Guide to a Functional Program in the Secondary School,' 'Business Education,' 'Industrial Arts,' 'Physical Education in the Elementary School,' 'Source Units in Health Education,' and the 'Elementary Technology Series.' With the cooperation of the Florida Congress of Parents and Teachers and the Florida Education Association, a bulletin entitled *Avenues of Understanding* (Home, Community, and School), designed to interpret our school system and its needs to the lay public, has been prepared."

Pan-American Relations

The State board of education of Indiana, at the regular meeting January 10, passed the following resolution:

"The State board of education wishes to encourage the teaching of pan-American civilization in the high schools of Indiana in order to strengthen the relations between the Americas. It is the judgment of the board that Western Hemisphere unity and defense may be extended best through a mutual understanding of the history, culture, and customs of each continent: Therefore

Be it resolved, by the State board of education. That school officials of Indiana be urged to offer the Spanish and Portuguese languages and such other high-school courses as will accomplish this educational objective."

Teachers Study

According to *Better Teaching*, a publication issued by the Cincinnati (Ohio) public schools, "A number of upper-grade teachers and elementary school principals have, under the spon-

sorship of Fanny J. Ragland, director of upper elementary grades, recently formed a community study group whose purpose is to consider some vital aspects of life and work in that city. The group, which is functioning on a committee basis, is studying community problems appropriate for use in classrooms, as well as topics that may provide a basis for understanding better the children in the schools and the adults doing work essential to all who live within the Cincinnati area. The committee on housing, for example, recently visited some dwellings in the congested basin areas, in the company of visiting housekeepers of the Better Housing League.

"The Housing Committee has also visited Laurel homes and plans excursions to other housing projects being conducted both by private industry and by the Metropolitan Housing Authority. In addition, the committee will sponsor talks on problems involved in the development of a new subdivision. Other committees plan excursions to key Cincinnati industries, study of markets for Cincinnati products, discussion meetings on the National Defense Program in Hamilton County, and a study of public health."

Financial Accounting Systems

"The installation program of the Missouri Uniform Financial Accounting System," according to a current issue of *Missouri Schools*, "has gone forward in a satisfactory manner during the school year of 1940-41. Many high-school districts throughout the State have requested this service and have been cooperative in the program. Since the beginning of the fiscal year, July 1, 1940, 100 installations have been made in 57 counties. Three counties—Cooper, Johnson, and Oregon—have had 100 percent installations in their high-school districts. Numerous counties lack only one or two schools of being 100 percent. During the school year 1939-40 installations were made in 201 high-school districts located in 93 counties."

Elementary Science Teaching

"Committees were recently appointed in each county of West Virginia for the purpose of developing curriculum materials, outlines, suggestions, and helps for the improvement of elementary science teaching," according to the January issue of *West*

Virginia School Journal. "The county reports will serve as a contribution toward a State-wide curriculum study in elementary science devoted to worthwhile suggestions to teachers of elementary science."

Individual Differences

"For many years," according to a recent issue of *Oakland Public Schools*, the public schools of that city have emphasized the goal of providing appropriate educational opportunities for children who show marked individual differences in health, physical development, sensory equipment, speech facility, and social behavior. During the year 1939-40 there were 4,237 children enrolled for varying lengths of time in special classes. Of these, 2,041 built up vitality for one or more periods a day in special health rooms; 1,830 were enrolled in speech correction classes; 154 received home instruction; 58 attended classes for physically handicapped; 137 were enrolled in classes for acoustically handicapped; 17 pupils with sight handicaps were given individual coaching to assist them in their regular school work.

Problems of the Early Elementary Grades

Recent issues of the *Minneapolis School Bulletin* carry reports of three procedures followed in the study of instructional problems of the early elementary grades. The first, which the editor commends to teachers at all grade levels, is sponsored by the kindergarten-primary section of the Minneapolis Teachers' League with the approval of the division of instruction. "Interest groups," formed voluntarily, have been meeting informally to share interests and experiences resulting from summer college work and from professional reading. These groups interested especially in kindergarten, in first grade and in second- and third-grade work are centering discussion in five fields, suitable teaching materials, parents' reports, activities observed in demonstrations, activities best suited to each level of child development, and analyses of methods for habit formation and character building.

A second study program for elementary school principals has been formed to discuss procedures prepared in a revised edition of the handbook developed by principals and teachers in a group of buildings designated as "early

elementary schools." The handbook deals with guiding principles of the curriculum, child growth, records to aid child guidance, adjustment of grade organization to promote children's growth, appraisal of the program and teacher aids.

A third series of discussion meetings center about a new reading course for kindergarten through grade 3. Aside from focusing upon series of essentials such as prevention of disabilities and making reading more meaningful, illustrative lessons have been given for teachers during the last hours of the morning session of school. Following discussion, lunch has been served for the visiting groups in the different buildings.

W. S. Deffenbaugh



In Colleges

Earn-While-You-Learn Course

According to Dean J. Anderson Fitzgerald, of the University of Texas, School of Business Administration, Texas business firms made it possible for 17 advanced student accountants of the University of Texas to receive recess appointments in salaried jobs during January through March, which is the peak of the accounting season with Texas firms. The students return to their class work with improved vision in their chosen field, invaluable experience, and a financial lift, while the Texas accounting firms get a competent workman on a temporary basis during their busiest season.

Latin-American Appointment

Among the increasing evidences of the interest of higher educational institutions in this country in improving the mutual understanding between the United States and Latin America is the appointment by Harvard University of Dr. Pedro Henriquez Urena of the Dominican Republic, the distinguished Spanish-American poet, critic, and literary historian, as Charles Eliot Norton professor of poetry for 1940-41.

Dr. Henriquez Urena's career has included more than academic honors. He has been instrumental in furthering education in his own country, in Mexico, and in Argentina. He has held the post of general superintendent of education in the Dominican Republic and that of director-general of public education in the state of Puebla in the Republic of Mexico. He was the Dominican delegate to the University Congress at Montevideo in 1931.

Cuts Costs in Oregon

Unification of higher education under one administration in the State of Oregon has led to higher quality education for a greater number of students at a lower cost to the taxpayer, according to a report by Frederick M. Hunter, chancellor of the Oregon State System of Higher Education.

Experience of the past 5 years has clearly demonstrated that the State system of higher education is able to educate more students at less cost than before unification. The increase in number of students and the lower levels of costs are impressive. At the high point of enrollment before unification a total of 9,341 students was included in the instructional service of the institutions which now comprise the system. With no diminution of quality, but rather with much evidence of improvement in standards, there is now served 11,022 as the total cumulative enrollment, an increase of 18 percent. The total biennial State appropriation for all the institutions at the peak of pre-unification enrollment was \$5,995,054. The biennial State appropriation approved by the 1939 legislature was \$5,901,094, a decrease of \$93,960.

It is pointed out in his report that central administrative costs have not increased but have declined from 2.8 percent of the budget to 2.2 percent. At the same time, total administrative costs now represent 8.8 percent of the total budget as compared with an average of 10.3 percent for all colleges and universities on which statistics are gathered by the U. S. Commissioner of Education.

Among the advantages of the unified system, adopted in 1929, which Chancellor Hunter lists, are: Stronger faculties, a more efficient building program, increased public confidence, a stable board of higher education, a consistent code of administrative practices for the entire State, one responsible executive authority, a single budget for the entire system, a representative system of administrative agencies within the system, the development of cooperation and good will among all those concerned in higher education.

WALTON C. JOHN



In Libraries

To Assist Soldiers

In addition to providing a library of 5,000 carefully selected volumes for each large Army camp, the War De-

partment is appointing trained librarians to operate these libraries. Their duties will be to assist soldiers in the use of books for recreation and study, to recommend the selection of cultural, recreational, and reading material consisting of books, pamphlets, magazines, and newspapers. The camp librarians will be responsible for cataloging and classifying books, for instructing enlisted personnel, who may be assigned as assistants, in modern library methods, and for supervising their work.

In each of the nine corps areas, the Army will station a trained corps-area librarian whose responsibility it will be to "formulate plans for all libraries in the corps area, direct the policies of the libraries to fulfill the aims of good service and advise appropriate officers in the selection of librarians." These corps-area librarians will visit camps and posts too small to justify the appointment of a professionally trained librarian and will provide them with traveling libraries.

Radio Stimulated Students

A study of the classroom use of the radio to stimulate reading is described by A. L. Chapman in the *University of Texas Publication* No. 4042. Maxine Cowsar, in cooperation with 13 Texas schools, conducted an equated group experiment to determine the effect of the *Reading is Adventure* series of a radio program upon the reading of ninth-grade pupils. The results of the experiment indicated that the radio program stimulated the students to read more widely as well as to read a larger number of books and that, as the students themselves pointed out, the radio programs enabled them to select what they wanted to read.

Statement Issued

The librarian of the Oregon State Library, Harriet C. Long, at the beginning of 1941 issued the following statement to the library workers of the State:

"Ten years ago, the school libraries were meager, drab affairs, rather like stepchildren of the school administration. They were apt to be mere store-rooms of books, used only occasionally by teacher and pupil. But the modern educational program has changed that. Today, both elementary and secondary pupils must use a wealth of printed materials—books, pamphlets, and magazines—in order to complete class assignments. This has necessitated a vitalized school library, and Oregon schools have met the challenge. * * *

"With the improved rooms and book collections has come improved person-

nel. At the beginning of the decade, only two high schools outside of Multnomah County employed professionally trained graduate librarians. In a very few other schools, a teacher in the school system had taken one or more courses in library methods at summer school. Today, 9 schools outside Multnomah County employ graduate librarians, and in 57 schools the librarian has devoted one or more summer sessions to study of library techniques."

What Does It Do?

What does a State agency for library service do? The Nebraska Public Library Commission, in a report for the year ending November 30, 1940, lists the following as being among its activities:

Reference work for the State departments in the Capitol.

Planning of reading courses for organizations and loan of books for such courses.

Compilation of special bibliographies upon request.

Visits to 86 libraries in order to give advice.

Circulation of 197,666 volumes to groups, public libraries, schools, study clubs, other organizations and individuals; all counties in the State being thus covered.

Maintenance of free placement service for librarians.

Encouraging County-wide Service

According to *Texas Libraries*, the extension division of the Texas State Library has just lent for a period of 1 year a large demonstration collection of books to Hidalgo County. The purpose is to add impetus to the movement recently launched for county-wide library service. In the front of each book is pasted this message: "A county free library is the legal right of every Texan. . . . Your taxes will not be increased. The Texas county library law, passed in 1915, does not permit a special tax for the purpose of county library support, but does permit the county commissioners' court to appropriate, from the taxes you already pay, 5 cents on the \$100 of assessed valuation for the purpose of establishing and maintaining a county library. The county library is the most economical and efficient means of supplying books and reference service to every man, woman, and child in the county."

Boulder Dam's Library

A recent issue of *Reclamation Era* carries an account of the development of the Boulder City Library in Nevada, started in the early days of the Boulder

Dam construction with a loan of 3,000 volumes from the duplicates of the Library of Congress. Located in a small area in the basement of the municipal building, the library was operated at first by school teachers who volunteered their services, but later the construction companies building the dam guaranteed the salary of a librarian. When this source of income stopped upon the completion of the dam, the library was forced to suspend operation until a civic committee, realizing the value of books to the community, raised sufficient funds to insure the maintenance of the library.

According to latest reports, even the enlarged, air-conditioned quarters now provided by the Government are scarcely adequate to meet the increased use made of the Boulder City Library. Men and students patronize the reading room largely; women and children predominate among the patrons borrowing books for home use.

RALPH M. DUNBAR

In Other Government Agencies



Forest Service

Permits for 213 "organization camps" are now in force in the national forests, according to latest information received from the Forest Service of the United States Department of Agriculture. Boy and Girl Scout troops started the activity which now includes Camp Fire Girls, 4-H Clubs, various church groups, fraternal organizations, and college study groups. A number of municipalities have established health and rehabilitation camps, and a dozen college study groups have established camps for the purpose of conducting scientific studies in botany, zoology, ornithology, mammalogy, and geology.

Office of Indian Affairs

More than 300 Indian baskets from the collection of Mrs. Frona Wait Colburn have been accepted as a gift to the Government. In the collection are baskets of varying size, material, and design. Some are delicately interwoven with beads; others with beautifully colored feathers. One California Pomo basket is so tiny it is kept in a bottle; others are several * * * feet high.

Gardening, dry and irrigated, is part of the education program at Pine Ridge Indian Reservation, S. Dak. The school gardens are planted, cared

for, and harvested by the school children, parents, and teachers. The seeds in many instances are furnished by the Government. One-fourth of the harvest reverts to the Government in payment for use of the land, seeds, etc., and the rest is used as food for the children at the day schools. School and community canning kitchens and root cellars have been constructed to preserve and store the garden crops.

National Youth Administration

In his annual report, the NYA administrator states, that during the past fiscal year 613,350 students worked and received wages under the NYA student work program in 28,301 secondary and high schools and 1,698 colleges and universities. Secondary and high-school students earned on an average of \$4.55 a month; college undergraduate students, an average of \$12.75 a month; and graduate students, a monthly average of \$21.14. Wages paid youth employed on this program during the fiscal year totaled \$27,254,294.

MARGARET F. RYAN.

In the CCC Camps

(Concluded from page 219)

on subjects in which they had specialized. Three of these outlines, blacksmithing, masonry, and bricklaying, were published during the year.

Instructional Staff

The teaching staff is drawn largely from the personnel of each camp. For example, of the 26,898 instructors in January 1,464 were educational advisers; 1,359 were enrollee assistants; 3,141 were Army officials; 11,498 were technical service personnel; 3,884 were enrollees; 1,691 were WPA teachers; 97 were NYA students; 1,456 were local school teachers; and 824 were residents of nearby communities who volunteered their services.

Many of these instructors have a practical up-to-date knowledge of their subjects but lack professional teaching technique. Teacher training, therefore, is one of the integral parts of the educational program. During an average month 36,324 enrollees attended teacher, foreman, or leader training classes. As a result, there has been a noticeable increase in the quality of instruction in the camps.

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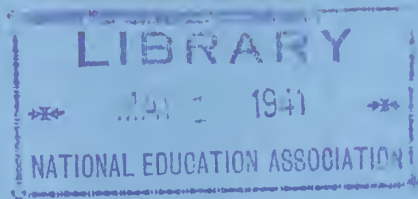
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SCHOOL WIRE

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SCHOOL LIFE is the official journal of the United States Office of Education. Its purposes are: To present current information concerning progress and trends in education; to report upon research and other activities conducted by the United States Office of Education; to announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

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

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SCHOOL LIFE

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Number 8

Hallmarks of Democratic Education

"THE PRACTICE OF DEMOCRATIC PRINCIPLES IN THE ORGANIZATION OF EDUCATIONAL PROGRAMS AMONG BOTH YOUTH AND ADULTS . . . CAN GIVE PRACTICAL EXPRESSION TO OUR DEFENSE AIMS"¹

THE United States is resolved to make itself strong: In order to be prepared (1) to resist aggression, (2) to help defeat the dictators, and (3) thus to insure our democratic freedoms. These defense aims are activating principles which should determine the means we use as well as the particular ends we seek. Especially do our beliefs about democracy lie at the heart of our effort. What are these beliefs, and how are they reflected in the organization of our educational programs?

These are the hallmarks of democratic education as so well stated by the Educational Policies Commission in its publication, *Learning the Ways of Democracy*:

1. Democratic education has as its central purpose the welfare of all the people.

2. Democratic education seeks to provide equal opportunity for all, regardless of intelligence, race, religion, social status, economic condition, or vocational plans.

3. Democratic education respects the basic civil liberties in practice and clarifies their meaning through study.

4. Democratic education is concerned for the maintenance of those economic, political, and social conditions which are necessary for the enjoyment of liberty.

5. Democratic education guarantees to all the members of the community the right to share in determining the purposes and policies of education.

6. Democratic education uses democratic methods, in classroom, administration, and student activities.

7. Democratic education makes efficient use of personnel, teaching respect for competence in positions of responsibility.

8. Democratic education teaches through experience that every privilege entails a corresponding duty, every authority a responsibility, every responsibility an accounting to the group which granted the privilege or authority.

9. Democratic education demonstrates that far-reaching changes, of both politics and procedures, can be carried out in orderly and peaceful fashion.

10. Democratic education liberates and uses the intelligence of all.

11. Democratic education equips citizens with the materials and knowledge needed for democratic efficiency.

12. Democratic education promotes loyalty to democracy by stressing positive understanding and by summoning youth to service in a great cause.

Accepting these criteria of democratic education, our school programs must

present the significance of our democratic heritage, must make clear our rights and our responsibilities as citizens, must develop an understanding of the social, economic, and political problems we face as a people. Important also is it that in the organization of the schools we practice the democratic principles we profess.

As to teaching methods this means participation of students in planning, executing, and evaluating group projects; in practicing free inquiry and discussion; in assuming responsibility for curricular and extracurricular activities.

Teachers Should Share

As to administrative organization this means that teachers should have a share in developing educational policies. Democracy cannot be taught in the classroom if it be denied in the principal's or superintendent's office. Nor can democracy in school organization be developed by formula. For in the last analysis, democracy is a spirit, an attitude toward other human beings which is based on a respect for human personality and a belief in human intelligence. When school administration is infused with this spirit, it will find expression in school practice. Without it, no amount of organizational machinery will avail.

John W. Studebaker
U. S. Commissioner of Education.

¹ From the October 1940 issue of SCHOOL LIFE.



Importance of Education for Family Life at Various School Levels

by Bess Goodykoontz

Assistant United States Commissioner of Education

★★★ Recently one of our funnier magazines published what it claimed was a quotation from a professor's lecture on the critical points of human life. Seven were named—infancy, childhood, adolescence, youth, early adulthood, middle age, and senescence. The editor's caption over the paragraph was "Otherwise Life Is Easy."

We hope that readers of the joint Committee's report on *Family Living and Our Schools* will get a similar impression about the seriousness of home living problems at each of these critical ages, and especially about the importance of education for meeting these problems at each age. Through its thinking and working together, the Committee arrived at fairly unanimous beliefs about some of these matters. In order to state them briefly, I shall enu-

merate them—four of them—as these and shall try to summarize how we have come to think about them.

The Quality of Family Living Is a Matter of National Importance

Society has created many social institutions which influence or control individuals or otherwise affect their development and reactions, but the home gets its chance first and in most cases keeps it longest. Patterns of thinking and acting and feeling are set in their first molds here.

From food habits to ethical concepts, the family's influence determines how individuals will react, not only in early life but throughout life, save as later influences may modify these strong, early patterns. And they are tremendously strong. I know an adult who as a child learned to dislike and avoid tomatoes.

Joint Committee Report

This article—Importance of Education for Family Life at Various School Levels—is based upon the recently published report entitled "Family Living and Our Schools."

The study and recently published report are the work of the Joint Committee on Curriculum Aspects of Education for Home and Family Living of the Department of Home Economics of the National Education Association and the Society for Curriculum Study. Because of his belief in the need for such a study as was proposed, U. S. Commissioner of Education, John W. Studebaker, made available to the Committee the resources of the U. S. Office of Education. In this way the Office served as one of the three sponsoring agencies.

The paper presented here was given by Miss Goodykoontz before the joint session of the Department of Home Economics of the National Education Association and the Society for Curriculum Study, at Atlantic City, February 22, 1941. She and Beulah Coon, Agent, Studies and Research, Home Economics Service, Office of Education, were cochairmen of the committee.

His family encouraged individual food preferences. Now modern life seems to revolve around the tomato; meals begin and end with them. This man's doctor advises tomatoes, and he eats his share. But during a business conference at lunch time, when he is really concerned about something, he is apt to find that while his mind was busy he has neatly laid his tomatoes off beside the lettuce. Under stress the old habits and attitudes break through. And so with more important things than tomatoes. Those habits and attitudes learned in the family dominate later life—the family's health habits, its interests, attitudes toward neighbors, likes and dislikes.

In a very real sense, then, we have a Nation of individuals whom homes have made — wise persons and foolish, friendly and shy, brave and hesitant, generous and selfish, kind and cruel, healthy and ill, industrious and lazy, responsible and thoughtless, affectionate and cold, law abiding and irresponsible, happy and discontented. All of them together make up communities, and they in turn make the Nation. The Nation's characteristics are a composite of what homes have started.

It seems a long reach from the homes next door to the Nation's nerve centers, but to see how the connection is made, we might examine a national characteristic or two. Take, for example, the characteristic that visiting foreigners often comment on. They say we are a nation of lawbreakers. Our laws are probably as considerate of the rights and wishes of individuals as are those of any nation on earth. We go where we please, when we please. We decide what work we will do, with a freedom not found in most other countries, and we resent any infraction of what we consider our personal rights. We say pretty much what we please, about persons, events, or national policies. But liberal as are our laws concerning individual action, we resent and resist restraints, break laws and insult authority. This attitude toward authority is a matter of national concern. But where, if not in the family, do children get their attitudes toward authority? Do they there learn to respect it or to laugh at it; to cooperate with it or to thwart it; and when in a position to do so, to exercise it wisely or autocratically?

Or take another national problem: How effective are we in the use of democratic practices? No country on earth talks more about democracy; no country on earth is more dependent for its existence on the rightness of its democratic beliefs and the efficiency of its practices. But of course democratic beliefs and practices do not just grow. As Lawrence K. Frank says:

Too often in our thinking democracy and democratic society are limited to questions of voting and representative Government, of freedom of action, speech, and belief. We must make a real effort to recall that the democratic faith is primarily an affirmation of the value and importance of the unique individual personality, to be recognized and conserved in every activity of life.

If we earnestly desire a democratic social order, it is clear that each individual, in accordance with his needs and capacities, must participate in the tasks of achieving that social order, cooperating in the endless effort for the common good. Moreover, if we are to meet these social tasks and attain the fulfillment of our individual and group needs and aspirations, we must bring our group intelligence to bear upon the multitudinous activities that need to be carried

on effectively and coordinated to the common social good.

Again, where, if not in the family, do the beginnings of democratic beliefs and practices take place? Where do children learn to recognize the right of each person to share in decisions, and the responsibilities of each to carry out the decisions made? As families go, so far as democratic practices are concerned, so will go the Nation. It is evident then that we cannot overemphasize the importance of home and family life today. The quality of family living is now more than ever a matter of national importance.

At Each Stage of a Person's Life There Are Important Problems of Family Living

It is easy for adults to enumerate problems and experiences of family living which are important at their own stage of adulthood. Making a home, supporting it, having and caring for children, keeping the family fed and clothed and housed, looking out for its health, its recreation, its social and religious life, budgeting both time and money, developing the family's place in the community, all these things make up the more than full-time job of keeping a normal family running. It is only natural that, with all these skills to be learned, problems to be thought out, difficulties to be solved, adults have developed for themselves a great variety of ways of getting together on their mutual concerns. Parent education, parent study groups, family life centers and clinics have all grown up for this purpose. Naturally, thoughtful persons have said, "We should not have had so much trouble as parents, had we known something about our job. Why can't young people who are about to have families of their own have some appropriate preparation?" And so preparental education followed, and quickly spread throughout secondary schools, youth organizations, and to some extent in the colleges.

But more recently there has been a change in our point of view about the age at which education for home living problems is valuable. We now believe that since an individual is a member of a family from infancy on through life

to old age, he must inevitably have responsibilities and possibly problems in meeting those responsibilities, or in making the most of his opportunities, all through the course of his life. The need for some consideration of what these responsibilities and problems are at each stage, or age, then is obvious. What to do about them is not, unfortunately, so obvious.

We can imagine that some of the readers of this committee report on family living will be puzzled when they see a chapter on elementary schools. "What do elementary schools have to do with home and family life?" they will say. "Certainly that is too early to be thinking about home responsibilities." "Not at all," says the committee. "Home life participation starts with the young child and, happily, lasts on as long as life. During that span, any individual has a variety of family relationships. At one time, for example, a person may be a wife, a mother, a grandmother, an aunt, a sister. Being a parent is only one, though an important one, of these relationships; therefore "parent education" is only a part of a larger program of education for home living. In this, all ages and all persons can be represented, for there are important problems of family living at each stage along life's way.

The School Must Concern Itself With These Problems at Each School Level

This thesis should be acceptable if we agree to that principle of curriculum-making which says that the school's program should be made up of the experiences which are important and which have immediate values for pupils. This is no new principle for curriculum workers. In Colonial days schools were established for little children to learn to read so that they could read the Bible and thus "outwit that old deluder Satan." Thus learning to read had an immediate purpose. Later, history was added to the curriculum so that the new landholders who were going to vote at the town meeting would know enough about the Colonial background to participate wisely in decisions. History was not academic; it had an immediate use. And so with other and more recent curricu-

lmu additions—health education, consumer education, home economics, conservation, civics—each must claim its place by proof of immediate as well as long-time values.

Education for home and family life can do this at each school level; for no part of an individual's life presents more important problems than those related to his home and his family group, and in no part is there the possibility of more prompt and successful application of what one has learned.

This is not to say that now the schools will take on a relatively new responsibility and relieve the homes of what they heretofore have done. Neither does it mean that, as is often charged, schools are reaching out for authority not really theirs. Homes will always do more than schools possibly can do to develop attitudes, establish habits, and teach the skills required for happy, successful home adjustment. No; it does not mean that schools will take over the job. It does mean that schools will cooperate with homes and other agencies interested in better home life.

For one thing it means that schools will stop such of their practices as conflict with or destroy home life. Consider, for example, the family down the street. Big brother goes to high school at 8 o'clock; sister goes to junior high at 8:30; junior goes to elementary school at 9; father goes to work at 9:15. Problem: When does the family eat breakfast?

Or consider the case of a young girl whose mother wants her to learn to play the piano. Her father has bought the piano on time. Her school asks her to join the Girl Scouts, to belong to at least one activity group, to sing in the glee club, and to bring home nightly assignments. Problem: What chance has the piano?

These illustrations show that schools will need to examine their practices to see what to stop doing as well as what to begin doing. They will also need to find ways of discovering the hopes and purposes of the families which make up their constituency, so that they can cooperate intelligently and helpfully in those purposes. These activities, as well

as new units in the course of study will be necessary if schools are to concern themselves at each school level with the home living needs of their students.

The Whole School Program Can Contribute to the Purposes of Education for Home and Family Life

The natural thing to do, or at least the first thing we usually do when we discern a new set of values or some new purposes for the school to emphasize, is to develop a new course of study. Our curriculum has grown by accretion at all levels and in all fields until now suggestions for new courses meet resistance. But new courses on phases of home living will need to be established in schools throughout the country if this task is to be accomplished. In the high schools, in the colleges, in adult schools, courses such as those illustrated in the report will, the committee hopes, develop and flourish. But further, and the committee thinks this is fully as important, throughout existing courses there should be found many opportunities for consideration of home living problems.

This has always been true in home-making classes. Besides the full course on home living problems, other courses on foods, clothing, housing, have found frequent opportunity to develop the information and motivate the skills essential for richer, more successful home living. The experience and example of home economics should be useful to teachers in many other fields. Teachers of biology, of chemistry, of literature, of social problems, of music, of art, of mathematics, and of all other fields should be able to find ways of using their specialized fields to help to answer the home problems and enrich the home experiences of their students. This is as true for elementary schools as for secondary schools and colleges. No field, so far as the committee sees, is unrelated to the problems and unobligated for helping in their solution.

But courses and classrooms are not all, as the report tries to show. Whatever else there is that rounds out the school's program—its health, counseling and child welfare services, its recreational facilities, its celebrations and community projects, its plans for in-

volving parents in school affairs—all these need to be critically examined with an eye to their contribution to the values we are considering important. Only in that way will schools be fairly on their way to making the whole school program contribute to the purposes of education for home and family life.



Home Economists To Meet

At the thirty-fourth annual meeting of the American Home Economics Association to be held in Chicago from June 22 to 26, group meetings will be arranged for members especially interested in family relationships, family economics, housing and household management, food and nutrition, and textiles and clothing. There will also be opportunity for members to discuss home economics progress and plans in such different occupations as teaching, extension service, business, institution administration, homemaking, research, and social welfare and public health work. Leaders in these occupations will be available for consultation.

Citizenship Recognition Day

The third Sunday in May has been set aside by the Congress of the United States as Citizenship Recognition Day. This year the special day falls on May 18. It is an opportunity for every community to focus attention upon the importance and responsibilities of citizenship in this Nation. It is an opportunity for dedication to good citizenship for those who reach the age of 21 and an opportunity for rededication for those who have passed the age of induction into citizenship. Educational leadership can contribute greatly to the meaning of Citizenship Recognition Day in local communities throughout the United States.

Available Now

The 1940 Annual Report of the U. S. Commissioner of Education is now available at 20 cents a copy from the Superintendent of Documents, Washington, D. C. The bulletin contains 105 pages of educational data.

They Love To Read

by Margaret S. Ernst, Librarian, Teacher of Word Study,
the City and Country School, New York

★★★ Have you a clear picture of a giraffe? I am modeling one and I cannot get the hind legs right.

I want to build a working model of the spinning-jenny. Where will I find a drawing of it?

Why is it called a jenny, anyway?

How did the Egyptians tell time?

Have you an exciting book about pirates?

How do you make soap?

I want an animal story that is not sad in the end.

What will we feed our rabbits?

The above are not questions from a junior "Information, Please," but a typical page from a day's diary of the librarian at the City and County School in New York.

The school library is like a railroad switch house. Up the radial tracks from the outside world come selected carloads of books, of maps, of pictures, and pamphlets. The library shunts these carloads out to whichever group will find them most useful.

Someone has described the school library as "spokes to the hub of the wheel," raying out to every group from the center, that center which is the philosophic reason for the existence of the school. I like to think that our library is something like that—truly functional, existing and growing in usefulness.

A certain amount of guidance ought to come out of a real library; and I do not mean only scholastic guidance but guidance for living. Where better than in the library can a child learn the habit of honest research, the value of orderliness and clarity of thought, the purposefulness of reading for an aim, or the joy of reading for fun?

Other Children's Rights and Comforts

Self-control is a virtue the library teaches, too, by its rather rigorous standard of quiet in a lively school day. And that old-fashioned way of

getting along with your fellows called, collectively, "manners," because in a library, where people want quiet for concentration or for relaxation, you must consider other children's rights and comforts.

Physically, the library at the City and Country School is a pleasant rectangular room, with three long windows facing south over the not ideally quiet school playground. However, the magic of escape into books acts as a Maxim silencer for those who truly want to read. There are low easy chairs, trestle tables, shelves low enough to be reached by children. Above the shelves are figures from the clay room—a fat bear in black glaze, a tranquil horse in a meadow (at least you sense the grass), a vase with horses mane-tossing around it like the Parthenon frieze. The walls are gay with pictures painted by the children, an ever changing record of what they see in the city around them or of what they feel in color and rhythm.

Naturally, conditions true of one size school are not true of another. The things I say about our library might not be pertinent to the one-room schoolhouse with a few shelves of books, nor to the grandeur of a library enriched by large grants of money. I am writing about a library of some 4,000 books, built up to serve the needs of 160 children ranging in age from 3 to 13. For a time, we spent \$500

a year on books, a grant from the Keith Fund. Now we spend much less, because a library in an elementary school, like every other organism, reaches an optimum size. I would not add every worth-while child's book published this year—and there are many—even if I could. Eighty books on Egypt would merely confuse a 10-year-old in search of knowledge.

There are two small, very essential rooms connecting with the library. The first is a sort of office, mending and marking and storing room; the second is a room for working privately with a child who needs help; a place where two or three children may work together over a map or an encyclopedia. We have recently moved the poetry collection to this cubbyhole room, because reading poetry is a sociable pleasure and we like to encourage the children to read aloud to each other.

An Amusing and Thorough Job

The card catalog is an amusing and thorough job, quite unorthodox and probably a little scandalous to any librarian brought up in the A. L. A. tradition of headings. Even our fiction—or particularly our fiction—is cataloged by the extraordinary and bizarre subjects asked for daily by the children. They turn naturally to stories of the Middle Ages for verification of historical facts to be used in composition or in play making, to tall tales of the Gold Rush for serious work on that period.

We are constantly adding useful oddities to the catalog, such as: Funny Stories; Animal Stories—Happy Endings; Erie Canal—Number of Horses Pulling Boat; Alphabet Stories; Printing Stories; Apprentice Stories; Industrial Revolution Stories; Santa Fé Trail Stories; Covered Wagon Stories; Guilds Stories; Peasants' Revolt Stories; Monks Stories. The latest is: Solomon's Temple, Contracts for Building Supplies!

Editor's Note

This is the first of a series of three articles contributed by the City and Country School, which will be published in *SCHOOL LIFE* with a view to presenting some of the helpful ways that progressive schools are "doing things." The material gives actual school practices as they may be observed from day to day in the school.

The 8-year-old children—third grade—have their first adventure in learning to use the card catalog, that fascinating detective game of tracking down needed information. They arrive by ones or twos or threes to “do research,” with simple and solemn questions: How did the colonists make bricks? What sort of school would I be going to if I were a Dutch boy in New Amsterdam?

As the children grow up, as they acquire skill in reading and summarizing, they make increased use of the catalog, naturally, until, by the time they are 13—in the eighth, top grade—most of them have a practical, if limited, idea of what scholarship means. They know how to find the material they need for a given purpose, a skill more valuable than a memory tugged full of miscellaneous facts and dates. It is a training, an attitude toward the tools of learning, which underlies achievement in such professions as law, medicine, science.

Each child who takes a book out of the library, whether for classroom use or for home reading, makes out a card which gives the “Author, title, borrower, date, returned.”

Being occasionally an author myself, I resent the people who read books but who can not remember who wrote them. We start our youngest readers, at 7, writing the author’s name and so filing their borrower’s cards. These cards are printed on colors, a different one for each group, a handy trick to facilitate sorting at the end of each week. A class librarian calls for his group’s cards each Monday morning and reports to the library whether the books are finished, renewed, or forgotten at home. Books must be brought into school on Monday for a check-up. We used to have a penny-a-day fine for forgetfulness, but we found that many children did not take books home because they were afraid of this tax. Usually the poorer children who needed books the most, were the ones most worried by the fine. We repealed this law last year after a discussion with the children, and I cannot notice any higher incidence of carelessness. They themselves had the emotion of repeal, and the new ruling gained reality for them.

Record of Each Child's Reading

Every 2 weeks, the librarian sorts the returned cards and from them keeps a record of each child’s reading, with comments on the books when we can extract something more discriminating than “swell” or “lousy.” The cards are then sent to the group teachers so that they may know what their children are reading. Many teachers use these cards as a springboard for a classroom discussion.

The individual records kept in the library are indispensable checks on the amount and quality of each child’s reading. The active librarian may think he knows what each of a hundred children is reading, how much time he spends in the library; but if it is down in a notebook there can be no vague guesswork. You can see at a glance how many books John read in October, how many in April; you can see, too, if the list is overweighted on the adventure side or on the fairy tale side or listing too heavily toward the factual. And if you are tactful you can balance it.

These reading records are open to the parents, of course, and form a useful basis for conferences on a particular child’s reading predilections or problems.

The children of 7, 8, 9, 10, and 11 have a regular scheduled library period every day. Many of these children come again at some free half-hour, or in the after-school time. The 12- and 13-year olds no longer have regular reading hours, but most of them find time to come to the library daily. We suggest a scheduled period to the group teacher for any boy or girl who seems to be reading too little. And for the bookworms, a little reverse English—more shop, more painting, more clay, less library.

The majority of our children, and I think this is an honest estimate, truly love to read. They come to it naturally, either with a purpose in the pursuit of special knowledge, or for pure pleasure. I say “naturally” because our library is an integral part of school life, accepted as such by the children. When they first learn to read, at 7, “going to the library” is a goal and a reward for independence and achievement. The library is not a study hall, a place to go for work

only. We work in ours, true enough, but we also come for quiet, for deep chairs, for the rest to be found in lovely cadences and imaginary worlds.

Remedial reading is also a part of the librarian’s job, since we consider our library not as a separate department but as a sort of literate permeation of all departments. The child who cannot read or spell, because of left-handedness, reversals, mirror-writing, or any of the other causes now recognized or guessed at, comes daily to the little room next to the library for help in reorienting himself in a world where words perversely travel from left to right. Here he can work and maintain his dignity without being kidded by thoughtless luckier classmates who do not always understand that inability to read has nothing to do with mental equipment.

Just as we feel that remedying reading difficulties is part of the library job; just as we believe that the first formal introduction to literature should be made in the library rather than in the classroom, for those 7-year-olds who can read a primer without too much help, and who are willing to wash their hands; so, too, we think that it is part of the librarian’s work (and fun) to arouse the critical faculty.

Children can love or hate a story passionately without being able to tell you why. The critical faculty, made articulate, does not normally develop early. But our class of 12-year-olds publishes a monthly book review known as *The Bookworm’s Digest*, and they are training themselves rigorously to that hard job—the putting into words of why you like or dislike a book. This takes mental discipline on the part of anyone, grown-ups as well as 12-year-olds. It is not easy to follow “because” with discriminating adjectives as to mood and style and theme. The “twelves” take this responsibility—to their public, to authors, to publishers—seriously. The whole group works on the production of the *Digest*.

Fortunately the children, unlike grown people, do not insist that every book reviewed be just sizzling from the press. They have the good sense to know that many a book in a dingy, dog-eared cover is brimming with magic

for a new generation of children just growing up to it. Consequently each issue of the Digest contains reviews of forgotten books, treasure found on the bottom shelf and dusted off for fresh delighting.

One day a 12-year-old girl came to me, very puzzled over reviewing a book for younger children.

"I think it's meant for about 6-year-olds," she said, "but I can't be sure they'd like it. Could I read it to the 'sixes' and find out?" Which she did, thus starting a pleasant and mutually profitable cooperation between two age groups in the school.

One year we had a boy who hated to read. We thought it was because his father badgered him to read "good" books—that is, good from the father's point of view, but not relevant to George's taste at all. When his group proposed publishing the Digest as a class job, George vetoed it. The majority voted to go ahead, and George reluctantly agreed to approach books for the group good, but no nearer than in his capacity as business manager and typist. The second month found him entering into editorial discussions; but no one listened to him because he'd never read the books. The third month he read a book and reviewed it competently. He gained the respect of his classmates. He discovered that books had something for him, after all. And today he is one of those ardent readers who have to be told when it's lunch-time. A mere bell cannot penetrate that world of the mind which he has discovered.

Wonder of Words

Because we think that the school library must be related to all things in the school which have to do with words and their ways—the spelling of them, their use in speech and in creative writing, as well as the reading of them; another job of the librarian is the teaching of etymology to the older groups. We do not call it etymology—"word-study" is a handier term, and describes fairly enough what we do.

Over a period of 2 years the children dig for the roots of English, finding Greek and Latin and Sanskrit as well

as Anglo-Saxon. They learn that English is a rich, many faceted gem of a language because it has borrowed from every other speech under the sun. They discover that it is a live language, constantly adapting and inventing new words to describe new processes or things or ways of thinking. All this makes the children more aware of the wonder of words and of the possibilities of their own vocabulary. Their study of prefixes and suffixes helps them to spell. Synonyms and antonyms make their writing more picturesque. They learn the story behind many words, the meanings of their own names, and thus, in unconscious ways, they become philologists—lovers of words. You might try looking up a few derivations yourself: Candidate, or preposterous, or rival. You'll find it great fun, and enlightening.

Word-study has had, over a period of 10 years, a secondary, unforeseen result—it has stimulated in the children a desire to study foreign languages, even in a few, a passion for Latin. They come back to visit at City and Country School and tell us these things. "Latin isn't a dead language at all," one boy elucidated recently. "It's right here in English; we talk it every day."

A school library, if it functions fully and in cooperation with every group, is as necessary to the whole school machine as is lubrication to any fine tuned engine. The parts are there, but without oil they cannot run.



Available to Teachers

The office of the Philippine Resident Commissioner to the United States has a supply of factual material about life and economic factors in the Commonwealth which is available to teachers without charge. These pamphlets were not written for children, but they are suitable as a basis for instruction. Copies may be obtained by writing directly to The Philippine Resident Commissioner, 2362 Massachusetts Avenue, Washington, D. C.

Public Kindergartens in Australia

This year, Melbourne, Australia, opened the first kindergarten to be built and equipped by public funds. Half of the maintenance is assumed by the Melbourne City Council and the other half by a sponsoring committee. Plans are completed for two more kindergartens to be undertaken this year with a total program of 17 proposed by the Melbourne City Council.

This public responsibility for the education of young children is the first such in Australia and bears testimony to the consistent work and leadership of the privately supported kindergarten unions organized in the several States during the past 30 years.

This publicly supported program in Melbourne follows closely upon the initiation of the Australian Commonwealth scheme of building demonstration and research centers for child development in the capital cities of each of the six States—Victoria, New South Wales, South Australia, West Australia, Queensland, and Tasmania. These centers have been built, equipped and staffed within the past 2 years under a 5-year Commonwealth appropriation. They are now receiving children from 2 to 6 years of age in nursery schools and kindergartens and serving both children and parents in the health clinics and family welfare services. An ambitious program of research in child development is also under way in each center to help determine how best to build sound bodies and assure best mental and social adjustments for future Australian citizens in the several sections of the Commonwealth. Because of the wide variations in climate and in industrial and agricultural pursuits of the population, each program is adapted to meet local needs.

Australia is recognizing that one of its first lines of defense is the protection of its young children. As the Commonwealth meets the tremendous demands for war materials and armies it is also farsighted enough to plan for the health and education of its youngest citizens.

Nutrition Education And the School Lunch Program

by Druzilla C. Kent, Director of Teacher Training, University of Tennessee, Knoxville

★★★ Educators of today are just beginning to sense the problems involved in "educating all the children of all the people," of "educating the whole child," in "a democratic system of education." These phrases, which are familiar to our ears, present almost insuperable difficulties when we are asked to translate them into the everyday experiences of the school; and one of the most pressing of these difficulties facing us at present, is that of the school lunch.

Compulsory education demands that all children, regardless of the socio-economic status of their parents, attend school. The hours of attendance are rigidly fixed and in the attempt to lower cost and increase efficiency through consolidation, these hours away from home are becoming increasingly long. In any case, it has come to be the exception rather than the rule, for the children to have the privilege of going home for the noonday meal. The public school, in an endeavor to serve the ever increasing number of children who must eat their lunch at school, has gone into the cafeteria business.

Every Citizen's Concern

The way in which this business is operated, its major objectives and its place in the school program should be a matter of concern to every citizen. The school lunch can serve as the foundation stone for the health and efficiency of the student body; it can make a constructive contribution to the development of desirable social customs; it can make a constructive contribution to good citizenship. Or the school lunch can be operated as a commercial eating place in which children eat what they can afford to buy of food prepared with

an eye for profit rather than for nourishment; where they eat with utter disregard of desirable social customs and where children who cannot afford to pay for their lunches are so stigmatized by their need that their future attitude toward society might become antisocial. Both types of school-lunch situations exist in the American public schools of today; but if we are to seriously engage in the education of the whole child for successful life in a democratic society, the latter type of situation cannot be permitted to exist. In the long run, the operation of such a school lunch will prove to be too costly to society.

We know that no matter how fine and costly the school plant and its equipment, no matter how superior the qualifications of teachers, nor how carefully selected the teaching materials, methods, and techniques used by these teachers, the success of the educational program must be measured by what happens to the individual child. What happens to the individual child will depend largely upon his physical status. A well-nourished, healthy child is in a much better position to profit by the educational program of the school than a malnourished, sickly child. Dr. Thomas Parran, Surgeon General of the United States Public Health Service, says:

We are wasting money trying to educate children with half-starved bodies. They cannot absorb teaching. They hold back classes, require extra time of teachers, and repeat grades. This is expensive stupidity, but its immediate cost to our educational system is as nothing compared to the ultimate cost to the Nation. Something like 9,000,000 school children are not getting a diet adequate for health and well-being. And malnutrition is our greatest producer of ill health. Like nearly fresh fish, a nearly adequate diet is

not enough. A plan to feed these children properly would pay incalculable dividends.

It is not safe to assume that all malnutrition is due to the inability of children to secure an adequate diet. A child may suffer from malnutrition because of some physical defect or, as is probably more frequently the case, because of bad eating habits. Parents who are sincere in their desire to do everything possible for their children may, through ignorance of the relation of food to health, provide a diet for these children which, however costly, may be entirely inadequate when judged in the light of scientific knowledge.

On the other hand, parents who have the knowledge to guide their children intelligently in regard to matters of diet and who succeed in aiding them in establishing good food habits are often disheartened when these habits break down as soon as the child enters school. Short lunch periods force children to go to the lunchroom without washing their hands, to select the food nearest at hand, to eat it as rapidly as possible and rush back to their next class.

It would seem appropriate and desirable to make the school lunchroom an integral part of the education program of the school. The lunch period, then, would be a laboratory period devoted to developing a better understanding of the relation of food to health, of how to select food appropriate to meet body needs and how to eat these foods in such a manner as will contribute to their optimum use.

Specific Mention

Several years ago I chanced to visit the Rye, N. Y., high school during a lunch period. A bell rang and I

watched students move into the room much as guests would have come into a dining room in one's home, talking, laughing and moving along in small, happy groups. There was no hurry, pushing, or boisterous behavior. The students moved down the lines, selected their food, and went to tables where two students served as host and hostess. The group at each table was careful to observe the same table courtesies which one would expect to find in any well-regulated family group. They had agreed upon certain standards of food selection, of etiquette, and of conversation, and they endeavored to maintain these standards. The schedule was adjusted to permit a leisurely meal. The room was spacious, neatly appointed, and attractive. It furnished a good example of the way in which the school lunch could serve in functioning as a situation wherein the work of the English, social studies, art, health, and home economics departments could be coordinated.

Last year the Peabody Demonstration School in Nashville, Tenn., made a direct attack upon the school lunch problem through exploring the possibilities for coordinating the services available which might be expected to improve the nutritional status of the children of one elementary grade group. The cafeteria is in charge of a well-trained home economist who cooperated with the teachers working with the children and, when desirable, worked directly with them on their food problems. A classroom equipped with tables adjoined the cafeteria and this was made available for the group during the luncheon hour. The children selected their food during the morning and sent their orders to the cafeteria. A committee of children set the tables, arranged the food for each child in accordance with his order, and served as host and hostess for each table. Conversation, table manners, English, art, and food selection were all taken into consideration in evaluating the daily experiences.

These situations did not just happen. They were the result of careful, cooperative planning growing out of the recognition that every period of the school day should be considered as an

opportunity to provide practices appropriate to the all-inclusive educational needs of the child. In such schools children do not "recite" in one period what constitutes a balanced diet, glibly call off the nutritional needs of the body, tell how to use the knife and fork, and how one should conduct himself in public places and then join a pushing, shoving mob of children who rush down the cafeteria counter grabbing food, join a noisy group, eat while talking as loudly as possible, scatter papers and scraps over floor and table tops and make a rush for the next class. Is not it important that the behavior of the children in the lunchroom be consistent with the approved behaviors the children study about in their respective classrooms and which parents are patiently trying to develop at home? If we accept the educational generalization "we learn to do by doing," is not the lunchroom one of the most important laboratories in the school?

Cooperation Needed

If the school lunch is to make a constructive contribution to the education of the children, all those concerned with the education of the child—parents, teachers, students, and school administrators—will need to cooperate in planning and administering it. The necessary appreciations and understandings which will enable an individual to select food intelligently in terms of his nutritional needs cannot be developed separately and apart from the actual experience of selecting and eating food.

A program of nutrition education which is developed through "courses" or "units" or "discussions" cannot hope to be completely successful in terms of changed practices. In our efforts to expedite the handling of large groups of children, we have proceeded to departmentalize instruction; this often results in a child accumulating an array of facts relating to nutrition in separate areas which he never pieces together into a whole, and everyday habits, as well as nutritional status, remain unchanged. Some schools, in an effort to bring about much-needed changes in the nutritional status of

children in the shortest possible time, resort to the device of serving only a well-balanced plate lunch. We may be able to bring about an increase in the weight of children in this manner, but it is extremely doubtful if we can bring about an increase in the child's understanding as to how to select a well-balanced meal or a noon meal in relation to food for the whole day. It must be remembered that the needs of children differ and a well-balanced plate lunch, generally speaking, may not meet the peculiar and unique needs of certain children suffering from malnutrition. The same school which attempts to solve the nutritional problems of children by serving a well-balanced plate lunch to all would recoil in horror from the suggestion that they provide these same children with a set of school readers from which each child reads the same story at the same time.

When the principal, teachers, and parent-teacher association of Elkhorn School, Kentucky, decided to use the lunchroom as a laboratory through which pupils developed the "desire and ability to select a well-balanced lunch," teachers guided pupils in studying and checking the menu for the day before coming to the lunchroom. At the lunch counter milk was sold at cost, and fresh and stewed fruits were sold at the same price as cookies. Some of the wide variety of sandwiches were made with one slice of whole wheat bread and one slice of white for those who were cultivating a taste for dark breads. The home economics teacher who supervised the lunchroom, visited classes to hear pupils tell of their experiences in making choices in meals at home. A science teacher emphasized choices in food selection. Some high-school pupils compiled lists of foods which they hadn't learned to like, and chose these foods when possible, crossing them off their lists as soon as they were a regular part of their diet. The home economics teacher used the lunchroom menus as examples for study and discussion whenever possible. As a result of these efforts it was observed that an increased number of pupils selected well-balanced lunches; vegetables, salads, and fruits became more popular; the use of whole

wheat bread increased; the sale of milk doubled within the year, and there was a noticeable improvement among the undernourished children.

Home economics students at Great Crossings School, Scott County, Ky., visited grade school children, discussed food choices with them, and at lunch time ate with a group of children, enjoying the informal, friendly chats. Through this experience, both groups improved in their ability to choose suitable foods to meet their own needs.

A World of Difference

There is some evidence that educators are beginning to realize that there is a world of difference between an educational program based upon "the needs of children" and an educational program based upon "the needs of the child." There is some evidence, also, that an educational program based upon the needs of the individual child need not increase the per capita cost of education but, on the other hand, may actually lower it. Add to this the eventual saving to society through safeguarding the physical well-being of children and it may be discovered that some of the methods which we have adopted in our desire to achieve efficiency may be grossly inefficient, and, as Dr. Parren points out, of incalculable cost to society.

Once we determine that the educational program will grow out of the needs of the individual child, subject matter will fall into its rightful place and become an instrument of service; the natural, everyday experiences of the child will be utilized to provide an opportunity for bringing about constructive changes in his behavior. Command of nutrition subject matter is not enough; scientifically prepared lunches are not enough; free lunches are not enough; if the school is to aid the child in attaining optimum physical development, the nutritionist will not be expected to perform miracles. Thorough physical examinations and an understanding of the home situation will form a basis for each child's program. Schedules will be adjusted to provide adequate rest and fresh air. Foods will be served when children need them most rather than

at fixed periods only. All those responsible for the education of the child including his parents will contribute in aiding him to become, first of all, a healthy human being. In such a program nutrition education will no longer be a subject and the school hunchroom merely a place in which children eat, but the two will be brought together to form some of the most important laboratory experiences which the school provides.

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To Conduct Inter-American Educational Relations



John C. Patterson.

Dr. John C. Patterson, who has studied and traveled in Latin-American countries, including Mexico, Guatemala, Panama, Peru, and the Dominican Republic, is a newly appointed member of staff of the U. S. Office of Education. His position is that of senior specialist in Inter-American Educational Relations.

Dr. Patterson comes from Uvalde County, Tex. His teaching career in-

cludes that of professor of International Affairs and director of the Graduate School of Public Affairs, American University, 1939-40; professor of International Affairs and director of Latin-American Studies, 1938-39; prior to that, for several years Dr. Patterson was professor of history and chairman of the department at Westminster College, Fulton, Mo. He also taught during summer sessions at the University of Texas and the University of Chicago.

Dr. Patterson received the Ph.D. degree from Duke University in 1930. He has studied at various other schools including the University of California, National University of Mexico, and the University of Texas. He served in France during the first World War and when discharged was captain of Infantry.

In his position in the U. S. Office of Education, Dr. Patterson will make studies and conduct the Inter-American educational activities, including those having to do with the exchange of students and professors between the United States and South America.

OFF THE PRESS: Bulletin 1940 No. 5, Bibliography of Research Studies in Education. Price 35 cents—from the Superintendent of Documents, Washington, D. C.

Numerical Changes in Higher Institutions

by Ella B. Ratcliffe, Chief Educational Assistant, Higher Education Division

★★★ The number of higher educational institutions in the United States, as listed in the *Educational Directory*, issued annually by the U. S. Office of Education, has remained almost stationary during the past 5 years, although many new institutions have come into existence. As new ones have been established, however, older ones have ceased operation. In the period 1937-41, the actual increase in the number of higher educational institutions listed in the *Educational Directory*, including (1) colleges and universities, (2) professional schools, (3) teachers colleges, (4) normal schools, and (5) junior colleges, is but 16.

Colleges and Universities

Somewhat surprising, in view of the financial stringency of the past 5 years, the greatest increase in the number of any of the types of institutions was in those classed as colleges and universities. Twenty-nine more colleges and universities are listed in the directory for 1941 (now in press) than for 1937. The increase in the number of these institutions exceeds by 13 that for all institutions combined. Professional schools increased by 3 in the same period, and teachers colleges by 17. Normal schools and junior colleges decreased in number, the former by 28, the latter by 6.

The seemingly large increase in the number of colleges and universities was due not to the opening of new institutions, but to (1) the raising of the standards of some institutions not hitherto considered to be of college grade to the place where their listing as colleges in the *Educational Directory* appeared to be justified; and (2) the transfer of other institutions listed under other classifications, particularly junior colleges, to the college and university list. During the 5-year period only three new colleges were established. One of these was the fourth unit in a municipally controlled system of higher education; the other two were institutions estab-

How To Get Copies

The *Educational Directory* is published annually by the U. S. Office of Education, in four parts as follows:

Part I.—Principal State and County School Officers. 10 cents.

Part II.—City School Officers. 10 cents.

Part III.—Colleges and Universities, Including all Institutions of Higher Education. 15 cents.

Part IV.—Educational Associations and Directories. 10 cents.

Each part should be off the press early each year. Copies may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

lished through private philanthropy.

While 17 institutions of college status were listed for the first time during the 5-year period, 9 others were added to the college list by transfer from the professional and technological list, 1 from the teachers college list, 1 from the normal school, and 19 from the junior college list. At the same time, 7 colleges were dropped, either because they closed or fell below college grade; 4 were merged with other institutions; 3 were reclassified as professional; 1 as a teachers college; and 3 as junior colleges.

Professional and Technological Schools

The number of professional and technological schools showed an increase of 3 over the 5-year period. There were 32 new schools, or schools listed in the *Educational Directory* for the first time; 3 were added by transfer from college status, 1 from teachers college, 1 from normal school, and 1 from junior college status. Offsetting these additions, 23 schools were dropped from the list, 9 were reclassified as colleges

and universities, and 3 as junior colleges.

Teachers Colleges

The number of teachers colleges showed an increase of 17 during the past 5 years. This increase, due almost wholly to the advancement of normal schools to teachers college status, will no doubt continue rapidly as State requirements for teachers are raised to include the possession of a college degree. Only 3 new institutions were added to the list, but 15 normal schools, 1 college, and 1 junior college were reclassified as teachers colleges. Three teachers colleges, on the other hand, were reclassified, 1 as a normal school, 1 as a professional school, and 1 as a college.

Normal Schools

Conversely with the increase in the number of teachers colleges was the decline in the number of normal schools. In the 1941 *Educational Directory* there are 28 fewer normal schools listed than were in the directory for 1937. Few institutions are being established as normal schools. Those that have been listed for the first time during the past 5 years have usually been set up under church or private auspices, and probably await only the time when sufficient financial support will enable them to add the 2 extra years of work that will enable them to qualify as teachers colleges. A number of them, both publicly and privately controlled, are offering 3-year curricula.

