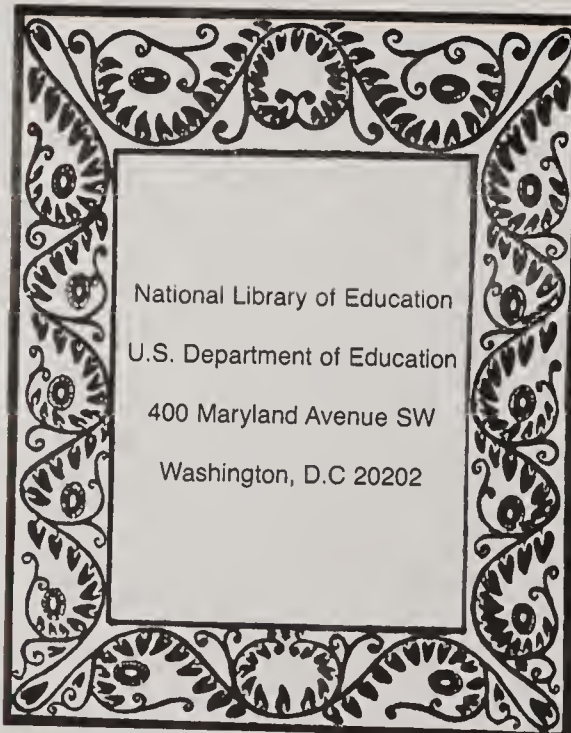


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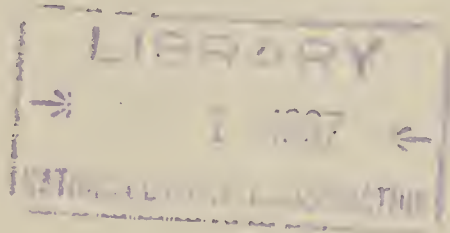
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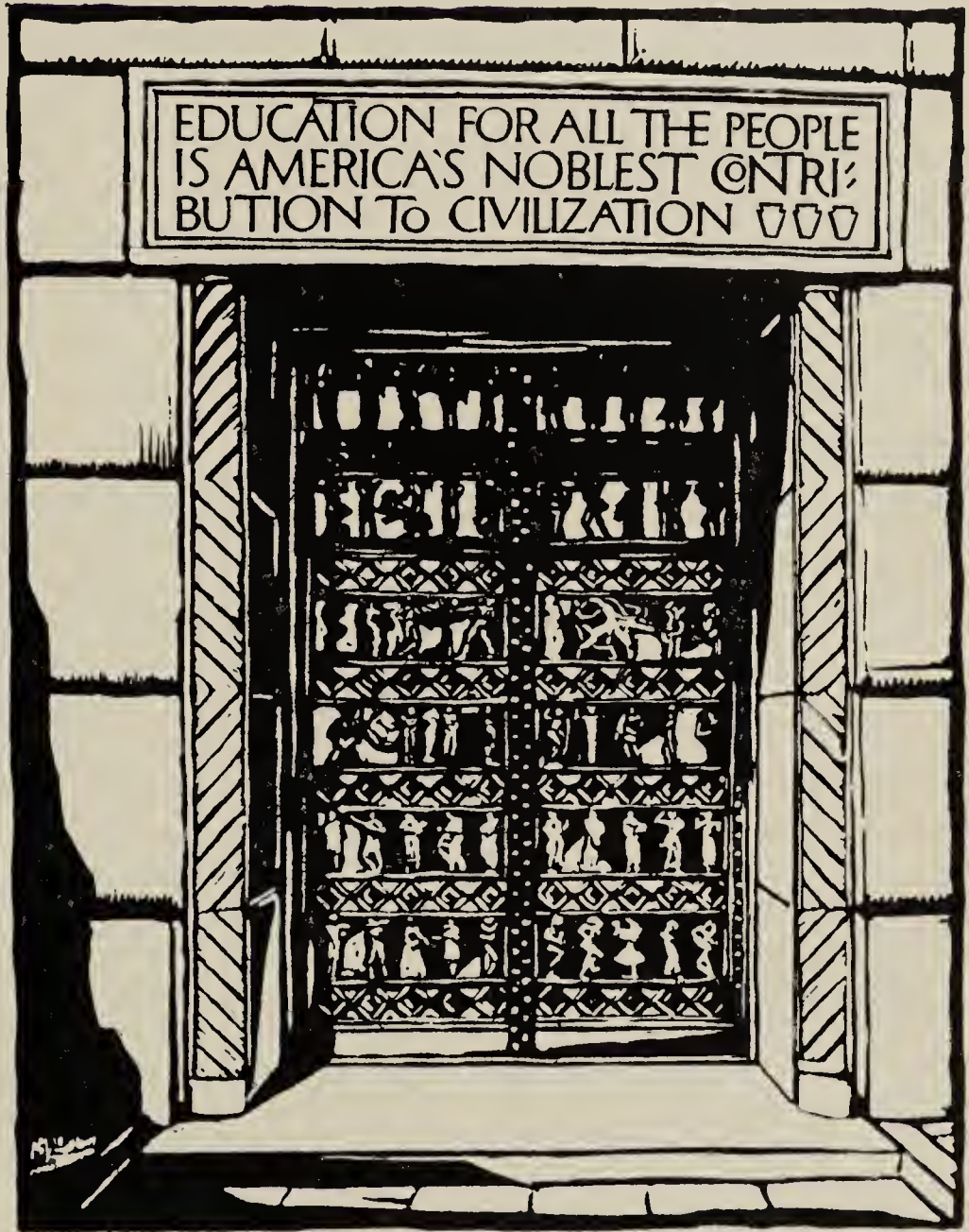
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SCHOOL LIFE



September
1936

Vol. 22 • No. 1



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Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

WRITE TO:

The Office of Education,
U.S. Department of the
Interior, Washington,
D. C., for published
information on—

Nursery-Kindergarten-
Primary Education

Elementary Education

Secondary Education

Colleges and Professional
Schools

School Administration

School Finance

School Legislation

Exceptional Child
Education

Rural School Problems

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Group Education

Vocational Education

Parent Education

Physical Education

Rehabilitation

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Educational Tests and
Measurements

Comparative Education

Adult Education

SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.



September 1936

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Let's Get Better Acquainted!



J. W. Studebaker, Commissioner of Education

ABOND of friendliness and understanding goes far in promoting human progress. As educational doors again fling open throughout the country, Uncle Sam's Office of Education in Washington expresses anew its desire to help increasingly to build friendliness and understanding in the educational profession.

For the past few years, the Office of Education has been housed in temporary quarters, and like other folks it has been somewhat shy in inviting "company" to a house not in "apple pie" order. But this school year will see the end of this. In a few months the office staff will pack its "satchel of books" and move to the new Department of the Interior Building, Eighteenth and C Streets NW., Washington, D. C. *Yes, this is your invitation to visit the Office.*

If each staff member of the Office of Education could come personally to your school or classroom and see the many fine things you are doing, and, in turn, if you could visit the United States Office of Education and discuss matters of common interest, there would result a closer bond of friendliness and understanding which would promote educational progress. Since this personal contact, however,

would involve more people than one usually meets in a lifetime, it inevitably cannot be done. But the spirit of friendliness and understanding can be mutually cultivated in many other ways. Being familiar with the faces of persons and learning something of their work and of their philosophies of life through the published page help somewhat along this line.

The Office of Education, including all divisions and special projects, has a total of about 200 staff members. Each division is under the immediate direction of a division chief, who in most instances has served the Office of Education in various capacities for a number of years.



Bess Goodykoontz, Assistant Commissioner

John W. Studebaker has been Commissioner of Education for the past 2 years. Prior to his appointment as head of the Office of Education, Dr. Studebaker was superintendent of schools in Des Moines, Iowa, where his pioneer work in demonstration of public affairs forums brought Nation-wide attention. Under his direction the Office of Education is promoting adult civic education through public forums, and other new special projects.

Bess Goodykoontz has been Assistant Commissioner of Education since 1929 when the position was first created. Miss Goodykoontz serves as Acting Commissioner in the absence from Washington of the Commissioner. She directs all research activities of the Office. Before coming to the Office of Education, Miss Goodykoontz was on the University of Pittsburgh staff for several years.

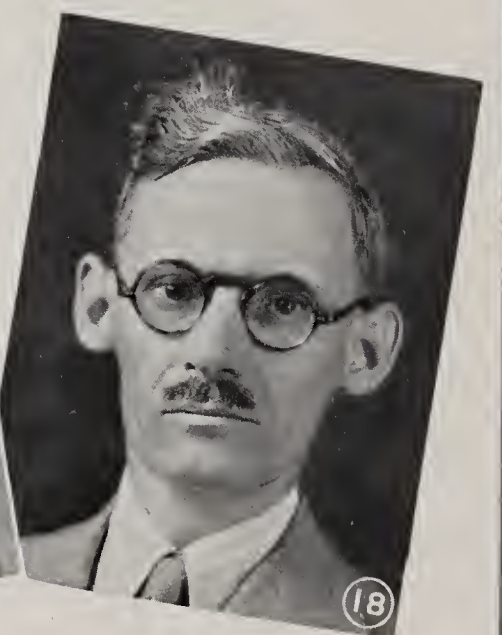
J. C. Wright is Assistant Commissioner for Vocational Education. Prior to merging of the Federal Board for Vocational Education with the Office of Education in 1933, Dr. Wright had been the Director of the Federal Board. He had been associated with this Board continuously since its establishment in 1917.

Division Leadership

Frederick J. Kelly is Chief of the Division of Higher Education which devotes itself to activities and research in connection with colleges and universities. Other members of the staff in higher education include: Ben W. Frazier, senior specialist in teacher training; Walton C. John, senior specialist in higher education; Cline M. Koon, senior specialist in education by radio; Walter J. Greenleaf, specialist in higher education; John H. McNeely



J. C. Wright, Assistant Commissioner for Vocational Education



specialist in higher education; and Ella B. Ratcliffe, chief educational assistant.

The American School Systems Division, dealing with State, county, and local school systems of elementary and secondary grade, is directed by Walter S. Deffenbaugh. Other members of this Division are: Mary Dabney Davis, senior specialist in nursery-kindergarten-primary education; Carl A. Jessen, senior specialist in secondary education; Alice Barrows, senior specialist in school-building problems; Henry F. Alves, senior specialist in State school administration; Timon Covert, specialist in school finance; Ward W. Keesecker, specialist in school legislation; Ellen C. Lombard, associate specialist in parent education.

James F. Abel is Chief of the Comparative Education Division which studies and reports upon education in other countries. It also evaluates credentials of foreign students. Dr. Abel is assisted by Alina M. Lindegren, specialist in European education, and Severin K. Turosski, associate specialist in comparative education.

Chief of the Special Problems Division is Mrs. Katherine M. Cook. In this Division also are Walter H. Gaumnitz, senior specialist in rural education problems, Elise H. Martens, senior specialist in education of exceptional children, and Ambrose Caliver, senior specialist in the education of Negroes. The titles of these specialists indicate the wide field covered by this division.

The Statistical Division, headed by Emery M. Foster, is happiest when its cup runneth over with figures, and that, statistically speaking, is most of the time. Mr. Foster is assisted by David T. Blöse, assistant statistician; Henry G. Badger, assistant statistician; and Lester B. Herlihy, assistant statistician.

Sabra W. Vought is Chief of the Library Division of the Office of Education, where more than 200,000 volumes on various phases of education, are in service. The chief is assisted by Edith A. Lathrop, associate specialist in school libraries; Martha R. McCabe, assistant librarian; Edith A. Wright, assistant in research bibliography; Agnes I. Lee, head cataloger; Susan O. Futterer, assistant cataloger; and Ruth A. Gray, junior assistant in research.

The *Fourth Estate* has William Dow Boutwell as its chief. John H. Lloyd is editorial assistant and in charge of press releases; John S. Shaw serves as chief clerk and editorial assistant; and Margaret F. Ryan is an editorial assistant on publications. The Editorial Division has direction of periodicals, publications, and exhibits of the Office.

In addition to the above divisions of research and service, there are four consultants in special fields: James F. Rogers, M. D., senior specialist in health education; Maris M. Proffitt, senior specialist in guidance and industrial education; David Segel, senior specialist in tests and measurements; and Lewis R. Alderman, specialist in adult education. (Dr. Alderman is on loan from the Office of Education as Director of the Education Division of the Works Progress Administration.)

Vocational Personnel

The Vocational Education Division has the following subdivisions designated as services: Agricultural Education, Trade and Industrial Education, Home Economics Education, Commercial Education, Vocational Rehabilitation, and Research and Statistics.

Chief of the Agricultural Education Service is J. A. Linke. Under his direction are: C. H. Lane, agent, North Atlantic region; D. M. Clements, agent, southern region; James H. Pearson, agent, central region; W. T. Spanton, agent, western region; Frank W. Lathrop, research specialist; R. W. Gregory, specialist in part-time and evening schools; W. A. Ross, specialist in subject matter; H. B. Swanson, specialist in teacher training.

Frank Cushman is Chief of the Trade and Industrial Education Service. Others in this division are G. A. McGarvey, agent, North Atlantic region; C. E. Rakestraw, agent, southern region; R. V. Billington, agent, central region; James R. Coxen, agent, western region; Roy Dimmitt, special agent; Mrs. A. L.

Burdick, special agent, women and girls; R. W. Hambrook, special agent; N. B. Giles, special agent; Jerry R. Hawke, special agent.

Home Economics Education Service is another major division of the vocational branch of the Office of Education. Chief of this service is Florence Fallgatter. Staff members include Edna P. Amidon, agent, North Atlantic region; Rua Van Horn, agent, central region; Marie White, agent, southern region; Mrs. Dora S. Lewis, agent, western region; Susan M. Burson, agent, special groups, and Beulah I. Coon, agent, studies and research.

E. W. Barnhart is Chief of the Commercial Education Service.

C. M. Arthur is Research Specialist in the Vocational Education Division, C. F. Klinefelter is Educational Consultant in Vocational Education.

The Office's Vocational Rehabilitation Service is directed by John Aubel Kratz. His staff includes I. M. Ristine, agent, north Atlantic region; H. B. Cummings, agent, southern region; Tracy Copp, agent, central region; F. J. Clayton, agent, western region; Terry C. Foster, research agent, and Homer L. Stanton, research agent. Vocational rehabilitation in the District of Columbia is supervised by H. C. Corpening and by W. H. Furey.

CCC Education

The staff of the Civilian Conservation Corps Camp Education Office in the Office of Education includes Howard W. Oxley, director of CCC camp education; Silas M. Ransopher, assistant director; George J. Finley, assistant to the director; John A. Lang, research assistant.

Special Project Leaders

Directing five special educational projects being sponsored by the Office of Education with emergency relief funds are: Ben W. Frazier, University Research Project; Chester S. Williams, Public Affairs Forums Project; Ambrose Caliver, Project for Study of Opportunities for Vocational Education and Guidance of Negroes; William Dow Boutwell, Educational Radio Project; and Henry F. Alves, Project Studying Needs for Reorganization of Local School Units.

Latchstring is Out

Commissioner Studebaker and his associates extend a spirit of friendliness to the educational profession, and assurance that the latchstring is always out to those seeking to promote human progress.

Let's get better acquainted this school year.

Key to Pictures

1. Florence Fallgatter.
2. William Dow Boutwell.
3. Mrs. Katherine M. Cook.
4. James F. Abel.
5. Lewis R. Alderman. (*On leave.*)
6. C. F. Klinefelter.
7. J. A. Linke.
8. John Aubel Kratz.
9. Frank Cushman.
10. Frederick J. Kelly.
11. Sabra W. Vought.
12. Walter S. Deffenbaugh.
13. Maris M. Proffitt.
14. James F. Rogers.
15. Howard W. Oxley.
16. David Segel.
17. E. W. Barnhart.
18. Emery M. Foster.

SCHOOL LIFE

VOL. XXII



NO. 1

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

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Commissioner of Education	- - -	J. W. STUDEBAKER
Assistant Commissioner of Education	- - -	BESS GOODYKOONTZ
Assistant Commissioner for Vocational Education	- - -	J. C. WRIGHT
Editor	- - -	WILLIAM DOW BOUTWELL
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	- - -	JOHN H. LLOYD
Art Editor	- - -	GEORGE A. MCGARVEY

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SEPTEMBER 1936

VISION AND COURAGE

Carved in stone above one of the doors leading into the forum of the Pennsylvania State Education Building, which houses the Pennsylvania Department of Public Instruction, are these words, "Education for All the People is America's Greatest Contribution to Civilization." The forum of this building, a great meeting place, is symbolic of the ideals of the great and generous founder of Pennsylvania, William Penn. The "forum" has always signified a place where there could be a meeting of minds, where tolerance prevailed, and decisions could be openly arrived at.

Education—past, has been devoted to establishing the idea of free public education, erecting buildings, getting pupils into the schools, and developing curriculum practices. Education—past, has served us as a stabilizing force in our developmental period. Education—future, if it is to serve us and civilization as well, must deepen the meaning and significance of democracy, develop tolerance, create a desire for social justice, establish the ideal of service as its own reward for a life well spent. Such education must be for "all the people"—

children, youth, adults. We have made a beginning, but the golden age, for both democracy and education, lies ahead of us. If we but have the vision and the courage, America, through education, will attain the high hopes of her illustrious founders.

WILLIAM H. BRISTOW,
*General Secretary, National Congress
of Parents and Teachers.*

A COURTESY PLANK

We would like to submit a plank for some platform! It might read: Due to the high calling of educators and to the inevitable fact that their actions are examples for their students, we, as a teaching profession, take it upon ourselves individually to set more exemplary standards in matters of common courtesy.

From the teachers' standpoint, if students unexplainedly walk out of the room or carry on side excursion conversations during classes, there would be evidence that the students were not exercising quite the proper kind of courtesy.

But we all know that it is next to impossible to attend a great gathering of educators without witnessing just about such seeming lack of thoughtful courtesy on the part of the profession. There is often a rather constant exodus of teachers during convention sessions. How much of this sort of thing is excusable, it is not for others to judge but such shortcomings should be avoided when possible.

It is even somewhat uncommon to attend an educational meeting that is undisturbed by informal sideline parleys in the convention hall. In groups we too often lose the consciousness of individual responsibility; and courtesy, if it rings true, must ever, we believe, be a matter of individual responsibility. Its dictionary definition is, "politeness combined with kindness; inherent consideration."

No matter what other gatherings may be like, it would be heartening if the educational profession would ever strive to set the highest possible standards in courtesy—in "inherent consideration", for others.

LETTER OR SPIRIT?

A speaker before a recent educational meeting repeated these familiar words: "It is the letter that killeth; the spirit giveth life."

The teacher of ordinary stature asserts authority by standing upon the letter. The greater teacher asserts no authority—his spirit "giveth life"; his students are

inspired; there is enrichment for both teacher and student in the kind of spirit that "giveth life."

It is not who is right, but what is right, that is of importance.—*Thomas H. Huxley*

BUDGETING

"Careful planning necessary for the preparation of a budget brings together all of the forces of education and makes for unity and interest. Teachers, patrons, members of board of education, and the superintendent must all enter into a carefully set up plan."

Thus emphasizes Supt. W. H. Hoyman, of Indianola, Iowa, in discussing problems in the operation of a school budget. When the sound financing of schools interests boards of education, superintendents, teachers and citizens, educational needs will be met much more adequately in any community.

LOOKING FORWARD

With the keynote, *Education Moving Forward*, Agnes Samuelson, as president of the National Education Association, opened that great Portland convention.

Education must do more than regain its losses. It is not enough to retrieve the progress which had been reached when the economic crisis set the clock back. The profound social, economic, and political changes now taking place call for more and not less education. Reconstruction requires new services and increases the demands upon our schools and colleges. We must think in terms of tomorrow and not of yesterday, if we are to train this young generation to meet new situations.

In looking forward to the coming year, one sees in the efforts ahead a fuller development of the American way, in: Discussion forums for the preservation of democracy; the wider use of newer tools for education such as radio and motion pictures; strengthening the relationship between school and community; safety education for the preservation of health and life; and in the words of Agnes Samuelson, "we must consider pioneering in human advancement."

"Education for All the People is America's Greatest Contribution to Civilization."

SCHOOL LIFE readers will find this inspirational quotation on the cover page this month. The doorway pictured in the one noted in the editorial by Dr. William H. Bristow.—*Editor.*

Sportsmanlike Driving



Typical Traffic Safety Poster Used in Grade Schools.

CERTAIN traffic accident facts have been challenging us for many years. The automobile death rate for children aged 5 to 9 decreased 25 percent from 1922 to 1933. Concurrently, traffic fatalities in the age group 10 to 14 increased only 3 percent, while in sharp contrast, the death rate for the 15 to 19 age group increased 130 percent—second largest increase of all age groups. (See fig. 1.) Apparently some corrective forces were yielding results with child pedestrians, while the high-school age group was establishing a very bad record.

An engineer has figured that if the present trend of automobile accidents continues, one result will be that of every 100 youths now 16 years old, 12 will be killed or seriously injured and 65 more will sustain minor injuries in automobile accidents. (See fig. 2.)

Unsystematic education and coaching of young drivers by any Tom, Dick, or Harry have proven to be entirely inadequate as methods of driver training. Wherever rests the duty to prepare youths for driving, evidence at hand does not inspire confidence that it will be discharged efficiently in the home. In the first place, parental influence has failed miserably. In the second place, the automobile death rate for each of the

Peter J. Stupka, Traffic Safety Engineer, American Automobile Association, Describes Course in Automobile Driver Training for Secondary Schools

adult age groups increased by 89 percent or more, comparing 1933 to 1922, indicating that the training task probably had better be left to more competent persons or organized training groups.

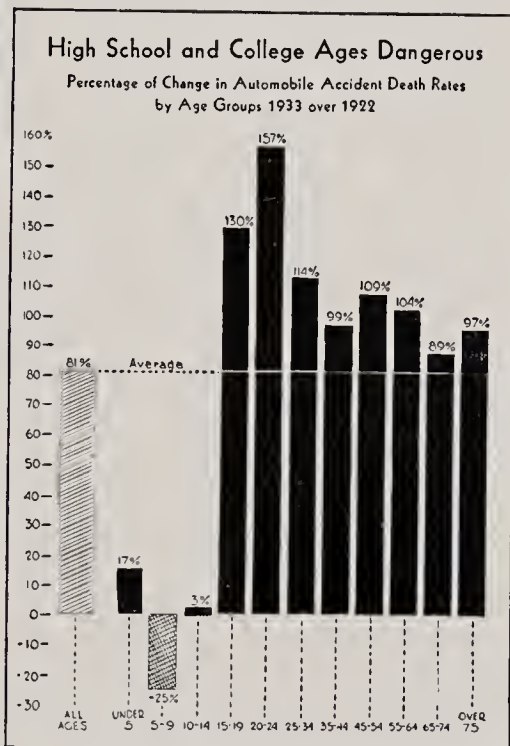
It has been argued that State licensing agencies should so improve their methods and revise their requirements that the licensing procedure itself would be an ade-

quate safeguard against persons who were not really prepared for driving. Again the evidence is not reassuring. Less than half the States examine new applicants for drivers' licenses, while nearly one-third require no licensing whatsoever for drivers of private cars. Information from States with the best motor vehicle laws does not indicate that licensing is an adequate answer, although better driving records have been made than in other States.

in order to meet environmental conditions of the day, we naturally look to our school system. With 30 to 40 million motorists in the United States today, it is evident that the problem of learning to drive skillfully will confront an ever-renewing army of young drivers. Moreover, there are sound reasons why even those youths who will never drive should learn about traffic and safety matters so that they may (1) avoid death or injury as pedestrians and (2) support sound traffic improvement measures.

How do automobile drivers feel on this subject? A recent survey conducted in 15 cities gives a valuable indication. Among the 9,000 drivers who replied, 95 percent answered affirmatively the question: "Do you think that high schools should teach children about traffic laws, causes of accidents, and what their duties will be as drivers?"

Convinced that education in such matters should be a function of high schools, the American Automobile Association ranks among its major safety projects the



Courtesy of Travelers Insurance Co.

Figure No. 1.

quate safeguard against persons who were not really prepared for driving. Again the evidence is not reassuring. Less than half the States examine new applicants for drivers' licenses, while nearly one-third require no licensing whatsoever for drivers of private cars. Information from States with the best motor vehicle laws does not indicate that licensing is an adequate answer, although better driving records have been made than in other States.

Whenever a thorough education is needed by a large proportion of youths

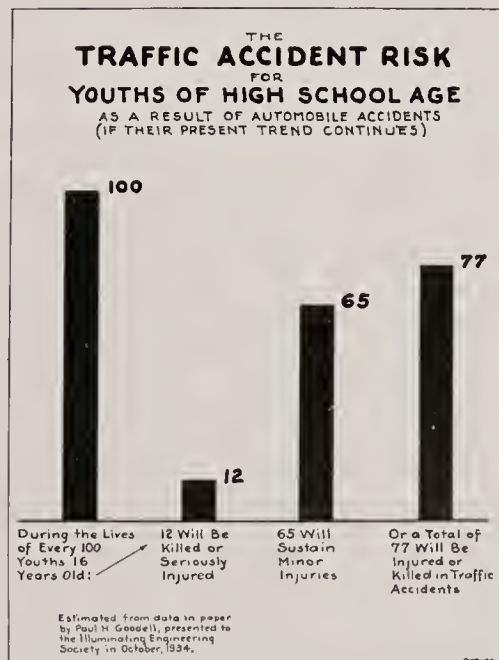


Figure No. 2.

development and promotion of driver-training courses for secondary schools. While long experience with highway safety places the AAA in a position to be helpful practically, it is realized that any development of driver-training courses for school use must be pedagogically sound.

The association has been engaged since 1934 on such a high-school project. Assisted by educators and other specialists, it has produced the following materials:

1. Sportsmanlike Driving—A teacher's outline for a course in traffic safety and driving.
2. Multiple Choice Examination—intended to measure the interest of high-school students in this subject.
3. Film Descriptions—Brief résumés of suitable films to be used in connection with Sportsmanlike Driving, with information on where and how they are obtainable.

It was evident that text material is needed. Encouraged by the number of teachers and educators who have shown an active interest in high-school instruction on traffic, safety, and automobile driving, the association is now preparing text matter. It has engaged the services of well-known writer-educators, each especially fitted to develop the subjects assigned. A series of five illustrated text pamphlets for student use are being issued.

The Driver, the first pamphlet of the series, is now available. It contains 85 pages, 40 illustrations, numerous discussion topics, special learn-by-doing projects and valuable reading references. The remaining four pamphlets which will soon also be available for class room use are as follows:

1. Driver and Pedestrian Responsibilities.
2. The Automobile and How to Drive It
3. Sound Driving Practices. The Highway.
4. Highway Traffic—Its Development and Problems.

Mrs. Carroll D. Champlin, department of education and psychology, Pennsylvania State College, prepared, in cooperation with AAA traffic specialists, the text pamphlet on The Driver. She also prepared the pamphlet dealing with Driver and Pedestrian Responsibilities.

William J. Cox, assistant professor, engineering mechanics, Yale University, is associated with the American Automobile Association in preparing the text pamphlet dealing with Sound Driving Practices—The Highway.

Over 30,000 copies of the Sportsmanlike Driving outline have already been distributed by AAA clubs to high-school educators throughout the country. The State of New Jersey is requiring all high schools to offer a course in traffic safety

and driving, following a pattern similar to that of the Sportsmanlike Driving course and to give one unit of credit to those students successfully completing the course. In Missouri the course is being offered to high-school students and one-half unit of credit is given. Some cities where the Sportsmanlike Driving course is being given are Spokane, Wash.; Lancaster, Pa.; Moorhead, and Austin,

Minn. Courses have also been given in a number of high schools in Michigan, Illinois, and Rhode Island.

Educators, and others, interested in learning more about the Sportsmanlike Driving Course in traffic safety and driving, and the series of illustrated text pamphlets can obtain detailed information from their local American Automobile Association motor club.

New Government Aids For Teachers

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

Film Strips

Prices for film strips issued by the United States Department of Agriculture will be approximately the same for the fiscal year 1936-37 as those in effect during the past year, according to announcement recently made by the Division of Cooperative Extension of the Department.

The price for film strips until June 30, 1937, will range from 50 cents to \$1.10 each, depending upon the number of illustrations in the series. The majority of the 275 series that the Department has available will sell for 50 or 65 cents each.

Film strips are available on such subjects as farm crops, dairying, farm animals, farm forestry, plant and animal diseases and pests, farm economics, farm engineering, home economics, and adult and junior extension work. Lecture notes are provided with each film strip purchased.

A list of available film strips and instructions on how to purchase them may be obtained by writing to the Division of Cooperative Extension, United States Department of Agriculture, Washington, D. C.

Pre-Cambrian Rocks of the Lake Superior Region. 34 p., charts, maps. (Geological Survey, Professional Paper 184.) 60 cents.

In the States of Michigan, Wisconsin, and Minnesota, and the Province of Ontario is an area of pre-Cambrian

rocks representing part of the south margin of the great pre-Cambrian shield of North America. This bulletin describes the newly discovered geologic features of this part of the United States. (Geology; Geography; Economics.)

Economics of Planning Public Works. 194 p. (National Planning Board, Federal Emergency Administration of Public Works.) 25 cents.

Centers on the problem—How may public works be so handled as to contribute as much as they are capable of contributing to industrial stability. (Civics; Economics.)

Forest Improvement Measures for the Southern Appalachians. 46 p., illus., charts. (Department of Agriculture, Technical Bulletin No. 476.) 5 cents.

Deals with the first steps toward the management of the forests in this region, and indicates what kind of silviculture work should be done, how it should be done, and where it should be done. (Forestry; Geography.)

Women Who Work in Offices. 27 p. (Women's Bureau, Bulletin No. 132.) 5 cents.

Presents two cross sections of women clerical workers. Part I is a study of employed women—their age, occupation, education and training, hours and wages; Part II is a study of workers seeking employment—their age, marital status, education and training, type of business, occupation, time in office work, duration of present unemployment, and wages. (Sociology; Vocational guidance.)

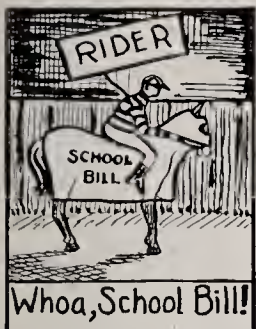
Preparing Shipments to Canada—Documentation and Customs Requirements. 44 p. (Bureau of Foreign and Domestic Commerce.) 10 cents.

In view of the trade agreement between Canada and the United States, signed November 15, 1935, teachers will find this bulletin most useful.

Price lists (free from the Superintendent of Documents): Foods and cooking—

[Concluded on page 31]

Riders on Appropriation Acts



A practice growing more common among legislatures of the several States is the attaching of riders or provisos to appropriation acts providing funds for the maintenance of State universities and colleges.

Such riders consist of two general types: First, those restricting or limiting the expenditure of the appropriations until the institutions comply with certain prescribed conditions; and second, those imposing additional duties on the governing boards in the administration of the institutions.

An examination of the appropriation acts passed during 1935 shows that the legislatures in 21 States attached one or more riders to the appropriations made to the State universities and colleges. They dealt with a variety of activities of the institutions, such as the educational program, faculty, students, degrees, expenditures, financial accounting, advertising, publicity, insurance, and purchase of automobiles.

Educational program

Legislatures in three States—Alabama, Minnesota, and Virginia—placed riders on appropriation acts relating to the educational program of the institutions. Two were restrictive in character while the other provided for the establishment of a new school of instruction. In the case of Virginia the rider stipulated that none of the institutions of higher learning supported by the State should expand their academic or educational work without first securing the written approval of the State board of education and the Governor. The prohibited work included any new or additional extension schools, day schools, junior colleges, courses of study or extension courses.

The appropriation act of Alabama contained a lump sum item to be used as a teacher-training equalization fund. The State board of education upon the recommendation of the State superintendent of public instruction was authorized to distribute the appropriation annually to the

John H. McNeely, Specialist in Higher Education, Discusses Riders Affecting Public Funds Provided for Support of State Universities and Colleges

various institutions to assist them in defraying the cost of maintaining teacher-training work. A rider on this appropriation specifically provided that the institutions in order to share in the fund must comply with the standard program of teacher training prescribed by the State board of education.

The Minnesota rider was applicable only to the State university. Under its terms the educational program was expanded, the board of regents being empowered to conduct a school of instruction in law enforcement. Political subdivisions of the State, such as cities and counties, were authorized to send their police officers to the new school established at the State university and to pay their expenses while in attendance out of the general tax fund. Power was also conferred on the university to issue a certificate of graduation or diploma to the police officers satisfactorily completing the prescribed course of instruction offered in the school.

Faculty members

Riders were appended to the appropriation acts of 10 States applying in various ways to employment, travel, promotion, or salaries of faculty members. All faculty members employed by the institutions of Kansas were prohibited from charging or accepting a fee or per diem from an individual, society, club, association, or community for any service connected with their resident or extension work. Acceptance of any additional compensation for judging at State and county fairs, livestock shows, or county institutes was specially forbidden. A contrary point of view was taken by the Arizona Legislature, which explicitly permitted the faculty members of the State University of Arizona to draw salaries or compensation from more than one source. In the employment of the faculty members of the several institutions of New Mexico the governing boards were permitted through a rider to appoint non-

residents of the State notwithstanding a general law requiring all State employees to be citizens of New Mexico.

The legislatures of Indiana, North Carolina, and Utah placed limitations on travel of faculty members of the institutions. In Indiana the appropriations for traveling expenses were to be used only for travel within the State except by direction or approval of the Governor. Similarly, in North Carolina the expenditure of the appropriations for out-of-State travel to conventions or conferences was prohibited unless through a travel authorization issued by the director of the budget. The legislature of Utah provided that no claim for traveling expenses outside of the State should be paid from the appropriations except upon approval by the State board of examiners through a vote made in advance. This board is composed of the Governor, secretary of state, and attorney general.

Promotion of faculty members except under certain circumstances was expressly forbidden by riders on appropriation acts enacted by the New Jersey and Texas Legislatures. In the case of New Jersey no promotions were permitted during the year covered by the act except for the purpose of filling vacancies in the staff. This was applicable to the teachers colleges of the State. The Texas appropriation act was itemized in great detail and contained an item covering the salary of each position on the faculties of all of the State's institutions. Under this arrangement, no promotions were possible during the biennial period for which the act was effective. The terms of the rider allowed members on the faculty of any of the institutions holding a lower position to be promoted to a higher position in the event that a vacancy occurred in the latter.

Salaries of faculties were the subject of riders on the Illinois, Massachusetts, and Minnesota appropriation acts. The single board governing Illinois' five teachers colleges was required to draw up salary schedules with fixed minimum and

maximum rates of pay for the various ranks of the staffs in each of the institutions. The rates and titles were to be uniform for the same positions in all the colleges as far as possible. Before the salary schedules became effective approval of both the State department of finance and the State department of education and registration was required. The rider in Massachusetts applied to a single member of the faculty of one of the State's textile schools. It prohibited the institution from paying its instructor in physical education more than \$2,500 annually. Under provisions of the rider attached to the appropriation made to the State university in Minnesota, the State legislature suggested that the board of regents reduce the salaries of its faculty by 10 percent instead of making it mandatory upon the board to do so. At the same time the legislature decreased the total appropriation for the university in an amount equivalent to a ten percent reduction in pay for all faculty members.

Student riders

In five States the riders pertained to students of the institutions. The legislature of New Jersey in making appropriations to the teachers colleges and normal schools specified the number of students to be enrolled in each institution. In New Mexico appropriations to all the institutions were made conditional that a fee of \$100 annually be charged each out-of-state student attending. The legislature of New Hampshire which had previously permitted the State university to enroll 8 percent of its students from the States of Maine, Massachusetts, and Vermont suspended this privilege.

Clauses with respect to the sex of students of three institutions in South Carolina were attached to their appropriations. The board of trustees of the University of South Carolina was authorized to admit young women to the university below the junior class. In addition the board was further empowered to permit women day students to attend the university also below the junior class provided they paid sufficient tuition so that no additional expenses would accrue to the State. In the case of Clemson College the appropriation was made conditional that no female student would be allowed to attend the college. A similar provision for Winthrop College forbade the attendance of any male student.

Granting degrees

The appropriation act of only one State, Tennessee, contained a rider dealing with granting of degrees and it was applicable to but one of the State's

institutions. According to its terms, the State board of education as the governing body of the Tennessee Agricultural and Industrial College for Negroes was authorized to inaugurate graduate work at this institution granting the master of arts degree. A stipulation limited the work for which the degree was to be granted to elementary, high-school, and vocational education. A further stipulation was to the effect that the graduate work was to be undertaken without any additional cost to the State.

Expenditures

Provisions of one character or another concerning the expenditure of the appropriations were included in riders on appropriation acts of seven States. Most of them were restrictive. In the case of the University of Washington the legislature appropriated conditionally an extra annual sum of \$250,000 for its maintenance. The institution under the rider was not permitted to expend any of the money until it had been officially allotted each quarter by the Governor. The amount fixed by the Governor as the quarterly allotment was to be on a basis of \$41.66 for each student attending the university during the particular quarter in excess of 8,000 students.

A restriction similar in principle was placed on the expenditure of appropriation items for contingencies made to each of the five teachers colleges of Illinois. No contract was to be entered into or obligation incurred by the governing board for the expenditure of any part of the contingency appropriations until the Governor has given his approval in writing. Instead of placing limitations on the expenditure of the appropriations, a diametrically opposite policy was adopted by both the Mississippi and South Carolina Legislatures in riders attached to the appropriations for the State's universities and colleges. The governing boards were explicitly empowered to use and expend the moneys at their discretion in operating the institutions.

The riders relating to the expenditure of appropriations in the other three States were of special interest. Providing for the reduction of appropriations in order to avoid a State deficit, they stipulated the particular State agencies which were to be given preferential treatment. The legislature of North Carolina specified that the charitable institutions were to receive their appropriations without any reduction. The State universities and colleges as a consequence were placed in the same category with the other State agencies and officials.

In the case of New Jersey the available annual State funds were to be so disbursed that the administrative offices,

courts, penal and charitable institutions would be paid the full amounts of their appropriations. The remainder of the funds were to be distributed on a reduced basis, if necessary, among the other State agencies including the institutions of higher education in such a way as to conserve the best interests of the State according to the best judgment of the comptroller of the treasury. The West Virginia Legislature divided the various State agencies into five classes and provided on a percentage basis a sliding scale of appropriation reductions. The State university and colleges were placed in the third class to receive the third largest percentage reduction.

Administrative affairs

The remaining riders dealt with certain phases of internal administration of the institution. The Texas Legislature attached three such riders to its appropriation act. One provided that none of the appropriations should be expended by the State's institutions for the employment of any person or firm to audit their accounts. Another stipulated that no expenditure should be made for purchase of an automobile costing in excess of \$750 including the trade-in value of a used car. The third required all the institutions to keep their financial accounts in accordance with the recommendations, classifications, and forms of the National Committee on Standard Reports for Institutions of Higher Education.

In the case of Virginia, all the State's institutions were prohibited from expending the appropriations for the payment of the cost of advertisements or advertising intended or designed to promote student attendance. The teachers colleges of Minnesota were forbidden from using the appropriations to pay the salary or expense of a publicity representative. With the exception of the University of California all institutions in California were prohibited from spending any part of the appropriations for insurance on their buildings.

Summary

In reviewing the foregoing it is evident that the larger proportion of the riders or provisos attached to 1935 appropriation acts for the support of State universities and colleges were restrictive in character. Of those of the type imposing new duties on the governing boards several failed to provide the necessary appropriations to carry them in effect or specially stipulated that they were to be performed without additional expense to the State. A number of the riders were constructive in purpose, being designed to facilitate the administration of the institutions.

Freshman Week Program and Testing

J. R. Gerberich, Associate Director of University Research Project, Office of Education, Reports on Investigation in 168 Institutions of Higher Education

WHAT are the program features and entrance testing practices during "Freshmen Week" in the larger coeducational universities and colleges? Obtaining answers to that question was the major purpose of an investigation about which this report is written.

The adequacy and representativeness of the sampling is attested by the fact that, of the 200 questionnaires sent out in December 1934, 168 responses were received from institutions located in 47 of the 48 States. The questionnaire was sent to the registrar of each institution. As 23 of the institutions reported that they had no "Freshman Week" in that year, the data here reported are based on the remaining 145 institutions furnishing responses to the questions treated.

Table I presents a list of orientation activities together with the numbers and percentages of universities, land-grant colleges, and technological schools; arts colleges; and teachers colleges and normal schools reporting that each activity had a place in the program. The miscellaneous responses grouped in the last line of the table were supplied by those activities which could not properly be classified under any of the 19 headings listed on the questionnaire.

The only activities shown by table I to have been included in the orientation programs of more than 90 percent of the institutions are registration (97.2 percent), entrance tests (95.1 percent), and the address of welcome (93.7 percent). The failure of four institutions to list registration as an orientation activity is the result of pre-entrance registration in at least one and possibly all four institutions. Several of the institutions also reported that their testing was done for most of the entrants shortly prior to graduation from high school and that they used the results from such testing.

Other activities having a place on the programs of from four-fifths to one-half of the schools reporting are, in descending order of frequency: Registration announcements, freshman reception, conferences with advisers, physical examinations, freshman party, talk or demonstration on use of library, talk on extra-curricular activities, talk on social

life, discussion of history and traditions of institution, and discussion of college rules and regulations. The remaining six activities, included in the programs of less than half of the institutions, are, in order of popularity: Tour of the campus; talks on budgeting time, on health or social hygiene, on how to study, and on honors work or scholarship; and group recreation.

An examination of the percentages for the three types of institutions locates but few sizable differences. An address of welcome was somewhat more common to the programs of the arts and teachers

colleges than to the programs of the universities, although 90.6 percent of the latter employed such an address. Entrance tests were given by 98.7 percent of the universities, 93.0 percent of the arts colleges, and 88.0 percent of the teachers colleges. The fact that fewer universities than other types of institutions resorted to registration announcements is probably explained by the more common use of printed announcements and in some cases of student handbooks in the larger institutions of university grade. The same explanation probably applies to the tour

Table I.—Activities Included in "Freshman Week" Programs by the Different Types of Institutions

Activity ¹	Universities (N=75)		Arts colleges (N=43)		Teachers colleges (N=25)		All institutions (N=143)	
	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
1	2	3	4	5	6	7	8	9
Welcome to institution.....	68	90.6	42	97.7	24	96.0	134	93.7
History and traditions of institution.....	38	50.7	24	55.8	14	56.0	76	53.1
Social life—fraternities, etc.....	43	57.3	25	58.1	9	36.0	77	53.8
Extracurricular activities.....	45	60.0	23	53.5	13	52.0	81	56.6
Honors work, scholarship, etc.....	25	33.3	11	25.6	9	36.0	45	31.5
Entrance tests.....	74	98.7	40	93.0	22	88.0	136	95.1
Use of library.....	45	60.0	27	62.8	15	60.0	87	60.8
How to study.....	29	38.7	14	32.6	9	36.0	52	36.4
Budgeting time.....	29	38.7	15	34.9	9	36.0	53	37.1
Health or social hygiene.....	31	41.3	14	32.6	8	32.0	53	37.1
College rules and regulations.....	37	49.3	24	55.8	12	48.0	73	51.0
Registration announcements.....	50	66.7	34	79.1	24	96.0	108	75.5
Conferences with advisers.....	54	72.0	27	62.8	16	64.0	97	67.8
Registration.....	72	96.0	42	97.7	25	100.0	139	97.2
Physical examinations.....	52	69.3	27	62.8	13	52.0	92	64.3
Tour of campus.....	29	38.7	16	37.2	15	60.0	60	42.0
Freshman reception.....	46	61.3	37	86.0	19	76.0	102	71.3
Freshman party.....	50	66.7	26	60.5	16	64.0	92	64.3
Group recreation.....	23	30.7	22	51.2	7	28.0	52	36.4
Miscellaneous.....	9	12.0	3	7.0			12	8.4

¹ The first 12 activities are addresses, lectures, tests, or explanations usually given by faculty members; the remaining activities are self-explanatory.

of the campus, more common in teachers colleges than in universities and arts colleges. Physical examinations were more commonly a part of the orientation-week program in the universities than in the typically smaller institutions.

As entrance testing was included in the programs of 95.1 percent of the institutions reporting and is apparently becoming more important in many institutions, several aspects of the findings pertaining to this program feature

will be treated. Table II presents information concerning the numbers and percentages of institutions of each type making use of certain types of tests and concerning the origin of the tests used—whether locally constructed or standardized.

Table II.—“Freshman Week” Tests Used by the Different Types of Institutions and Their Origins

Type of test	Type of institution								Origin of tests					
	Universities (N=71)		Arts colleges (N=42)		Teachers colleges (N=24)		All institutions (N=137)		Locally constructed		Standardized		Totals	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Intelligence or psychological.....	61	85.9	46	109.5	25	104.2	132	96.4	3	2.3	129	97.7	132	100.0
College aptitude.....	6	8.4	3	7.1	1	4.2	10	7.3	2	20.0	8	80.0	10	100.0
Reading.....	14	19.7	9	21.4	4	16.7	27	19.7	5	18.5	22	81.5	27	100.0
General achievement.....	8	11.3	3	7.1	7	29.2	18	13.1	1	5.6	17	94.4	18	100.0
English.....	51	71.8	27	64.2	14	58.3	92	67.2	28	30.8	63	69.2	91	100.0
Mathematics.....	18	25.3	5	11.9	4	16.7	27	19.7	12	42.9	16	57.1	28	100.0
Foreign languages.....	11	15.5	10	23.8	-----	-----	21	15.3	4	19.0	17	81.0	21	100.0
Social studies.....	6	8.4	1	2.4	-----	-----	7	5.1	3	42.9	4	57.1	7	100.0
Physical and biological sciences.....	11	15.5	2	4.8	-----	-----	13	9.5	6	46.2	7	53.8	13	100.0
Personality.....	3	4.2	8	19.0	4	16.7	15	10.9	-----	-----	15	100.0	15	100.0
Vocational.....	3	4.2	-----	-----	-----	-----	3	2.2	-----	-----	3	100.0	3	100.0
Miscellaneous.....	4	5.6	4	9.5	3	12.5	11	8.0	8	80.0	2	20.0	10	100.0
Total.....	196	-----	118	-----	62	-----	376	-----	72	19.3	302	80.7	374	100.0

Table III.—Use of “Freshman Week” Test Results in the Different Types of Institutions

Use of test results	Universities (N=71)		Arts colleges (N=42)		Teachers colleges (N=22)		All institutions (N=135)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9
Educational guidance at entrance.....	32	45.1	29	69.0	13	59.1	74	54.8
Educational guidance later.....	61	85.9	39	92.9	20	90.9	120	88.9
Vocational guidance.....	28	39.4	22	52.4	8	36.4	58	43.0
Sectioning of classes.....	52	73.2	29	69.0	14	63.6	95	70.4
Statistical studies.....	51	71.8	30	71.4	15	68.2	96	71.1
Admission to or exclusion from college.....	5	7.0	2	4.8	-----	-----	7	5.2
Awarding advanced standing.....	8	11.3	7	16.7	1	4.5	16	11.9
Requiring subfreshman courses.....	31	43.6	9	21.4	9	40.9	49	36.3

The data of table III show three uses of tests to have been much more common than the others—educational guidance after entrance, statistical studies, and sectioning of classes, with 88.9, 71.1, and 70.4 percent, respectively, of the institutions reporting them. Slightly over half of the schools furnished initial registration guidance on the basis of test results, while something less than half provided vocational guidance. A significant finding is that, although 36.3 percent of the institutions required subfreshman or noncredit courses of lowest-scoring entrants, only 11.9 percent awarded any advanced standing to the highest-scoring freshmen. Only 5.2 percent of the institutions admitted students to college or excluded them from entrance on the basis of test performance as a general practice, although many doubtless used test results for admitting or excluding irregular and over-age applicants.

Widely used tests

It is readily apparent from the first part of table II that only psychological and English tests were widely used in the entrance testing programs of the institutions reporting. Inasmuch as college aptitude tests are similar to most psychological examinations and are used for similar purposes, the total of 103.7 percent for these two test types is more nearly indicative of the total amount of testing done at college entrance for the major purpose of predicting future scholastic success and attendant uses. This percentage indicates that the 95.1 percent of all institutions using entrance tests utilized an average of slightly more than one general prognostic test per institution. It does not indicate that every institution included in the 95.1 percent made use of such tests, for only 67 of the 71 universities reported testing for general prognostic purposes. It does show, however, that a large majority of the institutions used general predictive tests and that some institutions used more than one such test in their “Freshman Week” programs. English tests, used by 67.2 percent of the schools, are the only other type used by as many as 50 percent of the institutions represented.

Tests used by from 10 to 20 percent of the schools were mathematics (19.7 percent), reading (19.7 percent), foreign languages (15.3 percent), general achievement (13.1 percent), and personality (10.9 percent). The remaining fields—social studies, physical and biological sciences, and vocational—were represented in the testing programs of only a few institutions.

Differences in the percentages of schools of the various types are significant in only a few cases. Arts colleges and teachers colleges used an average of more than one general prognostic test per institution, while most of the universities included such a test in their programs. English tests were given by a smaller percentage of teachers colleges than by arts colleges and universities. Mathematics tests were more common in the universities, general achievement tests in the teachers colleges, and reading and foreign language tests in the arts colleges.

The above discussion indicates that general prognostic and English tests

[Concluded on page 30]

Education Conventions

John H. Lloyd, Editorial Assistant, Office of Education Gives Highlights and Dates of Major Educational Meetings in the United States

SCHOOL people throughout the United States come together quite frequently each year to discuss their common problems and to exchange ideas in order that they may better care for America's army of children and adults in quest of learning.

When we speak of conventions, we naturally think of speechmaking. But there's something else one gets at a conference or convention in addition to long, or occasionally short, speeches. According to a recent editorial in *The Library Journal*, ". . . formal discussion is a large part of the week, but not the largest part. Seeing old friends, talking with others doing the same type of work or entirely different work, coming into contact with new personalities, or exchanging ideas over a breakfast or luncheon table are an integral part of any conference." The same editorial points out that Longfellow once said, "a single conversation across the table with a wise man is better than 10 years' study of books."

It would be impossible to record what each major national education convention did during the past year. We can touch on a few, however, presenting brief highlights.

Always the most largely attended and publicized school meeting held each year is that of the National Education Association, with its many affiliated departments and allied organizations. This year, meeting in Portland, Oreg., the summer N. E. A. conventioners provided newspapers from coast to coast with headline articles on academic freedom, the District of Columbia "little red rider", education's opposition to war, and the need for Federal aid for schools. Resolution no. 2 on academic freedom, as adopted by the 7,500 registered delegates, follows in part:

Academic freedom

The National Education Association reaffirms its position with reference to freedom of teaching and full opportunity to present different points of view on any and all controversial questions . . . Suppression of such freedom inevitably leads to violent and reckless changes in the social order.

. . . freedom of teaching implies presentation of facts on all sides, with interpretations.

. . . The association reaffirms its condemnation of the passage of special loyalty oath bills by State legis-

latures and will offer every possible assistance to prevent the passage of such bills.

. . . Teachers must not be intimidated by administrators, boards of education, or pressure groups . . .

In brief, resolutions adopted at the National Education Association Convention

- Oppose compulsory military training in public schools, colleges, universities.
- Recommend a permanent division for youth education and guidance in the United States Office of Education.
- Support tenure of position for teachers.
- Urge repeal of the "little red rider."
- Approve Inter-American conference for maintenance of peace in the Western Hemisphere.
- Urge complete restoration of full educational programs
- Endorse principle of Federal aid for education.
- Register opposition to administrative merging of education with functions generally classified as welfare services.
- Urge Federal Communications Commission to reserve short-wave radio frequencies for nonprofit educational agencies.

Educators are veering away from the dyed-in-the-wool speaker type of convention program. They are going in for symposiums, panels, and forums, in an effort to make programs more interesting for the listener, and therefore more effective. The N. E. A. provided demonstrations of open-forum discussion on educational and political questions at Portland, and even allowed the audience to present questions for answering by platform panel leaders in education. Commissioner of Education, John W. Studebaker led the forum on Education and Democracy.

The recent National Congress of Parents and Teachers convention in Milwaukee featured no fewer than half a dozen panels and symposiums on parent-education problems. Secretary William H. Bristow told the convention delegates how to proceed in arranging for and conducting parent-education public forums back home. The parent-teacher leaders also passed the following resolution:

Adults and children, according to their ability to understand, should have opportunity to know all

sides of important public questions, and school buildings should be made available for such purposes.

Librarians' challenge

How library service in the United States can be improved and extended to more of our citizens might well be termed the keynote of the American Library Association convention in Richmond, Va. President Louis Round Wilson, of the A. L. A., told the convention—

The first task which confronts the American Library Association today is to provide library service for the 45,000,000 people who are now without it, enrichment of service to the 40,000,000 with inadequate service; organization, administration, and development of libraries in such a way that they can serve the Nation as effective agencies for adult education; and the building up of bibliographical centers and resources for the use of the scholar and investigator. These are phases of librarianship which challenge as they never have before the best thought and effort of American librarians.