From 1937 to 1941 only three new normal schools were added to the *Educational Directory* list. Two other additions were made by transfer, 1 from the teachers college list, and 1 from the junior college list. At the same time, 10 normal schools were dropped, 3 were merged with other institutions, 15 were reclassified as teachers colleges, 1 as a college, 1 as a professional school, and 3 as junior colleges.

More junior colleges have been established than any other type of institutions, but more of them have closed after a brief period of existence. The *Junior College Journal*, which attempts to list every junior college in the country, in January 1940 listed 575 junior colleges, or 47 more than the journal of 1937. On the other hand, the Educational Directory of 1941 lists 462 junior colleges, or 6 fewer than the directory of 1937. The difference between the lists of the two publications is accounted for in several ways. First, due to the ephemeral character of many institutions established as junior colleges, the U. S. Office of Education does not list an institution until it has been in operation at least a year and enrolls as a minimum 50 students, divided between the freshman and the sophomore years. This limitation automatically excludes many of the institutions listed in the *Junior College Journal*, which "is meant to be inclusive rather than exclusive and therefore . . . contains the names of some institutions which may be doing relatively little junior college work." Furthermore, the U. S. Office of Education does not list separately, as does the *Junior College Journal*, the junior colleges which are divisions of other institutions, but includes them as integral parts of the organization of the major institutions.

During the period 1937-41, 55 junior colleges were added to the Educational Directory list, 3 were reclassified from the college list, 3 from the professional list, and 3 from the normal school list. At the same time, 44 junior colleges went out of existence or were dropped from the list because of their failure to meet the Office of Education requirements for listing, 4 merged with other institutions, 19 were reclassified as 4-year colleges, 1 as a professional school, 1 as a teachers college, and 1 as a normal school.

The showing of a decrease in the Office of Education list over the 5-year period, however, is due to several causes. Noting the discrepancy between the number of junior colleges published in the *Junior College Journal* and that in the Educational Direc-

tory, the Office of Education in 1935 made a special effort to obtain information on many institutions ostensibly of junior college grade that it was not listing. As a result, it added to the directory list in that year 123 institutions. Many of these institutions have since closed their doors: others have been found to be not of junior college grade and have been dropped from the directory list. Some have been merged with other institutions or have been

converted into other types, principally 4-year colleges.

The following tabulation shows a comparison of the number of each type of institution listed in the Educational Directory for 1937 and 1941.

Year	Colleges and universities	Professional schools	Teachers colleges	Normal schools	Junior colleges
1937	714	267	173	82	468
1941	744	270	190	54	462

Public-School Personnel and Their Salaries

by David T. Blose, Associate Specialist in Educational Statistics

★★★ After making estimates in some cases for clerical, operational, maintenance, and auxiliary agency personnel there is a total of 1,559,633 different individuals employed in the public elementary and secondary schools of the United States, with a combined wage and salary expenditure of \$1,539,670,898, according to recent statistics of the U. S. Office of Education.

Members of boards of education, in most cases, do not receive pay for their services, but in a few cases where extended travel and daytime meetings are necessary per diem pay and travel reimbursement is provided. This is particularly true of State boards of education.

Personnel in State, county, and local administrative units and members of instructional staffs are on a monthly or annual salary basis. Most auxiliary, operational, and maintenance employees are also paid on a salary basis.

Deducting the 427,353 board members and trustees, there are still 1,132,280 persons practically all of whom are serving on a full-time basis at an average salary of \$1,350. This average salary is much less than that paid other Government employees serving in capacities requiring less education and other perquisites than those required in the public schools. The instructional

staffs numbering 918,715 receive \$1,262,391,621 or an average of \$1,374. The average salary of governmental civil-service clerks and stenographers, most of whom are required to have little more than high-school education, is approximately \$1,700.

Number of personnel, and compensation paid in the public schools of continental United States, 1937-38

	Number of individuals	Compensation
Boards of education and local trustees:		
State boards of education	323	\$69,042
County and local boards of education:		
Boards of education	347,918	
Other administrative boards	32,549	11,143,343
Local school trustees	46,563	
State departments of education	3,445	7,202,796
County superintendents' offices	3,074	
Local school administrative units:		
Superintendents	9,881	51,119,179
Administrative and professional assistants	1,253	
Clerical assistants	3,667	
Instructional staff:		
Supervisors	4,965	
Principals	36,484	1,262,391,621
Teachers	877,266	
Clerical:		
Both number and salaries given	3,696	3,160,506
Number given but salaries included in other items	606	
Salaries given but number estimated	7,943	6,792,340
Auxiliary agencies:		
Health and recreational workers, attendance officers, and transportation employees reported by 28 States	41,293	
Estimated number of employees for remainder of States (salaries but not number given)	38,707	73,856,632
Operational and maintenance employees:		
Reported by 19 States	40,209	
Estimated number of employees for remainder of States	59,791	123,935,439
Total including estimated personnel	1,559,633	1,539,670,898

Teaching of Spanish and Portuguese

★★★ Letters come to the U. S. Office of Education frequently asking for an opinion upon some question of educational policy. Of late many such letters have been received bearing upon the question of the school's part in developing better inter-American relations. Frequently the specific question is asked concerning the teaching of the Spanish or Portuguese language.

A committee of the Office staff was asked to formulate a statement dealing with this question. The committee report follows herewith. If it stimulates more serious and widespread consideration of the issues involved, it will have served the purpose for which it was drafted.

"It is the duty of schools and colleges today to make every effort to develop in the United States a widespread understanding of the people and the culture of the Western Hemisphere.

"Courses in history, economics, sociology, political science, geography, fine arts, literature, and the natural sciences, may be greatly enriched by drawing more widely than at present upon the contributions of our neighbors. But in addition to all these courses the teaching of the languages used in the other republics is an essential aid in bringing about this understanding. Good will among peoples cannot be built up most effectively without a common medium of communication among those who have reason to communicate.

"With the exception of English, the languages used by the largest numbers of the people of the Americas are Spanish and Portuguese. It seems likely, therefore, that in view of the heightened interest in our neighbors in the Western Hemisphere there will be a rapid increase in Spanish and Portuguese courses offered in the schools and colleges of the United States. Whether or not this prophecy proves to be correct, careful thought should be given to the language problem to assure the maximum contribution of instruction in language to the development of understanding and appreciation of the cultures and the peoples of the other American countries. Among the considerations to be borne in mind in dealing with the problem of instruction in language, the following seem important:

"1. The amount and method of language instruction should be determined by whether (a) the language is to be used as a medium of direct speech or (b) as a means of reading the literature in that language.

"2. While the purposes indicated above are not mutually exclusive, the emphasis is likely to fall within one or the other according to the language chosen. The amount and method of language instruction will vary accordingly; for example, a language that is intended primarily to be spoken would probably most advantageously be begun earlier, be continued for more years, occupy a lesser fraction of the students' time during any given week, and be taught by a method different from a language taught primarily to develop a reading knowledge.

"3. The schools and colleges should assure a sufficient facility in the chosen language to enable those who study it to use it effectively, and such study should be limited to those students who have prospects of actually so using it.

"4. Considering all the opportunities for use, even with the prospective increase of intercourse with the other American countries, it is fallacious to assume that any large proportion of our population is destined to utilize a foreign language for either speaking or reading.

"5. The greater attention which foreign languages, particularly the Spanish and Portuguese, will rightfully have in the years ahead should not be allowed to obscure the fact that the direct study of the history and literature of our American neighbors by means of the English language should be much more widespread than at present in our schools and colleges."



A Bit of Training Needed

A promotional concern recently made the following comment referring especially to "teachers and school children":

"In our department we find that the big problem is not so much concerning the sources of information but with the human equation, especially among teachers and school children who have been erroneously informed that our organization is a sort of common denominator for any type of question that comes to their mind. There seems to be a need of a better training in the educational field to clarify this point."

A librarian, commenting on the above problem, says that "there is probably considerable direct writing by individual pupils to Government agencies, business concerns, and other organizations for information which should be gathered or cleared through the school's library."

That would seem to be a solution worth thinking about. In most Government agencies, it is not possible to supply various members of school classes with copies of a given publication but unless the free supply is exhausted, it is possible to send a copy to the teacher for the use of a class.



Convention Calendar

AMERICAN HOME ECONOMICS ASSOCIATION, *Chicago, Ill., June 22-26*. President: Gladys Branegan, Montana State College, Bozeman, Mont. Secretary: Dora S. Lewis, New York University, New York, N. Y.

AMERICAN LIBRARY ASSOCIATION, *Boston, Mass., June 19-25*. President: Essie M. Culver, State Library Commission, Baton Rouge, La. Secretary: Carl H. Milam, 520 North Michigan Avenue, Chicago, Ill.

NATIONAL PROBATION ASSOCIATION, *Atlantic City, N. J., June 2-4*. President: Timothy N. Pfeiffer, 50 West Fiftieth Street, New York, N. Y. Secretary: Charles L. Chute, 50 West Fiftieth Street, New York, N. Y.



Negro Contributions

A series of educational radio programs planned by the U. S. Office of Education and financed by a Rosenwald Foundation grant will dramatize Negro contributions to American life.

The programs, to be broadcast nationally, will portray the role Negroes have played in American education, and other fields of endeavor.

The radio series is being prepared under the general direction of Ambrose Caliver, U. S. Office of Education Specialist in the Education of Negroes and William D. Boutwell, Chief, Information Service.

Plans for the project include transcriptions of the programs for use in schools, colleges, and by local radio stations. The transcriptions and radio scripts revised as lesson units and study guides are expected to be used by both white and Negro schools in courses or units of instruction about Negroes in the United States.

Industrial Arts— A Foundation for Mechanized-Warfare Training

by Maris M. Proffitt, Consultant, Industrial Arts Education

★★★ Mechanized warfare has wrought a revolution in the kinds of conflicts carried on by hostile nations and consequently in the qualifications demanded of the personnel engaged in armed combats. This in turn is conditioning both the selection and the training of personnel for the fighting forces. The belligerent countries and those strengthening their national defense are, therefore, much concerned with the problem of training—with the development of a program that is commensurate with the needs for defensive and offensive actions.

Our training program for the preparation of workers for national defense may be thought of as a superstructure which requires an adequate foundation in order that it may be built effectively for the purpose it is to serve. As is characteristic of any good foundation, it must be sufficiently deep and broad to carry the load that is imposed upon it, and it must also be level in order that the superstructure may not be thrown out of plumb. In such a foundation for a training program for mechanics and laborers in industrial phases of defense work, industrial arts can constitute an important part. In an emergency—one that demands the greatest possible speed in providing the superstructure that is to function for meeting the emergency—consideration of an adequate foundation is frequently neglected and only a temporary one is provided. Unless the emergency is only a threatening cloud upon the horizon, the temporary foundation will not long bear the weight of the functioning superstructure. It will need constant underpinning and patch work reconstruction to make it stable, to give it breadth of support, and to keep it level.

Cure and Prevention Both

The procedures to be followed in dealing with an emergency situation

point in two directions—cure and prevention. All the possible intelligence and effort should be directed toward (1) overcoming the emergency that is upon us and (2) preventing such an emergency ever returning to plague us. With reference to the training of defense workers, we are now in the first of these procedures—we are putting forth all efforts to meet the national emergency for adequate defense. We must soon consider whether the temporary foundation upon which these efforts rest needs underpinning to give greater support and strength, with a view to maintaining and increasing efficiency. Such consideration may reveal that the foundation upon which present training programs are built, especially as it relates to persons qualified for training, may need extensive repair or even rebuilding.

It is a basic assumption that training, to be effective for the purpose for which it was established, be given only to persons qualified to profit from the training and thus render services in accordance with the training they receive. Otherwise the money and time spent upon instruction as well as the time of the trainee would be wasted. It is not so difficult to recruit the early rolls of trainees as it will be the later rolls necessary for providing a sufficient number of vocationally trained personnel to meet the requirements for placing our country on an adequate defense basis. For filling our present rolls we are skimming the cream off the reservoir of surplus manpower. This cream at the beginning of the skimming process was rather thick, due to a prolonged period of low employment resulting from an industrial depression. During this period two sources of supply were operating to fill and to keep filled the reservoir of unemployment. First, there was a large number of trained industrial workers being

thrown out of employment. Second, the number of young persons reaching employment age without employment continued almost unabated. But with the skimming process in full operation to meet the demands of defense production, this reservoir is being rapidly depleted of potential defense workers. Moreover, the first mentioned source of supply has now dried up.

With reference to the second source it may be said that approximately the same number of persons are annually coming of employment age—usually thought of as the age for completing the public-school program—but that with the development of defense work on so large a scale, employment in other areas is picking up and thus increasing the demand for employable youth. It is readily apparent, therefore, that in order to have an adequate supply of young persons with qualifications necessary (1) for enrollment in specific vocational-industrial courses offered to meet the demands of the defense program for skilled industrial workers and (2) for employment in nonspecialized phases of industrial work that is an essential in defense preparation, we will need to include, as high-school industrial arts, courses that will serve prevocational purposes. Such courses will provide a background of experiences with common materials and tools of construction that will serve the needs of some for a foundation upon which there may be erected a superstructure of vocational-industrial training and the needs of others for basic qualifications conditioning efficient work in low-skilled jobs in industry.

In this connection it is pointed out that not all workers in industrial fields of our defense-preparation program are either highly skilled workers or just nonskilled common laborers. Between these two extremes is a large number—probably much greater than

the number of skilled workers—who are now engaged in a wide range of low-skilled jobs in the broad field of trade and industrial work. They help to keep the supplies rolling by the contribution they make to repair and maintenance jobs, to erect temporary headquarters and supply depots, to run a line of pipe for a temporary water supply, to string a line of wire for communication or lighting purposes, to build concrete and frame foundations that are substantial, to disassemble and assemble parts of machines and equipment for the purpose of making repairs, etc. In these jobs they perform such operations as cutting lumber to lengths, nailing, threading, and coupling galvanized pipe, making simple electric splices, cutting and splicing wire, making and driving wooden stakes, tying and splicing rope, hand drilling and riveting, cutting and soldering sheet metal for simple jobs, filing for repair jobs, mixing concrete, leveling with spirit level, sharpening common tools by grinding, etc. Training for the necessary abilities to perform such a wide variety of low-skilled jobs, so common in the field of industrial activities and so much needed in defensive and offensive war activities where emergencies arise and personnel needs to be shifted from one job to another quickly, can be given effectively through the medium of industrial arts in our high schools.

At this point attention is called to the fact that with the depletion of the reservoir of surplus labor, so far as trainable and employable persons for industrial work is concerned, the supply of such persons in the not distant future must be from the young people completing their public-school education. On the assumption that it will take a considerable period of time to put our country in a satisfactory position, which should be maintained, among the nations of the earth with respect to our ability to defend ourselves against any foreign aggression, it is short-sighted to fail to prepare oncoming workers, not only for the skilled occupations as represented by vocational-industrial courses, but also for the variety of low-skilled jobs in industrial fields for which general basic

training may be provided through industrial arts courses.

A Long Time Job

National preparedness in accordance with present world conditions and the demands that mechanized warfare makes upon industrial workers is a long job. The production of such instruments of war as the bombing plane requires the use of many different kinds of materials brought together from a variety of sources, thousands of manufacturing operations and processes, and the assembling of many parts into a completed unit. Such a piece of work cannot be hastily produced, even with the most effective organization for mass production. The instruments of mechanized warfare must be as nearly perfect as human ingenuity and ability can make them. For a nation rich in natural resources, as is the United States, the foundation for national preparedness is to be found in an adequate supply of competent labor, with the emphasis, insofar as qualified labor is concerned, upon the *pre*. The existing urgency for building and maintaining adequate means of national defense, demands that we look to the training of our high-school youth as the source for future personnel necessary for carrying on the work essential to national preparedness. This is emphasized by the fact that beyond the compulsory education age, school is a selective process—that in general those who are better qualified as to natural endowments than are others, persist longer in school. When it is considered that on a Nation-wide basis 70 percent of the persons of high-school age (the last 4 years of the public-school system) is enrolled in high school, the significance of industrial arts courses for the selection and preparation of workers in our defense industries is doubly significant.

Some of the present belligerent nations are using youth from 14 to 18 years of age in the airplane industry, and from reliable authority it is reported that they are becoming competent workmen in this industrial enterprise. While this is in no way being recommended, the high-school grades, which correspond to these age limits, are certainly not too early to introduce

general types of industrial courses, represented by industrial arts, that will give a broad foundational training upon which may later be built a superstructure of specialized vocational training. The experiences of some belligerent nations also point to the feasibility and advisability of providing basic school training in certain phases of industrial work for girls. Women are adept in certain kinds of assembling jobs and in the production of precision instruments and equipment.

Sound Philosophy

At the end of the present school year a million and a quarter—approximately 50 percent of each sex—of youth will graduate from American high schools. This is 70 percent of the population of their age. This group constitutes not only seven-tenths of the population of that age, but a group which has resulted largely from a selective process—most frequently it is the weaker ones who fail to continue. It is sound educational philosophy and it is sound from the standpoint of national defense to provide these pupils before they graduate from high school with some basic, general training in the use of common materials and tools of construction that will assist them to adjust themselves to industrial employment, into which many of them will later be employed regardless of the defense program.

If adequate funds are made available for the purpose, industrial arts courses in the high schools of America can contribute, as no other means can, to the basic preparation of the source of supply for qualified labor to meet defense needs.

In general industrial arts courses on the high-school level for the purposes set forth above will include experiences in woodwork, sheet-metal work, bench and forge work in metal, some simple metal work on machines, elementary work in electricity, fundamentals in blueprint reading and drafting, some fundamental elementary work in plumbing, and other activities that can be selected on the basis of common industrial operations and processes that are essential elements in a foundation for further training experiences.



DEFENSE THRO

SCHOOLS and colleges in every community adapt their programs to prepare for defense of democracy. Here is picture evidence of defense activities and services on several educational fronts. Federal funds for vocational and engineering defense training are administered by the U. S. Office of Education. Send your defense-education pictures to the Office of Education for use in a variety of helpful ways. Proper credit will be given your school when a picture is used in publications, in Information Exchange loan packets, or in other possible ways.

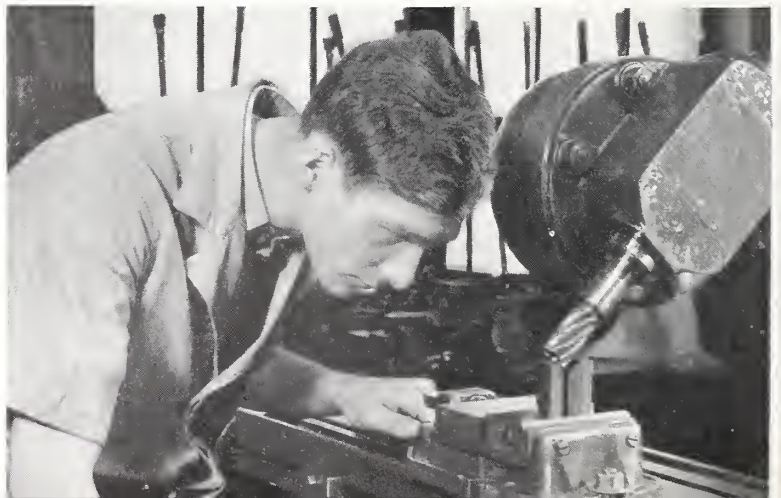
By day and by night.—Vocational schools in more than 300 cities operate around the clock. The regular vocational education program that has been conducted with Smith-Hughes and George-Deen funds, supplemented by State and local funds, during the past 23 years, goes on as usual. Defense classes are extra. Double and triple shifts in late afternoon and all night make full use of the Nation's investment of more than a billion dollars in vocational schools and equipment.—*Photo from Burgard Vocational School, Buffalo, N. Y.*

My Country, 'Tis of Thee.—This picture, received by the U. S. Office of Education Information Exchange on Education and National Defense, shows school children in Redlands, Calif., expressing their appreciation of the privilege of living in a land of freedom and democracy. Patriotism often finds expression through song. The Information Exchange invites schools to send in pamphlets and pictures on school activities and services. They are included in loan packets available through the Exchange to teachers and officials.—*Photo from Redlands, Calif., Public Schools.*



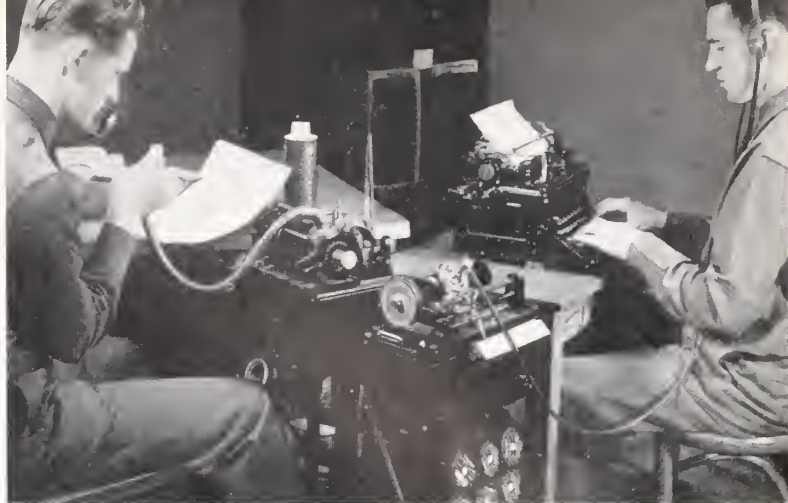
Signing up.—Nearly 10,000 courses for vocational defense training of out-of-school rural and nonrural youth have been organized since December. Public employment office representatives cooperate with vocational schools in registering applicants. In farm shops, school buildings, garages, these young men learn motor repair, metal work, woodworking, electricity. Trainees improve their skills, replace mechanics called by industry or selective service, accept defense jobs themselves. Organized swiftly, the program meeting a definite need for vocational training of rural youth is attracting national attention.—*Photo from North Carolina State College, Raleigh, N. C.*

Southpaw in training.—Winter defense training preceded spring baseball training for Harold Newhauser, Detroit Tigers' 1940 "rookie." The left-handed pitcher, who saw action in a Detroit-Cincinnati World Series game last fall, is a student in Wilbur Wright Vocational High School, Detroit, each winter.—*Photo from Detroit, Mich., Board of Education.*

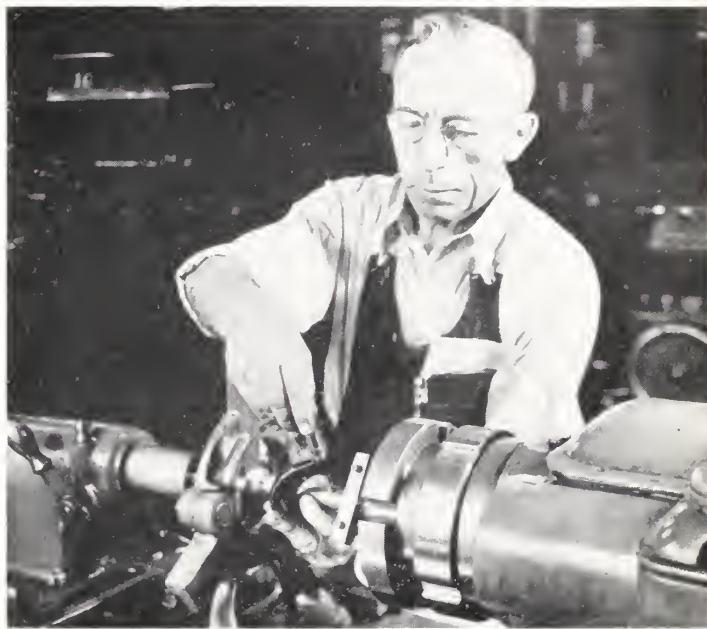


HIGH EDUCATION

Serving the Army.—Many defense-training schools and classes enroll officers and enlisted men of the Army. Enlisted men from Selfridge Field learn stenographic and other office work in a Michigan vocational school class. Army men in other communities get vocational instruction as bakers, cooks, radio technicians, mechanics, electricians, and preparation for other occupations.—*Photo from Detroit, Mich., Board of Education.*



Girls and women serve.—As the national defense program expands, more and more girls and women enroll in defense-training classes. The number of women to be trained depends upon local industrial needs for women workers. Girls operating power sewing machines, as this one is doing, may be called upon to assist in making Army uniforms, parachutes, and other military equipment.—*Photo from Central High School of Needle trades, New York City.*



Old and young alike.—There is no age restriction for men qualified to enroll for vocational defense training. A high percentage of trainees in vocational schools come from WPA and NYA rolls. Training fits them for jobs.—*Photo from New York Vocational High School.*

Design for defense.—This New York City vocational school trainee learns to splice steel cable. He is one of the 1,000,000 who may receive short-course defense training in vocational schools before July 1, 1941.—*Photo from New York Vocational Schools.*



Careful check.—University of Pittsburgh student engineers, preparing for service to Government or industry in the national defense program, use these instruments of magnification to check structure of polished steel. In engineering colleges and universities this year approximately 100,000 persons will complete special defense engineering courses.—*Photo from University of Pittsburgh.*





Our Adventures With Children

VII. SCHOOLS PLAN COOPERATIVE PROJECT FOR HOMES

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

★★★ Teachers and school administrators have tried increasingly to compensate children who have not had the enriching experiences of stable, well-regulated home and family life. Due to social and economic changes the center of some of the training that once was the responsibility of parents is often shifted from home to school.

The public school obviously admits all types of children, who bring with them as many variations in personality, background of family life and home training as there are children in school. Teachers have for the most part accepted the inevitable situations with courage and with skill in instances where unfavorable family life and lack of good home training have contributed to unadjustment and inefficiency of the children in school.

Many people believe, however, that the school carries more than its share of the responsibility for the training of children and that more should be done to foster greater home responsibility. At school staff meetings and elsewhere the problems of the schools are discussed over and over again—such problems as how to compensate children for lack of proper early home training, how the school might help the home to establish more satisfactory family relationships and more effective home training, and how to create a desire on the part of parents to spend more time doing things with their children in order to increase their learning experiences at home.

Episode

In one city where considerable study and discussion had been going on, the superintendent of schools decided to try an experiment. He wanted to find out what schools might do to awaken in parents a greater appreciation of their responsibility so that children

may have more opportunity for learning experiences in the home. He desired particularly to find ways of showing how rich and satisfying family life

This is the concluding article in the series entitled "Our Adventures With Children" which has been published this year in *SCHOOL LIFE*. These articles have dealt with problems of children, in school and at home, that have origins in the practices of adults. An effort has been made to indicate how the home and the school may work closely together in meeting such situations.

Each of these seven articles has contained one or more problems that are common to most families and can be used as the basis for study and discussion in parents' groups.

might be when all members of the household cooperated in a practical way.

The superintendent appointed a committee of the teaching staff to plan an experiment which would magnify family life and be of educational value to the whole family. After examining the possibilities, the committee decided to sponsor and cooperate in a home reading project. They prepared lists of books for children of all age levels from preschool through high school. When the lists were completed the books were purchased but there were no containers for them. It was at this point that fathers were asked to cooperate by helping the older boys make cases in which the books could be carried from place to place. Although many of the fathers responded with interest, they had no appropriate tools. These were, however, provided by the schools and the children made the boxes for sets of them in school. Finally the kits of tools were carried home and the older boys helped their fathers make

cases for the books. Now, these books were loaned by the schools for home reading and the children of any age-grade may have sets of them to read at home. It is reported that the children and their parents read both aloud and silently and that the whole family is being influenced by the experiment.

The enrichment of such a cooperative venture cannot be estimated but this superintendent and his staff demonstrated one way in which the school can encourage children and parents to work together on a school and home enterprise. Many parents will cooperate gladly in a definite project that has for its purpose the welfare of the children.

The possibilities for growth in a family where cooperative projects are carried on seriously are limitless. The horizon of the children will be increased and better school work will result; parents have a closer relationship to their children when they work with them. They feel a deeper interest in the school and what the school means to the whole community.

Questions for Discussion

1. Do you discuss current topics with the children in your family?
2. Make a list of projects that might be used to encourage the interest of parents in the school.
3. Make a list of books that parents and children might enjoy reading together.
4. What devices would you use to get parents having unadjusted children to seek advice? Where would you send them to get advice?
5. Do you ever invite your child's teachers to your home?
6. What small task at the school would you be willing to do to help the teachers or superintendent?
7. What contribution does your home make to the community?
8. Of what value is a home reading project to the family?
9. Can a child succeed in school if he has no reading experience outside of school?

(Concluded on page 243)

A "How-to-do-it" Report on Citizenship Education

by G. L. Maxwell, Assistant Secretary, Educational
Policies Commission

★★★ What educator, after hearing some stirring appeal for the schools to "educate youth for democratic citizenship," has not said to himself or herself, "Yes—but *how?*" I agree that our democracy faces a crisis, that education is necessary to save our democratic institutions, and that the schools must carry the main responsibility for the job of citizenship education. But who will help me to see how I in my school, in my classroom, can do my part of that job?"

Learning the Ways

The Educational Policies Commission has just completed a study intended to answer this question, "How?" The report of this study, published under the title *Learning the Ways of Democracy*, is a description of effective practices in civic education observed by the commission's staff in 90 high schools in all parts of the United States.

Every phase of school life, the commission concludes, may contribute to education for citizenship. Courses of study, teaching methods, out-of-class activities in the school and in the community, school administration, and evaluation standards all play their part in building the understandings, the attitudes, and the habits of the good citizen. It is a mistake to try to localize civic training in a few courses or activities.

Course-of-study materials are described which help boys and girls better to understand the fundamentals of democracy, such as the civil liberties, respect for personal rights, and faith in the judgment of an informed citizenry. These materials show how democratic ideals were wrought into the structure of American life by the Nation's founders, and how they have become embodied in our political, social, and economic institutions. Other materials

are cited which deal with the unfinished tasks of democracy, as represented in the problems before the American people today. The commission calls particular attention to the need for conceiving democratic citizenship in terms of the obligations and responsibilities of the citizen, as well as his rights and privileges.

The ways in which classes are conducted are as important as the contents taught. Illustrations are given of democratic practices in classes in art, home economics, mathematics, English, science, social studies, industrial arts, commercial subjects, physical education, and other fields. The commission concludes that every classroom, laboratory, shop, and gymnasium may contribute to the development of democratic citizenship, if the teachers understand democratic principles and are skilled in their practical application to teaching.

Student councils, clubs, assemblies, newspapers, athletics, and social activities may also be powerful factors in forming good civic habits and attitudes. The commission stresses the importance of using these activities wisely for educational purposes. It advocates the abolition of the division between "curricular" and "extracurricular" and the acceptance of all student activities as part of the educative process.

Bridging the Gaps

Some remarkable achievements are reported in bridging the gaps which too often separate schools from their communities. The examples range from large metropolitan institutions to isolated rural schools. The report makes a useful distinction between those community activities in which students merely observe or act under direction, and those in which they share largely in the responsibility for important decisions and actions.

It is sound procedure, the commission states, to provide for the active participation of teachers in the development of educational policies. The teacher who experiences democracy in administrative relationships is more likely to practice democracy in her relations with students. Democratic administration, in the schools visited in this study, has resulted in better policies, in their more intelligent execution, and in heightened morale.

The commission's report should be highly encouraging to educators. It is true, to be sure, that no schools were found which had programs of citizenship education on all fronts. But it is also true that these 90 schools together have accumulated enough experience to help any high school to do a good job of educating boys and girls for American citizenship. This volume makes this experience available to all educators who would direct their efforts toward citizenship education as a chief responsibility of the schools.



Our Adventures With Children

(Concluded from page 242)

10. Discuss the social implications of the participation of the family in a project planned by the school.

Books to Read

- LEVY, JOHN and MUNROE, RUTH. *The Happy Family*. New York, Alfred A. Knopf, 1940. 319 p. Chap. VIII. All children have difficulties, p. 284-319.
- WASHBURN, CARLTON W. *A Living Philosophy of Education*. New York, John Day Co., 1940. 585 p. Chap. XXVII. Convincing the parents, p. 340-343; The right book for the right child, p. 343-344; Chap. XXXIX. The Parent-teacher association, p. 525-531.
- FAMILY LIVING AND OUR SCHOOLS. By a Joint Committee on Curriculum Aspects of Education for Home and Family Life. Bess Goodykoontz and Beulah I. Coon, cochairmen. New York, D. Appleton-Century Co., 1941. 468 p. Chap. I. The need for education for home and family living, p. 1-26.
- EDUCATION FOR FAMILY LIFE. 19th Yearbook. American Association of School Administrators, Washington, D. C., 1941. 368 p. Chap. VII. Schools can help homes, p. 108-121.



New Books and Pamphlets

Democracy

Speak Up for Democracy. What you can do—a practical plan of action for every American citizen, by Edward L. Bernays. New York, The Viking Press, 1940. 127 p. \$1 (special arrangements for group distribution).

A plan for positive action in maintaining democracy. Provides techniques and methods of influencing, mobilizing, and crystallizing public opinion.

Minimum Salary Standards

State Minimum Salary Standards for Teachers, 1940. Washington, D. C., Research Division, National Education Association of the United States, 1940. 95 p. mimeog. 25 cents.

A summary by States with abstracts of minimum salary laws; includes a bibliography of selected references.

Summer Workshops

Professional Education for Experienced Teachers, the Program of the Summer Workshop. Prepared by Kenneth L. Heaton, William G. Camp, and Paul B. Diederich with the assistance of members of the Committee on Workshops and various staff members and participants in summer workshops. Chicago, Ill., The University of Chicago Press, 1940. 142 p. illus. \$1.25.

Reviews the history of the workshop movement, describes the principles and methods employed and discusses its possible significance for teacher education and for other fields of professional and graduate instruction.

Story Telling

Campfire Tonight, by Richard James Hurley. Ann Arbor, Mich., The Peak Press, 1940. 104 p. \$1.

A handbook of story telling methods and materials; suggestions that will help the Scout leader, the camp counselor and the leader of young people's groups; for age group 12 to 17. Copies of References for the Story Teller, reprinted from Campfire Tonight, will be sent for 10 cents.

Nutrition Unit

Feeding Our Teeth. A nutrition unit for the third and fourth grades of the elementary school, by Mary S. Rose and Bertlyn Bosley. New York, Bureau of Publications, Teachers College, Columbia University, 1940. 26 p. 30 cents.

A nutrition unit which may be conducted without special equipment. Developed and tested in public-school classes.

Accident Liability

Liability for School Accidents, a manual for educational administrators and teachers,

by Harry N. Rosenfield. Sponsored by the Center for Safety Education, New York University, in cooperation with the New York University School of Law. New York, Harper and Brothers, 1940. 220 p. \$2.

Provides legal guidance, drawn from court cases and opinions and discusses specific problems of school operation in eliminating accidents.

Rural Electrification

Rural America Lights Up, by Harry Slatery. Washington, D. C., National Home Library Foundation, 1940. 142 p. 25 cents.

A history of the development of rural electrification and its contribution to the national defense program.

Nature Education

Nature Education Issue I-II of The Teaching Biologist, May and October 1940. New York. Published by the New York Association of Biology Teachers, 1940. 25 cents, single copies. Subscription, including membership, \$1.50 a year. (Order from Philip Goldstein, Walton High School, Reservoir and Jerome Aves., The Bronx, New York.)

A nature-study program for high schools, planned and written by the Nature Study Group of the New York Association of Biology Teachers. Other issues devoted to special subjects, anthropology, consumer education, geuctics, etc.

School Building Plans

Check List for Architects' Working Drawings for School Buildings, by N. L. Engelhardt in collaboration with Harry Maslow, Anthony Ferrara, John W. McLeod, George H. Levy. New York, Bureau of Publications, Teachers College, Columbia University, 1940. 44 p. 60 cents.

A check list for boards of education and school executives for evaluating school building plans.

Educational Broadcasting

Radio Trailblazing; a brief history of the Ohio School of the Air and its implications for educational broadcasting, by B. H. Darrow. Columbus, Ohio, College Book Co., 1940. 137 p. \$1.

The founder and director of the Ohio School of the Air tells the story of its pioneer efforts in advancing education by radio.

SUSAN O. FUTTERER



Recent Theses

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

BALLOU, RICHARD B. The grammar schools in seventeenth century Colonial America; a study of the grammar schools in New England, New Amsterdam, and New York, Pennsylvania, Virginia, and Maryland, with special reference to the ideas which led to their establishment and influenced their early history. Doctor's, 1940. Harvard University. 433 p. ms.

BARRON, JOHN F. A study of educational efficiency of the schools of Cameron County, Tex., of districts of less than 50 scholastics. Master's, 1939. Texas College of Arts and Industries. 54 p. ms.

BATES, RUTH A. Living specimens for biology teaching in western Oregon high schools. Master's, 1936. Oregon State College. 79 p. ms.

BUNCE, EDGAR F. Development of a unified program of tax supported, State controlled teacher education in New Jersey. Doctor's, 1939. New York University. 65 p. ms.

BURTS, MARY FAWCETT. Some factors associated with juvenile delinquency. Doctor's, 1939. New York University. 75 p. ms.

CAUDILL, MILLARD N. Spanish-culture withdrawals, sixth grade level, Texas public schools, Fremont, Tex. Master's, 1939. Texas College of Arts and Industries. 67 p. ms.

CLEMENT, STANLEY L. Status of student participation in government in Maine secondary schools with special reference to student councils. Master's, 1939. University of Maine. 88 p. ms.

COOK, JOHN T. Teacher training in the Province of New Brunswick: an historical and analytical study of its evolution together with proposed measures of practical reform. Doctor's, 1940. Harvard University. 579 p. ms.

CRUEY, G. WAYNE. The educational program of the Civilian Conservation Corps: its provision for leisure time and vocational guidance. Master's, 1938. Bowling Green College of Commerce. 98 p. ms.

DEENEY, MARGARET M. Survey of social agencies in the District of Columbia concerned with the emotional, social, and vocational adjustment of mentally handicapped children. Master's, 1940. George Washington University. 86 p. ms.

FEAR, RICHARD A. Why Connecticut CCC youth left school. Master's, 1940. Boston University. 62 p. ms.

DALE, KENNETH I. Educational program in North Dakota companies of the Civilian Conservation Corps. Master's, 1936. University of North Dakota. 50 p. ms.

FREEMAN, RUTH. Supervision in public health nursing. Master's, 1939. New York University. 205 p. ms.

HARBY, SAMUEL F. Study of education in the Civilian Conservation Corps camps of the second corps area, April 1933-March 1937. Doctor's, 1938. Teachers College, Columbia University. 264 p.

HORTON, BYRNE J. The origin of the graduate school and the development of its administration. Doctor's, 1939. New York University. 235 p. ms.

HUNTER, MARGARET A. Education in Pennsylvania promoted by the Presbyterian church, 1726-1837. Doctor's, 1937. Temple University. 170 p.

JAMES, BERNARD P. A study of transportation of school children in North Dakota. Master's, 1939. University of North Dakota. 88 p. ms.

KNAPP, ROBERT H. A survey of practices and trends in administrative provisions for individual differences, 1928-38. Doctor's, 1939. University of Nebraska. 215 p. ms.

MURDOCK, MYRTLE C. The education of crippled children in the United States, with particular reference to Arizona. Doctor's, 1940. George Washington University. 115 p. ms.

RUTH A. GRAY

"To Provide for the Common Defense: To Promote the General Welfare: To Secure the Blessings of Liberty"

★★★ The school and the church must be kept as centers where minds are rallied around their loves and hopes rather than around their hates and fears . . . Youth must be made to feel that there is a tomorrow worth working for . . . Let us convince the young that all is not over just because everything is interrupted . . . The goal of individual success, which has been emphasized by our go-getter commercialism, is not adequate for tomorrow's citizenship . . . We must not allow the exigencies of military preparedness to weaken the support of education or distort its long-range perspectives . . . We must develop inner stamina, the capacity for straight, hard thinking and strong, self-reliant living."

Thus spoke the Reverend Ralph W. Sockman, at the opening general session of the American Association of School Administrators' Convention in Atlantic City, for its seventy-first annual convention.

The school administrators elected Supt. W. H. Pillsbury of the Schenectady, N. Y., schools, as president for the coming year, succeeding Supt. Carrol R. Reed, of the Minneapolis schools, who automatically became first vice president. Superintendent Pillsbury assumed the presidency March 15th.

Organization "Honors Itself"

Dr. Frank Pierrepont Graves, former commissioner of education for the State of New York, was the recipient this year of the American Education Award of the Associated Exhibitors of the National Education Association. The illuminated manuscript presented to Dr. Graves said in part:

Any organization dedicated to the advancement of American education honors itself by paying homage to Frank Pierrepont Graves; for Dr. Graves to all who know him is a symbol of truth in an age of doubt, of intellectual integrity in an era that is not without its superficiality, of steady, enlightened progress in times when many have wandered impatient and unguided.

Excerpts From Resolutions

Now, more than ever, it is imperative that the schools play an active part in keeping open the channels of truth and in teaching young people to know and to seek these channels. The schools must preserve the vital distinction between intelligent analysis of propagandist doctrine on the one hand and morbid states of sterile skepticism and negation on the other. Emphasis must remain on positive faith in the American way of life.

That was one resolution adopted by the association. Others included wholehearted approval "to the policy of the United States Government in furnishing to those nations which are now resisting the ruthless aggressions of totalitarian nations, the fullest material assistance consistent with our own ultimate safety."

Under the caption, The Nation for the Schools, the following resolutions were included:

The rights of the coming generation must not be sacrificed in meeting the present emergency, and educational opportunities for the youth of the nation must be preserved.

If the schools as an important line of defense are to perform their tasks for the nation, they must have adequate financial support.

This association urges that present local and State appropriations for the general support of the schools be continued without curtailment.

For normal as well as emergency needs, the association recommends that the Congress adopt a plan of Federal aid for an equalization of educational opportunity throughout the Nation, such Federal aid to be admin-

istered through the U. S. Office of Education and the State departments of education.

For the emergency needs of the defense program this association recommends continued and augmented provision by the Federal Government for new construction, equipment, and teaching service for training in the defense industries.

The association recommends that to meet immediate and pressing emergency conditions, special Federal appropriations of funds be made to those communities in which school enrollment has been significantly increased by the influx of families of servicemen and of workers in the defense industries.

The association recommends that all programs of public education be controlled and directed by the regularly constituted educational authorities.

Yearbook Featured

One convention session featured the 1941 yearbook of the association which is entitled, "Education for Family Life." This yearbook was prepared by a commission of nine persons under leadership of Dr. E. W. Jacobsen, dean of the School of Education, University of Pittsburgh.

Noted educators and leaders in many other fields participated in the convention which was attended by some 12,000 persons from the various communities of the Nation.

Bricklaying

An Analysis of the trade

VOCATIONAL DIVISION BULLETIN No. 208

A new bulletin written primarily to meet the needs of instructors of bricklaying apprentices, but of interest and value to others. 238 pages, well illustrated. Price, 40 cents. Order from Superintendent of Documents, Washington, D. C.



New Government Aids FOR TEACHERS



by MARGARET F. RYAN, *Editorial Assistant*

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

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

● Illustrated circulars giving the history, a description, and general information regarding the *Statue of Liberty National Monument*—Bedloe's Island, New York (see illustration), *Fort McHenry National Monument and Historic Shrine*—Maryland, and *Colonial National Historical Park*—Virginia, are available free by writing to the National Park Service, Washington, D. C.

Revisions of the circulars of information on the history, geography, geology, wildlife, and recreational facilities of the following national parks are also available free upon request: *Crater Lake National Park*—Oregon, *Glacier National Park*—Montana, *Lassen National Park*—California, and *Mount Rainier National Park*—Washington.

● The official *Congressional Directory of the 77th Congress, 1st Session*, corrected to December 19, 1940, may be purchased from the Superintendent of Documents, bound in cloth, at \$1.25 per copy. Biographical sketches of the President, the Vice President, the Vice-President-Elect, and of the Senators and Representatives from each State; standing committees of the Senate and House of Representatives; duties of each of the executive departments, bureaus, and independent offices and commissions are included in this directory, as well as a list of foreign diplomatic and consular officers in the United States and in the foreign service, and lists of members of the press and radio correspondents entitled to admission to the press galleries and of White House photographers. State maps showing the congressional districts are appended.

● More than 6 million farmers are working together in cooperation with Federal, State, and local Government agencies to achieve a better balance between agriculture and the business and industrial life of the Nation. In order to state the national farm problem in terms of the present and to describe the national farm program as it is operating today, the publication entitled "*Achieving a Balanced Agriculture*," first issued by the Department of Agriculture in 1934, has been revised and brought up to date. Copies are available free upon request.

● A technique for educating the public in health by means of testing and providing answers to test questions, developed as part of a study conducted cooperatively by the



Courtesy National Park Service

Statue of Liberty torch.

American Museum of Health and the Public Health Service at the Medicine and Public Health Building at the New York World's Fair, is described in Reprint No. 2144 from the Public Health Reports entitled "*Using Tests as a Medium for Health Education*." This technique is offered by the authors as an effective, simple, and inexpensive procedure applicable to other mass health education situations. Price, 5 cents.

● Forecasting the water supply is a service of interest to farmers, ranchers, shippers, bankers, and agencies concerned with power production, water supplies, and flood control. For more than 30 years forecasts have been made on the data obtained by making measurements of the water content of the snow that accumulates during the winter. The accepted method of making these measurements is termed "snow surveying." Publication No. 380 of the Department of Agriculture gives detailed instructions for that part of the work performed by the snow surveyor and makes suggestions for winter travel. It also touches upon the purposes served by snow surveys and the general principles of water supply forecasting. 10 cents.

● At the present time many professional and other employees of institutions of higher education are without systematic protection of the types provided by the Federal old-age and survivors insurance system, according to an article appearing in the December 1940 issue of the *Social Security Bulletin* under the title *Higher Educational Institutions and the Social Security Act*. The article summarizes information available on the subject which the Social Security Board has assembled on the various classes of workers excepted from the Social Security Act, among whom are those employed in nonprofit educational institutions. Single copies of the *Bulletin* sell for 20 cents; the subscription price in the United States, Canada, and Mexico is \$2 a year; in other countries, \$3.75.

● In her annual report to the Secretary of Agriculture, Louise Stanley, Chief of the Bureau of Home Economics, discusses the home and national defense, family economics, foods and nutrition, textiles and clothing, housing and household equipment, and publications and information services. 5 cents.

● Under the present set-up for the controlled private-pilot courses, a certain part of the general instruction is to be given by the flight instructor, including theory of flight, inspection of aircraft and engines, instruments, and parachutes. *Flight Instructor's Manual* (Civil Aeronautics Bulletin No. 5) aims to standardize flight instruction and at the same time provide the instructor with information that will enable him to train his students as safe pilots equipped with a maximum of knowledge and technique in a minimum of time. Copies of the manual sell for 30 cents.

● The Archivist of the United States announces the publication of a 303-page guide to the more than 320,000 linear feet of records received by the National Archives to December 31, 1939. Described or listed in the guide are records of the United States Senate, of the 10 executive departments, 45 independent agencies, and 4 Federal courts. Maps, charts, sound recordings, motion pictures, and photographic material are included. Copies of the guide bound in heavy paper sell for 40 cents; a limited number, bound in cloth, are available at 70 cents each.

Experiences While Training Teachers in Liberia

by John Harvey Furbay, Formerly President of the College of West Africa¹

★★★ The Negro Republic of Liberia is Africa's "Little America." Founded by American Negroes repatriated to Africa by the American Colonization Society in 1820, it is one of the most interesting resettlement projects in recent history, and a significant experiment in Negro self-government. Those who have read the story of this little country on the West Coast of Africa have been impressed with the heroic struggle which the early colonists made to establish themselves and create a civilized community on the very edge of paganism.

The odds against these pioneers were great: The climate was new to them, the foods were strange, the native tribes were hostile, and the African fevers were deadly. In spite of these difficulties, the American Negroes gained a foothold on the African continent, set up a state the size of Ohio and called it Liberia, because it was a place of liberty for the Negro race. The first little village was named for our President Monroe, and today the city of Monrovia is the capital of the Republic.

Something like 5,000 American Negroes were transplanted to Africa on American Government ships during those early years. These people were expected to be the "leaven" among nearly 2 million uncivilized native tribesmen. The penetration has been slow, and today, after more than a hundred years of it, there are still vast areas of the country untouched by civilizing influences. The American Negroes, being superior in knowledge to the natives, have kept aloof from them, generally speaking, and have considered them good only for labor and domestic service. A new policy, however, was started in 1932 and a national program for education of the natives was inaugurated.

It was as a result of this that I was asked to go to Liberia and direct the

work of the College of West Africa during the past 3 years. This school, located in Monrovia, is a center for teacher training in Liberia. The student body, numbering over 600 (including morning, afternoon, and evening sessions), is largely made up of descendants of the American settlers, but there is also a good representation from the native tribes. These latter have received their elementary training in mission schools of the interior, of which there are a hundred or more doing a commendable piece of work.

The Negro faculty is surprisingly well educated. Most of them have been in school in America or Europe at one time or another. For example, the physical education director has an M. A. degree from New York University; the home economics teacher has attended Columbia; and the science

teacher has studied in Germany and Switzerland.

Particular Needs

Because of the particular needs of the country, the curriculum is built around the sciences. This is to promote a basic knowledge for improving the hygienic conditions and to help dispel some of the deep-rooted superstitions.

Africans are prone to take both their books and their teachers literally. One student teacher whom I observed was standing on the left side of the blackboard while explaining something on the board, but he was directly in the way so that the students could see but little of the blackboard. When asked why he did not stand on the right side so the students could see better, he replied that the picture in his teacher-

School students at the College of West Africa. Daily physical drills are required of the new generation of Liberians. Both native and Americo-Liberian boys and girls attend this school which trains more than 600 students each day.



¹Now associate professor of education, Mills College, Calif.

training textbook had shown the teacher standing on the left side, and he thought that was always to be followed.

Discipline is a serious problem in an African school. The pupils have been accustomed to fixed rules and inflexible routine. This is tribal custom. To put this child on his own responsibility, to choose for himself what is right or wrong, is a big transition, and most of them cannot make it. Instead, they become unruly, and are subject neither to tribal custom nor to civilized codes. So it is necessary to keep a modified form of tribal discipline in the schools. Punishment is usually corporal.

The African is eager to "learn book," as he puts it. The native wants to be educated more than he wants anything else on earth. He longs for civilized clothes, books, and learning. He believes all these things will bring him power and also happiness.

Activity and Growth

The continent is today a place of teeming activity and growth. There are teachers' associations, journals of education, and some beautiful academic campuses. Achimota College in Accra has a 3-million-dollar plant; the University of Capetown is as up-to-the-minute as most of our State universities; and the Pasteur Institute, in Senegal, is leading in scientific research among the French colonies.

Yet, side by side with this can be found the most primitive forms of tribal education.

It is a mistake to assume that the uncivilized natives have no education till formal schools are brought to them. They have an educational system that is as old as their tribes. Let us take a look at this primitive educational system.

According to native custom, the children are taken from their parents when they are from 6 to 8 years of age, and are taken to a "bush school" for training until they reach adolescence. The boys and girls go to separate places. These jungle schools are highly secret, and the most learned of the medicine people in the tribe are the teachers, called "Zoes." While the children are in the bush school, the parents are required to furnish them rice for food,



Student body of College of West Africa.

and any other necessities. Ordinarily the parents see little of their children during the years they are kept in the bush school. They sleep and eat with their instructors in mud huts, and the days are spent in varied activities.

You would perhaps like to know what they are taught in these secret African jungle schools. Their curriculum is adapted to their tribal needs, and when considered in this light seems quite adequate—though very static. Everything is learned by rote, and the objective is for the student to imitate his elders in all matters, to duplicate his life. There is no chance given him to learn how to improve upon the ways of his fathers, and the idea of changing anything would probably not occur to him, as the tribe has solved all its problems in days gone by, and now the youth merely learn the wisdom of the elders.

First, the child is taught history. This consists of the traditions of the tribe, and the folklore that has grown up around it all. He is taught to believe his tribe is the best tribe, and that it is especially favored.

Reverence for Elders

The child is taught the greatest reverence for his elders, whether living or dead, for all of one's ancestors are still with him either in body or in spirit. In either case, they are important factors in the life of the tribe, and control much of their fortune. A native child is the essence of courtesy. When he comes to see anyone he will stand without a word until he is recognized and asked what he wants. I have seen these children stand for 10 minutes motionless, waiting to be recognized. They would never think of seeking to attract

your attention. When an order is given to one, he does not question it; and when one comes for advice or to get a quarrel settled, he accepts a decision as final.

The economic side comes next. A child is taught to handle tools, make farm, build houses, weave cloth, and many useful crafts. There is never any unemployment among them. The girls are taught cooking and farming.

The law taught to every youth is the law of Juju, which is related to all their superstitions and witchcraft. In general, it serves a beneficial purpose among the members of the tribe. Outside of this setting, it would be considered a dangerous form of social rule. Voodoo is the antisocial and degenerate form of African Juju transplanted out of its element to American shores, especially in Haiti.

Native trials are by ordeal. This is a primitive form of lie detector. The suspects are given certain situations which will show up the one who is nervous or guilt-conscious. One of these ordeals is putting stones on their tongues. When they are taken off, the boy with the dry stone on his tongue is declared by the medicine man to be guilty—and he probably is, for his emotional state would not let his saliva flow and wet the stone. There are hundreds of forms of these ordeals, but they all have the same principle.

Recreation Has Its Part

Recreation has its part in these jungle schools. There are games, especially those to the rhythm of drums and other music. These dances (which they always call "play") have intricate movements, all of which have their meaning. One dance may represent fish swimming up a stream; while another may be their interpretation of some mystical ritual related to their fetishes. The music keeps them going, with its strong rhythm, and they often dance the whole night through. There are other games, such as a form of backgammon, with as many as 80 holes. They make their own musical instruments, such as harps, drums, xylophones, and various tinkling pieces of metal.

Health must be cared for, so each

child is taught to recognize and make use of various herbs. The medicine teachers instruct them in drugs to reduce fevers, break colds, and produce sweating. Of course, they are carefully instructed in various charms and medicines for keeping away witches, leopard men, water people, and the like. To become a bona fide medicine man or medicine woman, a course of training covering from 5 to 10 years is taken with the elders in that particular secret cult.

Preparation for marriage is an important part of their training, as they will marry at the age of 11 or 12, as soon as they leave the bush schools. Every girl is taught what to do when a baby is born, and how to take care of it afterward. Every girl is a virgin when she is sold to be a wife. There is practically no sexual immorality among the native tribes. Sex crimes and adultery are punished most severely if they ever occur. We do not do as good a job of sex education in our schools as those jungle people seem to do. They teach it as a part of natural life. Of course, they have many taboos surrounding this aspect of life, and it is the removal of these taboos that sometimes results in lax morals when the transition to civilized ways comes.

Finally, a philosophy of life is given to every native African child, so definite and final that there seems nothing left to wonder about. It gives him a feeling of security and finality in his thinking. It is bound up with all of his superstitions and medicine beliefs, but, nevertheless, it hangs together and makes sense to him. Life has meaning; and it has continuity with all life that preceded him.

The climax of their training in the African bush schools is the mystical initiation into manhood and womanhood. It is a colorful spectacle. The last stages of it are a great public ceremonial dance in full regalia of many colors. They are impressed deeply with the responsibilities of entering manhood and womanhood. They will now marry and become a part of the society of the tribe, and can take part in tribal councils, warfare, and other activities of adults. It

is their great graduation day—it is commencement for them.

This is but a fragmentary glimpse at native education in its primitive form, just as it was going on, no doubt, millenniums ago. It gives us a small idea of the great gap that has to be crossed when these young people enter civilized life, with its mechanical wonders, such as ships, radios, airplanes, automobiles, electric refrigerators, etc.

I would say in conclusion that an educator in Liberia should also be an engineer—not of mechanical things, but of human—for he must help those countless eager students construct some bridges across a 2,000-year gap from antiquity to modern times. That this can be done at all, is one of the greatest wonders of life.

American School at Quito

The American Minister to Ecuador reports that the American School at Quito has an enrollment of approximately 135 students and additional enrollments of 15 or 20 students expected.

As now organized, the school conducts classes from the prekindergarten through the sixth grade. There are nine teachers on the faculty, of whom all but two speak English. Instruction is in the English language, except for a few courses such as Ecuadoran history and geography. The school has spacious grounds where fields are being laid out for athletics which are under part-time supervision of an American athletic instructor employed by the Ecuadoran Government.

Display of the Flag



The flag, by universal custom, is displayed on buildings and on stationary flag staffs in the open only in fair weather and only between the hours of sunrise and sunset. It should always be hoisted briskly and lowered slowly and ceremoniously, care being exercised that at no time does it touch the ground. The flag may be carried in a procession or displayed indoors at any time.

When the flag is displayed flat on a wall, either horizontally or vertically, the blue field should be in the upper left-hand corner. If suspended vertically over a street the blue field should be to the north or to the east. If suspended from a rope or from a staff out from a building the blue field should be at the peak, that is, farthest from the building. The book, *The Flag of the United States: Its History and Symbolism* gives the following useful rule: "We always speak of the flag as the Stars and Stripes—never as the Stripes and Stars. Therefore, when we look at the flag it should read 'Stars and Stripes'—that is, the stars (in the blue field) should come first."

The center position at the front of a parade, float, or automobile is the favored position for the flag. The position next in importance is at the right as viewed from the moving column or from the vehicle. When displayed on a wall behind a speaker the flag should be in the center and above the heads of stage guests and speaker. If displayed on an auditorium stage from a staff, the flag should be at the speaker's right, that is, at the left of the stage as seen by the audience. An effective way of displaying the flag indoors is to play a stream of air on it from a fan concealed in a display of ferns or flowers.

The flag should never be draped. For draping use red, white, and blue bunting. Here, as in displaying the flag, blue is the honor color; consequently, the bunting must always be arranged with the blue on top or at the observer's left, white next, and red below or at the observer's right.—Prepared by Carl A. Jessen, Senior Specialist in secondary education, U. S. Office of Education, in cooperation with The United States Flag Association.



THE VOCATIONAL SUMMARY



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

A Chance To Cooperate

How the vocational agriculture teacher and the distributive education teacher may cooperate in providing instruction for farmers in marketing their products and managing their farms on a business basis, has been suggested by W. F. Shaw, agent for distributive education, U. S. Office of Education.

It is the responsibility of the vocational agriculture teacher, Mr. Shaw states, to provide instruction that will assist farmers in selecting land that is suitable for their farming operations, selecting and securing necessary farm equipment, raising livestock, controlling crop diseases and insect pests, and selecting and storing seed.

But the distributive education teacher or coordinator, he believes, may render invaluable assistance to the vocational agriculture teacher by providing instruction in such subjects as the interpretation of market demands and trends, meeting the market demands for farm products, assembling and packaging products for marketing, transporting produce to market, marketing farm produce cooperatively, financing sales of farm products, advertising these products, expanding markets for farm products, developing new markets, and advocating desirable farm marketing legislation.

"The farmer as a businessman," Mr. Shaw says, "needs training in finance, economics, and the geography of local, State, and world markets. He should understand farm management and control and how to advertise and sell farm produce."

Calling attention to the lament frequently heard, that "it is not easy to arrange any type of training in distributive subjects for a small town," Mr. Shaw inquires: "But why may not the distributive occupation teacher cooperate with the vocational agriculture teacher and give distributive training to farmers whose living depends upon the successful management of large farming areas adjacent to small towns?"

Delaware Committees Active

Latest reports from Delaware show that a State advisory committee and 15 trade advisory committees have been set up in connection with the trade and industrial education program in that State. Trade advisory committees now function in connection with courses for auto mechanics, bricklayer-masons and tile setters, carpentry and cabinet making, electrical trades, industrial chemistry, machine shopwork, painting and decorating, printing, plumbing, sheet metal work, welding, cafeteria and tea room work, distributive education, cosmetology, and the needle trades.

To illustrate the functions which advisory committees may exercise, the State superintendent of public instruction, H. V. Holloway, calls attention to the fact that the plumbers' committee has been active in organizing a program of instruction for plumbers and prospective plumbers, in establishing the scale of wages to be paid plumber apprentices, and in controlling the type and number of apprentices to be enrolled. The industrial chemistry committee has been active in determining the content of the course of study in this field. The machine shop committee has concerned itself, also, in activities pertinent to planning, establishing, and conducting courses in machine shopwork.

During the year the State advisory committee assisted the State board for vocational education in plans for a State-wide industrial education program.

At Home and Employed

Local residents have been given employment, a reserve of emergency help for hotels has been built up, and wage money which under ordinary conditions would have been spent elsewhere has been spent in the North Adirondack area, as a result of training programs for waiters, waitresses, bellboys, and chambermaids set up in New York several years ago.

The training program was not confined to one community. Training was offered in two parts—in a preliminary course which was carried on in several communities, and in a practical course in one center where all students were given training and experience in local hotels.

The preliminary courses were exploratory in nature. Their main purpose was to provide the basic knowledge and fundamentals of hotel service. Successful classes were organized in Malone, where sessions were held in the high school; in Plattsburg, where they convened in the State normal school; and in Saranac Lake, where they met at Hotel Saranac. The course was offered on a part-time basis, classes meeting from 4 to 6 p. m., 5 days in the week for a total of 24 sessions. Enrollees for the courses were drawn from out-of-school groups.

Home economics teachers, hotel managers, physicians, beauticians, chamber of commerce representatives and others, offered instruction or lectured on phases of their respective fields with which hotel service workers are concerned.

The practical course was given in hotels at Lake Placid, which cooperated in providing supervised work experience for trainees. This course was offered for a 10-day period. Students attending the course—64 during the first year—were housed at a clubhouse do-

nated for the purpose by the manager. Part of the food consumed by these students was donated by hotels, grocery stores, and other local food purveyors. Students housed at the local club operated it on a hotel basis as a part of their practical training.

At evening meetings students discussed, compared, and evaluated procedures and practices, methods, and techniques used in their supervised work experience, or heard talks on pertinent topics by guest speakers.

Of the 49 students who finished the course last year, 33 secured employment in hotel service work, 2 as hospital assistants, 2 in household service, and 5 in miscellaneous work. Six were unemployed 2 months after the course was completed and one did not respond to the employment follow-up letter sent out to check on course graduates.

Records and Modifications

Fairfax County (Va.) teachers of home economics will be in an advantageous position in planning their courses and their teaching programs next year, as a result of records they are keeping this year on the classroom and home project work of 15 selected home economics students.

This plan, which was formulated by the teachers in cooperation with representatives of the Home Economics Service, U. S. Office of Education, calls for careful and comprehensive records on various items. A record will be kept of the development of each student with respect to personal appearance and grooming.

On forms similar to those used by the State nutrition committee in their studies of nutrition habits, each student will be asked to file data on the meals she serves in her home during 1 week in December, 1 week in March, and 1 week in May, as well as on the food she produces for this purpose and the storage facilities she provides for this food. Informal records will be kept of significant information secured from the students, their parents, or their neighbors.

In addition, each student will be asked to fill out an individual pupil record on which she lists her interests and particular problems, and records any achievement she has made in advancing her interests or solving her problems, and keeps a record of her activities in connection with home projects.

Care has been taken in selecting the 15 girls for the experiment to choose students from low, middle, and high economic and social levels. For example, one girl will be chosen from a family with a small number of children, one from a middle-size family, and one from a large-size family. Other factors considered in selecting students for the ex-

periment were: Family income, location of home (suburban or rural), age, scholarship, and home responsibilities.

In planning this experiment, Fairfax County teachers agreed also to attempt to get a specific type of information in visits to students' homes.

With the information secured from these student records, Fairfax County teachers will be able to suggest modifications in the objectives of their home economics instruction during the next school year.

Study Emphasizes Guidance Need

The county superintendent of schools, a representative of the State department of education, the county supervisor of elementary schools, and 14 high-school guidance counselors cooperated in a recent survey designed to determine what becomes of graduates and drop-outs of Mecklenburg County (N. C.) high schools.

Of the 487 graduates included in the study, 13 percent were attending colleges when reached either by letters or in personal interviews, and 16 percent were attending other institutions, making a total of 29 percent who were receiving further training. Twelve percent of those attending college were enrolled in home economics or agricultural courses and 78 percent in academic courses.

The majority of the graduates who were employed reported that they had secured jobs through personal application, or through the assistance of friends or relatives. Of special interest is the fact that only three students reported that they had secured jobs through the assistance of school placement bureaus or school counselors. Nine students got their jobs through the Public Employment Service. Twenty-eight percent of the graduates and 32 percent of the drop-outs were employed full time or permanently.

One hundred and eight graduates reported that they were dissatisfied with their jobs and 103 that their jobs were satisfactory. Schools and guidance counselors should be interested in the statement made by many boys and girls that they took whatever job was available, and "without adequate information and counsel." The survey showed that in far too many instances decisions concerning life work were made with little consideration of individual interests and abilities.

The need for adapting the high-school curriculum to the careers of youth and to community conditions is emphasized by the fact that there was little relationship between the offerings of the schools and the careers of the youth studied and the employment and other conditions in their respective communities. For example, only two-thirds of the rural schools in the county offered vocational agriculture courses.

The highest and average salaries of the graduates were practically the same as those of the drop-outs.

Drop-outs, the survey develops, were from all grades from the eighth to the eleventh. Only 4 persons with "good" scholarship ratings dropped out. Chief reasons assigned by drop-outs for leaving school were: Failure in work, 9 percent; indifference, 8 percent; dislike of school or tired of school, 13 percent; to work, 20 percent; needed at home, 9 percent; married, 6 percent; poor health, 4 percent; suspended, 4 percent; other causes, 6 percent; unknown, 21 percent.

The 1-year study, which is now being continued, grew out of a recognition on the part of high-school counselors of the necessity of adapting the high-school curriculum to the varied abilities, interests, and vocational outlook of the 2,900 pupils in the 14 Mecklenburg County high schools.

The consensus of those who made this study is that a continuous systematic guidance counseling program for students would result in better adjustment in employment of those who graduate and in holding in school many of those who drop out before graduation on one pretext or another.

The Oregon Plan

Every effort is made to impress upon prospective vocational agriculture teachers at the Oregon State College, the necessity of getting farm youth enrolled in part-time classes for out-of-school youth to work out a program of farming that may be developed over a period of years.

Each teacher trainee scheduled for cadet teaching during the school year 1939-40 was paired off with one young farmer with whom he was to work throughout the school year.

On his first visit to his young farmer-pupil the trainee stressed the necessity of formulating a farm organization and working out a farming program that could be developed over a period of years. He explained further that such a study and a plan would serve to call to the attention of the farmer certain weaknesses or problems in the organization of his farm business and that with these in mind, suggestions for remedying such weaknesses and solving such problems could be made.

In most instances, teacher trainees have found that it is possible in conferring with young farmers to find in the case of each individual some major problem, which by its very nature requires an analysis of the entire farm business.

For example, one trainee found that the problem of the farm youth with whom he was paired was to work out a feed crop program that would provide the necessary feed and nutrients for economical milk production, and to determine the best size of dairy herd to maintain on the farm. This problem solved, the young farmer has now been started on a farming program which he can develop gradually from year to year. This farm youth declares that he received more actual help in organizing his farm business

from this joint study with the cadet teacher than he did from his vocational agriculture course in the high school and 2 years of college agriculture.

Incidentally, this method of pairing a student teacher off with one young farmer and insisting that the teacher work out with him a long-time farming program based upon individual farm conditions, has eliminated the disadvantages formerly arising from the shifting of cadet teachers and failure to provide a protracted contact between individual teacher and individual pupil.

A Lot of Experience

A farm-junk-clean-up drive, a grange landscaping project, and an orchard management job, were among the activities tackled and completed by the Sand Creek (Mich.) Future Farmers of America last year.

The F. F. A. members were surprised at the results of their junk clean-up campaign which netted an imposing total of old wire fence, scrap iron, and machinery. The campaign accomplished three things: (1) It helped to clean the countryside of junk material of various kinds; (2) it provided hauling work for the father of a needy family composed of his wife and six children; and (3) it brought the sum of \$20 to the F. F. A. treasury.

Local grange members and community residents are still commenting on the landscaping job done by F. F. A. members on the grounds of the Horton Grange. With \$100 worth of shrubbery the grange was transformed into a pleasing landscape pattern in which the grange hall formed a background for stately Chinese elms, Irish junipers, and appropriate shrubs.

Classroom discussion in the vocational agricultural department in which the F. F. A. members who participated in the landscaping work were enrolled covered watering, pruning, and care of shrubbery. The practical experience obtained by these vocational agriculture students in landscaping and in the care of shrubbery is now being put to good use by many of them in landscaping the grounds of their home farms.

The Wilkenson fruit farm managed by these vocational agriculture students contained 50 apple trees, 50 peach trees, 20 cherry trees, and one-quarter acre of grapes. First, they drew up plans for handling the project on a profitable basis. Separate plans were drawn up by four different groups to cover pruning and grafting, spraying, fertilizing, and marketing the fruit; and as the season advanced, members of these groups carried on all of the activities called for under the respective plans.

Owing to the fact that the boys struck an off-year for peaches and also to the fact that the market for grapes was poor, the boys realized little profit on their venture. But they got a lot of experience.

Rehabilitation of Veterans

by Howard W. Oxley, Director of CCC Camp Education

★★★ The Civilian Conservation Corps has been making a significant contribution to the nation's program of rehabilitation of war veterans during the past 8 years. Approximately 200,000 veterans have been enrolled in the corps since the first camp was established at West Point, Va., in June 1933. At the present time there are 136 veteran companies with an authorized strength of 27,200 men.

An analysis of the background of the veterans reveals some facts which control the type of rehabilitation program to be carried on. In 1933, the average age of the veterans was 42 years but it has, of course, moved upward each year until at the present time it is 49. Sixty-three percent of the veterans in camps are married and 18 percent of the married men have their families living within 25 miles of their camps.

A Brighter Outlook

Because of long periods of unemployment, inadequate food and poor living conditions, many of the veterans are in poor physical and mental condition when they first arrive in camp. Improvement in physical health and the opportunity to compare notes with 200 other men with similar problems ordinarily bring about a brighter mental and spiritual outlook.

A study of the occupational background of the men revealed that there were 228 occupations, ranging from common labor jobs to skilled trades, such as machinist and electrician, and finally to professional and executive positions, such as lawyer, teacher, and dentist. The following table shows this classification in some detail.

A majority of the veterans (57 percent) were from urban areas, 21 percent from farms and 22 percent from rural nonfarm areas. Almost half of them (49 percent) had not completed grade school; 29 percent had completed



CCC job training—Meat cutting—Cooking.

Occupational classification, veteran enrollees

[Data as of May 1940]

Occupation	Number enrollees	Percent
Laborer.....	5,963	27.5
Farmer.....	4,434	20.5
Clerk, office.....	1,150	5.3
Truck driver.....	1,142	5.3
Carpenter.....	913	4.2
Painter.....	339	1.6
Auto mechanics.....	322	1.5
Chauffeur.....	288	1.3
Machinist.....	269	1.2
Textile worker.....	197	.9
Porter.....	164	.8
Electrician.....	134	.6
Mechanic.....	896	4.1
Miner.....	808	3.7
Salesman.....	717	3.3
Cook.....	688	3.2
Railroad worker.....	346	1.6
Machine operator.....	131	.6
Iron worker.....	113	.5
Lumberman.....	110	.5
Janitor.....	106	.5
Barber.....	103	.5
Domestic.....	100	.5
Miscellaneous.....	2,217	10.3
Total.....	21,650	100.0

the elementary grades but had no high-school training; 14 percent had had from 1 to 3 years of high school; 5 per-

cent had completed high school, and 3 percent had attended college from 1 to 4 years.

Individualized Program

The great variation in the habits, attitudes, education, and occupational experience of the veterans indicates the necessity for a highly individualized program. To be effective such a program of rehabilitation for the veteran must be based on the needs, interests, and abilities of each man. These are governed by such factors as the needs of his family, his emotional habits and attitudes, his general intelligence, his previous education, the skills he has acquired in his work, and other factors. The basic problem is one of bolstering the morale and developing a renewed ambition among the veterans in order to restore their faith in themselves.

The means by which the CCC attempts to aid the veterans cover a broad variety of activities. First, the corps provides work, employment, and an allowance of \$30 per month, a place to live, adequate food and clothing. The regularity of camp life—sleep, eating, housekeeping, work, play, and training gives a wide range of activities.

It was remarked by the commanding officer of a veteran camp recently that he considered himself responsible for the welfare not merely of the 200 veterans in his company but also of their 600 dependents—their wives and children. The wages of the veterans enable them to relieve to a certain extent the stringent financial need of their dependents. They buy food and clothes for wife and children, pay rent, interest, taxes, mortgages and other necessities. In fact, the wages have often made it possible for a broken family to reunite.

Camp officials attempt to go beyond those activities which are inherent in camp life in order to aid the veteran. If his eyes are defective he is assisted in obtaining glasses. He receives regular periodic dental care. His spiritual needs are provided with the consolations of religion through the CCC chaplains. If he needs vocational or employment advice or personal guidance, he is encouraged to come to members of the supervisory staff. All of these special activities play their part in rehabilitating the veteran physically, mentally, morally, and spiritually.

Conferences

Early in the past year it became apparent that much could be accomplished through the united efforts of those organizations interested in the veterans. Contacts were made with veteran organizations, the Veterans' Placement Service and the Veterans' Administration, which resulted in a series of conferences throughout the country on the subject of guidance, training, and placement of the CCC veteran.

The conferences were attended by national and local post officials of the American Legion, Veterans of Foreign Wars, and Disabled American Veterans, CCC officials of the Director's office, the War Department, Agriculture, and Interior Departments, the Veterans' Place-

ment. Representatives of the United States and State Employment Services, representatives from the Veterans' Administration in Washington and of the local veteran facilities and officials of the Office of the Administrator, Federal Security Agency. At these conferences it was determined how the resources of each agency could most effectively aid the veteran in retraining himself and securing employment in normal civilian life.

Placement

Due to the heavy demands of industry at the present time and to the drives made in recent years by many public-spirited organizations, the opposition toward hiring men over 40 has been partially overcome. Employers are now scouring the country for experienced workers, regardless of age.

It is encouraging to note that the placement of veterans in private employment is on the increase. During the 18-month period, July 1, 1939, to December 30, 1940, 5,367 veterans, 12 percent of those in the corps, were discharged to accept employment. This figure does not include 16,326 other veterans who left the corps during the period, many of whom have since secured employment. Moreover, as is indicated by the following figures, it appears that the trend in the percentage of those discharged to accept employment is definitely upward.

CCC officials are keenly conscious of the obligation which rests upon them to return as many veterans as possible to private employment. Placement, therefore, is the keynote and the final test of the program of rehabilitation. The veterans have met with many obstacles during the past years in their attempts to secure employment. Experience

Veterans in CCC camps discharged to accept employment

[By quarterly periods, July 1939 to December 1940]

Quarterly period	Number veterans in camps	Number discharged to accept employment	Percentage discharged to accept employment
July-September 1939	27,530	876	3.18
October-December 1939	27,574	876	3.17
January-March 1940	27,713	679	2.45
April-June 1940	23,547	849	3.60
July-September 1940	26,761	851	3.18
October-December 1940	27,709	1,236	4.46

with them, however, has made it clear that they will participate in retraining courses provided there is a real possibility of obtaining a job. It is to be hoped that during the present expansion of industry, all agencies interested in the veteran will redouble their efforts to restore them to normal civilian life.



New "Papers" and "Digests"

Defense Papers and *Defense Digests*, published by the American Association for Adult Education (60 East Forty-second Street, New York, N. Y.) are aids to discussion of the national defense program. Defense is interpreted in these publications as including not only the preparation of armaments, but also housing, health, freedom of assembly, America's foreign policy, and many other topics implicit in the phrase "defense of American culture."

Both publications are written to meet the need for "readable" materials for adults on the tenth-grade level and are for use with high school, junior high school, and college classes. They are suggested for such use by the Educational Policies Commission in its pamphlets on teaching materials on the defense of democracy.

Each 24-page number of *Defense Papers* carries six to eight brief articles, many of them illustrated, and each accompanied by questions for discussion, reading lists, and lists of motion pictures, and radio programs. Similar aids to discussion appear in each 16-page issue of *Defense Digests*. The *Digests* deal with one subject in each number. Titles to be published in the first series are: Our Policy in the Pacific, Freedom of Assembly, Housing for Citizens, Discussing Your Defense, Women and Defense, Your Town and Defense, Farmers and Defense, Health of the Nation, Unemployment and Defense, China's War, and the U. S. A., Planning for Living, and Propaganda: Fact or Fiction!

These 12 *Digests* may be obtained from the association for \$1; in quantities of 25 or more, 7 cents each. Issues 1-8 of *Defense Papers* are \$1; in lots of 25 or more, 10 cents each.



In Public Schools

Basic Curriculum Material

"Basic to the writing of every new course of study," says David E. Weglein, superintendent of schools of Baltimore, Md., in his preface to bulletins issued by the Baltimore school department, "is the determination of what are vital issues, the unmistakable trends, and the most promising position which public education should take.

"Recognizing the importance of this problem, the board of superintendents in the spring of 1935 appointed a committee of over 100 selected individuals to be known as the committee on curriculum revision. This committee was assigned the task of surveying and studying the current social and economic scene, and of making recommendations for needed changes in the present courses of study. After the consideration of a large number of areas, it was decided that the committee should concern itself with the following:

Functions and Scope of Public Education in the American Democracy Today.

The Effect of Technological Development Upon Society.

The Family in Present-Day Life.

International Problems and Their Import.

Attitudes Toward Authority.

The Relation of Government to Social Welfare.

The Conservation of Natural Resources.

The reports of the committee on the above-named subjects were recently issued as bulletins by the Baltimore Department of Education.

Demonstration Schools

"Under the supervision of H. K. Baer the division of elementary schools of the West Virginia State Department of Education," according to the *West Virginia School Journal*, "is employing a plan for improving rural schools of the one-teacher type.

"The plan is to designate certain schools in practically every county, ranging from 1 to 32 in each county, 395 in all, as demonstration one-teacher schools. These have been so selected that one will be available to all teachers

in the county. A group organization of teachers has been effected so that in each area conferences will be possible during the year and may be centered about the demonstration schools designated. An enlistment of all one-room teachers in the study of improved organization and instruction is made possible. Provision is made for frequent group conferences of one-room teachers in the demonstration centers for the purposes of observation and discussion of improved practices and techniques in modern one-room schools."

Norse and Swedish Courses

"Continued popularity of Norse and Swedish language instruction in the Minneapolis public schools," according to *School Bulletin*, a publication issued by the public schools of that city, "is attested by the fact that 753 pupils were enrolled in these subjects last semester in the 4 Minneapolis high schools where they are offered. This school year is the thirtieth anniversary of the introduction of Scandinavian language courses into the Minneapolis schools. An anniversary survey by the division of instruction reveals that of the 753 enrollees, most are first or second generation descendants of Norse and Swedish immigrants, with second generation descendants in the lead."

Series of Broadcasts

According to *Detroit Education News*, "a series of broadcasts, 'Know Your Local Government,' opening January 10 and sponsored by the visual and radio education department of the division of instruction, will continue weekly through June 6. The programs are scheduled for Fridays, 1:30-1:45 p. m. City officials will be featured throughout the series."

Interim Committee

In 1939, the Minnesota Legislature created an interim committee on education to study the education system of the State and problems relating thereto. This committee recently made to the State legislature a 149-page report entitled *Report of the Interim Committee on Education*. Among the topics treated in the report are: The Development of State School Aids; Revisions in State School Apportionments; Higher Education; Public-School Administration; and Enlarged School Districts.

W. S. DEFFENBAUGH



In Colleges

Efficient College Heating Plant

It is reported that the most efficient heating plant of its kind in the Northwest is at Washington State College.

Designed and planned by Washington State College engineers, the new plant not only uses less coal than the one it recently replaced, and heats 33 percent more building space, but it produces more than half of the electricity used on the campus. The average cost of the electricity produced by the plant is 1.8 mills per kilowatt-hour. The unusual efficiency of the plant is attributed to the chemical process of treating the water used in the boilers. The process keeps the two enormous boilers free of the scale, which caused great loss of heat in the old plant.

University Colleges Balance Budget

The endowed colleges of Cornell University in Ithaca operated on a balanced budget during the academic year ending June 30, 1940, according to the treasurer. The year's activities resulted in an operating surplus of \$769.68 for the Ithaca colleges.

The medical college in New York operated at a deficit of \$7,095.38 which was charged against the surplus of previous years' operations, and each of the State colleges had small operating credit balances.

Donations made to the university for student aid and prizes for research, endowment, and other purposes, restricted and unrestricted, totaled \$1,104,942.66.

The Cornell alumni fund reported contributions from 7,219 alumni, an increase of 600 over last year, for a net total of restricted and unrestricted gifts amounting to \$206,430.

The university's endowment funds, totaling \$31,015,017.11 book value, earned at the rate of 4.077 percent; a slight improvement over the rate of 4.0073 percent earned the previous year. Grounds, buildings, and equipment, of the endowed colleges are valued at \$18,972,494.11, with \$9,084,121.45 additional for the grounds, buildings, and equipment of the State colleges.

Income for the year from students' tuition and fees was \$2,092,583.75; from

State appropriations, \$2,865,934.98; from United States appropriations, \$889,213.14; from endowments, \$1,098,686.42; gifts from private sources, \$480,046.42; the balance of the total income of \$9,525,973.14 coming from other sources. Auxiliary enterprises, including dormitories, dining halls, infirmary, concerts, radio broadcasting, University Press, etc., had an income of \$1,239,262.22, and expenditures of \$1,206,254.98.

Employment of Graduates in Journalism

Approximately 70 percent of the journalism graduates of Rutgers University are engaged in some phase of journalism activity, according to Dr. Fred E. Merwin, head of the department of journalism.

Every branch of newspaper work is represented, including daily and weekly editorial and advertising jobs, news-gathering organizations, general advertising, and free lancing. Other journalism fields, such as magazines, publicity, printing, and publishing, claim a large number.

Most popular branch for Rutgers graduates is the daily newspaper. There are 46 men and 16 women (24 percent of the total of graduates) employed on the editorial and business staffs of the dailies.

Similar positions on weekly newspapers are filled by 14 men and 16 women (14 percent). This is one of the few classifications in which women outnumber men.

Third most popular field of endeavor is publicity. There are 10 men and 6 women (6 percent), engaged in some aspect of public relations work, either for the Government or private industry.

There are 15 graduates, 12 men and 3 women (5 percent), in general advertising. Several are with agencies, others are in retail advertising departments.

The news gathering services—Associated Press, and International News Service—represent the only branch of journalism dominated exclusively by men. There are 13 (5 percent) in this field, several holding responsible bureau positions.

Women, however, are not without their exclusive fields. There are four in magazine work, four serving as journalism secretaries, and two doing interviewing. No men report activity in the same divisions. Sixteen girls (6 percent) gave "housewife" as their occupation.

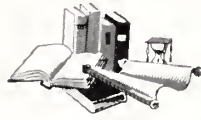
Radio and free lancing are on a par as fields of preference. There are five men, two women (3 percent) in radio,

and three men, four women (3 percent) doing free lance writing.

Nonjournalism occupations claim one-quarter of the alumni. Sales promotion and life insurance are the most popular fields in this classification. Several men reported Army service.

Unemployed graduates numbered only three, one man and two women—a total of 1 percent.

WALTON C. JOHN



In Libraries

Next Steps

In its recently issued *Next Steps in National Policy for Youth*, the American Youth Commission states: "Libraries provide an important form of educational service which has been greatly neglected in the development of rural areas. Although the free public library may be 'as American as corn on the cob,' between 35 and 40 million rural people of the United States have never had any public library service except the highly limited services available through the rural schools . . . Three years ago the President's Advisory Committee on Education recommended a modest plan of Federal aid for rural library service through grants to the States beginning at \$2,000,000 a year.

Emerging Library Practices

The 1940 Yearbook of the New Jersey Secondary School Teachers Association, under the editorship of Leon Mones, is devoted to a study of emerging library practices in the secondary schools of New Jersey. As stated in its introduction, this publication, *The Library as a School Function and Activity*, is "an attempt to present suggestively and challengingly some high spots of library aims and service as these may be observed within the secondary schools of New Jersey . . ." Today school libraries are expected not only "to be centers for seeking and finding of information but they are expected to cooperate actively in the various enterprises of school concern."

Some Reasons Given

Some reasons for the wider use of printed materials in the technical field are set forth briefly and pictorially in the American Library Association's *Why Industrial Training Needs Books*, published with the cooperation of the U. S. Office of Education. This booklet points out that printed materials can supplement and reinforce effec-

tively shop and class work, can insure the continued progress of the student, and can help seekers after jobs.

Streamlined

Writing in a rural education edition of the *Laconia Times*, Sarah Jones, assistant director of textbook and library service in the Georgia State Department of Education, states:

"Libraries have gone streamlined. They have become mechanized and motorized. In riding over the highways of Georgia you must have noticed black trucks, all bearing the legend . . . County Library Bookmobile.

"Like other good business houses, libraries are carrying their commodities to the people instead of waiting for the people to come to them. They are selling such products as education, recreation, and information through the medium of books and other printed and visual materials. . . .

"The average size bookmobile carries about 1,500 books, a collection of Government pamphlets and magazines. Because of the close cooperation between service agencies in a particular county, it occasionally delivers recreation equipment, projectors, and display materials to schools or other community centers. . . ."

Monthly Reading List

The Newark Public Library has resumed publication of the *Library Letter*, a monthly reading list for teachers. In a special series of five issues, it will cover various aspects of the problems confronting the Americas. The first number deals with Latin America and lists more than 80 books for children of primary and elementary grades as well as a number of teaching references, pamphlets, and periodicals. Other issues will have as their subjects: Our Cultural Background from Europe, Children of North America, Understanding Each Other, and Growing in Democracy.

According to Beatrice Winsor, librarian of the Newark Public Library, "It is hoped that the list will prove a real help not only to teachers faced with this problem [of finding suitable material on Latin America for children of elementary reading ability] but to all educators interested in enlivening their classroom work and making real to boys and girls the need for a closer relationship of all the Americas."

Role of Bookmobile

In a recent issue of *Illinois Education*, Ralph E. McCoy, of the Illinois State Library, describes the role of the bookmobile in extending library

facilities and services to rural areas. As Mr. McCoy explains: "This modern method of bringing the library to the rural children is a part of the State library's program of regional cooperation, which is designed to extend free book service to approximately 11½ million persons in Illinois who are now without access to local public libraries. . . . It is the plan of Secretary of State Edward J. Hughes that a system of regional depository libraries, stations, and bookmobiles over Illinois give rural school children the same opportunities as their city cousins. . . ."

RALPH M. DUNBAR

In Other Government Agencies



Bureau of Mines

The film library of the Bureau of Mines has been made available for the advancement of cultural relations with Latin America. Motion pictures dealing with a variety of technical subjects have been shown in Mexico, Brazil, Argentina, and Peru, and in the last-named country a regular schedule of showings has been established. Similar service to other South American countries may be inaugurated later.

Films depicting the manufacture of safety glass, the development and make-up of the internal-combustion engine, the production and uses of cement and concrete, and the evolution of the oil industry have been received enthusiastically by audiences made up of engineers, scientists, and students, according to word received from Peru by the Bureau of Mines.

Civil Aeronautics Administration

More than 19,000 young men in 907 training centers are enrolled in the final session of the 1940-41 CAA civilian pilot training program—15,000 are starting the preliminary work which leads to the private pilot's certificate and an additional 4,000 are enrolled in the secondary classes which carry the trainees through a more advanced stage of flight training, according to the Administrator of the CAA.

Thirty-five Latin Americans are enrolled in the preliminary course. They are members of student bodies of some of the colleges and universities participating in the program and represent 15 Central and South American countries.

* * *

Courses in cross-country flying designed to teach night as well as daytime flying and to familiarize pilots with procedures used in the preparation of flight plans, charting courses over the Federal airways, two-way radio communications, and other functions of aircraft operation which air-line copilots are called upon to perform, have been introduced into the civilian pilot training program.

These courses will be given to a selected group of men who have successfully qualified in both the preliminary and secondary work under the program. Training of the first quota of instructors in this type of flying has already begun. Eventually there will be 200 cross-country instructors.

National Park Service

The 14-acre site of the first English settlement in the New World—the Fort Raleigh section of Roanoke Island, Va.—has been acquired by the National Park Service for permanent preservation as the Fort Raleigh National Historic Site.

Under terms of the Federal acceptance of title, provision was made for the continuation of the annual presentation of the drama-pageant of Paul Green entitled "The Lost Colony." Co-operative arrangements were also made by the Department of the Interior and the Roanoke Historical Group providing for uninterrupted operation of the Fort Raleigh Museum which contains valuable books, maps, charts, and objects associated with the period of the first colony.

The new national historical site will form part of the proposed Cape Hatteras Seashore National Recreational Area embracing more than 100 miles of the barrier reef chain. It is a few miles from Kill Devil Hill National Memorial, site of the Wright brothers' epochal first flight with a heavier-than-air machine.

MARGARET F. RYAN



Theses in the Library

The United States Office of Education several years ago began the collection of information concerning research studies in education and the publication of an annual bibliography of such material. When, a few years later, the *Education Index* began publication and indexed the important periodicals, it was decided to eliminate from the *Bib-*

liography of Research Studies in Education all material appearing in periodicals and limit the contents to masters' and doctors' theses and educational research studies made by members of college and university faculties.

It has always been difficult to obtain access to unpublished theses. Many universities do not lend them under any circumstances, others require permission from the authors before the theses can leave the library, and still others guard them closely in the archives of the institution where they are available only to users of the reference room.

In order to meet the growing demand for interlibrary loans of the material listed in the bibliography the library of the Office of Education began in 1932 the collection of published and unpublished theses in education. The colleges reporting research studies for inclusion in the bibliography were asked to deposit in the library any of the theses which they reported in order that these might be made available for interlibrary loan. The response from the colleges has been most cordial and the collection has grown beyond expectation during the past 8 years. It now numbers 4,000 theses from 71 institutions. To facilitate the service, the theses which are available for loan from the library of the Office of Education are starred in the *Bibliography of Research Studies in Education*, with the explanation that all unstarred items will have to be borrowed directly from the universities at which the degrees were granted. The demand for the loans has been great and the theses have gone to all parts of the country, and also to foreign universities.

During the past year 174 institutions reported theses and research studies for inclusion in the bibliography. The *Bibliography of Research Studies in Education* (Bulletin 1940 No. 5) is available in public, university, and college libraries where it may be consulted by teachers and students of education. Copies may be purchased (35 cents each) from the Superintendent of Documents, Government Printing Office, Washington, D. C.

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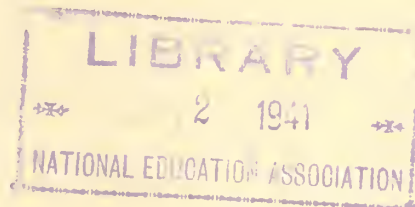
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The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall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

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SCHOOL LIFE

Official Journal of the U. S. Office of Education

Volume XXVI

JUNE 1941

Number 9

Youth's Duty To Remain in School

IN late May and early June of this year occurs an event whose profound significance may in these critical times escape public notice. Across thousands of platforms in America will march more than a million youth to receive their high-school diplomas, other thousands to receive their college diplomas. Nowhere else in the world could such an event of equal proportions occur today; nowhere else has it ever occurred in the past. It is symbolic of America's firm belief in education as the underpinning of self-government and as the ladder by which talent of all sorts may climb to positions of highest usefulness in the Republic.

Of the graduating high-school seniors, about one-third have in recent years gone on to college or university; the other two-thirds have sought employment. Will it be so again this year? Hosts of youth now face the question "What of next year?" with a new concern—in view of the increasing seriousness of the armed conflict abroad; in view of mounting defense production requirements at home; in view of the growing demand for workers, and especially for skilled workers in defense industries. Should those youth who had planned to go to college reconsider their decision and plan instead perhaps to seek immediate employment or to volunteer for some branch of service in the armed forces of the Nation? And for the more than a million youth now in colleges and universities, should they plan to continue with their college training next year, or should they reconsider their former plans?

Last August President Roosevelt in

a letter advised all American youth not to interrupt their education or abandon their plans to enter college. Said he, "We must have well-educated and intelligent citizens who have sound judgment in dealing with the difficult problems of today. We must also have scientists, engineers, economists, and other people with specialized knowledge to plan and build for national defense as well as for social and economic progress. Young people should be advised that it is their patriotic duty to continue the normal course of their education, so that they may be well prepared for greatest usefulness to their country. They will be promptly notified if they are needed for other patriotic services."

Insofar as we have been informed this counsel of the President to American youth still holds good. Events and developments of the past year have served but to underline and emphasize the soundness of the advice given to young people "that it is their patriotic duty to continue the normal course of their education so that they may be well prepared for greatest usefulness to their country." The development of our defense program has especially emphasized the need for physicists, chemists, doctors, nurses, technicians, engineers, whose only source of supply is the schools and colleges of America. Thus the selective service boards of the States recently have been advised to provide for the deferred classification of medical students; and internes if drafted are to be given commissions in the Medical Reserve Corps and assured they will not be called to active duty until they have completed their internships.

The situation today has few parallels with that which existed in 1917-18. Then we were actively at war. Labor shortages were then almost universal. Wages and prices were soaring. Many youth were being attracted to leave school for work. Others were enlisting in the armed services; and with a lowering of the draft age during the first year of the war still others were being called to service. As a result school and college enrollments fell off precipitately, until in 1918 the Government came to the aid of the colleges by establishing the Students Army Training Corps which brought the colleges into the Army and the Army into the colleges.

As this is written we are still at peace. We still have a huge reservoir of unemployed workers. Labor shortages as yet exist only in a few highly skilled defense occupations. Wages and prices have registered only moderate advances. The draft age remains at 21. Except for those youth who have received specific preemployment vocational training for skilled mechanical occupations, withdrawal from school to enter the labor market would only result in continued unemployment of older workers.

So the advice of the President holds both for high-school graduates and for college students—as you plan for next year, make every effort to continue the normal course of your education assured that you will thus be performing your patriotic duty and that you will be promptly notified if you are needed for other patriotic services.

John H. Studdaker
U. S. Commissioner of Education.

Supervision in Fields of Health and Physical Education

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



State supervision of the physical welfare of school children goes back to the beginnings of State departments of education. A century ago Horace Mann, the distinguished first secretary of the State Board of Education of Massachusetts, placed the study of physiology and hygiene as of "first rank after the elementary branches," and through his efforts, these subjects received due recognition in the first State training school for teachers. Besides this, Mann and other early State officers, did what they could to improve the schoolroom conditions under which these and other studies were pursued.

In 1866 a law was passed in California requiring that instruction concerning "the laws of health" be furnished "in all grades and in all classes" and that "due attention be given to such physical exercises for the pupils as may be conducive to health and vigor of body; and to the ventilation and temperature of schoolrooms." Since that time waves of legislation with reference to instruction in hygiene and the effects of alcohol, the medical examination of children, physical education, and safety have swept the country. These laws present a great variety of permissions or requirements and many of them have laid very definite duties on the doorstep of the State department.

New York Was First

The first special agent in any of these fields was appointed in New York in 1913 when the legislature required that all school children should be given an annual medical examination and the commissioner of education was empowered to appoint a physician and staff to supervise this work. New York was first also in the employment, in 1916,

State Studies

THIS month SCHOOL LIFE devotes a section to the presentation of reports on studies made by the U. S. Office of Education of State departments of education.

Complete reports of these extensive studies will be published at early dates as bulletins of the Office.

Two other articles of the State department series were published in previous issues—the first, entitled *State Supervisory Programs for Exceptional Children*, by Elise H. Martens, was presented in the November 1940 issue, and the second, entitled *State Department Supervision of Secondary Schools*, by Carl A. Jessen, was presented in the January 1941 issue. Still other reports will follow in later issues of SCHOOL LIFE.

of a State supervisor of physical education. The past quarter century has seen the development in that State of a division, comprising a total staff of 16 special workers covering the realms of medical, dental, and nursing services, health instruction, physical education, and recreation. The supervision of sanitation and safety and safety education are also covered but without special personnel in these fields.

Three agents are employed in the State department of New Jersey and two in California, Connecticut, Massachusetts, Maryland, and Pennsylvania, while in 16 States, one whole or part-time supervisor of "physical education" or "health and physical education" is employed. In one of these States there is, in addition, a supervisor of health education whose salary and expenses are paid by the department of health. In two additional States a worker in the field of health education is employed jointly by the State department of education and other agencies.

"First Objective"

Since health is now considered the "first objective" of education it might seem that every State department of education should be active in the promotion of all phases of work in this field but in half of our States this is not the case. In many of such States, however, the department of health has taken upon itself to fill this gap to some extent through the appointment of a "coordinator" or supervisor of school health education. This has been made possible through the aid of Federal funds allocated and matched for public health work within the State. We have noted above that in one State such an agent is employed by the department of health, but is placed administratively in the department of education. Elsewhere this is not the case. In one State, Indiana, not only a supervisor of health education but a supervisor of physical education appears in the personnel of the department of health.

In only one field, that of school medical and nursing service, has there been a difference of opinion, reflected in the laws, as to responsibility for the promotion of such work. Locally the school board is responsible in 30 States; the board of health in 7; and there is joint responsibility in one. Statewise, the supervision rests with the education department in 11; with the health authority in 10; and there is joint responsibility in 8. While there is active promotion of the health service by State departments of education in only 4 States, the supervisors of "health and physical education" or of "physical and health education" in other States are doing much toward the promotion of such services along with their other work in which they are especially concerned. It is unfortunate that super-

Teacher Preparation

by Benjamin W. Frazier, Senior Specialist in Teacher Training

vision in this field by an adequately prepared agent is so commonly lacking.

In at least four States the supervisor of health and physical education is active in the very important field of nutrition. Here again there is need of a special supervisor.

School health work centers in the teacher and in the janitor. In many of the States the special agent of the department of education is doing much to improve teacher training and they are all concerned with the improvement of teachers in service.

It must be evident that it is rare to find one person who combines knowledge and experience in all the highly specialized fields which have been mentioned. Adequate State supervision in all these fields even by such a person is out of the question.

Some Recommendations

There should be a division or section in the State department of education with specially prepared personnel in at least the following fields:

(a) Physical education (including recreation).

(b) Health education (including safety education and school feeding).

(c) Health service (including, besides medical, dental and nursing service, the safety and sanitation of the school plant, and of transportation facilities).

This would represent a minimum staff. If responsibility for the health service is placed by law elsewhere, this would leave a minimum staff of two persons.

School health work, whether local or State-wide, does not develop or proceed as it should without adequate supervision and in the promotion of its program in this field, the department cannot afford to do less than secure the best prepared persons available along all the special lines of work involved. It is to be hoped that funds will be made available for school health work as they are for other public health activities so that poverty will not be a cause of and excuse for lack of promotion of the "first objective" of education.

★★★ The assurance of an adequate supply of competent teachers constitutes one of the most important functions of the State departments of education in the discharge of their responsibility for the administration and improvement of the public schools. This function involves the coordination, supervision, or administration of 1,196 higher institutions which in 1939 were approved for teacher-education, and the administration of several teacher-personnel functions, the most important of which is teacher certification.

Of the 1,196 higher institutions of all types approved by State departments of education for teacher education and certification, 319 or 27 percent, are under the direct administrative control of the State. These 319 approved institutions constitute all but 24 of the total of 343 institutions under State control. Sixty-five percent of the 1,196 approved institutions are privately controlled; and 8 percent are controlled by city or other local school districts. In addition to the higher institutions, there are still 51 county normal schools, in Michigan and Wisconsin; and 473 teacher-training high schools, in Iowa, Kansas, Minnesota, Missouri, Nebraska, and Wyoming.

The fact that only 319 of the 1,196 higher institutions approved for teacher education are State-controlled, indicates that the directive powers of the State departments of education over such institutions are greatly limited. An additional important limitation also exists. Of the 319 State institutions approved for teacher education, only 107, or about one-third, are governed by the State boards of education that are in charge of the public schools. Ninety-one of the one hundred and seven are State teachers colleges and normal schools. The State boards of

education therefore are in control of relatively few State universities, and of State colleges other than teachers colleges. In 30 States, the State board of education governs no higher institutions approved for teacher education; and in only 2 States does it govern all of them. Incidentally, as many as 150 separate boards govern the 343 State institutions of higher education.

Conditioned by Other State Agencies

The performance by the State department of education of functions that affect the institutions is conditioned on every hand by the laws, policies, or activities of other State agencies. Fundamental, of course, are the provisions of the Constitution and the legal enactments of the legislature. Upon one or the other, or both of these, the creation and existence of the institutions depend. The Governor often appoints, or influences the appointment of, State board and department personnel. By State law, and as the head of the State executive agencies, he usually has considerable power over the finances of the institutions. State financial and budgetary supervising agencies often have the power to restrict and redirect many institutional expenditures. A variety of offices of the general State government that are more or less coordinate with the State department of education also have important administrative and professional relationships with it.

The organization and functions of the State boards and departments of education in the 18 States where such agencies control and administer one or more institutions that educate teachers differ considerably among States. Typically, the State board of education formulates policies which are enforced by its executive agency, normally the department of education, and by the

presidents of the institutions. However, the chief State school officer, who heads the department of education, is usually not appointed by the State board of education. He is elected by the people in 31 States and appointed by the Governor in 8. In at least 5 States, he has been granted by law rather broad administrative powers over State teachers colleges and normal schools, irrespective of State board control; and not infrequently, his legal duties include institutional visitation, and service as an ex officio member on institutional governing boards.

Under the chief State school officer, the State department staff members who perform the detailed duties relating to the supervision of the preservice education of teachers are directors of teacher education and certification, found in 17 States; deputy or assistant superintendents, who usually assist part time in the supervision or oversight of preservice teacher preparation in States not having directors of teacher education; directors or other staff members who administer teacher certification; and occasionally other officers, such as teacher placement directors, supervisors of instruction, and others who are concerned with various aspects of teacher personnel administration.

In the 30 States in which the State board of education does not govern any institutions that educate teachers, the maintenance of effective relationships between the institutions and the executive agency of the board, the State department of education, is much more difficult than in the 18 States where the board controls at least some of the institutions. Where control does not exist, institutional coordination is attempted by various means, most of which are indirect. These include teacher certification, which is the most effective; and institutional accreditation, activities of chief State school officers who are ex officio members of institutional governing boards or who have certain independent legal powers, granting of institutional representation on the State board of education, appointment of central State committees on teacher education and personnel, conferences of presidents, functioning of special coordinating councils and sup-

plementary curriculum boards, and other means. In numerous States, such devices fail to assure the satisfactory provision by many small and weak institutions of the kind and quality of public-school teachers demanded in current State educational policy.

Composition and Personnel

The composition and personnel of the State boards and departments of education are important factors in determining the scope and effectiveness of the functions they perform with reference to teacher education. Nine States have no State boards of education. In eight States, all or a majority of the board members are ex officio. Inasmuch as the length of terms of office of members of about half the boards is 5 years or less, unfortunate overturns in board membership with resulting upsets in the policies and administration of the institutions occasionally occur.

In nearly one-third of the States, the term of office of the chief State school officer is less than 4 years in length. Typically, his tenure is insecure. The presidents of the largest State higher institutions and the superintendents of the largest city school systems of a given State usually receive higher salaries and sometimes more professional recognition than the chief State school officer, despite the fact that the latter officer serves the public schools of the entire State. The State directors of teacher education and certification rank among the best qualified members of the State department staffs, and as a group compare favorably with the deans and professors of education of the colleges and universities. Unfortunately, less than half the States have such an officer.

Only a brief indication of the nature and scope of the functions and services of the State departments of education can be given here. Important among such functions, is the regulation of the balance of teacher supply and demand. There has been considerable social and financial waste for more than a decade because of a persistent oversupply of teachers in certain teaching fields. To assist in reducing this oversupply, governing authorities have introduced selective admission in a number of teachers colleges and normal schools. In ad-

dition to the reduction of teacher oversupply, selective admission assists in keeping enrollments within the effective working capacity of the institutions, and in improving the quality of students admitted.

The employment of selective admission on a State-wide basis has been limited chiefly to the New England and Middle Atlantic States. In many of these States, the departments of education determine, or cooperate with the institutions in determining State and institutional quotas of prospective teachers to be admitted, and in devising and enforcing selective measures.

The introduction of selective admission and other means of controlling teacher supply proceeds slowly for several reasons. Most State departments have not seriously undertaken such control. Their teacher personnel records do not ordinarily provide the data requisite for this purpose. For example, the number of unemployed teachers in different subjects is definitely known in very few States. Another difficulty is lack of administrative control over the teacher-education institutions, which is an almost fatal handicap insofar as State-wide selective admission is concerned. Lack of accurate predictive measures of teaching success lessens faith in any program of selective admission that is not carefully planned. Nevertheless, all educational authorities favor the securing of better human material for the teaching profession, and progressive State departments of education are showing increased activity in this direction.

Interest in Curriculum Revision

In recent years, the growing number of economic, social, and political problems that have arisen in American life has increased interest in curriculum revision in the teacher-education institutions. A number of State departments have initiated or cooperated in curriculum construction and revision programs, both in the public schools and in the institutions that prepare teachers. These programs are usually conducted as voluntary, cooperative, and professional undertakings, rather than as administrative activities. State departments

of education have therefore joined with a number of privately controlled as well as State controlled institutions and agencies in curriculum revision. However, several difficulties remain that appear to demand more or less administrative action by central State agencies. For example, there is unnecessary duplication of courses and curricula among competing State institutions; wide differences in course terminology and content; uncontrolled offering of much nonfunctional instructional material; and serious deficiencies in the laboratory phases of strictly professional work.

Efforts are constantly being made in numerous States by State department officers to assist the institutions in securing observation and practice facilities in the local public schools. Contractual relationships between the college and local school officials are often necessary, particularly in States where the institutions are governed by local or State boards that have no jurisdiction over the local public schools. Special State laws which necessitate supervisory activities by State department officers are often necessary to establish effective relationships.

In all States in which State boards of education govern institutions that prepare teachers, the boards are responsible for the formulation of general policies governing staff personnel administration. Many of the details of administration, however, are delegated to the presidents of the institutions. The boards select the presidents, and usually determine their salaries and tenure. Upon the recommendations of the presidents, the boards perform the same functions with reference to the faculties.

The presidents of the institutions are the local executive officers of the boards, and usually are allowed considerable initiative in determining their own duties and functions. However, neither the boards of control nor the presidents are entirely free in the discharge of their personnel functions. For example, they can determine salaries only within the limits of appropriations and budgetary allotments set by agencies of the general State government.

Financial and Business Administration

An important function of the chief State educational agencies is the financial and business administration of the higher institutions that are under their control. There is an annual expenditure of approximately \$40,000,000 of State funds for the support of teachers colleges and normal schools alone, and probably more than double that amount of State funds for the preservice education of teachers in other types of institutions. The administration of a considerable part of such funds by the State boards and departments of education is conditioned by restrictions imposed by central State budgetary or other financial agencies. Among other arguments for such restrictions are that they reduce institutional competition for funds before the legislature and assist in the wiser apportionment of State expenditures for the several higher educational institutions of the State. Consolidation of institutional governing boards and cooperative action by the presidents often assist in the attainment of the same ends.

Among important teacher-personnel functions performed by practically all State departments of education is the certification of teachers. The laws respecting the administration and requirements of certification are brief in some States, where the formulation of requirements is delegated in large part to the State board and department of education. In other States, detailed laws exist. These render the changing of requirements difficult at a time when standards are steadily rising in most States. In a score of States, the counties, cities, or higher institutions issue some of the certificates, but such issuance is usually supervised by the State departments of education.

Lack of Uniformity

There is such a serious lack of uniformity in certification terminology, standards, and requirements, and in the methods of issuing certificates, that very few States will recognize the certificates issued by other States. In an effort to meet some of these difficulties, several regional conferences have recently been held by State department officers on

means of coordinating certification practices and policies among States.

Nearly all State departments of education either informally approve or formally accredit institutions for teacher education and certification purposes. A few approve the degree-granting privilege of privately controlled institutions. Usually State standards for accrediting are not as high as those of the regional accreditation associations. Consequently, the number of small, weak institutions approved by typical State departments of education or other State agencies is larger than the number approved by the regional accrediting associations. However, State accreditation for teacher education is a comparatively recent movement and the realization of its possibilities has only begun. As State department staffs are strengthened, as security of tenure for departmental staff members is obtained, and as standards of teacher certification and employment are raised, State accreditation tends to become more effective.

Additional teacher personnel functions that can only be mentioned in this place are performed by State department officers, with the primary aim of improving State instructional services. Such functions include teacher placement, in which the teacher-placement activities of the several higher institutions are in some measure supplemented and coordinated by a central State placement office. This function is exercised through organized State department placement services in one-fourth of the States, and as an incidental service in a few others. Another function is to assist in the administration of some of the State-wide teacher-retirement and pension systems. These are found in 33 States. Still another function is to assist in the administration of State salary standards, found in some form in 24 States, and recognized to some extent in 6 others in the apportionment of State-aid funds. The State departments are also interested in the enforcement of State teacher-tenure laws and provisions, which are expressed as permanent tenure laws on a State-wide basis in 6 States, and as provisions for long-time contracts and the like in 13 others. One of the most important of all the

functions of State departments of education is in the in-service improvement of public-school teachers.

The functions and services of the State departments of education that affect teacher personnel, including pre-service teacher education, have been increasing in scope and effectiveness during the present century. Serious limitations in the performance of such functions, however, still exist in some States. Further advances in the performance of teacher-education functions, and of other State department functions as well, depend to a considerable extent upon the strengthening of the State agencies that initiate or perform such functions. Needs in this respect vary among States. Among these needs is the extension, in certain States, of administrative or supervisory control by efficiently organized and effectively constituted State boards of education, over State institutions that are engaged primarily in the education of teachers: increase in the number of highly qualified departmental staff members; organization of teacher-personnel activities in accordance with sound administrative principles; and more effective provisions for security of tenure and professional independence for the staffs of the departments of education, including the abolition of the practice of electing the chief State school officers by popular vote.

Many trends toward the enlargement and increasing effectiveness of State department functions can be distinguished, some of which follow. There is a slow but perceptible movement toward the consolidation of administrative control of teachers colleges in the hands of State boards of education. There are some gains in voluntary coordination of institutional activities by the institutions themselves, stimulated by State department leadership. The qualifications of State directors of teacher education and certification and equivalent officers are improving rapidly, and there are desirable advances in tenure provisions and in other service conditions affecting them.

As a result of improvements in organization, staff, and working conditions, the functions and services of the State departments of education are be-

ing expanded and rendered more effective. Selective admission and other efforts to attain an approximate balance of teacher supply and demand have made progress slowly, but appreciably. In teacher certification, centralization of control in the hands of the chief State educational agencies has assisted in bringing about during the past 15 years, probably the most rapid elevation of the scholastic qualifications of teachers attained during any similar period of American educational history. This has resulted, in turn, in the direction of more attention to State accreditation procedures; and has resulted also in the elimination of teacher preparation in thousands of teacher-training high schools, and in scores of junior colleges.

Emphasis Upon Quality

State boards of education have improved the faculties and equipment, and lengthened the curricula of the institutions under their control, at a rapid rate in recent years. The result has been that State normal schools are rapidly disappearing, to be superseded by teachers colleges. The teachers in turn are introducing graduate work. There has been a slow but appreciable movement also toward the allocation by the State boards, of curricula to those institutions best equipped to offer them; and toward rendering the curricula and courses more functional.