Secretary of the Interior, Harold L. Ickes extended a word of greeting to the American Library Association convention in the form of a message addressed to "Friends of the Library":

"An adequately staffed Federal library service, operating through the Office of Education could, no doubt, assume functions to aid materially in correcting the acknowledged deficiencies in our library system", the secretary pointed out in his message. "The attainment of the sound and laudable objectives established by the American Library Association can, however, be accomplished only when citizens in sufficient numbers determine to extend and improve an essential service which is essentially their own. Librarians and library trustees cannot do the job alone."

Adult education

The American Association for Adult Education put adult education in this and several other countries under the convention microscope in celebration of the association's tenth anniversary. Woven into many major addresses and several panel discussions was the thought that democracy can be preserved only through adult education. Federal Government financial assistance for extension of adult-education programs was deemed necessary. It was suggested that our colleges should stop making mere technicians of

our people, but should aim rather to put them in tune with their environment. One speaker pointed out that librarians are adult-education-minded, while another warned librarians not to be satisfied with providing books alone. Need for trained museum workers and prison educators to make this phase of adult education more effective was expressed at this annual meeting. Commissioner Studebaker again went on record as favoring "a Nation-wide system of civic discussion groups for men and women, carried on under public-school auspices."

Future craftsmen

Most of the discussion at the American Vocational Association convention in Chicago was devoted to how youth can better be prepared for jobs. Launching of a new organization, The Future Craftsmen of America, was officially announced to A. V. A. delegates, and by convention radio programs to the country at large. Future plans for the FCA, an organization of young men apprentices and students in industrial arts and vocational trade-school classes will be made known at the next A. V. A. convention in San Antonio, Tex., December 2-5, 1936. Detailed discussion of the George-Deen Act recently passed by Congress, an act that authorizes additional appropriations for extension of vocational education opportunities in the United States, is also scheduled.

FFA

The Future Farmers of America, national organization of nearly 125,000 farm boys studying vocational agriculture in public high schools throughout the country, held their annual convention in Kansas City, Mo. They plan to hold another one next month, October 17-24, in the same city.

Among their activities are landscaping, home beautification, tree planting, establishment of F. F. A. camps, organization of F. F. A. bands, leadership training, thrift programs, radio broadcasts, pest eradication, and public speaking.

The coming year

With these few highlights of several major national educational conventions of the past year, we look ahead to annual meetings of the coming year, announced in connection with this article. May each meeting, as Dr. Agnes Samuelson, past president of the National Education Association has said "help us to gain

a fresh start", and "strengthen our hands for the good work in which we are engaged—the making of men and women."

List of meetings

- American Association of Junior Colleges, Dallas, Tex., February 19-20, 1937.
- American Association of School Physicians, New Orleans, La., October 20-23, 1936.
- American Association of Teachers of French, Richmond, Va., December 31, 1936.
- American Association of Teachers of Italian, Richmond, Va., December 29-31, 1936.
- American Association of Teachers of Spanish, Chapel Hill, N. C., December 28, 1936.
- American Association of University Professors, Richmond, Va., December 28-29, 1936.
- American Association of University Women, Savannah, Ga., March 15-19, 1937.
- American Catholic Historical Association, Providence, R. I., December 29-31, 1936.
- American Council on Education, May 7-8, 1937, Washington, D. C.
- American Educational Research Association, New Orleans, La., February 20-25, 1937.
- American Physical Education Association, New York City, April 21-24, 1937.
- American Vocational Association, San Antonio, Tex., December 2-5, 1936.
- Association for Childhood Education, San Antonio, Tex., March 30-April 3, 1937.
- Association for Study of Negro Life and History, Petersburg, Va., October 2, 1936.
- Association of American Colleges, Washington, D. C., January 14-15, 1937.
- Association of American Geographers, Syracuse, N. Y., December 31, 1936, January 1-2, 1937.
- Association of Land-Grant Colleges and Universities, Washington, D. C., November 16-18, 1936.
- Association of Summer School Directors, Urbana, Ill., October 23-24, 1936.
- College Entrance Examination Board, New York City, October 28, 1936.
- General Federation of Women's Clubs, Tulsa, Okla., April 26-May 1, 1937.
- Linguistic Society of America, Chicago, Ill., December 28-30, 1937.
- Music Teachers National Association, Chicago, Ill., December 28-30, 1936.
- National Advisory Council on School Building Problems, New Orleans, La., February 27, 1937.
- National Association of Public School Business Officials, St. Louis, Mo., October 12-16, 1936.
- National Commercial Teachers Federation, Detroit, Mich., December 28-30, 1936.
- National Committee on Education by Radio, New York City, January 18, 1937.
- National Congress of Parents and Teachers, Richmond, Va., May 4-7, 1937.
- National Council of Parent Education, Chicago, Ill., November 11-14, 1936.
- National Education Association, Department of Superintendence, New Orleans, La., February 20-25, 1937.
- National Education Association (Summer meeting), Detroit, Mich., June 27-July 1, 1937.
- National Vocational Guidance Association, New Orleans, La., February 1937.
- North Central Association of Colleges and Secondary Schools, Chicago, Ill., April 7-10, 1937.
- Progressive Education Association, St. Louis, Mo., February 25, 26, 27, 1937.



A Tribute to Dr. Cummings

"Always he faced the front—never backward. He liked to see the good that he could do and to help others be their best."

Thus spoke Dr. J. C. Wright, Assistant Commissioner for Vocational Education, United States Office of Education, in a tribute to Dr. John Cummings, whose death occurred on June 26. Dr. Cummings was chief of the research and statistical service, Vocational Education Division for several years. For more than 20 years he was actively identified with the vocational education movement.

Dr. Cummings served in many capacities including the following: Instructor in economics and statistics at Harvard, his alma mater; on the editorial staff of the New York Evening Post; assistant professor of political economy, University of Chicago; expert special agent, United States Census Bureau; research expert for Joint Congressional Committee on National Grants for Vocational Education; editor and statistician, Federal Board for Vocational Education; and statistician and economist, division of research and statistics, Federal Reserve Board. Dr. Cummings returned to the Federal Board for Vocational Education, now the Vocational Division of the United States Office of Education, in 1930. His home was in Washington, D. C.

Dr. Cummings was a member of the American Economic Association and the American Statistical Association. He is the author of numerous books and pamphlets on economic, statistical, and sociological subjects.

School Survival Rates

Emery M. Foster, Chief, Statistical Division, States That Holding Power Leading to Senior Grade Has Increased 48.4 Percent in 5-Year Period

THE NATION'S senior class of 1936 indicates a 48.4 percent greater holding power through its years leading to graduation than did the Nation's graduating class of 1931.

Of 1,000 pupils in the fifth grade in 1924 only 310 reached the twelfth grade in 1931, but of 1,000 pupils in the fifth grade in 1929 there were 460 who reached the twelfth grade in 1936.

The enrollment in the last year of high school increased from 591,505 in 1926 to 1,134,567 in 1936 (estimated), an increase of 91.8 percent. The estimated 1935 senior enrollment was 98.2 percent greater than in 1925 and the 1934 senior enrollment was 105.1 percent greater than in 1924. This shows that while senior enrollments in schools are still increasing the rate of increase is evidently slowing down.

It is interesting to note on table 2 that while the number in the fifth grade decreased every year from 1924 to 1929, from 2,537,883 to 2,466,451, the number of these pupils remaining in every grade from the seventh through the twelfth increased every year. A decrease of 71,432 in the number of fifth-grade pupils in the 5 years from 1924 to 1929 was changed by the increase in holding power of the upper grades to an actual increase of 348,230 pupils in the twelfth grade in the 5 years from 1931 to 1936. This is probably due to a large extent to the fact that many of these fifth-grade pupils arrived in high school since the beginning of the depression and, having no chance of employment outside, have stayed in school.

A comparison of the survival rates for the first year of high school and the eighth grade shows the following percentage of the eighth-grade pupils continuing on to high school:

Survival eighth grade to first-year high school

Year	Percent	Year	Percent
1927	80.0	1931	94.7
1928	82.6	1932	91.4
1929	86.2	1933	92.1
1930	89.8		

The holding power of the eighth grade continued to increase from 1927 to 1931. Of the class that was in the eighth grade in 1930-31 almost 95 percent were enrolled in high school in 1931-32. Since then the percentage continuing into high

schools seems to have dropped slightly but indications are that more than 90 percent of the eighth-grade pupils enter high school.

In reorganized school systems the break between elementary school and junior high school at the sixth grade comes when the pupil is too young to drop out of school. As shown above pupils do not drop out in any great numbers at

the break between the traditional elementary school (seventh or eighth grade) and the first year of the traditional high school or at this point in the junior high school. The next break comes at the end of the ninth grade or last year of junior high school. Examination of the survival rates shows the following percentages of first year high-school pupils enrolled in the second year (or last year

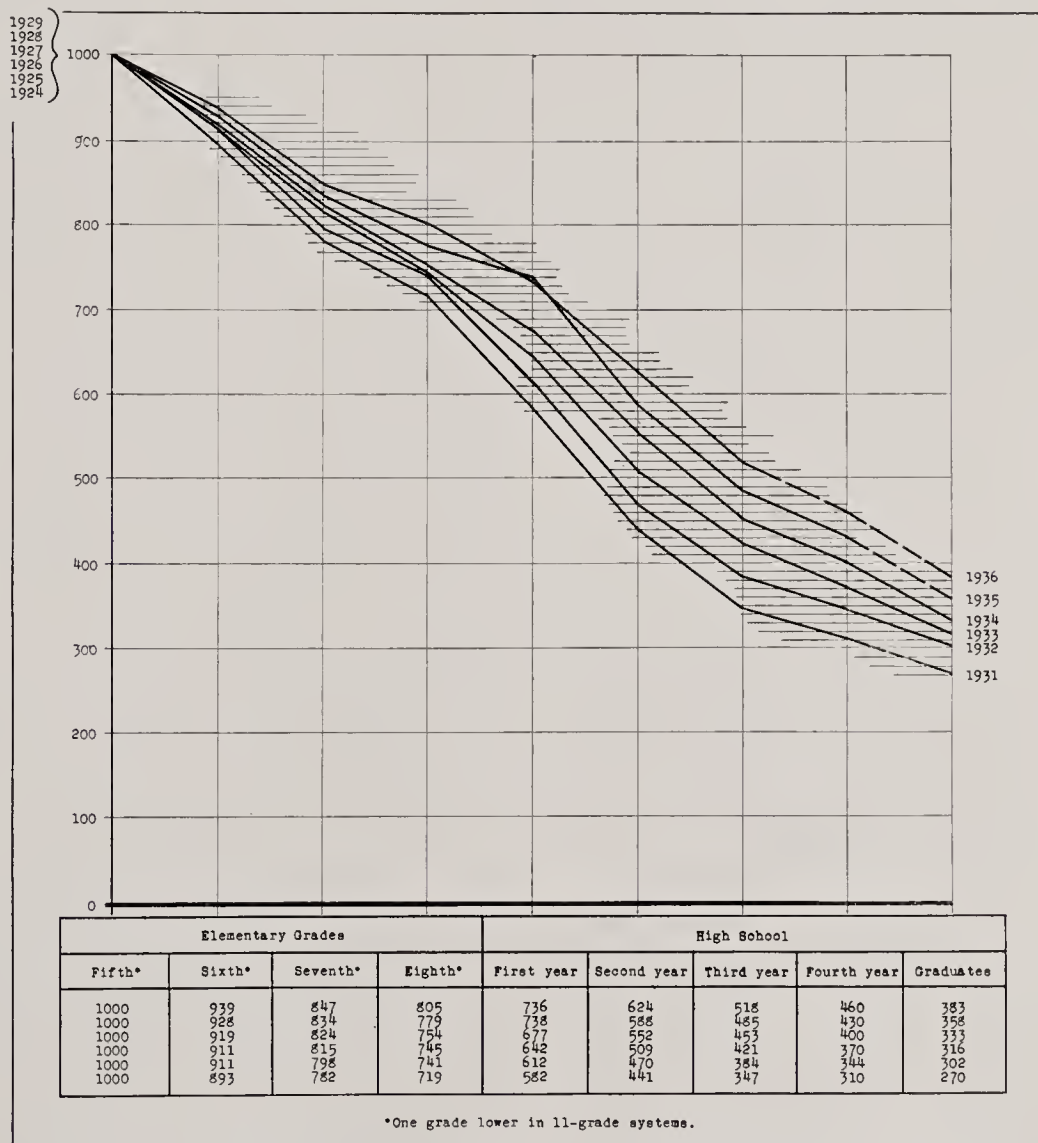


Figure I.—Survival rates for public schools. Fifth grade through high-school graduation.

junior high school pupils enrolled in the first year of senior high school in a 6-3-3 system).

Survival first to second year high school

Year	Percent	Year	Percent
1928	75.8	1931	81.5
1929	76.8	1932	79.7
1930	79.3	1933	84.8

In 1928 approximately 25 percent of the first-year high-school pupils dropped out at the end of the year but in 1933 only 15 percent dropped out at this point.

The survival rate picks up again between the second and third year of high school or at the beginning of the senior high school in the 6-3-3 organization. The percentages derived from table 2 are as follows:

Survival from second- to third-year high school

Year	Percent	Year	Percent
1929	78.7	1932	82.1
1930	81.7	1933	82.5
1931	82.7	1934	83.0

There seems to have been little change in the holding power of the third year of high school since 1930. Approximately 89 percent go on to the fourth and last year of high school. The percentages derived from table 2 are as follows:

Survival from third- to fourth-year high school

Year	Percent	Year	Percent
1930	89.3	1933	88.3
1931	89.6	1934	88.7
1932	87.9	1935	88.8

The percentage of pupils enrolled in the last year of high school who graduate seems to have decreased from the peak of 88 percent in 1932 to 83.25 percent in 1934.

Survival from fourth year through graduation

Year	Percent	Year	Percent
1930	86.4	1933	85.5
1931	87.3	1934	83.3
1932	88.0		

Of 1,000 pupils in the fifth grade in 1910-11 only 139 graduated from high school in 1918 but of 1,000 in the fifth grade 18 years later in 1928-29 there were 383 continued to graduate in 1936.

Percent of high-school graduates going to college

Year in fifth grade	Year graduated from high school	Percent graduated from high school
1910-11	1918	13.9
1920-21	1928	24.1
1921-22	1929	24.5
1922-23	1930	25.2
1923-24	1931	27.0
1924-25	1932	30.2
1925-26	1933	31.6
1926-27	1934	33.3
1927-28	1935	35.8
1928-29	1936	38.3

A high school can consider itself up to normal for the country as a whole if survival rates are about as follows for the class of 1936:

First year	100 in 1932-33
Second year	85 in 1933-34
Third year	70 in 1934-35
Fourth year	62 in 1935-36
Graduate	52 in 1936

The senior class runs about two-thirds of those who entered high school 4 years before.

Comparison of the enrollment in the freshman class in college (first year of college work including first year in independent professional schools) with the number of graduates from high school the previous year shows that the percentage going to college has decreased from 51.8 percent in 1918 to 33.9 percent in 1934. This is to be expected with the increase in the percentage of the high-school population attending high school

from 28.4 percent in 1920 to 60 percent in 1934. Many go to high school today with no intention of going to college.

Since college education is not free, lack of funds, no doubt, is an important factor in these statistics.

*Percent of high-school graduates going to college*¹

Year	Percent	Year	Percent
1918	51.8	1933	36.4
1932	40.4	1934	33.9

¹ Percent freshman class in September is of number of high-school graduates for school year ending previous June.

Survival of 1,000 in the fifth grade through college

	Class graduating from college in—			
	1918	1932	1933	1934
Number in fifth grade	1,000	1,000	1,000	1,000
High-school graduation	139	241	245	252
College graduation	23	56	53	52

TABLE 1.—Survival of 1,000 pupils in fifth-grade,¹ public elementary and secondary schools

Grade	CLASS GRADUATING FROM HIGH SCHOOL IN—									
	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940
1	2	3	4	5	6	7	8	9	10	11
Elementary school:										
Fourth or fifth	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Fifth or sixth	893	911	911	919	928	939	954	943	929	935
Sixth or seventh	782	798	815	824	834	847	861	872	884	
Seventh or eighth	719	741	745	754	779	805	825	824		
High school:										
I	582	612	642	677	738	736	760			
II	441	470	509	552	588	624				
III	347	384	421	453	485	518				
IV	310	344	370	400	430	460				
Graduates	270	302	316	333	358	383				

¹ Fourth grade in 11-grade systems, fifth grade in 12-grade systems
² Estimated.

TABLE 2.—Enrollments in last 8 years of the public-school system, 1924-34, and certain estimates for 1935 and 1936

Year ending in June	GRADE								
	ELEMENTARY SCHOOL				HIGH SCHOOL				
	Fourth or fifth ¹	Fifth or sixth	Sixth or seventh	Seventh or eighth	I	II	III	IV	Graduates
1	2	3	4	5	6	7	8	9	10
1924	2,537,883	2,224,774	1,913,323	1,702,962	1,328,412	919,979	651,329	490,158	
1925	2,536,470	2,267,544	1,948,371	1,737,152	1,424,304	970,415	715,978	540,516	
1926	2,535,078	2,310,315	1,983,440	1,771,343	1,425,204	1,004,503	736,254	591,505	
1927	2,512,989	2,309,088	2,024,240	1,825,702	1,450,564	1,025,030	751,980	606,798	
1928	2,490,900	2,307,861	2,065,041	1,880,062	1,475,924	1,045,558	767,706	622,091	
1929	2,466,451	2,312,538	2,071,114	1,887,428	1,551,374	1,118,871	823,616	661,490	
1930	2,442,003	2,317,216	2,077,188	1,894,835	1,626,823	1,192,185	879,525	700,889	
1931	2,484,045	2,329,985	2,089,454	1,939,578	1,702,216	1,289,758	973,140	786,337	686,355
1932	2,526,087	2,342,746	2,101,720	1,984,321	1,777,608	1,387,331	1,066,755	871,786	767,252
1933	2,512,654	2,345,895	2,167,075	2,015,474	1,816,317	1,463,792	1,137,967	938,580	802,088
1934	2,499,221	2,349,045	2,232,431	2,046,627	1,855,026	1,540,254	1,209,180	1,005,375	836,925
1935 ²							1,277,622	1,071,087	891,680
1936 ²								1,134,567	944,560

¹ Fourth grade in 11-grade systems, fifth grade in 12-grade systems.
² Estimated.

[Concluded on page 31]

CCC Education Platform for 1936-37



THIS is quite a year for platforms. Organizations, parties, and groups of various kinds are bringing forth many planks on which they are prepared to stand. It is an opportune time, therefore, for those of us in CCC

camp education to review our past record, submit our future plans for critical analysis, and determine if we are moving in the right direction.

On looking back over the past year's work we find much satisfactory progress. We note that CCC education has come to have a more definite and useful character, that it now occupies a prominent role in the activities of the corps. Director Robert Fechner, in a radio address on April 17, declared: "The educational work in the camps has been of increasing importance . . . In the CCC we have not been content to take over the young men sent to us and simply give them a job. We have furnished each man with . . . first-class leadership, a chance to improve his education, and an opportunity to learn by doing."

With this word of commendation from Mr. Fechner, we should begin our program for the fall with real encouragement. We should face our task with a greater determination to do a more thorough job. In order to do this, let us give careful and serious consideration to the following planks:

CCC education platform

1. A clarification of CCC educational objectives. Camp advisers should have a well-rounded program offering something which will serve the needs of each enrollee in camp. To do this, advisers must plan their work so as to remove illiteracy, to remove common school deficiencies, to train on camp jobs, to train in vocations, to develop in avocations, to provide cultural and general education, to train in health, safety, and citizenship, and to afford placement services.

2. Improvement of guidance work. Guidance is at the heart of CCC education. As soon as a new contingent of men arrive in camp they should be interviewed

A School Building in Each Camp Included in Proposals for Future Activity for 350,000 CCC Enrollees, by Howard W. Oxley, Director of CCC Camp Education

and plans set in operation to build instructional facilities around their needs. Personal interviewing of enrollees should take place at regular periods of time. Careful records should be kept of their progress and development. Through subsequent contacts with enrollees, the adviser should continue to stimulate their interest in educational and recreational activities.

Committee on education

3. Perfection of camp educational organization. To make our program mean all that it should for the enrollees, we must more effectively organize the camp's educational facilities. A committee on education, composed of the camp's military, technical, and educational personnel, will prove a valuable asset in coordinating the various branches of education within the camp. In addition, there should be regular meetings for training camp instructors and enrollee leaders. Daily and monthly records should be kept with regularity. A schedule of camp educational offerings should be posted at all times, and bulletin boards showing the progress of enrollees in education should be provided.

4. Improvement of instruction methods and materials. After 3 years of experience in camp work, we should now be able to use methods and materials most appropriate to the needs of the men. Lesson plans, course outlines, and class assignments should have been well organized. Less lecturing on the part of advisers and more discussion by enrollees in class work are needed. Courses should be built around practical projects, with visual aids and the radio being used frequently to supplement regular instruction. Advisers should seek the aid of company officials in adding books to the library and in acquiring magazines, materials, and equipment beyond that supplied in the general educational budget. Advisers should also be on the

alert for any books, courses, or materials which may be obtained from neighboring schools, communities, and State organizations.

5. Development of physical facilities for education. It is our hope before the end of this academic year to have a school building or special space for education set aside in each camp. Eight hundred companies already have their own school buildings. Others have added a quantity of tools and further equipment for instructional purposes.

6. Improvement of community cooperation. Neighboring communities should be surveyed to ascertain the assistance they may afford the camp. In like manner, the camp should serve the surrounding community in every way possible. An exchange of activities between the camp and community will help to knit the CCC more firmly into the social fabric of the country.

Placement services

7. Improvement of placement services for enrollees. Although 145,000 CCC members found work last year before their term of camp service was up, there is much that we can do yet to perfect camp placement activities. Every enrollee should register his job preference with the camp adviser. Every enrollee should register with the employment agency in or near his home-town and keep his registration up to date. Advisers and enrollees, by keeping in active touch with employers, will find many openings for qualified young men.

8. The enrollment of every member of the camp in the following major activities: Academic subjects, job training, vocational training, and recreational activity. In addition, every enrollee should participate in a systematic guidance program under the management of the camp

[Concluded on page 20]



EDEN Nurseries
The Nursery
St. Bonaventure College
St. Bonaventure, N.Y.
ALLIED TRUCK EQUIPMENT
THE BEST OF EVERYTHING IN TRUCK EQUIPMENT
1006 H SENATE AVENUE
BALTIMORE, MARYLAND

Star-Spangled Banner Flag House Assn.
INCORPORATED 1917
Birthplace of the Star-Spangled Banner Flag
341 E. Pratt St., Co. Baltimore
Home of Mary Young Pickens, 1792-1857, where it was made, the flag which also proclaimed the independence of Baltimore, and a center of pride for the Nation
Restored 1928

Francis Scott Key, 1779-1843
Author of the Star-Spangled Banner, Sept. 19, 1814, the National Anthem

Twentieth Century-Fox Film Corporation
STUDIOS
BALLYWILLE CALIFORNIA

New Jersey Audubon Society
INCORPORATED 1910
FOR THE PROTECTION OF WILD BIRDS

Better Homes In America
Their Assistant of Public Research Foundation
1000 N. 3rd St., Baltimore, Md.

GIRL SCOUT COUNCIL OF NEW JERSEY

BOY SCOUTS
NATIONAL OFFICES
1100 PINE STREET
NEWARK, N.J.

American Society for the Hard of Hearing
Formerly American Federation of Organizations for the Hard of Hearing, Inc.
WASHINGTON, D.C.

STATE DEPARTMENT OF EDUCATION
AUSTIN

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF HEALTH
HARRISBURG

HELL'S HALF ACRE STORE
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A. F. STOEGER, INC.
UNITED STATES STATE DEPT
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E. I. DU PONT DE NEMOURS & COMPANY
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O. W. WILLIAMSON
PLUMBER AND PAPER HANGER
LYNCHBURG, VIRGINIA

THE CONSERVATION SOCIETY OF YORK COUNTY
YORK, PA.

THE GARDEN DICTIONARY
HOUGHTON MIFFLIN COMPANY
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Commercial Radio-Sound Corp.
EXCLUSIVE DISTRIBUTORS FOR RADIO AND SOUND EQUIPMENT
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NEW YORK

THE CITIZENS NATIONAL BANK
OF WEATHERSFORD

Dear Sir:
I just heard your program yesterday and it was swell. I'd like to help make America safe so please enroll me as a member. I thank you a lot.
Yours truly,
St. Louis, Mo
June 29, 1936

Dear Sir:
I am true radio series which in my regular things American material to make in a popular way advantage in my very much obliged of the mimeograph with all the back the series. With

Office of Education

Vertical strip of text on the far right edge, including names like 'Mr. W. D. Boutwell, Director, Education, Washington, D.C.' and 'Dear Sir:'.

RADIO

RETURNS

POUR IN!

Who Says They Won't Listen to Educational Radio Programs?

FROM every State in the Union they come—these letters, cards, and telegrams—from young and old who have found something new and worthwhile in radio listening. Radio that is educational and education that is good radio!

A few random quotes:

"A glimpse into a world of wonder!" (The Smithsonian program).

"Although I am only 14 years old I find myself greatly interested in science. As I am not greatly versed in scientific words and terms, yet I found that I could easily follow the speaker's narrative, which was distinct, clear, and very informative." (Have You Heard?)

"I want to use your material in my broadcasts to Germany and in the German press—to make America better known to the German people." (Answer Me This.)

"I am going to get all the kids on our street to join, too, and not put firecrackers in milk bottles and do things dangerous!" (Safety Musketeers.)

"You have helped so many others, I hope you can help me." (From the Question Box of Education in the News.)

A glance at any day's mail is a challenge and an inspiration. Here is the president of an Audubon Society writing for advance schedules on Have You Heard? so that she may announce it before her next meeting. A letter from the P. T. A. commending Education in the News for the fine radio report of its national convention—and from the American Red Cross thanking the Safety Musketeers for their practical life-saving instructions on the air. A teachers' magazine wants to print a page of Answer Me This questions and answers each week for use in public schools—three national weeklies seek permission to reprint data from the Smithsonian scripts (The World is Yours)—and a famous publisher suggests bringing out a book of popular science based on Have You Heard?

The volume of mail has grown to such proportions that now it requires a larger staff to handle the mail on each program than it does to prepare the script. On one program alone the mailing list is mounting at the rate of more than a thousand new names a week. And this in the summertime when many commercial programs leave the air for want of listeners. The response to the programs of the Office of Education proves the presence of that vast audience of people who have been seeking radio that combines all the elements of entertainment with the satisfaction of really learning something—plus the stimulation to learn more.

In commercial radio the sponsor and his advertising agency say, "The program seems to be pretty good—but what about the proof-of-sale? We want to see the box-tops. Have the listeners said it with nickels and dimes?" * * * These letters are, therefore, our "proof-of-sale." A great percentage of them contained nickels and dimes and quarters for various Government publications in elaboration of the subject matter of the given program.

We hope that the lessons we have learned so far in this educational radio workshop can be used by schools, colleges, and universities to increase the effectiveness of their own programs and more fully to achieve the educational goal—the increase and diffusion of knowledge among mankind.

LEO S. ROSENCRANS

Our Historic Function



THE AMERICAN REVOLUTION which marked a great transition away from despotism, was planned, organized and carried through by men and women *trained in public discussion and schooled in democratic action*. The frontier was conquered step by step by men and women trained in the town meetings to discuss their common problems and to rule themselves by common consent. For the first time in history a common people learned to govern themselves and to act cooperatively in their own interests in the very process of building a new society. The communities themselves were informal classes in adult civic education, regularly participated in by the majority of the people.

From time to time in our history we have experienced great revivals of popular interest in government and in discussion of the problems of government. One of those peaks of national public debate came during the years just preceding the Civil War. Another wave of public discussion accompanied the anti-trust legislation. Still another period of intense and widespread discussion came at the time of the World War and immediately following it when the issue of world organization was being widely considered, not only in this country but also abroad.

The indications are that we are in another of those peaks of public interest in social, economic and political affairs. Adult citizens are gathering more and more into groups to discuss matters of public concern.

Encouraging as the present trend is, the extent of organized adult civic education is perilously inadequate to provide for a truly informed public opinion. If America is to be equal to the task of solving, through the process of self-government, the complex problems thrust upon us by an unheralded industrial revolution, we must approach the unanimity of participation in public discussion achieved during the revolutionary and pioneer days. For how can a people who do not know where to cast their influence to serve the public welfare, remain free or enjoy the benefits of self-government?

There is no question in my mind about the present great need in this country for a new emphasis in public education for children and adolescents. In a sense I think we must reclaim some of that original emphasis we once had on the tools of expression. The greatest protection of the common man against the propaganda designed to enlist his support against his own interests is a critical mind capable of clear expression. An educational system which merely exercises the memories of students is relatively worthless to a self-governing society. The real purpose of an educational system is to develop the analytical and expressive powers of the people.

We cannot hope to teach the students during school days the facts they must know about the unborn world. We cannot hope to equip them with the information necessary to act intelligently as citizens in a future society, the nature of which we cannot possibly foresee. We can, however, develop their powers of analysis, of critical judgment, and of self-expression. Adults, trained in the use of these abilities, are prepared for citizenship in a democracy no matter what great changes take place.

The problem of achieving *our historic function* of providing an education equal to the needs of democracy should be discussed in every local teachers association, every parent-teacher group, and every lay organization, devoted to the proposition that men and women on this continent shall remain free and shall enjoy equal opportunity.

J. W. Steinhake

Commissioner of Education.

Guidance Problems in City Schools

THE Office of Education for the past 2 years has collected information, from school systems in cities having a population of 100,000 or more, on guidance practices and the difficulties met in planning and prosecuting a program of guidance services in the public schools. Inquiries to obtain this information were directed for the attention of the official in the superintendent's office having responsibility for guidance work.

A study and analysis of the returns, recently received from more than 70 school systems, revealed some of the outstanding problems which the larger cities are encountering in their efforts to carry on a guidance program. A summary statement of these problems, together with typical illustrative excerpts from the returns follows:

1. *The problem of securing an adequate and properly qualified school staff for rendering effective integrated services in a well-rounded guidance program is universally common.*

According to the reports received, inadequacies constituting this problem are usually due to at least one of the following causes: (1) Insufficient funds for employing personnel, (2) lack of qualified personnel on the school staff, and (3) lack of an available supply of qualified persons from which to recruit personnel. These causes are given as obstacles to guidance in cities scattered throughout the United States. The following excerpts are illustrative of the different phases of the problem coming under this heading.

A New England city which has done pioneer work in counseling reports,

Our work cannot keep pace with the rapidly increasing high-school enrollments; as a result, our counseling service is much understaffed due to insufficient funds.

The superintendent of a Midwest city says that finding money with which to procure guidance workers is his most difficult problem, but adds that it is also difficult to find qualified persons for the work.

A New England city finds that it is practically impossible at the present time to obtain money for guidance personnel,

Maris M. Proffitt, Educational Consultant and Specialist in Guidance and Industrial Education, Gives Summary on Reports from 70 Cities

that it is very difficult to find time for guidance in the crowded senior high school schedule, and that if both time and money were available "we should have difficulty finding in our present staff enough people with adequate training for guidance service."

A Southwest city reports that its guidance program suffers because of an inadequately prepared personnel.

The superintendent in a large industrial city in the North Central States writes:

Our greatest problem is that of getting counselors who are eternally awake to the problems of youth in a very complex social setting.

The superintendent of a large west coast city reports that the chief problem is to find ways and means for providing scientific training for teachers now on the school staff doing counseling work.

The high-school supervisor in a large far West city summarizes the local problems as follows:

In attempting to develop a guidance program we find three factors obstructing progress: First, very few people are now well trained for this service. In most cases we have to go outside of our own city schools to find such persons. Second, the basic principles of guidance are in conflict with certain administrative practices, such as credits, marks, and the common run of extrinsic drives. In other words, the whole school program is formulated on the ideals of competition rather than cooperation. Third, the expenses involved in a program are still somewhat in the way.

The inference may be drawn from the reports received that in addition to the fundamental and definite problem of financing guidance services, city schools have also the problems of (1) up-grading guidance teachers in service in order that they may be properly qualified for efficient work and (2) finding persons to add to the staff who are properly trained for the responsibilities believed by the school officials to devolve upon those whose duty it is to counsel and advice

with young people enroute through the public schools.

2. *It is difficult to get members of the school staff to view guidance as an educational function of the school for which each one has some kind of responsibility; it is still more difficult to get this view translated into action.*

The information received from the cities reporting indicates that this problem is probably as fundamental, persistent, and universal as any that confronts school officials making serious efforts to develop guidance services as an integral function of the educational process. The detailed statements appearing below are submitted in confirmation of this assumption.

A city which for several years has been outstanding for its well-organized counseling staff reports that,

The counseling program has not been made an integrated part of the entire school program. There is a lack of understanding of the service on the part of some teachers and principals.

The supervisor of counselors in another city says that during the present year special effort has been put forth to make home-room teachers and classroom teachers more conscious of individual differences among pupils, and of the teacher's responsibility for rendering guidance services in accordance with the opportunities arising in connection with her regular duties.

Another director of guidance reports, "failure to secure the coordinated interest and necessary efforts of all the staff for a properly integrated service."

A district superintendent of high schools says that his home-room teachers do not fully appreciate the need for doing counseling work.

A report from a city that is well known for its guidance program says that the

chief problem is to find enough teachers to give support to the program who are fully sold on the guidance idea and who do not look upon anything they may contribute to the guidance function of the school as an extra duty.

Excerpts from other reports: Lack of appreciation and cooperation on the part of other members of the staff. Our teachers are not qualified. We need a closer coordination of all personnel services. Lack of understanding of and sympathy for guidance on the part of the regular teachers. Lack of appreciation and cooperation on the part of other members of the teaching staff.

The implications from reports dealing with this problem make it clear that the official reporting believes that a sympathetic attitude and cooperative action on the part of all staff members is essential for the successful operation of the guidance function in the educational program of the school.

3. The lack of proper administrative and supervisory authority, centered in the superintendent's office, is an insurmountable problem in an effort to provide an effective and well-coordinated program of guidance on a city-wide basis.

This problem exists in many cities throughout the country that are attempting the development of guidance services in their schools. It is frequently evidenced within a school system by spotty conditions; one school with an interested principal may be functioning with a high degree of efficiency, another school may be making but little if any effort to provide guidance services. One school may be following correct procedures and emphasizing proper activities; another may be following incorrect procedures and placing emphasis on wrong or unessential activities. The lack of proper centralized leadership may delay indefinitely the development of an effective guidance program in all the schools of a city.

An assistant superintendent in a far West city who has been developing a program through his school principals says,

We need to coordinate effectively the efforts of the individual school, the central office, and the community welfare agencies.

Another city reports,

Principals of senior high schools have not yet determined just how they wish to build their programs, consequently very little is done in guidance in those schools.

4. Limitations in school curricula as compared with the varying needs of pupils constitute a serious deterrent to appropriate advisement and a

barrier to carrying into effect adjustments based upon sound educational and vocational counseling.

This problem is not limited geographically nor is it confined to the smaller cities in the population group studied.

The assistant superintendent of an eastern city gives as a major guidance difficulty the fact that the limited curriculum offerings in high schools make advice as to the choice of elective subjects difficult. Proportionately larger offerings in the foreign languages as compared with offerings in practical kinds of subjects result in many pupils electing foreign languages who are without sufficient ability to pursue them successfully.

The director of the research bureau in a central west city reports that one of the two greatest problems encountered in efforts to provide guidance and counseling services in senior high schools is the lack of facilities for adequate educational programs to carry out the diagnosed needs of many pupils.

5. The problem of the subnormal and retarded pupil still defies the efforts of the guidance worker to render sound educational and vocational counseling services.

Two kinds of difficulties are met by the counselor in his work with retarded pupils. One is the difficulty of determining the abilities possessed and not possessed by the pupil, the other is the difficulty confronted in trying to find proper educational and employment opportunities for the pupil in accordance with the counselor's diagnosis of the pupil. A typical problem is presented in the following, taken from the report of an assistant superintendent in a New England city. That official says:

We frequently send pupils to psychopathic clinics and habit clinics. Some assistance has been given the parent and the school but there is still not sufficient information available as to what vocations pupils, who are mentally peculiar and who cannot conform to ordinary schools, can prepare themselves to enter. They generally continue in school with us to their own disadvantage and to ours. A second phase of this problem is the sympathy which one naturally feels for persons whose gifts from nature are very limited, but which should not be allowed to interfere with sound counseling. It quite often appears to me that we attempt to find solution after solution and to pursue a course year after year which we feel inevitably must end in disaster. Perhaps we are not sufficiently informed so as to deal in the early stages with these cases in an honest and positive way that will be of definite advantage to the pupils and to the school system at a later time.

6. The lack of follow-up studies of pupils and of local employment conditions results in a serious deficiency in information essential for sound counseling and for making curriculum changes and adjustments.

These kinds of studies constitute an exceedingly valuable source of information for checking the worthiness of educational programs and for indications as to needed changes in the curriculum. With reference to such studies one superintendent writes:

One of the outstanding problems is to create a better understanding between the employing world and the school. It is difficult to instill the idea into the minds of teachers that the school is partly responsible for the success of pupils in the business world.

A pioneer city in the guidance movement reports that "Information is very much needed as to the work experience of all our pupils who have left high school in the past 5 years."

C. C. C. Education Platform for 1936-37

[Concluded from page 15]

adviser, that will attempt to reveal the type of work for which the young man is best qualified.

Professional growth of advisers

9. Professional development of the adviser. The work of the CCC educational adviser is unique and challenging. He occupies a position in which the opportunity for service is great. He should keep abreast with educational trends, continue his reading and studying, and attend district and corps area conferences with a definite purpose to gain something from them. He should properly note suggestions contained in corps area and district bulletins which will improve his program. He should join a teachers' association or an educational organization, which will help him extend his contact with current movements.

Building character

In working with enrollees, advisers must gain their confidence and respect. They should attempt to develop them spiritually as well as mentally. The value of a good personal influence over the enrollee can mean much toward guiding him along the proper channel. Advisers have an excellent chance to build human character as well as to improve employability.

Educators' Bulletin Board



New Books and Pamphlets

Elementary Science

Everyday Science, answers to questions that everyone is asking, by Frederic J. Haskin. Washington, D. C. Frederic J. Haskin, Director, The Haskin Information Service, c 1936. 47 p. 10 cents.

Answers to questions most frequently asked in the fields of astronomy, biology, chemistry, geography, meteorology, physics and psychology.

Fresh Water Aquaria, by Lea Reid. Sacramento, Calif. State Department of Education, 1936. 47 p. illus. (Science Guide for Elementary Schools, vol. 2, no. 10.) 15 cents.

Presents the material necessary for establishing and maintaining a fresh water balanced aquarium with suggestions to teachers and a list of hooks for children and one for teachers.

Music

Music and the Young Child, compiled by Helen Christianson. Bulletin of the Association for Childhood Education, 1201 Sixteenth Street, NW., Washington, D. C., 1936. 32 p. 35 cents.

Contents: The role of music in child development and Trends toward music in the first years, by Helen Christianson; Music in the kindergarten, by Alice Thorn; Growing music interests of growing children, by Beatrice Perham and Blanche Kent; Bibliography.

An Index to Folk Dances and Singing Games, compiled by the Staff of the Music Department, Minneapolis Public Library. Chicago, American Library Association, 1936. 202 p. \$2.00.

Index of folk songs and singing games, classic dances, tap, and some of the earlier square and contra dances; useful for school libraries.

Universities and Colleges

Proposed: The University of the United States, by Edgar Bruce Wesley. Minneapolis, The University of Minnesota Press, c 1936. 83 p. 75 cents.

A discussion of the problem of establishing a national university in Washington, D. C.

Financial Advisory Bulletins, issued by the Financial Advisory Service of the American Council on Education, 744 Jackson Place, Washington, D. C., 1935-36. Free.

Titles: No. 1, College finance; No. 2, Depreciation of real property in educational institutions; No. 3, The balance sheet in college and university financial reports; No. 4, Current investment practices of colleges and universities; No. 5, Current practices of colleges and universities in obtaining professional counsel and services; No. 6, Fitting the accounting system to the plan of reporting recommended by the National Committee on Standard Reports.

Safety Education

The Driver. Washington, D. C., American Automobile Association, c1936. 85 p. illus. (Obtainable through your local AAA Motor Club or National Headquarters, Washington, D. C.)

The first of the Sportsmanlike Driving Series on traffic, safety, and driving. Each chapter may be studied as a unit, with discussion topics, special projects, and further reading suggested; suitable for use with high-school students.

Miscellaneous

Braiding and Knotting for Amateurs, by Constantine A. Belash. Boston, Mass., The Beacon Press, Inc., 1936. 126 p. illus. \$1.00 (The Beacon Handicraft Series).

A manual for an inexpensive and interesting handicraft, describes easily made articles of types which will appeal to boys, girls, and mature workers.

The Equal Chance, Books Help to Make It. Chicago, American Library Association, 1936. 32 p. illus.

Public library statistics graphically presented. A plea for the equalization of educational opportunities by means of adequate library service.

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.

ATKINS, W. C. Some probable outcomes of partial self-direction in tenth grade biology. Doctor's, 1935. Teachers College, Columbia University. 101 p.

CHISM, LESLIE L. Economic ability of the States to finance public schools; the ability of the various States to raise tax revenue under system of taxation based on the model plan of State and local taxation, with special reference to the relative ability of the States to support education. Doctor's, 1935. Teachers College, Columbia University. 169 p.

EVERARD, J. G. A survey of the Huntingdon borough public schools. Master's, 1935. Pennsylvania State College. 223 p. ms.

DILLER, H. M. Comparative study of sound motion pictures and oral classroom instruction. Master's 1935. George Washington University. 60 p. ms.

EDDIN, B. M. Teaching Jewish community life. Doctor's, 1934. University of Buffalo. 340 p. ms.

FARLEY, EUGENE S. A test of factual relations in American history. Doctor's 1934. University of Pennsylvania. 145 p.

GARBER, L. O. Legal implications of the concept of education as a function of the State. Doctor's, 1932. University of Chicago. 99 p.

GRAVATTE, F. R. Reading interests of fourth grade children. Master's, 1935. George Washington University. 73 p. ms.

KAUFFMAN, G. F. A study of students' loans, scholarships and subsidies in the teacher-training colleges and normal schools in the New England and Middle Atlantic States. Master's, 1930. New York University. 64 p. ms.

KNEPPER, E. G. A history of commercial education in the United States. Doctor's, 1936. Harvard University. 422 p. ms.

KREY, I. B. A vocabulary study of junior high school textbooks on business training. Master's, 1934. George Washington University. 60 p. ms.

NEWMAN, D. A. Curriculum differentiation in engineering: A study of statistical differences as an aid to guidance in engineering colleges. Doctor's, 1935. Harvard University. 257 p. ms.

REDCAY, E. E. County training schools and public secondary education for Negroes in the South. Doctor's, 1935. Columbia University. 169 p.

REISHUS, K. P. B. A study of school district reorganization in Polk County, Minnesota. Master's, 1935. North Dakota University. 97 p. ms.

RICHARDSON, B. M. Certain problems concerning the vocational interests of high school girls. Master's, 1935. University of Syracuse. 60 p. ms.

SMITH, G. B. Purposes and conditions affecting the nature and extent of participation of adults in courses in the home study department of Columbia University from 1925 through 1932. Doctor's, 1935. Teachers College, Columbia University. 86 p.

STRAUSS, MARION. Work-type reading in the middle and upper grades of the elementary school. Master's, 1929. New York University. 115 pp. ms.

TAYLOR, JOHN W. Youth welfare in Germany: a study of governmental action relative to care of the normal German youth. Doctor's, 1935. Columbia University. 259 pp.

WAGNER, P. R. An experiment to determine the relative merits of two types of laboratory manuals for the teaching of high-school chemistry. Master's, 1935. Pennsylvania State College. 65 pp. ms.

WELSH, SISTER MARY G. The social philosophy of Christian education. Doctor's, 1935. Catholic University of America. 98 pp.

RUTH A. GRAY

The Vocational Summary



New staff members

THREE new members have been added to the staff of the Office of Education recently. They are: Jerry R. Hawke, who has been appointed special agent for trade and industrial education; H. L. Stanton, who has been appointed research agent in vocational rehabilitation; and D. M. Clements, who has been given a permanent appointment



Jerry R. Hawke

as agent for vocational agriculture in the southern region. Mr. Clements is filling the vacancy created by the death of R. D. Maltby. Mr. Hawke was born in Hazelton, Pa., and received his early elementary and high-school training in the public schools of Pittsburgh.

He holds a bachelor of science degree from Carnegie Institute of Technology and a master of science degree in vocational education from Pennsylvania State College, and has done advanced work in the field of vocational education at Colorado State College. He began his career as an industrial arts teacher and as a teacher and supervisor of shop work for the Allegheny Playground Association and the De Paul Institute for the Deaf in Pittsburgh, Pa. Among positions he has filled since graduation from college are the following:

Director of vocational education at North Braddock, Pa.; principal of Y. M. C. A. night high school in Pittsburgh; director of vocational education during the American occupation at Port au Prince, Haiti; director of vocational education, Omaha, Nebr. He is a former vice president of



H. L. Stanton

the Pennsylvania Industrial Arts Association and during the past year was elected president of the Nebraska Vocational Association.

Mr. Stanton who was born in Dunkirk, Ind., received his early training in the Indianapolis Manual Training High School, and holds the bachelor of science degree from Adrian College and the master of arts degree from North Carolina Agricultural and Engineering College. He attended Stout Institute and has taken advanced work in summer sessions at Purdue University and the University of Wisconsin. For 3 years, Mr. Stanton was instructor in science, and manual training at Sandpoint, Idaho, and for 1 year at Wardner-Kellog, Idaho, following which he was superintendent of schools at Culdesac, Idaho. Subsequent positions held by Mr. Stanton include: Instructor in manual training, Stillwater, Minn.; director of manual training, Isidore Newman Manual Training School, New Orleans; director of education for disabled veterans at Tulane University; district supervisor of trade and industrial education for disabled soldiers in New Orleans; local supervisor for vocational rehabilitation of disabled soldiers at Mobile, Ala., and director of civilian rehabilitation for North Carolina.



D. M. Clements

Mr. Clements, who was born in Fort Deposit, Ala., and attended the elementary and secondary schools there, received the bachelor of science degree in agriculture at Alabama Polytechnic Institute and the master of arts degree from George Peabody College for Teachers, Nashville, Tenn. He attended summer sessions at the University of Wisconsin in 1912 and 1918. Following his graduation from college, he was successively a teacher of vocational agriculture at Lynnville, Tenn., and at Paris, Tenn., where he served as principal for 1 year. In 1919, Mr. Clements became State supervisor of vocational agriculture in

Tennessee and was head of the division of vocational education in that State.

Evening classes popular

Evening trade and industrial classes in Iowa served more adults last year than ever before, according to the annual report of the State board for vocational education. Most of the gains in enrollment, the report shows, are in the classes in such related subjects as blueprint reading, sketching, mathematics, air-conditioning, radio-servicing, industrial-chemistry, electric-theory, and Diesel-engine principles. There is a demand for instruction in welding which the vocational board has been unable to meet in most localities because of lack of local funds and available equipment. "In a few of our towns", the report states, "where the school budgets could not provide for the salary of evening vocational instructors, several trade and industrial classes were organized with the help of State funds furnished by the emergency extension department of Iowa State College. These funds were matched with Federal trade and industrial funds and were used for teachers' salaries only. The class members furnished their own supplies and in some instances their own equipment."

Practice teaching plan

A plan whereby prospective vocational agriculture teachers get practice teaching in different sections of the State, is now being followed in Idaho. Early in the fall, arrangements are made whereby teacher trainees may spend 1-week periods with some of the best teachers in the State. Prior to the visit of trainees to the schools the regular teachers submit a list of the projects to be covered during the visiting period. Plans for teaching these projects are considered in the methods class at the teacher-training institution and each trainee works out his teaching plan in advance. During the first year of this experiment, the teacher-trainer took four trainees to the practice schools in his car, thereby solving the transportation problem. One trainee was left at a school near Boise where the supervisor could observe his work during

the week. The other three were placed in schools situated close enough together that the teacher-trainer could conveniently drive back and forth among them for the purpose of supervising the practice teaching of his students. This arrangement gave opportunity, also, for the teacher trainer to do considerable work with the regularly employed teachers. Each cadet teacher observed the work of the regular teacher of the school he was visiting the first day, taught one class the second day, and all of the classes for the rest of the week. Cadet teachers were given considerable opportunity to visit supervised farm projects of students in the agricultural course. They spent about 12 hours a day with the regular teacher. During the second semester each cadet was taken to other schools for similar periods. "So successful has been this plan of giving trainees teaching practice in schools in different parts of the State", says H. E. Lattig, teacher trainer for Idaho, "that we are making it a regular part of our teacher-training plan."

Convincing

In what kind of office and store positions are youths between ages of 18 and 20 employed in large cities? This question, an important one for those concerned with the organization of junior college and high-school commercial courses, was recently answered for the city of New Orleans through a survey made by Miss Ray Abrams, principal of the Joseph Maybin School for Graduates. Miss Abrams' investigation covered positions filled in offices and stores in that city during 1935. Made by means of both questionnaires and personal visitations, the survey included all of the large firms in New Orleans. Of the 296 firms covered in the investigation, 103 employed boys and girls 18 to 20 years of age; 139 employed no one under 20; 50 employed only those over 21 years of age; and 6 employed only experienced workers. Five hundred twenty-five positions were reported filled by the 103 firms employing boys and girls 18 to 20 years of age. They were divided as follows: Selling, mostly in retail stores, 179; store service positions, 48; clerking, general and special, 144; messenger and similar positions, 87; stenographic work, 38; machine operating, 20; and bookkeeping, 9. The inadequacy of the traditional commercial curriculum which emphasizes preparation for stenographic and bookkeeping positions—those for which there are the fewest openings—is clearly shown by the data collected in this study.

Training demand jumps

Eight reasons are assigned by the State board of education in Virginia for the increased demand for vocational training in the trade and industrial field during the last year. According to the board's report, this demand "was greater than at any time since the passage of the Smith-Hughes Act." Reasons assigned are as

follows: (1) Desire of unemployed persons for training for immediately available jobs, (2) demand for local workers on the part of old industries which have increased their capacity, (3) demand on the part of employed and temporarily unemployed men for instruction in the science and technology of their cooperative vocations in new operations, (4) demand for trade training by young persons who had decided not to complete the regular high-school course, (5) demand for training by workers in or owners of small businesses, who desired instruction in business methods, bookkeeping, accounting, and typewriting, (6) demand on part of school officials, parents, and civic organizations for instruction in industrial arts for boys regularly enrolled in public schools, (7) demand by industries that desired to increase the efficiency of their establishments by having their foremen and other executives receive instruction in foremen responsibilities—accident prevention, elimination of waste, increasing quality and variety of production, job analysis, instructing workers, production control, and similar subjects, (8) demand for instruction by persons who could devote a portion of each day to learning some form of arts and crafts which they could use in augmenting their incomes.

Evidence

How adult vocational homemaking classes are functioning in helping families live adequately on lowered incomes is indicated by reports from the various States.

Bernadine Shawcross, a teacher in Fairport, Ohio, writes:

One mother came for assistance on how to feed her family of nine on \$30 a month. We were able to plan for adequate meals at this low cost by making much use of garden produce stored by this family. For the first month the food costs, including milk, were \$25.

A Missouri homemaker who was a member of an adult class recently wrote:

I am giving closer attention to marketing for groceries and am studying food costs. Last week I packed lunches for my husband at \$1 less than I did the previous week, and we both agreed that he had more nutritious and appetizing food.

A Nebraska homemaker commented as follows:

After putting into practice the ideas gained from the lessons on food budgeting my grocery bill for October was less than for any one previous month in my housekeeping experience, notwithstanding the fact that the family now consists of six members as against only two in the beginning.

And from a Louisiana mother comes the following report:

Since the depression we especially appreciate the fact that our daughter has taken home economics because although the amount of money is greatly decreased, she tells us we are getting the same or as much food value for our money. Without her knowledge of foods this would not be accomplished.

CHARLES M. ARTHUR

F. F. A. Convention

A RECORD gathering of members of The Future Farmers of America, national organization of boys studying vocational agriculture in public high schools, is expected at the ninth annual convention of this organization in Kansas City, Mo., October 17 to 24, inclusive. This event, held each year in connection with the American Royal Live Stock show, is replete with judging contests, livestock exhibits, conferences, banquets, luncheons, horse shows and educational tours; and it is at this convention, also, that the contenders in the annual F. F. A. public-speaking contests in the States are pitted against each other in forensic battle to decide the winners in the national event. F. F. A. members who have during the year earned the right to the degree of American Farmer, the highest membership recognition of the organization, will be given this award in a public ceremony. Other awards to be made at the convention include those to members whose achievements entitle them to be designated as Star American Farmers and to the prizes offered by the Kansas City Star to those so designated; five awards to outstanding State associations of F. F. A.; and about \$1,000 in awards to the most outstanding F. F. A. chapters in the United States. Special meetings of the National Board of Trustees, the National Advisory Council, and the State advisers of the F. F. A. will be held prior to the convention. Detailed particulars concerning the convention may be obtained from W. A. Ross, executive secretary of the Future Farmers of America, United States Office of Education, Washington, D. C.