The public funds granted to teachers colleges and normal schools have increased eleven-fold or more during the present century, and funds granted other State institutions have increased proportionately. This has been accompanied by improved business management by the governing boards. However, restrictions placed on institutional financing by central State budgetary and similar financial offices have been increasing.

The chief task of the State boards and departments of education in the past has been to provide or to certificate an ever increasing number of teachers to keep pace with a rapidly increasing school population. The school population is now decreasing in numbers, teacher tenure and teaching life are lengthening, and the demands for new teachers

are not so insistent as before. Increasingly, the emphasis in teacher education is upon quality and not quantity. Professional services of the highest order, rather than the purely administrative or promotional services characteristic of the past century, are increasingly demanded of the State department staff members. The indications are strong that the enlargement and improvement of State department functions relating to the preservice education of teachers will continue, and that present problems of growth will steadily become fewer and less insistent as time goes on.



Positions Open

Qualified persons are urged to file at once their applications with the United States Civil Service Commission for positions as regional and special agents in trade and industrial education. The examination held last fall, according to the U. S. Civil Service Commission, failed to produce enough eligibles to fill the positions open in the Office of Education, Federal Security Agency. The maximum age limit has been raised to 60 years. The position of regional agent pays \$4,600 a year, that of special agent, \$3,800 a year. A written test will not be given but competitors will be rated on their education and experience.

A minimum of 2 years of college training is required, plus either 2 more years of college training or appropriate experience, or 3 years as journeyman in a skilled trade. In addition, applicants must have had experience as supervisor of a program of trade and industrial education in a State department of education, and as teacher of shop subjects or coordinator of trade and industrial education in a high school.

Although applications will be rated as received at the Commission's Washington office until further notice, qualified persons are urged to act promptly. Further information and application forms may be obtained at any first- or second-class post office or from the Civil Service Commission.

● Historical areas under the jurisdiction of the National Park Service are described in the following pamphlets, copies of each of which are available free upon request to the National Park Service, Washington, D. C.:

Colonial National Historical Park—Virginia.

Gettysburg National Military Park—Pennsylvania.

Manassas to Appomattox—Virginia.

Morristown National Historical Park—New Jersey.

Ocmulgee National Monument—Georgia.

Vicksburg National Military Park—Mississippi.

Functions With Respect to School Finance

by Timon Covert, Specialist in School Finance

★★★ Since the final authority in the control and administration of public education is the State, such powers that local school districts exercise are delegated to them by the State. For this reason there are wide variations, except for certain basic controls, among the States in the degree to which authority regarding public-school finance is delegated to local districts. In some States there are few restrictions, other than those of a broad and general nature, on the people of any locality with respect to the levying of school taxes, the preparation of the school budget, the purchase of supplies, and the like. In other States such privileges may be exercised by the local school patrons only when permission has been obtained from the constituted authorities of the State government and even then the privilege may be exercised only under close supervision of the State authorities.

What functions do agencies of the respective State governments have and what services do the officials of those governments render with respect to financing the public schools? These functions may be classified as those having to do with school budgets, apportionment of school funds, administration of salary schedules, payments of pupil tuition and transportation expenses, administration of public-school employees' retirement systems, and auditing of public-school accounts.

School District Budget

In the majority of States the officials of the respective school districts prepare their own budgets and put them into effect in accordance with State law, but without specific approval of a State agency. Forms upon which budgets are to be made usually are supplied by the State and considerable advisory assistance, too, comes to local school

officials from State officials regarding when and how budgets should be made and followed, in order that the laws and regulations may be complied with.

In at least 15 States definite legal authority is placed in one or more State agencies concerning the preparation, revision, or final approval of local school budgets. The State departments of education in Delaware and Florida are authorized to revise or require revision in the budgets of most school districts in those States, before official approval is given to such budgets. Similar authority with respect to all school districts is vested in a State fiscal agency in Louisiana, in New Mexico, in North Carolina,¹ and in West Virginia and also in Oregon upon appeals from decisions of local officials. State officials in five other instances appear to have power to require revision in school district budgets, for such budgets to be effective must first have the approval of the respective State departments of education in Alabama, Mississippi, Washington, Georgia, and Kentucky. By specific legal provision in each of the States of Indiana, Montana, and Ohio, aggrieved school patrons may appeal to a State fiscal board, or under certain conditions, concerning changes in or approval of their school budgets.

The findings of the recent study of the U. S. Office of Education indicate that there is a tendency to centralize ultimate authority over school budgets in an agency of the State government. It cannot be stated, however, that the general rule is to place such authority with the State department of education, for it is found more frequently in a State fiscal agency. The following are among the important reasons given by officials in State departments of educa-

¹ The State school commission in North Carolina which is a fiscal administrative board for the public schools.

tion why public-school budgets should be subject to review and revision by the State department of education and why they should have the final approval of that agency before they become legally effective. In the final analysis the public schools are State schools; consequently, any procedure so vital to the planning of their yearly program and to their general welfare is of importance to the people of the whole State and should be subject to the approval of the State's constituted authorities. By the same right, State officials charged with the oversight of the whole education program should have authority to pass upon the plans for expending funds for that program.

Apportionment of State School Funds

Duties of State officials with respect to the apportionment of State school funds are important in every State, but they vary greatly among the States in importance and also in number. While no attempt is made here to measure the relative importance of such duties, some indication of their extent at least, and possibly of their relative importance as well, is evident from an analysis which was made of the specific purposes for which the respective States provide funds for their public schools. Furthermore, it was possible to show by general, special, and equalization groupings of the apparently many purposes for which the States provide school funds, a gradual increase of and complexity in the duties connected with State school fund apportionment as new objectives have been attempted by the States.

State school funds are provided for three main purposes. First, as general aid for all school districts; second, as special aid to promote certain school projects or phases of the school programs; and third, as equalization aid for those districts only which are unable

to support schools with the proceeds of a specified tax levy.

Each State provides one or more funds for distribution to local school districts for general school purposes. In making the apportionment it is necessary, in 36 States, for State officials, in most cases those in the department of education, to compute the amount for distribution per basic unit from the total amount available in one or all such funds in the State; in every case it is necessary to compute the amount to which the respective school districts are entitled. The computations are in most cases made on objective bases, and therefore, are comparatively simple. Occasionally, however, they involve elements of considerable complexity.

During comparatively recent years, various special State aids have been provided to promote certain school projects or phases of the school program. These aids do not replace those for general school purposes, but supplement them, thus adding to the work connected with the apportionment of State school funds which usually falls on the staff of State departments of education. Every State provides one or more of these aids, while each of three provides eight or more. In every case, State officials must pass on each individual claim for these special aids before proceeding with the computation. The work, according to those who make the computations in the State departments of education, frequently involves many complexities and the exercise of considered judgment.

When it was finally realized, that to equalize school costs without complete State support it was necessary in apportioning State funds to make allowance for inequalities among districts in their ability to support schools, the States began to provide equalization funds. When this was done, more new duties were given to State officials, and again, in most cases, to those in departments of education. Forty-one States now take this factor of variation in ability to support schools into consideration, at least in part, in their methods of distributing funds to local districts. Of the remaining States, two provide State funds for the entire

cost of their foundation programs, while some of the others provide sufficient amounts to effect equalization to a considerable extent. In each of 16 States which provide funds for equalizing school costs among their local districts, the State department of education has the responsibility of preparing the formula, at least in part, for distributing the funds. In every State which provides such funds, duties in connection with their apportionment include inspection and approval, or disapproval, of each claim for aid.

State Salary Schedules

The duties of officials in State departments of education and other State offices with respect to teachers' salaries range from the mere tabulation of relevant data for various records and reports to the setting up and administering of complete State salary schedules. The laws of 19 States specify, either directly or indirectly in connection with foundation education programs, minimum salary rates for the teachers in their public schools. The duties in connection with such minimum requirements are chiefly inspectorial to determine whether or not the requirements have been met. The laws of 10 States, however, include salary schedules for computing the cost of the program the State guarantees or of the State's obligation to all districts irrespective of the general program. Under either provision the computations and administration are duties to be performed in State education offices. Much more than statistical procedure is involved in most cases in making the computations, for approval or disapproval of individual district claims is a responsibility in connection therewith.

In six States the laws authorize State officials to set up salary schedules for public-school teachers. Such schedules are then administered much the same as are those set up in the law. In either case the responsibility of staff members of the State department of education includes the determination of local district claims according to the established schedules. Since the quality of the instructional staff is an im-

portant factor in the success of the school, State officials, with the relevant facts at hand are in position, if not to establish salary schedules, to advise with and assist those who are responsible for establishing such schedules.

Tuition and Transportation Expense

The laws of a number of States provide for the direct or indirect use of State funds for tuition payments to public schools under certain prescribed conditions. In some, funds are provided specifically and in definite amounts for such tuition payments; in others, tuition is included in certain situations as a legitimate item of expense in the program, the cost of which the State guarantees, or at least, supports in part. Tuition expense which the States pay in whole or in part, ranges from that for the few children living on State property and attending local schools, to the amounts pupils are obliged to pay for attending school in other districts when suitable facilities are not available in their home districts.

Transportation expense, like tuition, is shared by the State government in a number of instances. Transportation expense, too, is considered a legitimate part of the cost of the foundation program where it is necessary in rendering school facilities available to some children.

As the States improve their school facilities and attempt to bring suitable programs within reach of a greater percentage of their children, tuition and transportation, particularly the latter, increase in importance. General State oversight, if not direct administration of these services, seem to be the rule at present throughout the Nation. A number of States now require regular and rigid inspection of school busses and have strict regulations concerning their operation. In at least one State, North Carolina, the State government owns and operates all public-school busses. The duties of State officials with respect to problems of school tuition and transportation are increasing yearly. Certainly no other State agency is in position to render service with respect to these problems as are State departments of education.

Twenty-seven States have retirement systems for their public-school employees. Only four of these are administered by boards which have other school administrative duties. The State school officials serve on or appoint members of the administering boards in 18 States. The administration, particularly in the initial stages, demands considerable work on the part of the staff of the State educational offices in every case, since relevant records and reports are in the possession of those offices whether or not the system is administered in them. This service, like a number of others pertaining to school finances, is increasing in importance as more States perfect their retirement systems. It seems reasonable to conclude that such systems should be administered by State departments of education unless the State sets up a central agency for administering the pension and retirement systems for all workers within and under the jurisdiction of the respective States.

Auditing of Public-School Accounts

The laws of most States require regular or periodic auditing of public-school accounts. In a few States only are State educational officials required to do such work. The laws of about 20 States provide for the auditing by State fiscal officers—usually the State auditor. In at least one State, North Carolina, all accounts are preaudited by a fiscal agency. Whether auditing of school accounts be a function of the State department of education or of a State fiscal agency is probably of less consequence than that it be done regularly and competently. To insure the latter, obviously requires that specific provision to this effect be written into the laws of each State.



● National forests, 161 of them, no two of which are alike, lie within or across the borders of 36 different States, in the Territory of Alaska, and in Puerto Rico. Opportunities offered individuals to enjoy these forests is the theme of *Forest Outings*, a well-illustrated Forest Service publication which in the paper-bound edition sells for 75 cents and for \$1.25 bound in buckram.

State Departments of Education—(Concluded)

Supervision of the Education of Negroes

by *Ambrose Caliver, Senior Specialist in the Education of Negroes*

★★★ In 16 States special staffs are maintained in the State departments of education for the purpose of supervising the education of Negroes. This has resulted from three facts: First, in these States separate schools are maintained for the Negro and white races, which means that there is practically a dual system of schools. Second, the economic and social conditions under which Negroes have lived created educational problems for them which, while not greatly different from those of the white group, were accentuated. Third, the departments were not adequately staffed to properly supervise both groups of schools.

The departments of education of all these States have from the beginning of their public-school systems concerned themselves with the supervision of Negro schools. However, the supervisory problems among Negroes required for their schools more frequent and longer visits than the State officials were able to give. Therefore, the desirability of having someone in the State departments of education who would be especially responsible for and give all or most of his time to the supervision of the education of Negroes eventually became evident.

Many educators and philanthropists recognized the situation and in 1910 the Peabody Education Fund, in cooperation with the Southern Education Board, initiated special work among Negroes in the State departments of education by supporting a State supervisor of Negro schools (commonly called State agent) in Virginia. The next year the General Education Board took over the support of the work, and the following year decided to cooperate with the States by extending the plan throughout the South as opportunity

occurred. In 1912, the board provided funds for the support of State agents in Alabama, Arkansas, and Kentucky; in 1913, in Georgia and North Carolina; in 1914, in Tennessee; in 1916, in Louisiana and Mississippi; in 1917, in Maryland and South Carolina; in 1919, in Florida and Texas; and in 1920, in Oklahoma.

In four States, Kentucky, Maryland, Missouri, and West Virginia, the supervision of Negro schools is established by law. In the other States the work was begun under the general authority of the State superintendents to organize their staffs. The supervisors of Negro education in Missouri and West Virginia are supported by the States. A majority of the State agents have professional assistants, as shown in the accompanying table.

Personnel especially concerned with State supervision of the education of Negroes, by States

State	Year division of special work was established	Total number of agents from beginning ³	Present supervisory staff					Total State supervisory staff for Negro education
			General education		Vocational education			
			White	Negro	Agriculture	Home economics	Trades and industries	
Alabama.....	1912	2	2	1	1	1	1	6
Arkansas.....	1912	1	2	1	1	1	1	6
Florida.....	1919	2	1	1	1	1	1	4
Georgia.....	1913	4	2	1	1	...	...	4
Kentucky.....	1912	2	1	1	1	...	...	2
Louisiana.....	1916	2	2	...	2	1	1	6
Maryland.....	1917	1	1	...	...	...	...	2
Mississippi.....	1916	2	2	1	1	...	1	5
Missouri.....	1922	1	1	...	1	1	1	2
North Carolina.....	1913	1	2	2	1	1	1	6
Oklahoma.....	1920	1	1	...	1	1	2	5
South Carolina.....	1917	2	2	...	1	1	1	4
Tennessee.....	1914	4	2	1	1	...	...	4
Texas.....	1919	3	2	...	7	2	2	13
Virginia.....	1910	4	1	3	1	1	1	7
West Virginia.....	1914	2	...	1	...	...	...	1
Total.....			22	14	19	11	11	77

¹ Part time.
² Some work done prior to this date.
³ Not including assistants.
 NOTE.—State directors of vocational education and State supervisors in the 3 indicated fields carry responsibilities for the supervision of vocational education in schools for Negroes, assist in conferences, and visit schools.

While the primary function of the State agents has been to improve instruction in schools for Negroes, because of the conditions and attitudes prevailing in the States concerned and because of the necessity of laying a foundation for the achievement of the primary function, they have been required to assume other responsibilities than that of supervision of instruction. These responsibilities have had to do with promotional, organizational, and administrative matters, and have required varying amounts of time and emphases, depending on circumstances in the different States.

Certain problems.—Among the more important problems of the State supervisors of Negro schools, in addition to those relating to improvement of instruction, are those having to do with: (1) Change of public opinion toward the education of Negroes; (2) increase in and improvement of school facilities; (3) increase in the number of Jeanes teachers; (4) development of an adequate professional State staff; (5) improvement of teacher-training programs; and (6) improvement of local leadership. The first point mentioned herein is of particular importance, for the attitude of the majority group toward Negroes has been an important factor which had to be taken into consideration by those who were interested in educational improvement. It is not surprising, therefore, that the first State agents were appointed for the purpose of arousing interest, as well as furnishing intelligent specialized guidance.

The problems with which the State departments of education are particularly concerned vary among the different States. For example, in Alabama poor attendance was one of the most acute problems; in Arkansas it was increasing the enrollment of children of school age. In Florida a major problem was lack of adaptation of secondary education to the needs of Negroes. In Georgia the problems were concerned with the large number of counties to be supervised, wide distribution, and frequent changes in county superintendents. In Kentucky the differential in salaries of teachers has been a problem

of major concern to the State department of education. "Developing an honest and fair-minded attitude toward all racial groups" is one of the important problems considered by the State department of education in Louisiana. All the State agents constantly find it necessary to develop working relations with other State officers, and to coordinate the different services for the best interest of Negro education.

Objectives.—The objectives of the supervisory program for schools for Negroes depend upon the objectives of the general supervisory program for the State as a whole; and upon the leadership of the State agent in interpreting the special needs of schools for Negroes and in modifying the general program to meet them. The three major objectives of the supervisory programs of State agents are: (1) Improvement of instruction; (2) improvement of health; and (3) vocational adjustment.

While the improvement of instruction is the major objective of the States' supervisory program, the fact that a majority of the State agents emphasized improvement of health and vocational adjustment indicates the importance of these matters in the life of Negroes and their close relation to education.

Supervisory Activities

The types of activities in which State agents engage in carrying out their programs are similar to those engaged in by other State supervisors and, in general, vary only slightly from State to State. The activities most commonly employed by State agents consist of conferences, school visitation, curriculum study, development of curriculum materials, and activities designed to improve teaching.

Conferences.—The more important conferences are of three kinds: (1) Annual or semiannual conferences of supervisors and principals; (2) county and district teachers' conferences, which are usually under the immediate leadership of Jeanes supervisors; and (3) teacher education conferences, composed of college representatives responsible for the education of teachers, including presidents, deans, teachers of education, directors of practice teaching, and summer-school directors.

School visitation.—While school visitation is a procedure commonly used by the State agents in order to improve instruction, it is considered by many to be probably the least immediately effective of any used because it is difficult to pay even a short visit to every school in a State; and it is quite impossible to remain long enough to offer real assistance in the improvement of instruction. This means that too frequently the visits are inspectional rather than supervisory. This is particularly true of elementary schools. The things to which the State agent gives his attention when visiting a school are about the same as those which other supervisors consider.

The high-school visitation program differs from that of the elementary school in the following respects: (1) Visits are longer; (2) the aim of visits is usually inspectorial, for purpose of accrediting, as well as supervisory; (3) the follow-up of visits is more specific. A few of the State departments of education are looking toward the time when the high school will be accredited only when the elementary schools from which the high-school students come are also accredited or rated. In approving schools, the director of the division of supervision in one State frequently takes the entire system into consideration, and will not approve the system, however good certain schools in it may be, if others are far below standard. This policy is particularly beneficial to Negro schools in those communities where they are likely to be neglected.

Curriculum improvement.—Several States are making studies of the curriculum for the purpose of better adapting it to the needs of the pupils and of the community. This is usually done by State-wide committees in cooperation with the State departments of education. A few States are producing curriculum materials, notably Louisiana, Georgia, Tennessee, and Texas. Louisiana, for example, through its curriculum laboratory at the Louisiana Rural Normal School, has produced a series of handbooks especially adapted to the needs of rural life of Negroes covering the following subjects: Language, arts, arithmetic, social studies, creative arts, home vocational arts, and science. The

Division of Negro Education in Georgia lists 36 items of materials produced during recent years.

Improvement of teachers.—The means used by the State agents for the improvement of teaching are: (1) Institutes and study groups; (2) summer schools; (3) conferences; (4) supervised practice teaching; and (5) the selection and placement of teachers. The Jeanes supervisors (Negro assistants to county superintendents) are of considerable assistance to the State agents in conducting institutes, study groups, conferences, and in influencing the selection of teachers. In a few of the States the summer schools are conducted by the State departments of education. In a majority of them the improvement of preservice training of teachers and the upgrading of teachers in service have been major considerations of the State agents from the beginning of the work.

Special activities.—Research and statistical compilation are important supervisory activities performed by the State agents. One of the most extensive programs of research and study is that engaged in by the State agent in Virginia. In addition to surveys made of several counties, a special State-wide survey has been made in order to gather information to be used as a basis for "a study of the Negro in Virginia's culture."

"Demonstration" schools in Georgia and "key" schools in Arkansas have been established as features of the supervisory program for Negro rural schools. They serve both as experimental centers and as examples of good teaching and school administration. The desire to have their schools selected as "demonstration" or "key" schools serves as an incentive to teachers.

Outcomes of and Need for Special Supervisory Activities

The supervisory functions and activities of State departments of education especially designed for Negroes have undoubtedly had a considerable influence on their educational progress. Educational advances, which have taken place concurrently with the development of these special supervisory services, have been made by Negroes in

the following: Availability of schools; buildings, equipment, and facilities; the organization and administration of schools; education of teachers; teachers' salaries; enrollment and attendance; and quality of education.

Some of the progress may be particularly attributed to the fact that many of the State agents provided a high quality of leadership, and that, because of their long tenure of service, they were able to formulate objectives and work toward their realization without fear of the hazards that usually accompany frequent change of State administrations. It is the hope that when the General Education Board finally withdraws its financial support from this work, as is the plan, the work will be continued in such a manner as to maintain the many gains that have been made.

The need for supervision of education among Negroes is the same and will continue to be the same as the need for supervision of education for other groups. However, there is a difference of opinion concerning the need for continuing the special supervision such as has been conducted by State agents. Naturally, the need will vary among the different States. Some State agents believe that their State departments are so organized, that their objectives and functions are such, and that public opinion in the State has reached such a point that it will not be necessary to maintain a State agent for Negro education much longer. Others believe that the best interest of Negro education will demand the continuance of the special supervisory work for Negroes for some time. Many facts appear to substantiate the latter view. First, in spite of the progress in education made by Negroes, the difference between their present educational status in many of the States maintaining separate schools and that of the majority group is still great. This is particularly true with respect to the number of standard elementary and high schools; teachers' salaries; transportation facilities; and per-pupil costs. The differences are also great in the following: Attendance; length of term; and pupil-teacher ratio. Second, great progress has been made in the improvement of the preparation of Negro teach-

ers, but there are still large numbers in several States who are inadequately prepared. Therefore, special supervisory work conducted by persons with a sympathetic understanding of the problems involved will be needed until the preparation of teachers is greatly improved.

The organization of the school systems and the social and economic conditions surrounding them indicate that, for some time to come in many of the States, the education of Negroes will require the special attention of someone with special knowledge of the problems involved and concern for their solution. This is an important matter, not only to the 9,000,000 Negroes directly concerned, but to the South as a whole. For this reason, the decision of the General Education Board to withdraw its support from the program of supervision in the South brings the education of Negroes to the crossroads in its development. This fact, together with the increasing migration of all elements in the population, makes the solution to the problems involved of major concern to the Nation.

Laws AFFECTING SCHOOL LIBRARIES

U. S. Office of Education Bulletin 1940,
No. 7

by Edith A. Lathrop, associate specialist in school libraries, Library Service Division, and Ward W. Keesecker, specialist in school legislation, American School Systems Division.

Part I of the bulletin consists of summary tables and interpretations showing express legal provisions affecting school libraries in the 48 States and the District of Columbia.

Part II contains digests for each State as verified by the chief State school officers.

It is hoped that this bulletin will be helpful to those responsible for recommending legislation in the various States that will stimulate more effective library service for schools.

Copies may be obtained, 20 cents each, from Superintendent of Documents, Government Printing Office, Washington, D. C.



New Books and Pamphlets

Foreign Language Study

Language Study in American Education. Prepared for the Modern Language Association of America by Charles C. Fries with the cooperation of William M. Sale and Edwin H. Zeydel. New York, Commission on Trends in Education of The Modern Language Association of America (100 Washington Square East), 1940. 40 p. Free.

Discusses the ways in which language experience can contribute to American education, particularly in the relation of language to thinking, the bearing of language experience on intellectual freedom, and the part that experience in both the mother tongue and in foreign languages can play in preparing youth for the democratic "way of life."

Will Translations Suffice? By Henry Grat-tan Doyle. Washington, D. C., 1940. 12 p. (Language leaflets, no. 10) single copy, 10 cents; the full set of ten, 50 cents. Address order to Modern Language Journal, 284 Hoyt Street, Buffalo, N. Y.

Stresses the importance of foreign language study and the inadequacy of translations as a substitute for first-hand acquaintance with foreign languages and literatures.

Rural Youth

Guideposts for Rural Youth, by E. L. Kirkpatrick. Prepared for the American Youth Commission. Washington, D. C., American Council on Education, 1940. 167 p. illus. \$1.

Reports the need of rural youth for jobs and recreation and records what many rural counties, towns, and organizations are already doing toward solving the youth problem locally.

Occupational Information

You Might Like Pharmacy as a Career; an occupational brief, by Western Personnel Service. Pasadena, Calif., Western Personnel Service (30 North Raymond Avenue) 1940. 14 p. Single copy, 25 cents.

Contains timely information on pharmacy; prepared especially for western counselors, librarians, registrars, deans, and students.

The Occupational Follow-up and Adjustment Service Plan. A Manual developed by the Staff of the Occupational Adjustment Study and sponsored by the Implementation Commission. New York City, Published by the Occupational Adjustment Study of the National Association of Secondary-School Principals (425 West 123d St.), 1940. 96 p.

Presents a detailed plan with record forms, for the use of secondary school principals interested in modifying their school programs for the better occupational adjustment of their students.

Democracy Reading List

The Dangers to Democracy: The Dangers from Without, The Dangers from Within. Chicago, American Library Association (520

North Michigan Avenue) 1941. p. 185-210. (The Booklist, vol. 37, no. 8, pt. 2. Jan. 1941.) Single copy, 25 cents.

A list of readings to clarify and emphasize the nature of the forces which threaten democracy in America, classified and briefly annotated.

Nursery Schools

What Is a Nursery School? Prepared by Elizabeth Neterer and Lovisa C. Wagoner. Washington, D. C., Association for Childhood Education, 1940. 24 p. 35 cents.

Planned to help the layman understand what a nursery school is, what it does for children and parents, and how to recognize a good one. Includes a floor plan, a bibliography, and a list of schools training nursery-school teachers.

War Pamphlets

Macmillan War Pamphlets. London, Macmillan & Co., Ltd., 1940. 8 v. (Apply to British Library of Information, 50 Rockefeller Plaza, New York, N. Y.)

Presents the British viewpoint on the war. Titles include: War With Honour, by A. A. Milne; The Crooked Cross, by Dr. A. S. Duncan-Jones; The Rights of Man, by Harold Laski.

SUSAN O. FUTERER

Recent Theses

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

ALLARD, LUCILE E. A study of the leisure activities of certain elementary school teachers of Long Island. Doctor's 1939. Teachers College, Columbia University. 117 p.

BAUMEISTER, EDMUND J. Secondary education of the Society of Mary in America. Doctor's, 1939. Ohio State University. 276 p.

BENNETT, MARGARET E. A study of student participation in school government and activities in Louisville Junior High School and Louisville Girls High School. Master's, 1939. University of Louisville. 118 p. ms.

BLAIR, LESLIE H. A study of two remedial methods used in the teaching of typewriting. Master's, 1940. Texas College of Arts and Industries. 40 p. ms.

BRAMHALL, EDWIN W. An experimental study of two types of arithmetic problems. Doctor's, 1939. New York University. 175 p. ms.

CASSIDY, RICHARD T. The influence of the use of graduated reading material on the development of reading ability in a first year Spanish course. Master's, 1940. Boston University. 96 p. ms.

CLARK, WILLIAM R. Emergency education: a social study of the WPA education project in Rhode Island. Doctor's, 1940. Catholic University of America. 184 p.

CUTTS, CECIL J. Tenure of principals in the Class A secondary schools of Maine from 1929 to 1938. Master's, 1940. University of Maine. 59 p. ms.

DENHAM, ELWOOD L. A check list for the evaluation of cafeterias and cafeteria service in public secondary schools. Master's, 1940. Boston University. 118 p. ms.

DEVITT, FAITH E. The opinions of 123 teachers of commercial education as to the practical, cultural,

and economic value to them of their masters' degrees. Master's, 1940. Syracuse University. 106 p. ms.

DUVALL, EVERETT W. Relative influences of primary groups on underprivileged children. Doctor's, 1936. University of Southern California. 48 p.

FIELDS, WALTER J. The relationship of sex to achievement in the public schools of Athol, Mass. Master's, 1940. Massachusetts State Teachers College, Fitchburg. 62 p. ms.

FOLEY, THOMAS H. An analysis of statutes and judicial decisions in the United States and their relation to the tort liability of school districts. Master's, 1940. Massachusetts States Teachers College, Fitchburg. 217 p. ms.

GEARAN, JOHN S. The reliability of the American Council on Education psychological examination. Master's, 1940. Massachusetts State Teachers College, Fitchburg. 54 p. ms.

GIBSON, MARY E. Some important problems in teaching Spanish-culture children. Master's, 1940. Texas College of Arts and Industries. 125 p. ms.

JENSEN, OREN C. The National Youth Administration student-aid program in Kidder county. Master's, 1940. University of North Dakota. 99 p. ms.

KEELY, HELEN J. Unit organization of five topics in economics for the twelfth school year. Master's, 1940. Boston University. 171 p. ms.

MCCULLY, BRUCE T. English education and the origin of Indian nationalism. Doctor's, 1940. Columbia University. 418 p.

MACDONALD, ELIZABETH C. Regional and institutional influences in American educational leadership as shown by certain selected administrators. Master's, 1940. George Washington University. 54 p. ms.

MANZE, WILLIAM L. The training, experience, and duties of New Jersey secondary-school principals in communities of 5,000 to 15,000 inhabitants. Master's 1938. New Jersey State Teachers College, 67 p. ms.

MORGAN, JOHN W. The origin and distribution of the graduates of the Negro colleges of Georgia. Doctor's, 1940. Teachers College, Columbia University. 119 p.

PETERS, Sister MARY F. A comparative study of some measures of emotional instability in school children. Doctor's, 1937. Indiana University. 71 p.

PITTS, WILLIAM H. A study in the achievement of 45 seventh-grade pupils in reading, English, spelling, and arithmetic with suggested program for improvement. Master's, 1940. Hampton Institute. 49 p. ms.

ROCKWOOD, LOIS. Can below-average sixth-grade pupils be made proficient in addition and multiplication, and at what expenditure of time and effort? Master's, 1940. Boston University. 126 p. ms.

ROGAN, CATHERINE P. An analysis of certain experimental literature on the theory of mental discipline. Master's, 1940. University of Maine. 120 p. ms.

RUSSELL, RUTH L. The variability in intelligence between siblings. Master's, 1940. George Washington University. 36 p. ms.

THOMPSON, WILLIAM N. A follow-up study of the graduates of the secretarial science department of Colby Junior College, 1931-1939. Master's, 1939. University of Syracuse. 82 p. ms.

TSUCHTLER, ROBERT G. The social composition of the central rural school boards of New York State. Master's, 1940. Syracuse University. 101 p. ms.

YENAWINE, WAYNE S. Civilian Conservation Corps camp papers. Master's, 1938. University of Illinois. 385 p. ms.

RUTH A. GRAY

Some Newer Practices in Evaluation

by David Segel, Consultant in Tests and Measurements

★★★ There has been a steady increase in the use of both standardized and informal teacher-made tests of the new type in our schools during the last two decades. The ease with which certain achievements and traits have been measured—especially during the last decade—has led to an increasing interest in the attempts to measure or evaluate other aspects of our school activities. This has shown itself in three ways: First, the adaptation of the new-type question itself; second, the improvement of the essay-type question; and third, the evolution of new methods of measurement. These areas of improving evaluation will be discussed in turn.

The New Type Test

The new type examination item has been criticized for testing only information. This criticism was justified in the early days of these tests. The very form they take makes them readily adaptable to testing memory for facts. For example, the question *Iron expands when* (a) *heat is applied*, (b) *ice is applied*, (c) *electricity is run through it*, (d) *the pressure of the air about is increased*, can be answered directly from having learned the fact that "iron expands when heated." One cannot be sure even if the student answers this correctly that he can apply the knowledge in a new situation involving the principle. However, most constructors of new type tests are now attempting to make it necessary for the pupil to use his judgment or reasoning power in whatever field is involved in answering questions. As an example of the improved method the following question is presented:

Spaces are left between the rail lengths of railroad tracks (a) *to allow for differences in load*, (b) *to allow for differences in air pressure*, (c) *to allow for differences in temperature*, (d) *so that they can be fastened together easily*, (e)

*to stop electric current from passing along the rails.*¹

Most of the improvement in new type questions follows somewhat this same

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● □ □	○ ○ □ ○ ○ ●	⊗ □ ⊗	●	○ ○ ○ ○ ○ ○ ●

- will raise hand
- will raise hand and say "I don't know"
- will raise hand and say "I don't know" and give answer
- will raise hand, called on, will respond
- will raise hand, called on, will respond
- will raise hand, called on, very poor response
- will call on when hand was not raised
- will call on when hand not raised, will respond
- will call on, hand not raised, fair response
- will call on, hand not raised, poor response
- will call on, hand not raised, very poor response
- ⊗ will call on, hand not raised, no response
- > will do no question
- ⊠ will make without being called on by teacher

general approach. The questions require thinking on the part of the student in addition to need for definite information.

Another sample of improved technique of the new type test is taken from the materials developed in a progressive education workshop.² This item is concerned with testing pupils' understanding of the nature of proof as applied to a problem of resisting propaganda. The test item is as follows:

¹From a Cooperative General Science Test, Co-operative Test Service, New York City.
²Progressive Education Association Summer Workshop Report, Social Studies Group at Brouxville, N. Y., 1937, pp. 204-5.

The pupils are given the following advertisement to read:

Keep Cool with Kooley. It's easy to make! And it costs so little. It's the favorite summer drink with the entire family. Made in 6 flavors. The Sunshine drink with Vitamin D. 5 cents makes 10 Big, Cool Glasses. Delicious Kooley now includes Vitamin D. This sunshine element helps nature build sturdy children . . . healthy in teeth and bone. Wholesome Kooley comes in six Zesty, Cooling Flavors. Everyone enjoys it. At picnics, at meals and in-between . . . Serve Kooley often! Kooley ice cream sherbet is creamy smooth . . . delicious! Kiddies truly enjoy home-made frozen suckers. Both easily made in your mechanical refrigerator. Recipe on the package. Buy Kooley Today . . . at your grocer's . . . ONLY 5 cents. Orange, Lemon-Lime, Cherry, Grape, Raspberry, Strawberry. MAKES 20 FROZEN SUCKERS. At your Grocer.

They are next asked to state if they would buy the product on the strength of the advertisement and to give their reasons. Then the following analysis chart is given to them to fill out (only the first 10 items of the chart are given here).

Directions: Please indicate whether you consider the following statements to be (a) an assumption of the reader; (b) a fact; (c) an assumption of the advertiser . . . by checking the appropriate column.

	Assumption of reader	Fact	Assumption of advertiser
(a) Vitamin D is an element of sunshine			(a)
(b) Kooley keeps one cool			(b)
(c) Kooley is delicious			(c)
(d) Kooley helps build teeth and bone			(d)
(e) Everybody likes Kooley			(e)
(f) Kooley builds sturdier children			(f)
(g) 5 cents of Kooley makes 10 glasses of drink			(g)
(h) 5 cents of Kooley makes 20 frozen suckers			(h)
(i) Kooley is a food since it is sold at your grocer's			(i)
(j) Kooley is wholesome			(j)

The Essay Question

The essay type question was in danger of becoming extinct during the early period of the development of new

type examinations. However, the value of this type of question in making the student organize his material both logically and in a presentable form has been recognized. Instead of throwing the essay type of question overboard entirely, effort is being made to improve it—to make it more objective while keeping its essential qualities unimpaired. The simplest way of doing this is to ask the essay question in the ordinary way but to list the parts of the answer and the weight to be given to each part in the final score for the question. For example, in answering the question, write a well-organized paragraph telling all you know about hydrogen. The instructor³ also wrote his paragraph including all the items he thought the pupil should have included with the related ideas more or less connected. His tenth to twenty-fifth items were as follows:

10. It acts as a metal in reactions.
11. It can be obtained from acids.
12. It is replaced from acids by metals.
13. Zinc, for example
14. was the metal used in the class demonstration.
15. The reaction was $Zn + H_2SO_4 \rightarrow Zn SO_4 + H_2$.
16. Hydrogen was liberated because it would not react with any substance present.
17. Zinc sulphate dissolved in water,
18. but was recovered by evaporation of the water.
19. Hydrogen's conspicuous physical property is that it is a very light gas.
20. It is the lightest known substance.
21. It is used in balloons
22. because of its lightness.
23. It is used in welding
24. because it unites so readily with oxygen
25. and because of the intense heat of this reaction.

A more complicated problem lies in the measurement of the efficiency of the organization and the adequacy of the language used in the essay type examination. Stalnaker⁴ has with the help of English teachers been able to improve the grading of English composition through rewriting methods. One is the construction shift method wherein the student is asked to take a composition and rewrite it with a change from active to passive voice, or

from one tense to another, or to shift the emphasis from one point to another. This construction shift tests in a more active manner the mechanics of writing. Another short type of exercise is one in which the student is directed to reduce given sentences of a verbose nature to as few words as possible without the sacrifice of any of the essential ideas. Although this test is not easy for the students, it can be scored by teachers with high consistency. Other types of rewriting can be made to yield good results.

New Methods of Evaluating Children's Reactions

In the third method of improving the measurement of accomplishments and traits we find procedures not used in the new type or essay examination. These other procedures are:

- (a) Observation of pupils' reactions in the classroom and elsewhere.
- (b) Observation of classroom and school procedures.
- (c) Examination of products made by pupils.
- (d) Examination of anecdotal records written from observation of pupils.
- (e) Use of rating scales with any practice.

The first two procedures may be illustrated by the use of the Puckett Chart.⁵

An illustration of its use for a class period is given in the accompanying chart. The diagram shows the seating arrangement of the class and the activity for a class period. The activity for each child or the activity of the class as a whole can be ascertained.

The evaluations of the school program and procedures are illustrated best by the rating scales developed for the secondary school by the Cooperative Study of Secondary School Standards⁶ and those developed for the elementary schools by the department of education of the State of New York.⁷

⁵ This and other devices for measuring pupil participation are described in Butterweck, J. S., and Muzzey, Geo. A. *A Handbook for Teachers*. E. P. Dutton & Co., New York, 1939.

⁶ How to Evaluate a Secondary School—Cooperative Study of Secondary School Standards. 744 Jackson Place, Washington, D. C.

⁷ Developed by J. C. Morrison, assistant commissioner of education, State department of education, Albany, N. Y.

Products of the work of pupils which can be preserved and used in measuring a pupil's aptitude are—written essays, plays, experiments, drawings, paintings, plans of buildings and grounds, actual models, industrial arts products, drawings of costumes and dress patterns and the like. This sort of material and the anecdotal records are of value because they are direct evidence of the pupil's achievement and behavior and are not secondary, as are ratings. That is, they are in effect a part of the outcomes of instruction which can be examined and intercepted.

It is true that the new methods of evaluation mentioned in this last section in their present state of development are not as reliable or as valid as is the improved new-type test or the essay-type test. Nevertheless, insofar as they measure traits in pupils not yet evaluated by other means they are of great value. It should be understood, however, that in those circumstances where the new-type or essay-type test can measure certain educational outcomes, these tests should be used because of their present evident superiority due to their objectivity.

N. E. A. at Boston

THE annual convention of the National Education Association will be held in Boston, June 29-July 3, 1941. The U. S. Office of Education invites you to visit its exhibit of recent publications in Booth E-16 in the exhibit hall, Mechanics Building.

Louisiana Begins a New Series

The Louisiana State Department of Education recently issued through its home economics division a *School Lunch News* which is the first publication of its type in that State.

In the *News* practical suggestions are offered on such topics as Nutrition and Health Through School Lunches, Why a School Lunch Program, Organizing the Lunch Program, A Cooperative Program, Facing Facts in Feeding Children, How Does Your Lunch-room Rate, and School Gardens to the Front.

Reports from individual schools show success of such programs in statements which tell how children are not only profiting by eating wholesome food, but are learning table manners, and are developing a taste for food which they formerly disliked.

³ As given in the West Allis Public Schools Bulletin for February 1935.

⁴ Stalnaker, John M. *The Problem of the English Examination*. Educational Record Supplement No. 10. October 1936, pp. 35-48.

Visual Instruction

by Albert Earley, Supervisor of Schools, Delaware Department of Public Instruction

★★★ He was teaching a poem about trees, and the beech tree was mentioned. None of the children had ever seen a beech tree. The teacher described a beech tree. Words. No picture. Result, near zero.

The children read a story which mentioned a cape, an article of clothing which the pupils had never seen. The teacher talked. Words, but no picture of a cape. Time consumed, but no definite impression.

The innocent children were studying the Grand Canyon, one of the most sublime spectacles on earth. No picture of the canyon was shown. Result, disappointment.

Every school needs a picture library. A collection of pictures is not necessarily a picture library. If your pictures are chosen systematically, and properly classified you have a picture library.

Picture Library

It is a mistake to collect pictures at random. By this method you will get many that you do not need, and fail to get others that you do need. When teaching any subject, if you sense the need of a certain picture, and you do not have it, make a note of it. When the picture has been secured, cross off the memorandum. This is the scientific way to secure usable pictures. If this method is followed, your picture library will not be cluttered with useless material.

Pictures which are excellent for illustrating lessons in history, geography, reading, English, science, and the social studies may be clipped from discarded magazines, and from the supplements of Sunday papers. Pictures may be obtained from your parent-teacher association, service clubs, women's organizations, and friends.

The pictures should be so systematically classified that pupils from the fourth grade up can easily find a needed illustration. Sometimes the teacher

will get a picture from the library to show the class; at other times one or more pupils will go to the picture library to get pictures which they will use in the recitation. The picture library should be used as consistently as the book library.

There is no commonly accepted plan of classification for picture libraries. An alert teacher can work out a classification to suit her needs. An expensive filing cabinet is not essential. Resourceful teachers may use crates.

Textbooks get out-of-date, but a good teacher will keep abreast of the times. A picture library is one way of doing this. Here is one illustration: Food lockers are coming into use. I have not seen a picture of a food locker in any book, but I saw an excellent one in a magazine. Teachers often teach a unit on food. If they have good picture libraries, they can show their pupils new methods of food preservation.

A Workable Museum

How can you effectively teach a lesson about building materials if you do not have samples of sandstone, limestone, granite, marble, etc.? How much time is wasted when children are reading about spices if there are common spices which they have never seen, and you do not have any to show them? Do you have a sample of Braille to show your pupils when they read about the education of the blind? Without question your teaching would be more effective if you showed your pupils a piece of bamboo when they read about it. Do you have any Indian implements to illustrate a unit on Indians? Every school, regardless of size, should have a workable museum.

If you are convinced of the need for a school museum you will probably ask, "What shall I put in the museum? How can I get the specimens? Where shall I keep the material?"

There are good answers to the first question. Select your material on the

basis of felt need. When you are teaching any class and feel the need for a specimen which you do not have, make a note of it. When the specimen is secured cross off the memorandum. By this method of selection you will assemble only usable material. Suppose that you are going to teach about Japan. You can use rice, tea, silk, rice paper, Japanese matches, geta, zorii, bamboo ware, fans, a kimono, an obi, a soroban (abacus), furoshiki (silk squares), Japanese writing, lacquer ware, toys, cloisonne, etc. Doubtless you can find many of these things in the homes of your pupils or friends.

Ascertain what you need, and then find out by a survey how much of the needed material is in your community. This is an excellent way to secure specimens, either as loans or as donations. Do not wait until you need a specimen and then try to get it. Anticipate your needs.

Many manufacturers are glad to give you products to advertise their wares. Frequently, lists of products which may be obtained free, or at a small cost, are published. These lists soon get out-of-date, and unless you have a recent one it may be almost useless. Occasionally you will get some usable material in this way.

It may be necessary to buy some articles. A drug store, a grocery store, or a drygoods store can supply part of your needs. Articles, such as Brazil-nut pods, are seldom seen in this country. Such things may be bought from a commercial museum, or some of your friends who have traveled abroad may supply your needs. Few people know how Brazil nuts grow. I have frequently shown Brazil-nut pods to friends, and these exotics never fail to interest people. The same is true of such useful commercial products as carnauba wax, quebracho extract, divi divi, etc.

Experience has taught us that the old saying, "Where there is a will, there is

a way" is just as true in building up a school museum as in anything else. When your friends find out what you are doing, they will gladly give or lend you articles. One school was interested in collecting butterflies. After a start had been made, a friend presented them with a fine collection of rare Brazilian butterflies. An earnest teacher in a one-teacher school started a school museum, and a friend who traveled frequently, gave her a wealth of usable material.

Where shall the collection be kept? Get your specimens first. Do not wait until you have a cabinet. Shoe boxes, candy boxes, cigar boxes, paper bags, etc., will serve temporarily. When friends lend you some fine specimens, take books out of a bookcase temporarily to display them.

Get specimens of appropriate sizes. We have seen specimens of woods and minerals which were so small that they were useless. On the other hand, specimens which are too bulky will take up too much valuable space.

Many specimens, especially grains, must be protected against mice. Six-ounce or eight-ounce salt-mouth bottles can be used for many products. Narrow-neck bottles are best for liquids. Heat oils before pouring them into bottles, being careful not to get them so hot that they will crack the glass.

It is absolutely necessary to label every specimen. Do not put numbers on specimens, and do not make a catalog. In the case of minerals, the label should be fastened to a small block of wood on which the specimen rests. Labels should be brief. Sometimes the name of the object is enough. Usually the locality is important. A few words of explanation may be necessary. For labeling glass bottles, write the label on paper, which is not too stiff. Let the ink dry thoroughly, and cut fairly close to the lettering. Clean the glass and fasten on the label. Smear cement all over the face of the label to make it waterproof.

Solid objects may also be labeled with paint. Use black on white specimens, and other appropriate contrasting colors. Letter directly on the specimen. Many rock specimens are valuable because of some significant mineral which crops out on one face. In labeling such

specimens use care not to cover that part of the rock which gives it value.

A cotton stalk, a skein of rayon or nylon, a small bundle of rice plants, etc., must have small linen tags tied to them.

Remember that you may have a wealth of material and not have a workable museum. You must have your specimens classified. Without system your collection will be junk. Work out

a functional classification which is adapted to your local conditions.

The small, isolated school with a meager library, few supplementary books and little, if any, equipment needs a workable museum more than a large, well-equipped urban school, and a resourceful teacher will establish one even if it means untiring efforts and the overcoming of obstacles.

Information Exchange Plans To Aid Summer Sessions

Loan packets listed in the April issue of *SCHOOL LIFE* by Information Exchange on Education and National Defense have been amplified greatly by the addition of items to incomplete packets and by adding other packets.

Most of the packets contain approximately 10 items each. These items vary in length from a few pages to more than 50 pages. These materials have been carefully selected and offer many helpful suggestions concerning ways in which schools, colleges, and communities can aid national defense.

Elementary Education and National Defense

Packet I-E-1 now contains additional materials such as a compilation of statements of leaders in the field of elementary education concerning what they consider to be the role of the elementary school in the present emergency (mimeographed). To Packet II-E-1 descriptions of democratic practices in elementary schools throughout the United States have been added. Additions have been made to the other elementary packets also.

Secondary Education and National Defense

Eight items have been added to Packet II-S-1: *Understanding and Practicing Democracy in the Secondary School*. Items have also been added to numerous other packets concerned with the role of education, improving school and community, conserving natural resources, and building and preserving health as aids to national defense.

Vocational Defense Training

Five packets on Vocational Education for National Defense are now available. They are:

Packet VII-SA-1. *Training in Skilled Trades for National Defense*. (Circulars and Bulletins on Preemployment Refresher Courses and Supplementary Courses).

Packet VII-SA-2. *Youth Vocational Training Programs for National Defense* (Out-of-School Youth, NYA and CCC).

Packet VII-SA-3. *General Bulletins and Reports on Vocational Education for National Defense*.

Packet VII-SA-4. *Bibliographies on Vocations Directly Related to National Defense*.

Packet VII-SA-5. *Aids to Vocational Guidance in Relation to National Defense*.

Adult Education in Relation to National Defense

Two new packets on adult education are now ready for loan—Packet II-A-1: *Understanding and Practicing Democracy as New Voters* (Training Programs and Induction Plans) and Packet II-A-2: *Democracy in Action Through Forums and Discussion Groups*.

Higher Education for National Defense

In the field of higher education, additional materials have been added to Packet II-H-1: *Understanding and Practicing Democracy in College and University*, and to Packet VII-H-1: *National Defense and Technical Education in Colleges and Universities*.

A new packet, I-H-2, *Organization and Programs of Higher Educational Institutions for National Defense*, is now complete and ready for loan.

Another new packet is in the process of being assembled: Packet I-H-3, *What State Universities Are Doing To Help in Organizing State School Programs for Defense*.

New General Packets

New packets have also been prepared as follows:

Packet IX-G-1. *Inter-American Friendship and Understanding*.

Packet X-G-1. *Women and National Defense*.

Packet XI-G-1. *Plans, Programs, and Available Material of Organizations and Service Groups*.

Write for catalog

A Teacher-Education Project in Improving Child Nutrition

by Lydia J. Roberts, Chairman, and Ruth Blair, Instructor, Department of Home Economics, University of Chicago

★★★ The project in nutrition-health education for teachers was carried out in a county in Michigan in cooperation with the W. K. Kellogg Foundation. The purpose of the undertaking was to demonstrate what can be done toward improving the nutrition of children through a program of health education centering in the school. The project was set up with the cardinal beliefs in mind: That the nutrition and health of children is a responsibility of every member of the school staff, and that in order to have an effective program in nutritional improvement, all members of the staff must have a common body of knowledge of the facts of nutrition and other health matters, common goals for the school and community, and a well-organized plan of attack for the entire school with the part each member is to take well considered. It is believed, moreover, that the chief reason why there has been so little effective nutrition-health education, especially in the high school, is because these conditions have rarely, if ever, been realized. This project attempted to accomplish these ends so far as possible in the time available with the teachers enrolled in the course.

The group enrolled consisted of 66 teachers, largely from Allegan County. In keeping with the purpose of all-school participation, the community chosen as the site for the workshop was the one in which the largest proportion of teachers wished to participate in the project. This turned out to be Plainwell, which had 18 out of its 29 teachers enrolled. These included the superintendent, the dean of girls, the high-school teachers of art, English, mathematics, social sciences, home economics,

industrial arts, language, recreation, agriculture, biology, and music; the grade-school principal; and elementary teachers of all levels. Teachers from other schools in the county filled in with these, thus furnishing several teachers in most of the special areas. On the grade level they represented roughly one-third each, administrative officers and high-school teachers, intermediate teachers, and primary teachers. The last two groups included 19 rural teachers.

Program and Activities

As already indicated, the aim of the project was to send the teachers home at the end of the 5 weeks, equipped with knowledge of nutrition and health and with plans for developing effective health work in their own schools. The program as worked out to meet these purposes included the following:

Since nutrition plays so fundamental a role in physical well-being, the first essential was to give all teachers the fundamental knowledge they would need in order to deal intelligently with nutrition problems in their schools. This feature is, indeed, what distinguishes this project from usual ones in health education. Most courses deal only with the methods aspect. In this project the basic assumption was that teachers must know the facts of nutrition before they can use them for the benefit of their students.

An attempt was made to present the essentials of nutrition in as simple and graphic form as possible. Application was always made to problems of selecting adequate everyday diets under conditions which teachers had to face in their own personal and school situations. One hour a day, or a total of 25

hours, was devoted to this subject. As will be shown later, there was evidence that even this amount of training, when reinforced as it was by all other activities of the day, was productive of surprisingly good results.

One hour each day was given to discussion of the philosophy, methods, and materials of nutrition-health education, which must be understood by all members of a school staff. The teachers were given syllabi in which some of the pertinent questions were raised, together with references in which help could be secured in attacking them. The teachers amplified the questions raised and introduced many others. Some of the major problems discussed were:

1. Why should the school undertake nutrition-health education of its students?
2. How can the school determine the nutrition-health needs of its students?
3. What are the objectives of a nutrition-health program?
4. What are the characteristics of good and poor nutrition which the teacher can recognize?
5. What is the value of teacher-pupil inspections and how can they be carried out?
6. How can needed medical and dental examinations be provided?
7. What health problems result from the consolidated school and how can they be met?
8. What is the responsibility of the school for the noon lunch?
9. What can the school do about the candy situation?

It is obvious that such problems as these involve all members of the school staff, as well as parents, and that no nutrition program can function unless there is a common understanding and

concerted action on them by all concerned.

The Workshop

Since the details of working out a nutrition program vary with the grade level and the particular situation, afternoons were devoted to group and individual work on problems of special interests. As a rule the teachers assembled on the basis of grade level—primary, intermediate, and high school—but often on the basis of common interest, as rural teachers, teachers from a given community and home economics teachers. An appropriate staff member met with these groups. Each group followed up the discussion of the morning with particular reference to its situation. They also considered details of carrying out the program at that level, and worked on actual plans and materials for next year's work. Each group had a room set apart for its own use, in which they could keep materials and work at any time they saw fit. In the primary and intermediate groups, individual teachers developed in detail one or more teaching units, on such topics as sleep, vegetables, milk, or teeth, and assembled or prepared illustrative material needed in connection with it. These were mimeographed, discussed by the group, and made available to others. It was not expected, of course, that these would be used "just as is," but that they would be something at hand to suggest possible ways and means of attacking various problems.

Since the high school is organized on the departmental basis, it presents a different problem from that of the grades. The workshop time of this group was therefore spent in developing policies and procedures for a coordinated program at the high-school level. They had to consider such questions as: How and by whom the physical appraisals were to be made; the content of nutrition-health education teaching in the high school; when, where, and by whom the various topics should be taught; how the work can be coordinated in the various classes; the responsibility of each member of the high-school staff; methods of evaluating the success of the program. It took some time to develop the idea that every teacher in the high school, whether or

not his subject has health content, is, nevertheless, responsible in some measure for the health of the school. Each teacher took some one project to work out for the whole school, such as methods of making teacher-pupil inspections, appraisal forms for checking up on health facilities and practices in the school and community.

The rural teachers, in the main, participated in the work of primary or intermediate groups, or both, as suited their needs, but they also met as needed to consider problems peculiar to their situation, such as sanitation, the school lunch, and general school improvement in rural schools. They also made an all-day trip by school bus to study some of the modernized schools of another county.

Demonstration Classes

Since it was desired to have the teachers see that the theories discussed were actually practicable, four demonstration classes were used to illustrate how nutrition and health can be taught and the principles inculcated into habits of living at the different grade levels: preschool, primary, intermediate, and high school. Each group consisted of about 20 children assembled from the community. They were in charge of teachers who had had successful experience in their respective fields and who had sufficient interest and imagination to see the possibilities in such a project.

The children came at 9 a. m. and stayed through lunch. It was not possible, of course, to carry out a full school program. In order to serve most effectively the purpose for which the classes were recruited, the program was more heavily weighted with health work than would be possible or desirable in a usual school situation. Since it was believed that health teaching should fit naturally into other school activities, each group carried out its program largely on the activity basis. In all groups the programs were flexible, with many pleasurable activities connected with the main projects.

The program of the preschool group was typical of that of any good nursery school. Its unique advantage lay in the fact that the teacher was trained in

nutrition and could utilize opportunities that arose for health teaching. The school day was organized on a health basis. There were only short indoor activities; the rest of the time was spent out-of-doors. There was a rest period preceding the meal, preparation for the meal was made by developing wholesome attitudes toward the foods in the lunch, and unusually judicious handling of the meal situation.

Parents reported that their children came home with improved attitudes toward eating and many problem cases were helped materially by these and other similar simple procedures.

The project chosen as a major activity in the primary group was the construction of the essentials of a small town. This included a home, a grocery store, post office, hospital, a truck to be used as both a milk truck and delivery wagon, and a safety stop-and-go sign. Using light strips of wood for the framework and heavy paper for the walls, they constructed and furnished these buildings in the classroom and adjoining halls. They were large enough for children to go inside them and play. This miniature village served as a focus for the health teaching. The children discussed what foods they should keep in the grocery store, the need for milk and amounts needed by each member of the family, and why a dentist, doctor, and nurse were needed in the hospital. They had a family of six living in the home—father, mother, and four children. Each day the truck delivered at the house the amount of milk the family should have. Each day the family went shopping and bought the vegetables and other groceries they decided they should have. Children were sent to the hospital to have their teeth examined, their cuts and bruises taken care of; and the safety man with his stop-and-go sign saw them safely across the street.

In this group, too, there was each day a brief discussion of what the lunch was to be and what should be the attitude toward foods served.

In the intermediate group the objective was the same, namely, the developing of right attitudes and improved health behavior. At this level, however, children want to know more of

the "why" for the things they are asked to do, and some accurate, though simple body of knowledge of the facts of nutrition and health is essential. The problems attacked were ones that children themselves are constantly raising, such as: Do we really have to drink milk? Won't something else take its place? Why do we need to eat vegetables? What are whole-grain cereals? Are they any better than other cereals? Are ready-prepared cereals as good for you as cooked ones? Why do people say candy is not good for children? Such questions as these were investigated by the children through appropriate activities. To answer the question about milk they carried out a simple experiment, feeding one rat with and another without milk. They also studied the food value of greens, and with the aid of a State bulletin, *Edible Greens of Michigan*, they went on a green-gathering expedition, bringing home all the greens they could identify as edible ones. They went to the foods laboratory, cooked them, and ate them as a part of their lunch. They learned about cereals through first-hand experience. They purchased wheat at the store, cleaned it, ground, cooked, and ate it as the first course for their lunch. Some pupils requested the privilege of grinding more to take home to cook for their mothers, and reported next day that their whole cereal had been much enjoyed.

Other questions dealt with: What is a good breakfast? A good lunch? A good dinner? They learned the requirements for these, set them up in the laboratory with food models, and learned to check their meals for adequacy. Near the close of the project they used their knowledge in a picnic project. They planned and purchased the lunch, and cooked it—in squads of four—in the school yard. They also planned a breakfast and dinner that would supplement the lunch, and took their plans home to their mothers who cooperated by serving the meals the children planned.

In the high-school group, it was assumed that the students should have a fundamental understanding of nutrition which would enable them to choose their own food, and that of their fam-

ilies, intelligently; help them to judge for themselves the claims made by high-pressure advertising of food products; and to secure the best returns for their money. The work of this group, therefore, was given as elementary courses in nutrition and in home and community sanitation. It was, however, carried out as largely as possible as an activity program. As a basis for the teaching and a means of motivation, the members of the class made check-ups on their own physical status. This included height and weight measurements, throat inspection, testing of sight and hearing, hemoglobin determinations, posture, and rating for the adequacy of fat and muscle "padding." They were assisted in these by a dental hygienist, a physician, and a nurse. The high-school teachers also assisted and learned the procedures. The pupils tabulated and graphed the results, and these served effectively to motivate the work.

The material studied constituted an elementary course in nutrition, and some essential units in home sanitation. This was of necessity given to some extent in organized class discussion, but it was made as graphic and meaningful as possible through associated activities. A rat-feeding experiment was begun the first day. The students made the cages for the rats, prepared the food which they were to be fed, weighed the animals, plotted their charts, and started them on the feeding regime which was to be followed with absorbing interest for the 5 weeks. This experience convinced the students as nothing else could that good nutrition does indeed "make a difference."

As direct application to everyday living of the facts of nutrition which they were learning, the food supply for a family of five in their own community for a year was taken as a problem. They worked out the amounts of each foodstuff needed, planned gardens and canning and storing activities to supply as much food as possible from their own resources, and otherwise entered into the problems of the family.

As already indicated, the parents met in three groups so that they might discuss problems concerned with the age period of their own children. The discussions were informal and concerned

with problems of nutrition, sleep and behavior as suggested by the parents. At the request of the parents several evening meetings were held in order that fathers might attend.

A hot noon meal was served to the children and the teachers in the workshop group. This was done with two purposes in mind. In the first place it gave the children opportunity to eat together and to learn to like foods about which they had studied, and thus served to reinforce the classroom teaching. In addition it afforded an occasion for the teachers to observe the children's response to foods and how the informal education in the lunch-room was handled. The lunch menu always included meat, egg, or other protein food, potato (mashed, boiled, baked or creamed), fresh vegetable (any in market), bread and butter (both whole wheat and white bread always available), milk, and a simple dessert (usually fruit, but occasionally ice cream). The meals were kept simple and inexpensive, such as might be provided with a minimum of help and cost in any school. The nursery school and primary children were served at tables in their own rooms with the assistance of the teachers in those groups, the other groups and teachers being served cafeteria style in the school dining room.

Achievement Day

When the project was nearing its close it was decided that it would be helpful to end with an "achievement day." A high-school teacher displayed a simple inexpensive device he had constructed for taking heights accurately. A rural teacher exhibited a hand-washing unit which could be made at little cost in a school which has no running water, and others displayed charts and tables they had devised for various purposes. The extensiveness and excellence of these exhibits were matters of general amazement for no one had been aware of all the fine things that were under way.

A principal of a grade school presented the health problems of the consolidated school and ways and means of solving them. An art teacher told how the art teacher could help in the

health program and exhibited a number of illustrations of ways and means of doing so. A commercial art teacher displayed an array of 20 or more advertisements for foods attractively mounted and with health claims underlined and evaluated. Her analysis of these claims showed that she had in reality acquired a knowledge of nutrition that would serve her in good stead in everyday living. A teacher of industrial arts pointed out the opportunities for a teacher in his field to influence the health of his students. He showed how specific activities lent themselves well to this purpose, but pointed out especially that a still greater opportunity for this teacher lies in the personal contacts made possible by the informal classroom procedure.

Results of the Project

The primary group demonstrated their little village, by using it for a play period just as they did in their own room daily. It was obvious to all that when directed by a teacher with adequate knowledge of nutrition this type of activity offers unusual opportunities for instilling right attitudes and habits. Two intermediate boys gave a little skit prepared by themselves on the effect of too little sleep. Another told the story of their rat experiment (incidentally with the head of one of the rats sticking out of his blouse pocket). Others described how they made their cereal, their excursion for greens, and other aspects of their program. The high-school students also exhibit their rats, described how they carried out the experiment, and interpreted the growth charts.

It is impossible to estimate the results of the project, for the real test will be determined by what the teachers do in their schools and how much their pupils profit from it. There were, however, many informal indications that the project had in considerable measure effected its major purposes. The most significant result probably was that the eyes of the teachers were opened more widely to the poor physical status of their children. This was expressed by one of the high-school teachers in the local school. "What I can't understand," she said, "is

(Concluded on page 278)

References on the Flag



The Army, Navy, and Marine Corps have regulations regarding proper salutes and ceremonies relating to the United States flag which are binding upon their personnel. Aside from Federal and State laws dealing mainly with desecration and mutilation of the flag, no similar authority governs the manner in which civilians are to render proper respect to the flag. The nearest approach to an authoritative statement on the subject is the flag code which was adopted by the National Flag Conference in 1923 and revised and endorsed by the Second National Flag Conference the following year. While the recommendations of the flag code do not have the authority of law, they have had the effect of bringing about a harmony and unity of practice through being adopted by numerous patriotic organizations and through being accepted for guidance by citizens generally.

The flag code has formed the basis for pamphlets and folders prepared by the War Department, the Navy Department, the American Legion, the National Education Association, the Veterans of Foreign Wars, and the National Society of the Daughters of the American Revolution. The United States Flag Association has a bulletin entitled *Our Country's Flag: The Symbol of All We Are—All We Hope to Be*. The American Legion also has for distribution a mimeographed *Suggested Course of Study in Flag Education* for elementary and junior high school grades and the Navy Department has issued a mimeographed statement entitled *Laws Relating to the United States Flag and the Flag Code*.

A number of encyclopedias contain articles under the heading "Flag"; these deal with such subjects as history and significance of the flag, State flags, and the flags of foreign countries. Among the larger works the *Encyclopedia Americana* and the *Encyclopedia Britannica* supply information of this nature.

The State departments of public instruction in Alabama, Georgia, Kansas, Montana, and New York have issued bulletins on the flag within recent years.

Many excellent books have been written about the United States Flag. A considerable number appeared at the time of the World War and because of their age are frequently not available now except in libraries. Among some of the more significant books on the flag appearing within the last 15 years are the following:

Griffis, W. E. American flag of stripes and stars. Ithaca, N. Y., Andrus and Church, 1926.

Hicks, Frederick C. The flag of the United States. Washington, D. C., W. F. Roberts Co., 1926.

Johnson, W. F. National flag. Boston, Houghton Mifflin Co., 1935.

Kerrick, H. S. Flag of the United States. Third edition. Boston, Bruce Humphries, Inc., 1932.

Moss, James A. The flag of the United States: Its history and symbolism. Washington, D. C., U. S. Flag Assn., 1941.

Waldron, W. H. Flags of America. Huntington, W. Va., Standard ptg. & pub. eo., 1935.

Prepared by Carl A. Jessen, senior specialist in secondary education, U. S. Office of Education, in cooperation with The United States Flag Association.

Approach to Mathematics

by Leila V. Stott, Assistant Principal, City and Country School

★★★ Three-year-old Helen, playing in the nursery school, carefully chooses blocks, one by one, until she has a line of five, all exactly the same shape and size fitted one behind the other. Smiling up at her teacher she whispers, "Train." Sue puts two dolls to bed under a piece of cloth, murmuring, "I got two babies!" She adds another and says, "I got many babies." It is time for midmorning lunch and the teacher asks, "Tommy, will you set the tables?" Beaming proudly Tommy lays crackers at each place, matching the number of chairs at the table.

In dealing with varieties of concrete material like this, the growth of mathematical concepts develops naturally, with little adult stimulus. Blocks cut in multiples of standard unit sizes lend themselves to concepts of number, form, size, weight, and dimension. The teacher introduces number names, but instead of beginning with counting, which can so easily become a purely verbal exercise, she encourages the children to recognize at sight small groups of blocks or toys. It is picking-up time and the teacher asks, "How many blocks have you?" Or, "Here are three blocks—can you carry three?" Later she may offer two blocks in each hand saying, "Here are two and two; that's four. Can you carry four?" And so on. . . .

Play Number Games

At 5 and 6 years of age the children often play number games when gathered around the table for midmorning lunch or while waiting turns to wash up for dinner. The teacher lays on the table small colored cubes in combinations for the children to recognize—three blue and two red ones, for instance. As each child has a turn, the teacher can choose combinations suited to the individual ability of each. Listening to repeated sounds or watching

a ball bounce on the floor are popular variations of this game. At the age of six the approach becomes a little more systematic.

The teacher checks up on each child's understanding and makes opportunities to give special help to those who are behind. The use of dominoes is introduced into the games with cubes and the children play in pairs, one child showing a domino which the other must match by laying down as many cubes as there are spots on the domino. Later on they match dominoes to each other and often play a still more complicated game by matching the total score of both ends of a domino with any other combination that gives the same total (i. e. $5+2=6+1=4+3$). How difficult even such a slight step in abstraction can be was vividly illustrated in the case of a first-grade child in a rural public school. She easily recognized three toy animals as "3" but was unable to recognize three spots on a domino as the same quantity! Yet the teacher was trying to introduce that child to written number symbols!

Only when concrete number concepts are clearly established, are written symbols introduced. Even then one must be careful to continue concrete associations by drill in matching objects to the number symbol. A bundle of 10 sticks fastened together by an elastic is used to represent the "one ten" of a number, such as 12, for instance, to build up a real understanding of the decimal notation.

Daily Drill Required

For the children above 7, the main impetus toward number work comes from the necessities of the group job. Each grade in the school, from 8 years of age and up, assumes responsibility for some work important to the life of the whole school, such as a school post office,

a school store for handling supplies such as stationery, paints; the school printing done by foot and electric press in the 11-year-old group, etc. All these services are paid for from a monthly allowance assigned to each class according to the school's estimate of the supplies needed. Naturally, a great deal of bookkeeping and careful budgeting is involved in each class, as well as much handling of money and materials. It is important to realize that while the *impetus* comes from the actual job, plenty of daily drill is required, too, for building necessary skills.

When the 8-year olds, however, practice making change or writing out sales slips in order to give good service to customers at their post office, it is a real life situation. We do not deliberately prepare the children to meet future experiences but rather give them help for an already experienced need. At first this daily drill on making out sales slips is considered by them as "post office work" rather than separated into its component parts, as arithmetic, spelling, and writing. Later as they feel the need for more specialized practice in addition, subtraction, etc., the teacher makes out drill papers to meet specific needs. Each child in the class keeps an account book into which are entered the totals of receipts and expenses. These books are balanced weekly all together, and the book balance checked with the actual cash on hand.

The same type of undertaking was introduced recently in a public school here in New York City with interesting results. A section of third-grade children seemed hopelessly confused in their number concepts at the beginning of the term. Nevertheless their courageous teacher with the help of one of the teachers from this school, launched the group of children on the job of han-

dling all the orders and cash for the mid-morning milk served in the school. Interest became keen, confusion cleared up, account books miraculously balanced with cash on hand, and by the end of the year these children made an even better score on an arithmetic achievement test than the "bright" section of the grade who had stuck to book work.

Not Mere Devices

It would be a mistake to look upon such experiences as mere devices to teach arithmetic. Their value goes far beyond the incidental number work and concerns such factors as the development of self-respect, a sense of responsibility to the school community, and the sharing in a common enterprise. The experience becomes as much a point of departure for history, geography, and all the rest of the curriculum as for arithmetic. The concern of this particular article, however, is with pointing out the real drive and clarity of thinking that is awakened when arithmetic is used for a practical purpose, not just a teaching purpose.



Improving Child Nutrition

(Concluded from page 276)

how I could have had these children in my classes all last year and not have seen what they really are like."

In knowledge gained, there were many evidences that both teachers and pupils were now possessed of the main facts of nutrition necessary for healthful living.

Even more important than knowledge acquired were the attitudes and understandings developed. This was particularly true of the high-school teachers, especially those in the nonscience fields. Most of these at the outset could not see what they had to do with a health program. Before the 5 weeks were over these same people were urging the importance of every high-school teacher's participating in the health inspection of his students, helping teach portions of the subject matter, and above all being always ready and able to utilize in informal ways their knowledge. They

had come to realize, in short, that the health job is an all-school responsibility and that if every teacher knows the facts of nutrition and health, he will find ample opportunities to use his knowledge to the betterment of his students.



Opportunities for Summer Study in Latin-American Universities

A number of universities in the other republics have announced summer courses for students and teachers from the United States this year. The programs in general provide opportunities to study Spanish, Latin-American literature, the national history, geography, economic and social problems, and the fine arts. Much of the work is given in English. Among the universities reported to the U. S. Office of Education as conducting summer sessions are the following:

University of Chile, Santiago, Chile, first session: June 25-July 25; second session: July 17-August 17. For information, write to the Institute of International Education, 2 West 45th Street, New York, N. Y.

Inter-American Summer University, San José, Costa Rica, first session: June 17-July 17; second session: August 5-28. For information, write to Miss Fletcher Ryan Wickham, 225 South Windomere Avenue, Dallas, Tex.

The University of Havana, Havana, Cuba, one session from July 21-August 30. For information, write to Dr. Lewis A. Baralt, University of Havana, Havana, Cuba.

National University of Mexico, Mexico, D. F., one session: June 30-August 15. For information, write to the secretary of the summer school, San Cosme 71, Mexico, D. F.

University of San Marcos, Lima, Peru, one session: July 5-August 13. For information, write to the Institute of International Education, 2 West 45th Street, New York, N. Y., or Educational Travel Department, Grace Line, 10 Hanover Square, New York, N. Y.



Recent Reports of WPA Education Research Projects

(Copies if available may be secured from the sponsors of these projects, which are the issuing agencies except where otherwise indicated)

FOLLOW-UP OF JUNIOR HIGH SCHOOL GRADUATES IN THEIR FIRST YEAR AT PASADENA JUNIOR COLLEGE. Committee on Administration, Supervision, and Guidance in Secondary Schools, Pasadena City Schools, Pasadena, Calif., December 1940, v + 59 p., mimeo.

EVALUATING COUNSELING BY MEANS OF A CONTROL-GROUP EXPERIMENT. *Sch. & Soc.*, vol.

52 (1349), Nov. 2, 1940, pp. 434-440. (E. G. Williamson, E. S. Bordin, Univ. Minn.)

A GUIDE TO ARTICLES IN READER'S DIGEST, OCTOBER 1939 TO SEPTEMBER 1940, INCLUSIVE. Division Secondary Education, Office of Los Angeles County Superintendent Schools, Los Angeles, Calif., November 1940, iv + 52 p., mimeo.

AIDS FOR FURTHER EDUCATION AND EMPLOYMENT—VOL. II. FEDERAL AND STATE LAWS PERTAINING TO EMPLOYMENT. Board Education, Minneapolis, Minn., December 1940, 95 p., mimeo.

PROGRESSIVE READING TESTS GIVEN IN GRADE NINE, APRIL 1940. (Report 4), Dept. Educ. Res., Santa Ana City Schools, Santa Ana, Calif., n. d., 28 p., mimeo. Results of tests given as an aid to proper placement of students entering high school.

BOTANY FOR EVERYDAY LIFE. Division Secondary Education, Office of Los Angeles County Superintendent Schools, Los Angeles, Calif., January 1940, iii + 18 p., mimeo. (Frank Everett Jordan.) An outline for teachers of biology and botany.



Bureau of Mines Films Available

Three new educational sound motion-picture films prepared by the Bureau of Mines, United States Department of the Interior, are now available for use by schools and colleges.

The great natural resources and the inspiring panoramas of scenic splendor which annually attract thousands of visitors to Arizona are pictured in *Mineral Resources and Scenic Wonders of Arizona*, available in 16-mm. size only.

The Power Within (2-reel, 16- and 35-mm. size) depicts the development, construction, and operation of the modern internal combustion engine and the operating parts of an automobile.

The story of alloy steels, those special products contrived through years in the research laboratories of the world which make possible the tough, sturdy steels demanded by modern industry, is told in *Alloy Steels—A Story of Their Development*, available in 16- and 35-mm. size.

Application for these films should be addressed to the Bureau of Mines Experiment Station, 4800 Forbes Street, Pittsburgh, Pa. No charge is made for their use, but the exhibitor is expected to pay transportation charges.



New Government Aids FOR TEACHERS



by MARGARET F. RYAN, *Editorial Assistant*

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

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

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

● Two publications outlining the work of the Department of the Interior, including such well-known agencies as the Bureau of Reclamation, Office of Indian Affairs, Geological Survey, Bureau of Mines, Fish and Wildlife Service (see illustration), National Park Service, and General Land Office are available free on request to the Division of Information, Department of the Interior, Washington, D. C. Ask for *General Information—The Department of the Interior—A Guide to Conservation Law and Practice* and *Conservation—The Resources We Guard*.

● Arbor Day was first observed in Nebraska on April 10, 1872, on which day more than a million trees were planted throughout the State. Aside from its economic and aesthetic significance, observance of this day has come to be an annual patriotic event. The Department of Agriculture, in Farmers' Bulletin No. 1492 *Arbor Day—Its Purpose and Observance*, tells of the origin, spread, and time of observance in the various States, and discusses tree planting in public forests, for watershed protection, along streets and highways, on farms, and for memorial purposes. 10 cents.

● The General Land Office has prepared an early explorers' map, 30 by 23 inches, showing routes of the principal explorers and early roads and highways, which sells for 20 cents.

● An attractive and instructive unit of study on Pan America presents itself in the series of 24 poster stamps, in 4 colors, of the 21 American Republics, and the 8-page album, 9 by 10 3/4 inches, containing a map of the Continent and general descriptions, which accompanies each set of stamps.

Single sets of stamps and album, 15 cents; 20 or more sets ordered at the same time and sent to the same address, 10 cents per set. Orders should be sent to the Pan American Union, Washington, D. C.

● *The First Annual Report of the Federal Security Administrator*, Paul V. McNutt, covering the activities of the Civilian Conservation Corps, the National Youth Administration, the U. S. Office of Education, the Public Health Service, and the Social Security Board for the fiscal year ended June 30, 1940, is available at 10 cents a copy.



Courtesy, Fish and Wildlife Service

Pelican colony, Clear Lake, Calif.

○ Agricultural developments and possibilities in the Western Hemisphere is the general theme of the new monthly periodical *Agriculture in the Americas* issued by the Office of Foreign Agricultural Relations of the Department of Agriculture. Reports on crops which Latin America can grow for use in the United States, such as rubber, fibers, quinine and other drugs, and herbs will be presented from time to time.

The first issue includes the following articles: "Can the Americas Live Alone?" dealing with the agricultural surplus-and-deficit problem; "Speaking of Rubber," a discussion of the economic importance of rubber and the necessity of an accessible and continuous supply of the raw material; and "Bolivia at the Crossroads," a description of the agricultural and economic life within Bolivia.

The subscription price is 75 cents a year in the United States and its outlying parts, and in most other countries of the Western Hemisphere. Foreign subscriptions, \$1.20 a year; single copies, 10 cents.

○ Every year thousands of Federal positions are filled through civil service examinations held by the U. S. Civil Service Commission. In a new 112-page illustrated booklet, the Commission discusses the operation, administration, and value of the merit system; applications for, announcements, and holding of examinations; eligibility and relative standing; certification and appointment; the career service; veteran preference; and termination of employment. Send 5 cents to the Superintendent of Documents, Washington, D. C., for a copy of *Federal Employment Under the Merit System*.

● A junior issue of *Consumers' Guide* "for boys and girls who want to have a part in working by themselves and with their families toward a safer, healthier, wiser world" contains the following articles: Taking Ditches Out of Diamonds, What Makes People Tick? Budgeting for Bicycles, and Buns and Butter. Free copies of this publication may be had by writing to the Consumers' Council Division, Department of Agriculture, Washington, D. C.

Athens College

An American Educational Institution

by Charilaos Lagoudakis, Athens College

★★★ When post-war Greece was grappling with the problem of rehabilitating on her soil one and a half million refugees from Asia Minor, a group of public-spirited Athenians conceived a plan for an educational institution that would serve as a laboratory where western methods of instruction could be tested and adapted to the needs of public education in Greece, in harmony with the best of Greek traditions. Under the leadership of Emmanuel Benachi of Athens, who provided half a million dollars for the grounds and the present building, the principle was advanced that such a school should not only develop the intellect, but should also provide a program of activities through which character building and physical training would be emphasized. The plan resembled closely the conception of education which the ancient Greeks gave to the world.

But the initiators of the college had good reason to believe that the experience of American educators, who had long been engaged in directing schools in many lands, should be consulted. A request was therefore made to American philhellenes for their cooperation and their sympathetic response made possible the founding of Athens College. With the understanding that the school should be a cooperative enterprise in material and moral support, the friends of Greece in the United States undertook to keep up an endowment that would provide for the program and the necessary apparatus for instruction.

Athens College was thus founded 15 years ago. Elihu Root, who was then one of the moving spirits in America for the establishment of the college, brought about adoption of the principle that it should be organized as a Greek institution, free from propa-

ganda, to which America could give her support. Aside from the feeling of gratitude for what Greece has given to the world, educated American men and women gave their assistance to Athens College for what it could do in the process of reviving, strengthening, and perpetuating Greek culture and making it increasingly integrated in the daily life of the present. As President George N. Shuster recently emphasized to the students of Hunter College: "The assimilation of Greek culture and the study of the Greek language are the stimuli which motivate a search for truth."

The restoration of Greece a century ago gave an impetus to the existing interest in Greek culture, which had started in the renaissance. But the fact that 10 million Greeks were liberated to study freely their own language and history, makes present-day Greece the champion of the efforts being made in every civilized country to keep alive the Greek language as an element through which the patterns of Western civilization could maintain their character of perpetual enlargement and development. The desire of those who wish to make our Hellenic heritage an increasingly conscious endowment has made possible the enlistment of America's interest in Athens College; but the institution's immediate aim is to train loyal, intelligent, public-spirited citizens of Greece—capable of contributing to the arts, letters, and sciences of which Greece is the mother country.

Special Decree

The Greek Government, recognizing the importance of Athens College, issued a special decree legalizing the school as a part of the educational system of Greece. The institution thus has the advantages of a free private school and the privileges of a public

school in Greece. A year after its founding, Athens College acquired a charter from the board of regents of the university of the State of New York thereby making its graduates eligible to enter institutions of higher learning abroad.

Dual in its legal status, the college maintains the same character in its administration. It is governed by two boards: A board of directors residing in Athens and a board of trustees with headquarters in New York; and similarly, there is close cooperation between the American president and the Greek codirectors of the college. While the faculty is composed mainly of Greek teachers, the English language is taught by American instructors and the administrative responsibility is shared equally by both. The policy of the school is to provide an education in harmony with the best of Greek traditions, which places instruction in the hands of competent educators with a knowledge of Greece, whose post-graduate work in England, France, Germany, or the United States of America keeps the college up-to-date.

In particular, Athens College provides an education in which "American methods can be introduced insofar as they are fitted into the Greek school system and by experiment prove their value" to quote Dr. Homer Davis, president of the college, who further stated in his annual report to the trustees: "Our pride is that the college is not an exotic plant existing unnaturally in Greek soil, but is deeply rooted and owes its strength to the fact that it fills a recognized need."

A Challenge to All

That America is cooperating in the development of Athens College should provide a challenge to all those who are sympathetic in fostering international good will through the support of such educational institutions. In this connection the American Minister to Greece, speaking when the cornerstone of Benachi Hall was being laid, uttered a hope which is even more pregnant with meaning today than it was 10 years ago: "Who knows but that a young man or a group of young men

will emerge from Athens College with the ability to persuade the human race not to permit itself to be destroyed. What could be more fitting than that there should rise a man or a group of men in modern Athens to persuade the western peoples that the greatest of all loyalties is loyalty to western civilization itself, their heritage from ancient Greece, and that no more shall cathedrals, abbeys, schools, and other beautiful buildings such as this, works of art, laboratories, and splendid libraries, be wantonly destroyed in the outbreaks of fanatical nationalism. . .” The aim of those who guide the destinies of Athens College is toward the fulfillment of that splendid hope.

Since the founding of Athens College, the institution received material

support in Greece proper amounting to nearly a million dollars, and became 75 percent self-supporting from student fees. In the United States half a million dollars was provided as an endowment. And the friends of Athens College in America are at present raising a scholarship endowment fund in memory of Carroll N. Brown and John H. Finley, both of whom were active in the development of the college, as members of its board of trustees in America.

The largest enrollment of the college reached the number of 450 students, and it has a long waiting list of applicants. The best of the youth of Greece is selected each year, but only a few boys from the large number of applicants can be admitted, for the college is full to capacity.

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Sets Safety Record

★★★ North Carolina's school-bus system, operating 4,538 busses an average of two and a half times around the world, did not have a single fatal accident last year. For the most part a group of boys who have taken over the job of saving lives were responsible for that fine record.

For years North Carolina claims to have led the world in school-bus transportation. During last year it transported 335,623 boys and girls an average of 11 miles every school day of the year. Practically all of the bus drivers were high-school students.

The bus patrol in North Carolina is an arm of the school safety patrol which the State authorities believe largely responsible for reducing traffic accidents among school children to the lowest figure in years. Outside of the fact that these North Carolina boys were the first to include rural school busses as well as city street crossings in the territory of their safety campaign, there is little to differentiate between them and their fellow patrolmen in the schools of some 43 other States.

As an illustration of the safety program, take Oxford, a small town in the tobacco belt. Boys from the fifth grade through the senior class of high

school make up the patrol. They are uniformed in white Sam Browne belts over dark sweaters in clear weather, and with white slickers, rain hats, and dark belts when the weather is bad. A former army officer drills them every week. Older boys, chosen on merit, act as officers, and it is a serious-minded, hard-working, well-disciplined outfit from top to bottom. Moreover, the Oxford Safety Patrol does not always quit the job just because school is out, either for the day or for the year.

The Oxford Patrol, like all well-regulated schoolboy safety outfits, *does not attempt to direct traffic. A safety patrolman's place is on the sidewalk, not in the streets.* They are without authority and their job is *to warn* rather than to order.

A large number of the children in Oxford schools come by bus from homes in the country. On each bus are stationed two patrolmen and theirs is a double duty. A study of past bus accidents revealed that approximately 80 percent result directly or indirectly from disturbances—fights, games, or whatnot—inside the bus. So the patrolmen's first duty is to keep order so that the young driver can devote his time entirely to the road. Then, when



One duty of the safety patrolmen is helping smaller children on and off buses. Here, safe in the Oxford grammar schoolyard, patrolmen help unload their bus.

the bus stops at children's homes, the patrolman is first out and last on. He stops oncoming cars with his flag and sees to it that the children take every precaution.

Use of Visual and Auditory Aids

by *Howard W. Oxley, Director of CCC Camp Education*

★★★ Visual aids and, to a lesser extent, auditory aids are used extensively in the Civilian Conservation Corps educational and training program. The camp instructors have been encouraged to utilize field trips, models, specimens, exhibits, charts, graphs, posters, silent and sound motion pictures and film strips, radio broadcasts and educational recordings to arouse the interests of enrollees and to clarify subject matter.

Field trips are arranged for groups of enrollees studying such subjects as soils, landscaping, tree identification and tree surgery, plant life, plant and tree nurseries, geology, fish hatcheries, plant life, astronomy, and occupations. Specimens and models are likewise utilized in similar classes.

The amount of projection equipment owned by CCC camps is an indication of the widespread use of visual materials. Approximately 1,000 of the 1,500 camps have 16-millimeter sound motion-picture projectors; 47 camps have 35-millimeter motion-picture projectors; approximately 300 camps have 16-millimeter silent motion-picture projectors; almost 1,200 camps have silent film strip projectors; approximately 100 camps have sound film strip projectors which accommodate recordings as well as sound film strip programs; and about 350 camps are equipped with opaque projectors. There is an average of eight radio receiving sets per camp.

Film Libraries Established

In order to coordinate the distribution of films in the corps, film libraries have been established at corps area and district headquarters throughout the country. Those in charge of these central libraries study the educational film needs of the camps within their jurisdiction and attempt to make available to those camps films and strips which are useful in courses being offered. Book-



The camp superintendent of Company 1228, Camp SP-48, Ithaca, N. Y., demonstrates a principle of careful driving to this group of enrollees.

ing of films and strips is accomplished by camp officials through the use of film catalogs issued by the central libraries. A limited number of recordings of educational radio broadcasts are circulated from the central libraries to the camps in much the same way that films and strips are distributed.

An average of 7,500 educational motion-picture films are shown per month in the 1,500 camps of the corps. Silent film strips are used in 1,200 camps and sound film strips in approximately 100 camps to illustrate subject matter under consideration in class or shop training. These films deal mainly with mechanics, agriculture, conservation, science, citi-

zenship, health, safety, and occupational adjustment. The sound film strip has been found particularly useful in safety, sales, and leadership training courses.

Approximately 40 percent of the camps have organized radio listening groups, and about 10 percent have special classrooms for such groups. The radio programs are used by the groups to provide material for study, discussion, and general information.

Radio Recordings

Recently, recordings of educational radio broadcasts have been used experimentally in citizenship courses. The results indicate that such recordings

aid in creating interest in the course and in shaping the attitudes of enrollees. In the use of the series of recordings entitled "Americans All—Immigrants All," in citizenship courses in a camp in Virginia and in a camp in Pennsylvania, it was noted that the use of the recordings developed and maintained enrollee interest in the courses and produced a great amount of discussion on the part of most enrollees in the groups.

In the presentation of each recording a general build-up of interest was obtained by the following procedure:

1. Introductory remarks concerning the recording.
2. Questions and brief discussion prior to presentation.
3. Presentation (playing the recording).
4. Questions and discussion concerning contents of the recording.
5. Announcement of title and brief remarks concerning recording to be used in connection with the next lesson in the course.

Step 4, questions and discussion, proved to be the most interesting and valuable part of each meeting of these groups.

In his final report on the experiment, Dr. Thomas G. Bennett, corps area educational adviser, stated: "By way of expanding the experiment we have supplied a set of the playback equipment for each subdistrict in our corps area, and will circulate such recordings as we can secure among these groups."

In order to further establish the value of recordings in the CCC educational program, similar experiments are being carried on under varying conditions in selected camps. For this purpose, recordings representing several series of broadcasts on the general subject of citizenship and democracy are being used. To date the responses from corps area headquarters indicate that recordings of educational broadcasts have a definite place in the camp educational program but indicate also that these auditory aids should be accompanied by visual materials such as film strips or sets of photographs for use in opaque projectors, as it is necessary to hold the enrollee's eye as well as his ear in the presentation of new material.

The use of opaque projectors to project photographs, book, magazine, and newspaper illustrations on a screen is increasing. The Fifth Corps Area, which includes the States of West Virginia, Ohio, Indiana, and Kentucky, uses this device in each of its camps. Charts, posters, photographs, and similar materials are also used in most camps.

Reference and instructional materials purchased or prepared for use in the camps are usually well illustrated and reflect the emphasis on the use of visual aids in the CCC training program. A series of English usage and arithmetic workbooks prepared for enrollees on the elementary level of education contain illustrations pertaining to camp life. Charts, diagrams, and photographs are used in a large number of vocational outlines which have been prepared for the use of CCC instructors. In many of these outlines a bibliography of pertinent visual and auditory aids is given.

Training of Instructors

The training of camp instructors in the use of visual and auditory aids is an important function of educational officials in the corps. This training is accomplished in three ways: (1) By means of publications and memoranda issued from the U. S. Office of Education, corps area headquarters and district headquarters; (2) by means of annual conferences of camp educational advisers called by corps area and district headquarters; (3) by means of instructor training programs conducted in the respective camps.

A recent publication entitled "Visual Aids Handbook—Part I—The Use of Films, Film Strips, and Slides," has been supplied to all camps. This 50-page handbook discusses the function of films, film strips, and slides in a camp educational program and best methods for the use of each of these aids. Special sections containing subjects on selection and use of films and film strips are included in many of the film catalogs issued by corps area and district libraries. Articles appearing in monthly professional magazines issued by several corps area headquarters to camp advisers point out best methods of

using visual and auditory aids and re-sults of special studies which have been made in the field. One corps area headquarters has issued a catalog of outlines for certain motion-picture films distributed from its library. The outlines on each film listed in this catalog suggest (1) uses to which the film can be put; (2) facts to be stated to the class group; (3) questions for discussion.

District Publication

A district headquarters publication of interest in this field is one entitled "Handbook of Audio-Visual Aids for Use in CCC Camps." This 68-page publication was prepared by the educational advisers of District B, Atlanta, Ga., Fourth Corps Area, in a 2-week session held at Clemson College, Clemson, S. C. The handbook contains suggestions for the use of various types of visual and auditory aids under CCC conditions.

At the annual conferences of camp educational advisers, panel discussions, special demonstrations, and reports on experiments concerning the use of visual and auditory aids in connection with particular courses result in the broadening of the visual and auditory aids program of the Civilian Conservation Corps.

Solutions Suggested

The teacher-training program carried on in the camps is conducted as an organized course or through individualized supervision. In order to further the teacher-training program in the camps materials have been prepared for the use of teacher trainers. These materials suggest the solutions to the main problems confronting CCC instructors. A section of these teacher-training materials deals with the training of camp instructors in the use of visual and auditory aids. A specific procedure for the use of the various aids under camp conditions is outlined in this particular section of the teacher-training materials in such a way that the teacher trainer can show camp instructors specifically how to plan the use of visual materials in his course.



THE VOCATIONAL SUMMARY



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

It Takes All Types

Specialists in more than 15 different fields participated in the training course for junior executives conducted in Augusta, Ga., last year.

Buying and buying methods were taught by a buyer; personnel and personnel training, by a former personnel director, now on the extension staff of the University of Georgia; employee welfare, by a store manager and an insurance agent; retail economics, by economics professor from Augusta Junior College; receiving practices and delivery, by the head of a receiving department of a large chain store; store organization, by a store manager; advertising, by the advertising manager of a local newspaper; credit, by a credit manager of a large department store; buyers' arithmetic, by a local store buyer; merchandise control, by a buying and merchandising officer; display, by two display managers, an artist, and a lighting engineer; adjustments, by a local store adjustment department head; retail management, by a district manager of a chain store; and employment, by the assistant manager of a local chain department store.

Only those who were 21 years of age or older, who had at least 1 year's store experience, who gave promise of developing into executives, who had engaged in work above the selling level, and who had had selling experience, were eligible for enrollment in the training program.

The program was sponsored by the local merchants' association and the number each store was allowed to enter in the course was based upon the total number of local store employees.

Samples and Specimens

Twice-a-week prospecting trips into the hills is the device used by Otis D. Welch, director of the Tonopah (Nev.) Mining School, to stimulate the enthusiasm of students enrolled in courses in prospecting.

"The samples and specimens collected on these twice-a-week trips afford an abundance of material for classroom instruction in mineralogy, geology, and fire assaying during the remaining 4 days of the school week," Mr. Otis states. He stresses particularly the fact that a keener interest in a prospecting course is aroused when the classroom instruction is based upon the problems with which individual students are confronted in prospecting practice. The supervised prospecting trips, he feels, develop in students a keener interest in mineralogy and geology—two subjects in which prospectors should be well versed—develop in them a spirit of

patience, and teach them to be observant and persevering. All of these attributes, he points out, are prime requisites of the successful prospector.

Two New Staff Members.

Two additions have been made recently to the Vocational Division staff of the U. S. Office of Education.

W. T. Spanton, who for the past 16 years has been agent for agricultural education in the States of the Pacific region, has been appointed Chief of the Agricultural Educa-



W. T. Spanton.

tion Service. He succeeds J. A. Linke who held this position since 1934, and who retired from service March 31.

Dr. Spanton was born in Independence, Ky., but spent most of his early years on a farm near Harrison, Ohio. Following his graduation from high school he attended Ohio State University where he received the degrees of bachelor of arts, bachelor of science in education, and bachelor of science in agriculture. Dr. Spanton holds two other degrees—master of arts from Brown University, and doctor of philosophy from American University.

Dr. Spanton's experience in the educational field began as a teacher of science and agriculture in the Ohio public schools in 1916. His last teaching position was that of instructor in agriculture in East Technical High School, Cleveland. In 1919-20, Dr. Spanton was State supervisor and

teacher trainer in agricultural education for Rhode Island. He was the first person to occupy that position. He came to Washington in 1925 from Missouri where he had served for 5 years as State supervisor of agricultural education and State high-school inspector.

During the past year Dr. Spanton has been serving as Assistant Administrator of Defense Training Programs for Out-of-School Rural and Nonrural Youth and for young persons employed on work projects by the National Youth Administration.

Dr. Spanton is a member of Phi Delta Kappa, Alpha Tau Alpha, and the Masonic Fraternity.

Berenice Mallory has been appointed Federal agent for home economics in the North Atlantic States. She takes the place left vacant by the appointment of Edna P. Amidon as Chief of the Home Economics Education Service in 1938.

Miss Mallory came to Washington from Texas where for the past 6 years she has been assistant teacher trainer at the University of Texas. In connection with this position she served for 4 years as supervisor of student teaching and city supervisor of home economics in the schools of Austin.

During her service in Texas also Miss Mallory was director of teacher training in home economics at the Texas State College for Women for a period of 2 years, and assistant State supervisor of home economics education for 4 years. Her principal responsibility in this position was to assist home-making teachers of full-time and adult education classes in planning and carrying on their instruction programs.

Miss Mallory served for 3 years as chairman of the State curriculum committee on home economics in secondary schools in Texas, and was for 2 years chairman of the research committee in home economics education, the membership of which is drawn from the State universities and colleges of Texas. In the summer of 1939 she served on the staff for the 6 weeks summer conference at the University of North Carolina arranged for teachers and principals from schools participating in the Southern Association Study, sponsored by the Southern Association of Schools and Colleges and the General Education Board.

Miss Mallory was born in Colorado. She received her early education in the elementary and secondary schools of Shreveport, La. She is a graduate of the home economics course, Texas State College for Women, holds a master's degree in home economics education from Iowa State College, and has pursued advanced study at Ohio State University.

"Clinics" for Auto Mechanics

More than 2,600 auto mechanics were reached in a series of auto mechanics "clinics" conducted in Louisiana during the period November 1938 to June 30, 1940, a report from that State shows.

The clinics grew out of a survey by the division of trade and industry of the State department of education, which showed that there was a definite lack of information among employed mechanics regarding adjustment of the various units on a modern automobile. The survey revealed that auto mechanics as a whole understand the fundamentals of their work in a general way but that they do not know nor understand the finer points of adjustment and repair.

These clinics, which are held in display rooms and other quarters, frequently provided by auto dealers or garage owners, are not intended to produce mechanics but rather to provide information and advanced training to employed mechanics. Courses were given in three different phases of automotive mechanics—carburetion, motor tune-up, and front end alignment.

Automobile manufacturers cooperated in the clinic plan by furnishing information and specifications, and by providing materials, equipment, and supplies valued at approximately \$12,000 to be used in connection with the clinics.

Clinics are conducted on the discussion and not on the lecture plan. The discussion is interspersed with demonstrations by the instructor, and each student is required to show that he can perform each operation demonstrated by the instructor.

The work of instructors in many instances, is not confined to evening classes. William Ledet and William Leggett, the instructors in Baton Rouge, for instance, are employed on a full-time basis and act as service advisers to dealers and garage owners in solving mechanical service problems with which the latter are confronted from time to time.

Letters of appreciation from service station owners, operators, and mechanics, and others who have profited by the auto mechanics clinics and who have received help in practical problems through day-time visits of the instructors to their shops, indicate conclusively that they place a high value on the clinics and the personal assistance received from the instructors.

Nineteen auto mechanics clinics conducted in eight cities in Louisiana have reached 2,642 persons. Although attendance is voluntary, about 90 percent of those enrolling in these clinics have attended all classes.

The average round trip for those who drive to these clinics, which are held in selected centers, is 80 miles. Many persons drive as much as 160 miles and the example is cited of one man who drove 152 miles each way to attend all 12 meetings of the clinic in Alexandria.

Careful Attention Given

Careful attention is given by the University of Maine to the selection of candidates for training as home economics teachers. Selection of women for admission to the university is made from a much larger list of prospects than can be accommodated. Selection is in the hands of an admissions officer, who has had experience as a high-school principal, who understands the academic and personal requirements for home economics teachers, and who interviews at least half the applicants.

Theoretically, teacher-training candidates are selected largely by the university. Actually, however, students select or eliminate themselves as teacher-training prospects as a result of their experience as learners and of judicial guidance by faculty members.

Prospective teacher-training candidates study teaching as a vocation in the freshman



Berenice Mallory.

year, under the supervision of an alert young teacher who exemplifies admirable teaching qualifications. Students of suitable personality and record, according to the State board for vocational education, are urged not to decide against the teacher-training course until they have had one methods course and one exploratory observation and supervised teaching unit. As a result, the State board reports, "some excellent teachers develop from the group who would otherwise go into commercial occupations, but who have a welfare and service point of view. Students of unsatisfactory academic rating or general personal attitudes are guided away from the teacher-training course, and those who prove in their first supervised teaching experience that they have too far to go to become fairly good teachers, are encouraged to transfer to other courses.

86 Percent

The effectiveness of the federally aided program of instruction in vocational agriculture in Wyoming in helping rural youth to become established in farming is indicated in the results of a survey recently made in that State.

This survey, which covered 744 vocational agriculture graduates, showed that 77 own their own farms and that 63 are renting. It showed further that 164 graduates are farming with their parents—50 as partners, 60 on an allowance basis, 17 on a farm enterprise basis, and 37 on a wage basis.

Other groups developed in the survey included 17 who were working as partners on farms other than home farms; 9 farm managers; 84 working on other than home farms for wages; 48 employed in occupations related to farming; 38 enrolled in agricultural colleges; 20 enrolled in nonagricultural colleges and other institutions; and 100 engaged in nonagricultural occupations.

Twenty-one of the 744 were not living and 103 persons did not respond to the survey inquiry.

The significant fact developed from the survey was that 86 percent of the former 744 students included in the survey were engaged in agricultural occupations.

This survey will be continued on a 10-year basis.

First-hand Information

Vocational agriculture teachers in Minnesota last year attended a livestock marketing school arranged for their special benefit by one of the midwest meat-packing concerns.

This school, which was held July 13 to 19, was attended by 17 teachers, who accompanied the hog, cattle, and sheep buyers in the stockyards, visited the retail trade, and secured first-hand information on the livestock industry.

Similar schools have been requested by teachers who could not arrange to attend last year's school. The packing concern has been conducting these schools for several years.

"Home Repair Week"

A "home repair week", sponsored by the home economics department of a Montana school last year, attracted widespread community attention.

In connection with this project, in which the school shop instructor cooperated, class time for 1 week was devoted to repair work on household equipment, furnishings, and other articles brought in by homemakers in the community. Visiting this school during "home repair week," the State supervisor of home economics education found girls tying springs in chairs, making slip covers and doing other jobs; while boys in shopwork classes were repairing broken rockers, stepladders, and children's toys. Some of the articles brought in to the school required the combined services of home economics girls and shopwork boys.



In Public Schools

School Directors Forum

"Education and Defense of American Democracy was," according to *Washington Education Journal*, "the theme of the twentieth annual convention of the Washington State School Directors Association held at Bellingham on February 6-8. About 400 delegates attended.

"Open-forum discussions in which the audience freely participated, rather than set speeches, were the order of the convention, resulting in high interest and definite consensus of opinions and judgments.

"The 'pros' and 'cons' of school district reorganization (H. B. 367) were fully, ably, and spiritedly expressed in a full evening given to this subject in the opening session. In the closing session the delegates by decisive vote accepted the recommendation of the legislative committee in support of the reorganization plan with four amendments which were incorporated in the measure prior to its introduction."

Courses of Study Committee

"The Courses of Study Committee, appointed some months ago by Supt. A. H. Collins for the State board of education," according to the *Alabama School Journal*, "filed its report with the board on February 19. This report consists of a 209-paged mimeographed bulletin and represents a prodigious amount of work done by the members of the committee. The 12-year program 'should be one that provides for the physical, intellectual, social, and emotional needs of all children and youth, these needs being met for pupils individually and as members of groups. It should be flexible, permitting the individual school to meet the needs of children and youth in a particular community. It should facilitate the continuity of experience from home life into the first grade and through the twelfth, encouraging pupil participation and responsibility in the life and work of the school, home, and community. Guidance should be emphasized as the responsibility of every teacher.'

"The committee report devotes considerable discussion to the important problem of the skills—a term popu-

larly referred to as the three R's. The committee is of the opinion that the skills should be emphasized more than they have been in recent years."

Radio Activity

"For the past 3 years the Minneapolis junior and senior high schools," says the *School Bulletin* of that city, "have offered opportunity for pupils definitely interested in radio activity to gain training and experience in script writing and broadcasting. The activity has comprised an elective course. The purposes of the procedure are:

"To develop an understanding and appreciation of the social values of radio in American life; to develop in individuals confidence and ability to speak and work in dramatic productions; to lay the foundations for the further development of special talents in speaking and acting before the microphone.

"Some of the classes in the senior high schools are called radio workshops. The average enrollment in these classes is about 30 students. The work for the most part involves the preparation of scripts and rehearsing for broadcasting, which includes planning for sound effects. The entire Minneapolis public schools radio activity is coordinated through the superintendent's office."

Commencement and Defense

High-school June commencement programs of plays, pageants, or tableaux showing national defense efforts and objectives in place of the old-style commencement speaker programs have been suggested by Dr. Francis B. Haas, superintendent of public instruction of Pennsylvania. Such programs, often referred to as the "vitalized" type of commencement program, have been growing more popular in Pennsylvania since their introduction about 10 years ago, and for 1941 the use of national defense as a general theme should provide a method to show community, State, and National activities for preparedness, Dr. Haas believes.

Suggested general themes for a realistic commencement program on national defense include: Schools and their programs; civil and industrial activities; keeping democracy alive in America; and Pennsylvania and her contributions to national defense.

Correspondence Courses

"A large number of fully accredited, minor accredited, and approved high

schools in Nebraska," according to the *Thirty-sixth Biennial Report* of the superintendent of public instruction of Nebraska, "are taking advantage of the opportunity offered to them in the supervised correspondence courses of the University of Nebraska, and are thus able to extend the number of their subject offerings. The total number of registrations for the past 4 years has been: 1936-37, 1,331; 1937-38, 1,610; 1938-39, 1,626; 1939-40, 1,809.

"The steady growth shown by these figures," the superintendent's report points out, "is evidence of the fact that the schools are finding these courses worth while. This method of enriching the curriculum and meeting the varied needs of individual pupils is especially helpful to the small high school. In all, 152 courses are offered by the extension division thus affording a wide choice of subjects."

Handbook

The State Department of Education of Florida has issued a *Handbook for County School Board Members* in that State. The purpose of the handbook is:

"To define the role of the county board member; to interpret the general powers of the board, its obligations and opportunities; to furnish information in simplified form concerning the essential requirements of the school law as they apply to the duties, obligations, and opportunities of the board; to assist in the development of better practices in county school administration by establishing minimum standards for board procedure; to provide suggestions which will assist in the development of more effective cooperation among county, State, and national agencies concerned with education in and out of school; to suggest procedures which will encourage democratic participation by professional staff, community groups, and laymen in the development of policies and programs."

The department has also issued a *Handbook for School District Trustees*. This handbook includes: "All significant laws relating to responsibilities and relationships of trustees; a discussion of desirable working relationships and procedures with principals, county superintendents, and other groups of individuals connected with the schools, and suggestions regarding best practices and procedures to be followed in the various areas of service."

W. S. DEFFENBAUGH



In Colleges

Harvard and the Junior Colleges

The new regulations of Harvard University affect junior college students applying for admission to Harvard for next fall. They permit students who have completed successfully their two junior college years to enter the third year of Harvard.

The regulations state: "The growth and development of junior colleges in recent years have impressed the committee on admissions with the desirability of making certain changes in their transfer regulations. Heretofore, admission to advanced standing in Harvard College has been limited to 4-year liberal arts and engineering colleges. Beginning with the academic year 1941-42, students from junior colleges will be considered for admission to undergraduate standing on an equal basis with those transferring into the undergraduate body from liberal arts and engineering schools."

Illinois Union Building

The new Union building of the University of Illinois recently opened its doors to 14,000 students and faculty. The \$1,500,000 structure was erected under a trust agreement between the University of Illinois Foundation and the University of Illinois with funds made available through a grant from the Public Works Administration and a separate loan to cover building construction costs. Furnishings and equipment were provided by alumni and other friends of the institution.

Fees paid by students and faculty members will amortize the loan and provide maintenance funds. Food and other services are operated at cost.

Included in the building are lounges for students and faculty, dining and cafeteria rooms, a "tavern room" in authentic colonial tradition for fountain-lunch service—no intoxicants are sold—a ballroom and banquet room, browsing library, ticket-sales window, meeting rooms, bowling alleys, game room, and other facilities to make it the natural center of student and faculty daily life.

In it are offices of the Alumni Association and University of Illinois Foundation, center of the alumni world. As the "front door" to the campus, the union will be a point of first call for alumni, parents, and other visitors.

In the cupola atop the four-story building are two items of Illinois tradition. One is the old chapel bell,

formerly heard from university hall, and the other is the class of '78 memorial clock, also from university hall, which was located only a few yards from the site of the new union.

Illinois is one of the last of the large universities to build a union.

Fine Arts Center Dedicated

Indiana University began on March 22, 1941, a week's celebration in connection with the dedication of the Fine Arts Center including a music hall with an auditorium seating 4,000 persons. This auditorium will form an integral part of a group of buildings planned for the immediate future including the school of fine arts, the open-air theatre, and the new business administration school now under construction.

The auditorium is designed for a variety of purposes and is adaptable to audiences of varying sizes. It includes a Little Theater with a capacity of 350 and a complete broadcasting studio. The building is modern Gothic in style.

University of Texas and Research

The Research Institute of the University of Texas, now 2 years old, has made possible the undertaking of 56 projects by university professors, according to Dean A. P. Brogan of the graduate school. The studies subsidized range from an analysis of radio antennae waves to the writing of a book on business investments.

High-School Graduates at Dartmouth

Public high-school graduates fare better scholastically at Dartmouth College than students who prepare in private schools, it has been established by a 4-year study recently completed by Edward T. Chamberlain, assistant to the freshman dean. The class of 1940, whose 650 entering members were exactly divided between public and private school men, graduated with a 4-year average of 2.416 for the public group and 2.168 for the private group out of a possible 4.0.

Fewer men from the high schools were dropped or disciplined for academic reasons; more public-school men received prizes and honors at graduation; and the public group obtained higher records on the comprehensive examinations covering the entire major field.

The study of the class of 1940 was made under the auspices of the committee on admissions and was substantiated by findings from the records of the classes of 1941, 1942, and 1943, from matriculation up to June 1940. In making the results public, Dean Robert C. Strong, director of admission, stated that the survey did not provide any

basis for dangerous generalizing about the comparative merits of public and private school education and explained that it had been undertaken primarily to test the theory behind Dartmouth's unique selective process of admission. "Nothing has been produced," he added, "to shake our belief that native intelligence, resourcefulness and the will to learn are the major factors in college success and that admission to Dartmouth should be based upon evidence of these qualities rather than upon formal, impersonal, secondary school credits."

Dartmouth adopted its selective process of admission in 1921 and carried this theory to its logical conclusion in 1934 by dropping all unit requirements for admission and basing selection on general evidence, satisfactory to the committee on admissions, that the applicant is capable of carrying on college studies.

WALTON C. JOHN



In Libraries

Certified Reading Courses

In cooperation with the Illinois State Library, the Board for Vocational Education in Illinois has arranged for certificated reading courses for persons engaged in or training for defense occupations. Approved book lists, containing 15 to 25 books, have been prepared on some 30 different subjects essential in defense training. To receive a certificate of accomplishment, a required number of books (usually 6 or 8) must be read and a brief report on each submitted to the adult education department of the Illinois State Library in Springfield. The books which are not available in local public libraries may be secured from the State library through the local librarian.

A New World Order

A compilation of publications on "A New World Order" by Fern Long, associate readers' adviser in the Cleveland Public Library, recently appeared in *Booklist*, a monthly publication of the American Library Association. The bibliography itself is preceded by a general discussion of the problem and the bearing of each listed publication on the issues involved is indicated.

Overdue Books Plan

The Montclair Public Library of New Jersey has announced a plan for dealing with the problem of children's overdue books. Instead of charging fines for books returned after the date due,

the library plans to reward children having perfect records for prompt returns by giving them colored bookmarks, or else allowing them to borrow books beyond the usual number.

According to the library statement: "The new arrangement has two objectives: Getting books back more promptly so more children may use them; making the children themselves responsible for promptness rather than penalizing the parents with small fines. We believe giving the responsibility to the children is a step toward the development of civic consciousness."

Reading Clubs

The Oklahoma Library Commission is planning vacation reading clubs this summer for the school children of the State. According to the announcement: "Today, when so much emphasis is being laid upon the need for trained workers and the national defense program, we must not forget one of our most important jobs, as librarians, is to promote the welfare and intelligence of the youths of our communities.

"The vacation reading clubs this year will emphasize the reading of vocational books and inspirational books, especially those based on the principles and background of our American democracy. Reading certificates will be given each child who reads 10 books in his grade level during the vacation months."

Minnesota Situation

Commenting on the public library situation in Minnesota, Lee F. Zimmerman, director of libraries, states in *Minnesota Libraries*: "This year's statistics based on the 1940 census show 59 percent of the total population with, and 41 percent without, public library service. . . . In 1930 there were 125 legally established public libraries maintained by tax support. Today there are 145 such libraries. Ten years ago, 12 public libraries received county appropriations for service to rural people. Today 17 of them receive stipends for this purpose in varying amounts."

Encouraging Freshmen

A plan for encouraging freshmen to read is described in a recent issue of *College and Research Libraries* by W. G. Johnson, a member of the English faculty of the University of Illinois. The reading of at least three books supplementary to the regular assignment is required of every freshman at Illinois; but an effort is made to draw up a reading list "selected to appeal to students who vary greatly in training background, interests, and ability."