Harvard's Three Centuries



JUST three centuries ago this September, after some 5,000 families of Pilgrims had built their cabins, provided for the necessities of life and worship, and had organized their government, the legislature of the Colony of Massachusetts Bay passed an act granting 400 pounds toward a school or college—a considerable sum when one considers that it was about a fourth of the entire colony tax levy for 1636. The General Court then appointed 12 prominent men to “take order for” a college in the village of Newtown. The name of this town was shortly changed to Cambridge in honor of the English University, and the name of Harvard was bestowed on the college a year later when John Harvard, a dissenting clergyman from England, died and bequeathed half of his property and his whole library of 260 volumes to this “seminary.”

Many other benefactions, including “a number of sheep”, “cotton cloth worth 9 shillings”, “a pewter flagon worth 10 shillings”, “a fruit dish”, and similar items which were received in the early years, were indications of the faith that the colonists had in the institution, and also bespoke of their generosity, for they were poor people.

Management of the donations and of erection of the college buildings was first placed in the hands of a “professor”—one Nathaniel Eaton—who planned and named the College Yard. “Enclosing the Yard seems to have been the only policy common to the *first* Harvard administration, and the *last*.” Eaton’s conduct led to his dismissal, and Samuel Shepard carried on as substitute professor until Henry Dunster was appointed with the title of “president” in 1640.

Under his hand the college began to prosper. He held office until 1654 when he resigned due to his “anti-paedobaptist” sentiments (opposed to the baptizing of infants). Although warned about spreading such doctrines, ministers and magis-

Reviewing “Dear Old Harvard”, by Walter J. Greenleaf, Specialist in Higher Education, United States Office of Education

trates could not prevail upon him to change his beliefs.

Rev. Charles Chauncy was then inaugurated as president, only after he had agreed to abstain from publishing or promoting his tenets concerning immersion in baptism, and the celebration of the Lord’s supper at night. He satisfied the colonists and his hardiness is pointed out by Historian Pierce—“he possessed in a remarkable degree the inestimable habit of industry. He constantly rose at 4 o’clock winter and summer, and employed all his time in studying, inteaching, in performing acts of devotion, and in discharging the various duties of his office. In the morning he expounded to the students assembled in the college hall, a chapter of the Old Testament which one of the students read from the Hebrew, and in the evening a chapter from the Greek.”

First college seal

From the first the college was conducted as a theological institution in keeping with the times when political and religious activities were closely interwoven. The course of studies followed closely the pattern laid out in the English colleges. The aim of the college—to keep the churches supplied with able ministers—was reflected in the motto of the first college seal which read “Christo et Ecclesiae”, later changed to “In Christi Gloriam.”

The composition of the board of overseers included the Congregational ministers of certain nearby towns who comprised most of the educated men of the colony. Later, when many other qualified persons became available, the makeup of the board was altered (1810) to include 15 ministers of Congregational churches and 15 laymen. In 1834 the word “Congregational” was changed to “clergymen of all denominations”, and again in 1851 further alteration made no mention of denomination, but simply stated “30 other persons.” The first

layman to be elected to the presidency was John Leverett in 1700.

Annual reports to be prepared by the president of Harvard were ordered by the board of overseers beginning in 1826. Scanning some of these reports you will find such items as—

- 1840. The elective system so-called was introduced; students of all classes except freshmen were allowed to choose certain studies and omit others, but the system, attractive in theory, did not fulfill all of the expectations of its framers.
- 1852. First scholarship established.
- 1856. Evening service of chapel discontinued. “The apprehension entertained by some that evil would arise especially in the winter months, from not calling the students together at a sufficiently late hour in the afternoon, has been more than obviated by the introduction of gas light in the recitation rooms.”
- 1860. Hazing is mentioned as “utterly reprehensible”, and the annual game of football had “degenerated into a fight between the classes in which serious injuries were inflicted.”
- 1861. Military drill replaced gymnastic exercises.
- 1862. The passage of horse cars to and from Boston rendered it impossible for the college to prevent students from being exposed to the temptations of the city. The solution was to—“develop in the youth, before he comes here such habits of moral strength and independence that he may be able to stand and walk alone. A young man at the age of 17 . . . is too mature to be easily led astray; and if at that age he appears to fall away, it only shows in general, that he had hitherto not been trained, but only constrained, in the way in which he should go.”
- 1871. “Reading Law” was characterized as an “absurdly inadequate description of legal study wisely conducted.”
- 1874. The swimming bath was advocated to promote personal cleanliness.
- 1894. Radcliffe College for women approved.
- 1935. Harvard of today is the most heavily endowed of any of the colleges or universities; the book value of her endowment funds, exclusive of land and buildings used for educational purposes amounted to \$129,000,000. Her total income in the departments of instruction, research, and administration totaled \$9,565,000 and in the service departments \$2,762,000. Her pay roll alone for instruction and administration was \$4,443,000.

Eliot’s prophecy

In his inaugural address of 1869 President Eliot prophesied, “It were a bitter mockery to suggest that any

[Concluded on page 30]

Parents and the High-School Faculty

IN the United States progress in home and school cooperation from the point of view of the secondary school has been slow compared with the colorful and almost phenomenal growth of the movement for parent-teacher cooperation in the elementary schools. Various reasons have been attributed for the tardy recognition of the importance of the mutual problems and relationships of high-school teachers and administrators, and the parents of the boys and girls attending school. Some of the reasons stated are that the children do not want their parents to know the teachers; that teachers are indifferent to the opinions and problems of the parents; that parents have unconsciously a sense of inferiority or timidity in approaching high-school principals and teachers.

But little factual material to support these statements has been produced by which definite conclusions might be reached as to why parents of high-school students and the teachers so frequently appear to have little understanding of their mutual problems and why some successful plan of cooperation has not more generally been developed in the interest of the boys and girls.

The recent study of a selected number of high-school parent-teacher associations, issued by the United States Office of Education under the title of "Significant Programs of High-School Parent-Teacher Associations", is an initial effort to secure facts and opinions from principals of all types of high schools and from presidents of parent-teacher associations connected with high schools.

The number of principals and presidents reached by this study represents only a fraction of those connected with the approximately 28,000 high schools in the United States.

Questions asked

National leaders in parent-teacher affairs assisted in the study by asking such pertinent questions as the following: What objectives should an organized group of parents and teachers in a high-school association have? What methods of approach are useful in forming a high-school organization? What problems do these groups create for the school prin-

Ellen C. Lombard, Associate Specialist in Parent Education, Presents Problems and Relationships in This Field

incipal? Who should initiate such an organization—parents, teachers, or school principal? What obstacles prevent the successful functioning of groups of this type and how may these obstacles be overcome? What place has the dean of the high school in the scheme of cooperation between home and school? What elements of a program are necessary for the success of a group of high-school teachers and parents? and many other pertinent questions. Experimentation in high-school parent-teacher associations has been going on for many years but the results have frequently been disappointing.

"PARENTS and teachers should not only be acquainted but on friendly terms with each other. Parents and teachers should be familiarly linked together in amity and continual conference for their common charge, and each should trust in the judgment and personal goodwill of the other."

[Written 400 years ago by Richard Mulcaster, First Head, Merchant Taylor's School, London.]

Definite objectives, however, have been set up in many instances which have resulted in the more successful functioning of an association. In reporting upon the objectives of their respective associations, many school principals state that they have tried to create a program that will give parents a better understanding of what the school is doing for the children. The following selected list of objectives has been taken from data submitted by principals of associations pointed out as successful: To develop between parents and the school an *esprit de corps* that will help in the solution of mutual problems with the boys and girls; to create a demand for and make possible

the practice of newer and better educational procedures; to furnish a medium for social contacts among parents, and between parents and teachers; to use every means of safeguarding youth so that good citizenship may result.

Best practice

Although parent-teacher associations in some localities are still called upon to act in the capacity of "Santa Claus" to the public schools, best practices in modern schools is indicated when all necessary expenditures are covered in regular budgets under public-school funds. Leaders whose energies and time are exhausted by the constant demand of the school to initiate and carry out moneymaking activities frequently neglect the fundamental purposes for which the organization has been created.

There has been considerable difference of opinion as to who should be responsible for initiating, organizing, and carrying on the high-school association. It is obvious that a school principal would have to take the leadership if no other leadership is available.

Many principals think that it is the function of a principal to take full responsibility for these groups in planning and controlling. Others state that a principal should advise and support the movement but keep in the background. High-school teachers take an important part in parent-teacher associations. They serve as officers or work on committees and they frequently appear on programs to interpret the work of the school to the parents.

The service of deans of high schools is also important. They take part on program committees and on other committees, arrange for musical entertainment, sponsor child study groups, and frequently act as school hostess to the parent-teacher association.

Student cooperation

Problems of high-school student cooperation with the parent-teacher association have long been under discussion.

Some organizations invite students to furnish features of entertainment such as musical numbers and plays. In some instances the president of the senior class is a member of the executive committee and becomes a liaison officer between the organization and the students, and again, students present as a part of the program the various viewpoints of school life. There are certain situations, primarily adult problems which if brought up at meetings, school administrators think would make the presence of the students undesirable.

There are certain fundamental weaknesses and problems upon which many principals seem agreed. Most often mentioned as a weakness is the failure to interest teachers, parents, and other school patrons in the association. Reports point to the fundamental weakness of the programs which would of course affect the interest of the members of the group and also result in an attendance problem.

As some school principals see the organization's problems, they are represented by the following statements: Lack of aggressive leadership, too aggressive leadership, cut-and-dried policies, desire to meddle with school policies, lack of objectives, cooperation and money; too much "old blood"; lack of participation from homes of lower educational or social standards of teachers or of parents; difficulty of getting tactful leaders and especially of finding effective presidents, prolonged meetings due to parents of limited outlook holding tiresome discussions after which teachers must remain to confer with the parents.

Two meanings

The term "program" has two meanings in connection with parent-teacher associations. It is used to designate the total plans, activities, and projects of a group, and it also indicates the details of a meeting or series of meetings. The success and usefulness of an association depends upon its ideals and with the extent to which it concerns itself with the educational and social needs of its members, of the school, of the home, and of the community. Programs should reflect the ideals of the group and set in motion the activities by which the organization may fulfill its purposes.

In addition to programs of meetings many principals reported that parents' organizations carry on service projects of various kinds to aid needy students, and types of welfare work to support the schools—such as to prevent drastic cuts, and in some instances that they arrange to furnish financial aid for improvements

which school boards have not supplied. The development of school libraries is an activity mentioned by leaders of associations as a service for which funds are often raised.

Parent education classes have been established in some high schools. This is a logical activity for high schools in all districts to sponsor.

The forthcoming study on Significant Programs of High-School Parent-Teacher Associations to be issued by the United States Office of Education contains some samples of materials which have been included to indicate ways in which high-school associations may vitalize the program and develop the interest of parents in the school's program.

Electrifying Education

THE NATIONAL VISUAL EDUCATION DIRECTORY, containing more than 9,000 names of directors of visual instruction or most interested parties in school systems throughout the United States, is now off the press and may be purchased from the American Council on Education for \$3 a copy. This 275-page volume also contains a summary of the findings in the National Visual Instruction Survey, and an inventory of the audio-visual equipment now owned by school systems throughout the country.

IN COOPERATION WITH the National Alliance of Art and Industry, the Harmon Foundation has recently completed a 3-reel, 16-millimeter, silent motion picture entitled "We Are All Artists." This film presents a simple approach to the understanding of design and good taste. It is intended to awaken in the average person an appreciation of beauty as an essential part of life. All inquiries regarding the film should be addressed to the Harmon Foundation, Inc., 140 Nassau Street, New York, N. Y.

DR. FANNIE W. DUNN and Miss Etta Schneider of Teachers College, Columbia University, recently completed the compilation of a digest of the literature in the field of *Teacher Preparation in Visual Education*, which has been issued as a 100-page mimeographed book by the American Council on Education, 744 Jackson Place, Washington, D. C. A limited number is available for free distribution to teacher-training institutions.

A STUDY RECENTLY COMPLETED in the Federal Office of Education discloses that 309 teacher-training institutions are offering or planning to offer some instruction in radio program and photoplay appreciation. Eight institutions are now offering regular courses in photoplay appreciation,

and six are offering combined courses in radio-program and motion-picture appreciation. Fifty-three institutions are considering offering regular courses.

THE EDUCATIONAL FILM CATALOG recently published by the H. W. Wilson Co., New York, contains a classified, annotated list of 1,175 films with a separate title and subject index. Librarians and school superintendents interested in the educational use of motion pictures will find this volume an invaluable aid in the wise selection of instructional films.

THE DEPARTMENT OF ZOOLOGY of the University of California, Berkeley, Calif., has completed the following films:

- Life Cycle of the Foraminifera, 2 reels.
- The Development of the Amphibian Egg, 2 reels.
- American Trypanosomiasis, 2 reels.
- Termites and Termite Attack Upon Wooden Structures and Wood Preservation, 1 reel.

These films may be rented from the Extension Division of the University.

THE NATIONAL VISUAL INSTRUCTION Survey recently completed in the Federal Office of Education revealed that 92.5 percent of all motion-picture projectors owned by school systems are silent. There are approximately twice as many 16-millimeter projectors as there are 35-millimeter projectors.

THE AUSTIN-HEATON Co. of Durham, N. C., is installing centralized radio-sound distribution systems, in larger schools throughout North and South Carolina and individual sets in small schools, as part of their campaign for the promotion of the sale of various kinds of flour.

THE FIRST NATIONAL CONFERENCE on Educational Broadcasting will be held in Washington, December 10-12, 1936.

CLINE M. KOON

Educational News



In Public Schools

IN DETROIT, MICH., a child may enter pre-school and continue through kindergarten, elementary, intermediate, high school, college, and graduate school, including medicine, law, pharmacy, engineering, education, and liberal arts, all in a municipally owned school system under the direction of a board of education and headed by one man, the Superintendent of Schools, who, by virtue of his position, is also president of the university.

MANY HIGH SCHOOLS are introducing a new type of commencement program. One of the newer types that have come to our attention is that of the high school of Quakertown, Pa. The class of 1936 explained the recent innovations in the curriculum and the organization of the Quakertown schools and made a plea for future steps in advance. One part of the program showed with three scenes the need for a playground: 1. A street scene; 2. An unsupervised playground; 3. A supervised playground.

"FOR 3 DAYS", as reported in a recent issue of the West Virginia School Journal, "the pupils of the West Virginia University Demonstration High School took complete responsibility for carrying on their school without a single member of the staff and not even the office secretary being present at any time during the period. The only person present in any employable capacity was a school janitor."

"NEWS OF YOUR SCHOOLS", an official publication of the Board of Education, Madison, Wis., goes into the homes of that city once a month during the school year.

THE CASE FOR FISCAL independence of boards of education is the title of a leaflet

issued by the Wisconsin Education Association, Madison, Wis. Eight reasons are given in favor of fiscal independence:

1. It is a sound principle of business and government.
2. Gives school boards the opportunity to discharge their responsibilities.
3. Prevents usurpation and dictation by city officials.
4. Prevents diversion of school funds.
5. It would end political interference and coercion.
6. School standards should be set by school boards.
7. It does not lead to extravagance; in fact, tax rates have been lower in independent city districts.
8. School boards are just as responsible to the citizens as are mayors and aldermen.

ALMOST EVERY COUNTY in Missouri, according to a recent report of the State Superintendent of Public Schools, had in 1923 at least one teacher-training high school in which rural teachers were trained. The demand for the graduates of these teacher-training high schools, the report shows, has declined until only a few such schools are now in operation. The tendency toward college trained teachers, even in rural districts, has grown steadily. The number of rural teachers who have qualified for certificates through the county examinations also has declined. With the decline in the number of teacher-training graduates and the number of applicants for the county certificates, there has been a corresponding increase in the number of teachers who have qualified for the State certificates and regents certificates.

ANNUALLY, ON OR BEFORE JULY 1, the superintendent of schools of Erie, Pa., makes in order of their rating for appointment, lists of candidates for teaching positions. The following are the items upon which each candidate is rated and the maximum number of points allowed for each item:

1. Professional and general knowledge, 25 points; 2. Specific knowledge of subject matter, 25; 3. Academic and profes-

sional preparation, 25; 4. Professional experience, 15; 5. References, 15; and 6. Interview, 15. Total points 120.

Item 6 is determined by the average rating from each of three professional employees in the school system, two of whom must be supervisors, designated by the superintendent. Their observations are recorded on an objective chart designed for the purpose.

WALTER S. DEFFENBAUGH



In Colleges

AT PENNSYLVANIA STATE College enrollments in 4-year courses of the School of Agriculture and Experiment Station have nearly doubled in the past 10 years, increasing from 552 in 1925 to 944 students last term. The division of dramatics awarded its first master's degree last term and completed an ambitious schedule the past summer of 15 one-act plays, 6 tabloid plays, 6 marionette plays, and 9 children's plays.

GRADUATES OF the College of Mines and Metallurgy of the University of Texas are largely employed in their profession. Of the 160 former graduates 13 are employed as engineers and metallurgists by various mining companies of South America, and 6 are associated with mining companies of the Philippine Islands, while others are employed in Mexico as well as in the United States. They usually enter employment as junior engineers or junior geologists at salaries ranging from \$175 to \$190 per month generally including quarters. The highest salaried man now on the list is an assistant manager in Bolivia (\$9,000 annually).

THE FINANCIAL REPORT of Ohio State University shows that the annual income increased steadily until the year 1930-31 when it reached \$8,963,000. Subsequent decreases brought the income down to a low point of \$5,827,000 in 1933-34, increasing to \$6,639,000 the following year, and \$7,073,000 for the last fiscal year 1935-36.

OPTOMETRY SCHOOLS will increase their requirements after September 1, 1936. By unanimous agreement, the International Association of State Boards of Examiners in Optometry requires that a school shall *not* accept students after September 1, 1936, unless they are graduates of a recognized high school . . . and have had at least 1 year in college in which a science course was pursued.

WAYNE UNIVERSITY (Detroit) is offering a new 4-year curriculum leading to the degree of bachelor of science in secretarial training including such subjects as accounting, business economics, stenography, business law, insurance, office management, and business English. One high-school year in preparatory work in stenography and typewriting is a prerequisite for advanced courses in these subjects.

A DEPARTMENT OF PUBLIC HEALTH NURSING will be added on the Los Angeles campus of the University of California this fall. The work will include not only the usual preparation for the junior certificate for registered nurses, but will incorporate the specialized training required for public-health nurses.

ANTHROPOLOGICAL MEASUREMENTS of University of Kansas freshmen compared with those of a selected list of other schools recently revealed that these men were taller, about the same in weight, and less in girth of chest. The study over a period of 32 years, of 7,402 cases from 16 to 21 years of age disclosed that the average height was 68.4 inches, average weight 138.5 pounds, average waist measure 29 inches.

THE AMERICAN COLLEGE PUBLICITY ASSOCIATION at the annual convention held in Boston in June elected Frank S. Wright, University of Florida, as its president.

THE SUMMER SESSION of the University of Wisconsin enrolled nearly 4,500 students, an increase of about 7 percent over last year's figures. Five special institutes and conferences were held, including the rural leadership conference, the school for workers in industry, the school administrator's conference, the ninth annual dramatic and speech institute, and the conference for bandmasters, orchestra conductors and chorus leaders.

ILLUMINATION ENGINEERING at Ohio State University is more than an engineering training. The departments of psychology, physiology, fine arts and architecture cooperate in offering a knowledge of the physiology of the eye; the psychology of vision; acquaintance with the nervous system that transmits stimuli of vision to the brain; lighting effects which depend on direction, diffusion, and color, and their application to objects of art and to architectural forms. In short the graduate student of illumination is given some training in art and some knowledge of architecture, in order to enhance by illumination the creation of designers.

WALTER J. GREENLEAF



In Educational Research

THE METHODS of educational research have been brought together in a volume by Carter V. Good, A. S. Barr, and Douglas E. Scates, published by D. Appleton-Century Co. This volume discusses the methods of picking out important problems for research; the different methods which may be applied, giving generous illustrations from the literature; and the methods by which interpretations and conclusions are made. This basic text is called *The Methodology of Educational Research*.

TWO OTHER BOOKS which contain instructions regarding research in their respective areas are J. Murray Lee's *A Guide to Measurement in the Secondary School* (Appleton-Century Co.) which describes the various uses test results can be put to in the practical situation and in instructional research and research in the prognostic field, and Herbert E. Hawkes, E. F. Lindquist and C. R. Mann's *Construction and Use of Achievement Examinations* (Houghton Mifflin Co.) which is especially excellent regarding the construction of tests to fit the objectives of progressive courses of study.

"READING READINESS.—A Prognostic Study", a report by W. W. Wright (bulletin of the School of Education, Indiana University, for June 1936), gives data relative to the values of reading readiness tests, pupil rating scales, general intelligence tests, and chronological age in predicting reading ability. A combination of pupil rating scale and a reading

readiness test correlated to the extent of .658 one year and .706 another year with teachers marks in reading. The report gives also the relationships of the predictive factors with results with reading tests.

ALTHOUGH ABSENCE is a common phenomenon, there have been few investigations which have analyzed carefully the reasons for such absence. A study by Jeanie M. Pinckney, Alice H. Miller, and Carl V. Bredt, published by the bureau of nutrition and health education of the University of Texas, makes an accurate check on the reasons for absence in school children—elementary through senior high school. This study shows a need for closer cooperation between the school authorities and the home and community activities. It was found that reasons for absence, such as social and recreational reasons and work were major factors.

A STUDY BY ARTHUR ROBINSON on the "Professional Education of Elementary Teachers in the Field of Arithmetic", published by the bureau of publications, Teachers College, Columbia University, is an important body of data relative to the problem of teacher training. This study indicates a need for more training in a subject-matter field. This is contrary to the trend of the curriculums in teachers colleges.

DAVID SEGEL



In Other Government Agencies

Indian Service

DENTAL SERVICE for the Indians and Eskimos of Alaska, begun July 1, 1936, will be furnished by local practicing dentists employed under contract on a fee basis, according to a new policy announced by Secretary of the Interior, Harold L. Ickes. Hitherto salaried dentists under regular appointment proceeded from village to village along the coast and rivers by boat, dog team, and airplane.

Dr. Taylor J. Pyle, of the Indian Office staff, will be in charge of this service.

INCREASED EMPHASIS is being given in Indian schools to instruction in the older Indian crafts and toward a revival of

Indian art as a result of the increased recognition of the art expression and craft work of the Indian, according to Willard W. Beatty, educational director, Office of Indian Affairs.

Mr. HAWKESWORTH, assistant to the director of education for Alaska, received the following letter from a teacher in a community day school in Alaska:

Tonight, the closing of the first month, I'm more enthusiastic than I was when I was in your office. You can't imagine the reception I got from the natives after they learned I was the new teacher. And the children, happiest of the lot because school was to open. And don't think I wasn't lost those first 3 days of school—31 pupils, 17 partially educated, and 14 kindergarteners. I finally hit upon an experiment. I've started a day-school social center activity movement, among the first in Alaska.

I have 17 come in the morning. I have divided them into: Preprimer, primer, first, second, third, and fourth grades. I am using a sort of progressive idea, moving around for discussion with the different groups, criticising, complimenting, helping in printing workbooks, clay modeling, and group discussion.

Afternoons, I spend most of my time with the 14 smaller ones in a kindergarten idea. The older ones spend their time reading books and magazines, drawing, whittling, sewing, studying, or playing quiet Milwaukee playground games, and mostly anything within reason. . . .

Evenings, at my quarters, the boys and those fathers in town, read papers and magazines, listen to the radio, or play checkers, mill, or chess. Right now I'm organizing a men's class on Wednesday evenings to learn how to read and write their ABC's. I have to study up on my cooking for the mothers want a night, too. You never saw such an eager-to-learn group of people. . . .

TVA Education

CAMP LIBRARIES, maintained in each construction center of the TVA, have three main functions: (1) To serve as a special library for the local training branch, providing materials for instructors and trainees; (2) to serve as a community library for employees and their families; and (3) to serve as a center for the provision of library service to TVA employees in the surrounding area. Reservoir clearing crews, for example, each carries a traveling book box. Traveling collections of this sort are visited twice a month and brought up to date by the TVA community librarian.

A SURVEY of the University of Washington student body reveals that 26.3 percent of the men attending are now wholly or partially self-supporting. Of the women, 33.7 percent are earning money to put them through school. 12,913 students were enrolled last year in regular courses, and 3,452 additional students in extension work, making the highest enrollment record in its history.



F. F. A. News Bulletin

Missouri.

The Missouri association started a State F. F. A. Camp this summer. It was held August 6-11, and the location was several miles south of the Bagnell Dam area. About 20 chapters were scheduled to participate. Provision was made for the usual camp recreation, including games, swimming, boating, and fishing. With the assistance of J. Paul Johnson, project manager, a tour of camps erected by the National Park Service was made on August 11 with a view to obtaining a permanent F. F. A. camp site next year. The camp activities are under the direction of J. L. Perrin, State adviser, assisted by several local advisers.

Oklahoma.

For the first time the requests for reservations exceeded the accommodations at the State camp, near Watts, which opened June 6 with Robert Chambers, assistant athletic coach at Duke University, in charge. A number of improvements in equipment and arrangement added greatly to the comfort and enjoyment of the boys. Water sports were popular in the cool Illinois River this summer. A new radio enabled those present to pick up the national F. F. A. programs.

California.

The Puente Future Farmer chapter took an active part in making the recent celebration of the town's fiftieth anniversary a marked success. In the parade the chapter's float attracted considerable favorable comment. It represented the three most common types of projects carried by members. A hay wagon was divided into three sections. In one section was a boy with pigs; another section showed a flourishing crop of corn; and the third section displayed a modern poultry plant with live chickens. A team of well-groomed horses pulled the appropriately decorated wagon. Future

Farmers furnished entertainment for the crowd by participating in a greased-pig contest. The 50-pound pig was finally caught by Frankie Sorona, who expected to make his prize part of his farming program.

Wisconsin.

Once again the State Association of Future Farmers of America has gone past its goal. Two years ago the goal set was 80 active chapters and 2,000 members, but when the year had passed there were 92 chapters and 2,502 members. This year the stakes were set for 108 chapters with 3,000 members, and now there are 109 chapters with 3,164 members. All but 14 of the 122 departments of vocational agriculture in the State now have F. F. A. chapters, and for 1936-37 there are at least 10 new departments of vocational agriculture so there is a possibility of an increase of 24 chapters of F. F. A. in another year.

Kentucky.

Twenty members of the Stamping Ground chapter made a 2,000-mile tour of the East during 2 weeks of July. They spent 3 days in Washington, D.C., calling at the national office of F. F. A. and visiting various points of interest. Mr. Ivan Jett, adviser accompanied the boys. A school bus supplied their transportation.

Alabama.

Home improvement is one of the major objectives of the F. F. A. in Alabama and is being stressed by practically every chapter in the State. A nursery plot for propagating shrubbery is maintained in connection with the laboratory area at each school. At least 700,000 plants have been propagated this year by F. F. A. boys.

The Ashland Chapter has done outstanding work in home improvement. An area of over three-quarters of an acre, properly fenced, is maintained by the chapter for propagating and growing shrubbery.

Of national interest.

Interest centers in the coming national convention of F. F. A., to be held in Kansas City, Mo., October 17-24. A full representation of delegates is expected from the various chartered associations, including Hawaii and Puerto Rico. President William Shaffer will preside. Dozens of organization problems will be discussed and acted upon by this youthful delegation of farm boys ranging in age from about 17 to 21 years.

W. A. Ross

Freshman Week Program

[Concluded from page 10]

made up the major part of the orientation testing programs of these institutions. Of the 376 tests included in the tabulation, 62.2 percent were of these two types. The typical testing program, then, would seem to have included a general prognostic test, an English test, and a third test in some other field.

Mostly standardized

The last part of table II indicates for all institutions combined whether the tests in each field were locally constructed or standardized. The totals show that about four of every five tests were standardized measuring instruments and that only one out of five was constructed locally. This fact is the result in considerable degree of the prominence of psychological examinations, not so easily constructed as tests in certain subject-matter fields. Other fields heavily represented by standardized tests were personality, general achievement, foreign languages, and reading. On the other hand, nearly half of the tests in the fields of mathematics, social studies, and physical and biological sciences were constructed locally. These data indicate that the entrance testing programs of these institutions were largely dependent upon standardized test materials and that local construction of tests was relatively uncommon.

Table III lists eight uses to which test results are most commonly put, together with the numbers and percentages of institutions of each type reporting the various uses of the results. Although space for additional uses was provided in the questionnaire, no uses were reported which could not logically be classified under one of these eight headings.

Educational guidance both at registration and later was least common in the universities and most common in the arts colleges. Subfreshman or noncredit courses were more frequently required in universities and teachers colleges than in arts colleges, while sectioning of classes was more widely used in the universities than in the other types of institutions.

Summarizing

This investigation of the features listed in the 1934 "Freshman Week" programs of 168 of the larger coeducational universities and colleges indicates that:

(1) The features found in at least three-fourths of the programs are, in decreasing order of popularity, registration, entrance tests, address of welcome, and registra-

tion announcements, with the freshman reception, conferences with advisers, freshman party, physical examinations, and talk or demonstration on the use of the library listed on at least six-tenths of the programs. The talks on such subjects as study methods, budgeting time, health or social hygiene, and scholarship appeared with relative infrequency.

(2) Intelligence or psychological and English tests were by far the most common in the testing programs.

(3) Less than one-fifth of the tests used were constructed in the institution administering them.

(4) Test results were most commonly used in educational guidance after entrance, although more than half of the institutions used test data for sectioning of classes, statistical studies, and educational guidance at the time of entrance.

Harvard

[Concluded from page 24]

subject whatever should be taught less than it now is in American colleges. . . . It will be generations before the best of American institutions will get growth enough to bear pruning."

"It is now 67 years", according to President Conant in his recent address, "since this statement was made, and three generations have passed; in my opinion the time for pruning has arrived. The faculties should endeavor to reduce the number of courses given and in many cases to condense the material now presented. The tremendous subdivision of the fields of learning which has occurred in the past 25 years will certainly shock the academic historian a century from now."

The elaborate tercentenary celebration which Harvard has prepared comes to a climax this month (September). Its national importance was recognized by the Seventy-fourth Congress in a joint resolution approved May 7, 1936, creating the United States Harvard University Tercentenary Commission to celebrate the founding of the first college to be established in what are now the United States and the beginning of higher education in this country. A conference was called during the first week of September to assemble 75 distinguished scientific men and scholars including 14 Nobel Prize laureates from all over the world. The ceremonies on September 16, 17, and 18, to which both delegates from colleges and universities and alumni of Harvard have been invited, will terminate the observance of Harvard's first 300 years.

Joint Resolution

No. 88, Seventy-fourth Congress

AUTHORIZING the recognition of the 300th anniversary of the founding of Harvard College and the beginning of higher education in the United States and providing for the representation of the Government and people of the United States in the observance of the anniversary.

Whereas there are to be held at Cambridge, Massachusetts, and at other places during the year 1936 celebrations commemorating the 300th anniversary of the founding of Harvard University, said university being the first college to be established in what are now the United States; and

Whereas, in accordance with resolutions of the president and fellows of Harvard College, there will take place in Cambridge, Massachusetts, on the 16th, 17th, and 18th of September 1936 formal ceremonies of celebration of the tercentenary, * * *

* * * *

Whereas Harvard University endeavors to foster and maintain the ideals of truth and freedom so dear to Americans; Therefore be it Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the Government and people of the United States unite with Harvard University in a fitting and appropriate observance of the three-hundredth anniversary of its founding, which marked the formal beginning of higher education in the United States.

SEC. 2. There is hereby established a commission to be known as the United States Harvard University Tercentenary Commission to be composed of 15 commissioners, as follows: The President of the United States and 4 persons to be appointed by him, the President of the Senate and 4 Members of the Senate to be appointed by said President of the Senate, and the Speaker of the House of Representatives and 4 Members of the House to be appointed by said Speaker.

* * * *

Approved May 7, 1936.

NOTE: \$3,000 was appropriated for the expenses of the Commission.

New Government Aids

[Concluded from page 6]

canning, cold storage, home economics, No. 11; Forestry—tree planting, wood, and lumber industries, No. 43; Standards of weight and measure—tests of metals, thermometers, concrete, iron, electricity, light, clay, metric system, No. 64; Farm management—farm accounts, farm marketing, farm homes, agricultural statistics, No. 68; Census publications—statistics of population, agriculture, manufactures, and mining, with abstracts and compendiums, No. 70; Federal specifications—Federal Standard Stock Catalog, No. 75.

The National Park Service announces new editions of the following illustrated publications, single copies of which may be had free upon application to the Washington office:

Carlsbad Caverns National Park—New Mexico. 26 p.
Crater Lake National Park—Oregon. 36 p.
Zion and Bryce Canyon National Parks—Utah. 40 p.

Supplementary Report of the Land Planning Committee to the National Resources Board. To be published in 11 parts. (National Resources Board.)

Part I. General conditions and tendencies influencing the nation's land requirements. 47 p., charts, maps. 20 cents paper cover.

Part IV. Land available for agriculture through reclamation. 51 p., charts, maps. 35 cents paper cover.

Part IX. Planning for wildlife in the United States. 24 p., maps, charts. 10 cents paper cover.

The other 8 parts of this report are not available at this time.

MARGARET F. RYAN

School Survival Rates

[Concluded from page 14]

TABLE 3.—*Survival of fifth grade through college*

Year of progress	COLLEGE CLASS		
	1932	1933	1934
Fifth grade.....	2,476,612	2,569,294	2,643,035
Graduated from high school.....	596,655	630,288	665,223
Graduated from college..	138,063	137,109	136,156

TABLE 4.—*High-school graduates entering college*

Year	PUBLIC AND PRIVATE	
	High-school graduates	College freshmen
1932.....	833,252	336,997
1933.....	837,797	323,555
1934.....	914,853	310,113

A Fascinating Account

FROM New York City comes a superintendent's report that gives a fascinating account of what the metropolis of the Nation is doing for the boys and girls in its schools. The report is aptly named "All the Children", for it leaves none out of consideration. Particular attention is called here to the provisions made for the physically handicapped, the mentally retarded, and the socially maladjusted.



Such a big place!

Ninety-two sight conservation classes, 8 Braille centers for the blind, a school for the deaf, lip reading instruction for the hard of hearing in 309 different schools—these are some of the items indicating the provisions made for children having sensory defects. In addition, 12,122 children with organic defects were, in September 1935, under the care of 550 teachers in 415 classes located in elementary and high schools, day camps, boat schools, hospitals, and convalescent homes. Instruction in their own homes was given to 1,101 homebound children. "Specialized health care is adapted to the needs of each typical group of physically handicapped children", the report states, "and also to individual physical conditions as a basis for their special instruction and training in preparation for their life's work."

For children who show a retarded mental development there are 487 special classes. In these more than 10,000 boys

and girls are offered a type of education suited to their capacities and directed toward training them for vocations in which they are likely to succeed. A teacher reports: "Jennie, one of my former pupils, is giving me a course in commercial candy making . . . She earns as much as \$27 a week as a chocolate dipper. She began as a plate girl and worked her way up from an initial salary of \$8 a week." The greatest possible development of the potentialities of these boys and girls, physical, mental, social, and vocational, is the aim of the organization planned for them.

A vital challenge

Truancy and delinquency offer a vital challenge to every school system. New York is combating the influence of the slums and the streets through a constructive program of child guidance and recreational opportunities. Carefully selected foster homes and residential camps are urged as substitutes for the parental school of institutional character. The schools are charged with the development of activity programs and individualized instruction to their highest degree of effectiveness in stimulating the child's interest and search for information. Through courses in mental hygiene teachers and supervisors "have acquired a better understanding of the total nature of the child and have gained greater power to guide and to influence children under their supervision toward wholesome personality growth and better adjustment to life situations." Through the facilities of the Bureau of Child Guidance, functioning under the Board of Education, intensive study and treatment are given to children showing symptoms of unhealthy behavior, the number receiving such services in the year 1934-35 totaling 4,509. Of those on whom adequate follow-up data could be obtained, 75 percent showed either satisfactory or partial adjustment after treatment.

And so the great work goes on to educate all the children of all the people, without neglect of any. New York is to be congratulated upon its stimulating report of what is being accomplished for these exceptional children who deviate seriously in physical, mental, or emotional equipment.

ELISE H. MARTENS

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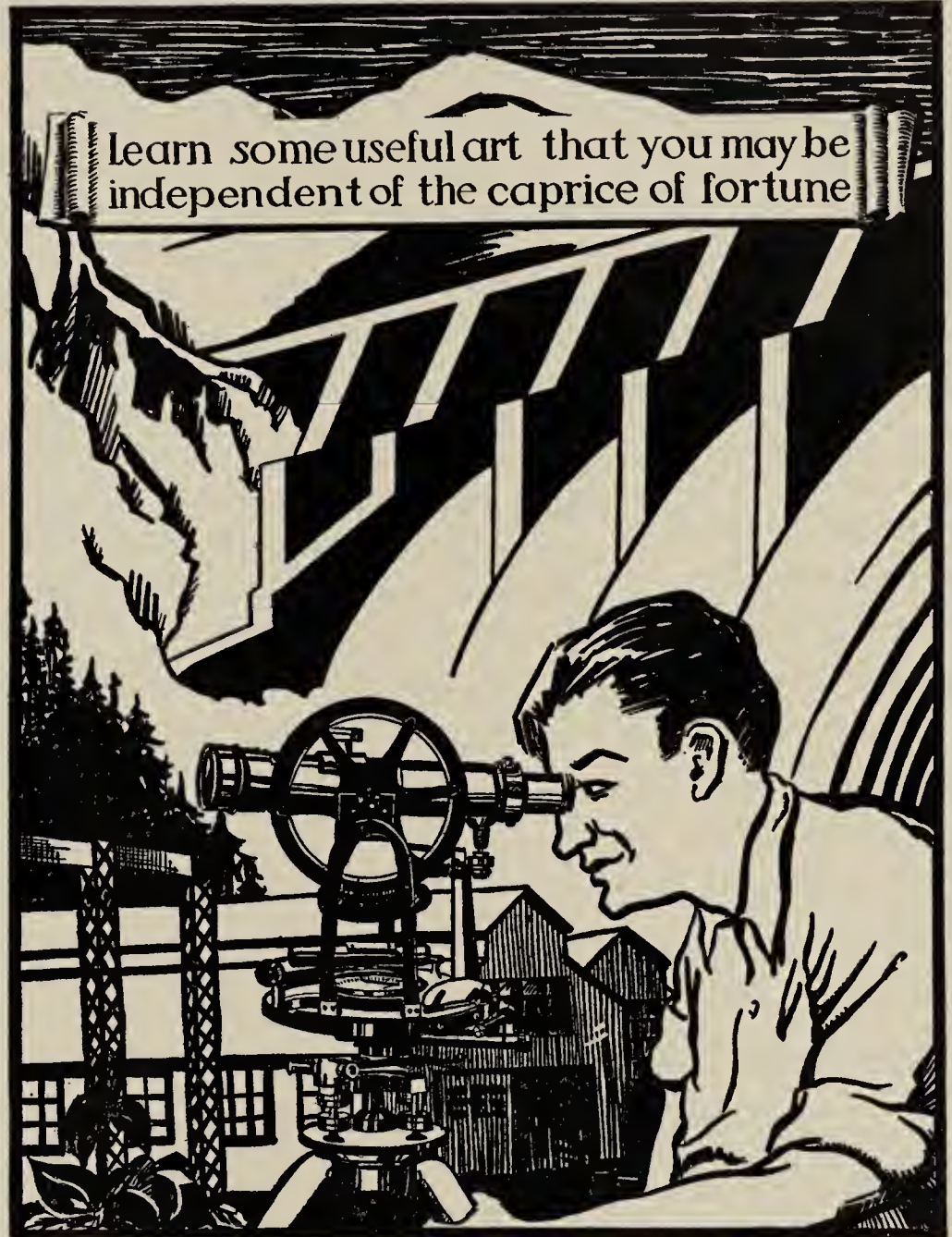
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Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.



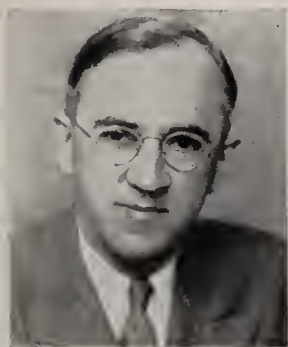
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Stockholders in the Schools



A MAJOR PURPOSE of American Education Week, *November 9 to 15*, is to induce the average citizen to investigate one of the world's largest businesses in which he is a stockholder with voting power. So frequently we take democracy for granted and forget that this public business belongs to us. We find things going on which we do not fully understand or approve, and then we speak as if some force outside the community of citizens had control of our schools.

When Schools Fall Short

If in some instances schools are not being operated at top efficiency with programs of vital value to the people of America, it behooves the stockholders to discuss the situation in parent-teacher groups and civic forums with the aim of finding the way to express their votes more intelligently in selecting members for their boards of education and of holding these public servants to account.

Suggested Remedy

The public schools are the basic instruments of the people for the achievement of that intelligent understanding of personal and public responsibilities which will enable a democracy to function. If any person, group, vested interest, or clique is manipulating the public business for private or group advantage, the remedy is collective action. During American Education Week each American stockholder in the great public corporation of organized learning is urged to see for himself how the business is being conducted and to find out how he may use his influence to improve the general commerce of ideas

J. H. Sturdenaker

Commissioner of Education.

American Education Week

"Let us plan during American Education Week this year to so enlighten the people about the schools that they will not permit further inroads upon the freedom of teaching."—WILLARD E. GIVENS.

November 9-15

To Mark or Not to Mark ★ An Unsolved Problem

David Segel, Senior Specialist in Tests and Measurements, Points Out Important Factors in Solution of This Difficult Problem

THE problem of marking the school work of pupils has been complicated in recent years, by several different movements or influences in education. The particular kind of marking system a school has depends in large part upon its receptiveness or resistance to these influences.

First, there has been a body of research built up which shows that teachers, on the basis of their judgment and such tests as they would of themselves construct, cannot reliably mark pupils on the basis of percentages. It was found that a teacher in giving one pupil a 93 and another a 94 was necessarily making a wholly arbitrary distinction. Differences as fine as that cannot be distinguished by teachers. A realization of this resulted in the change from this percentage scale, which had as its passing percentages anything from 70 to 100, or 30 steps (when decimal fractions were not used), into a four or five scaled marking system. A common system being used is one having these four or five passing steps, such as A, B, C, and D, and one failing mark as E or F. Supplementary distinctions as "C" or "Cond." for a condition and "Inc." for incompleting work are also used.

Working for marks

Following the initial influence of John Dewey, many educators have been trying to get activities in education to be motivated by the intrinsic interest of the pupil. In this attempt they have attacked the giving of marks on the basis that the pupils tended to work because they desired high marks rather than because of their interest in the subject itself.

There is another important related element in this regard. It has been found that marks indicate more than achievement. They indicate to some extent such varied elements as the social

qualities displayed by the pupil, the neatness of the work of the pupil, and the disposition of the teacher. Curiously, the sex of the pupil and of the teacher is also an element. Girls in general get better marks than boys and, at least in the elementary school, women teachers give girls better marks than men teachers do.

May serve purpose

At first glance these facts about grading seem to put a stamp of unreliability on marks. However, in light of our more recent emphasis on the whole child, such marking seems to be the kind that we want if general marks are to be given at all. If marks really indicate the social development of the child, and measure effort as well as achievement, they may serve a purpose even with a low reliability, technically speaking. Whether they actually do measure these qualities is probably yet to be seen.

The appraisal of pupil activity is to some degree being put on a basis of actual accomplishment and behavior, rather than on a rating of the accomplishment. For example, in language the written composition, the written play, the construction of stage properties, and the score on a language usage test are all actual physical accomplishments which teachers might record as activities of the child. Such accomplishments, if they are to be translated into a single measure, would probably be best described by adjectives such as excellent, good or poor, or simply as satisfactory or unsatisfactory.

Marks became objective

With the advent of the use of new-type tests, marks really became more objective, because teachers often use the results of these tests in arriving at pupils' marks. When test scores are reduced to marks it is usually done by

arbitrarily assigning A's to the highest scores, B's to the next highest, etc. This is sometimes done by distributing the test scores so that their distribution corresponds to a normal curve distribution.

The relation between marks and promotion is an interesting one. By giving marks according to the normal distribution in a four- or five-point marking scheme it is implied that promotions are on a competitive basis whereby some pupils are doomed to failure unless the lowest point of the marking scheme is not used or unless the minimum passing mark represents the attainment of only the minimum essentials.

If the first policy prevails, then the promotion will depend a lot on chance, since a pupil who is average in one class might in a superior class be found in the lowest 10 percent and thus be failed. On the other hand, if minimum essentials are used as a basis, it means that the school asks that all pupils attain the same academic standards.

Reveals policies

It would seem that the system of marking in many instances reveals the promotion policies of the school. What is desired is a study of both marking procedures and promotion practices to see which procedures will produce the best results in pupils. Are all pupils to compete for the same honors regardless of general ability or special abilities? Are all pupils to be required to pass the same standard before receiving a passing mark? The matter of marking is inexorably tied up with types of progress of pupils through the grades or classes in each school segment and their passing from one segment to another. To recognize this relationship is one step in the solution of the problem of "to mark or not to mark."

Statue of Liberty ★ An American Tradition



IT HAS been said that one of the things America lacks is a definitely indigenous folklore. Whether or not this statement is entirely correct, it is undeniable that we do not have in this country the rich background of legend and tradition which is common to most other peoples. There are several reasons

John J. Heimburger, Ranger-Historian, Statue of Liberty National Monument, Tells of Plans for Celebration of Statue's Fiftieth Anniversary

for this—chiefly the comparative youth of our Nation and the fact that it was established by breaking old ties and old traditions.

Such traditions, even though they may be in many cases completely legendary, are a fundamental and invaluable part of national culture. In them are expressed the intangible standards of value which are both the guiding and motivating factors of national thought. A country's legendary heroes personify the virtues it holds precious and its folk songs depict the way of life it believes to be most ideal.

This valuable background of legend and tradition is not always associated with persons. In many cases objects or places have become dear to the people of a nation in such a manner that they have become an inseparable part of the folklore of the country. It is probable that most of our own national tradition is of this type and that it will continue to be so. One of the best examples of this is the Statue of Liberty.

In the comparatively short space of 50 years it has become an American tradition. One of the most common expressions of visitors to the famous monument is that of surprise that it dates back only a half-century. It has become so much a part of the American saga that it is hard to think of the United States without it and it seems that it must always have stood here. It is with distinct surprise that many people learn of its dedication on October 28, 1886.

In the same manner an entirely traditional meaning has become associated with the statue. At the time of its presentation it was intended to indicate only the friendship of France and the United States, a friendly gesture of one republic to another on the anniversary of the older government's centennial of independence. The statue was spoken of as "New York's lighthouse" and indifference to it was so universal that

the American committee labored for 8 years without being able to raise money to build its pedestal.

Greatly loved symbol

Today the Statue of Liberty is a widely known and greatly loved symbol in the world. So paramount has its traditional symbolism become that it has overshadowed its origin. Born in the minds of a group of French patriots, created by a French sculptor, built in the workshops of Paris, it has become perhaps the most characteristically American thing in America. Schoolboys throughout the world recognize its picture and it has adorned the postage stamps of six foreign governments.

Enhancing its value

When the National Park Service, under whose jurisdiction the statue has been since 1933, considered the form of observance which should most fittingly celebrate the approaching fiftieth anniversary of the dedication of the Statue of Liberty, it was felt that the only adequate observance would be one based chiefly upon the moral and spiritual values of the statue rather than upon the structure itself. Such an observance would be chiefly educational in the hope that by retelling the story of the statue and recalling the events which prompted its presentation by the people of France, its value as a symbol might be enhanced and some contribution might be made to the traditional background of American thought.

An observance of this nature need not be localized but could be participated in by Americans everywhere. Some of the leading national patriotic organizations were contacted and started working enthusiastically with the National Park Service to effectuate the observance suggested. As soon as a program had been outlined the State superintendents

of schools were invited to cooperate and to make observance of the anniversary a part of their school program for September and October. Cooperation of the Office of Education has been given to the anniversary celebration. The Statue of Liberty's fiftieth anniversary will be observed in some manner in the schools of practically all of the States.

The accomplishment of an observance of this type presents problems not encountered in the promotion of the usual celebration. If attention is to be focused upon spiritual values the usual means of attracting public attention are definitely precluded. Staged publicity stunts would of themselves destroy full attainment of the goal of the anniversary observance. The face of the statue has not been washed for the news reels—nor will it be.

Contests conducted

On the other hand there are results to be attained from such an observance which would not be possible from a celebration of any other type. Last November the National Life Conservation Society announced a poetry contest on the subject: "The Statue of Liberty—its significance after 50 years." The only newspaper publicity was that attained by mere formal announcements which were sent out at that time. Yet more than 500 poems have been submitted, from every State in the Union.

In March the Ladies Auxiliary to the Veterans of Foreign Wars announced an essay contest for high-school students on the subject: "What the Statue of Liberty means to the American people." The announcement was made in letters to State superintendents. It is estimated that between that time and the end of the contest on June 30 close to 100,000 high-school students wrote essays on that subject. Only a comparatively few of them will receive the medals offered for excellence of work; only one will be brought to the Statue of Liberty for the celebration on October 28 and then sail for a visit to France; but 100,000 young Americans have read something of the story of the statue and written about it, have made the great symbol for a moment their own, and have pondered its meaning to the American people.

Two-fold purposes

Of a similar nature is the radio-script contest conducted by the General Federation of Women's Clubs. Its more personal subject was "What the Statue of Liberty means to me" and it was not restricted to students but was open to everyone.

The purpose of these activities is twofold: To impart general information about the statue; and to publicize the anniversary by imparting a general awareness of its observance, thus paving the way for a definitely educational program.

In the development of this program every effort has been made to plan for the kind of material which would not only be a fitting part of the anniversary observance but which would also have within itself definite educational value. The suggestions of State superintendents have been of great assistance in the formulation of the program.

Outstanding on the program is the history *France and the American Revolution* which has just been completed by Louis Charles Smith, librarian general, Sons of the American Revolution, and which has been approved by both French and American authorities on the period. Dr. Smith's short history of this period will not only provide the historical setting for the anniversary observance; it should also find a permanent place in the realm of educational literature.

Since 1934 the National Park Service has had in its possession the most complete history of the Statue of Liberty and adjacent New York Harbor points ever written. Compiled by graduate students of Columbia University, it has been added to during the past 2 years by the National Park Service staff stationed at the monument. It will make possible presentation for school use of a complete and accurate story of the statue.

For those departments of education using radio, educational dramas built around the Statue of Liberty are being written and will be available on request.

Pageant

The *Pageant of the Statue of Liberty* has been written by Representative John Steven McGroarty of California, recognized as a leading writer of pageants. This drama-pageant is expressly for presentation on October 28, the anniversary day, and is suited to average high-school facilities and players.

The ideal of an observance of spiritual values will be carried out even in the celebration which will take place at the statue on October 28. Its theme will be a rededication of the statue to the high moral concepts which prompted its erection and to the traditions which have become attached to it. Its chief purpose will be to provide a dramatic climax to the program of education and to help make the Statue of Liberty even more definitely an American tradition.

On Your Calendar

- AMERICAN ASSOCIATION OF SCHOOL PHYSICIANS. New Orleans, La., Oct. 20-23.
- AMERICAN DIETETIC ASSOCIATION. Boston, Mass., Oct. 12-15.
- AMERICAN HUMANE EDUCATION SOCIETY. Boston, Mass., Oct. 19.
- AMERICAN PUBLIC HEALTH ASSOCIATION. New Orleans, La., Oct. 20-23.
- ASSOCIATION FOR THE STUDY OF NEGRO LIFE AND HISTORY. Petersburg, Va., Oct. 25.
- ASSOCIATION OF AMERICAN MEDICAL COLLEGES. Atlanta, Ga., Oct. 26-28.
- ASSOCIATION OF LAND-GRANT COLLEGES AND UNIVERSITIES. Washington, D. C., Nov. 16-18.
- ASSOCIATION OF MODERN LANGUAGE TEACHERS OF THE MIDDLE STATES AND MARYLAND. Atlantic City, N. J., Nov. 28.
- ASSOCIATION OF SUMMER SCHOOL DIRECTORS. Urbana, Ill., Oct. 23 and 24.
- ASSOCIATION OF URBAN UNIVERSITIES. Detroit, Mich., Nov. 9 and 10.
- COLLEGE CONFERENCE ON ENGLISH IN THE CENTRAL ATLANTIC STATES. Atlantic City, N. J., Nov. 28.
- COLLEGE ENTRANCE EXAMINATION BOARD. New York, N. Y., Oct. 28.
- EDUCATION ASSOCIATION OF THE METHODIST EPISCOPAL CHURCH. St. Louis, Mo., Oct. 12 and 13.
- GIRL SCOUTS, INC. Cincinnati, Ohio, Oct. 14-16.
- NATIONAL ACADEMY OF SCIENCE. Chicago, Ill., Nov. 16-18.
- NATIONAL ASSOCIATION OF PUBLIC SCHOOL BUSINESS OFFICIALS. St. Louis, Mo., Oct. 12-16.
- NATIONAL COUNCIL OF TEACHERS OF ENGLISH. Boston, Mass., Nov. 26-28.
- NATIONAL INTERFRATERNITY CONFERENCE. New York, N. Y., Nov. 27.
- NORTHERN BAPTIST EDUCATION SOCIETY. Haverhill, Mass., Oct. 27.
- WOMEN'S EDUCATIONAL AND INDUSTRIAL UNION. Boston, Mass., Nov. 10.