In making its selection, the committee has been following these principles:

1. To lead students from adventure books, pure and simple, to travel books of the ordinary kind, to travel books with philosophical or artistically presented contents.

2. To read from books that discuss our own type of civilization to books that deal with older or distant types of civilization.

3. To begin with biographies of men and women who have succeeded in work similar to that in which students are interested and to lead to biographies of men and women unlike the students.

4. To capitalize their interest in motion pictures by giving them dramas and novels from which motion pictures have been made.

5. To use Illinois poetry and simple poetry of American life as an introduction to other poetry.

RALPH M. DUNBAR

In Other Government Agencies



Surplus Marketing Administration

During the 1939-40 school year approximately 3 million children in 43,000 schools received lunches made at least in part from surplus foods. Plans for 1941 call for twice that many.

The Department of Agriculture, through the Surplus Marketing Administration, is hoping to overcome malnutrition among children by applying surplus farm products for school lunch programs. These farm surpluses are bought to improve marketing conditions for farmers and are then donated to the State welfare agencies in the 48 States, Puerto Rico, Virgin Islands, and the District of Columbia, for distribution to families receiving public aid and to schools serving lunches to undernourished children.

Communities may obtain assistance in organizing school lunch programs and field information on the surplus foods by writing to the State director of commodity distribution at their State welfare agency, or directly to the Surplus Marketing Administration, U. S. Department of Agriculture, Washington, D. C.

Office of Indian Affairs

Only one session of the Indian Service Summer School for in-service training will be held at Wingate Vocational School, Wingate, N. Mex., according to Willard W. Beatty, Director of Ed-

ucation, Office of Indian Affairs. Registration will take place on Monday, July 7. Since only one session is planned, offerings will be organized on a regional basis so that employees from all parts of the Indian country may be assured of receiving help in the solution of their problems. Persons outside the Indian Service may also enroll.

A catalog giving detailed information may be had by writing to the Superintendent of Haskell Institute, Lawrence, Kans.

Social Security Board

All States and Territories are participating in the public assistance programs developed under the Social Security Act, according to the annual report of the Social Security Board for the fiscal year ended June 30, 1940. All States have aid for the needy aged; all but 7 States and Alaska have aid for the blind; and all but 8 States and Alaska have aid for dependent children.

United States Travel Bureau

This bureau, created originally in 1937, and made a part of the National Park Service in July 1940, acts as a Federal agency cooperating with the private travel industry "to keep more Americans traveling and more friends from other lands traveling in America." In addition to the Washington headquarters, the bureau maintains branch offices at 45 Broadway, New York City, and in the Old Mint Building, San Francisco, Calif.

Rural Electrification Administration

The REA, established by Congress to help farmers get electricity, lends funds on favorable terms to construct new rural electric distribution systems to serve rural people who are without high-line electric service.

Under certain conditions, the REA lends the entire cost of building a power system, and borrowers are given a period of years to repay loans at a low interest rate.

Further information may be obtained by writing to the Rural Electrification Administration, Washington, D. C.

United States Secret Service

The United States Secret Service is conducting a Nation-wide educational campaign as a preventive measure in dealing with a national crime problem—counterfeiting. Secret Service agents deliver lectures and exhibit the film *Know Your Money*, a program intended particularly to reach high-school students.

MARGARET F. RYAN

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

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

BULLETINS

1941

1. Educational directory, 1941. (4 parts.)
Part
 - II. City school officers. 10 cents.
 - III. Colleges and universities. 15 cents.
 - IV. Educational associations and directories. 10 cents.

1940

1. Educational directory, 1940. (4 parts.)
Part
 - I. State and county school officers. 10 cents.
2. Biennial survey of education, 1936-38.
Chapter
 - II. Statistics of State school systems, 1937-38. 20 cents.
 - III. Statistics of city school systems, 1937-38. 35 cents.
 - IV. Statistics of higher education, 1937-38. (In press.)
 - V. Statistics of public high schools, 1937-38. 15 cents.
3. Collegiate accreditation by agencies within States. 25 cents.
4. Elementary education. I. What is it? 10 cents.
5. Bibliography of research studies in education, 1938-39. 35 cents.
6. Studies of State departments of education.
Monograph
 13. State supervisory programs for the education of exceptional children. (In press.)
7. Laws affecting school libraries. 20 cents.
8. Fiscal control over State higher education. 10 cents.

1939

11. 500 books for children. 15 cents.
12. Organization and administration of school health work. 15 cents.
13. Conservation excursions. 15 cents.
14. Curriculum content in conservation for elementary schools. 15 cents.
15. Clinical organization for child guidance within the schools. 20 cents.
16. A review of educational legislation, 1937 and 1938. 10 cents.
17. Forum planning handbook. 10 cents.

PAMPHLETS

88. One dollar or less—Inexpensive books for school libraries. 5 cents.
89. Opportunities for the preparation of teachers in the use of visual aids in instruction. 5 cents.
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91. Federal laws and rulings administered by the Federal Security Agency through the U. S. Office of Education relating to Morrill and Supplementary Morrill funds for land-grant colleges. 5 cents.
92. Are the one-teacher schools passing? 5 cents.
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LEAFLETS

28. Education in the Union of Soviet Socialist Republics and in Imperial Russia—Selected references. 5 cents.
53. Know how your schools are financed. 5 cents.

LEAFLETS—Continued

54. Federal funds for education, 1937-38. 10 cents.
55. Know your State educational program. 5 cents.
56. Know your school library. 5 cents.
57. Know your community. 10 cents.
60. Choose a book about things to be conserved. 5 cents.

MISCELLANY

3. Education in the United States of America. 15 cents.
4. La educación en los Estados Unidos de América. 15 cents.
5. A educação nos Estados Unidos da América. 15 cents.
Handbook and Directory of the U. S. Office of Education, 1939. Free.
Index, *SCHOOL LIFE*, Volume 25, October 1939-July 1940. Free.
Annual report of the U. S. Commissioner of Education for the fiscal year ended June 30, 1940. 20 cents.

VOCATIONAL DIVISION

BULLETINS

197. Training for the police service. 15 cents.
198. Conference topics for the retail grocery business. 20 cents.
199. Vocational training for firemen. 10 cents.
200. Related instruction for plumber apprentices. 15 cents.
201. Conserving farm lands. 30 cents.
202. Minimum essentials of the individual inventory in guidance. 15 cents.
203. Guidance programs for rural high schools. 10 cents.
204. Occupational information and guidance—Organization and administration. 25 cents.
205. Cooperative part-time retail training programs. 15 cents.
206. Credit problems of families. 20 cents.
207. The fire alarm system. 15 cents.
208. Bricklaying. 40 cents.
211. Distributive education—Organization and administration. 10 cents.

MONOGRAPHS

19. Agricultural education program. 10 cents.
20. Discovering occupational opportunities for young men in farming. 5 cents.
21. Educational objectives in vocational agriculture. 5 cents.

LEAFLETS

1. Teaching the control of black stem rust of small grains in vocational agriculture classes. Rev. 5 cents.
4. Teaching the grading of feeder and stocker steers in vocational agriculture classes. Rev. 5 cents.
6. Instruction in poultry in secondary schools. 5 cents.

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WRITE

*The U. S. Office of Education,
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Washington, D. C.*

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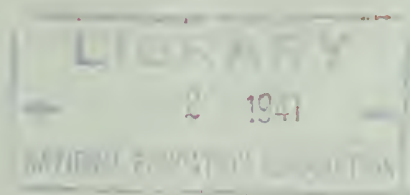
SCHOOL

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SCHOOL LIFE is the official journal of the United States Office of Education. Its purposes are: To present current information concerning progress and trends in education; to report upon research and other activities conducted by the United States Office of Education; to announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

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

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

SCHOOL LIFE

Official Journal of the U. S. Office of Education

Volume XXVI

JULY 1941

Number 10

In a World of Propaganda

ANY CYNICS who despair of democracy, who find its processes cumbersome, who weary of its conferences and its compromises, and who are irked by its occasional inefficiency, should go forth to the grass roots of democracy and have their faith renewed by observing the mighty creative power which resides in 130,000,000 people.

The democratic process, irksome as it may be at times to those who would like to get things done with the snap of efficient fingers, is the only means we know by which that creative power, resident in individual men and women, can be tapped and channeled in continuous social progress. Over the long pull, democracy aroused and united will develop an efficiency that will outstrip any flashy dictatorial heel-clicking bureaucratic form of organization.

Teachers know that efficiency depends upon the development and release of the powers of intelligent, self-reliant, imaginative individuals; that to develop such individuals continues to be the great task of true teachers in these times.

Our classrooms cannot be held aloof from the present struggle. We cannot dodge the forces of propaganda, forces which focus upon older youth with particular effectiveness. Ours is a difficult task. We must, without relinquishing our ideal of a liberal education, that is, an education which broadens and liberates the mind through free inquiry, nevertheless make youth intellectually and morally prepared to meet the propaganda offensive of the totalitarians.

I would hope that elementary teach-

ers in cooperation with the parents of young children would guard the learners against a disturbing concern over the present world conflict. I know that this is difficult to do because little children are not insulated from what is happening in the world. They hear about it over the radio, see the carnage depicted in the news reels, hear the worried discussions of their parents at home. Wise teachers will, of course, answer their questionings as best they can and at the same time seek to divert their interests into quieter pools of enduring values. We should avoid, I think, insofar as little children are concerned, applying to the war situation our methods of dramatizing and making vivid various ideas and concepts. Young children need to be surrounded in the home and in the school with a comforting sense of security. This is not their war regardless of what they may be taught about it. They cannot do anything very important to win it.

Moreover, the young children are the peacemakers of tomorrow. Let us not blight their natural development by a misguided realism in depicting the horrors of the world today. Above all let us not stimulate these little children to hate and fear.

It is for the future of these little children now in the elementary schools, just beginning to walk, educationally speaking, that we are determined to maintain the rights and opportunities of a free society—whatever the cost. It is the capacity of these little children to love, to believe in the goodness of people, to hope, to cooperate, and to build, that we must depend upon

for world reconstruction. Life in the years to come can be made beautiful and good but it takes believing hearts to make it so. Our own generation cannot escape being scarred by this struggle and to some extent embittered and disillusioned. But these youngsters in our homes and schools, this new generation to which we hope to bequeath a free and warless world must be protected from the soul-searing effects of hate and fear. They must be made strong in body, mind, and spirit, soundly educated, in an atmosphere of peace and security. They must receive a vivid and an abiding sense of the timeless values which we adults know are menaced—trust and good will, tolerance and courage, justice and righteousness and intelligence.

With the older youth in our high schools and colleges we face a somewhat different problem. They are on the threshold if not already well inside the door of adult responsibility. They are at an age when they have to do certain things about the defense of democracy now. At 18 or 21 they may have to become fighting men or they may need to leave school to take jobs in industry or on the farm.

Organized education must do something practical to serve their immediate and urgent needs. One thing the schools can do and are doing is to provide a realistic program of education which will fit these youth to carry their load as productive workers in our economic life. Another thing the schools must do is to introduce these youth to the crucial issues of today's world, make clear to them the meaning

(Concluded on page 295)

Strengthening Education in Our Democracy



A. H. Collins
(Alabama)

U. S. Commissioner of Education, John W. Studebaker, in a former issue of *SCHOOL LIFE*, emphasized that—

“Schools and colleges of America are engaged in a greatly expanded program of vocational training for national defense. By July (1941) we expect to have trained nearly 1 million defense workers in the skilled and semiskilled occupations, in addition to those who are regularly trained in vocational schools and classes. The far-flung training facilities of hundreds of schools and engineering colleges throughout the Nation are being utilized to train

these workers for defense. America has need of all the skill, ability, and competence that can possibly be mustered.

“But we would be unrealistic if we were to ignore a second important element in our educational program for the common defense—the element of moral and spiritual preparedness. We must have the will and the spirit, that is, the morale, to enable us to face unflinchingly the exigencies of the days of stress and strain which lie ahead. Upon the schools and colleges rests a heavy weight of responsibility for the spiritual defense of America.”



Walter F. Dexter
(California)



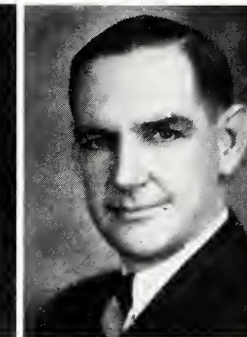
Inez Johnson Lewis
(Colorado)



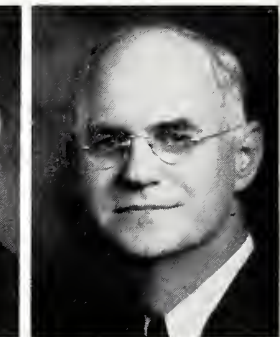
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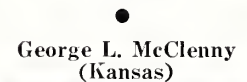
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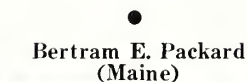
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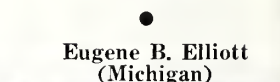
John E. Cox
(Louisiana)



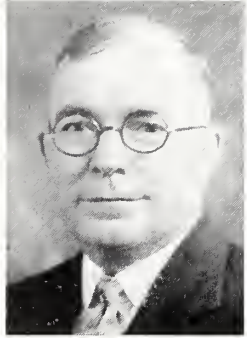
Bertram E. Packard
(Maine)



Walter F. Downey
(Massachusetts)



Eugene B. Elliott
(Michigan)



★★★ Reports, suggestions, and comments from educational leaders throughout the country reach the U. S. Office of Education daily. Among such communications are the following brief statements from some of the chief State school officers. These are indicative of interests and trends in the Nation's public schools during the past year.

Build Better Citizens

We didn't just happen to become a nation with ideals of individual living, individual liberties, and the right to pursue a course of action which would lead to the fullest measure of individual happiness. These were purchased with energy, sacrifice, and tolerance.

Former liberty-loving nations that failed to educate youth constantly as to the value of self rule no longer exist as democracies. Democratic life can be

attained only through a free, self-disciplined, literate, and thinking people. National unity must now be the keystone of our defense. This is the task cut out for our schools.

Michigan schools are reemphasizing self-discipline, character, and patriotism and the idealism of the democratic process in its program to build better citizens.—*Eugene B. Elliott, Superintendent of Public Instruction, Michigan.*

A six-point program which the New York State Education Department and the public schools of the State are providing in the interests of national defense comprises:

The development of extensive pre-employment and extension courses for men who are either employed or expect to be employed in skilled, semiskilled, or technical positions in national defense industries.

The development of civic education for out-of-school youth and adults in order that they may become better informed of the privileges and responsibilities attendant upon citizenship in our American democracy.

The improvement of the medical examination and health and physical education for public-school children in order that oncoming generations may

be better equipped physically to serve both State and Nation. basis of all educational development, we are experimenting with the establishment of simple reading guidance programs, adapted to the seventh through tenth grades, for mentally normal children who are educationally deficient. No clinical measures are being used in the class, nor are students included whose low grade placement, determined in advance by the administration of standardized reading tests, is due to a mental or physical handicap. Evidence thus far indicates that upon completion of the experiment, several Wyoming secondary schools will plan to include such a course in their curriculum.—*Esther L. Anderson, State Superintendent of Public Instruction, Wyoming.*

Strengthening education is our first line of defense. In the interest of de-

cost of education.—*Inez Johnson Lewis, State Superintendent of Public Instruction, Colorado.*

In a unified program of national defense the significance of the role to be assumed by education rests on the fact that in our democracy, society must rely upon education for whatever of social control and social progress it may hope to achieve. If education is the prime factor in determining the destiny of the Nation, this challenge commands the most careful attention, the closest study, and the most earnest effort of which we are capable in order to insure that "government of the people, by the people, and for the people shall not perish from the earth."—*Francis B. Haas, Superintendent of Public Instruction, Pennsylvania.*

All of the facilities and resources of the public schools of Kentucky are being utilized in the development of an adequate program of national defense.—*J. W. Brooker, Superintendent of Public Instruction, Kentucky.*

We are cooperating in every phase of the national defense and one of our major achievements is the manner in which we have taken care of financially distressed school districts; also the expansion of vocational work. Many new buildings have been constructed through WPA and PWA programs.—*J. F. Hines, State Superintendent of Public Instruction, South Dakota.*



C. E. Roberts
(Idaho)



John A. Wieland
(Illinois)



Clement T. Malan
(Indiana)

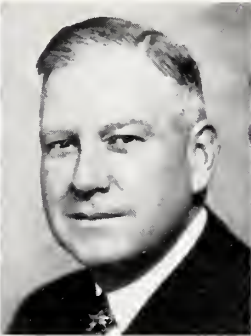


Jessie M. Parker
(Iowa)

J. S. Vandiver
(Mississippi)



Lloyd W. King
(Missouri)



Elizabeth Ireland
(Montana)



Chas. W. Taylor
(Nebraska)



James N. Pringle
(New Hampshire)



Charles H. Elliott
(New Jersey)



be better equipped physically to serve both State and Nation.

The emphasizing of Americanization and naturalization for a large alien population in order to prepare them, to the fullest extent, for their responsibilities for future citizenship.—*Ernest E. Cole, Commissioner of Education, New York.*

The outstanding effort being made by our State department is in the field of remedial reading in the schools of our State. Realizing that reading is the

democracy, there must be a fair plan of taxation for the support of education. The educational system must become a part of the age in which it exists; it must take into consideration the course of human events and should be organized so as to become related to the social and economic needs of the people. If democracy is to be safeguarded, the school and the home must be linked together.

The cost of ignorance far exceeds the



Grace J. Corrigan
(New Mexico)

The public schools of Puerto Rico are fully aware of the role they are called to play in a comprehensive program of national defense. In the preservation of democracy the school is the first line of attack and the last bulwark of defense. We shall bend all our efforts towards making the school an effective weapon of democracy.—*José M. Gallardo, Commissioner of Education, Puerto Rico.*

Tribute to Education

The readiness and eagerness with which American school administrators have accepted the national defense program's challenge is reassuring proof, thus far, of education's full integration into this great democracy of ours. The competency with which these training needs are being met, is a tribute to American education's alertness, effi-

ciency, and effectiveness.

This highly organized training effort, utilizing the Nation's vast educational network to the full, presents a serious test and grave responsibility.

We sincerely trust that our contribution will result in the maintenance of our individual American character and patriotism. More so, we hope that our productivity will prove our convictions sound, our facilities adequate, and our labors through the years justified.—*John A. Wieland, Superintendent of Public Instruction, Illinois.*

The "paramount duty of the State," as declared in our State constitution, is still "to make ample provision for the education of all children residing within its borders." Our schools are the backbone of State and National progress, and the urgent necessities of this critical defense period require

ship.—*Pearl A. Wanamaker, State Superintendent of Public Instruction, Washington.*

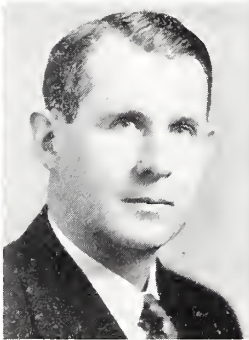
At the present time the State of Ohio is adjusting itself to an extensive consolidation program. More than 1,500 one-room schools have been closed, which necessitates an expanded transportation program.

New teacher certification requirements have been enacted requiring 4 years of training for elementary teachers. Teacher training, evaluating studies, and the elementary program occupy the attention of the State department as well as the colleges of the State.

The vocational program has been expanded, especially in the distributive education field. The Federal Government is building several large plants in



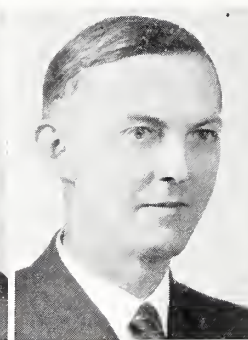
Ernest E. Cole
(New York)



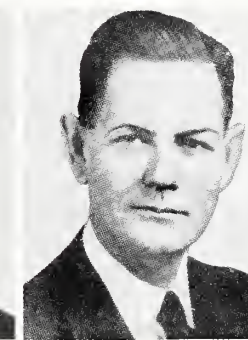
Clyde A. Erwin
(North Carolina)



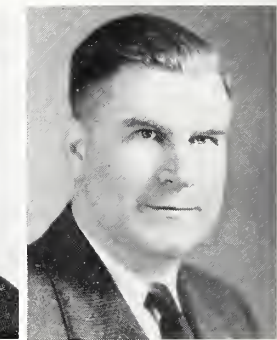
Arthur E. Thompson
(North Dakota)



E. N. Dietrich
(Ohio)



A. L. Crable
(Oklahoma)



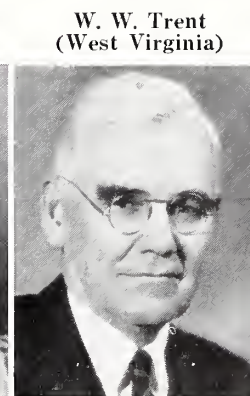
Rex Putnam
(Oregon)



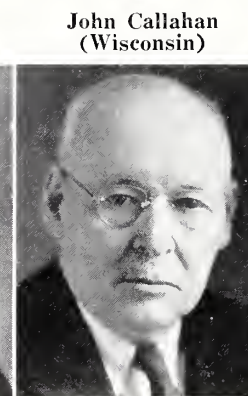
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(Virginia)



Pearl A. Wanamaker
(Washington)



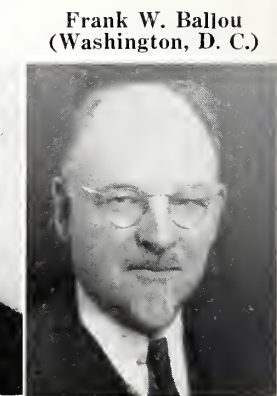
W. W. Trent
(West Virginia)



John Callahan
(Wisconsin)



Esther L. Anderson
(Wyoming)



Frank W. Ballou
(Washington, D. C.)



José M. Gallardo
(Puerto Rico)

that the best possible in public education be maintained and not sacrificed or impaired. If democracy is to survive, we must preserve education, for education is the lifeblood of democracy. No other function is so interwoven with the lives and interests of so many people as that of education. In the public schools citizens of tomorrow begin to form the pattern of their citizen-

our State and the schools have been called upon to provide skilled workmen. School administrators in cooperation with industry are attempting to meet this vast need.—*E. N. Dietrich, Director of Education, Ohio.*

National defense-training courses and expanding defense industries have been of inestimable value to us here in Ten-

nessee. Had training not been available our semiskilled workers could not have profited by increased industrial development.

Health and old-fashioned patriotism are just as essential to national security as the mechanical means of defense and these are being revitalized in all our public schools.—*B. O. Duggan, Commissioner of Education, Tennessee.*

The District of Columbia is permitted to participate in the Federal appropriations for promoting educational activities in the interest of national defense. A program for this purpose was worked out and is in operation.—*Frank W. Ballou, Superintendent of Schools, District of Columbia.*

The strongest link in the chain of national defense is to build into the very fiber of youth an understanding of and a

In Kansas we are anxious to accomplish the wider goals and objectives of childhood, namely, those that have evolved from our best knowledge of the nature and development of the children and those that consider the children's needs in relation to the social group. To this end we are busily engaged in setting up guidance materials which will be of importance and help to the teacher in providing the most worthwhile learning experiences for the boys and girls of our Commonwealth.—*George L. McClenny, State Superintendent, Kansas.*

Adult Citizenship Programs

National defense implies security against two possible sources of destruction—that from within and that from without. Security against either requires an enlightened people with sin-

Ralph E. Noble
(Vermont)



Charles H. Skidmore
(Utah)



Francis B. Haas
(Pennsylvania)



James F. Rockett
(Rhode Island)



James H. Hope
(South Carolina)



J. F. Hines
(South Dakota)



B. O. Duggan
(Tennessee)



L. A. Woods
(Texas)

Anthony E. Karnes
(Alaska)



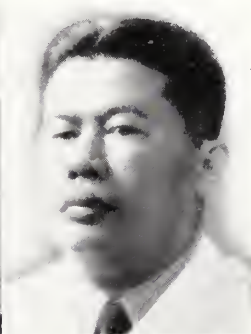
B. M. Williams
(Canal Zone)



Paul G. Linaweaver
(Guam)



Celedonio Salvador
(Philippines)



love for democracy, and the democratic way of life. Idaho schools are meeting this challenge and are cooperating in every other responsibility designed to perpetuate and preserve our sacred heritage—this Government of ours which is the highest expression of Christian faith in governmental form.—*C. E. Roberts, State Superintendent of Public Instruction, Idaho.*

gleness of purpose and a will to defend the desirable idealism for which America has always stood.

To further the public-school achievement of this end, Wisconsin has inaugurated county-wide adult citizenship programs under county superintendent leadership. These programs give training to citizens who become 21 years of age, and to aliens who become natural-

ized during the preceding 12 months.

The program has been under way for 2 years, and unusual interest and good results generally are reported.—*John Callahan, State Superintendent, Wisconsin.*

We are proud of the response Nevada schools are making to the great need for inspiring in youth a profound faith in democracy and loyalty to the Government.—*Mildred Bray, State Superintendent of Public Instruction, Nevada.*

Our Nation seeks to treat the individual with proper dignity. In America a person has a right to his own soul. Here, the child is not for the State; the State is for the child—for each citizen. Where else in the world is there such an opportunity for teachers to assist in promoting the interests of each child?—*Walter F. Downey, State Commissioner of Education, Massachusetts.*

If our schools are to be successful in saving for America the American way of life, there can be no lessening of

support for public education, rather must such support be increased and through State and Federal appropriations existing inequalities lessened. In our State gross inequalities exist as between the educational opportunities which we find in our abler and average-wealth communities and the poorer communities. Every child is entitled to an adequate minimum program of educational opportunity and the only manner in which the problem can be solved is through increased funds for equalization purposes.—*Bertram E. Packard, Commissioner of Education, Maine.*

State school systems of public instruction are safeguards against any attempt at centralized national control. Federal emergency aid through NYA and WPA of an educational nature is welcome insofar as it provides employment and relief. We must admit much excellent work is done and opportunities provided. The present nominal State coordination is overduplicated, wasteful, and upsetting from an educational point of view. These activities should be handled through the U. S. Office of Education and the department of public instruction of each State, with more State direction for the purpose of unifying State aims.

There is need of more agencies of interpretation to effectively influence and build up the interest and appreciation of the public. A large percent of our high-school graduates are educated for college. More drastic efforts supplementing George-Deen efforts along these lines should be developed. In North Dakota a plan is developing for general vocational education calling for simple practical laboratory work where students are given a try at several trades and coordinated with a system of local apprenticeship and vocational guidance.—*Arthur E. Thompson, Superintendent of Public Instruction, North Dakota.*

Emphasis in Nebraska continues to be upon the regular school service. In 1939 the Legislature placed full responsibility for secondary instruction in the State department and made a small appropriation for curriculum improvement on this level. Members of the teaching profession representing schools in each classification, members of institutional faculties and laymen are cooperating with the staff in the State department in a common effort for the welfare of youth in what has come to be recognized as the Nebraska High School Improvement Program.—*Charles W. Taylor, State Superintendent of Public Instruction, Nebraska.*

Living, dynamic democracy draws its lifeblood from every citizen; it depends on aroused local communities for its vital nourishment. The democratic obligation of the public school, therefore, is to keep alive the spirit of democracy—to be positive in developing ideals, to build up the character of the citizenship, and to foster a vigorous program of citizenship education with well-defined goals and objectives.—*Clyde A. Erwin, State Superintendent of Public Instruction, North Carolina.*

The demand for skilled workers in the Alabama war industries continues to grow day by day. The shortages seem to be almost entirely in the metal trades. The vocational education service is working closely with the State employment service in any effort to keep training geared to actual industrial needs. To date, the Alabama program has not turned out a single new craftsman in any occupation. Instead, hundreds have been found on WPA and employment service rolls who were able to profit by refresher training. Other hundreds by augmenting their skill through supplementary classes have thus far filled the gaps in the higher skilled brackets.

One significant way in which the public schools of the State have served the cause of national defense is found in the classes organized for enlisted personnel of the United States Army. At Lanier High School in Montgomery, classes have been made available to the enlisted men stationed at Maxwell Field near the city. Offerings range all the way from aero-mechanics to procedures for Army administrative clerks. These classes are organized on a 16-week basis and it is believed that time may be materially shortened in getting more advanced ratings by the men who take advantage of this work.—*A. H. Collins, State Superintendent of Education, Alabama.*

Our first concern must now be related to the national defense. We must extend a full measure of cooperation to the National Government in promoting vocational training to the youth of the State. At this time we may look upon this vocational training as a type of emergency training, but I am sure it will be agreed that vocational education will be necessary for the promotion of democracy and the democratic way of life after the present national stress has passed.—*John E. Coxe, State Superintendent of Education, Louisiana.*

If we believe in democracy as we say we do and if we are interested in its preservation as our words indicate,

we shall fight as perseveringly and as courageously in maintaining our democracy as our forefathers fought in securing it.

I personally consider the call to strengthen our spiritual forces the greatest challenge for national defense. Character, citizenship, reverence, respect for the individual soul, and love for one's fellow man are the most worth-while objectives. The spiritual forces that in the past proved themselves most potent continue to be the forces that determine the destinies of nations.—*W. W. Trent, State Superintendent of Free Schools, West Virginia.*

Our national defense program can be no stronger than the education program offered to the youth and the citizens of this country. Texas is doing her part in this program. We are developing a philosophy of education. All education ought to begin before one is born and ought to continue throughout life, for everyone deserves to be well-born. In order that the individual may fit into every changing complex civilization his educational program must be continuous. He should be taught: (1) How to live; (2) how to make a living; (3) how to appreciate the beautiful in art, music, and nature; (4) how to appreciate nature and nature's God; and (5) how to intelligently support a representative democracy.—*L. A. Woods, State Superintendent of Education, Texas.*

Our State is accepting education and national defense as the nucleus of our thinking in reference to the development of our program of education. Not only are Missouri schools training for specific defense occupations but in the broader sense are attempting to prepare manpower who are physically strong, intellectually acute, and spiritually fortified to continue our democracy. Our activities lately have been directed toward:

The inauguration of specific defense training programs.

Complete revision of the curriculum for the secondary schools.

The development of a State-wide program of occupational information and guidance.

Inauguration of a State-wide program of in-service training for teachers. Development of division of research.—*Lloyd W. King, Superintendent of Public Schools, Missouri.*

No agency of a State is more important than public free schools. Each State, therefore, should accept financial obligation and make ample provision for the education of its children. Minimum programs, including teachers'

salaries, should be guaranteed by the State and for a full term of 9 months each year. The State is the proper unit to guarantee sufficient financial support for this program and for equalizing opportunities among the various districts and counties.—*A. L. Crable, State Superintendent of Public Instruction, Oklahoma.*

The schools in Georgia which are equipped to carry on training of the type needed by defense workers responded enthusiastically to the call of the Nation to assist with America's preparedness program. I am indeed gratified by the progress that has been made and the earnestness with which our school people have tackled this job.—*M. D. Collins, State Superintendent of Schools, Georgia.*

Since Guam has been a possession of the United States, it has been the firm conviction and policy of the naval government of Guam that the real defense of a free people depends greatly upon the adequacy of their educational program. Consequently the school program in Guam has not only taught the scriptural wisdom that "a strong man armed holds his goods in peace" but that the strength of a people is no greater than their moral and spiritual characters. Hence we have constantly striven to help each Guaman boy and girl to evaluate those qualities of life that have come to them because of America's conception of democracy, and to shoulder the responsibilities these qualities place upon a free and freedom-loving people.—*Paul G. Linawearer, Head of Department of Education, Guam.*

Our State department has made progress in four especial educational ventures during the year:

1. Through developing tri-county demonstration centers for in-service teacher training, which have in two seasons reached over 22,000 of our 25,000 teachers, and 95 of our 99 counties.

2. By perfecting an electrical two-way teaching device, which permits classroom instruction and discussion for shut-in pupils.

3. In the preparation of a nonvocational course in agriculture for high-school grades 9 and 10, so that every child in Iowa may have a basic understanding of modern agriculture.

4. By definitely raising the standard of training for persons entering as school superintendents.—*Jessie M. Parker, Superintendent of Public Instruction, Iowa.*

Compulsory preparatory military training is required of every boy 10

years of age and above in all public and private schools in the Philippines. Since this country, because of its insularity, would be especially vulnerable in the event of war in regard to food, the public schools are at the present time conducting a special food production campaign as a phase of national defense. Participating in this campaign are the two million children in the public schools and most of the teaching force, which is 45,000 strong. Efforts along this line coordinate nicely with industrial arts, gardening, home economics, and other related subjects in the curriculum. Night classes for the training of technical workers in various industries were conducted at the Philippine School of Arts and Trades in Manila as another phase of national defense.—*Celedonio Salvador, Director of Education, Commonwealth of the Philippines.*

Some of the more significant achievements have been the effecting of a unified program of general, adult, vocational, and industrial education, formulating and legalizing of a system of budgeting which provides for more equitable and sounder business practices in the administration of the schools, the enactment of a teacher's certification law which furnishes professional incentives for improvement in service, an outstanding program for the improvement of instruction, and the improvement of buildings and facilities for both the white and Negro races.

In addition to the above accomplishments, free textbooks are furnished to all the children in the eight elementary grades for the first time during the present school session.—*J. S. Vandiver, State Superintendent of Education, Mississippi.*

South Carolina schools with the help of other agencies have built about 150 farm shops in rural areas in the last few years and are building between 50 and 100 more this year that will be used in carrying on general shop training for defense education with rural out-of-school youth and NYA out-of-school boys on work projects.

In addition to the regular defense-training programs being carried on through the trade and industrial service within the State, a special training program has been set up at Fort Moultrie for enlisted men who are interested in electricity and auto mechanics.—*James H. Hope, Superintendent of Education, South Carolina.*

The Division of Schools, the Panama Canal, is planning to provide within the next 12 months school facilities for ap-

proximately double the number of white pupils now enrolled. To accommodate the large increase in enrollment, six new school buildings are under construction or contemplated, one for the Balboa Junior-Senior High School to cost \$650,000, and five schools for elementary pupils. Enrollment in the Canal Zone Junior College evening classes for adults has increased from 422 in 1939 to 660 at the present time. Commercial, scientific, and Spanish courses are most popular. Through the junior college and the apprentice-learner school the division of schools is training workers for many types of work on the Panama Canal and Panama Railroad.—*Ben M. Williams, Superintendent Canal Zone Schools.*

Editor's Note.—SCHOOL LIFE plans in future issues to carry further information from State departments of education. Although for unavoidable reasons not quite all States are included this month, we shall hope eventually to publish information from all. SCHOOL LIFE welcomes any material that helps promote the cause of education.



Propaganda

(Concluded from page 289)

of democracy, and contrast the democratic rights we defend with the nature and the menace of dictatorship.

Youth must be given opportunity for a sound basis for a faith in the seemingly slow progress of self-government, on the one side, and a clear-headed view of the way the propaganda offensive works, on the other side. To that important work the teaching profession must bring its best.

Personally I am proud of the fact that the 25,000 high schools and 1,700 colleges and universities of America, with their thousands of teachers, are quietly day by day building into the minds of youth a sound faith in democratic principles, helping youth to apply these principles against the false promises of "new-order" Utopias, and showing youth the fallacies and the tricks of totalitarian-inspired propagandists who seek to confuse the naive and subvert the ignorant.

John H. Studdaker
U. S. Commissioner of Education



Commissioner Studebaker (right) expresses to Dr. Rogers the deep appreciation of his services in the U. S. Office of Education.

Distinguished in Health Education Services

James Frederick Rogers, M. D., United States Office of Education Consultant in Hygiene, recently retired from Federal Government service.

Dr. Rogers entered the Government service in 1920 as a surgeon in the Office of Industrial Hygiene, United States Public Health Service. In 1923 he joined the United States Office of Education staff as its Consultant in Hygiene and Physical Education.

The retirement of Dr. Rogers completes a special year of extension granted him in 1940 by President Roosevelt in "the public interest."

An authority in the field of school health, Dr. Rogers is the author of many United States Government publications dealing with the health, physical education, safety, and welfare of America's school children and teachers.

Dr. Rogers recently received an honorary fellowship from the American Academy of Physical Education. He has also received an honorary award from the American Association for Health, Physical Education, and Recreation.

He prepared a survey report of school medical inspection in the United States for the League of Nations. His advice has been sought by leaders in the field of school hygiene in this country and in other countries throughout the world.

A reception honoring Dr. Rogers and attended by his co-workers in the United States Office of Education, was held May 28, 1941, in the Library of the United States Office of Education. In behalf of the Office of Education staff and in appreciation of his services, a handsome desk was presented to Dr. Rogers by Commissioner Studebaker.

Pen and Ink Friendships for the Americas

by Helen K. Mackintosh, Senior Specialist in Elementary Education

★★★ A piece of paper, pen, and ink can easily bridge the distance between the Americas when at each end there is a boy or a girl who has developed a correspondence friendship with another student of his own age. Until the outbreak of World War II young people of the United States exchanged many more letters with friends in European countries than with young people in other parts of the world. Now with emphasis upon appreciating and understanding our neighbors of this hemisphere, there is increased interest on the part of American boys and girls in getting to know each other by the pen and paper route.

This article is written as an answer to the inquiries which have come from teachers and from boys and girls who want to know how they can find a friend in Central or South America. The list of agencies presented here is not exhaustive, but represents those which have come to the attention of the writer, and from whom replies have been received in answer to a brief inquiry form. In no case is correspondence limited to Latin-American countries, but is still carried on with any country that can send and receive mail from abroad. A number of agencies note increased correspondence with Australia, New Zealand, Hawaii, the Philippines, Alaska, and Canada as well as with Latin America.

American Junior Red Cross.—Through this organization a group of boys and girls in any grade—kindergarten through high school, under the direction of their teacher, may exchange a portfolio with children of a country which they themselves designate. The portfolio may contain a letter, descriptions of the school, samples of art, and other classwork, snapshots, stamps, coins, pressed flowers, and many other types of activities which children wish to share. For complete information, address Mrs. Alice Thorn-

ton, American Junior Red Cross, Washington, D. C.

International Friendship League.—Young people from 8 to 28 are encouraged to become members of the league through payment of a small fee which is paid but once and by signing an enrollment card approved by teacher or parent. Each enrollee is entitled to the names of foreign friends up to six in number, who are assigned to him exclusively. During the past 10 years correspondence has been possible with 86 different countries of the world. At the present time there are 50,000 correspondents in this country, in every State of the Union. Some have organized themselves into league clubs. For further information write to Miss Edna McDonough, International Friendship League, Inc., 41 Mount Vernon Street, Boston, Mass

International Students Society.—This group reports 200,000 members in 130 countries representing 20 percent of the high schools and colleges of the United States. Correspondents under 12 years of age are not accepted. The president of the organization states, "This is a most favorable year for correspondence with Latin America, where we have a very large membership." Of interest is an annual book published by the organization under the title of *Student's Who's Who*, which lists hundreds of the leading high-school students in the United States and Latin America. For further information address Dr. N. H. Crowell, International Students Society, Vancouver, Wash.

National Bureau of Educational Correspondence.—The purpose of this foundation has been to encourage correspondence between students of Spanish and French in this country, and the Spanish- or French-speaking students of English in other countries. The bureau classifies the names of Spanish-speaking pupils, for example, by age, sex, preparation and main interests so

that a carefully selected correspondent is assigned to each American pupil. The teacher of Spanish in this country submits to the bureau the list of her pupils with a 10-cent enrollment fee for each. No further fee is charged, and new names are supplied for any pupil who does not receive a reply. For further information write to Dr. A. J. Roehm, director, George Peabody College for Teachers, Nashville, Tenn.

Students Forum on International Relations.—This organization is affiliated with the World League of International Education Associations. Many high schools and some colleges throughout the country have clubs that adopt the aim of developing better understanding of foreign countries, and of forming international friendships. Regional directors encourage both the formation of clubs and the correspondence activity. A fee of 10 cents per name is charged each correspondent. For further information address Miss Marinora Wilson, secretary, 406 Sutter Street, San Francisco, Calif.

Student Letter Exchange.—This bureau was started by a teacher in connection with a high-school class in economic geography. It now enrolls 100,000 American students—elementary, high school, and college—in 4,000 schools representing every State in the Union. About 60-65 percent of the correspondence is with countries of the Western Hemisphere. Names of correspondents are supplied at a rate of 10 cents each or 3 for 25 cents. For further information address R. C. Mishek, Waseca High School, Student Letter Exchange, Waseca, Minn.

The Caravan.—Through this plan not only children from 6 up but adults as well may carry on correspondence with other countries. The plan calls for the organization of chapters of not less than 5 members each, sponsored by an adult leader, to whom a charter is issued on the payment of a nominal fee.

Names and addresses are then supplied free of charge. Leaders often correspond with leaders. There are more than 200 chapters in 27 countries, with some 10,000 members. At present there are some chapters in Brazil and in Bolivia. A quarterly publication, *The Children's Caravan* costing 25 cents per year, helps to keep chapters in touch with each other. For further information address Miss Mirza Ahmad Sohrab, director, *The Caravan*, 132 East Sixty-fifth Street, New York, N. Y.

The Christian Science Monitor—Mail Bag.—This service is available to children in families that subscribe to the *Monitor*. The Mail Bag appears on the Children's Page (for children up to 10) and on the Young Folks Page (girls and boys, 11–19). Children who wish correspondents have their names listed in the Mail Bag. The amount of correspondence with South America is not large, but opportunities are available. For further information address Miss Ethel C. Ince, Editor, Junior Department, *The Christian Science Monitor*, Boston, Mass.

The Cleveland Press—Foreign Friends' Club.—Boys and girls aged 10–20, numbering 39,000 in 73 countries of the world, constitute this gigantic club. Membership is limited in this country to regular readers of the Young Folks' Page in Cleveland or the immediate vicinity. Each club member receives a membership card on which is written the name of the correspondent assigned exclusively to him. No charge is made for the service. Five South American, three Central American countries, and Mexico are represented among the 73 countries where club members live. For further information address Mrs. Margaret Johnson, Editor, Young Folks' Page, *The Cleveland Press*, Cleveland, Ohio.

El Eco.—This is a newspaper which is published 16 times a year for American students of Spanish. For a 6-cent stamp it makes available to teachers whose students are paid subscribers, a leaflet which lists individual correspondents in Buenos Aires, Argentina, and gives the names of school centers for correspondence in 9 Latin-American

countries. For further information address the Odyssey Press, Inc., 386 Fourth Avenue, New York, N. Y.

Cultural Institutes.—It is possible to arrange correspondence through the Inter-American Cultural Institutes in Latin-American cities. For information address Dr. John Patterson, senior specialist in Inter-American Educa-

tional Relations, U. S. Office of Education, Washington, D. C.

The aims of all the plans described are fundamentally for the purpose of furthering international understanding, good will, and friendship. Over a period of years such friendships can be cemented into genuine liking and understanding for a country as well as for an individual.

Education by Radio Institute

by William D. Boutwell, Director, Information Service

★★★ Steps toward formation of a National Association for the Promotion of Education by Radio, discussion of the part radio can and should play in defense, and demonstration of documentary radio were high points of the Twelfth Annual Institute for Education by Radio held at Columbus, Ohio, May 4–7. More than 500 educators and broadcasters were in attendance.

A national committee was formed under the chairmanship of Harold Kent, director of radio for the Chicago Public Schools (now Captain Kent on duty with the War Department in Washington) to draft a constitution and admit members. This will be the first professional organization for the growing company of persons in schools, colleges, and organizations who are working for advancement of public service radio. Organization will be speeded up in order that the educational forces may more effectively cooperate in the defense effort.

Ed Kirby, Director of Radio for the War Department; Commander Norvelle Sharpe, of the United States Navy; Col. Parker Hitt, of the Signal Corps; H. B. McCarty, of the University of Wisconsin; Cesar Saerchinger; Louis Wirth, of the University of Chicago; and Eric Sevareid, CBS commentator, constituted the panel for the discussion on "What Should be the Role of Radio in America, in Case of War?" Mr. Kirby and other Govern-

ment representatives described the current policies and organization in the defense set-up.

The institute welcomed announcement from Edwin H. Armstrong, "father" of F–M, of his desire to aid school-owned and operated educational F–M stations. Dr. Armstrong's letter, read at the opening session, declared:

From time to time letters have come in from educational institutions requesting information about royalty rates under my Frequency Modulation patents in the event that these institutions should decide to erect stations and construct transmitters themselves. It has seemed to me that it might help the development of this new branch of radio if I should arrange to issue licenses, to those educational institutions which are interested in going ahead, at a nominal royalty of 1 dollar. This is to advise you that I am willing to do that.

Important trends evident at the institute were: (1) The growing ability of educational institutions to produce programs of quality second to none; (2) the rising tide of interest in school-owned and operated F–M stations; (3) sudden emergency demand for qualified workers in radio; and (4) the subdivision of interest which characterizes a growing profession. The latter point was evident in the wide variety of well-attended sections on such special fields as agriculture and homemaking broadcasts, broadcasting by national organizations, children's programs, religious education, recordings, research, school broadcasting, radio councils, and school public relations broadcasting.

Release of Public-School Pupils for Weekday Classes in Religious Education¹

by Mary Dabney Davis, Senior Specialist in Nursery-Kindergarten-Primary Education

★★★ Widespread publicity recently given to group conferences and to hearings and decisions of boards of education concerned with how best to provide religious education for public-school pupils has brought the subject sharply before the reader of daily news. Apparently few people question the fact that children and young people today need increased opportunities for religious education. The problem is how best to provide the opportunities. Does responsibility lie with the home, the community, or the school? To what extent is it a cooperative project? Can the schools participate in a program of religious education and still comply with the law and the tradition of the country to keep separate the functions of church and state?

Of four proposals offered in a syllabus for group study, *Religious Education and Public Education* published by the Religious Education Association, current interest centers upon the weekday released-school-time program. This program as described in a recent bulletin of the International Council of Religious Education, *The Weekday Church School*, is a part of the churches' educational program conducted in cooperation with the public school but having no organic relationship with it, is directed by individual churches or councils of churches, is conducted during school hours on time released for the purpose by public-school authorities, and receives pupils whose parents send written requests to the school.

Questions have been asked about the numbers of school systems releasing pupils, the stability of the program, the school grades included, the propor-

tion of pupils attending the classes, and the procedures followed in initiating, organizing, and conducting the classes. Answers for these questions have been provided through replies to an inquiry received by the United States Office of Education from the chief education officers of 46 States and 8 of the outlying possessions, by information from nearly three-fourths of the 3,164 school systems in places having populations of 2,500 and more, and from slightly less than half of the 3,500 county or similar school units. All States are represented.

School Systems Releasing Pupils

The release of pupils was reported by 282 of the 2,211 city and town school systems contributing information and by 206 rural schools in the 1,510 counties from which replies to the inquiry were received. These reports indicate the probability that children in 1 of every 8 town and city school systems are permitted to be released from school for religious education upon their parents' request. The probability of such release is far more remote in rural areas.

Within the 38 States reporting programs the numbers of school systems releasing pupils varies greatly with a range of from 1 to 101 and a median number of 6. The largest numbers of reports were received from the States of New York (101), Minnesota (66), Virginia (39), Ohio (31), and Utah (27).

Reports of intention to initiate the released-time program—116 of the 2,211 replies—frequently carried accounts of plans for preliminary investigations of need and of resources. These plans include discussions within local ministerial organizations and the formulation of policies with respect to setting up one or two initial experi-

mental centers, to confining the program at first to one or two buildings and to one or two grades within the school.

Discontinued programs were indicated by 94 city and town school systems. Approximately a third of them had been carried for 1 year only and the range of years was from 1 to 16 with the median at 2 years. The two major reasons given for discontinuing the program were withdrawal of the sponsoring agencies, chiefly because of the time and financial support required of church officials, and dissatisfaction with the program due to lack of suitably prepared teachers, inadequately planned programs, and unsatisfactory results.

Programs in nearly three-fourths of the city school systems and about half of the rural schools have been organized during the past 5 years. The range in length of programs is from 1 to 28 years.

Contrasts between reports for 1932 and 1940 indicate that the same five States in both years reported the greatest numbers of school systems releasing pupils. Eight percent more city school systems reported in 1940 than in 1932. By giving the 1932 replies the benefit of this increase there is a resulting estimate for 1940 of a 19 percent increase in the numbers of schools releasing pupils. Stability in the life of the programs, however, does not parallel the apparent increase in numbers. A check in 1940 of a third of the school systems in each population group reporting the release of pupils in 1932 reveals the following: 29 (41 percent) continue to release pupils; 19 (27 percent) have discontinued the program; 23 (32 percent) gave no reply to the 1940 inquiry. It would seem that during the past 8 years more than half of the programs reported in

¹ Being published by the U. S. Office of Education as Bulletin 1941, No. 3, *Weekday Classes in Religious Education*.

1932 have either been discontinued or too little interest had been developed to prompt a reply to the 1940 inquiry.

Attendance in Weekday Classes

A total attendance of 164,013 elementary and high-school pupils were reported from 357 or three-fourths of the 488 school systems releasing pupils. Four-fifths of those attending weekday classes were released from elementary schools and the remaining fifth from high schools. Only 245 school systems reported both the numbers of pupils attending the public-school classes from which pupils were released and the numbers of these requesting the opportunity to attend weekday classes. These reports indicate that the parents of 60 percent of the elementary school pupils and of 35 percent of the high-school pupils attending the grades included in the weekday program, request the release of their children and young people for religious education. The proportions are less in the schools of cities having populations of 10,000 and more and greater in smaller school districts. Approximately 9 of every 10 school buildings of the cooperating school systems are included in the program.

Although all school grades from the first through the twelfth were reported as included by some of the school systems in the weekday programs, the fourth, fifth, and sixth grades were most frequently reported.

Conduct of the Classes

The decision as to whether classes shall be held outside the school buildings or within regular classrooms is controlled in some instances by State laws and regulations and in other cases by local regulations or such factors as the distance to be traveled between school and church centers. Objections to the use of public-school buildings center upon a possible impingement upon constitutional restrictions against the use of public-school funds or property for religious or sectarian purposes. In current practice about 4 of every 10 classes are held in the school buildings and the other 6 in churches, community centers, village halls, homes and other

available buildings. For rural schools, however, the proportion is reversed and a somewhat larger proportion of high-school classes are held outside the school building than is the case for the elementary school grades.

Classes are held once a week for most of the elementary schools and from 1 to 5 days a week for the high schools where the work is often offered as an elective in the curriculum. The time of day for releasing pupils is a matter for local decision in some instances and of State regulation in others. In some cities all pupils are released at the same school period and in others the class periods are staggered for different grades. For the majority of both elementary and high schools from 45 to 60 minutes are allowed for each class.

Current practice with respect to the provision of teachers shows variations in the qualifications specified, the agency making appointments, and the appointment of paid or volunteer teachers. For slightly less than half of the programs the teachers elected to conduct the weekly classes are required to meet specified qualifications. It should be mentioned that this lack of trained teachers was the stumbling block most frequently mentioned by those superintendents of schools reporting that the weekday program had been discontinued. In some instances teachers must meet the State regulations for certifying public-school teachers. In other instances local boards of education, either independently or in cooperation with State or local sponsoring agencies have set up the specifications regarding the teachers' preparation and experience.

The appointment of teachers reported by nearly 400 school officials indicates that for 4 of every 100 programs the teachers are appointed by public-school officials, for 59 programs the religious organizations make the appointment, and for 37 of the 100 programs the appointment is a cooperative affair with the sponsoring agency recommending and the public-school officials approving the appointment. A much larger proportion of the appointments are made cooperatively by the school and religious agencies when credit is

granted for high-school programs. About the same number of teachers are paid as volunteer their services. Ministers or priests teach the classes for 16 percent of the programs. Variations in practice are more apparent when these reports are grouped by States than by population size of places. Supervisory services were not available for weekday-class teachers in the greater number of the programs.

A general idea of the content of the weekday-class program and of the teaching techniques used was obtained for two-thirds of the programs through the use of brief check lists. For both elementary and high-school classes major emphases are about equally divided between Bible study and character education with church doctrine and good citizenship less frequently mentioned. Variations in these emphases include outstanding attention to Bible study in high-school classes where credit is granted and upon church doctrine in the schools of places having small populations. The major teaching techniques reported are discussion, workbooks and textbooks, reading, units of work, handwork, and dramatization.

Activities provided for pupils who do not elect to attend the religious-education classes were reported for elementary schools in the following order: Study periods, continuation of regular classes, and remedial work with individual assistance for special problems. Since high-school classes in most cases are considered as electives in the regular program, no special provisions are needed for pupils not taking religious education.

Three general types of church administration prevail for conducting the weekday classes: First, the individual church which determines its own policies and programs independently of any other church organization; second, a cooperative arrangement among churches by which they delegate to an advisory council certain responsibilities for organization and supervision of the weekday classes but retain the determination of curriculum for each church; and, third, an interdenominational council of churches composed of

representatives from churches of different denominations which administers the weekday program—frequently through a secretary or director. A summary of reports from 371 school systems indicating the type of church administration conducting the weekday classes shows that in every 100 of these school systems 51 of the programs are conducted by individual churches, 10 by the cooperative type of administration, 29 by interdenominational councils of religious education, and 10 by a combination of the individual church with the cooperative or interdenominational types of administration.

Elementary and high-school reports vary from the foregoing general summary; the interdenominational administration prevails for elementary school programs and a larger proportion of high-school programs are cared for by individual churches.

Conditions for Granting Credit

Reports from 256 school systems show that 92 grant credit toward high-school graduation upon completion of the religious education classes, 140 do not grant credit and 20 gave no information on the subject. Although these reports are from school systems located in 34 States, more than half of them are in but 3 States, 52 in Minnesota where no credit is granted, 45 in New York where about a third of the school systems grant credit, and 26 in Utah where credit was reported for all but one school.

When school officials grant credit for the religious education classes it would seem that they consider the quality and amount of instruction as comparable to that provided for other credit-granting elective courses. Among some of the special regulations prescribed are specifications regarding classroom facilities, the number and length of class periods, the amount of credit allowed, procedures involved in recording attendance, in applying to State departments of education for approval and for schedules of State examinations, qualifications for teachers and prescriptions regarding supervision and curricula. It is apparent that more concern is felt

for the maintenance of high standards of instruction when credit is granted than when it is not.

Variations in practices reported by the two groups of high schools may be summarized as follows: Contrasted to the noncredit-granting schools, those which grant credit tend to govern their selection of teachers by State or local regulations, to appoint or to cooperate with the church agency in appointing the teacher, to hold the classes in school buildings except where this is prohibited by law, to be administered by interdenominational councils of religious education or by a combination of councils and individual churches rather than chiefly by individual churches, as is the case for noncredit classes, and to place the major emphasis in the class upon Bible study.

Initiation and Organization of Weekday Classes

Reports attributed the initiative in starting weekday programs to three general sources—to State and local councils of religious education, to local churches and ministerial groups, and, in a few instances, to county and local school authorities. Many lay agencies were also reported as influential in arousing interest in the program and contributing to its development.

Responsibility for the character and quality of activities carried on during a child's school day rests with public-school officials. On this account it would be expected that certain standards controlling the conduct of the regular school program should be applied to such supplementary activities as the boards of education consider of sufficient merit to warrant the use of school time. Recognition of the need for safeguarding the use of released school time is found in the announcements and regulations issued by some of the school officials for the information and guidance of parents and of the interested taxpayer. Doubtless many of the items included indicate administrative problems which have been recognized and met. On the other hand the relatively large number of reports which included no comment regarding plans and procedures and the numbers of comments

from school officials expressing a lack of responsibility for details of organization may indicate a current problem meriting careful study.

Types of regulations for the weekday classes which were reported by school officials included the following: Definition of the agency responsible for conducting the classes, determination of standards for instruction, plans for securing parents' written requests for their children to be released for weekday classes, agreement on time for the release of pupils, decision upon the grades to be released, and provision for records of attendance and assignment of responsibility for pupils' safety and behavior en route between the school and religious education centers.

Current Publications

For those interested in the weekday program of religious education there is a growing body of reference materials. These include discussions of principles and policies involved in the program and contrasting points of view regarding it, descriptions of current practice and reports of studies which present the status of the weekday classes in specific situations. Current publications representing the several types of emphasis are listed in the following bibliography.

Discussions of Principles and Problems

- BRADSHAW, EMERSON G. Can religion be taught in our public schools? In *Religious education*, 35: 1: 32-39. January-March 1940.
- JOHNSON, F. ERNEST. Has religious teaching a place in public education? In *International Journal of Religious Education*, 16: 2: 8-10, October 1939.
- RELIGIOUS INSTRUCTION ON SCHOOL TIME. A Symposium. In *Frontiers of Democracy*, 7: 57: 72-77, December 15, 1940.
- SUGGESTED SYLLABUS ON RELIGIOUS EDUCATION AND PUBLIC EDUCATION. Part I. The place of religion in elementary and secondary education, by Harrison S. Elliott; Part II. The place of religion in higher education, by Stewart G. Cole. Chicago, Ill., Religious Education Association, 1941. 16 p.
- VIETH, PAUL H. Weekday religious education, and Brubaker, John S. Democracy, religion and the public schools. In *New Haven Teachers' Journal*, 34: 2: 8-12, December 1940.

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Engineering Defense Training Program

To meet shortages in engineers with specialized training already being experienced by defense industries, 139 colleges and universities are voluntarily participating in the Engineering Defense Training program administered by the U. S. Office of Education. In 46 States, the District of Columbia, and Puerto Rico, courses are being conducted in

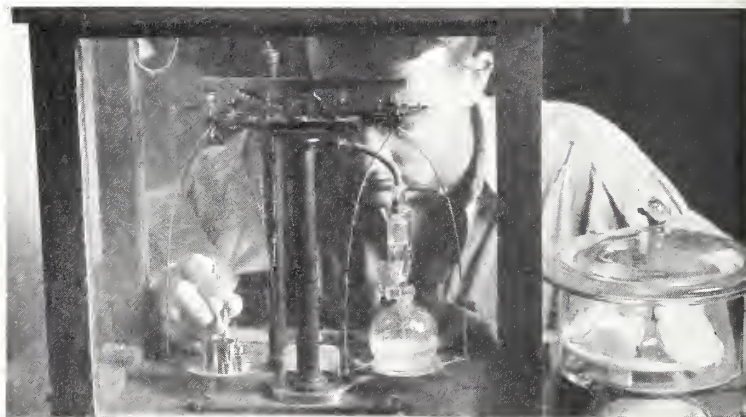
such subjects as machine design, tool engineering, the chemistry of explosives, aerodynamics, naval architecture, materials testing, and many others. Course content varies in accordance with local defense training needs. Congress appropriated \$9,000,000 to finance the Engineering Defense Training courses.



AIR CONDITIONING means more than mere comfort when applied to a submarine. That is why the University of New Hampshire is teaching it to these civilian employees of the Portsmouth Navy Yard.

PREPARING A MOLD to shape an intricate casting is a delicate operation, as is being discovered by these students at Howard University, Washington, D. C.

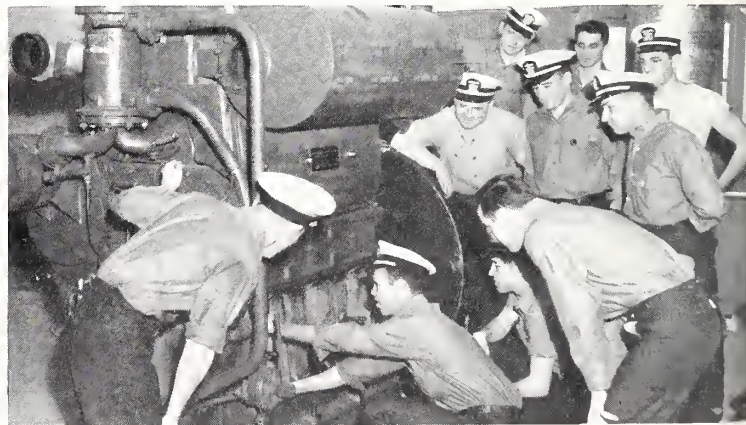
WOMEN are frequently enrolled. Drawings are the shorthand of the shops. This secretary to a defense plant executive is learning how to make and read blue-prints at the Pittsburgh extension center of The Pennsylvania State College.



LABORATORY TRAINING is important. Here a student in camp sanitation works out a problem on a delicate balance at the Agricultural and Mechanical College of Texas.



ARMY AND NAVY OFFICERS are enrolled in a number of Engineering Defense Training courses. Here are some of the 47 Naval Reserve officers studying diesel engineering at Cornell University, Ithaca, N. Y. Similar groups have been assigned to Penn State, Lehigh University, and North Carolina State College.



National Nutrition Conference for Defense

★★★ The President's letter (at right) was read by Federal Security Administrator Paul V. McNutt before the opening session of the National Nutrition Conference for Defense held in Washington, May 26-28. Approximately 900 delegates from all parts of the United States met for those 3 days and discussed ways and means to make America strong for military, industrial, and social defense through proper and adequate nutrition.

A highlight of the conference was the statement of nutrition standards for the country. These standards resulted from the far-reaching work of the Food and Nutrition Committee of the National Research Council. (See chart at right below.)

It is explained that the chart expressed in laboratory terms may be met by many combinations of food. For instance, the following daily diet would measure up to these proposals, the conference was informed: One pint of milk for an adult and more for a child; a serving of meat, and cheaper cuts are just as nutritious; one egg or some suitable substitute such as navy beans; two vegetables, one of which should be green or yellow; two fruits, one of which should be rich in vitamin C, found abundantly in citrus fruits and tomatoes; breads, flour, and cereal, most or preferably all whole grain or enriched; some butter or oleomargarine with vitamin A added; other foods to satisfy the appetite.

Reports and recommendations of the National Nutrition Conference for Defense will be available through the Office of the Coordinator of Health, Welfare, and Related Defense Activities, Washington, D. C.

The conference sent the President a nutrition program for defense and suggested the program become a basic part of permanent Government policy. The program covers research, economic policy, and social responsibility, public health and medical aspects of nutrition, nutrition for workers in defense industries, methods of education in nutrition,

(Concluded on page 316)

THE WHITE HOUSE

WASHINGTON

MAY 23, 1941.

MY DEAR GOVERNOR:

I am highly gratified to learn that invitations to the National Nutrition Conference for Defense have met with such generous response. It demonstrates the eager interest of the public, of educational and research centers, of medical and social sciences alike. I only regret that because of the pressure of these critical days I shall be unable to meet with you.

The conference has significant responsibilities—to explore and define our nutrition problems, and to map out recommendations for an immediate program of action. This is vital. During these days of stress the health problems of the military and civilian population are inseparable. Total defense demands manpower. The full energy of every American is necessary. Medical authorities recognize completely that efficiency and stamina depend on proper food. Fighting men of our armed forces, workers in industry, the families of these workers, every man and woman in America, must have nourishing food. If people are undernourished, they cannot be efficient in producing what we need in our unified drive for dynamic strength.

In recent years scientists have made outstanding discoveries as to the amounts and kinds of foods needed for maximum health and vigor. Yet every survey of nutrition, by whatever methods conducted, shows that here in the United States malnutrition is widespread and serious. The Department of Agriculture has estimated that many millions of men, women and children do not get the foods which science considers essential. We do not lack and we will not lack the means of producing food in abundance and variety. Our task is to translate this abundance into reality for every American family.

I shall follow the work of the conference with deep interest and expectantly await its recommendations.

Very sincerely yours,

/s/ FRANKLIN D. ROOSEVELT.

HONORABLE PAUL V. McNUTT, Administrator,
Federal Security Agency, Washington, D. C.

Chart of recommended daily allowances for specific nutrients ¹

(Committee on Foods and Nutrition, National Research Council)

	Cal- ories	Pro- tein	Cal- cium	Iron	A ²	Thia- min (B1) ³	As- cor- bic acid (C) ³	Ribo- flav- in	Nico- tic acid	D
		grams	grams	milli- grams	I. U.	milli- grams	milli- grams	milli- grams	milli- grams	I. U.
Man (70 kilograms):										
Moderately active.....	3,000	70	0.8	12	5,000	1.8	75	2.7	18	.....
Very active.....	4,500	.....	.....	.....	.....	2.3	.....	3.3	23	(⁴)
Sedentary.....	2,500	.....	.....	.....	.....	1.5	.....	2.2	15	.....
Woman (56 kilograms):										
Moderately active.....	2,500	60	.8	12	5,000	1.5	70	2.2	15	.....
Very active.....	3,000	.....	.....	.....	.....	1.8	.....	2.7	18	(⁴)
Sedentary.....	2,100	.....	.....	.....	.....	1.2	.....	1.8	12	.....
Pregnancy (latter half)	2,500	85	1.5	15	6,000	1.8	100	2.5	18	400-800
Lactation.....	3,000	100	2.0	.....	8,000	2.3	150	3.0	23	400-800
Children up to 12 years:										
Under 1 year ⁵	6 100	6 3-4	1.0	6	1,500	.4	30	.6	4	400-800
1-3 years.....	1,200	40	1.0	7	2,000	.6	35	.9	6	.....
4-6 years ⁷	1,500	50	1.0	8	2,500	.8	50	1.2	8	.....
7-9 years.....	2,000	60	1.0	10	3,500	1.0	60	1.5	10	(⁴)
10-12 years.....	2,500	70	1.2	12	4,500	1.2	75	1.8	12	.....
Children over 12 years:										
Girls:										
13-15 years.....	2,800	80	1.3	15	5,000	1.4	80	2.0	14	.....
16-20 years.....	2,400	75	1.0	15	5,000	1.2	80	1.8	12	(⁴)
Boys:										
13-15 years.....	3,200	85	1.4	15	5,000	1.6	90	2.4	16	.....
16-20 years.....	3,800	100	1.4	15	6,000	2.0	100	3.0	20	(⁴)

¹ These are tentative allowances toward which to aim in planning practical dietaries. These allowances can be met by a good diet of natural foods; this will also provide other minerals and vitamins, the requirements for which are less well known.

² Requirements may be less than these amounts if provided as vitamin A, greater if chiefly as the provitamin carotene.

³ 1 milligram thiamin equals 333 International Units; 1 milligram ascorbic acid equals 20 International Units; (1 International Unit equals 1 U. S. P. unit.)

⁴ Vitamin D is undoubtedly necessary for older children and adults. When not available from sun shine, it should be provided probably up to the minimal amounts recommended for infants.

⁵ Needs of infants increase from month to month. The amounts given are for approximately 6 to 18 months. The amounts of protein and calcium needed are less if from breast milk.

⁶ Per kilogram.

⁷ Allowances are based on the middle age for each group (as 2 to 5, 8, etc.), and for moderate activity.

An Approach to Geography

by Bertha Delehanty, *The City and Country School*

★★★ "Do you want to take a trip on a boat?" was the question that greeted me when I walked into the 7-year-olds' room recently. A half dozen children were grouped around a large floor map of Manhattan and its environs—a brightly colored affair painted by the group.

A sort of trip game was in progress, the children taking turns navigating a small boat "up the river to the Catskills," "across the Hudson to Jersey," "down the bay to the Narrows," or wherever the skipper was requested to go. The play was spirited and dramatic and it was obvious that the children were re-living in vivid form actual experiences they had shared on trips and in discussions. The map, it seems, had been made originally as a help in tracing New York's water supply—hence the inclusion of the Catskills. As early as 7, we accustom the children to the idea of making maps for a purpose. We ask, "For what will it be used? What will it show us?"

In observing these children at play, one might be impressed by their familiarity with the environment, the ease with which they could locate and name the various bodies of water, their free use of the terms north, east, south, and west, etc. The answer is that such information and the degree of orientation manifested by these 7-year-olds would not be possible were it not for the opportunities they had had at 3, 4, 5, and 6 to explore their environment in ever widening circles, and to dramatize their findings in block building. Thus by the time they are 6, their block schemes often begin to assume the aspect of a crude kind of map of Manhattan with the salient geographic features clearly indicated.

By 8, then, the children are sufficiently established in their surroundings to warrant taking them farther afield. In connection with the running of the school post office, which this

group takes on as a job, they study the development of the postal system in the United States. Starting with the Indian villages on Manhattan, they find out why the trails connecting them took the routes they did, why the Boston Post Road followed the Indian trail, where the early settlements were located and how they maintained contact with each other. As a result most 8-year-olds acquire the following geographic background: The topography of Manhattan Island and its relation to other harbors on the Atlantic coast; the Appalachian Mountains in relation to the coast; New York State in relation to Lake Erie and the Mohawk Hudson Valley; and North America as part of the world. None of these do they learn as isolated facts, but all as part of a build-up of the colonial picture, or in connection with where letters and packages go today and how they get there.

Geography in the 9-year-old group is likewise closely related to the main interest. These children run the school store, in connection with which they pursue the growth of trade and transportation in this country.

Map Work

A great deal of map work is done by the 9-year-olds. They start usually by making a map of some place they know well, if possible indicating the routes from Manhattan to this place. If they don't know it, they consult road or rail maps. From this small beginning they gradually work up to a study of the whole United States, a study involving a new orientation; for it is something of a shock to a child to find that Manhattan has shrunk to a mere speck. Maps are used in connection with all history material. Routes of explorers, railroads, air lines, roads, canals, etc., are looked up. Economic maps to show the location of coal, iron, oil, gas, and crops are often made in connection with a special topic. Charts are used to

trace the course of Clipper ships and steamers, a study which involves the globe and latitude and longitude.

The older groups extend their geography background still further, according to the jobs that engage them. The 10-year-olds, for example, print by hand the beginning reading material for the sevens. From this an interest in alphabets develops and in tracing their origin the children are carried back to the dawn of recorded history. The study of Egypt and Babylon brings out the geography factors upon which these river civilizations grew up; while the Phoenicians, those energetic traders and colonizers credited with introducing the phonetic alphabet into Europe, furnish the Mediterranean region as geographic background for their activities. The children add to their map-making experiments by modeling simple contour maps in clay. They are led to consider what the occupations would be in countries with different topographies; to imagine the effect of deserts, seas, mountains, on men, conditioning them to the lives of nomads, of fishermen, of traders, of shepherds. The 11-year-olds, as the official printers of the school, go back in their history to the beginnings of printing. This means an investigation into the Renaissance in Europe with its spread of civilization. On the geography side, it involves an intensive study of the physical factors of the main trade routes of Europe.

Interpreting Human Problems

It becomes increasingly evident, then, as we go through the school, that our main purpose is to use geography material to interpret human problems both past and present. With our two oldest groups, the 12- and 13-year-olds, the emphasis is chiefly on geography factors underlying present-day problems. Headline news of the moment focuses attention on such topics as hemisphere defense, Latin-American relations, the protection of our own natural resources, etc. Having started off as little children on their own home ground, they find themselves at 13 back in America studying intensively United States history, and then the cycle is completed.

Latin-American Exchange Students

by John C. Patterson, Senior Specialist in Inter-American Educational Relations

★★★ The number of official exchange students between the American Republics is necessarily small because the convention for the Promotion of Inter-American Cultural Relations provides for but two students from any one country to each of the other countries ratifying. Therefore, should all the Republics ratify, the total number of exchange scholars going out from one country would be 40 and from all of the Americas there would be 840 official exchange students studying abroad among the other Republics.

That information, however, refers particularly to those graduate students from the United States who are sent to the other American Republics on the exchange basis. The other side of the story on this official effort to develop a clearer understanding between the American Republics through the furthering of closer cultural relations is that which deals with the young Latin Americans who have come to the United States to continue their studies. Thirteen young men and one woman are now here in the United States under this exchange program. Ten of these students registered for academic work at the beginning of the academic year. For the second semester, one additional fellowship was awarded to Chile, and three young men from Haiti have recently arrived in New York. This highly qualified group of students represents as wide a variety of interests as they do American Republics. They come from Chile, Costa Rica, the Dominican Republic, Haiti, Nicaragua, Panama, and Paraguay. The number will no doubt be larger another year for there have recently been further ratifications of the treaty, and some countries which have previously ratified but not asked for panels of students may be expected to do so yet this year.

The following list of Latin-American students reveals a wide range of interests and backgrounds:

Dr. Rodolfo Abaunza Salinas was born in León, Nicaragua, and is a graduate of the law school in Managua. He possesses the degree of doctor of law and passed his bar examinations prior to his coming to the United States. In this country Dr. Abaunza is registered at the American University School of Social Science and Public Affairs in Washington, D. C., and is pursuing work in economics and international affairs. Describing his observations Dr. Abaunza says: "Through my personal observations during the months I have spent in the United States I have been able to observe with great satisfaction the vigorous movement toward cooperation and good will which is unfolding in the relations between this great country and the other republics of the Western Hemisphere."

Dr. Oscar Batlle was born at Santiago de las Caballeras in the Dominican Republic. He finished high school in his native city and in 1934 entered the University of Santo Domingo, Trujillo City, from which he received his degree in medicine in 1940. His internship was done at San Rafael Hospital in Santiago.

Upon receiving appointment as an exchange student, Dr. Batlle came to New York and entered the Columbia University Medical School for specialized study on treatment of diseases of the eyes, ears, and nose. He has expressed the belief that there could be no better place for him to carry on his studies since all factors seem to have combined to make his work effective and agreeable: Friends, instructors, academic facilities, and even the city itself.

Recently three students from the Republic of Haiti arrived in this country on fellowships under the Convention for the Promotion of Inter-American Cultural Relations and have entered Columbia University for the second semester. Members of this group are:

Max Bissainthe was born in Port-au-Prince, Haiti. His secondary schooling was under the direction of the French Brothers of St. Louis de Gonzague and he later studied at the Teppenhaner Institute. This was followed by 3 years at the law school in Port-au-Prince, from which he was graduated in 1933. Since then he has been an employee of the Department of Interior in

Haiti. His chief interest is in library work; he is connected with the National Library at Port-au-Prince. He is studying in the School of Library Science in Columbia University.

Mr. Jules Blanchet, who is a graduate of the law school at Port-au-Prince, is an employee of the department of foreign affairs of the republic. In Columbia University Mr. Blanchet will take work in the economics field.

Jorge Del Canto, who is an assistant professor of economic geography at the University of Chile in Santiago, is spending his year here as an exchange student at the University of California, in Berkeley. "My particular interest," he says, "is to promote in my country a realistic understanding of our social and economic problems through a wider diffusion of knowledge of the potentialities of our resources and manpower, as well as to the significance of technological changes in the valorization of those resources." Again he says: "As a member of the American family in the continental sense, my interest goes as far as to contribute modestly to the fulfillment of an understanding of our cultural differences in the Western Hemisphere as the basis for the preservation and endurance of our New World civilization."

Fernando Carraval Barahona was born at Zapote, Costa Rica, and completed a 5-year course of study at the National School of Agriculture at San José, of that Republic, in 1938. The following year he served as an agronomist in charge of the plant pathology section of the Instituto de Defensa del Café. Mr. Carraval is carrying on his graduate studies in plant pathology at Cornell University, working toward his master's degree and is much interested in some research he is doing on "sigatoka," a disease of the banana.

He represented the Costa Rican Engineering Association at the Philadelphia meeting of the American Association for the Advancement of Science.

Dr. Julio C. Chenu Bordón is the recipient of a fellowship from Paraguay where he holds the position of professor of pediatrics, faculty of medicine, in Asunción. He is a graduate of the faculty of medicine, University of Montevideo, Uruguay. His wish in coming to the United States

was to carry on his study in the field of pediatrics, and he is now studying at the University of Chicago where he has been appointed voluntary assistant in the pediatrics service. Later he hopes to study also child nutrition, the subject of vitamins, and to do some special work on the social diseases.

Mr. Diego Manuel Domínguez Caballero, a native of Panamá, completed his secondary school work at La Salle School, Panamá, and later entered the University of Panamá from which he was graduated with honors in 1939. During this period he served part time as private secretary of the minister of education, and he also did advanced work in philosophy and literature at the University of Panamá in the summer. He was the Panamá delegate at the Second World Youth Congress in New York in 1938 and was later a member of the Division of Protocol at the Conference of Foreign Ministers held in Panamá. Mr. Domínguez is at the University of Chicago where he is studying philosophy, English, and speech.

Alejandro Martínez was born in San Pedro de Macoris, Dominican Republic. He took a 4-year course in civil engineering at the University of Santo Domingo, completing the course in July of last year and in October he arrived in this country to continue his studies in Columbia University as an exchange student. Despite the fact that engineering is his field of primary interests, he is also intensively studying English.

César Z. Quintero comes from Panamá where he graduated from the Instituto Nacional with the degree of bachiller en ciencias and from the Universidad Nacional de Panamá, where he received a degree in law and political science. Also he was a delegate of the University of Panamá to the Second World Youth Congress in Poughkeepsie, N. Y., in 1938. Mr. Quintero as an exchange student is studying at the Foreign Service School of Georgetown University, Washington, D. C.

Dr. William Savain, the third fellow of the Haitian group, was born in Port-au-Prince, Haiti, and received his doctor of medicine degree after 5 years' study at the faculty of medicine in that city. Then he was connected with the *electro-radiologique* clinic of Dr. Assad for 1 year, specializing in the study of cancer or cancerology. In the United States Dr. Savain will continue his work in that field at the College of Physicians and Surgeons, Columbia University.

Leopoldo Seguel is an exchange student from Chile and is studying at

Teachers College, Columbia University. In Chile he received his certificate to teach in the elementary schools from the J. A. Nuñez Normal School, of Santiago. From there he entered the Instituto Pedagógico of the University of Chile and completed his studies for a certificate of high school teacher of mathematics. This was followed by several years of experience as an elementary school teacher and as a supervisor at the demonstration school in Santiago. Mr. Seguel became interested in the literature on education in the United States and he came to this country to obtain as broad training as possible in education as a whole rather than in his former field of specialization, the teaching of mathematics. He studied first in Oregon State College and spent the 1940 summer session at Ohio State University. In the autumn of 1940 he received one of the exchange fellowships and since that time has been studying in the Teachers College of Columbia University.

Mrs. María M. de González-Vera, of Santiago, Chile, is studying at Teachers College, Columbia University. Studying in the United States is no new experience for her, for in 1924 she was appointed professor of Spanish at Winthrop College, Rock Hill, S. C., and at the same time took courses in English grammar and literature. In 1925 she entered the school of letters and philosophy of Columbia University and spent 2 years there studying English. She entered Teachers College, Columbia University, in 1927 and received her master of arts degree. After her return to Chile in 1928, Mrs. González-Vera returned to her teaching and has taught in a number of schools there.

Mrs. González-Vera's chief interest at the present time is adult education and she is now registered in a number of courses in that field in Columbia University. She hopes her work here will prepare her to work out a program of adult education for Chile upon her return to that country.

Enthusiasm Manifested

It is most encouraging to note the enthusiasm which these students unambiguously manifest for their northern neighbor: The country itself, its people, social trends and institutions, the educational and research facilities available here, or, in short, for our way of life. That we reciprocate this interest is a foregone conclusion. It is demonstrated to a large measure by the warm welcome and friendship which have

been extended by fellow students and by the faculties of the various institutions of learning which they are attending. The students have all spoken of this spontaneously, and it is a significant point. As heretofore stated, under the terms of the present treaty we will receive up to 40 of these students and send 40 others abroad as our part of the plan. The others may do likewise, bringing the total of exchange students to 840 individuals each year. The possibilities constitute a goal which is well worth striving for in terms of rich returns in cultural and educational ties between all of the Americas.



Religious Education

(Concluded from page 301)

Practice in the Weekday Classes of Religious Education

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THE WEEKDAY CHURCH SCHOOL. *New Educational Bulletin* No. 601. International Council of Religious Education. Chicago, Ill., 1940. 51 p.

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Status Studies

DAVIS, MARY DABNEY. Weekday religious instruction, classes for public-school pupils conducted on released school time. United States Department of the Interior, Office of Education, Pamphlet No. 36. Washington, D. C., 1933. 34 p.

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Vocational Education

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

★★★ Any review of the progress of the federally aided program of vocational education for the past fiscal year must take into consideration the preparations made by the States to gear their educational machinery for the inauguration of the defense-training program.

When it became apparent that some provision would have to be made for training workers and prospective workers in occupations essential to the national defense, State boards for vocational education began at once to plan programs which could be operated coincidentally with the "going" program, and which would meet the particular needs of such workers.

Although most of the States held their program of defense-training in abeyance pending anticipated appropriation of funds by the Congress, vocational schools in a number of areas started defense-training programs several months prior to July 1, 1940, the date on which federally aided defense-training legislation became effective. Such preliminary training was carried on in the public schools at periods when the school facilities were not being used for the regular instruction program. In other instances, additional quarters and facilities were secured for defense-training classes. In many centers night shifts were organized and school shops were kept open for 24 hours a day.

In anticipation of the Federal legislation almost all of the States formulated in advance plans for carrying on the training. Many of them, therefore, were prepared to put their programs into immediate operation.

Enrollments

Following a trend which has been maintained throughout the 23-year period in which the federally aided program of vocational education has been in operation, the enrollment in vocational education classes increased from 2,083,757 for the fiscal year 1938-39 to

2,290,741 in 1939-40. This is an increase of 206,984, or 9.9 percent.

Increased enrollments were reported by the States, also, in each of the various vocational education fields. The enrollment in vocational agriculture classes was 584,133 as compared with 538,586 in the previous year; trade and industrial education classes enrolled 758,409, as compared with a previous enrollment of 715,239; home economics education classes enrolled 818,766 as compared with a previous enrollment of 741,503; and distributive education classes enrolled 129,433 as compared with 88,429 in the previous year.

Research Activities Broadened

States and Territories are giving greater attention than before to research in the various fields of vocational education.

The survey is an accepted form of research in all States. It is used most frequently to determine the employment possibilities and in turn the vocational training needs in States, counties, cities, or towns. The information thus obtained is used as a basis for vocational training programs and as a guide in modifying programs already in operation, to meet changing conditions.

Agricultural Education

Perhaps no single activity in the field of agricultural education has received greater attention during the year than the cooperative planning programs sponsored by vocational agriculture and home economics departments in many States, in an effort to assist farmers and farm women to solve the problems of home and family living. Four vocational agriculture departments in New Hampshire cooperated with home economics departments in arranging programs in which family finances and other family problems were discussed in classes for adults. Farm men and women in two New Jersey counties discussed their prob-

lems at community meetings. South Carolina set up six development centers, the purpose of which is to determine the various phases of agriculture and homemaking that may be taught to the best advantage in a specific community, and also to secure information and facts which may be used to advantage in reorganizing the general curriculum in the local school, around the activities and occupations of the people within a community.

In the Southern States, particularly, these community projects have resulted in a number of instances in the establishment of farm and home shops in which equipment may be repaired; community canneries for preserving fruits, vegetables, and meats to meet the dietary needs of the community and to provide laboratory experience for school students; sawmills for cutting timber for building and repairing houses at relatively small cost; community hatcheries, to be used on a cooperative basis; feed mills for grinding and mixing feed grown on the farms; cane mills and sweetpotato curing houses to provide for cooperative storing.

Curriculum Developments

Special emphasis was given during the year in many States to the development of programs of instruction in agriculture based on the needs of individuals and the communities in which they live. To this end teachers are urged and encouraged to base their instructional programs on community surveys made by them.

Supervised Farm Practice

There has been an increasing tendency during the year to make supervised farming programs carried on by vocational agriculture students as a part of their instructional program more comprehensive and varied in scope. Emphasis is being placed on the development of supervised farming programs that students may continue and expand throughout high school and

that may serve as a nucleus for their permanent farming program after they have completed their vocational agriculture training. To this end students are encouraged to extend their supervised farm practice into a diversity of fields—raising dairy cattle, fruit production, vegetable growing, poultry production, and similar activities—giving special attention in planning these activities to local agricultural practices, possibilities, and conditions, and keeping constantly in mind the ultimate objective—establishment in farming on a permanent basis.

Agricultural Education for Negroes

Two developments in the program of agricultural education for Negroes are of particular interest: (1) The increase in the number of community canning programs in operation in Negro vocational agriculture departments in southern rural schools; and (2) the increase in the number of joint agriculture and home economics education programs in these schools.

Georgia and South Carolina have particularly outstanding examples of community canning projects. More than half the Negro departments of vocational agriculture in Georgia have community canneries where community products may be canned by farmers and their wives and where students may secure practical experience in connection with their courses in agriculture and home economics.

Future Farmers of America

The 1939-40 program of activities of the Future Farmers of America, national organization of boys studying vocational agriculture in rural schools, which is sponsored by the United States Office of Education, called for "a membership of 240,000 by the time of the thirteenth annual convention" in November 1940. The number of local chapters of the F. F. A. in local high-school vocational agriculture departments was 6,954 in 1940 as compared to 6,313 in 1939.

Activities of State, district, and local associations of the Future Farmers of America during the year included participation in community projects; staging radio broadcasts; competing

in local, State, and national judging, public speaking, and other contests; and operation of thrift banks, credit agencies, and cooperative activities. Several State organizations have established summer camps and engaged in other recreational activities. An outstanding example of cooperation among chapters of the Future Farmers of America, is found in Oklahoma, where State F. F. A. chapters raised \$10,500 to match funds contributed by the Oklahoma City Chamber of Commerce and the Oklahoma State Fair Association for the erection of an \$80,000 F. F. A. building on the State fair grounds.

Delegates from all chartered State F. F. A. associations attended the thirteenth annual convention of the Future Farmers of America held in Kansas City and more than 6,400 students of vocational agriculture from the various States participated in judging contests and shows held in connection with the convention.

The national F. F. A. during the year made the final payment on a 22-acre tract of land purchased as a site for a national F. F. A. camp near Mount Vernon, ancestral estate of George Washington.

New Farmers of America

The New Farmers of America, national organization of Negro boys studying vocational agriculture in rural schools, continued to advance during the year. The membership of the organization totaled more than 25,000 at the end of the year. Each of the 18 States in which an N. F. A. association has been organized holds an annual State convention to develop leadership and good citizenship in Negro rural youth. Six hundred delegates attended the national convention of the organization held in Bordentown, N. J.

The objectives and activities of the New Farmers of America are similar to those of the Future Farmers of America.

Trade and Industrial Education

Significant of the trend of the times is the fact that auto mechanics, electricity, machine-shop, general vocational, metal-working, aviation, build-

ing-trade, drafting, and carpentry courses in the order of their listing are the courses which attracted heaviest enrollments during the year in full-time day classes.

The need for training in the various skilled trades of youth in small communities where only a few persons are needed each year and for which local training would not be justified, is now being met by the establishment of county, sectional, or State trade schools. Supported by and serving as they do large areas, these schools can provide adequate training facilities in a number of trades and are probably in a better position to place their pupils than schools in a single small community.

Continued attention has been given to planning courses of instruction for girls and women, and in a number of school buildings erected in recent years, special provision has been made for training them. More recently plans have been made in a number of States to train women as workers in defense occupations as they are needed.

Accomplishments

Illustrative of the accomplishments in trade and industrial education are the achievements in individual States, such as: The joint survey of industrial opportunities in New Hampshire made by the University of New Hampshire and the State board for vocational education; the study made by Massachusetts which shows that 76 percent of the pupils completing day trade courses during the year were placed in jobs immediately, and that in the case of those enrolled in machine shop and welding courses, placement was practically 100 percent; the practice followed in Connecticut of releasing a selected number of trade instructors from their teaching duties in order that they may return to employment in industry for limited periods, and thus keep abreast of new techniques in their respective occupations; the organization of numerous training classes for firemen in Massachusetts and Connecticut; the extensive training program for employees in the United States Naval Air Station sponsored by the county school board at Pensacola, Fla.; the summer school courses provided by Wichita,

Kans., schools to prepare young people for employment in aircraft factories; the training set up in Kentucky to provide both preparatory and trade extension training in the mining industry; the trade-preparatory courses for Negroes established at Paducah, Ky.; and the dull-season course for bricklayers' unions sponsored by the State board for vocational education and held at Iowa State College.

Home Economics Education

Started primarily for the training of young women for homemaking and home management pursuits, home economics education is now being offered to a large number of boys in various States. Reports received by the Office of Education show that 31,225 boys were reached by such classes during the year, 2,808 of them in classes for both boys and girls, 11,115 in classes for boys only, and 17,302 in exchange classes.

Each person enrolled in a home economics course in a high school, reimbursed from Federal funds, is required under Federal law to undertake home projects as a part of her instruction program. During the year, home economics students carried on approximately 971,434 home projects, an increase of 111,199 or 12.9 percent over the previous year. Projects included home improvement, providing food for the family, selection, care, and construction of clothing, child care and guidance, home management, art and science in the home, and family and social relations.

The effort started by a number of school systems to meet the problems of home and family living within communities by developing community education programs has resulted in the establishment of such programs in about 200 centers. These programs are patterned after those in the 4 centers—located in 2 cities and 2 rural counties, and sponsored by the Office of Education and State boards for vocational education—started in 1937. Through some form of council or planning group composed of individuals and civic, welfare, and other agencies interested in family life education, each of these centers is studying the processes

involved in a relatively new type of community organization which seeks to accomplish its objectives by coordinating and expanding existing local services of all types, rather than by creating new ones.

Several highlights in the program of training teachers of home economics are emphasized in reports from the States. First is the fact that 45 teacher-training institutions located in the 4 geographic administrative regions and in Puerto Rico made improvements in their home economics curriculum in accord with information developed in cooperative Federal and State teacher-training studies and conferences. Second is the progress made during the year in providing student teaching experience for both white and Negro teacher-training students in centers away from teacher-training institution campuses. Third important highlight in the teacher-training program is the employment in a number of States of an increased number of supervisory or critic teachers.

Other matters to which special attention was given in the field of home economics education include: Studies of home conditions by teachers in order to secure information for use in formulating their instructional programs; employment of teachers on year-round basis, to enable them to make home visits and participate more effectively in the life of their communities; homemaking education programs for adults and out-of-school youth; cooperation with National Youth Administration in resident work projects for both white and Negro youth; and research in a wide variety of problems related to home economics education.

Business Education

A review of the federally aided distributive education program for the year should take into account the extension of this program to small and medium-sized towns and to workers in smaller distributive businesses; the tendency in many States to develop a long-range training program; the increased recognition by employers and employees alike of the benefits of the program; and the effective cooperation of trade associations in the program

on a local, State, and National basis.

Two facts bear testimony to the growth of the distributive education program during the year. First is the enrollment in distributive education classes which increased from 88,429 in 1938-39 to 129,433 during 1939-40, the third year for which the program was in operation; second is the increase in the number of centers in which classes are organized—from 623 in 1938-39 to 981 in 1939-40.

A wide variety and number of distributive education courses were offered during the year. Specifically, the States offered 166 different kinds of courses for workers in 79 kinds of distributive occupations. Included in this number are courses in appliance selling; arithmetic for buyers and salespeople; color, line, and design; corrective speech for salespersons; credit and collection problems; merchandising; telephone selling; window and store display; and store management.

The problem of providing training for distributive workers in the smaller centers has been largely solved by employing an itinerant teacher who has had experience in one or more fields of retailing and who travels from center to center spending from 1 day to several weeks in each place, and who when not engaged in teaching classes may organize new classes or train local teachers.

The long-range program of distributive education which calls for short-unit sequential and related courses of from 10 to 20 class meetings, 1 or 2 hours in length, for workers attending evening extension classes, is rapidly superseding the unrelated, short-unit courses offered during the first 2 years of the federally aided program. Those who pursue these sequential and related courses may, over a period of 3 to 5 years, receive comprehensive training.

Reports from the States cite many tangible results of the distributive education program. Eighty-one percent of the trainees enrolled in cooperative part-time classes, under which high-school students spend part time in the classroom and part time in actual employment during the year, were employed upon completion of training.

(Concluded on page 320)



New Government Aids FOR TEACHERS

by MARGARET F. RYAN, *Editorial Assistant*



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

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C.

enclosing remittance (check or money order) at time of ordering

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

● Ned J. Burns, Chief of the Museum Division, of the National Park Service, in answer to numerous requests from park naturalists, historians, and museum curators for advice in handling the many museum problems which arise, has prepared a convenient source of information on the intricacies of the various museum techniques entitled *Field Manual for Museums*. Price, 70 cents. (See illustration.)

● *'Round the World With Cotton*, a 148-page publication of the Agricultural Adjustment Administration, tells the story of what has happened to cotton since its legendary origin in India 5,000 years ago up to the present day. Photographs, charts, and pictographs illustrate the story.

Distribution of the publication is limited to one free copy to each school building. A copy has already been made available to each school building in Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, Oklahoma, South Carolina, and Texas.

● Pictures and tabloid statistical surveys of 15 major projects under the national defense program, showing the progress made by the Ordnance Department in meeting the responsibilities of expansion placed on it by the President and by Congress, are to be found in *Arsenals of Democracy*, issued by the War Department's Bureau of Public Relations. Copies are available free.

● *The National Defense Advisory Commission—Functions and activities*, a 16-page folder issued by that commission, describes the work of the following divisions: Industrial Materials, Production, Transportation, Labor, Agriculture, Price Stabilization, Consumer Protection, and State and Local Cooperation. It also describes the work of the coordinators of national defense purchases, of defense housing, of commercial and cultural relations between the American Republics, and of health, welfare, nutrition, recreation, and related activities, and that of the Bureau of Research and Statistics and of the administrator of export control. (Free.)

● Text of "an act to punish acts of interference with the foreign relations of neutrality and the foreign commerce of the United States, to punish espionage and better to enforce the criminal laws of the



Courtesy National Park Service

National Park Service's Eastern Museum Laboratory, Washington, D. C.

United States, and for other purposes" is presented in a publication entitled *Laws Relating to Espionage*. Amendments to this act and text of "an act to punish the willful injury or destruction of war material or of war premises or utilities used in connection with war material, and for other purposes" are also included in this publication. Free copies may be had by writing to the House Document Room, Washington, D. C.

● *The Worker's Safety and National Defense*, a 12-page illustrated folder, prepared by the Division of Labor Standards, Department of Labor, offers suggestions for the safety of workers on America's Number One Rush Job. Ask for a free copy of Special Bulletin No. 2.

● In the warehouses of the United States are millions of bales of American surplus cotton. Several Government programs have been launched for the purpose of increasing consumption of cotton among the low-income groups, such as the cotton mattress program and the cotton stamp plan. Exhibits and demonstrations conducted by the Government in cooperation with business and educational institutions point the way toward expanding old uses and popularizing many new practical ways in which cotton can serve the home, community, and Nation. Increased

domestic consumption of cotton is needed within the next few years in the channels already established and indicated in *Make Surplus Cotton Work*, a free publication of the Department of Agriculture.

● Developments which have taken place in the principal countries of the world since the outbreak of the war in Europe in 1939 affecting ocean freight rates, for which data were obtainable, have been summarized by the Bureau of Foreign and Domestic Commerce in Trade Promotion Series No. 212, *Wartime Control of Ocean Freight Rates in Foreign Trade*. 10 cents.

● *Defense Employment and Training for Employment* was prepared by the Office of Government Reports in response to a great number of requests for information on opportunities for persons interested in employment and training in occupations, both civilian and military, vital to national defense.

● Two bulletins pertaining to Alaska have come from the press recently: *Alaska Fishery and Fur-Seal Industries in 1938*, Bureau of Fisheries Administration Report No. 36 (15 cents) and *Geology of the Alaska Railroad Region*, Geological Survey Bulletin 907. \$1.25 paper bound.

Community Cooperation for Nutrition Education

Muriel W. Brown, Consultant, and Marie White, Regional Agent, Home Economics Education Service

★★★ A nursery personage who has delighted generations of small children is Miss T. The fascinating thing about her, you will remember, is that—

Whatever Miss T. eats
Turns into Miss T.

This artful bit of propaganda has started many a bowl of porridge on its way into a 5-year-old, but the adult imagination is not, alas, so easily stirred. The older we grow the more we know about human nutrition and the less, it seems, we do about it—or did in the past. Today, with facts and figures accumulating rapidly to prove the great need for collective attention to our national food habits, communities throughout the country are going into action to fight the ignorance and indifference which are sapping national strength.

To the everlasting credit of our profession, schools are everywhere taking or sharing leadership in these campaigns. As we work with members of other agencies and professions, however, we find ourselves in a field which, for many of us, is new and somewhat baffling. Ask us a good hard question about a curriculum problem and we may know an answer. But if you really want to be disconcerting, ask us how the Jones family can be persuaded to give up its weekly bottle of tonic; or how the Smiths can be induced to brighten up their diet of salt pork and biscuits with something in the way of food that has more color and life.

We are learning, nevertheless, and learning in the two best possible ways—from our own experiences, and from the experiences of others working toward the same ends. To further promote the exchange of information now going on in this field the writers of this paper have selected for description here three community programs in nutrition

education which represent three quite different approaches to a common problem. These accounts should be regarded simply as case studies. No one of them is offered as a pattern or a final answer. There are no short cuts and no sure-fire formulas in community organization for any kind of education. If these illustrations are helpful to anyone outside of the county and the two cities where the programs are developing, it will probably be because they remind us of certain psychological principles which are fundamental in all educational work.

The Obion County Program

The preacher leaned forward in his chair.

"We've got about eight things listed there on the blackboard," he said abruptly. "We ought to be able to find something among 'em that everybody in this family-life program would be interested in working on this winter. Take nutrition, for instance. There's a lot of families in this county that don't have enough to eat. But there's a mighty sight more that could have right good food if there was some way of gettin' them to want it."

The public health nurse nodded vigorously. "That's what I'd like to see us tackle. All of those other things on the board are important—housing and things like that, I mean—but when you come right down to it, people who feel well can do a lot by themselves with most of those problems."

And so, last September, meeting as usual in the courthouse, the advisory committee of the family life education program of Obion County, Tenn., voted to undertake a community nutrition program which became outstanding for its human interest, its appeal, its simplicity and its effectiveness.

The first step was to appoint a steering committee of 16 made up of people

representing all professional groups likely to be concerned, with a few individuals added because of their known interest in matters of public health. The county nurse and the director of instruction for the county schools were appointed cochairmen. A meeting to plan the strategy to be used was held at once.

"You don't get people to eat better by scoldin' at 'em, or preachin' at 'em," someone said. The committee agreed. "And passing out stuff to read doesn't do much to change the food habits of most families." The committee agreed again. "But folks listen to you when they can see that food makes a difference in the health and happiness of their own children." This was the lead. Through nutrition clinics in every consolidated school in the county, parents would be helped to plan food budgets for their families based on a real understanding of the actual needs of individual children. A county-wide program of action would develop as common needs were found.

The steps which have been taken in the development of this program may be summarized as follows:

1. The county health officer and the nurse prepared a check sheet for the guidance of teachers, who were asked to report to the county superintendent the names of all children showing, plainly, any of the symptoms of malnutrition listed.

2. The use of this check sheet, and the general nature of the plan as a whole was explained at a meeting of all teachers in the county. Each teacher was asked:

- (a) To return a sheet for every child in her room whose nutritional condition seemed to require investigation.

- (b) To make a friendly visit to the home of each one of these youngsters reported to get acquainted with the family situation and to write the parents to come to the school on a certain day to talk with the doctor about the health of their child or children.

- (c) To begin to think immediately about ways of expanding and enriching the health

teaching they were already doing in school.

(d) To plan with the various subcommittees now beginning to function for the nutrition clinics to be held, one by one, in each of the consolidated schools.

3. The program was explained at a meeting of the county council of parent-teacher associations. Each local chairman was asked to be responsible for organizing a local committee which would take charge of the clinic and the follow-up in her district. (These committees have from 8 to 15 members and are as representative of local organizations and interests as possible.)

4. The State health department suggested and helped to work out two forms for gathering information, one to be used by teachers reporting the home visits, and one to be filled out by every school child in the county on a certain day showing what he ate and what he did the day before. Changes in food habits will be studied by repeating this survey from time to time.

5. The preliminary steps were taken, as outlined above and the clinics were held, one by one. No child was seen without a parent, and each parent who came to a clinic conferred with the doctor who examined the child as well as with the nurse and the home economics teacher. The nurse reviewed with parents who wished such help all factors in the family situation that seemed to have any bearing on the child's health. The home economics teacher discussed specific family food problems, worked out with parents better family food budgets and gave instruction in food preparation when this was desired.

6. High-school students in each district were asked to help by weighing and measuring all children in the elementary grades; by working with local committees on varied assignments; and by keeping certain routine records.

7. Plans for follow-up began to take shape in each district, and on a county-wide basis, before the close of the first clinic.

The first clinic was held on January 15, 1941. Since that time each step in the program has been taken in each of the 10 consolidated school districts in the county. More than 900 children, selected by teachers for examination, have been seen by the doctor. Of these, more than 600 were found to be in poor nutritional or poor physical condition. As a result of the needs revealed, and the wide public interest aroused by the clinics, these things are happening:

1. An integrated program of nutrition education is developing within the schools. Each teacher is teaching some phase of nutrition through projects suited to the ages, in-

terests, and needs of her students, beginning with the first grade.

2. Follow-up clinics are being held in each school. The doctor and the nurse spend 2 days a week on this, taking the districts in turn.

3. A county council of social agencies has been organized to act as a steering and clearing committee for families desiring or receiving assistance from welfare agencies.

4. The Red Cross is giving emergency aid to families in acute distress.

5. The home garden project sponsored by the Agricultural Extension Service and other groups has been greatly accelerated. Special arrangements have been made for securing vegetable seeds cheaply and in quantity.

6. Vocational teachers and the county home demonstration agent are giving courses and demonstrations in canning and preserving.

7. Special efforts are being made to secure the cooperation of landlords on behalf of tenant farmers who need more land for home gardens.

8. Hot lunches are provided at school for all children who need them.

9. Grocers in each community have stocked whole grain cereals to meet customer demand.

10. The University of Tennessee and the Tennessee State Health Department are cooperating in a plan to give special help, this summer, to Obion County teachers wishing to increase their knowledge of nutrition.

11. The young people of the county, through their Youth Council, are cooperating with the County Council of Parent-Teacher Associations in writing the history of the experiment.

12. Plans for a county-wide program of health education based on the findings of the clinics are under way.

This experiment has demonstrated that a county can discover and do something constructive about the food needs of its families. The program next to be described shows one way in which a city has dealt successfully with the same problem.

Nutrition Education in St. Paul¹

For some 15 years, the nutrition and home economics section of the St. Paul, Minn., public schools has conducted special projects for malnourished children as a means of motivating a broad educational program designed to reach all of the pupils in the day schools, and, through them, the adult population of the city.

¹From an article prepared by Agnes A. Larson, supervisor of nutrition and home economics, St. Paul public schools, and Marguerite Breen, educational director, Minnesota Public Health Association.

It was realized early that such an undertaking could be carried on only if all agencies interested in health were willing to cooperate. All were therefore invited to help with the planning as well as with the work. It is impossible to name here each of the individual agencies which have participated, but the following have played, perhaps, the most important part: the school principals; the teachers; the cafeteria, home economics and physical education departments of the public schools; the medical, nursing, dental and hospital groups in the city; the Ramsey County Public Health Association; the Red Cross; the Community Chest; the Twin City National Dairy Council; the St. Paul Council of Parents and Teachers; the department of nutrition, University of Minnesota; the local milk companies; the social agencies; WPA; the Council of Jewish Women; the city department of health; the city board of public welfare; the Surplus Commodities Administration.

A steering committee heads up the group of cooperating agencies. Funds to finance special projects are received from the Community Chest, the Ramsey County Public Health Association (through the sale of Christmas seals), the Red Cross, the Council of Jewish Women, the milk companies, and interested individuals. The treasurer of the St. Paul Council of Parent-Teacher Associations handles the money. WPA pays the salaries of cooks, milk station attendants, nutritionists, clerks, and supervisors.

The school program forms the basis of all activities. To promote this, a graded course of study in health education has been provided, supplemented by bulletins which are prepared and sent to teachers as they are needed.

Each school child is weighed and measured in October and again in the spring. Children 10 percent or more below average weight, and children who appear to be undernourished are weighed every 6 weeks and their progress otherwise checked in schools where physical examinations are not held. When children are not progressing as they should, a consultation with the nutrition supervisor or the school nurse is arranged

for the parents. School nurses make home visits and assist in follow-up work. Children felt to be in need of more nourishment are given midmorning feedings and hot noon lunches at school.

The major projects in this extensive health education program are the nutrition clinics. These have a threefold purpose: (1) to locate undernourished children; (2) to initiate and develop plans to overcome malnutrition where it exists; (3) to teach the children and their parents self-improvement. Children to be in the clinics are selected jointly by school nurses, physicians, teachers, and parents. The parents must agree to cooperate before a child is admitted to a clinic.

The clinic service to each child includes: (1) an examination by the school physician at the beginning of and at regular intervals during the year; (2) Mantoux, hemoglobin, and urine tests arranged by family physicians or given through the cooperation of Ancker Hospital and Wilder Dispensary; (3) the correction of existing defects wherever possible; (4) a balanced meal followed by 30 minutes' rest at noon at school; (5) iron and vitamin tonic given in the clinics; (6) weekly nutrition classes in school; (7) monthly classes for parents dealing with such subjects as marketing, budgeting, food preparation, meal planning, housekeeping, family and family-community relationships; (8) home calls made by a nutritionist, a WPA supervisor, and a part-time public health nurse who helps parents to get their children's physical defects corrected, and to establish proper health habits in the home. Through the cooperation of the nutrition department of the University of Minnesota, students get credit for field work in connection with this program, visiting homes, helping families to plan budgets, special diets, menus, and market orders.

Four of these demonstration clinics are being held in 1941. The plan is to rotate them about the city so that as many different community groups as possible may be reached through the total educational program of which they are the core. Teachers report that children in these clinics are improving

markedly in scholarship, attentiveness, and posture. Their consumption of milk, fruits, and vegetables has decidedly increased. According to the mothers, every child has shown improvement in table manners, appetite, rate of eating, play, sleep, and emotional control. The youngsters tire less rapidly, are less excitable, and have fewer colds. These gains are attributed not only to the hot lunches and room rest period, but also to the influence of nutrition classes on foods served in the home.

Lunches are served at 9 schools, cost 3 to 5 cents, and are given free to children in need. Each school develops its own plan for serving the midmorning milk, but milk station attendants, paid by WPA, are in charge of milk stations at each school, and milk is served each day before 10:30 a. m. to 5,000 undernourished children. In several schools milk and graham crackers are given as soon as the children arrive in the morning because of inadequate home breakfasts. Afternoon service is given to kindergarten children. In summer the milk stations are moved to the playgrounds. All children eligible for free milk service are weighed and their progress noted. Home visits are made, and the regular follow-up work done.

Precautions are taken to make sure that all of the women connected with the cooking or serving of food are in good physical condition. The schools cooperate with the welfare agencies in their efforts to improve family diets by preparing menus which show how to make the most of the food budget, using surplus commodities.

An important feature of this community program of nutrition education is the interpretation of it carried on by each of the cooperating agencies. For example, the Ramsey County Public Health Association, which appropriates Christmas seal funds to aid the nutrition clinics, includes a detailed account of these in its annual report. It also arranges radio talks and writes illustrated feature stories for the papers. Once a year it gives a turkey dinner for the children in the clinics with the mayor or some other prominent citizen as host. W. P. A., the Community Chest, and all other cooperat-

ing organizations keep the nutrition program before the public.

Thus it is that St. Paul through mobilizing the resources and services of a variety of agencies has multiplied many times the value of its basic activities in a community-wide nutrition program. Emphasis has been shifted from the direct help given to a small group of children to a demonstration of proper nutrition to the entire city. Such cooperative effort develops a unified constructive health program and assures its permanence.

Hartford's Coordinated Health Plan²

A third way of conducting community education in nutrition is to make the nutrition teaching an integral part of a comprehensive health program, as Hartford, Conn., has done. In this city, an executive committee of 18, representing both official and nonofficial agencies has been functioning since June 1938. Represented on this are the city board of health; the board of education (including the supervisors of health, physical education, homemaking, and adult education); the local Tuberculosis and Health Society; the Visiting Nurse Association; the Union Settlement; Mitchell House; the Women's League; the Diocesan Bureau of Social Service; the Y. W. C. A.; the Boy Scouts; the parent-teacher associations; the League of Women Voters; the Community Chest; the Hartford Theological Seminary; and the Connecticut Dairy and Food Council.

The original committee began with a trial program which undertook: (1) to organize and use existing groups for health study in those parts of the city having the most premature deaths and preventable illnesses; (2) to find and train competent volunteers to present health material to people of widely differing education and intellectual capacity; (3) to provide visual aids for mass education—exhibits, film strips, charts, transcriptions, models, maps, slides and printed matter.

Thirty subjects, including a nutrition

² Abstracted from an article: Home Economics in a Community Health Program, by Lucy S. Morgan and Beatrice Hall Kneeland in the *Journal of Home Economics*, vol. 32, No. 10, December 1940.

topic, Good Food for Health were prepared for classes as a basis for the city-wide health study. Hartford nutritionists volunteered their services as specialists in this field, and home economics teachers led the discussion groups. The agricultural experiment station in New Haven loaned seven pairs of rats which were taken to nutrition classes all over town to demonstrate the effect on health of different diets. Newspapers and radio stations gave generous publicity and Yale University delegated a graduate student to work with the Tuberculosis Society on the evaluation of the program.

During the 30-week period of the first year, when the program was being studied as an experiment in method, 327 meetings were held with a total attendance of 18,397. Three hundred and ten talks were given by 73 speakers on 47 subjects. Forty-three films and 3 film strips were used in 329 film showings. Fourteen demonstrations were given, 3 field trips made, and 35 charts shown.

As a result of this first year's experience, a 5-year program was begun in September 1939. This emphasizes (1) district organization, (2) leadership training through institutes, (3) methods demonstrations in schools, (4) adult forums, and (5) research. The city has been divided into five districts, each of which has its own steering committee to study local needs and ways of meeting them. The ingenuity of these local planning groups seems inexhaustible. There have been district courses, institutes, and mass meetings, a 10-day district clean-up campaign led by the Pied Piper of Hamlin, Professor Quiz programs, classes in connection with housing projects, radio programs, special press releases and many other very original projects.

Perhaps the outstanding achievement, from a nutrition standpoint, has been the organization of a nutrition subcommittee of the health division of the Council of Social Agencies. This committee was responsible for publicizing the advantages of the food stamp plan in Hartford.

To reach people not likely to be reached through the district programs,

the leaders' institutes or the school demonstrations, the community uses adult forums, radio programs, and planned publicity. A health education center has recently been established, a further step toward the centralization of health activities.

These three programs represent three different ways in which three communities have gone at the problem of community nutrition education. Through the less elaborate development of adult education projects, many other places are trying to "make America strong by making Americans stronger." The homemaker who must provide nourishing food for her family, the person who must learn to select meals away from home, the man or woman who does light housekeeping, all need to acquire a working knowledge of foods and their relation to health and happiness. Some of these needs are met by instruction in schools. In many instances, the most effective help is given through some kind of individual consultation service. When the problem is lack of experience, or poor practice in buying, for example, a person with the knowledge needed might go to the store and advise on purchases with groups of two or three. This is one of the services lay leaders might be trained to give. We have, of course, long used such volunteers in many other ways.

In many communities, especially in the South, adult classes of farm men and women are meeting with vocational agriculture and home economics teachers to find out what the food needs of the families are, how much of the food needed can be produced at home, how much land and labor is required to produce the necessary fruit and vegetables, how much livestock must be raised to provide the meat supply, how food produced can be conserved. In many places, the interest aroused by these classes has led school and community to undertake the development of local canning and refrigeration plants. These serve two purposes: (1) they bring needed equipment to the community; and (2) they provide new learning experiences for out-of-school youth and adults.