Education Outlook Abroad

THE outlook for education in the school year just opened is the best in many countries since 1930. A considerable number of countries had budget surpluses in 1935; others brought their finances to a fair balance; and many had smaller governmental deficits than for some time. Trade and industry are generally increasing; and unemployment seems on the whole decreasing. The better economic condition is being reflected in a willingness to take up once more interrupted programs of improvement; restore education activities that were curtailed; and better the physical condition of the schools. Of course, the picture shows some dark spots. They are mainly due to wars and unfavorable political developments within and among the countries in which they are manifest.

In England and Wales

Early in 1936, Circular No. 1444 of the Board of Education of England and Wales became effective. It laid out an education program which urged local authorities to survey their needs for nursery schools and provision for children under 5; increased to 50 percent the 20 percent rate of grant for elementary school buildings; encouraged the conveyance of school children by increasing as of April 1, 1937, to 40 percent, the former 20 percent grant; and removed all maximum limits on the number of special places, i. e., with free or partial tuition, in secondary schools. At the same time, the board expressed its purpose to give every assistance to the systematic development of adult education, and particularly stressed school medical service, special schools, and physical education.

Reorganization under the Hadow plan can now go forward more rapidly. By law the school-leaving age has just been raised to 15 with September 1, 1939, as the appointed day, and local authorities are laying plans to care for the increased attendance and the general betterment of the education facilities in their areas. Gloucestershire's education scheme, for example, calls for a 10-year capital expenditure of £494,200 (\$2,471,000) for elementary education and £504,500

James F. Abel, Chief, Comparative Education Division, United States Office of Education, Points to Brighter Educational Horizons in Many Countries

(\$2,552,500) for secondary and higher, nearly a million pounds in all.

The London education estimates of 1936-37 are for £13,914,560, an increase of £443,409 over 1935-36. One of the principal items is the complete restoration of cuts in teachers' salaries.

In Scotland the leaving age has been raised to 15, and the outlook for the year is one of marked progress.

In Irish Free State

The school attendance act for children between 6 and 14 years of age became operative in the Irish Free State on January 1, 1927. The effects are now showing in steadily increasing attendance in the fifth to eighth forms (grades). An interdepartmental committee appointed recently to study the matter of raising the school-leaving age reported to the Minister of Education that it was impracticable to compel children in rural areas to attend whole-time schools to the age of 16; the 44,000 unemployed juveniles between 14 and 16 years of age should be compelled to attend whole-time schools; and careful experiments in post-primary education should be conducted in one or two areas. The Free State is discontinuing pupil-teacher training. The number of recognized secondary schools and the enrollment in them is increasing. A substantial increase is reported in the use of Irish as the medium of instruction.

In New Zealand

In its pre-election pronouncements on education, the Labour Party of New Zealand declared that "educational expenditure is different from all other expenditures. It cannot wait because the passing of the years means the passing of the opportunity." Among the items in its policy were the readmission of 5-year olds to public schools and extension of kindergartens; more teacher-training facilities; and the building and

reconditioning of school buildings. After the party came into power, the teacher-training colleges were reopened and the 5-year-olds were restored to the schools. Some grants were made for reconditioning buildings. The Ministry of Education now faces the problem of finding "millions to put our education buildings in a condition that will enable us to say not that we are proud of them, but that they are in a decent, workable position."

In Iran

The rapid educational progress being made in Iran promises to continue unabated. In the 10 years from 1924 to 1934, the number of schools grew from 1,943 to 4,855, and the enrollment from 96,000 to 233,400. The education budget was raised from 7½ million rials to 48 million. In late 1935 ten new kindergartens were opened, and mixed primary schools, a distinct innovation, were begun. The foundation stone of the University of Teheran was laid in that year. The university is organized into faculties of medicine, law, Islamic law and philosophy, sciences, literature, and technology; and Iran now has its national university to give the training that young Iranians previously went abroad to get. A strong campaign against illiteracy was launched this year.

In higher institutions

Another new national university will carry on its second year of work in 1936-37. This is the University of Panama established by decrees of May 29 and May 30, 1935, and opened on September 30. It is an outgrowth of the National Institute of Panama, long recognized as one of the stronger institutions of Central America.

Al Azhar University, one of the oldest and largest institutions of higher learning, and the greatest center of Moslem religious training in Islam, is reorganized under Decree Law No. 26 of 1936. Its

main purpose is to train the Ulemas to whom will be intrusted the teaching of religious and philological studies in the schools and other educational institutions. The reorganization is intended to adjust Al Azhar to more modern conceptions of thought lest Islam lose its influence and authority.

Spanish program

The Spanish Constituent Cortes in 1931 adopted a program of public education that envisaged the construction of 27,151 public elementary schools by July 1, 1936. The goal was not reached by 10,600 schools and plans were laid to attain it by building 5,300 schools in 1936-37 and an equal number in 1937-38. Along with this building program has been a steady effort to improve the status of the teaching personnel. How far the revolution in Spain will change the educational advance of the country is problematical. In any event, the government that eventually comes into power will have to give much attention to the educational problem.

In other countries

The Venezuelan year in education promises considerable advance. The ad-

ministration which took over the Government following the death of President Gomez in December 1935, began an immediate reform of education. Early in January 1936, 100 scholarships in the two universities were provided for needy students. The next move was to appoint a special commissioner of instruction to study education in Mexico, Spain, and other countries with a view to recommending practices for Venezuela. A fight against illiteracy was begun; an institute of physical education is to be created; and various trade and scientific schools established. The primary schools have a new curriculum published in March 1936. In June the University of Zulia, which had been closed for some time, was reopened.

No diminution in the intense education activities that have been going on in the Union of Soviet Socialist Republics for some years is in the immediate prospect. Early in 1936 the restrictions which prevented children of certain classes of people from being admitted to higher institutions were removed; all citizens of either sex who have passed the entrance examinations are eligible to take up studies on university levels.

The Indian State, Mysore, has a new plan of organization with revised syllab-

buses for the different types of schools. The scheme calls for a 6-year primary school whose graduates may enter a 3-year general or 3-year vocational middle school. From the general middle school they may proceed to the 3-year high school which also may be either general or vocational. The plan was drawn by a committee appointed by the government to consider the question or reorganization of middle schools with ruralized courses of study. Its report is worthy of study in any areas having conditions somewhat similar to those in Mysore.

International meetings announced

The year will doubtless bring forth the usual crop of international congresses and conferences on educational and cultural matters. Announcements are now out for the Eighth International Congress of Design and Applied Arts to be held in Paris, July 30 to August 5, 1937; an International Congress on Child Psychiatry, also in Paris, July 24 to 28, 1937; the Fourth International Congress of the History of Science, Prague, 1937; and the Fifth International Congress on Agricultural Education, Buenos Aires, 1937.

Report Card Slides Available

DUE TO a widespread interest in report cards the Office of Education has prepared a set of 60 stereopticon slides reproducing sections of cards used in 35 different cities. It is hoped that committees may find these slides helpful for group discussions. To aid committee chairmen a guide for showing the slides and a brief descriptive lecture have been prepared. A sample set of the cards reproduced will accompany the slides so that questions regarding details of the cards may be answered at once.

While it may be of interest to a committee to go through the entire set of slides at one sitting, it would seem especially helpful to select one factor in report-card construction for study. For this purpose the slides have been placed in three major groups emphasizing first, what is rated; second, how the items are rated; and third, the appeal made to parents for their cooperation. Slides in the first group which show what is rated, are arranged first, to present the topics rated on cards used for all elementary grades; second, to compare items rated when two or three cards are used

What do report cards report?

How are the ratings made?

Are they adapted to different age levels?

What appeal is made for parent cooperation?

for primary and intermediate grades; and finally, to present the items included on series of detailed reports used in two cities.

The cards selected illustrate two current trends: First, toward more detailed listing of behaviors and achievements to be reported; and second, toward statements of general goals for all the elementary grades or specific goals for individual grades and provision of ample space for teachers to describe for the parent the individual needs and achievements of the pupil.

Through the courtesy of superintendents of schools who have sent to the Office of Education copies of their elementary grade report cards, the Office was able to announce in the October 1935

issue of *SCHOOL LIFE* that sample books of report cards were available for loan. Five books containing a complete set of cards used in 115 cities were reserved for the use of research students, and 14 books have been in constant circulation serving committees and individuals working on the reconstruction of report cards, teachers' conferences, and parents' meetings. Of the 126 people receiving the sample books the largest number were city and county superintendents of schools. Other groups served were elementary school principals, general supervisors of instruction, faculty members of colleges and universities, and classroom teachers. Among all groups 35 States were represented.

The Office of Education will continue to lend sample books of report cards and will loan the stereopticon slides to those paying carrying charges. The Office would appreciate receiving notices from report-card committees regarding their problems and achievements and to add to the sample books copies of cards more recently constructed.

MARY DABNEY DAVIS

Nation-Wide Trends in State Legislation

Ward W. Keesecker, Specialist in School Legislation, Discusses Three Major Trends Affecting Public School Legislation Within 5-Year Period

LEGISLATION throughout the United States within the recent 5-year period reveals in unmistakable manner at least three major and significant trends with respect to public education:

- (1) An extension of State administrative control over public schools.
- (2) An assumption on the part of the State of increased responsibility for the support of a State-wide minimum school program.
- (3) An extension of State control over expenditures for public-school purposes.

I mention these three major trends at the outset principally for the reason that other trends which may be mentioned are for the most part incidental to or in line with them.

New educational exigencies followed by fundamental legislative changes reveal how vitally important the educational prerogative of a State legislature really is. There is an increasing awareness of the legal theory that education among the American commonwealths is in no way inherent in local governments except insofar as legislatures may choose to make it so. There is also a growing realization of the fact that a legislature having tried one plan or system of school administration is not precluded from trying another. In this connection one of the questions which students of education naturally and frequently ask is: *To what extent is professional (educational) thought reflected in current legislation? Or does professional thought really manifest itself at all in legislative enactments?*

It is a generally accepted theory that educational legislation should be guided by the counsel and experience of qualified leaders in education. If this theory is correct then it follows that educational authorities have not only the privilege but also a corresponding duty to give professional direction and influence to legislation which affects the course of public education.

Approaching the problem

The paramount educational obligation which has confronted legislatures in re-

cent years has consisted in replenishing insufficient school funds. In dealing with this problem it is noteworthy that legislatures have not confined their efforts merely to the enactment of laws to provide additional school funds; they have also enacted a great body of legislation designed to promote economy and efficiency in the administration and expenditure of such funds.

A state function

We are now experiencing an important legislative development of the theory that education is a State function. Since the beginning of the depression we have witnessed a turning point in legislative policy with respect to the support of public education. From the founding of statehood, in practically all States, both legal and educational theories have regarded education as a State function. But the idea that the State should assume a sizable or major amount of financial responsibility for public education has been of slow *legislative* development. Delaware seems to be the first State to have enacted legislation under which the State assumed the major responsibility for the financial support of public education. That was in 1922. From then on until 1931 only slight increases in State responsibility were made in a few other States. It was reserved for the economic depression to give profound momentum and effect to this movement.

Beginning in North Carolina in 1931 and continuing until the present time, legislatures in from one-third to one-half of the States have manifested a willingness to have the State assume greater responsibility for the support of public education. Lawmakers and public officials came to the conclusion that State assumption of additional responsibility was the logical way to keep the school operating on a minimum State-wide program, and that it also provided a

means of equalizing the burdens of school support.

Various activities of the State in attempting to deal with the numerous educational problems of recent years have resulted in the formation of new administrative organizations, or in the reorganization of existing agencies. As already indicated, there has been a strengthening of State instrumentalities of control over education.

With respect to State administrative organization, legislation over many years has tended toward the abolition of ex-officio members on State boards of education. This tendency is still evident. Happily, this trend is in line with the principle generally accepted by authorities and students of school administration. An outstanding example of recent legal changes in this respect occurred in Kentucky. In 1934 the ex-officio State board of education of that State was abolished, and a new State board of education was created consisting of the State Superintendent of Public Instruction and seven lay members appointed by the Governor. The new board was vested with power to put into effect a more unified State system of education than had been provided for previously. In 1935 Utah abolished all ex-officio members from the State board of education, except the State superintendent, and established a State board consisting of the State superintendent and nine other persons, seven appointed by school board conventions and two appointed by the Governor. In 1935 the legislature of Rhode Island abolished its State board of education and provided for a director of education appointed by the Governor.

Higher education

Another method by which centralization of State control of education has been greatly augmented in recent years

[Continued on page 59]



INTERVIEWS WITH THE PAST



George Washington High School, San Francisco, recently presented the radio script "Interview with Shakespeare" and the program was heard by students throughout the city. See editorial, Opportunity for Teachers, on page 51.



Vocational Education Library

IN THE consolidation of the Vocational Education Library with the Office of Education Library—more than 20 times its size—those especially interested in the Vocational Library believe that another helpful step in its progress has been attained and the future course will be charted with increasing stability.

The Vocational Library received a promising start about 1917 under the leadership of Isabel Towner who came to it from the Office of Education Library. Under Miss Towner's guidance the Dewey system of classification was applied, a number out of the Education Section being selected and adapted to the peculiar needs of a collection expected to expand and require detailed classification in a special field of education; as Miss Towner devised it, the classification served successfully over a period of years.

Subscriptions to such reference materials as *Agricultural Index*, *Cumulative Book Index*, *Industrial Arts Index*, and *Readers' Guide* were begun and carried on, thus maintaining complete sets even during the years when flood tides of disaster threatened not only adequate financial support for the library but sometimes its very existence. The full sets of indexes together with the many other publications provided at that time, have proved to be valuable reference tools and have been a continuous source of aid and comfort to subsequent incoming librarians.

The impetus of Miss Towner's capable beginning carried over for a few years after her resignation, when her successor resigned and the personnel remaining in the library, with many of the books which related to soldier rehabilitation, were transferred to what is now the Veterans' Administration.

The remains of the collection were moved to a small room where they were left in a disordered condition until partially rescued by an enterprising stenographer who was getting a college degree by attending night courses, and who became keeper of the books. This self-made librarian acquired the college degree, promptly took a library science course and a civil-service examination and accepted a better position which was offered her.

A Bit of the History and Purposes of This Interesting Library Is Told by Helen Ellis Wheeler, Librarian in Charge, Office of Education

Again the library was left without a helmsman or rather helmswoman; again it was moved into even more cramped quarters; and again it was some months before a trained librarian was installed. Finally order evolved from chaos; the shelves were put into usable shape, and the work of inventorying the collection and correcting the catalog was entirely completed. Again the librarian resigned—to be married and make her home in Australia among her husband's people.

It was at this point in the library's history that the present incumbent was placed in charge and for about 10 years has been struggling, with the assistance of many generous publishers, to maintain service.

The library is now in new quarters, with access to some 200,000 volumes, and with the willing cooperation of the library staff.

However dolorous the mood when viewing the library in retrospect, emotions jump to a more-than-normal buoyancy when considering the service such a library can render. This library has always been distinctly a working library undertaking to meet the needs of a special group.

Unique collection

At no time in the brief history of this work has a mere collection of books been of paramount importance. This is largely due to the fact that the subject is comparatively new and there is no great volume of literature developed as a historic background, and further to the fact that the research has been in the nature of current problems of interest, a constant effort to solve for the future—in a period of quickly changing scientific backgrounds as well as ideals—rather than a delving into a past that in this case contains little of active value for the dynamic present. The research has dealt almost entirely with new problems and new programs, making demands on

the present and not so much on the accumulated knowledge of the past.

No special effort has been made to build up a collection for historical background, not from lack of interest in this phase, but because of the pressure of current work and the limitations necessarily placed on accomplishment by only one mind and two hands. The collection is unique in one respect: It is probably the only complete collection of the material published by the National Society for the Promotion of Industrial Education—now known as the American Vocational Association—to be found in any library. This collection includes bulletins, leaflets, and folders of all description, and is important because of the active part this organization played in the promotion of the Vocational Education Act resulting in Federal aid to the States for this type of work. For the years 1917–31 the collection on vocational guidance contains a large proportion of all the publications issued.

The scope of the subjects covered in the work is surprisingly extensive, being classified under five main divisions: Agricultural education, commercial education, home economics education, trade and industrial education, and vocational rehabilitation. Besides the subjects of organization, administration, supervision, and methods of teaching, each division delves into the related scientific fields: Chemistry, physics, bacteriology, and biology. Applied psychology, tests and measurements, vocational guidance, and other subdivisions are of value alike to the vocational and rehabilitation divisions. A glance at the shelves discloses intriguing titles which might also appeal to any layman: *Your Carriage, Madam!* (dealing with posture in relation to health), *Furniture Boys Like to Build*, *Handy Man's Handbook*, *Reshaping Agriculture*, *Practical Electricity*, *The Crippled and Disabled*, *How to Get a Job*, *Airplane Pilot's Manual*, *Men at Work*, *Skin Deep* (an aid to the selection

of safe cosmetics), Making Homes, Manners in Business, The Young Man in Farming, The Rise of the Common Man, The Green Rising (historical survey of farmers' efforts to improve their status).

Three types of service

Albeit there is no vast collection making demands on time and thought, there have developed several important types of service to be rendered. Three features take this group of specialists out of the class for which usual library service is adequate: The need for the most up-to-date material; the need for quick service; the need to have the library taken to the individual.

The need for up-to-date material arises because the members of the staff are constantly conferring with and being consulted by State officials who themselves have well-lined book shelves, hence the particular need for recent material in special and related subjects, even though the material has only a temporary value and no place in the permanent collection.

The need for prompt service arises from the fact that the people served are largely travelers, here today, gone tomorrow, literally. It is by no means unusual to receive a call from one of the agents that he would like to have a certain book or magazine at once; he is scheduled to catch a train in 2 hours and has just that time before he leaves to devote to a book or periodical of vital importance in a forthcoming conference. Again a note may be received from someone in the field requesting a book from the Library of Congress, or any other available source, to be on his desk upon his arrival. He will have only 1 day in the office and needs at least a glance at the book.

Time limited

The need for the library to be taken to the workers arises from the fact that the time of the staff of specialists in the office is both limited and crowded and every effort must be made to bring them in touch with as much new material as possible—at their own desks.

Service for the group has, of course, included the usual routine of library work: Collecting and charging material for impending research problems and calling attention to new material which may be forthcoming as the study progresses; compiling bibliographies as well as arranging, checking, and correcting those compiled by others; reference work, which sometimes means a vain search for what, apparently, should have been an easy answer; and the librarian's ideal of prompt and efficient service to the entire staff.



F. F. A. News Bulletin

National convention

The Future Farmers of America national convention held each year at the time of the American Royal Live Stock Show at Kansas City is a series of important meetings presided over by the national boy officers. The dates this year are October 19, 20, 21, 22.

Included in the convention will be business sessions, committee work, reports, addresses and talks, election and raising of candidates to the degree of *American Farmer*, election of officers, a public-speaking contest, radio broadcasts, parades, concerts, presentation of national awards and contest prizes, and various educational and entertaining features. Convention sessions are always open to the public. All vocational agricultural students, their friends, and other interested persons are invited to attend.

Special meetings of the National Board of Trustees, the National Advisory Council, and State F. F. A. Advisers will be held previous to and during the convention period.

F. F. A. headquarters will be located on the Mezzanine Floor of the Baltimore Hotel. All official delegates to the national convention, national public-speaking contestants, State advisers, and those in charge of the delegations should register at headquarters in the hotel on October 17 and 18. Admittance tickets to various events and other necessary convention materials will be distributed at the time of registration.

American farmer degree

A candidate for the highest or *American Farmer Degree* must be an active member of the F.F.A. This means enrollment in an all-day, day-unit, or part-time class in vocational agriculture. However, according to the constitution of the organization an F.F.A. member may retain his active membership for 3 years after completing his systematic instruction in vocational agriculture and high school and so is therefore eligible, during this period, to be nominated by

a State association for American Farmer honors, providing he meets active membership requirements.

Star farmer awards

The regular application and records of candidates for the degree of *American Farmer* in the F.F.A., forwarded by the States to the national office, will be used as the basis for selection. Eligibility in this event requires that the winners shall have the *American Farmer Degree* conferred upon them at the ninth national convention of F.F.A. However, in order to be considered for the capital *Star Farmer* awards a candidate must not be over 21 years of age. The items in the *Star Farmer* score card correspond with the items in the regular *American Farmer* score card.

An important change has been made in the awards offered through W. A. Coehel, editor of the Weekly Kansas City Star, to Future Farmers of America this year. In addition to the \$500 award to the *Star Farmer of America*, regional awards of \$100 each will be made to the most outstanding American farmers in the other three regions of the country. The regional awards give additional incentive to the members applying for the *American Farmer Degree*.

Public-speaking contest

Since the primary aim of the Future Farmers of America organization is to develop rural leadership, there is opportunity for encouraging such development through providing for member participation in agricultural public-speaking contests. The preliminary contests are of local, sectional, State, divisional, and regional character, culminating in the national contest held at the time of the national F.F.A. convention. Medals and cash prizes will be awarded to the contestants by the national organization of Future Farmers of America.

State association awards

In order to encourage improvement among State associations of Future Farmers of America, awards are made annually to those States showing the most outstanding accomplishment on the basis of their annual reports submitted to the national office for the year ending June 30. No special reports are required and presentations will be made during the ninth national convention.

Last year the National Grange through L. J. Taber, master, offered cash awards in this event for the first time. This year due to the increased interest, the National Grange has doubled cash awards and added one more place.

W. A. Ross

Guidance for Deaf and Hard of Hearing

THE letter printed on this page is typical of many requests received by the Office of Education from boys and girls, men and women who face life with a serious hearing loss. It represents a problem confronting not only individuals but schools. *What vocational opportunities are open to the profoundly deaf? To the hard-of-hearing? What types of training should the schools offer them for occupational service? How can each pupil be most intelligently guided into the field for which he is best fitted?*

Under the Civil Works Administration, funds were made available to the United States Office of Education with which to carry on a research project in this field. The problem was approached through a survey of occupational activities among the adult deaf and the hard-of-hearing. What is the actual employment status of the deaf and the hard-of-hearing? What types of occupational activity do they follow? What degree of occupational success do they achieve? What do their employers say about them?

Three hundred and twenty-two field workers gave intensive service, in the early part of the year 1934, in 44 different centers scattered among 27 States and in the District of Columbia. They secured data from 19,580 persons of employable age, two-thirds of whom were men and one-third women. Approximately one-half of the total number were, according to their own statements, profoundly deaf, and the other half hard of hearing in various degrees. For 7,583 of them, information was secured also from their employers.

Employment status

It was somewhat disconcerting to find at the outset that of all the persons interviewed only 55.6 percent of those wishing to be employed were actually holding jobs. Yet when one considers that the United States Bureau of Labor Statistics assigned an average index of 69.0 to the general employment situation for 1933 as compared with 104.8 for 1929, the picture presented by the deaf and the hard-of-hearing is not quite so discouraging. When unemployment has exacted such a heavy toll among all workers, the situation is bound to be reflected among the

Elise H. Martens, Senior Specialist in the Education of Exceptional Children, Reports on Recent Research in the Above Field and Urges Guidance Programs

members of any one group and, unfortunately, handicapped groups are among the first to suffer.

Men who rate themselves as able to "understand loud speech with" or "without earphone" appear in comparison with

much more likely to keep their places in the occupational world.

One of the most significant relationships brought out in the study is that existing between the employment status and school attainment. As indicated by the chart on the next page, the trend for both sexes is unmistakably upward in percentage of employment as educational preparation increases. In periods of depression persons of high educational qualifications often accept positions which at other times go to individuals with less academic training, and therefore the less educated are pushed down the line and eventually out of employment altogether. No doubt this has some bearing upon the low percentage of employment among those who "never attended school." Moreover, fundamental to education is the ability to profit by education, and, it is assumed, also the accompanying ability to get and to hold a job. These items contribute to the fact that deaf and hard-of-hearing persons who have attended high school or college seem to have been much more successful in maintaining their status of employment than have those of only elementary education or less.

Types of Occupation

The ability of the deaf and the hard of hearing to make adjustment to a variety of employment situations is demonstrated by the fact that more than 250 general occupational activities were reported in the survey. Within these general groups is a much larger number of specific jobs. For purposes of analysis, they were grouped into 10 occupational classes, based upon the classification used by the United States Bureau of the Census. These classes, listed in descending order of frequency of occurrence in the survey, are as follows: (1) Machine operation and general labor; (2) manufacturing and mechanical trades; (3) clerical occupations; (4) domestic and

OFFICE OF EDUCATION,
DEPARTMENT OF INTERIOR,
Washington, D. C.

DEAR SIR:

I am handicapped by being hard of hearing, having only about 50 percent normal hearing. However, I am able to do some lip reading. I am 19 years old, have completed a general course in high school and am planning to enter junior college in the fall. My high-school grades have always been above average.

I had thought of entering some trade. I liked my mechanical drawing courses and thought I might make some use of them.

Can you make any suggestions about the kind of employment I might be preparing myself for? I would appreciate a letter in reply.

"Yours truly

JULY 30, 1936.

the profoundly deaf to be at a disadvantage in securing and holding employment. Perhaps with some the phrase "can understand loud speech without earphone" expresses wishful thinking instead of fact. Sensitive and hoping to conceal their handicap, the adjustment of these persons becomes difficult in a situation in which it is necessary to take directions quickly. Those who frankly admit their hearing loss and who use whatever means are available to compensate for it seem

personal service; (5) professional and semiprofessional service; (6) trade; (7) agriculture, fishing, hunting; (8) managerial positions; (9) transportation and communication; (10) public service.

Degree of hearing loss

Degree of hearing loss may be expected to have considerable influence upon the types and range of occupations in which a person can successfully engage. For example, whereas 45.6 percent of the men who were profoundly deaf were engaged as factory operatives or unskilled laborers, only 25.6 percent of those who could hear loud speech without a mechanical aid were so employed. On the other hand, while trade activities were found among approximately 15 percent of the men who could hear either with or without a hearing aid, they accounted for only 2.4 percent of those who could not understand speech at all.

Similar significant differences occur among the women. In fact, the "operatives and laborers" group mounts from 14.8 percent for women who can hear without earphone to 50.7 percent for those who are profoundly deaf. These and other differences indicate that as hearing loss increases, occupational activities become more restricted, being concentrated among those in which extensive communication with others is not an essential factor.

Training vs. occupation

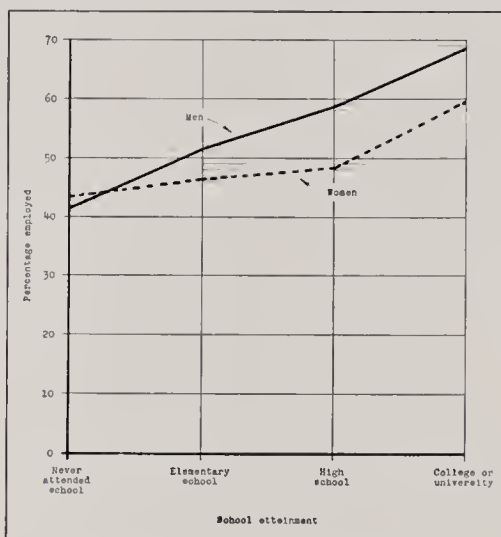
Do the boys and girls trained in schools for the deaf follow the occupations for which they were trained? According to their own answers, a large number of them do not. Ninety percent of the employed men who had had occupational training in a school for the deaf had been prepared for one of the mechanical trades, but only 30.9 percent of them were actually engaged in such occupations. Only 4.2 percent had been trained to be operatives or laborers; yet more than 45 percent reported that they were so employed. The men reported as compositors were about one-third as many as the number trained for the work. There were actually employed approximately one-tenth as many carpenters, three-eighths as many bakers, one-seventh as many cabinet makers, and one-fourth as many tailors and cobblers as there were persons trained for these specific occupations. For women, the lack of balance between training received and occupation followed was equally great.

What do employers say?

In a department store employing 3,000 workers, 100 are deaf or hard of hearing,

primarily engaged in comptometry, typing, and bookkeeping. Their employer commends them for their service and calls attention to the fact that they are not distracted by the noise about them. A pay-roll clerk in another establishment was described as "an excellent lipreader. Some here do not know he has no hearing." A county recorder reported a deaf man as "one of the very best copyists—an expert."

These are only a few examples of the many favorable comments made by employers regarding their deaf and hard-of-hearing workers. Some emphasize the hazards of machinery for the deaf, but others hold that "their sense of vibration and of sight are so keenly developed that they recognize hazards and are seldom



Relationship between school attainment and employment status.

injured." Many urge that the advantages of hearing aids, of lipreading, and of practice in speech be capitalized to the utmost.

In general, employers point predominantly to jobs of semiskilled or unskilled nature as most suited to a person who has profound hearing impairment. As one employer expressed it, "any routine position" in which the same operation is performed over and over again and in which there is little need for communication seems to offer the greatest possibilities. Another indicated that the deaf work best when given something to do at which they can work alone. "The deaf do not fit into groups", it was claimed. "They are too frequently sensitive and uncooperative." Still others pointed to the prohibitive amount of time needed in making adequate explanations.

Need of individual guidance

Such statements as these, however, are not to be interpreted as ruling out

possibilities of advanced training or of advanced employment for those deaf persons who are able to take it. The fact that among them 7 percent of the men and almost 13 percent of the women employed at the time of the survey were engaged in professional or semiprofessional pursuits would indicate otherwise. Individual differences among deaf pupils are just as significant as among the hearing. Their abilities and interests need to be studied scientifically in order that the guidance given to each one may lead to the best possible selection of vocational activities. There can be no proper guidance without knowledge of physical fitness, mental capacity, mechanical skill, and personal characteristics. Cumulative data on these items for each pupil are no less necessary in a school for the deaf than in a school for the hearing. Only on the basis of such information can be built a program of guidance directed toward the realization of the greatest potentialities of every student.

With the hard-of-hearing the situation varies in certain details as the degree of hearing varies. Avenues of occupational activity widen and multiply as hearing acuity approaches normal, especially for those who frankly recognize their handicap and employ all possible means to overcome it through the use of hearing aids, skill in lipreading, and preservation of the purity of speech. They too, however, need the individual guidance that every young person should have in exploring abilities, interests, and available opportunities, preliminary to making a final occupational choice.

Would that every school responsible for the education of the deaf and the hard-of-hearing—day school and residential school—might install a well-organized personnel or guidance program, which would include among its objectives the analysis, on the one hand, of individual needs and abilities, and, on the other hand, of local opportunities for occupational service. Both need to be considered in the development of a suitable program of training. Among the great tasks facing us in the education of all types of exceptional children is that of finding the occupations in which they can serve happily and in which a handicap may be transformed into an asset. It is hoped that in the years immediately ahead, working conferences may be actively engaged in making further studies of this problem for the deaf and the hard-of-hearing.

NOTE.—A full report on the project described by Dr. Martens in this article is being published as Bulletin 1936, No. 3, *The Deaf and the Hard-of-Hearing* in the *Occupational World*, U. S. Office of Education.—*Editor*.

Higher Education Trends

THE BIENNIAL SURVEY of higher education for 1933-34, compiled by the Office of Education, contains a historical summary of important items for the period 1900 to 1934, and presents detailed statistics concerning faculty and student personnel, degrees, receipts and expenditures, and property of all institutions of higher learning. In order to indicate the effects of the economic depression on higher education, the statistics of 1933-34 are compared with those of 1931-32, and in some instances with those of 1929-30.

The trend in college enrollments from 1900 to 1934 is revealed by the fact that whereas in 1900 there were 313 students for each 100,000 of population, in 1934 there were 833, or $2\frac{2}{3}$ times as many. In 1900 the total enrollment in higher education, including all resident students above high-school grade, was 237,592, or 313 students for each 100,000 of the population. By 1932 the total enrollment had increased to 1,154,117, or 923 students for each 100,000 of population. A sharp reduction in these figures took place in 1934, when the total enrollment dropped to 1,055,360, a decrease of 8.56 percent, or 833 students for each 100,000 of population. The increase in 1934 over the number of students enrolled in 1900 was 817,768, or 344.2 percent. The number of students per 100,000 of population therefore increased in 34 years 520, or 166.1 percent.

Teacher-training enrollments

The collegiate enrollments in teachers colleges and normal schools did not keep pace with the increase in other divisions of higher education. Students of college grade attending teachers colleges and normal schools in 1900 numbered 91 for each 100,000 of population. There was a gradual increase in this proportion until 1932, when 132 such students to each 100,000 of population were enrolled. In the next biennium, 1932-34, the proportion dropped to 108. The total increase in the enrollment of students of college grade in teachers colleges and normal schools in the 34 years was 96 percent, in contrast with 166.1 percent increase for all students of college grade. In the 2

Ella B. Ratcliffe, Chief Educational Assistant, Division of Higher Education, Presents Some Findings from the Statistics of Higher Education Now in Press

years, 1931-32 to 1933-34, the enrollment in degree-granting teacher-training institutions declined 15 percent, in the regular session, and 35 percent in the summer session. In the non-degree-granting institutions the regular enrollment declined 30 percent; in the summer session it declined 49 percent.

A factor which operated to increase attendance at teacher-training institutions from 1900 to 1932 was the growing tendency to eliminate the practice of certifying teachers on the basis of an examination without reference to attendance at teacher-training institutions. Whereas in 1900 all the States held regular examinations for teachers applying for certification whether or not they had attended teacher-training institutions, at present only 23 States hold examinations to which applicants who have not attended teacher-training institutions may be admitted. All the States now provide for the certification of teachers without examination on the basis of their records in teacher-training institutions. Two factors are tending to decrease enrollments in teacher-training institutions at the present time. First, the median tenure of teachers of all types is estimated to be 9 years, whereas the average tenure in 1900 was estimated to be 4 years, so that the number of recruits each year is much less than formerly needed. Secondly, the increase in the number of elementary school teachers is now less than that of high-school teachers, and many high-school teachers receive their training in liberal arts colleges and universities.

Ratio more than doubled

Although the increase in college enrollments has been marked, the percentage of high-school graduates entering college since 1900 has decreased. The following figures show the steady rate at which this percentage has declined. In 1900 the ratio was 1 college student to

2.2 secondary school students; in 1910 it was 1 to 3.3; in 1920, 1 to 4.2; in 1930, 1 to 4.4; and in 1934 it was 1 to 5.8. The ratio of secondary school students to college students, therefore, more than doubled in the 34 years.

The junior college

The rise of the junior college has been an important factor in the increase of college students. No statistics on the junior college were collected by the Office of Education until 1918. In that year but 46 institutions, with a total enrollment of 4,504, reported. The reports since that year show a steady increase in the number of these institutions up to 1931-32, when the number was 342, and the enrollment 85,063. The year 1933-34, however, showed a decrease of 20 in the number of junior colleges, and of 6,583 in the enrollments of these institutions. In 1918, fourteen of the junior colleges reporting were publicly controlled, while 32 were privately controlled. The greatest growth in the junior-college movement has taken place in the period 1918 to 1934 in the publicly controlled junior college. The figures for the later year show 152 publicly controlled junior colleges and 170 privately controlled.

Student enrollment

The biennial survey of the Office of Education for 1933-34 affords the first opportunity to ascertain with definiteness the effect of the economic depression on the institutions of higher education.

During the 30 years of the century preceding the onset of the late depression, college enrollments, as has been shown, took enormous strides, increasing nearly 350 percent. In 1931-32, they reached a maximum of 1,154,117. Two years later, in 1933-34, they had dropped to 1,055,360, a decrease of 98,757, or 8.56 percent.

Not all divisions of higher education suffered loss of enrollment in equal proportion. Excluding teachers colleges and normal schools, the decrease was 7 percent—6 percent in the publicly controlled institutions and 8 percent in the privately controlled. In the arts and sciences colleges alone, in publicly controlled institutions the enrollment increased 1 percent, but in privately controlled institutions it declined 5 percent. In the undergraduate professional schools the enrollment dropped 3 percent in the publicly controlled institutions, and 8 percent in the privately controlled. In the graduate schools and departments much larger decreases took place, and here the publicly controlled institutions suffered more than the privately controlled. In the publicly controlled institutions the decrease in graduate arts and science enrollment was 11 percent; in the privately controlled institutions it was 8 percent. In graduate professional schools and departments, in publicly controlled institutions the enrollment dropped 20 percent; in privately controlled it dropped only 2 percent. In the summer sessions of degree-granting colleges and universities the enrollment decreased 21 percent. In the degree-granting teacher-training institutions, in the regular session, the enrollment decreased 15 percent; in the summer session, 35 percent. In non-degree-granting teacher-training institutions, in the regular session, enrollment declined 30 percent; in the summer session 49 percent.

The States in which student enrollment suffered most during the biennium were Michigan and South Dakota, each having a 21 percent decrease. Some other States having a high rate of decrease were West Virginia, 20 percent; Missouri, 19 percent; Oregon, 16 percent; and the District of Columbia, Pennsylvania, and Wyoming, 15 percent. The percentage of decrease in one State, Delaware, ran as low as 0.4 percent, while in 10 States there were increases. In one State, Rhode Island, there was a 21 percent increase, although this was probably due in large part to the fact that a college of considerable size reported in 1934 which did not report in 1932. In Utah there was an increase of 11 percent, and in Louisiana of 9 percent, the latter figure also being affected by the addition of enrollment figures for an institution reporting in 1934 but not in 1932.

An interesting fact revealed by the statistics is the increasing number of women attending higher educational institutions. The ratio of men to women enrolled in all institutions of higher education combined is now approximately 3 to 2. In collegiate depart-

ments of universities, colleges, and professional schools it is about 7 to 6. In some States, notably Kentucky, Mississippi, North Dakota, Oklahoma, and Tennessee, the enrollment of women students actually exceeds that of men. This is due, at least partially, to the fact that more men leave the State to obtain their college education. In New England, which draws more men than women students from other sections of the country, men compose most largely the college population, while in the Southern States the proportion of women to men exceeds that of any other region. Not only are women increasingly attending undergraduate colleges, but they are entering graduate and professional schools and departments in considerable numbers. The statistics for 1933-34 show that approximately 5 women to 9 men are enrolled in graduate schools and departments, while 1 woman to 3 men are enrolled in professional schools.

Another interesting fact revealed by the statistics for 1931-32 and 1933-34 is the proportion of decrease in the enrollment of freshmen. This decrease is estimated as 26,884, or 7.98 percent, whereas the decrease in higher education in general was 8.56 percent.

All of the enrollment figures given above relate to resident college students, although the statistics of the Office of Education show students enrolled in correspondence, extension and short courses, as well as secondary school pupils, elementary school pupils, and pupils in training schools attached to colleges and normal schools. They show also that more than 300,000 students were enrolled in the summer session of 1933.

Faculties

Reductions in the faculties of higher educational institutions during the biennium 1932-34 were slight in comparison with the decrease in enrollments for that period, being only 1.4 percent for the resident instructional staff above secondary grade. This staff numbered 88,172, in 1931-32; in 1933-34 it numbered 86,914, a loss of 1,258. Two thousand two hundred and fifty-one additional instructors were employed in secondary work and 1,680 were dividing their time between secondary and college work. In collegiate departments alone the reduction in staff was but 0.6 of 1 percent; in teachers colleges and normal schools it was 8 percent (for the regular session), and in preparatory departments it was 12 percent.

Degrees

The number of degrees awarded in 1933-34 showed a decrease from 1931-32

of 1.4 in baccalaureate and first professional degrees; of 5.6 percent in master's degrees; and of 2.9 percent in doctor's degrees. More than 136,000 first degrees were conferred, more than 18,000 master's and 2,815 doctor's. In addition, 1,280 honorary degrees were conferred, an increase over the number conferred in 1931-32 of 9.7 percent.

Finances

The effect of the economic depression on the finances of higher educational institutions during the biennium 1932-34, is revealed by the marked reduction of 14 percent in educational and general receipts; of 12.1 percent in educational and general expenditures; and of 70 percent in capital outlay. These reductions are partially due to a decrease of 1.7 percent in the number of institutions reporting receipts and of 2.2 percent in the number reporting expenditures.

Receipts

In 1933-34 the total receipts for educational and general purposes amounted to \$388,725,397, a decrease of \$63,271,436, or 14 percent, from the corresponding receipts for 1931-32, distributed as follows: Student fees, 8.2 percent; income from endowment, 8.8 percent; receipts from public sources (Federal, State, and local governments), 21.3 percent; private gifts and grants, 8.3 percent; sales and services of educational departments, 16.2 percent; and other sources, 20.7 percent.

Expenditures

Educational and general expenditures for 1,327 institutions reporting in 1933-34 totaled \$369,661,077, an amount \$50,971,476 less than that reported in 1931-32. The decrease in expenditures for administration and general control amounted to 8.6 percent; for resident instruction (colleges, schools, and departments), 12.6 percent, related activities 33.5 percent, total 14.4 percent; for organized research 22.4 percent; for extension 16.8 percent.

In 1933-34 the receipts from athletics were reported as \$10,881,111, while expenditures were \$11,338,337; in 1931-32 the receipts were \$15,050,335, and expenditures \$15,266,162. The total receipts, in 1933-34, for all other auxiliary enterprises and activities, including residence and dining halls, student health service, college book stores and printing offices, student unions, dramatic clubs, Young Men's Christian Associations, Young Women's Christian Associations,

[Concluded on page 56]

Organizing for Education



★ **EFFECTIVE** organization of education in each of the camps is essential to the success of the program. Since participation in CCC education is on a voluntary basis, the program must be appealing and beneficial to enrollees.

The constant growth in the percentage of enrollees taking part in camp instruction indicates the extent to which efforts are under way to organize and perfect the program. Percentage of participation during the past 2 years has increased as follows: September 1934, 35 percent; September 1935, 54 percent; June 1936, 74 percent.

The first step used in organizing the camp program is that of contacting the enrollees upon their arrival in camp to determine their educational background, experience, abilities, aptitudes, and occupational choice. This initial step is an all important one. If the course of training is to be shaped around individual needs and interests, then a thorough study of each enrollee's case is necessary.

Oftentimes, advisers give mental and achievement tests to ascertain the enrollee's needs. Through a personal conference with each man, however, many advisers are able to help the individual plan a suitable course. Such conferences may be held with enrollees individually or in small groups. In these sessions, the adviser attempts to acquaint his men with information on occupational opportunities and with the facilities of the camp for providing adequate training.

Committee on education

After determining the needs of his men, the adviser seeks next to build up the necessary program. To do this, the adviser needs the help of every officer and technical worker in the camp. There is a demand for instructors in many phases of learning. There must be provided classrooms, blackboards, shop equipment, writing materials, and many other things.

Howard W. Oxley, Director of CCC Camp Education, Emphasizes Need for Appealing and Beneficial Program for Enrollees

To meet such a situation, it has been found most worth while to organize a committee on education within the camp. This committee is composed of the company commander, the work superintendent, the camp physician, and the educational adviser. Oftentimes an outstanding enrollee has been added in order to furnish the group with that viewpoint.

The Second Corps Area, with headquarters in New York City, recently conducted a survey among 105 camps of the

8. Arranges schedules and sponsors activities.
9. Contacts speakers and lecturers in surrounding communities.
10. Assists in guidance and counseling work.
11. Reviews opportunities for job training in the camp.

Committees on education have been organized widely in the camps of all corps areas. The Ninth Corps, comprising the Pacific Coast States, issued an order a few months ago establishing a committee on education in each camp of that corps. Joel Nystrom, Corps Area Adviser of New England, reports that, although no orders have been issued in his Corps Area for an education committee in each camp, his office has continually stressed the importance of such an organization and that three-fourths of his camps have established committees. In addition, Harold L. Dunn, the Second Corps Adviser, indicates that his corps area has an education committee in three-fourths of its camps.



Enrollee learning to sketch.

corps to learn what advisers thought were the proper activities of the committee on education. The following points comprise the chief activities mentioned for the committee:

1. Formulates camp program of instruction, recreation, and job training.
2. Discusses practical methods for improving camp educational program.
3. Suggests new methods of teaching.
4. Promotes interest of enrollees in educational program.
5. Correlates educational and recreational program.
6. Acts as a clearing house for all problems of morale.
7. Secures educational materials, equipment, classrooms, and teaching personnel.

Camp instruction

Having mobilized the resources of the camp for educational purposes, the subsequent step is that of organizing classes and job training on a sound and interesting basis. Advisers are learning that courses should be outlined on a 3-month basis, to correspond with the enrollment periods of the camp.

This office believes that all camp courses should be outlined in advance. The lesson topics should be blocked out by the committee on education, and plans made for preparing the proper lesson divisions several weeks in advance. If the subject cannot be completed in 3 months, then an advanced or continuation course of an additional 3 months may be planned. A small certificate should be awarded enrollees who have satisfactorily completed each unit of study.

Advisers are increasingly learning the value of organizing camp instruction so that academic and vocational courses and job training tie in with each other and bear the proper relationship. They also know the importance of instruction materials which have a direct and challenging appeal to the enrollee.

Training conferences

In order to insure more effective teaching in every camp course, the Adviser has developed special training for instructors, foremen, and enrollee leaders. All of these men are connected with teaching or leadership work in the company, and it is important that they see clearly the part they are to have in the local program and how to carry it on.

Corps Area Adviser Nystrom of New England describes the work of these training conferences as follows: "In the main, adviser-teacher get-togethers take place once a week. The adviser having started the ball rolling with a few apt remarks, by way of confirming the general comprehension of CCC educational objectives, the floor is thrown open for a common pooling of experiences. Teacher after teacher takes advantage of the opportunity, at this point, to get particular problems of his thrashed out. A free give and take of critical comment ensues. And, finally, an at least tentative solution of a hitherto vexatious snag has been worked out, another step has been taken in the direction of an adequate CCC pedagogy, and the meeting goes on to other considerations."

In these training conferences, instructors must also be shown how to keep the proper records of the enrollee's work. Daily records and merit rating systems are now serving in many camps to stimulate initiative and persistence. Camp members like to see the course of their development. The construction of a bulletin board, bearing the names of enrollees, together with their educational and recreational activities, has served in numerous places as an effectual stimulus to educational work.

In training the camp teacher or leader, it is essential to point out to him the many ways in which he may reach his student more effectively and rouse his interest in the program which he needs.

Thus, through properly organizing and planning for education in the camp, we are seeking to do our job by the enrollee in a more thorough way. We wish to miss no opportunity to make the youth's stay in camp a real educational experience to him. To this end we expect to continue mobilizing every resource and effort.

Electrifying Education



EDUCATIONAL BROADCASTING will be the subject of a national conference in Washington, D. C., on December 10, 11, and 12, 1936, which will be sponsored by 18 national organizations in cooperation with the United States Office of Education and the Federal Communications Commission. This conference will serve as a clearing house for information on the latest technical and professional developments in the educational use of radio.

The program will include such topics as schools of the air, radio music, speech, and drama, religious broadcasts, forums on the air, organization of listening groups, radio workshops, broadcasting to schools, use of radio programs by colleges and universities, use of radio by libraries and museums, radio programs for children, problems of research in educational broadcasting in other countries, audience attitudes, organizing the community on behalf of a radio station, and others.

All organizations interested in radio as a social force, nationally or regionally, are invited to participate. The broadcasting industry will be represented. Government officials and prominent educators from America and foreign countries will take part.

The executive secretary of the conference is C. S. Marsh, 744 Jackson Place, Washington, D. C.

TEACHERS WHO ARE INTERESTED in educational broadcasting will regret to learn that the work of the Radio Institute of the Audible Arts has been discontinued. During the past 2 years it has done a splendid service to education by radio through its booklets, select programs, and radio scripts.

THE 1936 EDITION of the *Film Daily Production Guide and Director's Annual* is off the press and may be purchased from the Film Daily Publishing Co., 1650 Broadway, New York.

A NEW PUBLICATION on the classroom utilization of instructional motion pictures, by M. R. Brunstetter, of the research staff of Erpi Pictures, Inc., will be published this fall by the University of Chicago Press. It will recount the ex-

periences of teachers in the use of the educational sound motion picture. The need for such a book on techniques of use of motion pictures in the classroom has been strongly felt for a number of years.

A PROJECT IN THE EVALUATION of instructional motion pictures for classroom use was undertaken this past summer by teachers of Montgomery County, Md., under the direction of Henry Breckbill, associate professor of education, of the University of Maryland. A large number of films were viewed by teacher committees in the fields of geography, natural science, social studies, agriculture, English and French, and by a committee preparing a correlated course in music, poetry, and art. These films were evaluated in relation to subject matter areas, grade levels, instructional value and technical excellence. On the basis of the evaluations made by these committees a film library will be purchased for the Montgomery County schools by Edwin W. Broome, county superintendent. The project undertaken by the Montgomery County teachers is of value in the development of a procedure for teacher evaluation of instructional materials.

A WIDE VARIETY of radio clubs exist in American high schools at the present time. Many of them are technical in nature and deal with such subjects as the building of transmitting and receiving equipment, set repair and the wireless code. Teachers interested in information for the use of technical radio clubs may obtain information on the subject from the American Radio Relay League, West Hartford, Conn. Within the past few years there has been a notable increase in the number of broadcasting and listening clubs in secondary schools. These clubs carry on such activities as script writing, radio speaking, actual broadcasting, communication with radio stars, visits to radio studios, group listening, and many others. Teachers sponsoring clubs along any of these lines are invited to get in touch with the Federal Office of Education which serves as a national clearing house for the exchange of information on the subject.

CLINE M. KOON

New Government Aids For Teachers



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

Publications

Recreational Demonstration Projects. 21 p., illus. (National Park Service.) Free.

The National Park Service, of the Department of the Interior, the Resettlement Administration, and the Civilian Conservation Corps (see official seals reproduced on this page) are cooperating in a series of recreational demonstration projects providing for organized camping areas of considerable size to be located where they will be of greatest use to the masses in large cities and industrial areas. Cabins, lakes, picnic areas, and miles of forest trails located within a half day's round-trip distance of 30,000,000 people are being made available.

Back of the Buffalo Seal. 112 p., illus. (Department of the Interior.) 20 cents.

An account of the history and activities of the Department of the Interior, the National Resources Committee, and the Federal Administration of Public Works. A foreword by Secretary of the Interior, Harold L. Ickes.

Atmospheric Pollution of American Cities for the Years 1931 to 1933. 75 p., charts. (Public Health Service Bulletin No. 224.) 10 cents.

Plants of Yellowstone National Park. 160 p., illus. (National Park Service.) 25 cents.

Wild flowers constitute one of the chief attractions for visitors to this national park and there has been a constant demand for an illustrated book such as this one to aid in identifying the various kinds.

History of County Health Organizations in the United States, 1908-33. 469 p., charts. (Public Health Service Bulletin No. 222.) 50 cents.

Contents: I. Public health programs which led to the county health movement. II. County health organizations. III. Record of development and operation of county health organizations by States and counties.

The Cooking Quality, Palatability, and Carbohydrate Composition of Potatoes as Influenced by Storage Temperature. 20 p. (Department of Agriculture, Technical Bulletin No. 507.) 5 cents.

Turkey Raising. 44 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1409.) 5 cents.

Prepared especially for those interested in turkey raising on modern methods of management. Most of the recommendations are adaptable to both small and large-scale production.

Progress Report with Statements of Coordinating Committees—National Resources Committee. 61 p., maps, charts. (Department of the Interior, National Resources Committee.) 25 cents.

Quarterly Report of the Reconstruction Finance Corporation to the Congress covering the corporation's operations for the periods January 1 to March 31, 1936, inclusive, and February 2, 1932, to March 31, 1936, inclusive. 98 p. (Reconstruction Finance Corporation.) 10 cents.

Principles of Planning Small Houses. 36 p., illus. (Federal Housing Administration, Technical Bulletin No. 4.) Free.

Suggestions on the production of dwellings which will be suitable and within a rental or purchase range appropriate to the majority of the families in this country.

Some Features of Tuberculosis Mortality Distribution in the United States. 39 p. (Public Health Service Bulletin No. 225.) 5 cents.

Studies of Family Living in the United States and Other Countries: An Analysis of Material and Method. 617 p. (De-

partment of Agriculture, Miscellaneous Publication No. 223.) 60 cents.

Pages 68-452 devoted to an annotated bibliography of studies of family living in various countries of the world.

Women in Texas Industries. 81 p., illus. (Women's Bureau, Bulletin No. 126.) 15 cents.

Hours, wages, and working conditions of women—almost one-fifth of them Mexican-born or of Mexican descent. Inquiry covered manufacturing, stores, laundries, hotels and restaurants, telephone exchanges, industrial home work on children's garments, and the shelling of nuts.

The Interstate Commerce Act Together With Text on Related Sections of Certain Supplementary Acts, Revised October 1, 1935. 305 p. (Interstate Commerce Commission.)

The following illustrated publications on Mexico are available at 5 cents per copy from the Pan American Union. Orders should be sent to the Pan American Union, Washington, D. C.

Mexico. (American Nation Series No. 13.) 46 p.

City of Mexico. 32 p.

City of Puebla. 14 p.

Mexico as an Industrial Nation. 15 p.

Seeing the Latin Republics of North America. Section on Mexico. 20 p. 25 cents.

Films

Ellsworth C. Dent, Director of Motion Pictures, Department of the Interior, announces that the following National Park Service films (35-mm, silent, standard width) are available for loan to schools, churches, and other nontheatrical organizations. There is no charge for the films. The borrower must pay transportation charges in both directions.