As we review programs in nutrition education under way in many places, we are impressed by the fact that the most successful plans for community organization all seem to have certain characteristics in common. If we may consider these common characteristics as tentative "findings," it would appear that—

1. There is no one way of mobilizing the resources of a community to meet human needs.
2. The best kind of education for communities, as for individuals, is "learning by doing."
3. Remedial projects undertaken should grow out of a sense of actual, felt need.
4. Educational campaigns go over better when they are based on freshly discovered needs than when they attempt to create the sense of need.
5. Continuous evaluation is an important part of the learning process in community education.
6. Changes in people's ways of thinking, feeling, and doing in connection with food can be brought about through community action, but probably only when individuals are helped to discover for themselves that they have problems and can do something about them.

In a national program of total defense, nutrition is a major concern. No one agency in any community can or would wish to assume entire responsibility for community organization for nutrition education. "Each must of the other's wisdom borrow," as we all plan and work together. Whether the schools undertake specialized leadership, or work shoulder to shoulder with all other forces and agencies in a broadly cooperative community program does not greatly matter. What does concern us as educators is that we shall serve well in the ways that will best meet the needs of our communities.



Convention Calendar

Association for Childhood Education,
Oakland, California, July 8-12,
1941.

President: Olga Adams, 6015 Kimbark Avenue, Chicago, Ill.

Secretary: Irene Hirsch, State Teachers College, Buffalo, N. Y.

Training for National Defense

by *Howard W. Oxley, Director of CCC Camp Education*

★★★ The Civilian Conservation Corps is playing an important role in training young men for national defense. The great majority of the 2,500,000 men who have been members of the corps since its establishment in 1933 have received a type of training which is proving useful to our present national defense efforts. Recently the corps has established specific basic defense-training objectives which will contribute more directly to national defense.

Defense Training Objectives

Following are four specific basic defense-training objectives:

1. The corps has been and is developing the health and physical hardihood of its members.

2. The corps has been and is teaching the men discipline, the ability to live, work and play together, and the meaning of a day's work.

3. The corps has been and is developing in the men occupational skills which are of direct value either in the military service or in private industry.

4. The corps has been and is developing in its members an understanding and an appreciation of the American form of government and of the opportunities and responsibilities of citizenship.

The good health and physical hardihood of the men are developed by healthful living conditions, careful routine, toughening work, calisthenics, and regular medical and dental care including immunization against epidemic diseases. CCC camps must be kept clean. The kitchens, the food, and the water supply are under constant check. Approved sanitation devices are in operation. The buildings, though of simple construction, are substantial and well ventilated. All this makes for healthful living conditions.

By following the routine of camp life and a regular schedule of eating,



Carpentry and woodworking, wood lathe operation, national defense program, 1661st Company CCC, Camp Axin, Cadillac, Mich.

work, sleeping, and playing throughout the 24 hours of the day, enrollees acquire regular habits which make for better health.

The success of the corps in inculcating discipline in its members is attested by the statements of educators, social workers, employers, the parents of the enrollees and many others. For example, the personnel director of a large metal fabricating company stated recently: "We know from past experience that CCC men are good and we have known that the training facilities of the camps were being constantly improved. You may be surprised to learn that some of the characteristics which distinguish CCC men have nothing to do with special skills. We need young men who have learned good work habits, such as how to follow instructions, how to keep working along at a steady pace when the boss is not

around, how to take care of tools, how to work safely without getting hurt or wrecking the machinery . . . Now what impresses me most about the CCC-trained young men that we have hired is the fact that they have very good work habits, much better than the average young men of their age, and come to us in perfect physical condition, which makes for quickness of reaction and alertness of mind."

In addition to the habits and attitudes which the men acquire from their life and work in the CCC, many of them develop specialized skills which lead to jobs either in military service or in private employment. A recent analysis indicates that in the CCC there are approximately 27 overhead jobs and 54 major work projects which are related to 186 jobs in private enterprise. In a single year the corps provides work experience and training

for approximately 60,000 drivers of trucks, tractors, and other automotive equipment. Some 15,000 enrollees receive training in auto mechanics; 60,000 in road construction and maintenance; 7,500 in bridge building; 8,000 in the use of explosives; 5,000 as cooks and bakers.

Not only is vocational training given in connection with the work project and the camp maintenance job but a great deal is also provided during the leisure time of the men in fields which are not possible through CCC work. This type of training is carried on by regular CCC personnel in the camps or by local schools systems in nearby schools. During an average month, about 135,000 enrollees participate in these courses.

Among the courses in this group which are related particularly to national defense, the number of men indicated in the following table have completed course units during the period October to March 1941, inclusive.

<i>Subject</i>	<i>Number completing units of courses</i>
Heavy equipment operation.....	17, 286
Auto mechanics.....	17, 352
Woodworking.....	13, 230
Radio.....	3, 878
Welding.....	3, 616
Surveying.....	3, 134
Photography.....	2, 051
Electricity.....	2, 026
Blueprinting.....	1, 917
Metalwork.....	1, 123
Aviation.....	573
Food service.....	8, 185
Agricultural training.....	11, 068

The CCC has cooperated with the U. S. Office of Education and has made arrangements for enrollees in approximately 800 camps to participate in the national defense-training program sponsored by this Office and the State departments of vocational education, authorized under act of Congress, Public 812. As of May 31, 1941, 35,301 CCC men were enrolled in these courses.

In addition to defense-training courses carried on in the camps and in nearby schools, there are 186 special CCC training schools where selected enrollees, who have already received preliminary training in the camps, are given an opportunity to secure more intensive training. About 20,000 enrollees each year attend these schools.

In order to facilitate all vocational

training in the camps, the Director, CCC, has authorized camp officials to excuse enrollees from their work for 5 hours each week to participate in vocational training courses carried on under the authority of Public 812 and training programs in the camps that demand a minimum of 10 hours per week of enrollee participation.

The armed forces and the defense industries are in great need of personnel who have been trained in fields in which CCC men are being trained. Tens of thousands of former CCC men have been conscripted or have enlisted in the military service.

The acid test of the CCC vocational training program is the number of men placed in jobs. It is heartening to note that the number of enrollees discharged from the corps to accept employment has increased from an average of 2,500 per month in the fiscal year 1939 to almost 5,000 per month in 1941.

Great as is the value to the men in the acquisition of vocational skills, of more importance are the moral and physical benefits which the enrollees derive from their camp experience. They have learned to live together and respect the rights of others. They have come to realize the dignity of labor. Their spiritual strength has been renewed, their confidence in themselves revived. By contributing their youthful energies and strength to the conservation of the Nation's soil and forests, they have acquired a greater love for their country and for their flag. These qualities are the heart of the national defense program.



Nutrition

(Concluded from page 393)

professional education in nutrition, nutrition problems in distribution and processing foods, community planning for nutrition, and nutrition problems in group food service. The conference opposed reductions in Federal nondefense expenditures for employment and relief during the coming fiscal year as a means of protecting nutritional standards among low-income families in the face of rising price levels.

Exchange Materials Grow

More than 1,500 copies of educational pamphlet aids useful to teachers and school officials have recently been added to the U. S. Office of Education Information Exchange on Education and National Defense. The information received from teachers and school administrators throughout the United States is organized into packets which may be borrowed from the exchange upon request. The packets include elementary, secondary, vocational, higher, and adult education materials.

Packets Include

Elementary education packets include titles such as *The Role of the Elementary School in the National Emergency*, *Building and Preserving Good Health*, and *Understanding and Practicing Democracy in the Elementary School*. A book of photographs showing elementary school practices of importance in relation to good citizenship is also available.

Among the secondary education packets are *The Role of the Secondary School in the National Emergency*, and *Secondary Education for Inter-American Understanding and Friendship*.

The vocational education packets supply information on training for national defense.

A packet for use in adult education is *Democracy in Action Through Forums and Discussion Groups*.

Higher education exchange materials are available in packets titled, *The Role of Higher Education in the National Emergency*, and *Understanding and Practicing Democracy in Colleges and Universities*.

Subjects of general packets available from the Information Exchange are *Inter-American Friendship and Understanding*; and *Plans, Programs, and Materials of Organizations and Service Groups*.

The Information Exchange welcomes the receipt of defense education materials and invites school people to request loan packets for use in vitalizing local educational programs.



THE VOCATIONAL SUMMARY



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

Game Wardens Answer Roll Call

And now it's game wardens! They are going to school. And just in case someone should be wondering what game wardens study when they go to school it may be well to explain.

The course for game wardens given in Phoenix, Ariz., is probably typical. In this case special emphasis was laid upon the importance of game wardens' presenting and proving evidence in court cases effectively. For this purpose a mock trial was staged in which the local justice of the peace, and county attorneys participated, and Arizona Supreme Court Judge Alfred C. Lockwood acted as trial critic. Prior to the trial, wardens enrolled in the course were instructed by a criminal deputy of the sheriff's office in obtaining, preserving, and presenting evidence in a court case.

The Arizona wardens were also given instruction in first aid; in police jiu-jitsu, including club, knife, and gun disarming, and shake-down, holds, and blows; in public relations; in game conservation; in cooperating with other law enforcement agencies, with stockmen and farmers, and with the general public; and in the duties of a game warden.

All paid game wardens in the State attended the Phoenix course, which was given in the Arizona Vocational School, and was carried on at the request of William H. Sawtelle, State game warden.

Edwin C. Greacey, State supervisor of trade and industrial education acting for State director for vocational education, E. D. Ring, and assisted by E. W. Montgomery, principal of the local school, arranged for the game wardens' course.

This course was given as a part of the program of training for public service provided under the terms of the George-Deen Act of 1936.

"Belt Line" Cooperation

To see that undernourished children in Louisiana schools obtain at least one adequate meal each day, is the primary objective of the school lunch program recently set in motion by the Louisiana Department of Education. Almost 180,000 children in 2,132 schools have been reached in this program, which provides for "the serving of nutritious, palatable, and inexpensive hot lunches in an environment that will assist all school children in forming good health and food habits.

The program is being carried on by the State department of education with a grant of \$250,000 from the State legislature. Commodities are supplied by the Surplus Commodities Corporation through the State department of public welfare. In some instances the National Youth Administration and the

Work Projects Administration provide help for operating school lunchrooms.

Home economics teachers in the State are working with school officials, parents, teachers, and representatives from social service and civic agencies "in making available information on satisfactory school lunches, daily dietaries, and nutrition practices which, if understood and used, will bring about better practices in the proper use and prepara-

Teacher Trainer Helps

Observation of high schools by junior and senior home economics teacher-training students in Florida was facilitated by the addition last year of a temporary part-time assistant to the State teacher-training staff. This permitted the teacher trainer and other members of her staff to spend more time in conference with students on personal and professional problems and in planning worth-



Arizona game wardens learn in mock trial how to obtain, preserve, and present evidence for court case.

tion of available foods at any income level and likewise better physical and mental development" of individuals.

The significant fact about this school lunch plan is the widespread cooperation it has received from civic, social, educational, and other groups, and from individuals.

A *School Lunch News*, which contains interesting information on the plan and the way it is working out in specific instances, was issued in March by the home economics division of the State department of education. Calling attention to the importance of the plan, especially at this time, the department of education declares: "In building a national defense program one of the best places to begin is at the 'belt line', thus helping to improve the physical fitness of the people of the United States."

while experiences indicated by individual student needs.

The temporary staff member's car made two trips daily to the off-campus student teaching center at Tallahassee, transporting student observers on each trip. This lessened congestion of observers at the school, made possible more frequent checking of observation reports brought back by the teacher-training students, and permitted more frequent conferences of classroom teachers, student teachers, and teacher-trainers. Because student teachers were able to get transportation in the car of the temporary teacher-trainer, moreover, they were able to make more visits to the homes of students enrolled in the student teaching center—a valuable feature of the training of prospective teachers.



In Public Schools

New Fields of Endeavor

"The new fields of endeavor," says *The Texas Outlook*, "have been added to the objectives of the Texas Association of School Administrators. They are a study of the high-school band situation in Texas and cooperation with a study of college entrance requirements. The Texas Association of School Administrators during the past year has engaged in studies of individualized instruction, including improvement in methods of classroom instruction and measurement and guidance. It has also carried in its program administrative problems, including a report on standardizing the 12-grade system of Texas and State school building insurance. All four of these studies are contributing largely to interest and accomplishments in those particular fields and undoubtedly will lead to development and success. Probably the most definite accomplishment of the association during the past year has been that of initiating and carrying through to complete success a request to the State board of education to furnish textbooks for the 12-year school system. Beginning in September 1941 any school in Texas can secure textbooks for either the 11-year or the 12-year program."

Handbook for Teachers

"A State-wide study under the joint direction of the State conservation commission and the State department of education," according to the *Thirty-Fourth Biennial Report* of the State superintendent of free schools of West Virginia, "resulted in the publication of a handbook for teachers in which units of work, outlines and suggestions were included as an aid to the integration of conservation in the public-school program."

"The study was begun by publication of tentative units of study which were distributed to a number of schools for experimental use and recommendations for improvement. Later, a State conference was called to bring together the ideas and experiences of interested persons over the State. At this meeting were representatives of county curriculum committees on conservation, conservation administrators and scientists,

teachers college representatives, members of the two State departments above named, and others."

Bilingual

A bulletin on *Instruction of Bilingual Children* has been printed and installed in the elementary schools of Arizona. "The instruction of bilingual children," says the State superintendent's report, "is a far-reaching problem in Arizona as it touches most of the schools of the State. In order that these bilingual children might have adequate learning situations and procedures, this bulletin sets forth the conditions of the problem, and makes available to the teachers some of the conclusions and something of the philosophy underlying the efforts of those who have made a study of the problem as to goals, techniques of teaching, and plans for better living in the homes and communities of these young bilingual children."

Reorganization of State Department

"Reorganization of the Louisiana State Department of Education in both structure and personnel was effected at the opening of the session 1940-41," according to the *Ninety-First Annual Report* of the State department of education. "The State department of education is now organized under three major divisions entitled (1) Administration and Finance, (2) Instruction and Supervision, and (3) Higher Education, including colleges and special schools. Directors have been named for these divisions and their duties have been outlined. The various administrative, instructional, clerical, and auxiliary services have been arranged in 19 sections and supervisors have been named."

Decrease in Small Schools

Data presented in the April issue of the *Alabama School Journal* show that in 1940, 7 counties in the State did not have a single white one-teacher school, 11 counties had only 1 white one-teacher school, 3 counties had 2 one-teacher schools and 5 counties only 3 such schools. In 1926 there were 1,587 white one-teacher schools in the State, and in 1940, 444, or a decrease of 1,143. The number of Negro one-teacher schools has been reduced from 1,658 in 1926 to 1,317 in 1940, or a decrease of 341.

Media in Public Relations

According to a survey of school public relations in Wisconsin, reported by Margaret Parham in the *Wisconsin Journal of Education*, "a large percentage of city school superintendents make use of the various media with the exception of radio. All of the schools included in the survey present at least one type of publication and several kinds of school programs. Exactly 96 percent of the school systems also make use of the local press and organizational contacts. Fewer schools, approximately 86 percent, employ speeches for presenting information to the public. Only 33 percent utilize the radio. This is due in part to inaccessibility to broadcasting stations."

W. S. DEFFENBAUGH



In Colleges

New General Studies Program

A new program of general studies for students expecting to spend only 2 years in college will be inaugurated at Ohio State University next fall.

The program will cut across departmental lines in order to give the short-term student a curriculum "of wide, human interest" and "a complete and profitable experience." It will be administered under the auspices of the college of arts and sciences by a university-wide council on general education.

The new curriculum, the result of 6 years of discussion and planning, is started on a 5-year experimental basis. The program of general studies may be taken as a unified, complete 2-year curriculum in itself, or the courses may be elected by other students taking regular degree programs in the various colleges. Sixty 2-year students will start the work next fall.

In the list of general studies will be courses on the psychology of the individual; oral and written composition and reading; the nature of the physical world; biological sciences; and integrated survey of the various social sciences, called "Understanding Human Society"; a course on the principles and problems of democracy, and every quarter there will be a course on factors in successful marriage.

President Emeritus George W. Rightmire, under whose administration the preliminary study leading to the new curriculum was started in 1934, will be on the general studies faculty, offering the course on democracy.

Emphasizing that this program is not for students expecting to work for degrees who are undecided about their fields and that it is not for students having academic difficulties, it is pointed out that the courses will be of the same standard as those now offered in the arts college junior division. None of the new courses has prerequisite requirements.

The program of general education seeks to satisfy five basic and comprehensive student needs as follows:

1. Proficiency in the use of the English language in reading, writing, and speaking.

2. An understanding of some of the natural processes going on in inanimate and in living systems; the ability to employ and the habit of employing a scientific approach to the solution of problems and the understanding of phenomena; an appreciation of the dependence of progress upon experiment.

3. An understanding of some of the economic, political, and social movements which have helped to produce our society; a critical outlook on the present based on a study of the past; a knowledge of the principles and practices of American democracy.

4. An intelligent appreciation of man's achievements in literature, art, music, and philosophy.

5. Personal, academic, and vocational guidance based on authoritative testing and counseling procedures.

A special faculty has been recruited for this work.

Clinic of Human Heredity

America's first department and clinic of human heredity has been established at the University of Michigan by action of the board of regents.

The new department is to be a division of the university's laboratory of vertebrate genetics but will be closely associated with the medical school. The innovation was made upon the recommendation of Dr. A. C. Furstenberg, dean of the Michigan Medical School.

A heredity clinic, housed in the university hospital and conducted by the new department, will secure the data necessary for the determination of the role played by heredity in the production of or predisposition to malformations and disease, according to university officials.

While individual members of American hospital staffs have interested them-

selves in heredity as a factor in human disease and one or two clinics of this type have operated in Europe, the Michigan clinic is claimed to be the first to be established, as such, in this country. The new department and clinic are the natural outgrowth of studies of heredity in animals which have been conducted in the laboratory of vertebrate genetics for many years and were expanded this year to include certain problems of human heredity by a grant from the Rackham Research Fund.

A prepared statement issued points out that medical men recognize the need for a better understanding of heredity for a more complete knowledge of the causes, course, and treatment of human ailments. "It is, therefore, proposed," the statement continues, "that the new department shall cooperate with investigators and various others who are studying dental abnormalities, body proportions and growth, speech defects, deafness, and the like."

WALTON C. JOHN



In Libraries

Kits Available

The Colorado State Library now has available for loan to teachers in the State "Latin-American Relations" kits. Organized by the Foundation for the Advancement of the Social Sciences, University of Denver, the collection includes 21 pieces of authoritative literature from such sources as the Foreign Policy Association, American Red Cross, United States Department of State, National Education Association, and Carnegie Endowment for International Peace. A study outline accompanies the kit; bibliographies and reading suggestions are plentiful.

Annotated Bibliography

To aid libraries in building up their collection of printed materials on the other American republics, the American Library Association has just issued an annotated bibliography, *Latin America: Books for Young Readers*, compiled by Jean Gardiner Smith of the Minneapolis Public Library.

In the introduction to the list, it is stated: "The policy has been to make the final list selective rather than comprehensive. First of all, books which were definitely outmoded, were dropped from the list. This was particularly true of geographic material. Then books which were obviously written with adventure foremost, and Latin

America only incidental were omitted. The selection of the remaining books was made largely on the basis of accuracy of information and quality of writing."

Trend of the Times

In the annual report of the Readers' Adviser of the New York Public Library, Jennie M. Flexner states: "The subject interests of readers show the trend of the times as usual and rearrange themselves in the order of popularity. At the peak is applied science indicating the prevailing preoccupation with industry and the trades: The industrial arts, aeronautics, engineering, agriculture, machines, health and nursing and home economics. Business is a close second with many requests for lists on advertising and publicity, management, personnel, retailing and marketing, salesmanship, banking and finance. Need of guidance in the field of applied art manifests itself in requests for book lists on the crafts, interior decoration, textiles, fashion, gardening, photography. Sociology comes close in this upper bracket with many requests for lists on the Negro, probably traceable to active work being done by the readers' advisers in the branches in the Harlem neighborhood. . . ."

Bookmobile Service

The use of audio-visual aids has been facilitated in the Durham County, N. C. school system by having the county bookmobile deliver these materials as well as books. As reported in the *North Carolina Public School Bulletin*, this book truck circulates among the teachers in the county, picture collections, lantern slides, county-owned instructional films, two 16-millimeter sound moving-picture projectors, and numerous models for instruction in science. Traveling collections of books on varying subjects and of varying reading difficulty are also available to teachers throughout the county system.

Indispensable

In his latest biennial report, the Nebraska State superintendent of public instruction notes that school libraries are proving themselves indispensable under the modern methods of instruction. "They have become," he reports, "the general laboratory of the small high school in Nebraska, utilizing to the greatest extent all the fruitful material of a book."

Considering the financial side, the superintendent states: "A central fund which could be used for school libraries

in proportion to needs would relieve the pressure in classrooms, meet the demands of new educational procedure and keep school standards generally near par. . . . When organized efficiently, a school library is the cheapest department in terms of service a high school can offer."

RALPH M. DUNBAR

In Other Government Agencies



National Park Service

Recreational facilities for selectees and Regular Army personnel near military posts and cantonments will be provided by the National Park Service as part of the national defense program. Development plans for National, State, and county parks and recreational areas call for water and sanitary systems, portable tent platforms, swimming facilities, and recreation halls. Units of soldiers ranging from 200 to probably 2,000, according to the recreational facilities available, will be taken to the areas in trucks with necessary equipment and supplies.

Civil Aeronautics Administration

Scholastic credit for successful completion of the Civil Aeronautics Administration's civil pilot training course is being offered by 362 colleges and universities. At the present time 945 colleges and 203 noncollege training centers are participating in the program. A list of colleges offering scholastic credits for C. P. T. may be had by writing to the Civil Aeronautics Administration, Washington, D. C.

Department of Justice

At the Federal Reformatory for Women, Alderson, W. Va., a regular educational program is maintained throughout the year. In 1940 the school, which had a total enrollment of 917, offered courses in Americanization, English, arithmetic, penmanship, Spanish, art, music, shorthand and typing, filing, mimeographing, cooking, needlework, laundry theory, table service, bookbinding, beauty culture, etc.

In addition to the vocational training received in the maintenance work of the institution, training is offered in the power-sewing room where silk flags and parachutes are made for the Weather Bureau, and in the dressmaking shop where the women are trained in designing, tailoring, and millinery. The hos-

pital, clinic, and dental office provide opportunities for training in the care of the sick.

MARGARET F. RYAN



Vocational Education

(Concluded from page 309)

In general, State reports indicate that the distributive training program has resulted in a more effective cooperation between businessmen and school authorities and a more cooperative relation between store employees and store managers.

Attention was given by the States to the extension of the distributive education program to a larger number of centers and an increased number of distributive occupations; to the training of teachers locally by local supervisors, itinerant teacher trainers or the State supervisors and through summer school courses; to the setting up of courses for owners and managers of small stores and for executives, managers, and department heads; and to replacing salesmanship classes for heterogeneous groups with specific courses related to the selling activities of homogeneous groups.

Occupational Information and Guidance

Maryland, Michigan, Maine, Massachusetts, Missouri, North Carolina, Puerto Rico, and Vermont have now established occupational information and guidance services whose function is to secure and disseminate information which will assist youth in choosing an occupation. Kansas and New York, moreover, have appointed supervisors of occupational information and guidance, whose salaries are paid from State funds with no reimbursement from Federal funds, and Wyoming has added supervision of its guidance program to the other duties of the State director of vocational education.

Principal activities in the field of occupational information and guidance as reported by the States include: Follow-up studies to secure data for use in setting up guidance subject matter, formulating administrative policies to suit changing conditions, and in bringing about new attitudes on the

part of pupils, teachers, and the general public toward the secondary school as an educational and guidance agency; occupational surveys to be used as basis for instruction in regularly scheduled classes in occupations; the development of cumulative pupil personnel records; accumulation of information concerning the training opportunities available to those who need or desire training; establishment of counseling services for out-of-school youth as well as for pupils enrolled in school; cooperation with State employment and other services in securing placement of persons who have completed training courses; development of State and local guidance advisory committees; establishment of demonstration centers to show what may be accomplished when the combined resources of industry and school training facilities are utilized in guidance work.

Public-service Training

More than 62,000 persons were enrolled in training courses in public-service occupations during the year 1939. This is an increase of approximately 12,000 over the previous year's enrollment. These courses were given for employees of fire, police, financial, health, public welfare, water and sewerage, and other State, county, and municipal government departments.

Under the terms of the George-Dee Act, which makes specific provision for training in "public and other service occupations," such instruction may be given only to those who are actually employed in public-service work and does not include the preparation of persons for entrance into public service. Largest enrollments were reported in training classes for firemen (31,288) and classes for those engaged in the police service (9,258).

In many instances State vocational education services assist in organizing public-service training courses and in training teachers to give instruction in these courses, subsequent training being carried on by persons within the public-service department concerned at no additional expense to the public

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- Information Exchange on Education and National Defense, U. S. Office of Education, 136, no. 5, Feb.; 240, no. 8, May; 316, no. 10, July; in action, 198-99, 207, no. 7, Apr.; new service, 163, no. 6, Mar.; packets, 198-99, 207, no. 7, Apr.; 272, no. 9, June; 316, no. 10, July; plans to aid summer sessions, 272, no. 9, June.
- Information exchanged by defense training school and State employment office, 133, no. 5, Feb.
- Information folders, Radio Script Exchange, 53-55, no. 2, Nov.
- Institute for Education by Radio, meeting, Columbus, Ohio, 298, no. 10, July.
- Institute of international education, 101, no. 4, Jan.
- Institutes for special problems in Librarianship, 15, no. 1, Oct.
- Instruction: Bilingual children, Arizona, 318, no. 10, July; visual aids, 271-72, no. 9, June.
- Instructional Units in Safety for Elementary Grades and Junior High Schools, bulletin, Iowa Department of Public Instruction, 190, no. 6, Mar.
- Instructors, CCC Camps, training, 283, no. 9, June.
- Intelligence tests, factor education of handicapped children, 34, no. 2, Nov.
- Inter-American Cultural Institutes: International friendship through correspondence, 298, no. 10, July.
- Inter-American friendship, education for, 129, no. 5, Feb.
- Inter-American relations, 237, no. 8, May; 13, no. 1, Oct.; educational, 234, no. 8, May.
- Inter-American Summer University, San José, Costa Rica, 278, no. 9, June.
- Interest as a factor in learning, 71, no. 3, Dec.
- Interior Department. See Department of the Interior.
- International Friendship League, 297, no. 10, July.
- International Monument to Coronado proposed, 32, no. 1, Oct.
- International Students Society, 297, no. 10, July.
- Iowa: Educational program, 295, no. 10, July.
- Iowa State College: Bricklayer apprentice course, 22, no. 1, Oct.; dual-season course for bricklayers, 309, no. 10, July.
- Iron and Steel Industries of Europe, bulletin, Bureau of Mines, 59, no. 2, Nov.
- Itinerant teachers, vocational agriculture for Negroes, Fayette and Dyer Counties, Tenn., 88, no. 3, Dec.
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- Jane is kept after school, 150, no. 5, Feb.
- Japan, project, 271, no. 9, June.
- Jenkins, Martin D.: Survey of higher education of Negroes, 85-86, no. 3, Dec.
- Jessen, Carl A.: Display of the Flag, 249, no. 8, May; The Flag, 121, no. 4, Jan.; references on the Flag, 276, no. 9, June; rendering proper respect to the National Anthem, 175, no. 6, Mar.; respecting the Flag, 219, no. 7, Apr.; saluting the U. S. Flag, 136, no. 5, Feb.; State Department supervision of secondary schools, 103-4, 107, no. Jan.
- Jobs: Information and analyses, CCC Camps, 83, no. 3, Dec.; for advanced student accountant, 223, no. 7, Apr.; indications of satisfaction and dissatisfaction, 124, no. 4, Jan.; training, CCC enrollees, 117, no. 4, Jan.
- John, Walton C.: In colleges, 31, no. 1, Oct.; 63, no. 2, Nov.; 95, no. 3, Dec.; 127, no. 4, Jan.; 158, no. 5, Feb.; 191, no. 6, Mar.; 222, no. 7, Apr.; 254-55, no. 8, May; 287, no. 9, June; 318-19, no. 10, July; Schools under the Federal Government—Department of Commerce, 8-10, 29, no. 1, Oct.; Department of Labor, 90-93, no. 3, Dec.; Federal Security Agency, 112-17, no. 4, Jan.; Federal Loan Agency, 146-49, no. 5, Feb.; Federal Works Agency, 176-79, no. 6, Mar.; Independent organizations, 208-11, no. 7, Apr.
- John Dewey Society, 67, no. 3, Dec.
- Johns Hopkins University, U. S. Public Health Service Officers' training, 115, no. 4, Jan.
- Joint Committee on Curriculum Aspects of Education for Home and Family Living, report, 226-28, no. 8, May.
- Joint conference of guidance groups (Zapoleon) 137-38, no. 5, Feb.
- Jones, Jesse H.: Picture, 146, no. 5, Feb.
- Jones, Sarah: Libraries have gone streamlined, 255, no. 8, May.
- Journal of the National Cancer Institute, new periodical, U. S. Public Health Service, 160, no. 5, Feb.
- Journalism: Rutgers University graduates employed, 255, no. 8, May; training CCC Camps, 152, no. 5, Feb.
- Judd, Charles H.: Schools and practical education, 13-14, no. 1, Oct.
- Julius Rosenwald. See Rosenwald, Julius.
- Jungle schools, 248, no. 8, May.
- Junior College Directory 1941, publication, American Association of Junior Colleges, 207, no. 7, Apr.
- Junior colleges: Enrollment, terminal curricula, 31, no. 1, Oct.; establishment, Kentucky, 63, no. 2, Nov.; growth, 207, no. 7, Apr.; number, 236, no. 8, May; students admitted to Harvard University, 287, no. 9, June.
- Junior high schools, expenditure per pupil, 119, 120, no. 4, Jan.
- Junior issue, Consumers' Guide, 279, no. 9, June.
- Junior League, Toledo, Ohio, family life education program, 142, no. 5, Feb.
- Junior Red Cross. See American Junior Red Cross.
- Junior school, England and Wales, 44, no. 2, Nov.
- Justice Department. See Department of Justice.
- Juvenile books, fiction and biography, 42, no. 2, Nov.
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- Kansas: Child guidance, 293, no. 10, July; family life education program, 68-70, 77, no. 3, Dec.; occupational information and guidance, 320, no. 10, July.

Kansas Congress of Parents and Teachers, film showings, 70, no. 3, Dec.

Kansas State Reading Circle, 94, no. 3, Dec.

Keep Cool with Kooley, item in new type test, 269, no. 9, June.

"Keep-the-wolf-from-the-door" prize scholarship, 158, no. 5, Feb.

Keeping children after school hours, 150, no. 5, Feb.

Kellogg Foundation. See W. K. Kellogg Foundation.

Kelly, James W.: Appointment to U. S. Office of Education, 167, 168, no. 6, Mar.

Kelly, Raymond J.: Responsibility of teachers, 13, no. 1, Oct.

Keniston, Hayward: Growth of interest in Spanish, University of Michigan, 127, no. 4, Jan.

Kent, Druzilla C.: Nutrition education and the school lunch program, 232-34, no. 8, May.

Kentucky: Education, handicapped children, 34, 37, no. 2, Nov.; enrollment in defense training program, 75, no. 3, Dec.; residential school for the blind, 37, no. 2, Nov.; school and national defense, 291, no. 10, July; training in mining, 309, no. 10, July; vocational rehabilitation, 34-35, no. 2, Nov.

Kentucky State Department of Education, handbook on pupil transportation, 81, no. 3, Dec.

Kindergartens (public), Australia, 231, no. 8, May.

King, Lloyd W.: Defense training program, Mo., 294, no. 10, July.

Kits available, Colorado State Library, 319, no. 10, July.

Kitson, Harry D.: Summarized discussions, joint conference of guidance groups, 137, no. 5, Feb.

Klinefelter, C. F.: Formulated course in "Social Leadership," 23, no. 1, Oct.

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Know the Americas, poster stamps, 212, no. 7, Apr.

Know Your Local Government, radio broadcasts, 254, no. 8, May.

Know Your Schools, leaflets, U. S. Office of Education, 156, no. 5, Feb.

Know Your Money, lecture, U. S. Secret Service, 288, no. 9, June.

Kratz, John A.: Vocational rehabilitation in the United States, 144-45, 149, no. 5, Feb.

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Labeling specimens, school museum, 272, no. 9, June.

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Laboratory training, Agricultural and Mechanical College of Texas, 302, no. 10, July.

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Lake, Charles H.: Classroom instruction by radio, 94, no. 3, Dec.

Lake Placid, N. Y.: Hotel training courses, 250, no. 8, May.

Lakeview Terrace housing project, 25, no. 1, Oct.

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Langdon, Grace, and Robinson, Isabel J.: WPA nursery schools plus, 48-51, no. 2, Nov.

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Lanier High School, Montgomery, Ala.: Classes open to enlisted men from Maxwell Field, 294, no. 10, July.

Laski, Harold: Spiritual preparedness of the Nation, 162, no. 6, Mar.

Latin America: Books for Young Readers, bibliography, 319, no. 10, July; history, study needed, 1, Oct.; journal on agriculture, 279, no. 9, June; politically and culturally, 127, no. 4, Jan.; relations, kit, 319, no. 10, July; student appointed to Howard University, 223, no. 7, Apr.; students enrolled in C. A. A. training program, 256, no. 8, May; study of literature and life, 129, no. 5, Feb.; summer courses for U. S. teachers, 278, no. 9, June; use of Bureau of Mines films, 256, no. 8, May. See also Pan America; South America.

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Laws Relating to Espionage, bulletin, 310, no. 10, July.

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Learning the Ways of Democracy, study, Educational Policies Commission, 243, no. 8, May; excerpts, 225, no. 8, May.

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Lecture on Know Your Money, 288, no. 9, June.

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Lehigh University: Engineering defense training program, 302, no. 10, July.

Letters: President Roosevelt to Federal Security Administrator on national defense, 2, no. 1, Oct.; President Roosevelt on National Nutrition Conference for Defense, 303, no. 10, July; to librarians, Oregon, 159, no. 5, Feb.; to principals and others, Los Angeles, Calif., 31, no. 1, Oct.

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Liberia, Africa: Teacher training, 247-49, no. 8, May.

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Libraries: CCC camps, 219-220, no. 7, Apr.; county, organization, Obion County, Tenn., 110, no. 4, Jan.; development within States, 14, no. 1, Oct.; Mason City, Iowa, building dedicated, 32, no. 1, Oct.; national defense program, 31, no. 1, Oct.; survey of personnel and loaning agencies, Michigan, 64, no. 2, Nov.; use of educational films, study, 96, no. 3, Dec.

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Libraries and National Defense, packet, Information Exchange, 207, no. 7, Apr.

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Library as a School Function and Activity, excerpt, 255, no. 8, May.

Library Service Division, U. S. Office of Education, 116, no. 4, Jan.

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Linawever, Paul G.: Defense training program, Guam, 295, no. 10, July.

Lincoln, Abraham: Dangers from within, 130, no. 5, Feb.

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Lombard, Ellen C.: Our adventures with children—I. Too much mothering, 54-55, no. 2, Nov.; II. Developing the inquiring mind, 71-72, no. 3, Dec.; III. Son is defiant, 122-23, no. 4, Jan.; IV. Good teachers sometimes make mistakes, 150, 152, no. 5, Feb.; V. Teaching patriotism in home and school, 174-75, no. 6, Mar.; VI. Cooperation of parents—An asset to school administration, 216-17, no. 7, Apr.; VII. School plan cooperative project for homes, 242, 243, no. 8, May.

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Lorain, Ohio, poster, public schools, 94, no. 3, Dec., page 4 of cover, no. 3, Dec.

Los Angeles, Calif.: Booklet entitled "Program of Americanism in the Los Angeles City Schools," 31, no. 1, Oct.; City school systems, hard-of-hearing children, 15, no. 1, Oct.; letter to principals and others, 31, no. 1, Oct.; Philharmonic Orchestra, University of Southern California, 95, no. 3, Dec.

Louisiana: CCC sports program, 151, no. 5, Feb.; "clinics" for auto mechanics, 285, no. 9, June; defense training program, 75, no. 3, Dec.; 294, no. 10, July.

Louisiana State Department of Education: Reorganization, 318, no. 10, July; school lunch programs, 317, no. 10, July.

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Ludtke, Edward G.: Appointment to U. S. Office of Education, 167, 168, no. 6, Mar.

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McClenny, George L.: Child guidance, Kansas, 293, no. 10, July.

McCoy, Ralph E.: Bookmobile in rural areas, 255-56, no. 8, May.

McDonald, Gerald: Making study of responsibility of libraries in handling educational films, 96, no. 3, Dec.

McDonough County, Ill.: Rural school supervisory project 123, no. 4, Jan.

McGowan, Ellen: Clothing and consumer problems, 83, no. 3, Dec.

MacLeish, Archibald: Democracy and libraries, 14, no. 1, Oct.

McNeely, John H.: Duplication of State higher education, 20-21, no. 1, Oct.; obituary, 20, no. 1, Oct.; succeeded by Lloyd E. Blauch, 130, no. 5, Feb.

McNutt, Paul V.: Annual report available, 279, no. 9, June, National Nutrition Conference for Defense, 303, 316, no. 10, July; pictures, 112, no. 4, Jan.

McSherry, Lt. Col. Frank J.: Preparation for military aggression, 180, no. 6, Mar.

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Mackintosh, Helen K.: Nutrition education throughout the school program, 131-32, 136, no. 5, Feb.; Nutrition—A part of the elementary school program, 164-65, 182, no. 6, Mar.; Pen and ink friendships for the Americas, 297-98, no. 10, July; Practical citizenship teaching in the elementary school, 16-19, no. 1, Oct.

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Maine: Equality of educational opportunities, 293-94, no. 10, July; occupational information and guidance, 320, no. 10, July.

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Mallory, Berenice: Appointed to U. S. Office of Education, 284, 285, no. 9, June.

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Malone, N. Y.: Hotel training courses, 250, no. 8, May.

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Manhattan, N. Y.: Project in geography, 304, no. 10, July.

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Mann, Horace, Study of physiology and hygiene, 258, no. 9, June.

Mann, Thomas: Dictatorship and democracy, 162, no. 6, Mar.

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- Martens, Elise H.: State supervisory programs for exceptional children, 34-37, no. 2, Nov.; 103, no. 4, Jan.
- Martinez, Alejandro: Latin-American exchange student, 306, no. 10, July.
- Maryland: Education of handicapped children, 34, 35, 37, no. 2, Nov.; enrollment in defense training program, 75, no. 3, Dec.; occupational information and guidance, 320, no. 10, July; vocational rehabilitation, 35, no. 2, Nov.
- Mason City, Iowa: New library building, 32, no. 1, Oct.
- Massachusetts: Certification of teachers, 27, no. 1, Oct.; education of handicapped children, 34, 36, 37, no. 2, Nov.; enrollment in defense training program, 75, no. 3, Dec.; girls trade school, 153, no. 5, Feb.; occupational information and guidance, 320, no. 10, July; pre-service teacher training, 104, no. 4, Jan.; study of trade and industrial education student placement, 358, no. 10, July.
- Massachusetts Association for Childhood Education, survey of private and philanthropic preschool agencies, 25, no. 1, Oct.
- Mathematics, nursery school, 277-78, no. 9, June.
- Mattoon, Wilbur R.: Forestry in the South, 160, no. 5, Feb.
- Maxwell, G. L.: A "How-to-do-it" report on citizenship education, 243, no. 8, May.
- Maxwell Field enlisted men enrolled in Lanier High School, Montgomery, Ala., 294, no. 10, July.
- Mayo Clinic, U. S. Public Health Service officers' training, 115, no. 4, Jan.
- The Meaning of State Supervision in the Social Protection of Children*, bulletin, Children's Bureau, 160, no. 5, Feb.
- Mechanical skills, improvement, 1, no. 1, Oct.
- Mechanics, auto, 285, no. 9, June.
- Mechanized warfare training, 238-39, no. 8, May.
- Mecklenburg County, N. C.: Guidance need, 251, no. 8, May.
- Median State pay went to needy blind, 159, no. 5, Feb.
- Medical Center, Hot Springs, Ark., U. S. Public Health Service, 115-16, no. 4, Jan.
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- Medicine men, training, 248-49, no. 8, May.
- Meetings. See Convention calendar.
- Meier, Norman C.: Artistic aptitude tests, 127, no. 4, Jan.
- Melbourne, Australia: Kindergartens 231, no. 8, May.
- Mendocino County, Calif.: Guide for the study of environment, 94, no. 3, Dec.
- Mental Hygiene Division, U. S. Public Health Service officers detailed for training in psychiatric field, 115, no. 4, Jan.
- Mental hygiene, Toledo family life education program, 143, no. 5, Feb.
- Merchant's Fair, Milford, Del., 153, no. 5, Feb.
- Michigan: Accrediting secondary schools, 103-4, no. 4, Jan.; curriculum laboratories, secondary schools, study, 157, no. 5, Feb.; child nutrition project, 273-76, 278, no. 9, June; citizenship training, 30, no. 1, Oct.; 290, no. 10, July; cooperation teacher education, study, 157, no. 5, Feb.; defense training program, 55, no. 2, Nov.; 75, no. 3, Dec.; education of handicapped children, 34, 36, 37, no. 2, Nov.; occupational information and guidance, 320, no. 10, July; residential schools for the deaf and blind, 37, no. 2, Nov.; student councils, 158, no. 5, Feb.
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- Milford, Del., Merchant's Fair, 153, no. 5, Feb.
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- Million defense workers trained, 193, no. 7, Apr.
- Mine-rescue station, Bureau of Mines, Albany, N. Y., 128, no. 4, Jan.
- Mineral Resources and Scenic Wonders of Arizona*, film, no. 9, June.
- Mineralogy, Tonopah (Nev.) Mining School, 284, No. 9, June.
- Minimum certification requirements for teachers (Frazier), 27-29, no. 1, Oct.
- Minimum salary standards for teachers, circular, 244, no. 8, May.
- Minneapolis, Minn.: Handbook for teachers, kindergarten, grades 1, 2, and 3, no. 1, Oct.; use of school buildings, 126-27, no. 4, Jan.; Norse and Swedish courses, public schools, 254, no. 8, May; radio activity, 286, no. 9, June.
- Minnesota: Education of handicapped children, 34, 35, 37, no. 2, Nov.; livestock marketing school, 285, no. 9, June; public libraries, statistics, 288, no. 9, June; State farm school, 107, no. 4, Jan.; vocational rehabilitation, 35, no. 2, Nov.
- Minnesota Library Service Division, report on service, 32, no. 1, Oct.
- Mississippi: Accrediting secondary schools, 103-4, no. 4, Jan.; certification of teachers, 27, no. 1, Oct.; educational program, 295, no. 10, July; forum movement, 157-58, no. 5, Feb.; per pupil costs, 119, 120, no. 4, Jan.
- Mississippi Library Commission report, 1939, 128, no. 4, Jan.
- Missouri: Certification of teachers, 27, no. 1, Oct.; defense training program, 75, 76, no. 3, Dec.; 294, no. 10, July; field-service project, 123, no. 4, Jan.; occupational information and guidance, 320, no. 10, July.
- Missouri River fur traders, diorama, Interior Department museum, 128, no. 4, Jan.
- Missouri State Department of Education, bus-safety awards, 127, no. 4, Jan.
- Modern World of Work*, series of NYA pamphlets, 160, no. 5, Feb.
- Money: Lectures by Secret Service agents, 288, no. 9, June.
- Montana: "Home Repair Week," 285, no. 9, June.
- Montclair (N. J.), Public Library: Overdue books plan, 287-88, no. 9, June.
- Mooney, Archie J.: Speeding up apprenticeship program, 181, no. 6, Mar.
- Moral and spiritual preparedness, 193, no. 7, Apr.
- Moral training, CCC enrollees, 57, no. 2, Nov.
- Morehead, George B., Jr.: Survey of reading interests, 159, no. 5, Feb.
- Moss, Col. James A.: Proper respect for National Anthem, 175, no. 6, Mar.
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- Motion pictures. See Films.
- Munn, Ralph: Reappraisal of library services, 14, no. 1, Oct.
- Museum: Department of the Interior, 73, no. 3, Dec.; 128, no. 4, Jan.; to Coronado, proposed, 32, no. 1, Oct.
- Museum Manual*, National Park Service, 310, no. 10, July.
- Music: CCC camps, 151, no. 5, Feb.; course, University of Southern California, 95, no. 3, Dec.
- My Country 'Tis of Thee*, sung by school children, Redlands, Calif., 240, no. 8, May.

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- National Aeronautical Association, sponsor of aviation exhibit, Bolling Field, 89, no. 3, Dec.
- National Anthem, proper respect, 175, no. 6, Mar.
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- National Association of Public-School Business Officials, meeting, Detroit, Mich., 30, no. 1, Oct.; 111, no. 4, Jan.
- National Aviation Forum, aviation exhibit, Bolling Field, 89, no. 3, Dec.
- National Bureau of Educational Correspondence: Friendship by correspondence, 297, no. 10, July.
- National Bureau of Standards, Graduate School, 8-10, no. 1, Oct.
- National Cancer Institute, 115, no. 4, Jan.
- National Catholic Welfare Conference, placement service, teachers, 100, no. 4, Jan.
- National Clean-up and Paint-up Campaign Bureau, award won by Hamtramck, Mich., 217, no. 7, Apr.
- National Congress of Parents and Teachers, American Education Week, 5-6, no. 1, Oct.
- National Council of Chief State School Officers: Cooperation with U. S. Office of Education, program on school records and reports, 78, no. 3, Dec.
- National defense (Roosevelt), 2, no. 1, Oct. See also training program.
- National Defense Advisory Commission—Functions and activities*, folder, 310, no. 10, July.
- National Education Association: American Association of School Administrators, meeting, Atlantic City, 245, no. 8, May; American Education Week, 5-6, no. 1, Oct.; Boston convention, 270, no. 9, June; Department of Home Economics, Joint Committee on Curriculum Aspects of Education for Home and Family Living, 226-28, no. 8, May; Department of Social Studies, meeting, Syracuse, N. Y., 62, no. 2, Nov.; Educational Policies Commission, policies in *Education and the Defense of American Democracy*, 66, no. 3, Dec.; Milwaukee, Wis., meeting, 13-14, no. 1, Oct.; plan of education for physical fitness, 33, no. 2, Nov.
- National Flag Conferences, 121, no. 4, Jan.
- National Nutrition Conference for Defense, 303, 316, no. 10, July.
- National Park Service: Cumberland Gap approved as a historic area, 32, no. 1, Oct.; Fort Raleigh National Historic Site, 256, no. 8, May; map, recreational areas, 84, no. 3, Dec.; museum manual, 310, no. 10, July; new museum to Coronado proposed, 32, no. 1, Oct.; preliminary report of director, 96, no. 3, Dec.; publications available, 262, no. 9, June; recreational facilities for selectees and regular Army personnel, 320, no. 10, July; U. S. Travel Bureau, 288, no. 9, June.
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- National Research Council, Food and Nutrition Committee, 303, no. 10, July.
- National unity keystone of defense (Elliott), 290, no. 10, July.
- National University of Mexico, Mexico, D. F., summer session, 278, no. 9, June.
- National Vocational Guidance Association, joint conference, U. S. Office of Education, 137-38, no. 5, Feb.
- National Youth Administration, 112, no. 4, Jan.; appropriation act, 1941, provisions, 75, no. 3, Dec.; basic training in mechanical pursuits, 32, no. 1, Oct.; cooperation with CCC in social activities, 151, no. 5, Feb.; defense training classes, 134, no. 5, Feb.; educational program, 116, no. 4, Jan.; 159, no. 5, Feb.; family life education program, Toledo, 141, no. 5, Feb.; functions defined, 41, no. 2, Nov.; health projects, 192, no. 6, Mar.; *Modern World of Work*, pamphlet series, 160, no. 5, Feb.; out-of-school youth program, 64, no. 2, Nov.; 128, no. 4, Jan.; school lunch program, Louisiana, 307, no. 10, July; students, Indiana State Teachers College, 31, no. 1, Oct.; vocational training, legislation, 74, no. 3, Dec.
- Naturalization program, New York State, 291, no. 10, July.
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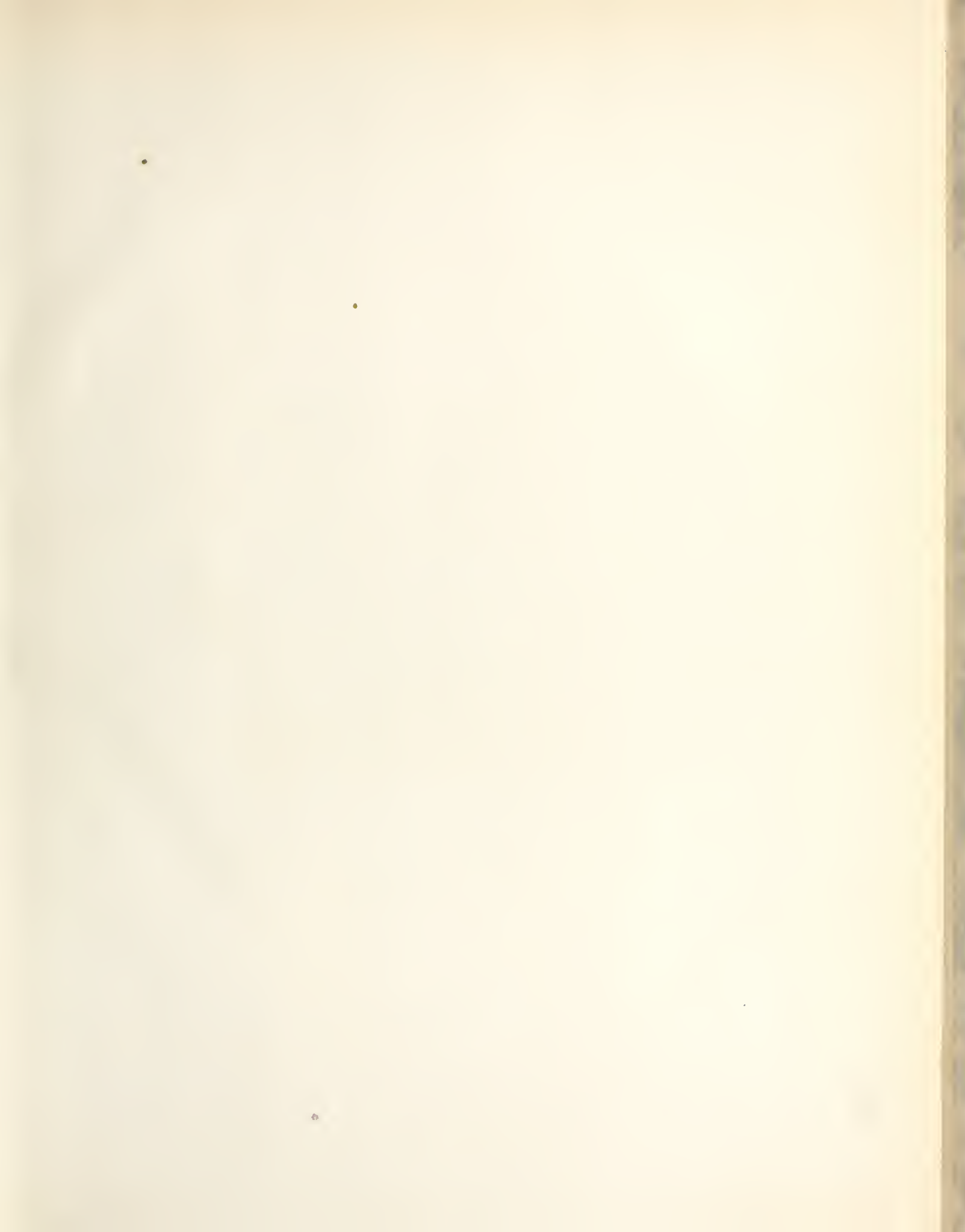
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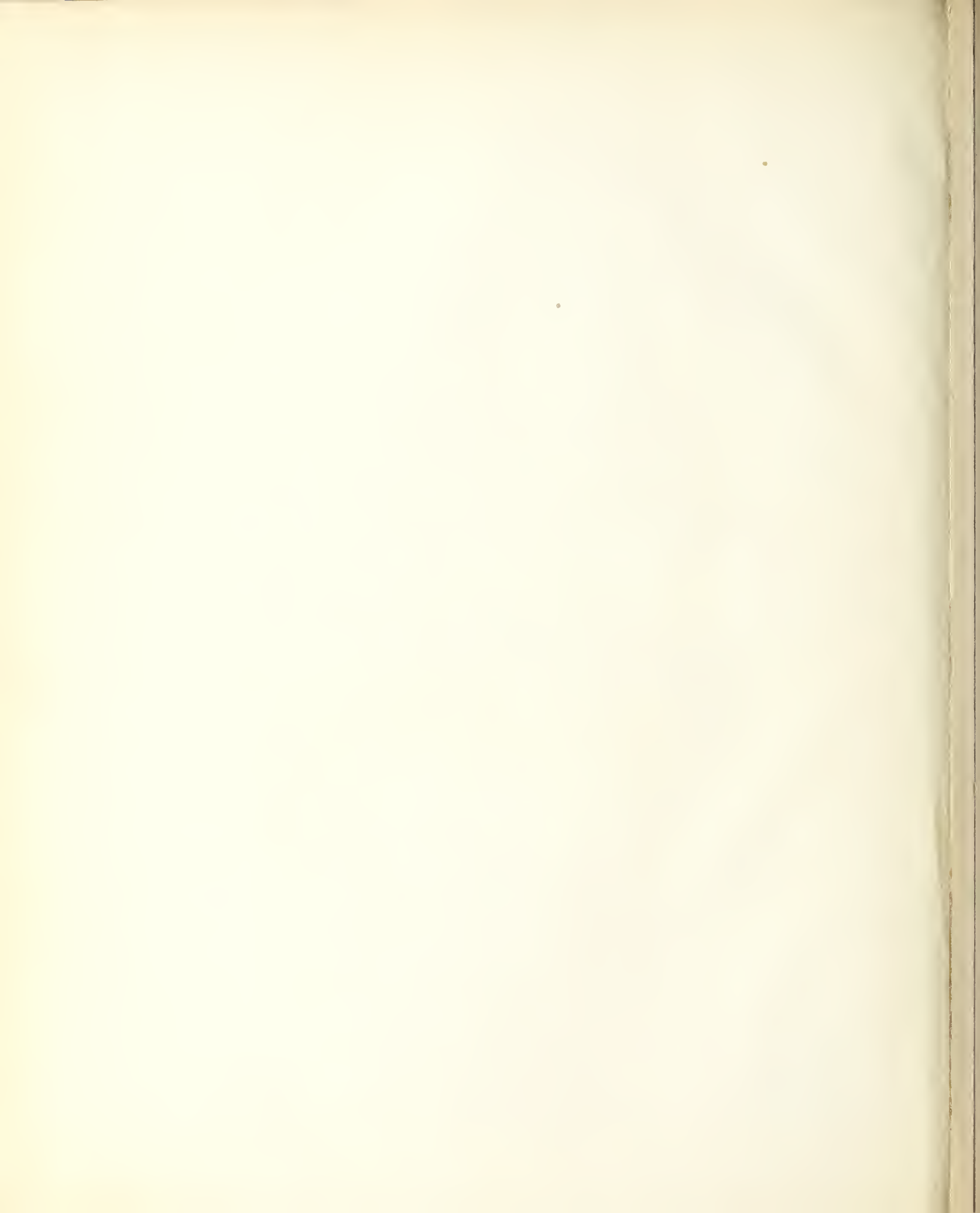
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