Title	Reels
Glimpses of National Parks—I (Yellowstone, Yosemite, Rocky Mountain, and Grand Canyon).....	1
Glimpses of National Parks—II (Glacier, Lassen, and Sequoia).....	1
Grand Canyon—Doing the South Rim.....	1
Grand Canyon of the Colorado.....	2
Grand Canyon—To the River and Back.....	1
Know Your National Parks (Grand Canyon, Zion, and Bryce—some scenes outside these parks).....	2
A Visit to Mesa Verde National Park.....	2
Looking Back Through the Ages (Mesa Verde)...	2

Map

United States System of Highways. 42 by 27. (Bureau of Public Roads.) 15 cents.

Shows routes designated by the American Association of State Highway Officials to be systematically numbered, as approved by the Secretary of Agriculture. Cities of 100,000 and more, 10,000 to 99,000 population, and cities of fewer than 10,000 are indicated by different size type.

MARGARET F. RYAN

SCHOOL LIFE

VOL. 22



NO. 2

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OCTOBER 1936

COVER-PAGE QUOTATION

"Learn some useful art that you may be independent of the caprice of fortune."

Sometimes I wonder whether we will ever learn to appreciate the security which comes from possessing an ability to do the kinds of work which people want and will pay to have done. During the depression thousands of men and women working at jobs susceptible to the caprice of changing economic and social conditions, suffered from lack of security when the industries in which they were employed as semiskilled workers or as common laborers, closed their doors and dismissed their employees.

Because of the organization of industry for maximum, effective productivity, and through no fault of their own, these men and women had learned only one specialized operation and hence could not be used when processes changed. Thousands more who had not even learned to do any one thing well were obliged to drift along from one job to another, as common laborers, and were the first to lose their employment when reductions in working forces became necessary.

Had such specialized and common laborers recognized the need for learning some basic art or craft and been given an opportunity to do so, they would have been insured against many of the hazards of unemployment. They would have been able to adapt themselves more quickly to any specialized employment developed from the basic craft in which they had been trained.

The need of vocational training in the arts and crafts is not new. In the Book of Genesis we are told that "Tubal-Cain was an instructor of every artificer in brass and iron", and in the New Testament we find that the Great Teacher Himself was a master of carpentry.

William Penn in founding the Commonwealth of Pennsylvania had the foresight to see the importance of developing skill and technical preparation for work as a safeguard against idleness and poverty resulting from the "caprice of fortune". More than 250 years ago, he announced the fundamental principle "that all children within the Province * * * shall be taught some useful trade or skill, to the end that none may be idle * * *." It was the recognition of the soundness of this principle enunciated by Penn, and of the need for training programs in the arts and crafts as well as in cultural subjects, that eventually brought into being the vocational school as it is known today—a place where men and women may receive training for entrance into specific employment or broadening training in their occupation.

When Thomas R. Marshall, former Vice President of the United States, was Governor of Indiana, he paid a visit of inspection to the new Indiana reformatory at Indianapolis. During his tour of the institution he asked the warden what in his opinion was the principal reason why most of those there confined had been committed. "They have become criminals", the warden replied, "because in their boyhood days they were neither taught any useful calling nor compelled to do any useful labor. They were just pampered children, who, when they left the home nest knew no way to earn a livelihood, were disinclined to do any work, and consequently became easy victims of idle and vicious associates."

Those who are *trained* to work, who are *willing* to work, who *take pride* in their jobs, are truly "independent of the caprice of fortune." Theirs is that security which comes with the knowledge that they are trained artisans, that they can do something for which society is willing to pay.

Lack of skill leads not only to unemployment but to poor and uncertain

employment. Unemployment or uncertain employment breeds discouragement, shiftlessness, discontent, and degeneration. The consciousness that he possesses a skill, on the other hand, gives a man hope and courage, and quickens his mental powers. As one writer has put it, skill "opens new avenues of activity, and draws out otherwise buried talent, and thus preserves the originators of the race."

J. C. WRIGHT,
Assistant Commissioner for
Vocational Education,
Office of Education.

ANOTHER OPPORTUNITY

AMERICAN EDUCATION WEEK, November 9 to 15 this year, brings another opportunity for concerted action of pupils, teachers, and citizens, toward better schools and better understanding of educational problems throughout the country.

But we must not get lost in the fine mass movement which brings some 6 million visitors to the public schools. If American Education Week serves its vital purpose, it is because the individual school, the individual pupils, the individual teachers, and the individual citizens arouse themselves in local communities. No matter how much publicized American Education Week may become, its real purpose in your community lies in what you and your community do to enhance true education values.

The American Legion, the National Education Association, and the United States Office of Education cooperate in assisting States and local communities in plans for American Education Week.

PROGRESS TOWARD NEW SERVICE

THE new Library Service in the United States Office of Education has been announced by Commissioner Studebaker. Its functions will be significant and important in the educational world. The Civil Service Commission has recently sent out its information relative to requirements, training, educational background and experience necessary for eligibility in this service.

The services of the new agency will include making surveys, studies, investigations, and reports regarding public, school, college and university and other libraries; coordinating library service on the national level with other forms of adult education; developing library participation in Federal projects; and fostering Nation-wide coordination of research materials among the more scholarly libraries, interstate library cooperation,

and the development of public, school, and other library service throughout the country.

This library service is, in the words of Commissioner Studebaker, to take care of "a growing demand upon the Office of Education for information and advisory service to libraries, corresponding to the type of service the Office now gives to schools." The Office of Education will appreciate suggestions at any time relative to this, or to any other of its services.

OPPORTUNITY FOR TEACHERS

"HON. JOHN W. STUDEBAKER,
Office of Education, Department
of the Interior, Washington, D. C.

"Have just finished successful presentation interview Shakespeare Two high schools producing Hundred schools listening.

"GEORGE G. MULLANY,
"Director of Publications,
"San Francisco Public Schools."

That was a wire of a few days ago, from George Mullany, director of information for San Francisco public schools. Elsewhere in this issue you will see San Francisco high-school students presenting "Interviews With the Past" before the microphone.

Earlier mail brought news that Miami schools were planning to present "Interviews With the Past" over a Florida network. San Francisco and Miami were among the more than 150 schools, colleges, radio stations, and camps which have already asked the Educational Radio Project of the Office of Education for the "Interviews With the Past" radio scripts.

Evidence multiplies that schools are becoming radio-minded; they are listening to radio, they are creating radio programs. Formation of high-school radio guilds, an idea put forward by Scholastic Magazine, has resulted in the formation of more than 100 high-school radio guilds. CCC camp groups over the country are presenting programs. Their programs for camp use only, broadcast over public address systems, are an innovation worthy of widespread attention.

What can come from schools and camps *taking to the air*? Experience already indicates that production of radio programs can provide compelling *educative* experiences. Working on a microphone can be excellent public-speaking practice.

Fear of mispronouncing a word on the air turns students to the dictionary. Writing radio scripts supplies practical English assignments with plenty of motivation for the students. And finally, producing a



This month's cover design for *School Life* is the work of Helen E. White. The above three drawings are given honorable mention. The one at the left is the work of Evangeline Mead, center, Dorothy J. Haslam, right, Marcia Morfing. All are students at Pennsylvania State College. The competition was carried on under direction of Andrew W. Case.

Each month *School Life* presents a new cover design which has as its theme a well known quotation. The drawings are all made by students in art schools.

radio program which can compete for interest with other programs provides a challenge of craftsmanship.

Radio program production by schools and colleges is now where school journalism was some 20 years ago. It is a new and inviting field for the ambitious and capable teacher. For those who venture into this new field the Office of Education can offer assistance. With the six "Interviews With the Past" scripts written for school production can be sent a Manual of Suggestions for Production, a Glossary of radio terms, theme music scored for an orchestra, bibliographies to offer to listeners. Soon the Office of Education will be able to announce a Radio Script Exchange Service catalog listing numerous scripts. Enough material is already available to permit a high school or school system to present radio programs every week. But remember—Make them good!

REAFFIRMS ITS STAND

"Tenure of positions for teachers as a means of insuring to the children of the land the best possible instruction", is to be a major project for this year's efforts of the National Education Association. The board of directors is making a special appropriation for the purpose of enabling the association to support, assist, and initiate movements to secure tenure, to improve already existing tenure laws, and to repel any attacks on such measures.

In Answer

To mounting demands for information about public affairs forums sponsored by the United States Office of Education, managed by local educational agencies, devoted to civic enlightenment through free public discussion—

"A Step Forward"

Public Affairs Forums Bulletin
1936, No. 16

Tells the national public-forum story. Written by the superintendents of schools who have acted as administrators for 3 of the 10 demonstration centers and the Washington staff, this bulletin tells what has already been done and what is now being done in these centers. How citizens are taking a more active interest in social, economic, and political issues, the subjects being discussed and brief biographies of these discussion leaders are contained, together with future steps to be taken in this field of educational pioneering.

Write the Office of Education for a copy of this publication.

The Vocational Summary



They're coming back

GRATIFYING testimony of the eagerness with which out-of-school farm boys grasp the opportunity offered them in part-time classes, comes from R. B. Dickerson, teacher of vocational agriculture at Sussex, N. J. Convinced of the possibilities of a part-time program, he organized a class early last November. Owing to inclement weather it was necessary to omit a few sessions during the winter months. These omissions, however, did not slow up the enthusiasm of class members, who continued to attend whenever it was possible to hold class meetings. Fourteen of them completed the course and were awarded certificates when the class was disbanded last May. And they are coming back for a continuance of the course this fall. More than that, they have already decided just what subjects they want included in the fall course. They have asked for courses in poultry production, raising horses, dairy production, farm machinery, and related material. Among other things, they want a course in public speaking. They have agreed that each member will prepare a talk on some standard or improved practice he has put into operation on the home farm, on which he will be judged for subject matter. To insure as long a period of study as possible next year, also, the course will be started early in October so that classes may be suspended during extremely bad weather and resumed again early enough in the spring to finish before the rush of farm work begins.

Their jobs now safe

Short unit courses designed to help those already employed to learn a new technique or a new process and thereby to hold their jobs, are being emphasized in many vocational schools throughout the country today. Three illustrations of the value of such courses come from John McLeod, instructor in welding at Lathrop Polytechnic Institute, Kansas City, Mo. One welder who came to the school for help wanted training which would enable him to pass the test required of those employed to do overhead electric welding. He enrolled in the school for a week, got the training he

needed, and was taken back on the job. A first-class welder for a local pipe company needed training in the use of the high test rod in gas welding. A week's course in Lathrop equipped him for this work. A pipe fitter and gas welder with another local concern did not have enough experience in electric welding to hold his job. Only a brief course at Lathrop was needed to put him back on the job as a competent mechanic. These short courses are designed to serve experienced mechanics who need training in some particular phase of their occupations.

Nystrom new board member

Dr. Paul H. Nystrom of New York City has been appointed by President Roosevelt as a member of the Federal Board for Vocational Education representing commerce and manufacturing. He succeeds Mr. Lincoln Filene, of Boston, whose term of office expired July 17. Dr. Nystrom is president of the Limited Price Variety Stores, Inc., of New York City, and is a nationally known authority on marketing, sales management, and advertising.

Dr. Nystrom, who was born in Maiden Rock, Wis., and who received his doctor of philosophy degree at the University of Wisconsin, has been identified with the field of retail selling and salesmanship ever since his employment in early life as a retail store clerk and as a traveling salesman in his home State, as executive, consultant, researcher, and as an educator.

Among the positions he has held are the following: Assistant to president, United States Rubber Co., in charge of sales promotion and educational research; salesmanager, International Magazine Co., director of Retail Research Association and Associated Merchandising Corporation. Formerly assistant professor of economics at the University of Wisconsin and associate professor of economics at the University of Minnesota, he has for the past 10 years been professor of marketing at Columbia University. Always interested in vocational education, Dr. Nystrom was associated in his early years with the work of the National Society for the Promotion of Industrial Education in developing vocational schools in Wisconsin. He assisted in founding the National Association of

Cooperative Schools, which later became a division of the American Management Association.

The Federal Board for Vocational Education, to which Dr. Nystrom has been appointed, is composed of four members ex officio—The Secretary of Labor, the Secretary of Commerce, the Secretary of Agriculture, and the United States Commissioner of Education; and of three other members appointed by the President—one representing agriculture, one representing commerce and manufacturing, and one representing labor. The board acts in an advisory capacity to the Office of Education on problems affecting vocational education in the United States.

Rehabilitation in Hawaii

Vocational rehabilitation became an established fact in the Hawaiian Islands on July 1, when Federal grants for this program were made available. Final plans for the inauguration of this work were made this summer when Mr. Frank J. Clayton, of the vocational rehabilitation division, Office of Education, conferred with Gov. Joseph B. Poindexter; superintendent of public instruction, Oren E. Long; Mr. Harvey L. Freeland, director of vocational education; and others interested in service for disabled civilians. In the conferences, administrative questions, case policies and procedures, and other problems relating to the setting up and operation of the rehabilitation program were discussed. In the report of his visit to Hawaii Mr. Clayton, who interviewed a number of prospective rehabilitants and indicated the procedure to be followed in bringing them to an employment status, calls attention to the fact that there are at the present time 312 potential rehabilitation cases in the Territory. This figure is based on an estimate of six physically rehabilitated cases to each 1,000 of population. It is estimated that after the program has been in operation about 2 years, from 35 to 50 cases will be rehabilitated annually, about 75 to 100 persons will be receiving training, and about 100 cases will be in other stages of rehabilitation. The sum of \$10,000 allotted by the Federal Government was made available for rehabilitation work in Hawaii for the fiscal year beginning July 1, 1936. Rep-

representatives of industries, welfare organizations, and schools with whom Mr. Clayton conferred during his visit to Hawaii are enthusiastic over the possibilities of rehabilitation service in the Territory. Mr. Eldon P. Morrell, a resident of Hawaii for the past 11 years, who has had a broad experience in promotion work in the educational, industrial, and agricultural fields, has been appointed supervisor of vocational rehabilitation in the islands.

Homemaking in Illinois

Commendable growth in vocational homemaking classes in Illinois is indicated in a recent report by Miss Adah Hess, supervisor of home economics for Illinois. When Illinois accepted the provisions of the Smith-Hughes Act in the school year 1918-19, this report shows, 21 towns and cities immediately organized vocational home economics classes. For the school year 1934-35, 183 towns and cities operated such classes. Reviewing the growth in home projects in connection with vocational home economics courses, Miss Hess states that 7,134 persons completed home projects in the school year 1923-24 as compared with 27,249 during the year 1934-35. Prior to the introduction of vocational home economics, many schools in Illinois had been offering home economics courses. In most cases these were classes in cooking and sewing. With the introduction of the vocational home economics program, schools changed these classes to include work in foods, clothing, home management, home nursing, housing, dietetics, child development, personal hygiene, family and social relationships, consumer-buying, home appreciation, cooperation in working and living with others, and similar phases of homemaking. "Teachers of homemaking are emphasizing the managerial, esthetic, and hygienic phases of homemaking and placing less stress upon the acquisition of skill, which was the main objective prior to 1918," according to Miss Hess. Calling attention to the demand for home economics courses for boys in Illinois, she points out the necessity for adapting such courses to their special needs.

Specialist appointed

R. W. Gregory, formerly assistant State supervisor and itinerant teacher trainer in agricultural education for the State of Indiana, has been appointed specialist in part-time and evening school work for the agricultural education service, Office of Education. Mr. Gregory was born in Mooresville, Ind., where he received his elementary and high-school

training. He graduated from Purdue University in 1917 with the degree of bachelor of science in agriculture, received the degree of master of science from Cornell University in 1924, and has done advanced work toward the doctor of philosophy degree in the latter institution. For a period of 5 years after he graduated from Purdue University, Mr. Gregory was instructor of vocational agriculture in Mooresville. He has been connected with Purdue University in his work as assistant supervisor of agricultural education and itinerant teacher trainer for Indiana for the past 12 years.

Mining classes score

Encouraging reports have been received of the success of vocational



R. W. Gregory

courses leading to employment in the coal-mining industry in and around Kemmerer, Wyo. The record of placement for those trained in these classes is gratifying. With the exception of five persons, every graduate of these classes since the course was organized 5 years ago, is now employed in the coal-mining industry. Four of the five are taking advanced university training. Boys enrolled in these coal-mining classes devote 6 to 8 weeks of their senior year to actual coal-mining work. The instructor has made arrangements whereby trainees report daily to the superintendent of a mine which cooperates in the training program, and are assigned to duty in various parts of the mine. Boys from advanced groups in the classes assist in new installations or are permitted to observe these installations. Whenever practicable, class members are given entire freedom of the mine, under the

supervision of the instructor, in conducting experiments of various kinds. An interesting and varied type of equipment has been built up by the instructor in the school shop.

A work-study plan

Part-time cooperative occupational classes, designed to provide first-hand experience for young men who are about to graduate from high school and do not plan to go to college, have been in operation in Wahpeton, N. Dak., during the past year. Under the plan, high-school juniors and seniors work part time and attend school part time—15 hours a week on an average. In most cases only one person has been assigned to an employer. Twenty-four employers cooperated. Employers who take students into their establishments on this part-time plan give them personal instruction on the work in which they are engaged. A wide variety of occupations is open to these students. Three young women worked in the local hospital. One boy worked in a lumber yard, another in a job print shop, a third in a meat market, and a fourth in a drug store. A few of the girls worked in offices, some clerked in stores, and another worked for a jobbing concern. An automobile service station, a bakery, grocery stores, and a hatchery provided part-time work for others of these high-school juniors and seniors. Every opportunity is given students working under the Wahpeton plan to study occupations and occupational demands; to discuss employer-employee relations; and to receive instruction in a variety of subjects closely related to their work experience.

On their own

A recent report by W. N. Woodruff, district supervisor for vocational rehabilitation in Detroit, shows that rehabilitated persons there are engaged in at least 75 different kinds of independent business ventures. Ten percent of the rehabilitated persons in that city are so established.

Achievement

Supervised farm practice projects carried on in Nevada last year returned a net labor income of \$15,938.05 to the 139 boys enrolled in vocational agriculture classes in the State. This is an average of \$115 per boy. A summary of the Nevada projects shows that receipts therefrom totaled \$42,612.55 and that total expenses, including labor, amounted to \$31,144.03, leaving a net profit of \$11,468.52.

CHARLES M. ARTHUR

Educators' Bulletin Board



New Books and Pamphlets

Citizenship Education

Election Civics. Columbus, Ohio, American Education Press, Inc., 1936. 48 p. illus. 25 cents (single copies).

Prepared on a nonpartisan basis; provides teachers and pupils with organized material for studying and following the presidential campaign; outlines interesting projects.

Citizenship Education Through the Social Studies, a philosophy and a program, by Robert Wendell Frederick . . . and Paul H. Sheats . . . New York, Row, Peterson & Co., 1936. 312 p. \$1.60.

The philosophy and practice of teaching the social studies, with selected bibliography and sample tests for the social studies.

Modern Trends

A Day at School, text by Agnes B. McCready, photographs by Ruth Alexander Nichols. New York, E. P. Dutton & Co., 1936. [79] p. illus. \$1.00.

A picture-story book for children 3 to 8. The photographic illustrations show children of the first grade participating in the activities of a progressive school.

Schools for a Growing Democracy, by James S. Tippet, in collaboration with The Committee of the Parker School District, Greenville, S. C. Boston, New York, Ginn & Co., 1936. 338 p. illus. \$2.00.

Shows how modern methods of education have been adopted in a large system and describes in detail the work accomplished during the past 10 years in the Parker School District, Greenville, S. C.

The Washington State Theatre, Theatre of Youth. A handbook. Seattle, Published by The Washington State Theatre, 1936. 32 p. illus.

A booklet of information on the Washington State Theatre, a nonprofit educational institution, which is making an experiment in education and the drama.

Research

Reading Readiness—a prognostic study, by Wendell William Wright. Bloomington, Ind., Bureau of Coöperative Research, Indiana University, 1936. 46 p. (Bulletin of the School of Education, Indiana University, vol. 12, no. 3). 50 cents. (From University Bookstore, Bloomington, Ind.)

A study conducted in the Bloomington public schools to determine predictive measures to be used in beginning first grade reading.

The Place of Research in Educational Reconstruction, prepared by the Committee on the place of research in educational reconstruction. Washington, D. C., American Educational Research Association, a department of the National Education Association of the United States, 1936. 46 p.

"Emphasizes both aspects of the problem—the administration of research and the research problems and techniques themselves."

Surveys

The Education of Secondary School Teachers, Report of Joint Committee on Study of Curricula of the Southern Association of Colleges and Secondary Schools. Doak S. Campbell, Director of the Study, C. Currien Smith, Assistant Director. Nashville, Tenn., Division of Surveys and Field Studies, George Peabody College, 1936. 203 p.

Report of a survey on the education of secondary school teachers in the South.

Library Service in a Suburban Area, a survey and a program for Westchester County, New York, by Edward A. Wight and Leon Carnovsky. Chicago, American Library Association, 1936. 162 p. \$1.25.

A survey of a local problem, with suggestions for coordination and extension, which are of interest to other communities.

State Organization

Some Features of State Educational-Administrative Organization, by M. M. Chambers. Washington, D. C., American Council on Education, 1936. 283 p. \$2.00.

A description of State educational-administrative organization, showing structure and relationships, with organization chart for each of the 48 States.

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.

ARCHIBALD, H. H. Citizenship training in high schools. Master's, 1936. Boston University. 84 p. ms.

BENTON, B. O. A study of some factors in the social adjustment of college women students. Master's, 1935. University of Syracuse. 76 p. ms.

BERG, OTTO. Work of school boards in Grand Forks County. Master's, 1935. University of North Dakota. 79 p. ms.

BOND, G. L. The auditory and speech characteristics of poor readers. Doctor's, 1935. Teachers College, Columbia University. 48 p.

COLEMAN, J. K. State administration in South Carolina. Doctor's, 1935. Columbia University. 301 p.

DODGE, ARTHUR F. Occupational ability patterns. Doctor's, 1935. Teachers College, Columbia University. 97 p.

DUNLAP, W. C. Quaker education in Baltimore and Virginia yearly meetings with an account of certain meetings of Delaware and the Eastern Shore affiliated with Philadelphia, based on manuscript sources. Doctor's, 1935. University of Pennsylvania. 574 p.

ELLIFF, MARY. Some relationships between supply and demand for newly trained teachers: a survey of the situation in a selected representative state, Missouri. Doctor's, 1935. Teachers College, Columbia University. 69 p.

JOYCE, H. G. Significant ventures in the field of education for better international relations. Master's, 1936. Boston University. 213 p. ms.

NAEGLE, C. J. Interpreting the function and service of public normal schools and teachers colleges. Doctor's, 1930. New York University. 188 p. ms.

PEARSON, THOMAS F. Attitude of teachers in 38 Kansas school systems towards suggestions and methods of improving their economic status. Master's, 1936. University of Kansas. 66 p. ms.

PHELAN, Sister M. I. An empirical study of the ideals of adolescent boys and girls. Doctor's, 1936. Catholic University of America. 155 p.

RAMSAY, C. H. Cost of living and the economic status of Missouri teachers. Doctor's, 1932. University of Missouri. 44 p.

ROBB, E. K. An experimental study of the results of the direct and the incidental methods of instruction in character education. Doctor's, 1935. Pennsylvania State College. 82 p.

RUEGSEGER, V. R. Are conditions in Michigan such as to make it advisable to attempt a reorganization of rural schools using only one type of administrative unit as a basis? Master's, 1936. Cornell University. 103 p. ms.

SEYFORTH, W. C. The effects of school size: a study of the effects of enrollment upon the reorganized secondary schools. Doctor's, 1936. Harvard University. 496 p. ms.

SKOGSBERG, V. E. The inservice education of teachers. Master's, 1930. New York University. 80 p. ms.

SOHL, C. E. State control of the location, planning, and erection of public-school buildings. Doctor's, 1935. University of Pennsylvania. 373 p.

TEAGUE, W. F. Trends in current expenditures in Kansas for grades 9 to 12 as obtained from published reports. Master's, 1936. University of Kansas. 42 p. ms.

RUTH A. GRAY

Some International Conventions

THIS is a year of world conferences on education. There was an international meeting of Sunday School workers at Stockholm; a meeting of those interested in open-air schools at Bielfeld, Germany; the New Education Fellowship held its seventh international meeting at Cheltenham, England; the International Bureau of Education called the Fifth International Conference on Public Instruction at Geneva and there assembled in Athens, the first world congress on Student Health Services in Colleges and Universities.

The Office of Education was represented at the conferences in Geneva, Cheltenham, and Athens, and it appointed delegates to the meeting in Germany.

The conference of the New Education Fellowship lasted 2 weeks and furnished a varied program of general lectures and special courses of study which attracted teachers from over 50 countries. The names on the program were representative of a number of countries, including the United States.

The International Commission of Examinations Enquiry appointed by the Fellowship was headed by Carson Ryan and the recommendations of this commission (which is more applicable to other countries than the United States) are given herewith:

1. We request the headquarters office of the New Education Fellowship to continue its efforts to make known as widely as possible the recent findings of the International Institute Examinations Enquiry as described in the various publications of this group and in our own report, "The Examinations Tangle—the Way Out." In particular, we should make clear the conclusive evidence now available on the unreliability of marking in essay-type examinations, as the basis for any constructive work to be done in this field. In this connection it may be desirable to inquire further into the concept of education that appears to make examinations in some countries an inevitable part of the educational process.

2. Encouragement should be given to agencies, whether within or without our

James Frederick Rogers, M. D., Consultant in Hygiene, United States Office of Education, Gives First Hand Reports

Fellowship, to make further studies, especially with regard to the use of various means of evaluation that may be introduced to improve or supplant the now discredited examinations. There is a need for a practical guide to the use of such measures, comprising, if possible, a summary and interpretation of intelligence and achievement tests, personality inventories, cumulative record plans, trait-rating schemes, behavior records, and the tests of various "noninformational" outcomes of education now being developed, to the end that progress in this matter in each country may be made with knowledge and understanding of what has been attempted elsewhere. The Commission recommends that aid be sought to have such a summary made and published.

3. Authentic studies of the health effects of the examination system are needed, and officers of the New Education Fellowship are urged to assist as far as may be feasible in pending studies of this question and in the effort to have additional inquiries made. Evidence on the emotional and physical strain of examinations would be welcomed in many countries.

4. With full recognition of the place of testing and evaluation in certain fields and for certain purposes, the Commission reaffirms the view expressed at previous world conferences, namely, that the most important objectives of our Fellowship and of education in the world today are not being adequately measured by any of the ordinary devices and techniques, and are bound to suffer when too much attention is given in the educational programs to mere testing as such. Testing and evaluation should always have as their real goal the rendering of help to an individual human being in making the most of his own life for himself and for his community.

Especially should it be said that the use of an examination system as the

means of erecting a barrier against further education of youth cannot be justified in any modern society. The major problem, rising far above any mere mechanics of testing, is to get a social philosophy accepted and applied that will insure the best possible educational provision, involving wholesome personality development and abundant creative opportunities, for all the people of all countries in the world, regardless of race, nationality, color, sex, religion, or any other factor.

The Geneva conference

The following countries sent representatives to the conference at Geneva: Albania, Afghanistan, Germany, Argentina, Belgium, Bulgaria, Chile, Colombia, Denmark, Danzig, Egypt, Ecuador, Spain, United States, Estonia, France, Greece, Guatemala, Hungary, India, Iran, Ireland, Italy, Japan, Latvia, Lithuania, Nicaragua, Norway, Netherlands, Poland, Dominican Republic, Sweden, Switzerland, Czechoslovakia, Union of South Africa, Uruguay, Yugoslavia, and Finland. The United States was represented by Fannie Fern Andrews, Clarence S. Marsh, William H. Collins, and the writer of this article. A. N. Caballero, Minister of Education of Colombia, was elected president of the conference and Marie Butts served as general secretary and interpreter. As stated in an introductory address by Mr. Lachenal, president of the Executive Committee of the International Bureau of Education, the purpose of the convention was to aid the various countries in developing and perfecting their systems of education. The hope was expressed that when man was rightly educated we would have international peace.

The morning sessions of the conference were devoted to the reports of the countries represented concerning recent educational changes and the afternoons, in

the discussion of recently issued publications of the International Bureau on Legislation concerning the Construction of School Buildings, on Organization and Conduct of Rural Schools, and on the Organization and Management of Special Schools. These publications represented contributions from over 40 countries.

Office report

The report of progress in education prepared by the Office of Education was received with great interest. Details were requested concerning our CCC camps, the extension of the school age, vocational guidance, and hygiene in secondary schools. Questions were also asked about our methods of preparation of educational films, the remuneration of authors for the production of textbooks, the development of the student-hostel movement, etc.

The delegate from Bulgaria mentioned that his country was the first to develop work camps for students and the delegate from Germany spoke of its labour service camps as a means of character training. An increase in mentally defective children was deplored by the representatives from Sweden and from Switzerland, however, without the presentation of evidence to this effect. Bulgaria is wrestling with the matter of home work and has in view its abolition. Denmark is making reforms in middle and secondary schools with more emphasis than formerly on the modern teaching of geography, civics, and biology. Egypt is creating a "national style of architecture" in its schools, and has gone so far in modernizing its methods as to allow a half day, once a week, for "free work." Holland is very well satisfied with its school buildings and their equipment. Albania reported great interest in physical education. France has raised the age of school leaving to 14. Spain has been making revolutionary changes by establishing thousands of new schools; in addition, the salaries of teachers have been raised. The statement to this effect resulted in inquiries from other delegates as to how, in a time when most countries are curtailing their expenditures for education, Spain could be doing just the opposite. The Spanish delegate replied that the matter was simple. "Governments always find money for doing the things they want to do." Spain is encouraging coeducation and in comment the representative from Italy said they found the presence of women in the classroom a stimulus to the teacher. "Girls," he said, "have to love something and they love ideas if nothing else."

In the discussion of the publication on school buildings the present writer was interested in the observation by the Spanish delegate that the modern or modernistic arrangement or lack of arrangement, of school seats negatives any rule concerning the direction from which the light should come. This writer once brought down the wrath of certain school building specialists by suggesting that it was quantity of illumination that was needed and that the light might come from the right or rear as well as the left. He was therefore interested to find that not only Spain but other countries are now of the same opinion. Portugal has found bilateral lighting most satisfactory, one side of the room opening on a court.

Recommendations were made by the Conference concerning the provision of suitable buildings and modern equipment; with reference to appropriate schooling of mentally and physically defective children and to suitable education in rural schools.

Athens conference

It was highly appropriate that the first international meeting on College Hygiene be held among a people to whose early interest in and activities for health we are always referring. The modern Athenians, in their colleges, hold to the traditions of the ancient Greeks. Though somewhat difficult of access as compared with the places of meeting of the other conventions, the conference at Athens was attended by representatives from: Egypt, Albania, Germany, Austria, Belgium, Bulgaria, Denmark, Spain, United States, France, Greece, Hungary, Italy, Japan, Poland, Rumania, and Sweden.

The meeting was organized by the University Club of the University of Athens and every effort was put forth to make the visit of the delegates delightful as well as profitable. The subjects covered by the reports from the delegates were: The Present Health of Students; Health Services of Our Colleges and Universities; Health Instruction and Physical Education. It is to be hoped that a complete report of the proceedings will be made available. Resolutions were passed urging upon colleges and universities in all countries adequate provision for the protection and promotion of the health of students; the keeping of accurate and detailed records and the compilation of statistics.

"The work of the Congress has demonstrated the desirability of periodic meetings of a similar nature; therefore the members agree in proposing the convocation of an International Congress for the Health of Students every 4 years at the

time of the Olympiads." To this end, a central office will be maintained by the University Club of Athens which will serve as a medium for international correspondence on the subject.

The conference was concluded with a visit to the holy-of-holies of Athens, the Acropolis, and to the restored stadium where it witnessed the lighting of the torch which was carried by relays of runners from Athens to Berlin for the ceremonial opening of the Olympic games

Higher Education Trends

[Concluded from page 46]

and the like, amounted to \$77,102,210; expenditures amounted to \$67,392,091; while in 1931-32 the receipts were \$88,218,558, and expenditures, \$75,631,135.

Receipts from such sources as income from invested annuity funds, scholarship and prize funds, and gifts for various forms of student aid amounted, in 1933-34, to \$9,653,266; expenditures to \$20,937,898, including payment of annuities, interest on loans, student aid, etc.

For extension of physical plant the receipts were \$41,802,871, in 1933-34, a decrease of \$14,453,947, or 25.7 percent from 1931-32; the expenditures (including those for equipment) were \$25,505,632, in 1933-34, and \$98,388,697, in 1931-32.

Receipts for increase of the permanent funds of various institutions amounted, in 1933-34, to \$27,477,968, or 42.4 percent less than in 1931-32, when they were \$47,676,822.

The buildings, grounds, and equipment used primarily for educational purposes were valued, in 1933-34, at \$2,252,877,465, an increase of 2.1 percent over 1932, when their value was \$2,207,294,577.

Endowment, student aid, and other permanent funds amounted, in 1933-34, to \$1,539,727,565, an increase of 5.2 percent over 1931-32, when the amount was \$1,463,407,130.

The total value of all the property (including funds) of 1,269 institutions reporting in 1933-34 was \$3,792,605,020, which exceeds by \$121,903,313 the total reported for 993 institutions in 1931-32.

Biennial Survey Chapters Now Available

Statistics of State school systems, 1933-34. Bulletin 1935, No. 2, Chapter II. 10 cents.
Statistics of private elementary and secondary schools, 1932-33. Bulletin 1935, No. 2, Chapter VI. 10 cents.
Statistics of private commercial and business schools, 1932-33. Bulletin 1935, No. 2, Chapter VII. 5 cents.
A review of educational legislation, 1933 and 1934. Bulletin 1935, No. 2, Chapter VIII. 5 cents.
Order through Superintendent of Documents, Government Printing Office, Washington, D. C.

State School Support Plans

THE State school support systems of California and of Ohio which have recently provided for increases in the amount of State revenue for their schools, are particularly interesting in that they show how these States have developed their plans for a common purpose but along rather distinct lines. In one of these States, but not in the other, provision is made for equalizing the costs, above the specified local tax levy, of the fundamental school program among local districts. In California, the increase in State funds was provided by an amendment to the State constitution in 1933. In Ohio, the State funds were provided for by acts of the legislature in 1934 and 1935.

California's plan

For a number of years previous to 1933 California provided revenue for her public schools from three taxing units: The State, the county, and the local school district. (The local school district prevails in California as the paramount school administrative unit. The county is a unit for supervision of smaller schools, school budget approval, and certain additional minor functions only.) The State provided an amount equal to \$30 per pupil, based on the preceding year's average daily attendance, in elementary and secondary grades and in addition an amount sufficient to pay specified costs in certain special schools and annual legislative appropriations for junior colleges and for vocational education and rehabilitation. The county provided an amount equal to at least \$30 per elementary pupil and \$60 per secondary school pupil. The local school district provided sufficient additional funds to meet the needs of approved budgets including those for kindergartens. A constitutional amendment adopted in 1933 and subsequent legislation transferred the burden formerly required of the counties to the State.

California now supplies approximately 50 percent of the public-school revenue from State-wide sources. For the year 1931-32 the State funds amounted to only 22 percent. This revenue is derived

Timon Covert, Specialist in School Finance, United States Office of Education, Describes the Plans of Two States—California and Ohio

chiefly from (1) the annual income from the State's permanent school fund and school land and allotments to the State from the sale of Federal land within the State, (2) income allotted to the State from Federal mineral lands in the State, which is supplemented by legislative appropriations for junior colleges, and (3) a sum from the State's general fund which is sufficient to amount to at least \$90 per pupil in grades 9 to 12 and sufficient when added to the revenue derived from the source indicated in (1) to amount to at least \$60 per pupil in grades 1 to 8. (School funds for elementary grades in California are entirely separate from those for secondary grades.)

California levies no State taxes especially for schools, but the constitution gives the public schools first claim on all State revenue. The legislature may levy a general property tax, but in past years it has not done so. State revenue has been derived chiefly from taxes on the gross earnings and franchise values of public utilities, inheritances, and various minor bases. Recently, however, sales and income taxes have been levied.

The State's plan of apportioning State school funds is somewhat complicated. Besides basing apportionments on teacher units, average daily attendance, and number of years in the school course, there are a number of aids distributed for special educational functions. By far the greatest amount of money, however, is distributed on the average daily attendance basis. As indicated above, funds for elementary grades are apportioned separately from those for secondary grades. The State also provides a separate fund for junior colleges, but junior college grades maintained in a high school are considered as high-school grades for purposes of apportionment. The following indicates the principal bases for and amounts of State aid:

A. Apportionment of State funds as general aid:

1. For elementary schools, \$1,400 per teacher unit (35, or fraction, units of average daily attendance); balance prorated on basis of average daily attendance.

2. For high schools, \$750 to each district for each year, or grade of school maintained; balance prorated on basis of average daily attendance.

3. For junior colleges, \$2,000 for each junior college district; balance prorated on basis of average daily attendance.

B. Apportionment of State funds as special aid:

1. For supervision of instruction in elementary schools, \$1,400 for each 300 units of average daily attendance (small schools of a county pool their attendance for purposes of this apportionment basis and a major fraction of 300 counts as a unit for them).

2. For school emergency purposes, amounts for elementary and for high schools, not exceeding 5 percent of preceding year's apportionments, which county superintendent considers necessary.

3. For physically handicapped, excess cost, not to exceed \$100, for each pupil in elementary and in high-school grades.

4. For special day and evening high schools, graduated amounts for specified number of units of attendance decreasing as the size of school increases.

Ohio's plan

Until recently the Ohio plan for State school support, like California, provided three school revenue units: The State, the county, and the local school district. Under the present (1935) law the county does not constitute such a unit. As in most States west of the Allegheny Mountains, the local school district prevails in Ohio and, in spite of the fact that the State and county both contributed to

the support of schools, it has been obliged to carry the greater part of the burden; in 1933-34 the State paid 15.7 percent, the county 20.9 percent, and local districts 63.4 percent.

The administrative organization is the county-district type with the greater amount of authority concerning school control centered in the local district. There were in 1933-34, 2,033 local school districts in the 88 counties of the State. Of these 109 were city districts, 52 were independent village districts, and 1,872 village and rural districts under county supervision.

Previous to January 1935 each county was required to levy a tax of 2.65 mills on the dollar of assessed valuation of its general property. Proceeds of this county school tax in city and independent village districts were retained in the respective districts, but the proceeds of the tax in the territory of each county outside of the independent districts constituted a county fund for equalizing school costs among the small or dependent village and rural school districts which met prescribed standards. The State also provided an equalization fund for those districts which could not maintain specified school standards with all other available revenue including their local revenue from a uniform local tax levy. However, State funds were distributed chiefly on the school census basis.

In common with many other States, Ohio has experienced much difficulty during recent years with school financial problems. In the midst of her difficulties a constitutional amendment was voted lowering the maximum tax rate on general property which governmental units might levy. As a result of the financial difficulties and the inability of many school districts to raise sufficient revenue to maintain school, the State's plan for school support has undergone almost complete revision since 1931.

Present sources of State school funds. Funds provided by the State for the public schools are derived from a number of sources: (1) The State pays interest (appropriations from the general fund) on a part of an irreducible debt it owes to the school land fund. The debt of approximately four million dollars yields 6 percent interest for the support of school in districts in which school land had been sold previous to 1917; (2) the State maintains a small trust fund derived from school land sales since 1917 and income from unsold school lands which yields annual revenue for school districts in which such lands were, or are, located; (3) the legislature provided for a cigarette tax in 1931, a liquid fuel tax (to be levied for a specified period of time) and a tax

on classified intangibles in 1933, and a general sales tax in 1934 (to be levied for a specified period of time) the proceeds of which are partially or wholly for the State public-school fund; and (4) the legislature appropriates from the general fund for vocational education and from this or other sources for the education of handicapped children and frequently appropriates from the general fund for the State public-school fund.

The 1935 plan of apportionment is quite similar to the plan effective during the school year 1934-35. Legislation enacted in 1935 provides for the apportionment of the State's public-school fund (revenue derived from sources indicated in (3) of the preceding paragraph) on two bases. These are average daily attendance and equalization of school costs. The following indicates the essential features of these two bases:

1. Attendance grants. School term is limited to 180 days; and attendance grants to one- and two-teacher schools cannot exceed the minimum cost of the foundation programs, as defined in the law.

Amount apportioned per pupil in average daily attendance for each day of attendance during the preceding school year:

	Cents
A. In part-time, continuation, and evening schools.....	20
B. In regular day schools:	
(a) Kindergartens.....	8½
(b) Grades 1 to 8, inclusive.....	17
(c) Grades 9 to 12, inclusive.....	25½

2. Equalization grants. The new law guarantees that no district will need to pay more than a 3-mill local school tax as its share of the cost of an approved school program. This program is defined in the law as one which costs the amounts indicated below.

A. For schools with 180 or more pupils:

(a) Attendance costs per pupil per day:	Cents
Kindergartens.....	12½
Elementary grades.....	25
High-school grades.....	37½
(b) Transportation costs, approved budget of transportation expense.	
(c) Tuition costs, approved budget of tuition expense.	

B. For schools with fewer than 180 pupils: Schedules of foundation operating costs in small schools, which are approved as necessary by the director of education and the State controlling board, shall be established by the director of education with a minimum of \$1,150 and \$2,400 each for one- and two-teacher schools, respectively, plus approved transportation and tuition costs.

The State's guarantee. Any district which does not have sufficient revenue from all sources including attendance grants and the proceeds of a local school

tax of 3 mills on the assessed valuation of the general property in the district for the cost of the program, indicated in (A) or (B) as the case may be, will receive the necessary additional money from the State.

It is evident that the two States of California and Ohio have, by legislation enacted within the past few years, relieved general property of a large school tax burden. To accomplish this the State in each case assumes a much greater responsibility regarding public-school support and exercises its wide power to levy and collect taxes from various sources. Under the new plans an acceptable educational program is virtually assured without excessive local taxation in any community of either State.

The fact that the California plan does not attempt to equalize the 40 percent or more of the school cost burden which is carried by local districts, probably results in considerable variation in the amount of local effort required to pay for like educational programs. However, the State apportionment of \$1,400 per elementary-teacher unit appears quite munificent when compared with similar apportionments of other States. Although the Ohio plan does not provide

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The Boston English High School—oldest in America—built in 1821, is being reconstructed and provided with an addition by a Public Works Administration grant. Largest of Boston's secondary schools with 3,700 pupils, it was originally known as the English and Latin School.

Nation-Wide Trends

[Continued from page 39]

consists in legislative efforts to unify and coordinate institutions of higher learning.

The comparatively recent movement to coordinate the activities of several boards of higher institutions within a State under a single State board was greatly accelerated by the effects of the depression. Georgia and North Carolina in 1931 and Mississippi in 1932 enacted legislation to this end. Furthermore, the South Carolina Legislature of 1932 appointed a commission to consider plans looking toward the coordination of institutions of higher education in that State.

Recent legislation reveals a tendency toward the unification of higher institutions of learning with a view primarily of promoting efficiency and economy. Measures of this characteristic feature were enacted in California, Georgia, Kentucky, North Carolina, and Oklahoma in 1933 and in Louisiana and New Mexico in 1935.

Local school administration

In regard to the administration of education in local communities, it is significant that legislation over many years shows a slow but certain tendency toward placing local responsibility for school administration in larger political divisions or units. That is, legislatures have tended gradually to transfer school administrative responsibility to county or State school authorities which were formerly vested in subdivisions or districts within the county.

Students and authorities of both education and government are growing more conscious of the need for regional school planning, especially in rural areas. There is a general impression that local governments—that of counties and districts—remain the most backward of all governmental units. In recent years at least three significant forces have urged the reorganization of local school units: (1) The impact of modern science which has revolutionized earlier methods of transportation and communication and made it feasible and economical for local authorities to exercise immediate supervision of schools over larger areas or units; (2) the development and application of business technique or science in school management; and (3) the depression period. The first two of these forces have been in evidence for many years, but the depression which resulted in an unusual demand for economy and efficiency increased to a considerable degree the velocity of that movement.

While the legislation specifically affecting the reorganization of county and rural government has not been considerable in extent, it is noteworthy that recent general interest in this movement is greater than ever before. We are now having an unprecedented amount of educational, social, and political-science literature relating to consolidation and regional planning of county and rural government, including school units. The need for reform in local government is being emphasized by many State governors and other authorities.

In 1933 the Governor of West Virginia wrote to the members of the legislature then in special session, saying:

When the State assumes these (educational) services it must insist on immediate economies in organization that will husband and utilize every taxable resource. This is no time to permit select areas to set apart for preferred treatment merely because they enjoy the opportunities for self-development that the accident of wealth tends to bring * * *.

He urged the adoption of the county as the basic school unit. The legislature of West Virginia accepted the recommendations and enacted a county-unit law. All magisterial school districts and subdistricts and independent school districts (approximately 500) were by law abolished. The local control and supervision of schools of that State were vested in 55 county boards of education, each board consisting of five members elected by the voters for 4-year overlapping terms.

Now we are confronted with the question: *Will the effect of this unprecedented interest in the reorganization of rural government result in slowing down State centralization of education?* The answer to this lies in the future. However, it is commonly felt that centralization of State control has been considerably encouraged by reason of the seeming inability and inefficiency of small local school districts. If local school districts can be enlarged and made more efficient there will be perhaps less justification for centralization of control in State departments. When this is brought about State departments may limit their activities to leadership for higher and better educational standards and ideals.

Budgetary control

Economic conditions in recent years have resulted in many legislative demands for economy and business efficiency in the management of public education. As funds to meet school expenditures became more difficult to get, legislators realized the necessity of applying good business management and

thrift to the administration of education. Within the 5 years here under review increased State control over school budgets or expenditures have occurred in Alabama, Arkansas, Colorado, Florida, Idaho, Indiana, Kansas, Louisiana, New Hampshire, New Mexico, North Carolina, Ohio, North Dakota, Pennsylvania, Rhode Island, and West Virginia.

Perhaps one of the most outstanding examples of comprehensive legislation to provide State-wide business efficiency in the management of schools has been enacted in North Carolina. The legislature of that State has enumerated in detail how the State and county budgets are to be computed and itemized for each of the objects of expenditure for the school system, and has provided that State budgets as determined for each county shall constitute the cost basis for the apportionment of the 8 months, school fund and shall be considered the State standard of cost for educational facilities. All features of county budgets must be approved by the State school commission before becoming effective. The legislature also made it the duty of the county boards of education to study the school conditions in their respective counties prior to preparation of their budgets for the purpose of ascertaining what modifications may be made so as to provide for greater economy and efficiency. In the same act the legislature prohibited the operation of elementary schools with fewer than 22 in average daily attendance, or a high school with fewer than 50 in average daily attendance unless, after careful calculation, every other plan is regarded unsatisfactory. Furthermore, the legislature sought business efficiency in school administration by making it the duty of the county boards of education to examine carefully into the business qualifications and executive ability of applicants for county superintendents.

It is noteworthy that in 1932 the Virginia School Code was amended to charge school boards with the duty of securing by visits or otherwise complete information about the conduct of the schools and to exercise care that they are conducted according to law and with the "utmost efficiency."

The legislature of Alabama in special session in 1936 enacted a law designed to put school finances upon a sound basis and to prevent the incurring of further deficits by providing current income sufficient for current expenses. This law provided that where any county, city, or special district votes for a special tax for schools the board of education of such county or district, with the approval of

the State superintendent of education, may issue and sell—

- (1) Capital outlay warrants (usually referred to as bonds in other States) for the purpose of school buildings, sites, school busses, equipment.
- (2) Funding and refunding warrants for paying valid warrants heretofore or hereafter issued.

This act makes all such warrants preferred claims against the said special tax. It is noteworthy that this bill requires that before any county, city, or district board of education may issue any warrants coming within the purview of this act, the application for approval of such issue must be filed with and approved by the State superintendent of education. The said State superintendent is required to withhold approval of the issue of warrants when they would jeopardize the minimum State program of education as prescribed by law and in accordance with rules and regulations of the State board of education; and he shall not approve the issuance of funding or refunding warrants unless they will effect a substantial saving or unless the payment of indebtedness from other funds would jeopardize the minimum education program or term.

Hence, legislatures of recent years have been insisting that the school business should be run on the same basis of efficiency, economy, and good business practice as any other business. Whatever may be the objection to this legislative insistence upon good management, the time is at hand when good business management of the schools must be had if we expect to secure and maintain the confidence of the public.

If you want to subscribe for
SCHOOL LIFE,
Official organ of the Office of
Education, write the Superintendent of Documents, Government Printing Office, Washington, D. C., enclosing one dollar for one year

American Education Week

★
“SCHOOL WEEK, December 5 to 11, will be generally observed. Designation by Commissioner of Education Meets General Approval—Many Governors Will Issue Proclamations—School Officers in Sympathy With Suggestion.”

Thus did SCHOOL LIFE on November 15, 1920, report to its readers on the cordial response made to Commissioner of Education Philander P. Claxton's suggestion for a national “School Week”, first to be held in the United States.

Commissioner Claxton, sixth United States Commissioner of Education set forth as the purpose of “School Week”:

“To disseminate among the people accurate information in regard to the conditions and needs of the schools, enhance appreciation of the value of education, and create such interest as will result in better opportunities for education and larger appropriations for schools of all kinds and grades.”

The following year, just 15 years ago, the first Presidential proclamation was issued setting apart 1 week of the year for “American Education Week”, “during which citizens in every State are urged to give special and thoughtful attention to the needs and the aims of public schools.”

Two letters

An interesting letter may be found in the Office of Education files on American Education Week. It was written to President Harding 15 years ago, expressing appreciation for the initial letter from the White House to the American people, urging a Nation-wide observance of “School Week.” President Harding's Executive order was given wide publicity. The letter from which we quote, addressed to the President by United States Commissioner of Education John James Tigert, on behalf of America's school children, probably was never before published. It is as follows:

“DECEMBER 14, 1921.

“DEAR MR. PRESIDENT:

“May I take this occasion to thank you for proclaiming American Education Week and to report that the week has been widely observed. We have had education weeks before, but never with the power of a presidential proclamation

behind them. As a result, special meetings and programs have been arranged, numerous editorials have been written, and the Nation has been generally stirred in behalf of our schools.

“The schools have secured much support, financially and in other ways, which otherwise would not have been given, and, most of all, many boys and girls have been stimulated to begin school or to continue. I am sure that had only one boy or girl, who would have grown up and died in ignorance, been encouraged by your words to secure an education, you would count it worthwhile. Let me again thank you in the name of our many children who you have thus encouraged.

“Respectfully yours,

“JOHN JAMES TIGERT,
“Commissioner.

“The PRESIDENT, *White House.*”

Since 1920 when Commissioner Claxton asked governors and State school officials to set apart 1 week as “School Week”, and since 1921, when President Harding issued the first American Education Week proclamation, our country's education has moved forward. Observances of American Education Week doubtless have brought citizens closer to their schools, education's accomplishments, and needs of our institutions of learning. Last year alone, during this special week, more than 6,000,000 persons visited the schools.

This year's American Education Week will be observed from November 9 to 15, with the *National Education Association*, *American Legion*, and *the United States Office of Education* again leading the Nation's cooperative movement to show “Our American Schools at Work.”

JOHN H. LLOYD

State School Support Plans

[Concluded from page 58]

such liberal amounts of revenue for the schools from State-wide sources as does the California plan, it goes a step further toward equalizing the local school tax burden among the districts of the State. Thus the Ohio plan provides that no local school district will need to levy more than a 3-mill tax as its share of the cost, established by law, of the school program for kindergarten, elementary, and secondary grades.

Educational News



In Public Schools

A RECENT SURVEY of Spokane County, Wash., is unique in the fact that a fairly complete study was made of school conditions in the county with but little expense to the school budget. On the assumption that the information brought together by the study was chiefly to be used for the improvement of the schools and, therefore, was one in purpose with the annual county teachers' institute, the institute funds were drawn upon to supply the cash funds needed. Most of the professional services were supplied through a plan whereby Dr. C. W. Stone, professor of education of the State College of Washington, and director of the survey, farmed out the various correlated parts of the survey to educators working on graduate projects.

The survey made a careful check-up (1) of both the educational and the sanitation aspects of the school buildings and equipment of the county, (2) of the scholastic achievements, the unit costs, and the health knowledge of both the elementary and the high-school pupils of the county, (3) of the present financial ability and the per pupil costs of the several school districts, and (4) it projected a detailed plan of reorganization of present small school units to the end that the total cost of maintaining schools should be materially reduced and the educational program improved. The proposed plan greatly reduces the total number and increases the size of school units.

THE ANNUAL INSPECTION of 3,500 school busses in Pennsylvania was conducted before the opening of school through the cooperation of the department of public instruction and the State highway patrol. In that State school busses undergo a semiannual inspection. One of these inspections, it is believed by the department of public instruction and the State highway patrol, should be made before the opening of school. This practice, which has been in effect for 3 years, makes it necessary for every operator of a school bus to put his vehicle in good

condition before he transports any pupils to and from school.

THE MARCH OF EDUCATION, historical pageant of the progress of education in the elementary schools of Robinson, Ill., was presented by the eighth grade pupils of that city at their graduating exercises, this year. The pageant was written by Miss Mary Harper, a third-grade teacher.



After Ten Years!

Since fire destroyed one school building, 10 years ago, pupils at Shippensburg, Pa., have attended classes in relays, according to the Public Works Administration, through which the above new school building was erected. Regular classes can at last be resumed. It is pointed out by the P. W. A. that school improvements have been extended to 1,457 of the 3,071 counties, to 26 independent cities and to one national park in the 48 States, also to Alaska and to Hawaii. One or more P. W. A. school projects have been completed or are under way, in each.

PARENT EDUCATION has been established in many of the New York City evening elementary schools through such methods as round-table discussion under the guidance of teachers; case method through which contributions are made by members of the group; reading references given to English speaking groups, and through mimeographed notes for non-English-speaking groups of low reading ability, according to a report from Ignus O. Hornstein, assistant director of New York City evening schools.

The objectives of this work are to bring about happy and harmonious relationships of the family; to unite the home and school by better understanding; to bring about happy relationships between children and their playmates; to bring to the attention of the community the country-wide movement in parent education; and to give parents of children in the public schools a better understanding of the problems of child growth and development.

Teachers in service in the evening schools were trained under the direction of the specialist in parent education of the New York State Department of Education and classes were conducted in 13 public schools in crowded sections of New York City.

"RURAL EDUCATION IN NORTH DAKOTA" is the title of a survey of rural-school conditions in that State made under the authority of the Federal Emergency Relief Administration for North Dakota. The following appears in the summary of the report:

"It would be well for North Dakota to consider a change in the basis of school administration * * * Its use (the county unit) in North Dakota possibly or probably would achieve the following desirable ends: (1) Save \$300,000 a year for instructional purposes by the election of a single county board of education; (2) equalize the cost of education throughout each county by means of a uniform tax levy; (3) the elimination of small schools, the simplification of enrollment and attendance, and permission of the organization of transportation routes in the most practical and econom-

ical way by the abolition of district boundary lines; (4) making possible large economies in the cost of operation and maintenance; (5) freeing the county superintendent as the executive officer of the county board of education from the necessity of negotiating with scores of local boards, resulting in the economies of time, in apportionment of funds, preparation of elaborate reports, etc; (6) he would also be free to give better supervision and the status of the teachers would be greatly improved."

W. S. DEFFENBAUGH



In Colleges

THE STUDENT AID PROGRAM of the National Youth Administration, for 1936-37 has been approved and funds have been allotted for a program of part-time work for needy students between the ages of 16 and 25, in full-time attendance at schools, colleges, and universities. Allotments are made to institutions on a basis of 9 monthly payments. In order to receive this aid the college president must make out the following affidavit, endorsed by the State superintendent of education or similar official, and approved by the State Youth Director:

I, President of _____
(institution and address)

do hereby make application for an allotment of funds from the National Youth Administration for part-time student aid projects under the regulations of the National Youth Administration, and do hereby certify:

(a) That the institution is of collegiate grade, requiring high-school graduation or the equivalent for entrance; and

(b) That the institution is organized and operated on a nonprofit basis, and that its buildings and grounds are exempt from local and State property taxes; and

(c) That the normal school year of the institution runs from _____, 1936 to _____, 1937; and

(d) That the total enrollment of resident students carrying at least three-fourths of a normal program of study as of October 15, 1934, was _____ undergraduate students and _____ graduate students, or a total of _____; and

(e) That 12 percent of this total is _____; and

(f) That the 9-months allotment requested is _____ based on a monthly allotment of \$_____.

computed at the rate of \$15 per month per student of the quota to be employed; and

(g) That if granted this allotment of student part-time jobs, we will guarantee that the work upon which students will be employed will be in addition to those customarily provided by the institution out of its regular budget and will conform with the regulations outlined in the NYA Bulletin 5, section 6, dated August 1936; and

(h) That the students chosen for employment will be selected in accordance with the criteria of need, character, and ability to work, attendance status, and age, as outlined in section 4 of said bulletin; and

(i) That the administration of the program will be wholly in accord with the spirit of the regulations set forth in said bulletin.

Most of the colleges and universities are participating in this program. The selection of applicants for college-student aid remains with the college officials. Eligibility requirements for 1936-37 will not include relief status, but *need* is stressed; instructions indicate that "It must be satisfactorily determined that the student is in need of such assistance in order to enter or remain in school properly", and applicants are required to be of good character and possess such ability that they can give assurance of doing good scholastic work in their classes. Wages actually paid will average \$15 per month for undergraduate and \$25 per month for graduate students.

The 1936-37 program includes 9 months' part-time work for about 105,000 college students and 5,000 graduate students.

WHEN DARTMOUTH COLLEGE OPENED its one hundred and sixty-seventh academic year a new, extensive, and unusual college health service was inaugurated. At its own expense Dartmouth provides whatever medical or surgical attention a student may require while in college whether treatment is for a mere cold or major operation with no limit placed on amount of professional service. The Council on Student Health administers the service which includes health education and sanitary control. Supervision will be maintained over sanitary conditions of the residence and dining halls, analysis of water supply, milk supply, and swimming-pool water.

Through a survey made last year, Dartmouth found that the annual cost, per student of maintaining the health of the undergraduate body was \$25, of which the student paid about half. This year the college will provide complete medical care, and meet the entire cost,

thereby separating the service from incidental expenses. A \$300,000 drive for the expansion of the hospital is now under way. An increased tuition charge will partially cover the cost of this new service.

The medical staff includes doctors trained in the major medical and surgical specialties, a psychiatrist, and specialists in X-ray, physiotherapy, and laboratory sciences.

The new services include: Physical examinations of all entering students; special examinations for athletic eligibility; professional advice and treatment by regular out-patient service; medical care for all emergency cases; hospital service when recommended by a member of the medical staff; nursing service by graduate nurses; consultation in mental hygiene; and special services such as surgery, X-ray examinations, laboratory tests, and physiotherapy treatments when ordered. Dental work and refraction of the eyes are not included; elective operations, tests, and private nursing at regular rates are provided.

THE NEW BUILDING to house the Horace H. Rackham School of Graduate Studies at the University of Michigan will cost \$1,700,000 and is expected to be opened about the first of January. The graduate school is now endowed with \$5,800,000. The building will be equipped with an auditorium, offices, reading rooms, study halls, alcoves, conference rooms, and workrooms for individuals and is intended to centralize all of the graduate scientific and scholarly research carried on at the university.

UNIVERSITY OF WASHINGTON'S SURVEY for last year (1935-36) revealed that 73.7 percent of her students were either partially or wholly self-supporting. Of the women, 33.7 earned money to put them through school. The average age of students in years was found to be:

	Men	Women
Freshmen.....	18 $\frac{1}{2}$	17 $\frac{1}{2}$
Sophomores.....	19 $\frac{1}{2}$	18 $\frac{1}{2}$
Juniors.....	20 $\frac{1}{2}$	19 $\frac{1}{2}$
Seniors.....	21 $\frac{1}{2}$	20 $\frac{1}{2}$

A NEW GRADUATE SCHOOL OF LIBRARIANSHIP is opened at the University of Southern California. The 2-year course will lead to the degree of master of library science with a certificate being granted at the end of the first year.

PLACEMENT OF LEHIGH'S GRADUATES of last June show a marked increase over

the previous year. Of the 241 in the June graduating class—143 engineers, 51 business, and 47 arts—all but 17 of the engineers have been placed on jobs, the strongest demand being for metallurgists, industrial and mechanical engineers, and chemists, according to report. Compared with 88 percent placements for engineers, 79 percent of the business students and 64 percent of the arts men are placed. Figures show that in addition to the 1936 graduates, more than 90 percent of the 1935 graduates are also employed.

BIRMINGHAM SOUTHERN (ALABAMA) has abolished Saturday classes. On Tuesdays and Thursdays classes will run for 1½ hours instead of 1 hour as is customary. This change is felt to be beneficial particularly to students who must earn their college expenses, ministerial students, who serve in churches, and faculty members interested in research.

DREXEL INSTITUTE OF TECHNOLOGY is the new name for Drexel Institute of Art, Science, and Industry, popularly known as Drexel Institute and located in Philadelphia. By action of the court and with concurrence of the State Council on Education of Pennsylvania, the name was changed this year. It was felt the original name was no longer accurate as descriptive of the institution.

HIGHER EDUCATION AND SOCIETY is the title of a new book published by the University of Oklahoma Press, Norman, Okla., 1936, a symposium with articles by leading educators. The seven sections of the book concern: (1) Relation of higher education to society; (2) its provinces and organization; (3) its effect on control of physical environment; (4) social environment; (5) training of the social technician; (6) creative arts; and (7) the society of tomorrow. The book commemorates the 10 years of progress of the University of Oklahoma under the administration of President Bizzel, and consists of addresses delivered at the southwestern conference on higher education held at the university in November 1935.

UNIVERSITY OF IOWA'S libraries now number nearly half-a-million books, an increase of over 22,000 since last year, including 4,000 new books for the education-philosophy-psychology library, 2,300 for the law library, and 1,400 for the medical unit.

WALTER J. GREENLEAF



In Educational Research

A NEW WORD LIST developed by Buckingham and Doleh has been published by Ginn & Co.

It is developed in part from the results of a free association test. This is a different method from that used in other word counts, consisting in asking pupils to write all the different words they could think of in a certain period of time. By this method the repetition of words by each writer is almost eliminated. Each word reported is therefore of significance. Another feature of the list is that the results of 10 other investigations are also assembled, so that the resulting word list contains information regarding the placement of each word from several different sources.

TRENDS IN THE DEVELOPMENT of farm schools for dependent and delinquent children have been carefully analyzed by Gerald G. Pugh and reported in a bulletin published by him. For dependent children there is the question of residence schools versus the placing of such children in homes willing to give them board and room as pay. For delinquent children there is still a question of the type of schooling which will restore to them reactions normal to most children. This analysis of the types of control and the educational environment gives a good background to a study of these issues.

EXTENSIVE READING as a method of acquiring a knowledge of facts in science was found to be more efficient than an intensive study of one textbook in an experiment carried on by Dr. Rice under the direction of Dr. C. C. Peters at Pennsylvania State College. Students also appear to like the extensive method of reading better. These conclusions are in agreement with certain previous studies, particularly those by Curtis in general science and Crawford in history. In experiments in literature the results have been more inconclusive.

THE SOPHOMORE TESTING PROGRAM in the accredited high schools of Michigan for 1936 has been reported upon by Clifford Woody, in Bulletin No. 148 (Apr. 20, 1936) of the bureau of educational reference and research of the University of Michigan. This report gives the relation of the scores made on the American Council Psychological

Examination (for high-school students) to size of school, age of pupils, course elected in high school, types of club activities participated in, type of non-school extracurricular activities liked best, future college intentions, occupations of parents, occupations pupils intend to enter, etc. The report suggests further studies which principals of individual high schools can make.

A **CHALLENGING STUDY** of the value of special classes for the subnormal has been made by C. Frederick Pertsch. Through a carefully controlled experiment, subnormals in special classes and in regular unsegregated classes were compared in regard to growth in reading, arithmetic, social attitudes, and other traits. The study is restricted to New York City. This might limit the implications somewhat since their system of special education may be different from that in other cities. The implications are rather unusual and are quite a challenge to those experimenting in this field.

AN **OUTSTANDING STUDY** of the growth of infants from birth to 2 years is reported in three volumes called the First Two Years. Twenty-five infants were examined weekly by a physician, Dr. Edith Boyd, and a psychologist, Dr. Mary M. Shirley, for their physical, motor, intellectual, and personality status. The mothers of the infants also cooperated by keeping a continuous diary of the growth of the infants. The First Two Years is the report by Dr. Shirley on the postural and locomotor development (vol. I), the intellectual development (vol. II), and the personality development (vol. III). It is interesting to discover that human beings from the beginning exhibit distinctly individual personality manifestations observable not only by fond parents but by neutral observers. The persistence of the individual patterns of personality traits over a period of months seems to indicate that such traits may be rooted in heredity. The volumes are published by the University of Minnesota Press.

THE UNIVERSITY OF CHICAGO LIBRARY has published a "Study of the Success and Failure of One Thousand Delinquents Committed to a Boys' Republic," by C. C. Van Vechten, Jr. This study attempts to discover the predictive factors for successful paroles. For example, the age of arrival at the institution was found to be definitely related to successful parole—boys entering at ages 15, 16,

and 17 having about 50 percent more successful parole careers than those boys who entered at ages 9, 10, 11, and 12. Other factors investigated were intelligence quotient, psychiatric classification, physical defects, family coherence, number of brothers and sisters, types of persons outside the family living with the family, length of time parents have been in the United States, economic status of the family, mode of home tenancy, frequency of delinquency, character of neighborhood, and many others.

DAVID SEGEL



In Other Government Agencies

National Youth Administration

THIS AGENCY plans to expand its activities in the fiscal year 1937 with larger funds—\$71,250,000 being allotted out of the \$1,425,000,000 deficiency bill, according to Aubrey W. Williams, its executive director.

Student aid, part-time project employment, and the vocational guidance and placement service for needy young people between 16 and 25 years of age will be enlarged. No increase in the year-round average of 500,000 persons aided is contemplated, however, the chief expansion being in the vocational guidance and placement service.

Eighteen will be the minimum age for those on NYA projects, exclusive of those operated under the student-aid program. The variety of projects eligible for approval will remain the same. Fifty educational camps for unemployed girls and women are to be established.

Applications for any type of useful and socially desirable project for which there is sufficient demand will be considered, the restriction which has limited NYA work projects to community development and recreational leadership, rural youth development, public service, and research, having been abandoned, according to announcement from NYA headquarters.

Indian Service

ON THE SIOUX RESERVATIONS there are 32 one-teacher schools, 4 two-teacher schools, 1 three-teacher school, and 4 four or more teacher schools. At each of these schools 5 to 80 acres of land are available for agricultural and other purposes. For many years past these day schools have been the center of most of the community activities.



WORKING IN CO-OPERATION with Alaskan Territorial school and health officials and with Claude M. Hirst, Director of Education for the Natives of Alaska, David Thomas, Chief, Alaskan Section, Bureau of Indian Affairs, and Dr. James F. Townsend, Director of Health, traveling more than 5,000 miles by airplane, visited the various medical and educational activities of the Bureau of Indian Affairs in Alaska, with the exception of those located in the Aleutian Islands.

In addition to 7 hospitals, the Bureau of Indian Affairs maintains 96 schools where 4,300 Eskimo children are educated annually.

MORE THAN 100 ADULTS responded to the invitation of Principal Buckisch, of the new Salt River Day School, Arizona, to attend the first regular community meeting held under the auspices of the school authorities for the purpose of affording the doctor an opportunity to explain, with the aid of X-ray pictures and microscopic slides, what steps are being taken by the Indian Service to cure and prevent tuberculosis.

MARGARET F. RYAN



In Other Countries

THE UNIVERSITY OF LONDON celebrated its centenary this year, during the week of June 29 to July 3. The granting of its first charter in 1836 by His Majesty William IV was an important landmark not only in the history of education, but in the history of science itself. In the early nineteenth century, England had on the two Universities of Oxford and Cambridge, and these "kept the noiseless tenor of their way", steeped in the traditional policy of medieval times and paying little attention to the new sciences which were then arousing interest and enthusiasm of many men whose names were destined to be world famous. The new university was then constituted solely as an examining and degree-giving body, and the teaching was entrusted to the two colleges, University and King's, which were already in existence. The University of London was the first of the universities of Great Britain which adopted the policy of granting its degree to women. This was in 1878. In 1900 the university was reconstructed and took

on all the functions of a teaching body. The existing institutions of university rank within a radius of 30 miles became *Schools of the University* and then began the process of coordinating and unifying their vast resources. The last 30 years have seen an unprecedented advance in scientific knowledge and its practical application, and the university has had to adjust itself constantly to meet the growing demands upon it. New degrees and diplomas have been instituted, new subjects have been included in the curriculum, spacious and well-equipped laboratories have been established. By the development of such specialized institutions as the London School of Hygiene and Tropical Medicine, and the British Postgraduate Medical School, the University of London is rapidly becoming a center for advanced teaching and research for Europe and the Empire.

SEVERIN K. TUROSIENSKI

Radio Programs

Office of Education

Safety Musketeers

Mondays—CBS

4:00 p. m. (E. S. T.)
3:00 p. m. (C. S. T.)
2:00 p. m. (M. S. T.)
1:00 p. m. (P. S. T.)

Education in the News

Mondays—NBC (Red network)

6:00 p. m. (E. S. T.)
5:00 p. m. (C. S. T.)
4:00 p. m. (M. S. T.)
3:00 p. m. (P. S. T.)

Have You Heard?

Tuesdays—NBC (Blue network)

3:45 p. m. (E. S. T.)
2:45 p. m. (C. S. T.)
1:45 p. m. (M. S. T.)
12:45 p. m. (P. S. T.)

Answer Me This

Thursdays—NBC (Red network)

4:45 p. m. (E. S. T.)
3:45 p. m. (C. S. T.)
2:45 p. m. (M. S. T.)
1:45 p. m. (P. S. T.)

The World Is Yours

The Smithsonian Program

Sundays—NBC (Blue network)

11:30 a. m. (E. S. T.)
10:30 a. m. (C. S. T.)
9:30 a. m. (M. S. T.)
8:30 a. m. (P. S. T.)

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OF HER PUPILS
5 cents

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JUNIOR COLLEGES
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VOCATIONAL EDUCATION

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V. E. Bulletin 181 . 40 cents

PROCEDURE FOR SURVEY OF A STATE PROGRAM OF VOCATIONAL REHABILITA-
TION
V. E. Bulletin No. 184 . 10 cents

STONESETTING
V. E. Bulletin No. 106 (Revised) . 20 cents

EDUCATION OF OTHER PEOPLES

EDUCATION IN CZECHOSLOVAKIA
Bulletin, 1935, No. 11 . 25 cents

PUBLIC EDUCATION IN THE PHILIPPINE ISLANDS
Bulletin, 1935, No. 9 . 10 cents

PUBLIC EDUCATION IN HAWAII
Bulletin, 1935, No. 10 . 10 cents

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Washington, D. C.

SCHOOL LIFE



November
1936

Vol. 22 • No. 3



IN THIS ISSUE



Thanksgiving Thankfulness • Modernizing a Small High School • Library's Foreign Education Collection • A Century of the Kindergarten • Service for the Blind • High-School and College Graduates • Programs for Leadership Training

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

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Group Education
- Vocational Education
- Parent Education
- Physical Education
- Rehabilitation
- Teacher Education
- Health Education
- Industrial Education
- Educational Tests and
Measurements
- Comparative Education
- Adult Education

SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.



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was drawn by Clayton B. Smith, Drawing Department,
Central High School, Providence, R. I.

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Thanksgiving Thankfulness



MANY educators who one day taught reading from the old McGuffey Readers may recall the story of "Harry's Riches." Although not particularly "timed" in the book to be studied at Thanksgiving, it is nevertheless a good Thanksgiving thought.

The young American had been playing with another youth "who lived in a fine house, and on Sundays rode to church in the grandest carriage to be seen in all the country round." Harry was downcast, so the story goes, because Johnny had "money in both pockets and could get ever so much more if he wanted it."

A wise old uncle used some effective pedagogy. He diverted the lad's depression by offering him huge sums of money for his eyes, for his hearing, for a right arm, for a left, for his hands, for his feet, for his nose, and finally further astonished the "poor little boy" by an offer of \$10,000 cash for the boy's mother and \$5,000 for the baby!

The young American learned in this lesson that he possessed treasures which "money in both pockets" can never buy. His final words in the story are, "Isn't God good to make everybody so rich?"

When we ask ourselves what we would take, in mere money, for our *treasures* comparable to those of the boy in the story, our spirit of Thanksgiving becomes more real.

Our American schools are recovering their ground lost during the years of world depression. For that we can be deeply appreciative as a Nation. Today approximately 33,000,000 boys, girls, and adults are seeking education in schools and training classes.

More than 6,000,000 youths are enrolled in America's high schools and 1,000,000 young men and women are pursuing higher learning in our colleges and universities—the highest numbers for any year in the history of our country. Other educational trends in America today show:

A tremendous increase in civic education through an aroused interest in public forums and discussion groups under both public and private auspices. There are additional opportunities in vocational education for training of skilled workers to meet the needs of changes in industry; better training and extended placement for the physically handicapped and disabled. We have better school buildings and facilities and further consolidation of small rural schools in the interest of economy and better educational opportunity. And today there is a smaller proportion of illiterates in our Nation than ever before in its history.

These are but a few of the many educational "treasures" for which we, as American educators, as American citizens, have genuine appreciation. In the words of the little boy in the old McGuffey Reader, "Isn't God good to make everybody so rich?"

I wish you all a cheerful Thanksgiving Day.

J. H. Sturdivant

Commissioner of Education.



Early Greek Plays

IN THESE days of modern theory and practice, it is sometimes profitable to enlarge one's perspective by the examination of some of the beginnings of ideas or institutions that long have been accepted by civilized peoples. Just as we look back with pride over three centuries to the founding of Harvard College and see its influence in the extraordinary growth of higher education in this country, we may go back much farther for important sources of educational subject matter and inspiration of different kinds now in use by our universities and colleges.

In original Greek

Greek language and literature for centuries held a high place of honor as educational mediums in colleges of arts and sciences. But other subjects have been substituted for them in most colleges today. In spite of this there are still a number of institutions that keep alive the ancient fires, and in a few colleges the fires have been burning brightly. Among these we call attention to Randolph-Macon Women's College, Lynchburg, Va. For nearly 30 years under the leadership of Prof. Mabel K. Whiteside, head of the Greek department, with the aid of the departments of art, music and physical education, the Greek department has presented the leading dramas of Aeschylus, Sophocles, Euripides and other ancient Greek dramatists. Year after year the large class of Greek students all young women, has in addition to its regular class work, presented a drama in the original Greek with such accuracy as to diction, costuming and acting that the presentations almost perfectly recreate the dramatic scenes of centuries past.

Walton C. John, Senior Specialist in Higher Education, Office of Education, Describes Presentation of Early Greek Plays at Women's College

The play given this year was the *Suppliant Women* of Aeschylus who was one of the oldest and most significant of Greek dramatists. He lived between 525 and 456 B. C. The play was composed between 499 and 472 B. C. and it is the oldest European play extant.

Ideal stage

The natural theater lying between hills on the campus is an ideal stage for the presentation of such plays.

The *Suppliants* deals with the flight from Egypt of the 50 daughters of Danaüs of Greek descent to Argos, Greece, where they seek asylum before the altars in the sacred place just outside the city. They have come to escape forced wedlock with the 50 sons of Aegyptus. The King of Argos hears their story which proves their ancestry but hesitates for some time as to whether he should defend them from their pursuers, because he dreads war with the Egyptians. The suppliant maidens with the wool-wreathed suppliant boughs make their supplications with increasing intensity and are driven up higher on the altars in fear of the Egyptian herald who is attempting to intimidate and seize them before the close-following Egyptians arrive.

Finally, King Pelasgus decides in favor of the Danaids and frustrates the plans of the Egyptians. The drama closes with a chant of joy because justice has prevailed.

Centuries old

Sitting on the grassy slopes of the natural theater surrounded by hundreds of visitors from all over the country it seemed almost a dream to witness the expressive chanting, the beautiful dance movements, and above all the richness of the Greek language which expresses so perfectly those deep emotions which were given dramatic expression in this play over 2,400 years ago.

Experiences of this kind help to give students as well as other observers a more adequate meaning of the power of the great classics and show clearly why this literature 25 centuries old still lives to inspire and influence our lives.

Their Inspiration Lives On

"Wise to resolve, and patient to perform."—*Homer*.

"Suffering brings experience."—*Aeschylus*.

"He hears but half who hears one party only."—*Aeschylus*.

"Report uttered by the people is everywhere of great power."—*Aeschylus*.

"Thy wish was father to that thought."—*Aeschylus*.

"Light sorrows speak, but deeper ones are dumb."—*Aeschylus*.

"He is not a lover who does not love forever."—*Euripides*.

A Century of the Kindergarten

THE kindergarten celebrates its centennial—next year marks its one-hundredth birthday. It was in 1837 that Friederich Froebel conceived of his work for the nurture and healthy development of young children as an educational institution and gave it the name *kindergarten*.

Having had a lonesome and somewhat neglected childhood, Froebel founded his kindergarten on a philosophy that each individual has inherent ability to grow and develop, and rightfully should have opportunity and guidance for a happy childhood and normal development. Before centering his attention on the education of young children, Froebel had varied experiences which increased his belief in the need for developing what today might be called *creative individuality* and *self-government*. He was a natural scientist, curator of a geological museum, an architect, a soldier, which was distasteful to him, and a tutor of older boys and girls.

A breadth of interest in science, philosophy and social welfare has also characterized many of his students who regarded the kindergarten as a means of improving the race. In Germany his philosophy of education appealed not only to a group of progressive teachers but to other people of culture and broad social outlook. To these groups America owes its introduction to the kindergarten.

First in this country

Among the refugees to the United States following the German Revolution of 1848, were Mr. and Mrs. Carl Schurz, a future general in our Civil War and United States Minister to Spain, and his wife who established the first kindergarten in the United States. Emigrating to Watertown, Wis., Mrs. Schurz opened a kindergarten in 1856 to benefit her 3-year-old daughter. Two years later a teacher from Germany, Caroline Frankenberg, returned to Columbus, Ohio, after studying with Froebel and in 1858 established a kindergarten.

In 1860, Miss Elizabeth Peabody of Boston, an active member of the Concord School of Philosophy, became interested in the philosophy of the kindergarten

Mary Dabney Davis, Nursery-Kindergarten-Primary Education Specialist, Office of Education, Reviews Kindergarten's 100-Year Span of Development



Individual choice of activities is characteristic of the modern kindergarten.

through Mrs. Schurz and opened a school for the benefit of poor children. Dissatisfied with the way her school was organized, she went to Germany to study Froebel's educational methods. While there she met Miss Emma Marwedel, an outstanding educator with a keen interest in the problems of working women. Following Miss Peabody's urgent invitation Miss Marwedel came to America in 1870, established a kindergarten training school for teachers in Washington that enjoyed the patronage of such distinguished citizens as James G. Blaine and James A. Garfield. Six

years later, at the request of Mrs. Caroline B. Severence, known as the "mother of women's clubs in America", Miss Marwedel went to Los Angeles and opened a kindergarten and a teacher-training institution. Her first student was Kate Douglas Wiggin, whose "Story of Patsy" probably did more than any other book to popularize the kindergarten. From these geographical points, the East, Middle West, and the far West, came the introduction of the kindergarten in America. Each pioneer gave her characteristic slant to the teaching methods and all of them attracted



Problems of the primary school are but a step ahead of the kindergarten in difficulty.

the attention of leaders in social and family welfare.

Public-school kindergartens

Supported by philanthropists or by tuitions the kindergarten continued for 15 years to serve the two ends of the economic scale—the children of the well-to-do and the children of the poor. The care of the young children of the rapidly increasing foreign population was made a spear head in the Americanization work with the group of foreign-born citizens. The teacher's morning was spent with the children and the afternoon in visiting the families, teaching parents the rudiments of child hygiene, and helping them solve their family problems. This work with parents was the beginning of what is now known as parent education. In fact the original organization of the National Congress of Parents and Teachers was initiated by two women actively interested in kindergarten work and one of the organization's original objectives was to promote the kindergarten.

The first public-school program to make the kindergarten available for all children was organized in St. Louis in 1873 under the superintendency of William T. Harris. A kindergarten demonstration at the centennial exposition in 1876 caused a rapid increase in the number of public-school systems accepting the kindergarten. The record of enrollments reported to the Federal Office of Education from public and private kindergartens shows 1,252 in the

year 1873; approximately 17,000 ten years later; 225,000 in the year 1900 and 600,000 in 1924. But even the peak enrollment of 750,000 in 1930 cared for only 30 percent of the 5-year-old children in the country. Though replacements of kindergartens following the curtailments of depression years are being reported and though there has been a Nation-wide development of nursery schools through the Federal emergency relief project, the educational facilities for the 9 million children between the ages of 2 and 6 are still far from adequate.

Problems much the same

Biennial reports of the United States Commissioners of Education from the year 1870 intrigue one's interest in the story of the kindergarten. Oddly, perhaps naturally, types of problems similar to those that confront us today were faced by the sponsors 50 and 60 years ago. Among those problems reported in the years 1870 to 1879 were the adequate preparation of teachers—"the primary department of education is at once the most important and difficult and requires in its teachers, first, the highest order of mind, secondly, the most general cultivation, and, thirdly, the most careful cherishing, greatest honor and the best pay, for it has the charge of children at the season of life when they are most entirely at the mercy of their educators" (1870); the setting of standards—"to protect from false imitations"; evaluating teaching methods; coordinating the kinder-

garten and primary-grade program—"some of the good results associated with kindergarten institutions are already naturalized in our primary schools" (1870); size of class—"6 to 12 children" (1871); tests of the value of kindergarten experience with reference to later school efficiency—"the primary teachers find kindergarten children are more intelligent, capable, and well-behaved than the ordinary run" (1873); supervision of instruction; legislative limitations upon the organization of kindergartens—"The effort to introduce kindergartens in public education is attended with embarrassment. In proposing to accept children at the age of 2½ and 3 years the kindergarten anticipates the legal school age in different States by 2 and 3 years" (1879); the application of kindergarten methods to the blind, feeble-minded, and orphaned child in institutions, to Sunday school work and to the training of colored nurses following the Civil War.

Reports of problems increased when changes developed in basic principles of teaching methods, curriculum, and organization following the advent of child psychology and research in child development initiated by G. Stanley Hall and John Dewey. Progress in the solution of these problems is also reported with due recognition of the support given by national professional organizations and with accounts of the addition of kindergarten and primary services through the Government office.

During the past few years there has been discussion of Nation-wide and State-wide planning for the education of children below the age of 6. These reports of the kindergarten in American education coupled with current suggestions to make the kindergarten the first elementary grade and to incorporate some of the emergency nursery schools in the school program, suggest Nation-wide and State-wide planning as an appropriate way to celebrate this centennial of the kindergarten. Whatever planning may be done, it is interesting to revert again to the 1870 report and note the confidence felt in American hospitality to an educational program for young children.

"But to no country is it (the kindergarten) adapted so entirely as to America, where there is no hindrance of aristocratic institution, nor mountain of ancient custom, to interfere with a method which regards every human being as a subject of education, intellectual and moral as well as physical from the moment of birth, and as heir of universal nature in co-sovereignty with all other men, endowed by their Creator with equal rights to life, liberty, and the pursuit of happiness."

High-School and College Graduates

THE INCREASE in the educational level of the people of the United States is well illustrated by the increasing number of college baccalaureate degrees and the number of secondary school graduates each succeeding year.

Beginning with 1870 and ending with 1936 there were 1,840,937 men and 1,035,527 women or a total of 2,876,464 first-degree graduates of colleges and universities. During the same period 6,746,406 boys and 8,653,991 girls or a total of 15,400,397 graduated from the commonly accepted courses in public and private secondary schools. Due to the recentness of the majority of these graduations 87.4 of the college graduates and 93.4 of high-school graduates are still living in 1936.

Census life tables

Assuming that college and high-school graduates live as long as the general average of the entire population, the number of those still living is calculated by using the life tables of the United States Bureau of the Census. These life tables give the number of persons dying at each year of age. The question may arise as to whether or not individuals with more educational training may not live longer, but this problem has not been taken into consideration in this article. Life tables for white men and women have been used throughout, as only a relatively small number of Negroes has been reported and in most instances they have not been segregated in the statistics. The average age at which high-school pupils graduated has been assumed to be 18 years and the average age of college graduates is taken as 22 years of age at their last birthday. Any older graduates would be compensated by graduates in schools where the elementary and secondary are 11 years.

In 1870, 7,591 men and 1,780 women or a total of 9,371 college graduates were reported to the Office of Education. Using the Bureau of the Census life tables it is calculated that 338 men and 118 women or a total of 456 of these were still living in 1936. The greatest number of college graduates reported in any one year was in

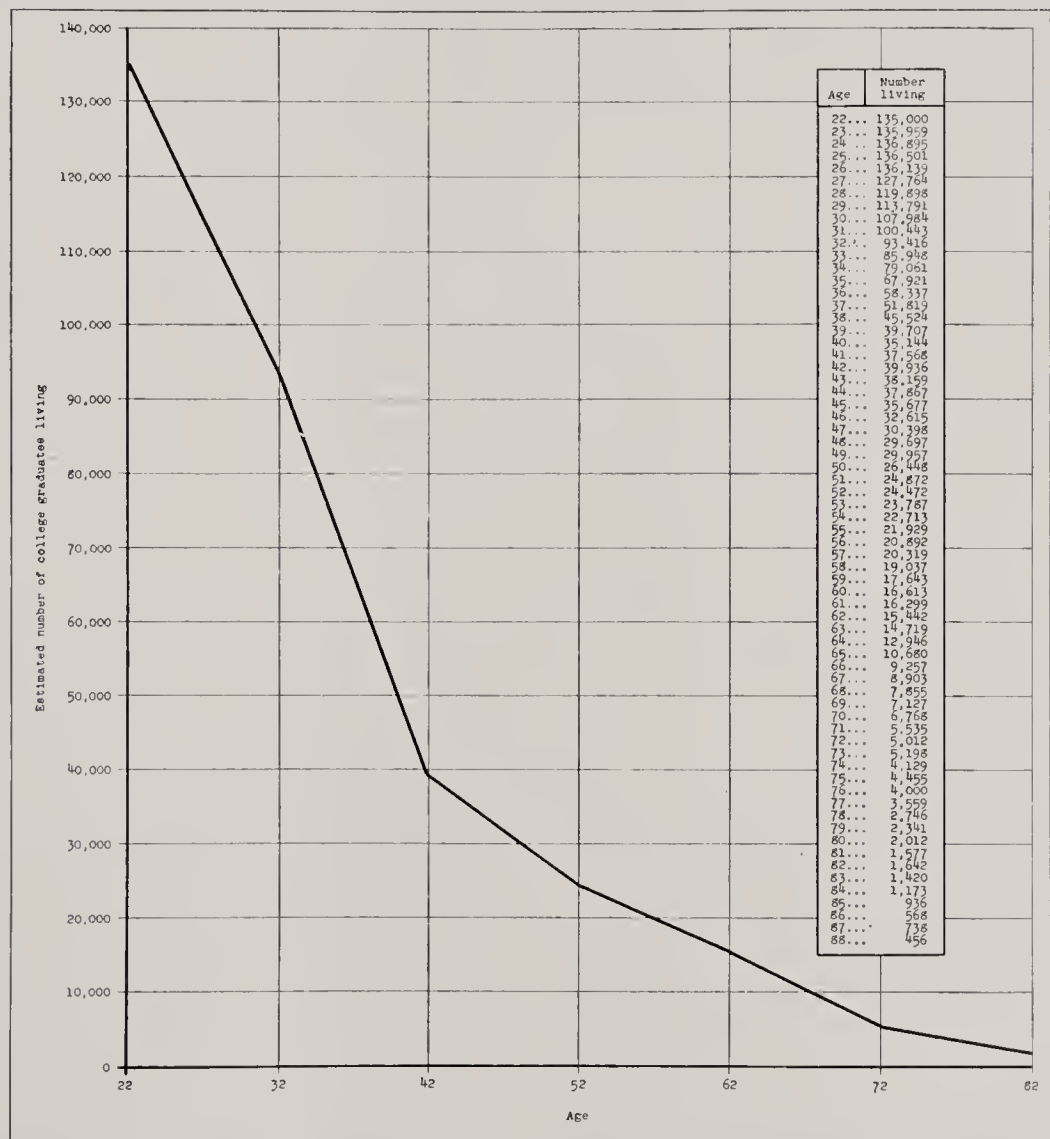
David T. Blose, Statistician, Office of Education, Tells an Interesting Story With Figures Beginning With 1870 on Down to 1936

1932 when 83,271 men and 54,792 women received their first degrees. It is estimated that 82,069 men and 54,070 women or 136,139 of these are still living in 1936. Forty percent of the 2,515,343 living graduates in 1936 are below 30 years of age, 70 percent are below 40, and only 16 percent are 50 years of age or over. Only 2 graduates of each 100 reported have reached their allotted three score and ten.

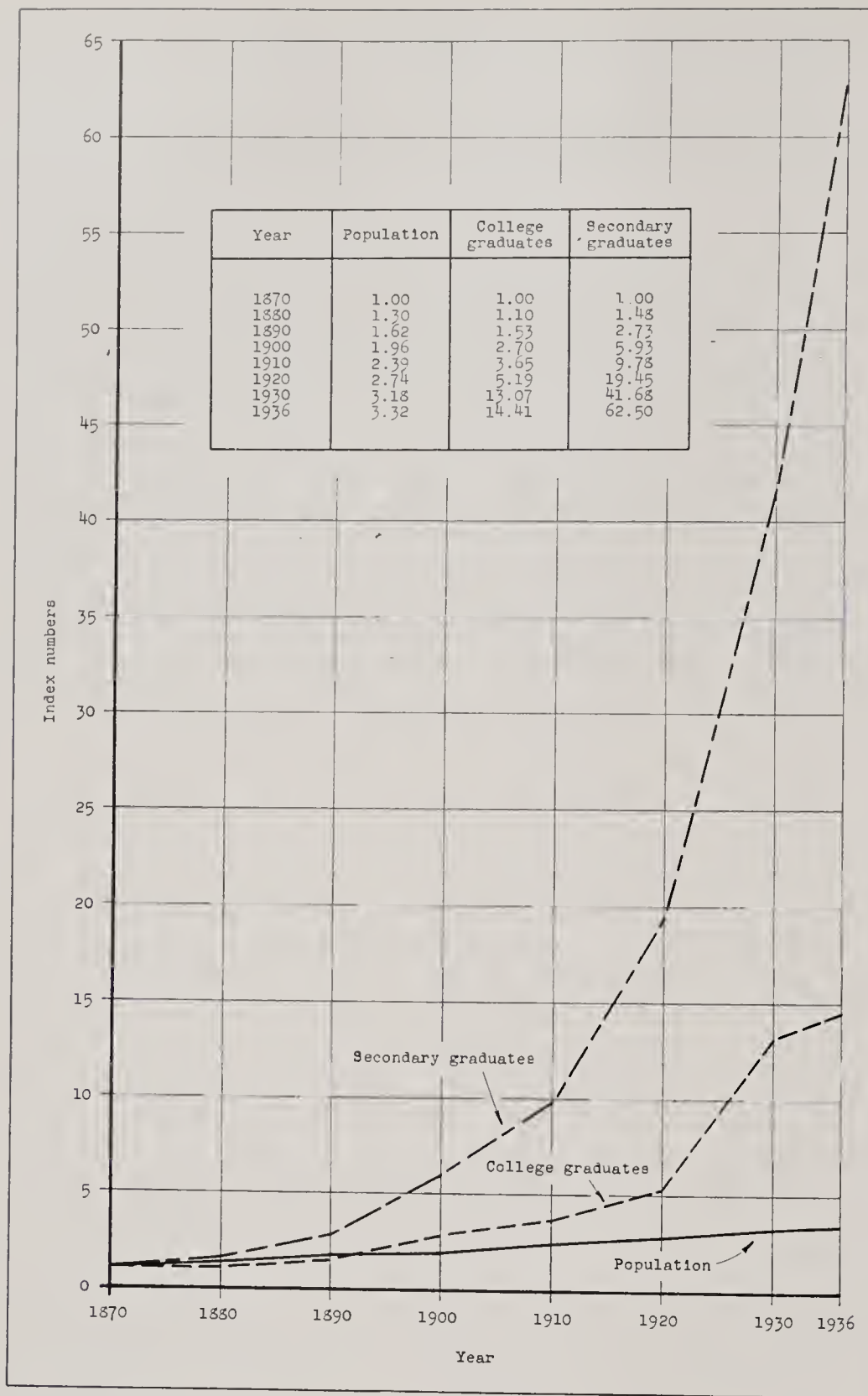
The greatest rate of increase of graduates per unit of population seems to be over, and in future years we may expect a greater percentage of older living graduates.

Secondary rate greater

The number of secondary school graduates has shown a much greater rate of increase than college graduates. In 1936,



Graph A.—Estimated number of college graduates living (1936) at each age from 22 to 88 years of age.



Graph B.—Index of increase of population, college, and secondary graduates using the population, college, and secondary graduates of 1870 as 1.00.

1 of every 128 persons in our entire population graduated from secondary school, but in 1870 only 1 of every 2,410 graduated. This would indicate that the number of secondary school graduates per unit of population has increased 19 times in 66 years. College graduates have increased five times per unit of population in the same period.

In 1870 there were 16,000 secondary graduates reported to the Office of Educa-

tion. In 1936 it is estimated that there are 1,000,000 secondary school graduates. Using the total number of 18-year old persons of the population in 1936 as a basis, 43.5 percent were graduated from high school in that year. Recent statistics indicate that about one-third of the young people of high-school age (14 to 17, inclusive), are not in full-time day schools. Although some of these may have already graduated, it still indicates

that much more provision should be made for young people of high-school age even though the United States has probably more secondary pupils than all the rest of the world combined.

It is estimated that of the 6,746,406 boys and 8,653,991 girls or a total of 15,400,397 pupils were graduated from high school since and including 1870. Of these 6,277,791 men and 8,098,991 women or a total of 14,376,782 are still living in 1936 including the 2,515,343 who have continued their education through college graduation. Sixty percent of the total number of living high-school graduates are in the 30 percent of the population 18 years of age and over who are less than 30 years of age. The population 30 years of age and over, which is 70 percent of the total population of graduating age and over has only 40 percent of the living high-school graduates. Subtracting the high-school graduates who also graduated from college there would remain 11,861,439 living high-school graduates who either did not go to college or did not stay long enough to graduate.

The graphs

The accompanying graph A shows the youthfulness of living college graduates. Graph B beginning with the year 1870 shows the rapid increase in the number of college graduates and the more rapid increase of secondary graduates as compared with the population increase since 1870.

The general showing of these statistics indicates in no unmistakable way that the Nation is becoming better educated each succeeding year, but even then only 17.3 percent of the population 19 years of age and over has completed the secondary school, and only 3.5 percent of the population 23 years of age and over has completed a college education. In 1936, 43.5 percent of the population of high-school graduating age and 6 percent of college graduating age are being graduated from their respective institutions.

Decade	Percent of increase in—		
	Population	College graduates	High-school graduates
1870-80.....	30.1	10.4	47.7
1880-90.....	24.9	38.2	85.0
1890-1900.....	20.7	77.0	117.0
1900-10.....	21.7	35.0	64.9
1910-20.....	14.9	42.3	99.0
1920-30.....	16.1	151.9	114.3
1930-40.....	7.1	17.0	83.2

(Concluded on page 81)

Modernizing a Small High School

CAROL WOOSTER¹ had recently been elected to the principalship of Culmas County High School. He entered upon that office the middle of July with the admonition of his board ringing in his ears, "Give us a modern, progressive high school." As he began to take stock of the situation he found that his total staff consisted of himself and three teachers. Two of the teachers had been employed during the previous year and the third, who 4 years ago had been graduated from Culmas High had received his appointment only yesterday. Mr. Wooster found that last year the enrollment during the midwinter months had totaled 106. Forty-three had been freshmen, 32 had been sophomores, 19 had been juniors, and 12 had been seniors. Ten of the seniors had graduated but last June.

The courses offered had consisted of those usually offered in small accredited high schools—4 years' work in English, 3 in the social sciences, 2 in mathematics, and 1 in science. The six remaining credits needed for graduation were elective but the only choice had been 2 years of work in Latin, 2 years in French, and additional courses in mathematics and the social sciences. Electives in these fields had been found most useful by those who had gone from Culmas High School to college. Desultory efforts had in the past been made to give instruction in typing, manual training, mechanical drawing, and cooking. But none of the teaching staff had specialized in these fields and the equipment available for teaching these subjects was as inadequate as the space in which the instruction was given. There had never been any instruction in the fine arts. But little constructive work had ever been done in the important fields of health, safety, or practical science. The practical arts—agriculture, homemaking, industrial arts, commerce—Culmas High School claimed to offer electives in these fields but the work done, so far as Principal Wooster was able to determine, had not been very practical, neither had the products been artistic.

¹ Any names of persons or places used in this article are fictitious and are used by the author only for purpose of illustration.

W. H. Gaumnitz, Specialist in Rural Education Problems, Gives Composite Picture of Conditions in the Small High School and Its Efforts to Modernize

The challenge

"Give us a modern, progressive high school" was the challenge. Study of this problem revealed that fully 90 percent of the offerings of Culmas High School had been intended to prepare for college; a survey of the records showed that only about 1 percent of the graduates had gone to college. Moreover, it was found that in recent years more and more pupils entering high school were making poor grades. Apparently the recent growth in enrollment was reaching farther down in the ability levels. Nearly everybody, it seemed, was now making at least a start at attending high school. Instead of attracting only the children from the so-called best families, the school was now drawing most of its pupils from the farms and from the homes of the laboring people. Even more disturbing was it to discover that last year many of those passed into the high school from the grades had been poorly grounded in the fundamentals. Notations on report cards indicated that they read poorly; their English and spelling were "atrocious."

Parents complained

A visit to all of the homes in the district showed that the parents were not enthusiastic over the high school. They felt that it was costing a good deal, that too many children were failing, that most of the pupils were taking very little interest in the school, and that the instruction received was considered to be of little benefit to everyday life. Most of the parents had no hope that their children would attend college. They complained that the graduates could not speak the languages taught them; training in algebra and geometry had not helped those taking these courses in computing even the simplest mathematical problems; they knew nothing about keeping accounts nor had they learned

anything which would help them in getting a job.

The problem was most complex. New and more practical courses could not be added because many of the classes had already been small. The traditional courses could not be thrown over. It would be a tragedy if some bright student, wishing to go to college upon graduation, were unable to qualify. The teachers had for the most part carried excessive loads; a number of subjects had been taught in fields in which they had had little preparation in college.

The plan

"A modern progressive high school", that is just what the new principal had hoped to have, but how was it to be done? After much careful thinking, several faculty meetings, a session or two with the board, and a fairly "hot" discussion of the situation and the proposed solution before a conference of teachers and parents, the following changes, to be worked out gradually, were decided upon:

1. The school was to be divided into a lower division consisting of the ninth and tenth grades and an upper division consisting of the eleventh and twelfth grades.

2. So far as possible the traditional classes and the study hall were to be abolished. In the fundamental fields 90-minute work periods were to be substituted. Each classroom was to become a work shop. Instead of a general study hall, each work room was to build up library and other materials essential to study and experimentation, to the development of projects, to the preparation of papers and reports, and to any other activities peculiar to a given field. One special room was to be fitted up for study through correspondence lessons, individual lesson contracts, and various other means whereby individuals or small groups might receive instruction in college preparatory and other courses not

to be offered regularly in the future. The school library, the available shop apparatus, the community's industries, and even the pupils' homes were to be drawn upon for experimentation and practical experience.

3. The basic curriculum was to be composed of the following major divisions:

- a. A *Division of Fundamental Essentials* was to include English, social science, arithmetic, business training, etc.
- b. A *Division of Practical Arts* was to include homemaking, industrial arts, commercial training, agriculture, etc.
- c. A *Division of the Fine Arts* was to include instrumental music, voice, art, crafts, designing, metal work, etc.
- d. A *Division of Science and Health* was to include biology, physiology, general science, health training, etc.

4. The work of the first 2 years was to emphasize, first of all, remedial work and growth in how and what to read, in practical writing and expression, in practical arithmetic; and next, it was to provide training in social living, in the fine arts, and in the practical arts.

The plan was designed to give every student by the end of the second year a fundamental course in social living so that if he should leave school at that time he would have the background for a richer and better life and for further growth outside of the school.

5. The work of the last 2 years was to carry on the same lines of instruction but opportunity was to be provided for electives in the college preparatory subjects, in vocational courses, and in other special lines of interest.

Broadening teachers' interests

In addition to continued growth in two major fields which the teachers had been employed to teach, every effort was to be made to get them to broaden their interest in practical affairs, and especially in the life of the community. Instruction in specialized fields, which should demand training beyond the ability of the teacher to work out cooperatively with the pupils, and the aid of available library materials was to be supplied through the purchase by the board of special courses available from correspondence centers, self-instructive work books, and the like. This type of instruction was also to be used as a means of providing instruction in fields in which electives were too few to make group instruction economically feasible. It was decided that for the present, at least, most of the college preparatory courses, special interest courses, and individual

electives needed for training in the practical and fine arts would have to be taught through these individual instruction procedures.

Special teachers

Courses in which enrollments were small but which seemed to demand regular class work were not only to be largely restricted to the junior and senior years, but instruction in them offered only in alternate years. Another experiment decided upon in an effort to provide training in fields which were not well adapted to supervised correspondence study and self-instruction was the employment of special teachers jointly with neighboring high schools. Thus it was hoped to secure well-trained teachers of music, of the crafts, or of vocational subjects at a third or a fourth of the cost of full-time teachers.

Various clubs, a school paper, a self-government association, a program of sports, and numerous games and parties were to be organized and fostered. These activities were to correlate as closely as possible with the work and purposes of the courses of study. Special emphasis was to be given to the development of the social graces, to character development, to self-expression, and the habits of work and play which would be useful and interesting both now and in adult life.

Slow way surest

Mr. Wooster knew that many of the changes decided upon would have to be effected gradually. He knew that there were problems to be met in adjusting the new program to the State course of studies and to the accrediting association. He also knew that tradition, however unreasonable, had to be taken into account. But he had been careful to plan his innovations with the full knowledge and cooperation of county and State educational leaders as well as with his teachers and patrons. He believed firmly that the situation called for a heroic effort and that the plan evolved would go a long way toward giving his community "A modern and progressive high school."

Have you seen these?

Economical Enrichment of the Small Secondary-School Curriculum. Washington, D. C., Department of Rural Education, National Education Association, 1934.

Supervised Correspondence Study — Questions and Answers. Lincoln,

Nebr., Extension Division, University of Nebraska, 1936.

High-School Instruction by Mail—A Potential Economy. Washington, D. C., U. S. Government Printing Office, 1933. (U. S. Office of Education Bulletin, 1933, No. 13.)

Practical Procedures for Enriching the Curriculums of Small Schools. Lincoln, Nebr., Extension Division, University of Nebraska, 1931.

★ Parent Education Progress

PARENTS by the thousands are joining study groups throughout the United States, according to reports reaching the Office of Education. Programs for parent education have been planned in many cities by directors employed by boards of education to guide parent education work. Trained lay leaders acceptable to the respective study groups conduct discussions and make personal contacts with the parents.

Full-time directors of parent education have been employed by boards of education in many cities, including Albany, Binghamton, and Schenectady, N. Y.; Dallas and Houston, Tex.; and Pasadena, Calif. In Grand Rapids, Mich., the board employs a director and the work is extended into the county. The training center at the board of education office is open to prospective leaders in the county who desire the training and who expect to work in the small districts.

The following outline from California, is one among many that have reached the Office of Education. It is suggestive for the first year or more of a study group:

1. Objectives and procedures for parent education, 4 to 8 hours.
2. The implications of individual variation, 10 to 12 hours.
3. The nervous system—its structure and function in education, 4 to 8 hours.
4. The significance of play in the education of human beings, 2 to 8 hours.
5. Means of self-expression, language, music, graphic arts, drama, rhythm, 8 to 12 hours.
6. Adolescent problems, 8 to 12 hours.
7. Delinquency as a social phenomenon, 12 to 16 hours.

It is pointed out in connection with this outline that the curriculum depends upon the experience of the group of parents in study; the ability of the professional leaders; and the opportunity for observation of children under expert guidance.

The Office of Education would appreciate information regarding any of these parent-education programs.

Service for the Blind

THE service of books for the blind is quite different from the usual library lending service, because of the physical differences in the collection and because contact with readers is more often by correspondence than by personal visits to the library. Besides maintaining and circulating a collection of books for the blind the Library of Congress cooperates with organizations, associations, and individuals interested in work for the blind and aids them with information and suggestions. The collection of books for the blind at the Library of Congress includes more than 30,000 items, in all the main branches of knowledge. During the year ended June 1935, 45,379 volumes (including 892 volumes of "Talking Books") were circulated to 4,113 blind readers. Twenty-seven libraries (public and State) serve as depositories for the Library of Congress, from all of which, books are sent to readers in all parts of the country. Congress has provided that such books may be sent without charge, even free of postage.

Due to the bulk and the high cost of books printed in raised type, a private collection is a luxury few blind readers can afford; they are therefore dependent upon library service. There are several systems of raised print in use, but the largest group of the blind read some grade of revised Braille. The expense of producing "press Braille" makes hand-copied Braille a necessity, and volunteer transcribers over a period of years have contributed many valuable volumes to the Library of Congress collection.

Braille transcribing

Braille is a system of dots representing letters, groups of letters, figures, and punctuation marks; the dots are embossed on paper in relief, to be read by touch. This embossing may be done by hand with a simple apparatus, one copy at a time. There is a method for duplicating hand-copied Braille, which is not so high in relief as printed Braille, but is readable. After the World War, the needs of the blinded soldiers aroused the interest of many volunteer workers in hand-copying books. In 1921, the Amer-

Library of Congress Offers Braille and Talking Books and Other Services as Described by Susan O. Futterer, Assistant Cataloger, Office of Education Library

ican National Red Cross took charge of the work with a director of Braille working in cooperation with and through the Library of Congress. Braille transcribing is taught under the auspices of the Red Cross by correspondence or in small classes under the instruction of a qualified local teacher. Hand-copied Braille has

become a specialized service and the demand for it is increasing.

Certain transcribers have devoted their efforts to copying texts and special material needed by those preparing for a business or a profession, since the limited demand for these books precludes the printing of them in the usual way.



Braille worker using the hand slate.

COURTESY OF LIBRARY OF CONGRESS.

BRAILLE - GRADE ONE

ALPHABET

a · b · c · d · e · f · g · h · i · j · k · l · m ·
n · o · p · q · r · s · t · u · v · w · x · y · z ·

SIGNS

Capital · Italic · Accent · Letter · Number ·

PUNCTUATION

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\$ · (·) · [·] ·

NUMERALS

1 · 2 · 3 · 4 · 5 · 6 · 7 · 8 · 9 · 0 ·

Interest in such students has led Red Cross Braillists to copy many pages in law, insurance, philosophy, economics, French, German, and many other subjects. One volunteer transcribed the *Odyssey* into Greek Braille. Upon recommendation of the director of Braille and with the consent of the transcriber, the books may be presented to any library of recognized standing, which will agree to accept them and circulate them among blind readers; a large percentage has gone into the Library of Congress collection, where a union catalog will inform teachers, librarians, and students, as to what material is available and where it is located.

A proposal has been made to establish a special students' library, independent of all other collections, as it is believed that a centralized special library could offer Nation-wide service better than regional libraries. Such a collection would contain existing textbooks and reference material and would minister to the needs of students all over the country.

Union catalog

A union catalog of hand-copied books now in circulation was completed during the past year. It includes about 6,000 entries, compiled with the cooperation of all the libraries for the blind. It will be issued in both Braille and ink-print. This will be a companion work to the union catalog of press-made books, prepared by Miss Goldthwaite, librarian for the blind, New York Public Library. The union catalog is invaluable for the reader and the librarian, for it eliminates much searching and correspondence and enables a student to locate promptly all material in Braille on a certain subject.

Talking book

Perhaps not more than one-fourth of the blind people in the United States make any practical use of books in raised

type. Reading by touch is a slow and fatiguing method and many of the blind have lost their sight at an advanced age, which makes it difficult for them to learn the art of reading by touch, or manual labor may have lessened the sensitivity of the fingers. The Talking Book is the latest development in books for the blind.

The Talking Book is a book recorded on long-playing phonograph disk records. Each disk will play for more than half an hour, and an entire book of average length may be recorded on twelve to fifteen 12-inch disks. The electric Talking Book machine is a combination phonograph and radio set contained in a single unit, so that when closed it may be carried with ease. The machines and records are made under the auspices of the American Foundation for the Blind and are sold at cost. Various religious, social, and civic groups have bought Talking Book machines for blind people who could not afford to buy them. The Talking Book service at the Library of Congress began with the distribution of records in October 1934. The first titles included modern popular fiction, five plays by Shakespeare, parts of the Bible, poetry, and patriotic documents. Since then many new titles have been added. The recordings are made by professionally trained readers and have been received with enthusiastic approval. The records provided by the Library of Congress under Federal appropriation are sent to the distributing libraries scattered over the United States and may be borrowed by a blind person in the same way a Braille book is borrowed.

Many letters are received at the Library of Congress from blind readers expressing their appreciation for the excellent service and their enjoyment of the borrowed books, for to the blind, as to the sighted, "books are gates to lands of pleasure."

The Talking Book has passed the experimental stage, and its success marks a turning point in library work for the

blind. The interest in this service is not confined to the United States. The Talking Book Bulletin issued by the American Foundation for the Blind, December 1935, states:

Readers will be interested to learn that the National Institute for the Blind, in London, is also engaging in the production of Talking Books, and it is hoped that eventually plans for the interchange of records between England and our country may be worked out. The American Braille Press, with headquarters in Paris, is conducting research in this field and if their experiments prove successful, a library of French Talking Books may be envisioned. Canada and Australia are establishing Talking Book libraries with records purchased from the Foundation, and we have shipped at least one demonstration reading machine to China, Ireland, Italy, Japan, Norway, Sweden, and even to far-off South Africa.

W. P. A. Braille maps

Forty-five thousand Braille maps are now being distributed by the Works Progress Administration to 78 schools for the blind, according to recent announcement by the W. P. A.

The maps, illustrating important periods in history, are supplemented by up-to-date geographical maps of every State in the Nation and every country in the world. They were produced at the Perkins Institution for the Blind, Watertown, Mass., as a Works Progress Administration project.

"Historical maps for the blind have heretofore been unobtainable and the sum total of paper maps in Braille from all sources, including England, has been small", Dr. Gabriel Farrell, director of the Perkins Institution and the W. P. A. project, explained. The new maps are made of paper, as wooden maps, the old type, were found too expensive and bulky for schoolroom use.

The modern map-making process was developed at the institution especially for this project through perfection of two inventions to improve embossing methods. Forty-four workers, ten of whom are blind, are employed on the project. The maps are printed on heavy white paper.

In preparing the sets, which are distributed to schools in lots of 400 each, the workers first prepare three simple types. The first is an outline map with dots and dashes to indicate boundaries. The second is a physical map with masses of large raised dots to indicate mountains, and masses of tiny dots to show bodies of water. The third is a political map with capitals symbolized by large dots with rings around them, and other cities by smaller dots.

By running their fingers repeatedly over maps of their home city, blind children at the Perkins Institution have visualized the routes and points of interest so successfully as to instruct the guides who were leading them, it is claimed.

Programs for Leadership Training



Ellen C. Lombard, Associate Specialist in Parent Education, Tells of the Increasing Demand for Recognizing the Needs of Leaders of Parents' Groups

PLANS FOR 1937 summer sessions for teacher-training in colleges, universities and State teachers colleges are now well under way. By the first of the year directors of summer schools will have made final decisions as to the scope of the curriculum to be offered. They will know whether or not there will be included in the plans a unit or part of a unit of work in home and school cooperation offered to teachers for credit. They will have decided whether or not they will open the doors of the institution to leaders of parent-teacher groups and to others interested in the cooperation of parents and teachers; and whether or not the instruction will be in the nature of conferences, short courses, classes, or institutes. In many States there is an increasing demand for recognition by teacher-training institutions of the needs of leaders of parents' groups even though this recognition be given without credit features.

Sponsoring institutions

The past summer at least 30 institutions of higher learning in 15 States offered leaders of parents' groups instruction in child study, parent education, or in parent-teacher techniques, or in all three of these fields. Among those institutions sponsoring such activities were the Universities of Alabama, Florida, Georgia, Iowa, Maryland, New Hampshire, North Carolina, Tennessee, Virginia, West Virginia, and Columbia and Yale Universities.

Many State teachers colleges held conferences or institutes for a combination of techniques in parent education and parent-teacher work. Such insti-

tutes were conducted in Connecticut, Florida, Kansas, Michigan, North Carolina, and Tennessee.

Parents, leaders of study groups of parents and others working with adults and children were offered a series of practical courses at Mills College (Calif.) summer session. These courses dealt with the mental, physical, and social development of the child, and family and community relationships. The work was given in the form of lectures, round tables, and individual conferences.

The program offered at the 5-day parent-teacher summer conference at Yale University combined parent-education with parent-teacher organization techniques. Parliamentary law, leadership of parents' groups, standards in organizing and maintaining parent-teacher associations were presented by lecture, discussion and demonstration methods. One hundred and seventy individuals registered for this work.

The Iowa Conference on Child Development and Parent Education was arranged for 3 days and was open to anyone interested in the study of the child, without fee. For 10 successive years a conference has been held at the State University of Iowa by which the program is planned. Topics for the 1936 program centered around one main theme, "Education for Family Life."

A 4-days' conference for parent-teacher members, and others interested, was conducted at the Kansas State College (Manhattan) where group and individual conferences were held and class work and training in leadership were conducted. The social as well as educational value of these conferences should be recognized as a factor.

Live in dormitories

At some of the universities, such as those in New Hampshire and Maryland, the members are housed in the dormi-

torics at a nominal charge. This tends to encourage the social aspect of the conferences and offers opportunity for free discussion of the work.

Open forums, personal interviews, group conferences, and demonstrations, as well as lectures, marked the program of the Ninth Annual Parent-Teacher Institute conducted for 4 days at the University of North Carolina. It was reported that 247 persons registered for this institute.

Vacation school

The Summer Institute of Euthenics of Vassar College has been offered for 11 successive summers and is characterized as "a vacation school for the family." The institute is open to college graduates who may be parents, grandparents, young men and women about to be married, or social workers. Among the activities listed by the college are "week-end house parties for husbands who cannot attend longer, lectures, conferences, swimming, tennis, golf, stimulating discussions, and peaceful reading." A school for children from 2 to 8 years gives students an opportunity for the study of children and participation under the supervision of experienced teachers.

In the State of Tennessee 2-day parent-teacher institutes were held in six State colleges and in the university. Sixty counties were reported to have been represented in the attendance which numbered in the aggregate 870 persons registered and a total of more than 1,000 persons attending, some of whom were not registered.

Encouraging outlook

This is only a brief review of a few of these programs. Plans so far reported for the 1937 summer sessions look particularly encouraging.

SCHOOL LIFE

VOL. XXII



NO. 3

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE
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NOVEMBER 1936

COVER-PAGE QUOTATION

"What sculpture is to a block of marble, education is to a human soul."

UNDER date of November 6, 1711, Joseph Addison in *The Spectator* gives the above quotation. It seems fitting here to bring from *The Spectator* pages a bit more of the context surrounding the quotation.

"I consider a human soul without education", said Addison, "like marble in the quarry, which shows none of its inherent beauties, till the skill of the polisher fetches out the colours, makes the surface shine, and discovers every ornamental cloud, spot, and vein, that runs through the body of it. Education, after the same manner, when it works upon a noble mind, draws out to view every latent virtue and perfection, which without such helps are never able to make their appearance."

In the same paper one cannot miss the rather abrupt turn of Addison, to say: ". . . I flatter myself that I do from day to day contribute something to the polishing of men's minds; at least my

design is laudable, whatever the execution may be. I must confess I am not a little encouraged in it by many letters which I receive from unknown hands, in approbation of my endeavors; and must take this opportunity of returning my thanks to those who write them, and excusing myself for not inserting several of them in my papers, which I am sensible would be a very great ornament to them. Should I publish the praises which are so well penned, they would do honour to the persons who write them; but my publishing of them would, I fear, be a sufficient instance to the world, that I did not deserve them."

Addison emphasizes two important educational principles: The teaching profession needs always the skill of the polisher who "fetches out the colours, makes the surface shine, and discovers every ornamental cloud, spot, and vein, that runs through the body of it." And the truly great educator holds in private trust any praises that come lest publishing them be "a sufficient instance to the world" that they were not deserved. The philosophy is interesting.

LARGE EXPANSION

"WE ARE headed into a very large and encouraging expansion of vocational education under the stimulus of the Federal Government", asserted Commissioner J. W. Studebaker before a recent vocational education conference of State superintendents of public instruction and representatives from their vocational education staffs held in Washington. "The last session of Congress passed by an overwhelming majority legislation which will enlarge the appropriations to be made to the States for the support of vocational education."

"We had permanent legislation that provided about 9 million dollars; then we had temporary legislation on a 3-year basis that provided about 3 million dollars. That temporary legislation passes out of existence at the end of this fiscal year, and it was necessary to give consideration to what would be done with that 3 million dollars, which was a temporary appropriation, and what was to be done with vocational education in general as we contemplated the withdrawal of that Federal appropriation a year hence. That is why Congress acted upon this measure during the past session. The result was, as you know, the passage of legislation adding permanently to the Smith-Hughes appropriation of approximately 7 million dollars, another appropriation of approximately 14 million dollars, which means that we shall have,

beginning July 1, 1937, approximately 21 million dollars to distribute to the States for the support of education, a form of education called vocational education.

"Also, it happens that the State plans, which are submitted by the States to the Federal Office of Education for approval, under which the States will manage vocational education are all to be presented again within the next year.

"For those reasons, and others, it seems to me that this is the time when we should give very careful and honest, frank consideration to all of the problems involved in the purposes, organization policies, and procedures for the management of vocational education in the United States, so that we can be as sure as possible that we are doing everything that we can do to improve the total program.

"The importance of that, I think, runs far beyond vocational education as we conceive it. I always like to impress upon educators in general who believe in larger Federal appropriations to the States for the support of education, that we should certainly watch carefully the policies under which we administer the funds we now have from the Federal Government in order that instead of discouraging we may give encouragement to a government which may later wish to give serious consideration to the problem of equalizing educational opportunity in general among the States by even larger appropriations for education as grants in aid to the States for education.

* * * * *

"I have the suspicion that most men or women being trained for school administration in the best institutions of this country are getting through their courses and are receiving diplomas in educational administration and that they almost wholly miss becoming rather intimately acquainted with the purposes and the technicalities involved in what we call vocational education. I should like to see the deans of the colleges of education in the United States become quite aware of the importance of vocational education and of its implications; I should like to have all of the professors of secondary education and of educational administration in the colleges and universities of this country become aware of the same problems. Then I should like to see their awareness reflected in the plans they make for the training of educational administrators and supervisors, especially in the secondary field and in general education."

Education Essential

“AN OPPORTUNITY for all of our people to obtain the education that will best fit them for their life work and their responsibilities as citizens is the ideal of American education. It is an ideal which has been a vital factor in our national development since 1647 when the General Court of Massachusetts enacted the historic measure providing for an elementary school in every township of fifty householders and a grammar school in every town of one hundred families ‘to instruct youth so far as they may be fitted for ye university.’ In the expansion of the Nation the school has moved with the frontier, and time and experience have demonstrated that universal education is essential to national progress.”

—Excerpt from the President's Proclamation for American Education Week

THESES AVAILABLE

MORE THAN 1,150 interlibrary loans of the doctors' and masters' theses available from the Office of Education have been made to libraries in all parts of the country and to several libraries in other countries. There are now 2,363 volumes of such theses in the Office of Education library in Washington. These volumes cover practically all phases of education in the United States and in 25 foreign countries.

COMBINATION VALUABLE

SPEAKING of degrees recalls a remark once made by a State superintendent of public instruction. With twinkling eye he said: “All these degrees that are bespangling the firmament are glorious if only they betoken teaching power. The M. A. ought to excel the A. B.; the Ph. D. ought to excel the M. A.; and the LL. D.—but why lug in the demigods? Conceding the high value of all these degrees it still remains true that downright, forthright, honest-to-goodness gumption is the court of last resort in school economy.” It is a fine and glorious combination when *the degrees and gumption are combined* in the same educator, as they very often are.

Electrifying Education

TEACHERS WHO ARE INTERESTED in getting information about the broadcasts of the Office of Education may do so by writing for a copy of Airways to Learning, to the Radio Project, United States Office of Education, Washington, D. C.

OHIO STATE UNIVERSITY is now offering courses in radio practice, script writing, production, and station management.

B. H. DARROW and his staff are to be congratulated on the recent issue of The Ohio School of the Air Courier, which not only contains a splendid résumé of the Ohio School of the Air, but also much valuable information about other educational broadcasts now on the air.

TEACHERS INTERESTED in visual education should read the October, 1936, issue of *Progressive Education* as it is a special visual education number.

OWING TO EXTENSIVE DEMAND by schools for exhibitions of the documentary motion picture, The Plow That Broke the Plains, it has recently been made available in both 16 and 35 millimeter sound prints upon the payment of transportation charges. Address the Resettlement Administration, Washington, D. C.

O. E. DUNLAP, Jr., radio editor of the New York Times, is author of a new book on broadcasting entitled “Talking on the Radio.” Copies of this practical guide for writing and broadcasting speech may be purchased for \$2 each from Greenberg, publisher, 67 West Forty-fourth Street, New York City, N. Y.

PRESENT STATUS and needs of teacher training in the use of visual aids will be discussed November 6, at the University of Wisconsin and at the February meeting of the American Association of Teachers Colleges in New Orleans. John E. Hansen, Chief, Bureau of Visual Instruction, University of Wisconsin, will preside at the Milwaukee conference. At New Orleans the discussion will be included in the

program of the annual meeting of the American Association of Teachers Colleges.

A STUDY of the distribution of films to educational institutions throughout the country has been undertaken by the American Council on Education. Data secured in this study will serve as a basis for development of better distribution methods.

BUREAUS OF VISUAL INSTRUCTION at the University of Wisconsin and Indiana University are cooperating with teacher groups in relating instructional films to the curricula of these States. It is planned to evaluate available instructional films in terms of their contribution to the objectives of instruction and their place in the teaching of various school subjects.

FREE COPIES of Sources of Information on Education by Radio may be obtained from the Editorial Division of the Office of Education, Washington, D. C.

AN UP-TO-DATE ISSUE of Sources of Educational Films and Equipment is available free from the Editorial Division of the Office of Education.

VERY DEFINITE PROGRESS has been made in the field of motion-picture appreciation in the publication of the booklet entitled, “The Photoplay as Literary Art” by Educational and Recreational Guides, Inc., Newark, N. J. Dr. Walter Barnes, well-known authority in the field of English literature, is the author of this vivacious outline of the aesthetics of the cinema.

TEACHERS WHO ARE INTERESTED in using radio for instructional purposes will want a copy of *The School Use of Radio*, which was prepared in the Federal Office of Education and has been issued as a mimeographed booklet by the University of Wyoming, Laramie, Wyo., and may be purchased for 50 cents a copy.

CLINE M. KOON

New Government Aids For Teachers

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

Civics Teachers, especially, will find useful the following publications, exhibits, motion pictures, and lantern slides relating to the work of the various branches of the Federal Government:

Regional Planning—Part I. Pacific Northwest. 192 p., maps, charts. (Department of the Interior, National Resources Committee) 50 cents, paper cover.

Report to the President of the National Resources Committee dealing with immediate and urgent problems in the Columbia Basin and particularly with the policies and organization which should be provided for planning, construction, and operation of certain public works in that area.

Financing Agriculture in 1935. 16 p., illus. (Farm Credit Administration.) Free.

Work of the Farm Credit Administration in supervising the group of banks, corporations, and local associations which comprise a permanent system of agricultural credit designed to operate on a cooperative plan.

Norris Dam. 39 p., illus. (Tennessee Valley Authority.) 15 cents.

The story of Norris Dam, authorized by Congress and constructed by the Tennessee Valley Authority in the interest of navigation, flood control, and national defense. Norris Dam is on the Clinch River, a tributary of the Tennessee River, and located approximately 25 miles northwest of Knoxville, Tenn.

Science Serving Agriculture. 44 p. (Department of Agriculture.) 5 cents.

Describes work of the Department of Agriculture. Originally prepared in 1933, but has been revised and reissued for distribution at the California Pacific International Exposition, San Diego, Calif.

Dedicated to Conservation. 20 p., illus. (Department of the Interior.) Free.

Program and text of speeches by President Roosevelt, Frederic A. Delano, and Secretary Ickes, at the laying of the cornerstone of the new Department of Interior building in Washington.

Soil the Nation's basic heritage. 58 p., illus. (Tennessee Valley Authority.) Free.

Prepared by the land-grant colleges and universities of the Tennessee Valley States cooperating with the U. S. Department of Agriculture and the Tennessee Valley Authority.

The following rotoprinted publications may be had free of charge by applying to the Federal Home Loan Bank Board:

The Federal Home Loan Bank System—Its aims and activities.

The Home Owners' Loan Corporation—Its purposes and accomplishments.

Federal Savings and Loan Associations—Their distinctive services in mortgage lending.

The Federal Savings and Loan Insurance Corporation—A brief account of its operations.

Mounted and unmounted exhibits on Federal reclamation are available upon application to the Bureau of Reclamation, Department of the Interior, Washington, D. C., on the following subjects:

Boulder Dam, Nevada-Arizona.

Grand Coulee Dam, Washington.

All-American Canal, California.

Central Valley Project, California.

Construction features of reclamation projects.

The exhibits consist of boards, size 3 by 5 feet, on which are attractively grouped photographs on the above subjects with captions. The postage for return of this exhibit must be borne by the borrower.

The unmounted exhibit contains about fifty 8 by 10 photographs with a typed card of explanation of each. These are sent without cost, and Government franks are furnished for their return.

With each exhibit 12 salon prints are furnished and also a supply of printed material for distribution.

The Bureau of Reclamation also has a number of motion pictures and lantern slides depicting the story of Reclamation and showing what the United States Government is doing under its Federal Reclamation policy. Sets of lantern slides and motion pictures (35 and 16 mm) may be secured without charge, the only expense being transportation both ways. Applications for loans should be made to

the Commissioner, Bureau of Reclamation, Department of the Interior, Washington, D. C.

For the Geography Teacher:

World Chemical Developments in 1934. 131 p. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 823.) 10 cents.

A study of the markets, sources of supply, and competition in the chemical industry.

The following illustrated publications are available from the *Pan American Union, Washington, D. C.*, at the prices stated:

American Nation Series.—Cuba, No. 7. 5 cents.

Seeing South America—Condensed facts for prospective travelers. 223 p. 25 cents.

Tells about the travel routes, expenses, cities, climate, etc.

Ports and Harbors of South America. 200 p. 25 cents.

Describes and illustrates the leading ports of Argentina, Brazil, Chile, Colombia, Ecuador, Panama, Peru, Uruguay, Venezuela.

Forest Service Map Standards. illus. (Forest Service.) 15 cents.

Directory of symbols used by Government draftsmen to indicate drainage, boundaries and monuments, relief, recreation areas, Federal land ownership, air navigation, etc. Also includes a list of abbreviations, color formulas, color legends, scales and equivalents, and a planimeter chart to be used in making Government maps.

For the Sociologist and Economist:

Height and Weight of Children of the Depression Poor. (Public Health Reports, Vol. 50, No. 33, pp. 1106-1113) 5 cents.

An article dealing with the relative change in height and weight during period from 1929 to 1933, for urban children from (1) families that remained in comfortable economic circumstances during the entire period; (2) families that remained poor; and (3) families that were comfortable in 1929 but who had become poor by 1933. The last group showed the greatest change.

Industrial Home Work in Rhode Island with Special Reference to the Lace Industry. 27 p. (Women's Bureau, Bulletin 131.) 5 cents.

Findings of a State-wide survey made at the request of the State of Rhode Island.

(Concluded on page 85)

Educational Projects Continue



Hon. Harold L. Ickes, Secretary of the Interior, Announces New Grants for Continuation of Forum Demonstrations and Educational Radio

Pulaski County, Ark.; Hamilton County, Tenn.; Monongalia County, W. Va.; Schenectady County, N. Y.; and Manchester, N. H.

Educational radio

"The grant for educational radio demonstrations will permit the continuance of the Educational Radio Project through June 1937. In 8 months this project has shown how public educational agencies can successfully use radio in the service of education.

"The five programs presented on coast-to-coast networks at the invitation of the National Broadcasting Company and the Columbia Broadcasting System have achieved outstanding records. More than 50,000 letters from appreciative listeners have been received by the Project in the last 3½ months. At present the mail from listeners exceeds 6,000 letters per week. Five programs now on the air are:

National Broadcasting Company—

"The World Is Yours"

"Have You Heard"

"Answer Me This"

"Education in the News"

Columbia Broadcasting System—

"Treasures Next Door"

"Other programs for network and for local use are under consideration.

Leadership and assistance

"These funds permit the Federal Government to give leadership and effective assistance to two educational developments of greatest importance to the future of the people of the United States", said United States Commissioner of Education, J. W. Studebaker. "Civic education through public forums promises to be one of the most effective social

inventions for the improvement of self government. It is real economy to discover practical methods of civic education through public forums because civic education can save our adult people from unsound, and hence expensive political decisions.

"Since the inception of mass communication by radio, our people have been hoping that radio could be used in the service of education. Some promising efforts have been made, but broadcasters and educators alike agree that much remains to be done. Broadcasters have declared that education by radio is practicable within the present framework of our broadcasting system. Educators, on their part, have discovered that producing successful programs is a far more complicated process than it first appeared to be. With funds for continuation of the radio project, the Office of Education is not only discovering successful methods by which education can take the airways, but it is also discovering methods of organizing and financing educational broadcasting which agencies of education can follow.

Script exchange

"In addition to its network demonstrations, the radio project will create an educational script exchange service to aid local educational groups in delivering good programs at the request of local stations. By cooperation with the radio workshop of New York University, the project will aid in training individuals competent to handle the difficult techniques of writing and producing educational radio programs.

"There is not the slightest doubt in my mind that radio will become one of the most powerful constructive forces for the education of our people if we devote adequate attention to the development of truly educational programs."

Forum centers

"The new funds will make possible the addition of 10 public forum centers. Previous grants made possible the 10 centers now being operated by school authorities in the following places: Portland, Oreg.; Orange County, Calif.; Colorado Springs, Colo.; Sedgwick County, Kans.; Minneapolis, Minn.;

Building a Model Camp Program



Howard W. Oxley, Director of CCC Camp Education, Tells of Model Programs Being Developed in Many CCC Camps of the Country

THE CCC Camp Education Office is delighted to note the interest of many advisers in developing well-rounded or model educational programs. Reports reaching this Office indicate that several corps area and district advisers are assisting in the development of model programs in over a score of camps.

At a recent meeting of the corps advisers in Washington the content of a well-rounded camp program was discussed on several occasions. It was felt by the group that counseling and guidance should occupy a prominent role in such an undertaking. Every educational resource and facility within the camp must be coordinated and related to the program. Techniques and methods of instruction must be perfected and accurate records kept on the progress of each enrollee. Finally, the corps area advisers thought a model program should include the proper emphasis on academic subjects, job-training, vocational work, and recreational activity.

Looking forward

Now that we are entering a new enrollment period, we have every reason to want to perfect instruction in as many camps as possible. It is my hope that we shall, more and more, find the true significance and meaning of progressive education.

We have a most unusual opportunity to help lead thousands of men from maladjustment and unpreparedness into a state of preparedness for life. Three years of experience with camp work are now behind us. We should have derived a better knowledge of practical techniques and methods. Now is the time to start plowing our experience back into the camp program.

Virginia experiment

For the past several weeks I have had the pleasure of assisting in the develop-



School for CCC company clerks.

ment of a model educational program in two camps located across the Potomac from Washington. In this undertaking an attempt has been made to perfect the basic practices and organizational methods involved. We have tried to establish the program upon the interests and needs of the men as revealed through a series of interviews and conferences with them.

These conferences were built around five subjects which were arranged as five steps in a ladder taking the enrollee from a level of unpreparedness to one of employability. The five steps discussed were:

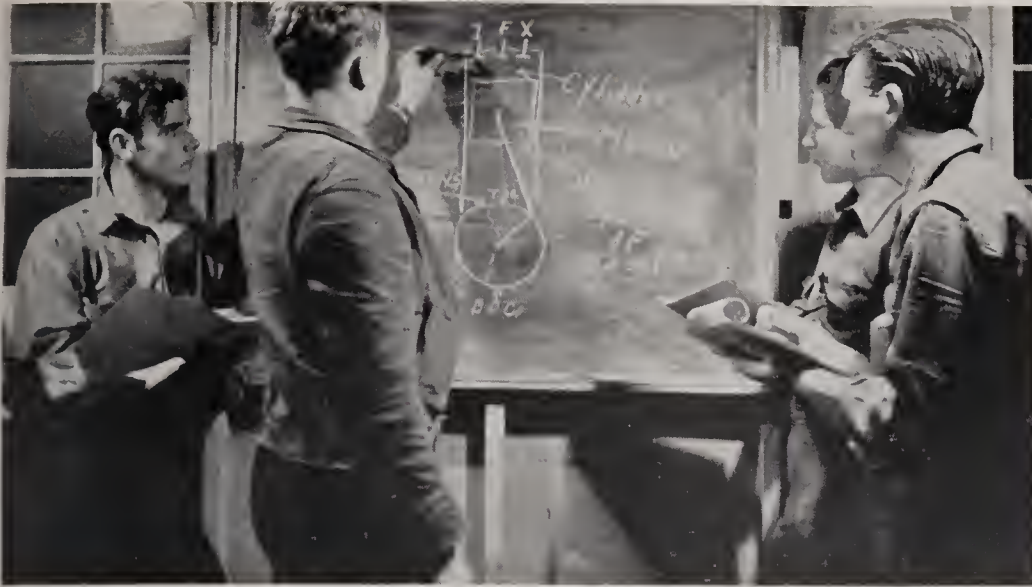
1. Finding out about myself.
2. Finding out about occupations.
3. Choosing my vocation.
4. My plans for the future.
5. My educational plans for the next 3 months.

Step one attempted to help the enrollee look at his background with the purpose of determining what his home-town conditions, his previous training and experience were. The individual's interests and personal qualities were also studied.

Step two analyzed the nine major fields of occupations which are farming, mining, manufacturing and mechanical industries, transportation and communication, trade, public service, professional service, domestic and personal service, and clerical work. The enrollees' knowledge of the various occupational fields was examined, and their work experience was studied. The men were informed as to recent trends in occupations and advised as to possible changes in future conditions.

Selecting a vocation

Step three dealt with the questions involved in choosing an occupation. The enrollees made a first choice of work, which was followed by a second and third preference. The occupation receiving first place was then thoroughly analyzed. Great care was taken to point out to the men that this step was not to close subsequent thought on occupational choice but was rather a demonstration of an effective procedure to follow in selecting a vocation.



Model CCC educational class.

This procedure included such points as ability and training required for the chosen occupation; prospect of employment, pay, and advancement in it; and what security it offered. To enable the enrollees to study and answer these questions for themselves, they were divided into small groups, each having a leader from the camp personnel who was familiar with the particular vocational activity under consideration.

Step four discussed the preparation which was necessary to undertake the work chosen. Again, the enrollees were advised and counseled in small groups led by the camp personnel. Topics such as plans for vocational training, job instruction, additional work in regular school subjects, and other activities which could help one get ahead were considered. The question of preparation was viewed from the standpoint of what the individual could get both in camp and afterwards. Each enrollee was asked to list any agency which might help him find employment and to record the name of any firm which might offer him work after leaving camp.

The fifth and last step assisted each enrollee in planning a camp educational program for the next 3 months which would develop him along the line of his chosen vocation. Every man was counseled as to what he should take in the major fields of academic work, vocational training, in job instruction, and in recreational activity.

Model program launched

Thus, by the beginning of the new enrollment period, October 1, we had attempted to evolve an individual educational and recreational plan for every enrollee. The sum total of these indi-

vidual plans made up the camp educational program for the new period.

This experiment in the two Virginia companies has been revealing to me. I am convinced that no camp educational program can be most helpfully set up unless the needs and interests of the men are determined previously to assigning them to courses of study in camp. CCC education to be effective must be built around the daily lives and habits of the men.

We have a special job to do in making thousands of young men better citizens and more employable. Our program must, therefore, welcome progressive devices and techniques.

High-School and College Graduates

(Concluded from page 70)

The foregoing shows the increase of the last year of each decade over the last year in the previous decade beginning with 1870 and ending in 1940 (1940 estimated on reports of the first part of the decade and present trends).

Present indication

There were two large increases in both college and high-school graduates corresponding to the two great industrial expansion periods of the nineties in the past century and of the twenties in the present century. Present trends would indicate that we may not expect any great increase in college graduates but the high schools will still register considerable increase within the population limit.

Available

A COPY of the detailed statistical table upon which this article, *High-School and College Graduates* is based, may be obtained by addressing a request to the U. S. Office of Education, Washington, D. C. The table shows the number of college and secondary school graduates, 1870-1936, and number of graduates still living.

★ Book Week

BEGINNING in the fall of 1919 the school and public libraries have been celebrating a week in November as Children's Book Week. The movement has grown steadily, and during recent years a theme has been adopted for each year around which the book exhibits of that year are planned.

"Books to Grow On" is the theme for 1936 and the week designated is that of November 16-21. Librarians have been keen to seize the opportunity to call to the attention of the children not only the new books which are always published in great numbers just before Christmas, but also to popularize the old books which may have been missed in previous years.

There are so many possibilities for celebrating Book Week that the busy librarian has been glad to turn to the lists of books for children of different ages which have been appearing in the magazines; for example, the Library Journal for November 1, has two articles by members of the staff of the New York Public Library on children's books of 1936.

The National Association of Book Publishers, 347 Fifth Avenue, New York City, has available a list of plays suitable for Book Week which will be sent to any librarian on request. In many places prize contests are sponsored by local clubs and newspapers.

While the movement started with the idea of interesting children in good books, it has grown until it is now a project for developing library consciousness in the entire community.

SABRA W. VOUGHT

Educators' Bulletin Board



New Books and Pamphlets

Social Sciences

Education for World Peace, the study and teaching of international relations. Select list of books, pamphlets, and periodical articles, with annotations, compiled by Mary Alice Matthews. Washington, D. C., Carnegie Endowment for International Peace, Library, 700 Jackson Place, 1936.

37 p. Free. (Reading list no. 33. Rev. June 30, 1936.)

Bibliography includes material suitable for elementary, high school, and college teaching.

An Old World Festival, a social study of Europe (Grade VII) by Nora Carter; Our Classroom Travel Bureau, a social science project (Grades VII-IX) by Irene M. Kaplan; Our Trip Abroad (Grade VI) by Eva Dotson. New York, Bureau of Publications, Teachers College, Columbia University, 1936.

42 p. (Teachers' lesson unit series, no. 89.) 40 cents.

Teaching procedures in the three units, with list of sources of information and materials.

Report Forms

Elementary School Report Cards, by B. M. Grier. The report of a research for the Georgia program for the improvement of instruction in the public schools. Athens, Ga., 1936.

23 p. (Bulletin of the University of Georgia, vol. xxxvi, no. 11a.)

A discussion of the present trends in school report cards and marking systems.

Manual for the Comprehensive Individual History Record Form, Infancy through High School, by Elsie O. Bregman. New York, The Psychological Corporation, 522 Fifth Avenue, c1936.

18 p. (Form — 15 p.) 80 cents.

A single form, upon which a continuous record of the history of the individual may be kept. Intended for use in elementary and secondary schools, but of value also to clinics, guidance agencies, etc.

Research in Reading and Language

Research Problems in Reading in the Elementary School, Fourth annual research bulletin of the National Conference on Research in Elementary School English. 50 cents.

A review with special reference to "Reading Readiness", "Primary Reading Problems", "Middle Grade Reading Problems."

Bibliography of Unpublished Studies in Elementary School English 1925-34. 25 cents.

A summary and evaluation of recent important studies in elementary school language, not otherwise available. (Copies of these publications may be obtained by addressing the Secretary, C. C. Certain, Box 67, North End Station, Detroit, Mich.)

College students

Make Yourself a Job, a student employment handbook, by Myron Downey Hockenbury. Harrisburg, Pa., Dauphin Publishing Co., 1936. 160 p. \$1.50.

Facts about student employment, for the working student, parents, high-school counselors and college employment directors.

Current Views on Problems and Objectives of College Students, abstracts of a select group of articles, by John Edward Seyfried. Albuquerque, N. M., University of New Mexico press, 1936. 95 p. (University of New Mexico bulletin, Education series, vol. 9, no. 3.)

Abstracts of articles on subjects, which are of interest to college students throughout the 4 years of college.

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 inter-library loan.

ANDERSON, MILDRED R. Trends in reading primer textbooks. Master's, 1935. George Washington University. 77 p. ms.

ASHBY, LYLE W. Efforts of the States to support education as related to the adequacy of support provided and the ability of the States to support education. Doctor's, 1936. Teachers College, Columbia University. 63 p.

COFFMAN, HAROLD C. American foundations: a study of their role in the child-welfare movement. Doctor's, 1936. Columbia University. 214 p.

COOK, EDGAR M. Analysis of the methods used in solving a rational learning problem. Doctor's, 1936. George Peabody College for Teachers. 35 p.

DUNCAN, INEZ P. Personnel study of the women commuting students who attended Syracuse University at the first semester of the 1933-34 school year. Master's, 1935. University of Syracuse. 176 p. ms.

GWYDIER, LEONA O. Placement and follow-up service in a teacher-training institution. Master's, 1929. New York University. 60 p. ms.

JONES, ISABELLE V. Study of the educational status in relation to the occupational choices of vocational graduates from four Gary high schools. Master's, 1935. University of Michigan. 86 p. ms.

KENEFFICK, DANIEL V. Intramural and interscholastic athletics in secondary schools of Massachusetts

enrolling 200 or fewer students. Master's, 1936. Boston University. 75 p. ms.

KINGSLEY, LLOYD M. Teachers' knowledge about the Pennsylvania State education association and its activities. Master's, 1935. Pennsylvania State College. 63 p. ms.

KYNOCH, MADELEINE W. Appreciation units in United States history. Master's, 1936. Boston University. 101 p. ms.

MAPES, CECIL S. A study of the transportation of pupils in New York State school districts not maintaining a high school during 1932-33. Master's, 1936. Cornell University. 68 p. ms.

MILLER, LLOYD M. Effect of certain school laws upon one teacher rural schools in four Kansas counties during 1933-34, 1934-35, and 1935-36. Master's, 1936. University of Kansas. 98 p. ms.

NEWMAN, SADIE K. An analytical study of some phases of the work of the board of examiners of the public-school system of New York City. Master's, 1929. New York University. 50 p. ms.

RAY, JOSEPH J. The generalizing ability of dull, bright, and superior children. Doctor's, 1936. George Peabody College for Teachers. 109 p.

REILLEY, ALBERT G. Are high school seniors interested in things political? Master's, 1936. Boston University 124 p. ms.

ROBINSON, ARTHUR E. Professional education of elementary teachers in the field of arithmetic. Doctor's, 1934. Teachers College, Columbia University. 193 p.

TUTTLE, HAROLD S. A study of the influence of campus agencies on the increase in social mindedness of college freshmen. Doctor's, 1936. Teachers College, Columbia University. 89 p.

VANVECHTEN, COURTLANDT C., jr. Study of success and failure of 1,000 delinquents committed to a boys' republic. Doctor's, 1935. University of Chicago. 168 p.

WEBB, JAMES F. Study of the business administration of teachers colleges. Doctor's, 1935. University of Chicago. 174 p.

RUTH A. GRAY

Duplicates Help

FOR THE past several years the Library of the Office of Education has been acting as a clearing house for duplicates of publications of the Office. Librarians over the country have been encouraged to return duplicates and to submit lists of their wants. In many instances it has been possible to complete files which are to be bound for reference use. Public and college librarians have been appreciative of this service and have cooperated by sending in duplicates which have been invaluable in filling gaps in the files of other libraries.

Library's Foreign Education Collection

★ *This article is written from the viewpoint of a constant user of the foreign education material in the Office of Education library. The author is not a librarian, but a person to whom this material is a tool without which the Division of Comparative Education could do little of its present work, and to whom the collection is a source of much pleasure.*

THE 50,000 VOLUME collection of writings on education in other countries, now in the Office of Education library, is one of the largest and best in the world. That is not a boast; it is a statement of fact. Nor does it imply that the collection cannot be improved; it can. The more I use these books, the more I appreciate the intelligence and foresight of those in the Office who years ago began gathering and have since constantly added to these records of mankind's many and varied ways of training youth. The purpose was and is to have full documentation for all schemes of education no matter what they may be.

The collection falls mainly in these classifications: Periodicals, yearbooks, proceedings of congresses, official documents and reports, university catalogs and publications, and school laws. It contains over 400 different periodicals published in more than 20 languages. The English and German tongues each account for approximately one-fourth of the 400. French, Spanish, and the Slavonic languages are represented by 50 to 60 each. The remainder are from Italy, Rumania, Portugal, the Netherlands, and the Scandinavian and Ugro-Finnish countries.

Some of them are old, strong journals founded many years ago, able to survive all the storms through which they and their countries have passed, and still lead in reporting on and shaping education in their home lands and abroad. *The Schoolmaster and Woman Teacher's Chronicle*, virile organ of the National Union of Teachers in England, is such a one. It dubbed itself "*The Schoolmaster, an educational newspaper and review*" in

James F. Abel, Chief, Comparative Education Division, Office of Education, Asserts 50,000 Volume Collection is "One of the Largest and Best in the World"

1872 when it became spokesman for the then National Union of Elementary Teachers. The "*Woman Teacher's Chronicle*" part of the title was added as late as 1926. Few matters of importance to education escape its notice. It is an active campaigner for any principles in which it believes. Just now it is running a series of articles on the new education act in England which raises the school leaving age from 14 to 15, effective September 1, 1939. The Office library has the files complete from 1880, an invaluable historical record. Other equally strong and continuous records covering essentially the same period in England, are *The School Government Chronicle and Education Authorities Gazette*, *The School Guardian*, and *The Journal of Education*.

Turning to France

Dipping casually into the shelves for France, I find "*Les Américains ne l'ignorent pas*"¹ on the first page of the first number of the *Revue Pédagogique* published in Paris in 1878. That reassuring statement is in an article on the character of public instruction in the United States, written by E. Levasseur. He chides the Americans for their vanity which "they express often with much naivete", but he writes that in spite of their pretensions they do not hesitate in education to profit by the lessons of Europe and to transport to their country the improvements in school buildings and in methods of teaching that they find in other countries. Through 58 years the *Revue* has appeared monthly. Always refusing to limit itself to any special field of education, it has persisted in part because of its breadth of view.

Another French periodical, the *Journal des Instituteurs et des Institutrices*, which began its eighty-third year this September, is a weekly given mainly to elementary school methods and lesson outlines. Apparently it is a favorite with teachers

¹ The Americans are not ignorant.

in France. The Office library, unfortunately, has it only from 1916. Among our prizes from France are the first 23 volumes of the *Manuel Général* founded to "guide the teachers in the choice of methods and expound in all the communes of France the best principles of education." It came into being under that impulse given to French education by Jules Ferry. The introduction to its first number, dated November 1832, says, "By this circular of October 17, 1832, the Minister of Public Instruction has informed the heads of the departments that the Government wishes a limitless extension of useful knowledge, rapid perfecting of the normal schools, and the founding of a large number of schools intermediary between the primary schools and the colleges." The *Manuel* is still being published. The Office has most of the issues to 1923.

German periodicals

Our German periodicals are in general not so long-lived nor so constantly purposeful. Most of them date from the eighties and the nineties. Many cease with 1914 and the mortality among them during the Nazi regime is as great or greater than it was during the World War. The *Pädagogisches Archiv*, a journal of secondary education which took up in 1859 the work of the *Pädagogische Revue* founded in 1840, appeared until 1914. The *Allgemeine Deutsche Lehrerzeitung*, aged 63, and the *Leipziger Lehrerzeitung*, 40, came to an end in 1933.

Latin-American

Latin-American periodicals are in the main young, having been published 10 years or less. Exceptions are *El Monitor de la Educación Común* of Buenos Aires, now in its fifty-fifth year; the *Anales de Instrucción Primaria* of Montevideo,

founded in 1901; and the *Revista de Educación* of La Plata that began 1936 as its seventy-seventh year. The Office has a fairly complete file of the first, but only parts of the other two. "Educación" and "Revista de Educación" are favorite names for journals in Latin America. No little confusion is caused by their wide use.

Official reports

Official documents and reports should be the strongest part of the library's foreign collection and in many ways it is. Considerable effort is made to secure year by year the foreign governments' own public statements about their school systems. The *Bolletino Ufficiale* of Italy dates from 1875 and its numbers, most of which we have, tell in minute detail the official acts of the Ministry of Public Instruction from then to now. The first volume of the *Bulletin Administratif du Ministère de l'Instruction Publique* of France that we have is for 1867. After that there are few breaks in the 124 volumes that run to and include 1928.

Our reports of the Commissioners of National Education in Ireland begin with the thirteenth year, for 1846-48, and run to the eighty-sixth for 1919-20, when the Free State took over the direction of its schools and its department of education began issuing the annual statement. English reports cover the period from June 3, 1838, when the minutes of the committee of the council on education state that—

The Lords of the Committee recommend that the sum of Ten Thousand Pounds, granted by Parliament in 1835 towards the erection of Normal or Model Schools, be given in equal proportions to the National Society and the British and Foreign School Society—to 1935 when Parliament was granting nearly 47 million pounds for education in England and Wales. The reports of the committee of council on education in Scotland join the stream of pedagogical literature in 1873-74 and add to it an unusually clear, logical current of thought.

The Japanese ministry of education obligingly prints an English edition of its annual accountings on the intellectual status of the Japanese people. Our collection, dating from the tenth report in 1882, shows that 32 percent of the children of school age were receiving instruction in 1874; 82 percent in 1900; 91 percent in 1902; and over 99 percent in 1922.

Some of the States of India and the government of India not only make an annual reporting on education, but at the proper interval publish a quinquennial review. Ten of the quinquennials for

all India have come from the press, the latest being for 1927-32. We have all but the first one, 1882-87, and hope to secure a copy of it.

The Canadian reports are fairly complete for all the Provinces and are supplemented in the earlier years by the *Documentary History of Education in Upper Canada* in 28 volumes covering the years from 1790 to 1876. Since 1921 the provincial reports have been summarized in the Dominion Government's *Annual Survey of Education in Canada*. New Zealand, the States of Australia, the Provinces of the Union of South Africa, and each of the non-self-governing parts of the British Commonwealth make their yearly reportings and as far as practicable, the Office regularly adds them to its lists.

Surveys

However much educators in the United States may be addicted to the survey habit, they are not the originators of the process nor have they a monopoly on it. Findings of committees, commissions, and missions that correspond to our survey staffs, come yearly to swell our considerable collection. Late acquisitions are the *Report of the Interdepartmental Committee on Native Education, 1935-1936, in the Union of South Africa*; *Report of the Committee on the Reorganization of Several Grades of Education with Syllabuses, Mysore*; *The Poor White Problem in South Africa*; *The Reorganization of Education in China*; and the *Interim Report of the Indian Statutory Commission on Education in India*. Our earliest report and, as far as I know, the first survey of education made in any country, is dated 1816 and is the product of the select committee on the education of the lower orders. Lord Brougham was its chairman and he seems to have set the precedent for using questionnaires. Guizot's report in 1834 to the King of France on the workings of the law of 1833; Ribot's inquiry into secondary education; and many others are on the library shelves.

Catalogs

The counterpart of what we call the college or university catalog is in other countries, the calendar, annuaire, livret de l'étudiant, vorlesungs- und personalverzeichniss, annuario, programma der leergangen, katalog, or jaarboek, according to the language of the country. Even though it is in a foreign tongue,

it is often easier to understand than the typical catalog in this country. The Office has such publications from nearly every university abroad, our best collections being from Italy and England. To these are added a large number of historical and other works about individual institutions. Basic information on the present and past of higher education in nearly every country is available to the inquirer. These books include that delightful seven-volume history of the University of Paris from its origins to the year 1600 which M. Crevier begins so loyally with:

I am undertaking to write the history of a company which is in constant and immemorial possession of being regarded as the mother of sciences and fine arts, and from whose heart has sprung for six centuries at least, all the light that was diffused through Europe.

There is even a *Hints to Freshmen from a Member of the University of Cambridge*, published in 1797, in which the worthy member advises:

You will hesitate to inveigh against the ignorance of another, if you inquire into the sum of your own knowledge.

Conference at Rome

AN International Congress of Technical Education will be held at Rome, Italy, December 28, 29, and 30, 1936. It will deal with five questions: Technical education and economic life; vocational guidance and its follow-up; special training for workshop instructors charged with the duty of practical instruction in technical and other vocational schools and colleges; the training of women for their special place in economic life; and miscellaneous matters including the technical press and technical education.

Notify Bureau

Persons desiring to attend the Congress and take part in the discussions should notify the International Bureau of Technical Education, 2 Place de la Bourse, Paris, France. The membership fee is 25 lira or 30 French francs. Members may send one or several reports bearing on the questions mentioned above. The official languages of the Congress will be Italian and French.



F. F. A. News Bulletin

ALABAMA

Word comes to us that the Beauregard Chapter is the first F. F. A. group in Alabama to formulate plans for obtaining a loan under the new Productive Credit Association arrangement. Adviser J. A. Vines working with G. O. Winters, productive credit manager at Auburn, hopes to secure loans averaging \$150 each for some 20 chapter members. The money will be used to finance general livestock and crop projects carried by the boys.

MISSOURI

The Fifth Annual Vocational Agriculture Fat Stock Show and Sale held at Springfield broke previous records for entries in the various divisions: 161 beef calves, over 100 fat hogs, and 50 fat lambs were exhibited.

IDAHO

The Midway Chapter cooperating with the Idaho Association of F. F. A. supplied the famous Idaho potatoes for the vocational agriculture banquet held at Kansas City October 21. This event occurred during the week of the national F. F. A. convention and national vocational judging contests.

VIRGINIA

The Virginia Association supplied choice Shenandoah Valley apples for the vocational agriculture banquet held at Kansas City October 21.

OREGON

In the 7-day Dairy Feed Cost contest recently conducted at the State fair, Johnnie Johnson of the Amity Chapter won championship honor with a Jersey cow weighing 940 pounds. According to information obtained, Johnnie fed 26 pounds of alfalfa hay, 3 pounds of ground oats, and 2 pounds of mill run

daily during the test. His average feed cost was 9.9 cents per pound of butterfat produced. Production cost among the 10 cows entered ranged upward to 16 cents. The winning cow produced 2.2 pounds of butterfat on the last day of competition.

OHIO

The September issue of the Ohio Future Farmer, official State publication of Ohio Association, appeared under a new blue and gold cover—a planograph product and quite attractive. The new cover is the result of efforts on the part of the Ohio members to constantly improve their publication.

IOWA

District leadership conferences for vocational agriculture students and F. F. A. members were held at Mapleton, September 19; Iowa Falls, September 26; Elliott, October 3; Yarmouth, October 10; and Ankeny, October 17. The instruction offered included: Analyzing the responsibility of officers, planning programs of work, and training in parliamentary procedure.

MONTANA

Tentative plans have been formulated for a series of State F. F. A. radio programs over the Great Falls and Billings stations. Subjects to be discussed include: Chapter libraries, rural fire prevention, safety, preservation of game birds, and home improvement. The following chapters have already agreed to participate: Choteau, Chinook, Dutton, Denton, Townsend, Big Sandy, Lewistown, Moccasin, Belgrade, Belt, Harlowtown, Valier, Joplin, Simms, Stanford, and Manhattan.

NORTH CAROLINA

Members of the Madison Chapter have been engaged for several months in school ground improvement work. This improvement program included the distribution of 10,800 pounds of lime, 300 pounds of fertilizer, and the sowing of 200 pounds of grass seed.

CALIFORNIA

Seventeen new departments of vocational agriculture with record enrollments were reported under way at the opening of the fall term of school. One of these departments had about 100 prospective Future Farmers enrolled for the courses.

W. A. Ross

New Government Aids

(Concluded from page 78)

The Employment of Women in the Sewing Trades of Connecticut. 45 p. (Women's Bureau, Bulletin No. 109.) 5 cents.

Data on hours and earnings, employment fluctuations, and home work.

PUBLIC HEALTH REPORTS: Volume 51. Each number 5 cents.

Foot Defectiveness Found in New York City School Children. pp. 631-632, No. 20.

The Relation of Physical Defects to Growth in Children. pp. 831-841, No. 26.

Regulations Governing Social Security Fund Allotments. pp. 880-884; Dental Activities in State Departments and Institutions. pp. 885, No. 27.

Communicable Disease Control in a Rural Health Department. pp. 991-1013, No. 30.

The Following Free Price Lists, available from the Government Printing Office, will guide you to other Government publications you may wish to have:

Finance—Banking budgets, accounting, loans, no. 28; Labor—Child labor, women workers, employment, wages, workmen's insurance, and compensation, no. 33; Government periodicals, no. 36; Animal industry—farm animals, poultry, and dairying, no. 38; Irrigation, drainage, and water power, no. 42; American history and biography, no. 50; Maps, no. 53; Commerce and manufactures, no. 62.

MARGARET F. RYAN

★ Public Forum

WASHINGTON'S Town Hall opened its season of public forum discussions, November 15, and the meetings continue on Sunday evenings, until April 11, 1937. Commissioner J. W. Studebaker, Office of Education, is chairman of the Town Hall executive committee. Among speakers on the programs for the coming season are Homer S. Cummings, United States Attorney General; Robert Maynard Hutchins, president, University of Chicago; Alfred Adler, Viennese psychologist; Norman Thomas, Socialist; Stuart Chase, financial analyst; Rabbi Stephen S. Wise; William Lyon Phelps, literary critic; and many others of international renown.

The Vocational Summary



Figures and facts

OF 468 young workers placed in employment in offices by the Philadelphia School Employment Office last year only one-sixth were boys. Similarly, only one-ninth of the 402 workers placed in retail selling positions were boys. The small number of boys placed in these two groups of positions, according to John G. Kirk, director of business education in Philadelphia, is due to inadequate vocational guidance, which results in too many boys being enrolled in shorthand, bookkeeping, and other clerical courses; and also to the failure of the school to provide retail selling courses suited to the needs and opportunities open to boys. Almost 92 percent of those placed in offices and 86 percent of those placed in retail selling positions were senior high school graduates, indicating that graduation from a high school is now a prerequisite for most office and store employment in Philadelphia. Fifty-five percent of the placements in all types of employment made by the School Employment Office last year were in the field of either office work or retail selling.

They learn to serve

Six hundred hours of training and a demonstrated ability in all details of household service are required of Negro girls, who to the number of approximately 150 are enrolled each year in the Training School for Household Service in Kansas City, Mo. Directed by Mrs. Viola Williams, the founder and principal of the school, this institution is conducted in a large house equipped for the purpose. Started in 1908 as a private institution, this school was placed under the jurisdiction of the vocational department of the Kansas City public-school system in 1914. Under the plan followed by Mrs. Williams, girls attend the school full time every day for the first 2 or 3 weeks. They are then placed in household service on a part-time basis, working half a day and attending classes the rest of the day. After a girl has demonstrated proficiency she is placed in full-time employment, but returns to

the school during her weekly half-day leave periods for continued special training. Many women depend upon Mrs. Williams to select girls to supply their needs for household service and cooperate with her in arranging for girls already employed in such service to return to school for additional training during their free periods. About 4,000 girls have been trained in this Training School for Household Service since it was opened.

Agricultural agent named

W. N. Elam, former district supervisor of vocational agriculture in central Texas, has been appointed agent for special groups on the staff of the agricultural education service, Office of Education. He takes the place left vacant by the death of Dr. H. O. Sargent last February. Mr. Elam, who was born on a farm near Ireland, Hamilton County, Tex., received his early education in the schools of his home county. After graduation from the Liberty High School he was for 4 years a teacher in Hamilton County rural high schools. Following graduation from the Agricultural and Mechanical College of Texas in 1917, where he received the degree of bachelor of science in agriculture, he taught vocational agriculture in various central Texas high schools. He served in this capacity in the Austin, Granger, Bartlett, and Taylor high schools. In connection with his teaching work Mr. Elam served from 1928 to 1936 as district supervisor for vocational agriculture in the Area VIII, which includes the counties of central Texas, and from 1932 to 1936 was manager of the chamber of commerce in Taylor. During the spring and summer of 1935 Mr. Elam served on a special committee appointed by the United States Commissioner of Education,



J. W. Studebaker, to prepare a series of lesson outlines for use in vocational education programs in CCC camps. He is the only vocational agriculture teacher who has twice been awarded the title of master teacher of agriculture for Texas, having won this honor in 1928 and again in 1930. Mr. Elam holds the degree of master of science in agricultural education from the Colorado Agricultural College, and has completed most of the work necessary for the doctor's degree at the University of Texas.

A 6-way survey

An occupational survey recently completed by the public schools of Lebanon, Pa., points the way to the possibilities of this type of study. This survey, which is typical of others already made or under way in 10 other Pennsylvania cities and towns, in cooperation with the State department of public instruction, was carried out for the specific purpose of ascertaining how the vocational training department of the new senior high school now under construction in Lebanon could best serve local citizens and industries in its training program. Those responsible for the survey sought to determine: (1) What vocational industrial courses would most benefit industry and future wage earners; (2) whether certain vocational courses given in the city schools in the past 5 years have helped graduates to get employment; (3) whether the city's present vocational industrial training curriculum meets the employment needs of its citizens and industries; (4) whether retraining young adults, 18 to 25 years of age, for industry is essential; (5) whether there is a need for trade extension training; and (6) what courses should be placed in the new school on an industrial art basis. Inasmuch as the leading industries in Lebanon are the textile and metal working industries, the major effort of this investigation was confined to these two fields, although the printing, garage, food products, shoe, and paper box industries were included in the study. More than 75 local industries were visited to obtain information on educational needs

of present and future employees. Occupations of members of vocational classes of 1925, 1930, and 1935 are tabulated in the final report, as well as the present occupations of graduates from shop courses in the years 1932 to 1936. A comparison will be made between shop training in Lebanon and other Pennsylvania cities.

Embryo foresters

A school forest of 90 acres is maintained at Austin-Cate Academy, Center Stratford, N. H., where the vocational agriculture students carry out modern forestry practices. The project was started by the Austin-Cate Chapter, Future Farmers of America. The original plan of the project calls for the improvement of the entire plot over a period of years, according to the best forestry practices. The forest consists of pine and mixed hardwood growth, one-half mile from the campus. To begin with, the agricultural students took a field trip to the forest and estimated the amount of standing timber. A plot estimate showed that there were 120,000 feet of pine and 60 cords of mixed hardwoods. Using the time allotted to their forestry course in the school, the students last fall estimated, pruned, piled, and cut mixed hardwoods and cleaned out old roads. Forestry classes worked in groups of two or three, depending upon the jobs they were doing. Commenting on the project in a radio talk Albert Ladd, a student in the vocational agriculture course at Austin-Cate, said:

We are planning to obtain 5,000 nursery-grown seedlings every year from the State forester at Concord. These trees will be set out in different parts of the forest where natural seeding cannot take place. The proper type of white pine will be selected, which is most suitable for the location. Hard and soft woods will be removed and utilized for wood at the school.

The pruning will be done when the stand has attained the size of from 2 to 6 inches in diameter so that the best results may be obtained when the trees have reached their full growth.

Profits that will be helpful to the farmers can be realized if they will properly take care of their wood lots. A little time spent in weeding, pruning, and general care of the pine lot, as we are planning to do, will in many ways help the farmers of New Hampshire.

All for a dollar

Open to every Negro community in the city are the part-time trade extension, part-time general continuation, and evening trade extension classes for Negroes now in operation under the direction of the public-school system of Fort Worth, Tex. Started in 1924 with an enrollment of 51, these schools last year enrolled 1,291 individuals taking courses in foods, clothing, laundering, beauty culture,



Future auto mechanics learning their trade in a Fort Worth vocational class.

eandy making, child care and guidance, care of the sick, automobile mechanics, janitor engineering, maid service for public schools and public buildings, typewriting, bookkeeping, and shorthand. Two of the main objectives in the schools are to place students in employment and to follow them up in their employment. All of those who have enrolled have been workers in the type of employment in which they have received instruction. Instructors in the schools are charged with the responsibility of ascertaining from employers just what type of training each student needs. Instead of discharging incompetent help many employers require them to attend school, advise instructors wherein they need help, and leave it to instructors to bring the workers up to the standards they require. During recent years from 150 to 200 Negroes have been placed in jobs each year. A considerable number of those placed in employment during the past year have been from the group on relief. Classes are conducted in 16 Negro communities in churches, homes, a hospital, the Y. M. C. A., and other convenient headquarters. The only charge to the student is a one-dollar registration fee, which is returned at the conclusion of the school year if the student has a perfect record of attendance. Exhibits of student work and an entertainment mark the close of the school year, and each student eligible to the honor is awarded a certificate of proficiency. Honor certificates go to those with outstanding records. A chorus of 200 student voices which performed at the closing exercises of the schools in June attracted an audience of approximately

4,500 persons. Teachers for these schools are selected on the basis of practical experience in the field in which they are to teach.

A teacher-training plan

Evening classes for adult farmers are being used to advantage in Oregon to train prospective teachers of vocational agriculture. One of these classes was repeated last year for the fifth time. A course in soil fertility in its relation to crop production, a carry-over from the previous year, was presented. Thirteen meetings were held, at which the average attendance was 22. Maps were drawn showing the crop and fertility practices followed on all fields of three typical farms in the community. These three farms were selected for study by the student teachers only after they had visited nearly all farms in the community to learn at first hand the local fertility and crop-production problems. A field day was then arranged and farmers were invited to join in a study tour of the three farms for the purpose of observing and discussing the conditions on these farms. The maps and organization studies of each farm were used by the trainees to explain different phases of the field-day study. Each student was put in charge of a different phase of the study. The field-day program provided an excellent follow-up of the previous year's work in soils. By uncovering additional problems and situations, also, it provided an excellent approach to the second year's work. In this high-school teaching practice the greatest emphasis is laid upon the setting up of the farm jobs which should be studied, selecting teaching projects,

making budgets, setting up objectives, and otherwise planning project work on a classroom teaching basis, especially for beginning students. Typical teaching or lesson plans have been worked out for several of these projects. Project study for first-year student teachers is focussed on the production, financial, and economic objectives to be achieved in connection with project jobs. In the case of continuation projects and for second-year students, however, project objectives, based upon an analysis of the second year's work, are used in making the approach to the study, in setting up the units of study, and as a basis for project study and planning.

Human particulars

An analysis of the 9,422 disabled persons rehabilitated during the year ended June 30, 1935, under the Federal-State cooperative plan provided in the national vocational rehabilitation act of 1920, shows one-fourth, or 2,380, were injured in industrial accidents. Sixty-seven percent of this number were between the ages of 18 and 40—the most productive period—and had many years of work-expectancy ahead of them. Eighty-five percent, or 2,036, had had less than a high-school education. Seventy-three percent had one or more dependents and 21 percent had four or more dependents. These figures, taken from a recent study made by the vocational rehabilitation service of the Office of Education, give some idea of the human particulars involved in rehabilitating disabled persons. A review of the services provided for these 2,380 individual cases by State rehabilitation divisions concerned with their readjustment, is enlightening. Eight hundred and twenty-seven of these individuals were retrained for new jobs or occupations; 211 were aided with their living expenses during their training periods; 15 were given medical treatment or physically restored; and 589 were provided with artificial appliances such as legs, arms, and braces. Study of the final employment distribution of these cases showed that 763 were replaced in employment with their former employers; 1,098 were placed with new employers, and 517 were placed in businesses of their own. Ninety-three percent of the 2,380 industrial accident cases were earning \$10 a week or more after they had been rehabilitated. More than 1,600 cases were earning \$10 to \$25 a week, and more than 600 were getting over \$25 a week. Figures sometimes tell a story better than exposition or discussion.

Puerto Rican highlights

Vocational agriculture students in 38 schools in Puerto Rico have built the structures in which class sessions are held. This is one of the interesting observations brought back from the island by J. A. Linke, Chief of the Agricultural Education Service, Office of Education, who with William R. Shaffer, national president, Future Farmers of America, visited there recently. These classrooms, Mr. Linke's report shows, are separate from the main school building and are erected near the school farm. Each school has its own farm on which vocational agriculture students receive their practical training. Each farm, moreover, is a demonstration to the farmers of the community, of what can be done in producing crops under scientific management. The agricultural courses are based upon facts developed by teachers from farm surveys in their communities, which are presented on charts hung upon classroom walls for constant reference. Numerous examples of successful farming ventures carried on by graduates and undergraduates of vocational agriculture schools on the island testify to the effectiveness of the training they have received. Mr. Linke visited a 14-acre farm near Lares managed by two graduates. Under their management the indebtedness on the farm, bought several years ago for \$2,300 by their father, had been reduced to \$800 and will in the next year or two be paid off entirely. The boys grow coffee, producing 570 pounds to the acre, an increase of 447 pounds over the average for the community. Another vocational agriculture graduate at Aguadilla, is managing a 70-acre farm on which he raises general crops: coconuts, cowpeas, and plantains; and poultry and hogs. There are 124 vocational schools of all types in Puerto Rico, with an enrollment of 12,030—4,520 in agriculture, 5,409 in home economics, and 2,101 in trade and industry. The 49 chapters of Future Farmers of America on the island have a total membership of 1,870. The vocational-education program in Puerto Rico which has made rapid strides since its establishment in 1930, is under the supervision of Antonio Texidor, director for vocational education on the island.

At Herculaneum

Forty-eight girls, students in home economics courses in the Herculaneum, Mo., schools, are making good use of an attractive home economics cottage recently completed there. It replaces the headquarters in the school basement

formerly provided for home economics classes. It was completed for a total expenditure of \$3,595, including cost of both building and equipment. The cottage, which was carefully planned by the homemaking girls, in advance, contains a living room and dining room, bedroom, and combination laboratory and storeroom. With the cottage as a laboratory, Miss Morris, the teacher of home economics at Herculaneum declares, girls may be taught the principles of homemaking—home management, home furnishing, and home living, including hospitality—through actual practice. Early in the year they divide the care of the house among themselves, working in groups, and with a minimum of supervision from the teacher.

CHARLES M. ARTHUR

★ Cooperating

THE University of Pittsburgh is cooperating with business and industry through at least three different agencies. The Mellon Institute of Industrial Research, which although separate from the university is affiliated with it, aims to increase useful knowledge by developing the sciences and providing opportunities particularly in the fields of chemical and industrial engineering. The Research Bureau for Retail Training is an organized research division of the university—an association of retail department stores—to promote better methods of retailing; the staff and students carry on research in the member stores. The Bureau of Business Research is affiliated with the School of Business Administration to cooperate with all industries in the city.

A Step Forward For Adult Civic Education

STORY of the ten forum demonstration centers sponsored by the United States Office of Education, managed by local educational agencies, devoted to civic enlightenment through free public discussion. A guidebook for educators and civic leaders desiring to begin similar programs in their communities. Tells how centers were selected—how they operate—who leads the discussion—what subjects are discussed—attendance—progress made to date—future expansion of program.

Price 10 cents—Superintendent of Documents, Washington, D. C.

Improving Their Library Service

In California

STATE-WIDE studies of problems relating to the school library field are being carried on in California through the cooperation of educational and library groups. The results of these studies are appearing as bulletins of the State department of education.

One of these publications, entitled "The Library in the Elementary School" (Bull. No. 18, Sept. 15, 1935), was prepared by committees working under the leadership of Helen Heffernan, chief of the division of elementary education and rural schools, State department of education, and Eleanor Hitt, assistant librarian, California State Library, as cochairmen. It is pointed out in the preface to this study that the committees have refrained from a dogmatic treatment of a subject which still requires much research and experience; that the library in the elementary school is of too recent development to determine standards which the committees would adhere to over any long period of time; and that to determine a desirable training for teachers and librarians in their relationship to a service only in the process of being defined is a similarly hazardous undertaking. The chief purpose of the bulletin is to indicate trends that progress will probably take in the immediate future.

A book list called "Pleasure Reading for Boys and Girls" (Bull. No. 17, Sept. 1, 1935) was prepared by committees of school librarians, children's librarians in public libraries and educators under the direction of Misses Heffernan and Hitt. The chief purpose of the list as given in the introduction, is to aid teachers and parents in guiding the leisure time reading of children from the kindergarten through junior high school. To aid in the selection of titles, the books are grouped under headings that interest children, such as "Dolls", "Real Animals", "Knights" and "Windmills and Wooden Shoes." It is made clear that it is quite necessary that some kind of grade placement be given each book even though there is no foolproof method of determining the same, because children are human beings with many varieties of

Edith A. Lathrop, Associate Specialist in School Libraries, Office of Education Library, Describes Some Library Activities in Kentucky and in California



Children in the Pasadena public schools enjoying picture books.

interests, temperaments and reading abilities that cannot be pigeonholed. Two sources are used for this purpose: (1) The grade placements assigned in "The Right Book for the Right Child" and (2) the Lewerenz vocabulary grade placement techniques.

County library service

Another study, entitled *Effective Use of Library Facilities* (Bull. No. 11, June 1, 1934), includes concrete presentations for providing the library atmosphere in rural schools of various sizes; specific guidance in the care of fugitive materials; and suggestions in the use of books and libraries. State Superintendent Kersey points out in the foreword of this bulletin that the actual material was drawn from activities carried on in rural schools under the direction of the rural school super-

visors serving on cooperating committees of the California Rural Supervisors Association, southern section.

Since 20 percent of all of the county libraries in the United States are in California, it is not surprising that one of the problems for study should be concerned with county library service to schools. The title of this study is *Selection and Distribution of Supplementary and Library Books in California Counties* (Bull. No. 10, May 15, 1934). It is a cooperative undertaking of the divisions of libraries and elementary education and rural schools of the State department of education. Part I is a status study of county library service to schools. Part II is concerned with the selection and adoption of books to be purchased by county libraries and school districts.



Library supplies books for high-school handicraft class.

In Kentucky

WITHIN THE PAST few years Kentucky, like several other Southern States, has been concentrating attention upon the improvement of its public-school library service. The major step was taken in 1933, when the State Department of Education added to its staff a supervisor of public-school libraries.

During the past year this official, Miss Ruth Theobald, has been instrumental in having two numbers of the Educational Bulletin, which is issued monthly by the department of education, devoted exclusively to the subject of school libraries.

Purpose of study

The first, published in January 1935, is called Library Service Available to the Public Schools of Kentucky. The main purpose of this study, as expressed by the State superintendent of public instruction, is to bring to light the great need for some comprehensive and adequate plan of library service for Kentucky schools.

The title of the second publication, which is the Educational Bulletin for January 1936, is "The High School Library: A Handbook." The object of this bulletin is to assist school administrators and school librarians in the effective administration of their libraries. It contains circulars prepared at various times by the supervisor; and, in addition, regulations of the State board of education for high-school librarians and information on the selection of books and magazines.

Library committee

One other school library activity reported to this Office by Miss Theobald is concerned with the preparation of a course of study in the use of books and libraries. This duty is charged to a library committee which functions as a part of the committee on curriculum revision.

Through the cooperation of educational and library groups, significant improvement can be made in library services as indicated by the results of these two States--California and Kentucky.

★ Science Celebrates

A REENACTMENT of the first telegraph message from Baltimore to Washington over Cornell University's original model of the Morse instrument, will be a feature of the centennial celebration on November 23, of the American patent system and its achievements.

During the celebration, Thomas Edison's voice will be heard from one of his early phonograph recordings, speaking on the value of invention. The national committee on the centennial has emphasized the educational values to be obtained by high-school science classes in connection with the celebration. Such groups, it has been suggested, might profitably survey some of the basic inventions which have materially affected the industrial life of their particular community.

Sources of information

Industrial museums of the Nation have been organized to offer exhibits of patents. Junior science clubs in high schools are also cooperating in the Nation-wide celebration. Libraries are putting on display, special sections of books relating to the story of invention.

School officials and teachers who are planning for classes to make informal studies of inventions in their communities may obtain helpful information by addressing the chairman of the publicity committee of the centennial celebration, Mr. Robert D. Potter, Science Service, 2101 Connecticut Avenue, Washington, D. C. Any request for such information should give a brief synopsis of the phase of invention which is to be explored and studied.

If you want to subscribe for

SCHOOL LIFE,

Official organ of the Office of Education, write the Superintendent of Documents, Government Printing Office, Washington, D. C., enclosing one dollar for one year

Educational News



In Public Schools

IN GEORGIA, as reported by L. M. Lester in a current issue of the *Georgia Education Journal*, committees are busy building the framework of the curriculum.

(1) The laymen's platform committee is preparing a statement of the demands of a democratic State upon its public schools. (2) The aims committee has agreed upon the ideals of the good life and the traits of the good citizen as the objectives which the schools must strive to develop in each child. (3) The committee on the scope of the curriculum has outlined the experiences and learnings considered basic in the education of a good citizen in the modern world. (4) The procedures committee has developed a series of problems dealing with the aims and the scope reports and the way in which they are to be used by the classroom teachers. Their full report which will appear in printed form later in the year will deal with techniques for studying the child and the community, with classroom procedures based on these studies and with administrative problems in the secondary schools.

THE TEACHING OF SAFETY in the use of the bicycle is called to the attention of the school principals in Massachusetts in two safety bulletins recently sent them by the department of education in that State. The bulletins announce that the supervisor of safety education is available for assisting school executives in planning, inaugurating, and launching programs of safety education and for discussing methods and materials with teachers either in single meetings or in a series. Other services may be arranged on request.

THE YOUNG CHILD in the Museum is a report recently issued by the Newark Museum, Newark, N. J. It contains replies from 35 museums on the following questions: "Can museums successfully carry on activities for children from 4 to 6 years of age? Should these children be included in the activities for

older boys and girls? Do these younger children get anything out of their museum contacts?

Twenty-four of these museums have no organized activities other than story hours, motion pictures, etc., for the 4-to-6 group. Four museums feel that visits to museums have little if any value for children under 7. Eleven museums do have organized activities for the younger group, of which nine specify the activity to be some form of creative art. Seven classify the group as "younger brothers and sisters."

Though several museums believe that the younger children do not understand enough of what is told to the older ones to hold their interest in the activities, they do believe that there is a definite advantage in working directly and personally with the 4- to 6-year-old group and state that the results are gratifying and beneficial to both the children and the museum. Of the 11 institutions which plan activities especially for the younger children, only four are specifically children's museums or children's art centers. Six museums, of which two are children's museums, have expressed a desire to inaugurate special activities for the 4- to 6-year-old group.

The report concludes: "Just as the introduction of children's museums as adjuncts to adult ones was originally a new and venturesome experiment and is now recognized as important and valuable, so the establishment of work with younger children is new and uncertain in some museums, but is an interesting and important development."

"CURRICULUM GUIDE for Teachers of Two- to Five-Year-Old Children" was recently issued by the University of the State of New York, the State Department, Albany. The bulletin was prepared by a committee on early childhood education appointed by the assistant commissioner for elementary education in that State. The report of the committee is being published in three parts under the general caption "Curriculum Guides for Teachers of Young Children" (2 to 8 years of age). Part I, just published, is for the teachers of children 2 to 5 years of age; part II, published in 1935, is for

teachers of children 5 years of age; and part III, in course of preparation, is for teachers of children 6 through 8 years of age. The purpose of the committee has been to place emphasis upon the child's development rather than upon his progress through certain arbitrary grade groupings. "In certain respects this committee has charted a new course for curriculum development in the elementary school," says Dr. J. Cayce Morrison in his foreword to the bulletin.

On Your Calendar

ASSOCIATION OF BUSINESS OFFICERS OF PREPARATORY SCHOOLS. Deerfield, Mass., December 18 and 19.

ASSOCIATION OF LAND-GRANT COLLEGES AND UNIVERSITIES. Washington, D. C., November 16-18.

ASSOCIATION OF MODERN LANGUAGE TEACHERS OF THE MIDDLE STATES AND MARYLAND. Atlantic City, N. J., November 28.

COLLEGE CONFERENCE ON ENGLISH IN THE CENTRAL ATLANTIC STATES. Atlantic City, N. J., November 28.

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS. Richmond, Va., November 30-December 2.

NATIONAL ACADEMY OF SCIENCE. Chicago, Ill., November 16-18.

NATIONAL ADVISORY COUNCIL ON RADIO IN EDUCATION. Washington, D. C., December 10-12.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH. Boston, Mass., November 26-28.

NATIONAL INTERFRATERNITY CONFERENCE. New York, N. Y., November 27.

UNITED CHAPTERS OF PHI BETA KAPPA. New York, N. Y., December 16.

A CURRENT ISSUE of the *Journal of Arkansas Education* announces: Two new curriculum bulletins, consisting of tentative courses of study for the elementary and secondary schools of the State, have

been sent to the printer. These bulletins were prepared by groups working at the University of Arkansas, Fisk University, and George Peabody College for Teachers during the past summer. These groups worked under the direction of Edward McQuiston, curriculum director; W. F. Hall, elementary school supervisor; and Morgan R. Owens, high-school supervisor, all of the Arkansas State Department of Education.

A COMPREHENSIVE SURVEY of the public schools of Evansville, Ind., was conducted by the division of field studies of the Institute of Educational Research, Teachers College, Columbia University, during the school year 1935-36. The report has been published under the title "Your Schools."

WALTER S. DEFFENBAUGH



In Colleges

THE DIESEL ENGINE Laboratory at Pennsylvania State College is reported to be attracting world-wide attention. Experts from many foreign countries as well as those of the United States visit the college laboratory. The United States Navy each year sends men to the college for training in Diesel engines used for locomotion by submarines beneath the surface.

THE UNIVERSITY OF PITTSBURGH'S "CATHEDRAL OF LEARNING" is visited by crowds averaging 100 persons daily. These inspection tours of the world's tallest educational building, have made necessary the appointment to the university staff, of an *official greeter* who escorts visitors through the skyscraper school building.

COLLEGE TRADITIONS. Most colleges preserve certain traditions which are passed on by word of mouth to entering freshmen. At the University of Arizona a group of 15 upper classmen have been appointed "Traditions committee for 1936-37" to enforce existing school traditions and campus regulations, and to institute any new activity sufficiently important to become a tradition of the future. At Massachusetts State College new students were introduced to the history and traditions of their prospective alma mater by the head of the English department, Prof. Rand, author of "Yesterdays" a history of State College with

a hope that a "scholarly introduction to the past will help each new student to appreciate more fully his obligations and opportunities throughout his 4 years as a student here."

NEW TEACHERS. Trained at the University of Iowa, 116 men and women who graduated last June started teaching careers this fall in 10 States. The majority, 88, began work in Iowa.

HORACE MANN CENTENNIAL YEAR. In October, Antioch College sponsored a 2-day conference on "The Function of Education in a Democracy" as an opening event of the Horace Mann celebration. Antioch as a scene of such a program seemed especially appropriate because the college's first president (1853-59) was Horace Mann. Although Mann lived only 6 years after coming to the college, he founded in that time a strong tradition within the institution itself, and contributed notably toward the cause of higher education in his day.

COLLEGE CHANGES AND ADDITIONS 1936-37. The new Educational Directory for 1937 (Pt. III, Colleges and Universities) is now in press. Each fall the Office of Education revises its college directory listings. This fall 18 institutions have been added to the lists, 12 which have been closed or merged have been dropped from the lists, 12 have changed their official names, and 9 have been reclassified from one type of institution to another type. The Office has five classifications of colleges: (1) a college or university offering liberal arts training over a period of 4 years; (2) a professional school—*independent* of a university but offering medicine, law, music, theology, and other specialities; (3) a teachers college (4-year); (4) a normal school (2- or 3-year); and (5) a junior college (2-year).

Among the colleges newly listed are:

- California*—San Francisco Junior College, San Francisco; San Jose Junior College, San Jose.
- Connecticut*—Junior College of Commerce, New Haven; New Haven Y. M. C. A. Junior College, New Haven.
- Georgia*—Armstrong Junior College, Savannah.
- Maine*—Ricker Junior College, Houlton.
- Maryland*—Peabody Conservatory of Music, Baltimore, a professional school.
- Massachusetts*—Cambridge School of Liberal Arts, Cambridge, a junior college; Garland School, Boston, a junior college; Massachusetts School of Art, Boston, a teachers college.
- Montana*—Great Falls Normal College, Great Falls.
- New Hampshire*—Stoneleigh College, Rye, a junior college.

New York—New School for Social Research, N. Y. C., a professional school.

Ohio, Giffin College, Van Wert, a junior college; Schaffner School, Cleveland, a professional school.

Texas—Dallas Theological Seminary, Dallas, a professional school; Lee Junior College, Goose Creek.

Wisconsin—St. Francis College, Burlington, 4-year college.

Colleges that have closed or merged during the past year include the following:

- Colorado*—Denver Junior College, the Y. M. C. A. evening school has been discontinued.
- Florida*—Palmer College at De Funiak Springs has been permanently closed.
- Illinois*—Danville Junior College, Danville, closed; Emerson Junior College, Chicago, is no longer actively engaged in educational work; Kendall College of Physical Education (normal school), Chicago, merged with George Williams College.
- Iowa*—Decorah College for Women, Decorah, has been united with Luther College.
- New Hampshire*—Concord Training School (normal school), Concord, is closed.
- New Jersey*—Dana College, Newark, is now a part of University of Newark, and is no longer known as Dana College.
- Ohio*—St. John's University, Toledo, is closed. A new diocesan college will sooner or later take over the plant according to information received.
- Pennsylvania*—Illman Training School (normal school), Philadelphia, merged with the University of Pennsylvania and is now known as the Illman-Carter Unit of the School of Education of the University of Pennsylvania.
- South Carolina*—Brewer Normal School (Negro), Greenwood, has discontinued all work above high-school grade according to the principal.
- Virginia*—Richmond Normal School, Richmond, has been discontinued.

Change of name was noted in the official listings of the following higher educational institutions:

- California*—Moran School of California (Atascadero) changed to Miramonte School and Junior College.
- District of Columbia*—Immaculata Seminary (D. C.) changed to Immaculata Junior College; Mount Vernon Seminary (Wash.) changed to Mount Vernon Junior College.
- Florida*—name of Southern College (Lakeland) changed to Florida Southern College.
- Illinois*—South Side City Junior College (Chicago) changed to Wilson Junior College.
- Iowa*—Des Moines Catholic College (Des Moines) changed to Dowling College.
- New York*—Collegiate School of Packer Collegiate Institute (Brooklyn) changed to Junior College of the Packer Collegiate Institute; New York Homeopathic Medical College and Flower Hospital (N. Y. C.) changed to N. Y. Medical College and Flower Hospital.
- North Carolina*—Biltmore Junior College (Asheville) changed to Biltmore College; Ebenezer Mitchell Junior College (Misenheimer) changed to Pfeiffer Junior College.
- Ohio*—Rio Grande College (Rio Grande) changed to Rio Grande Junior College.
- Texas*—Amarillo Junior College (Amarillo) changed to Amarillo College.

The classification of a number of institutions has been changed during the past year as follows:

- Alabama*—State A. & M. Institute (Negro) at Normal, formerly a normal school, is now classified as a Negro junior college.
- Maryland*—Princess Anne Academy (Negro) at Princess Anne, formerly a normal school, is now classified as a Negro junior college.

Massachusetts—Bouve-Boston School of Physical Education (Boston), formerly a normal school, is now classified as a teachers college; Emerson College, Boston, formerly listed as a professional school, is now classified as a 4-year college.

Ohio—St. Mary of the Springs College (East Columbus), formerly listed as a professional school, is now classified as a 4-year college.

Oregon—Oregon Institute of Technology (Portland), formerly on the professional school list, is now classified as a junior college.

South Carolina—Bettis Academy (Negro) at Trenton, formerly a normal school, is now classified as a Negro junior college; Friendship College (Negro) at Rock Hill, formerly a normal school, is now a Negro junior college.

West Virginia—Alderson-Broadus College (Philippi) formerly a junior college is now classified as a 4-year college.

WALTER J. GREENLEAF



In Educational Research

ONE SOMETIMES GETS the impression from current writings on character education that there has been no character education in schools before the immediate present. Some indication that character forming has been a constant factor in our public elementary and high-school education has been shown by an analysis by 300 New York University students. These 300 students analyzed their public-school experience with the view to discovering what favorable personality traits and what unfavorable personality traits were developed by the school. There were 860 favorable traits and 368 unfavorable traits mentioned by these 300 students as having been developed by the school. The analysis also shows the particular factors in the school situation which were thought to be responsible for the development of favorable and unfavorable traits, respectively. This analysis is reported by Francis J. Brown, in the *Journal of Educational Research* for September 1936.

Two Books dealing with the diagnosis of reading difficulties are those by McCallister, "Remedial and Corrective Instruction in Reading" (D. Appleton-Century Co.), and Betts, "The Prevention and Correction of Reading Difficulties" (Row, Peterson & Co.). The former deals with the high-school level and the latter the elementary school level. They are both largely summaries and interpretations of recent research findings. A serious attempt is made in both publications to translate these research findings into definite diagnostic practices and remedial measures. These volumes represent the recent trend toward interpreting research findings so that definite school practice can be influenced.

HENRY BEAUMONT has translated for Farrar & Rinehart, Inc., Buhler & Hetzer's Testing Children's Development From Birth to School Age. This book describes a series of tests which have been standardized on a small group of youngsters from birth to 6 years of age. The tests are classified in six categories as follows: 1. Sensory reception; 2. Bodily movements; 3. Social behavior; 4. Learning—i. e., memory, following directions, and the like; 5. Manipulation of materials; 6. Mental production—i. e., intelligent interpretation of pictures, the understanding of cause and effect, and the like. The growing literature on the motor and mental development of preschool children should eventuate in better and better educational procedures with preschool and primary children and the eventual spread of more accurate study of the individual development of older children.

A SURVEY OF READING INTEREST STUDIES has been made by Kopple C. Friedman and Claude L. Nemzek (*Education*, September 1936). Research studies on differences in reading by children of superior intelligence and children of lower intelligence, differences in interests because of differences in age, sex, and the like, are listed.

THURSTONE HAS WRITTEN ON A New Conception of Intelligence in the *Educational Record* of July 1936. The original conception of intelligence was that it consisted mainly of one general ability. This idea was fostered by Spearman in his early writings on mental factors and through the results on our general intelligence tests. Now, through the development of multiple factor analysis methods, a more thoroughgoing analysis of the results of tests can be made. This analysis is based on the assumption that if several different tasks require different fundamental abilities, it should be possible to differentiate people's abilities by performances on different tasks. Thurstone applied 56 psychological tests to 240 college students. From an analysis of the results he comes to the conclusion that intelligence really consists of the following more or less independent factors: (a) Number facility; (b) word fluency—i. e., the recall of words; (c) memory; (d) perceptual speed; (e) induction—i. e., the discovery of a common characteristic in a group; (f) verbal reasoning; and (g) visualizing.

DAVID SEGEL



In Other Government Agencies

National Youth Administration

STUDENT AID WAGES have been paid to 283,600 high-school students, 125,500 college undergraduates, and 6,900 graduates, representing 20,000 high schools and 1,617 colleges and universities in every State and the District of Columbia, according to Aubrey Williams, Executive Director, NYA. Of the number graduating from college in June, 19,803 were NYA students. Job placement service of the NYA, as of August 1, had succeeded in finding employment in private industry for 6,455 young men and women and had advised and counseled many thousands more.

Office of Indian Affairs

TWO TRAINING CENTERS for the in-service training of teachers in the Indian Service were established during the past summer, one at the Pine Ridge Reservation, South Dakota, in the heart of the Sioux country and the other at Wingate Indian School in New Mexico, immediately adjoining the Navajo Reservation.

Courses in anthropology, elementary and secondary education, particularly as applied to the pupils in the Indian schools, race psychology and mental hygiene, health education, soil conservation, land management, agriculture, and animal husbandry were offered. Courses in Indian arts and crafts taught by native and white craftsmen and opportunities to learn the two major Indian languages—Sioux and Navajo—were presented more as hobbies than as professional courses.

During the summer of 1937, two, or possibly three, summer institutes in Indian education will be given under the auspices of the Office of Indian Affairs. Information will be furnished to interested students by Willard W. Beatty, Director of Education, Office of Indian Affairs, Washington, D. C.

Public Works Administration

ONE HUNDRED AND THREE new PWA projects in 32 States have recently been approved by Harold L. Ickes, Secretary of the Interior and Public Works Administrator, according to the latest report from PWA headquarters.

Hospitals, asylums, schools, waterworks, power, sewer systems, disposal

plants, municipal buildings, bridges, highways, and other public improvements selected by various communities were among the projects to which Federal aid was given. The communities elected to provide 55 percent of the cost of such permanent projects from local funds.

Provisions for new school buildings and additions or improvements to existing school plants were made as follows:

California: Anaheim, \$31,845; Areadia, \$11,700; Arroyo Grande, \$14,255; Brawley, \$33,750; Cuenamonga, \$6,525; Fontana, \$32,727; Santa Barbara, \$22,285; Taft, \$75,418; Terminus, \$10,811; Tutelake, \$13,091; Whittier, \$33,275.

Illinois: Orangeville, \$16,363; Tazewell County, \$3,272.

Iowa: Creston, \$36,900; Dunlap, \$2,250; Joiee, \$5,727; Melbourne, \$9,450.

Kansas: Hillsboro, \$27,000; Ottawa, \$81,000.

Massachusetts: Hinsdale, \$20,250; Middleton, \$38,250.

Michigan: Crystal Lake Township, \$24,545; Millington, \$5,809.

Minnesota: Fillmore County, \$3,429.

Mississippi: Stover, \$6,545.

Montana: Hogeland, \$12,105.

New Jersey: Camden, \$24,545; Millville, \$22,909; Ocean Township, \$50,040; Ringwood, \$57,272.

New York: Canisteo, \$135,000; Oswego County \$225,000; Port Byron, \$225,000.

North Dakota: York, \$2,385.

Ohio: Chesterland, \$28,636; Eden Township, \$15,030; Fairfield Township, \$27,111; Leetouia, \$85,519; Lykens Township, \$30,506; Roundhead, \$43,485; Waynesfield, \$69,525.

Pennsylvania: Ambridge, \$147,273; Mills City, \$19,935; Reading, \$56,270; Slatington, \$62,182.

South Carolina: Roebuck, \$14,850.

South Dakota: Burke, \$22,091.

Tennessee: Hamilton County, \$64,408.

Texas: Grulla, \$13,909; Kosse, \$22,500.

Utah: Fillmore, \$9,000.

Wyoming: Green River, \$8,182.

MARGARET F. RYAN



In Other Countries

AN INTERNATIONAL CONGRESS of Child Psychiatry will be held in Paris, France, July 24 to 28, 1937, immediately after the International Congress of Mental Hygiene. The congress will be in three sections to each of which a subject is assigned. Many representatives from different nations will submit reports on each subject. The sections with their respective topics are: I. General Psychiatry—The conditional reflexes in child psychiatry; II. School Psychiatry—Methods of education conformable to the intelligence troubles and character of the child; III. Juridical Psychiatry—Mental debility as a cause of juvenile delinquency.

The president of the committee of organization is Dr. G. Heuyer, 1 Avenue Emile Deschanel, VIIe, Paris. Psychiatrists and educators in the United States are invited to participate in the congress. Inquiries may be addressed to Dr. Heuyer.

A REFORM CHARACTERIZED by the Minister of Education of Sweden as "the most significant step in the progress of popular education" in that country since 1842, was initiated on May 20 of this year through the approval by the Riksdag (Swedish Parliament) of the law providing for a required seventh year of elementary school attendance. In the course of the discussions prior to the enactment of the new regulation it was brought out that 7-year elementary schools (folkskolor) have been established voluntarily quite generally in cities and that they are available to about 16 percent of the children of rural districts. To alleviate financial problems a 12-year period of transition has been allowed within which communities may adjust themselves gradually to the new requirements. The 6-year elementary school which until this year has met the full-time requirement of compulsory school education in Sweden was the creation of the law of 1842.

A NATIONAL ACADEMY of Educational Sciences (Academia Nacional de Ciencias de la Educacion) has been created in Cuba by decree no. 2597. The new academy is an autonomous body, but closely connected with the National Secretariat of Public Instruction. Among the various purposes for which it has been established are: Investigation and study of pedagogical problems; stimulation and publication of studies and investigations of pedagogical interest made by its members or other persons; promotion of intellectual exchange among students of education; encouragement of the founding of archives for Cuban pedagogical history and a National library of education; and compilation of a bibliography of Cuban pedagogy. The academy begins with 30 Cuban and institute professors designated as charter members. No limit is set on the membership that the body may attain. In order to be admitted to the academy, one must be a doctor in pedagogy or have shown unusual aptitude for the study of educational questions.

FRANCE, SCOTLAND, AND ENGLAND revised their compulsory education laws during the past summer. School attendance in France was made compulsory for all children, regardless of sex or nationality, from 6 to 14 years of age by a law signed by the President August 9, 1936. The previous labor laws are also modified making it henceforth illegal for children under the age of 14 to be employed in commercial and industrial

establishments even in the capacity of apprentices. The Government is given authority to take practically any steps it deems necessary to assure the provision of educational facilities for children until they reach the age of 14. In general this represents an addition of 1 year to compulsory education in France. The legislation in effect until this summer was passed in 1882 and applied only to children between 6 and 13 years of age.

The Education (Scotland) Act, 1936, signed July 31, makes the school-leaving age 15 years, effective September 1, 1939, and raises to 14 the minimum age for exemption from school under employment certificates. Previously the school-leaving age was 14; the exemption age, 12. The new law in England is very similar to that in Scotland.

JAMES F. ABEL

Radio Programs

Office of Education

Treasures Next Door

Mondays—CBS

4:00 p. m. (E. S. T.)
3:00 p. m. (C. S. T.)
2:00 p. m. (M. S. T.)
1:00 p. m. (P. S. T.)

Education in the News

Mondays—NBC (Red network)

6:00 p. m. (E. S. T.)
5:00 p. m. (C. S. T.)
4:00 p. m. (M. S. T.)
3:00 p. m. (P. S. T.)

Have You Heard?

Tuesdays—NBC (Blue network)

3:45 p. m. (E. S. T.)
2:45 p. m. (C. S. T.)
1:45 p. m. (M. S. T.)
12:45 p. m. (P. S. T.)

Answer Me This

Thursdays—NBC (Red network)

4:45 p. m. (E. S. T.)
3:45 p. m. (C. S. T.)
2:45 p. m. (M. S. T.)
1:45 p. m. (P. S. T.)

The World Is Yours

The Smithsonian Program
Sundays—NBC (Red network)

11:30 a. m. (E. S. T.)
10:30 a. m. (C. S. T.)
9:30 a. m. (M. S. T.)
8:30 a. m. (P. S. T.)

Making Things From Scratch



Background of preparation.

OLD TIN CANS, newspapers, discarded inner tubes, bits of gingham, and things otherwise destined for the scrap heap, become useful objects as a part of the art program in Denby High School, Detroit. Miss Beatrice Harrison, art director, emphasizes that expensive materials are not necessary to a successful handicraft program. She explains that a poster hung somewhere in the room reading, "WHAT CAN YOU BRING?" with a list of desired materials draws in enough supplies to last a year.

Heavy cardboard boxes from the grocery store, decorated by these experimental art class students, make good files for the material thus brought, which is carefully indexed so that one may find what he wants when he wants it.

Each student keeps a large notebook in which are entered chronological data, bibliographies, and other information pertaining to the particular project he has chosen. The class as a whole maintains a file of clippings, notes, and other information on all projects carried on by the unit. In this way one student seeing something pertaining to another student's project gives it to him and he in turn does likewise, thereby building up a relationship that cooperation with all is an essential part of the plan.

Before actual work is started in the classroom, however, the teacher has her students spend 2 weeks in the high-school library learning its uses, particularly that of the card catalog. This saves much time and effort on the part of the librarian later on in the year when the children actually begin work on their projects.

Because of the absence of cost of these raw materials, avenues of adventure are open to all. From old newspapers these students make papier-mâché bowls, trays, dishes, toys, and puppet and marionette heads; from a salvaged brass kettle, aluminum, and worn-out tinware—card and ash trays, flower holders, fruit bowls, and table decorations; out of old sheets and pillowcases—a decorative wall-hanging, picture map, foundations for bodies of dolls and marionettes, and rags for hooked rugs. Intriguing animals, lights for the play theater, brilliant ornaments for the Christmas tree have been made

from empty tin cans combined with cellophane, wood strips, gumdrops, etc.

The art director in this school emphasizes, as most important factors in a functional handicraft program: (1) a vast amount of opportunity for self-expression; (2) a place to express it; (3) materials and tools with which to do it; (4) clear descriptive charts hung about the classroom telling the students how to do what they want to do; and (5) a leader who does not try to teach too much; rather one who lets the children teach her.

★ First National Conference

THE First National Conference on Educational Broadcasting will be held in Washington, D. C., at the Mayflower Hotel on December 10, 11, and 12, 1936. Eighteen organizations interested in every important phase of American education are sponsoring the conference, in cooperation with the United States Office of Education and the Federal Communications Commission.

The purpose of the meeting is to enable persons interested in educational broadcasting to discuss means by which radio may become a more effective instrument for education, both formal and informal; to serve as a clearing house for information on the latest technical and professional developments in educational broadcasting; and to enable persons representing all phases of the subject to become acquainted and to exchange ideas and experiences.

Sponsoring organizations are:

American Association for Adult Education; American Council on Education; American Farm Bureau Federation; General Federation of Women's Clubs; Institute for Education by Radio; Institute of Radio Engineers; International Council of Religious Education; Jewish Welfare Board; National Advisory Council on Radio in Education; National Association of Educational Broadcasters; National Catholic Educational Association; National Committee on Education by Radio; National Congress of Parents and Teachers; National Education Association; National Grange; Progressive Education Association; Women's National Radio Committee; and Workers Education Bureau of America.



Gumdrops and tin cans help make brilliant Christmas trees.

Educational Census

TABULATED according to an official release, the educational status of Chicago citizens of 18 years of age and over appears in opposite column.

Two questions on education were asked on the 1930 census of population, "Did you attend school or college any time last year?" and "Are you able to read and write?" But we do not know the educational status of the Nation, how many adults have attended college or have graduated, how many have attended high school or the grades, or how many have had no formal schooling. Nor has any estimate been available for any large population until recently when the educational status of Chicago's population was studied by Richard O. Lang in an elaborate research completed for the University of Chicago's sociology department.

Through a special Chicago census of 1934, Mr. Lang as codirector, secured data for such a study and for the first time in any census, a question was asked concerning the last grade completed in school for each individual. Attendance at night schools or vocational studies not a part of a regular school curriculum were not included.

From the table it is revealed that 60 percent of the city's adult population

CHICAGO'S EDUCATIONAL STATUS

Last grade of school completed	Total individuals, age 18 or over	Percentages		
		Total	Men	Women
0.....	111,071	4.7	4.6	4.8
1-4.....	161,232	6.8	7.2	6.4
5-8.....	1,161,772	49.1	49.4	48.8
9-10.....	284,698	12.0	11.3	12.8
11-12.....	420,817	17.8	16.3	19.3
13 and above.....	205,185	8.7	10.1	7.3
Unknown.....	19,703	.8	1.1	.6
All.....	2,364,478	99.9	100.0 (1,179,993)	100.0 (1,184,485)

have not been beyond the eighth grade, while only 8.7 percent have had at least 1 year of college training, and 4.7 percent had no formal schooling. The survey still further analyzes the figures into four groups as follows:

Group	Number	Average grade at leaving school
Native whites of native parents.....	711,610	9.3
Native whites of foreign or mixed parentage.....	821,901	8.4
Foreign-born whites.....	644,256	6.4
Negroes.....	175,712	7.5

Mr. Lang concludes that the educational status of adults is higher than elsewhere in Chicago, (1) among native whites, (2) in areas where the proportion of women to men is high, (3) in areas where the proportion of older people is high, (4) where the mobility of families moving from house to house is high, and (5) where families are small.

The difficulty of obtaining and the rarity of such figures make the survey of particular interest. Many would like to compare Mr. Lang's findings with those of other cities or with the Nation as a whole if estimates were available.

WALTER J. GREENLEAF

[CUT HERE]

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Youth Publications

How Communities Can Help

Bulletin, 1936, No. 18, Part I . 10 cents

Leisure for Living

Bulletin, 1936, No. 18, Part II . 15 cents

Education for Those Out of School

Bulletin, 1936, No. 18, Part III . 10 cents

Vocational Guidance for Those Out of School

Bulletin, 1936, No. 18, Part IV . 10 cents

Finding Jobs

Bulletin, 1936, No. 18, Part V . 10 cents

Community Surveys

Bulletin, 1936, No. 18, Part VI . 10 cents

*The above-named bulletins
of the Office of Education were
prepared by the Committee
on Youth Problems.*

"The main purpose of the bulletins is to assist communities and youth agencies, with the aid of youth themselves, to develop the best possible programs. Young people ask only for a chance. They are willing to work diligently to improve the conditions under which they shall spend their lives. It is hoped that in some small degree this series of bulletins will assist them and the communities and agencies with which they work to make the necessary adjustments speedily and wisely."

JOHN W. STUDEBAKER,
U. S. Commissioner of Education.

SCHOOL LIFE



December
1936

Vol. 22 • No. 4



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School Books of Yesterday and Today • Educational Pioneering in Alaska • Sesqui-centennial Anniversary • Poland's Polytechnic Institute • Nursery Schools in 1936. Financing Dormitory Construction • Vocational Summary • Educational News

Official Organ of the Office of Education

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Group Education

Vocational Education

Parent Education

Physical Education

Rehabilitation

Teacher Education

Health Education

Industrial Education

Educational Tests and
Measurements

Comparative Education

Adult Education

SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.



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Almost Christmas Again?



ONE of the strangest things about Christmas is how very, very often it seems to come around. There is a secret to this, we are told, like there is always a secret to Santa Claus.

Take a day instead of a year, for example. When a full and busy day is done we often say, "How fast this day has gone!" It seems but a little while since morning and yet it is evening. On the other hand, when activity and fullness of effort, and challenge, have for any reason been lacking, we feel, even if we do not say it to others, "How long this day has seemed!" The actual working hours may have numbered the same for each of the two contrasting days. It was the challenge, the interest, the demands, the opportunities for service, that had been different.

Years, like days, seem long or short in keeping with their activity and usefulness. Fill a year with fitting action and that year seems short in retrospect.

Perhaps in this is the secret to the life of a real teacher. The days are so full of opportunity, so rich in service, so vital in influence. How could the day spent with youth seem long? How could the year given to the art of teaching be but the briefest span, far too short to accomplish one's full desire?

And so it is almost Christmas again! To you who serve in that "grand army" of teachers, we can think of no better wish for you than that last year's Christmas may *seem* but yesterday, and that next year's Christmas may *seem* to follow closely on its heels. This is only another way of wishing you joy in your work. For what can give greater joy than service?

* * * * *

Again, I wish you a Merry Christmas and a Happy New Year.

A handwritten signature in cursive script that reads "J. W. Sturdchake".

Commissioner of Education.

SCHOOL LIFE Extends Best Wishes For

A Merry Christmas and a Happy New Year

to its many readers

Educators' Bulletin Board



New Books and Pamphlets

Citizenship Education

Our Constitution. Vol. 2, no. 1 of Building America, a photographic magazine of modern problems, issued by the Society for Curriculum Study, Inc., 425 West One Hundred Twenty-third Street, New York.

28 p. illus. 30 cents, single copy.

A study of the Constitution, historical background and contemporary problems, with much pictorial material; a teacher's guide is available.

Presidents of our United States, by L. A. Esler. Chicago, Rand McNally & Co., 1936.

64 p. illus. 10 cents.

A full-page portrait of each president and a brief historical sketch.

The Constitution of our United States; also the Declaration of Independence and Lincoln's Gettysburg Address. Chicago, Rand McNally & Co., 1936.

64 p. illus. 10 cents.

The text of the three documents with historical narrative and list of dates.

For School Libraries

The Comparison of Encyclopedias, by Laurance H. Hart. 6th ed. 1936. 25 cents, single copies. (From L. H. Hart, 21 Forest St., Cambridge, Mass.)

A chart 11 by 17½ inches presents the main features of 26 encyclopedias, with critical comments, as an aid for selection.

Enoch Pratt Free Library, Baltimore, Md., offers a new edition of its Poetry Broad-sides, 17 by 22 inches, printed in beautiful typography, black and white illustrations on heavy paper of various tints. The library will send a checklist and order blank to any school or library interested:

10 cents each plus cost of shipping and mailing (minimum, 6 for \$1.00).

Guidance

Occupational Studies, a series of pamphlets issued by the National Occupational Conference, 551 Fifth Avenue, New York, 10 cents each.

Appraisals and abstracts of the available literature of various occupations, with annotated bibliographies. Titles include: Auto Mechanics, Banking, Beauty Culture, Bookkeeping, City and County Management, Dental Hygiene, Dietetics, Electrical Installation and Maintenance in Buildings, etc.

Art Education

The Federated Council on Art Education. Report of the Committee on Art Education in the High Schools of the United States. New York, Federated Council on Art Education, 745 Fifth Avenue, [1935].

134 p. 60 cents.

Part one of a survey of art education in high schools'

A New Federation Development, Exhibition Service for museums, colleges, libraries, art associations, clubs, high schools, season 1936-37. The American Federation of Arts, Barr Building, Washington, D. C.

36 p. \$1.

A handbook listing art exhibitions available for circulation.

Parent Education

Parent Education Guidebook, compiled by Dr. Ada Hart Arlitt. Washington, D. C., National Congress of Parents and Teachers, 1201 Sixteenth Street, NW., 1936.

30 p. 10 cents.

Discusses basic principles governing the organization and conduct of parent education study groups; prepared for local parent-teacher associations throughout the United States.

Tenure

A Handbook on Teacher Tenure, Washington, D. C., Research Division of the National Education Association, 1936.

p. 167-194. (Research bulletin of the National Education Association, vol. xiv, no. 4, Sept. 1936.) 25 cents.

A study of teacher tenure in the United States with a section on teacher tenure in foreign countries.

Elementary Science

The Earth's Neighbors, by Herbert H. Wheaton. Sacramento, Calif., State Department of Education, 1936.

28 p. illus. (Science Guide for Elementary Schools, vol. 3, no. 2) 15 cents.

Presents a series of projects in astronomy for pupils of the intermediate or upper grades.

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.

BASSETTE, PHOEBE E. A study of the economic condition of Negro teachers in the rural elementary schools of Virginia. Master's, 1936. Hampton Institute. 41 p. ms.

BELL, VIOLA M. Chemistry used in foods and nutrition courses. Doctor's, 1935. Ohio State University. 84 p.

BOLZAU, EMMA L. Almira Hart Lincoln Phelps, her life and work. Doctor's, 1934. University of Pennsylvania. 534 p.

BOYNTON, BERNICE. The physical growth of girls: a study of the rhythm of physical growth from anthropometric measurements on girls between birth and 18 years. Doctor's, 1935. University of Iowa. 105 p.

DOWELL, ANITA S. Physical disability of teachers in the white elementary schools of Baltimore, Md. Doctor's, 1934. Johns Hopkins University. 98 p.

GREEN, ETHEL D. High school law course and how to vitalize it. Master's, 1934. Boston University. 308 p. ms.

HANN, GEORGE D. Administration of the school and community health program of Clinton, Okla. Master's, 1935. University of Oklahoma. 144 p. ms.

HUMPHREYS, JOHN E. Study of the personnel of the rural school boards of Kansas. Master's, 1936. University of Kansas. 108 p. ms.

JAMISON, ROY S. Historical fiction as an aid in the development of superior attitude and achievement in American history. Master's, 1935. Pennsylvania State College. 41 p. ms.

KRISHNAYYA, STEPHEN G. Rural community and the school: the message of Negro and other American schools for India. Doctor's, 1933. Teachers College, Columbia University. 161 p.

MULHERN, LOUISE. Motivation in the teaching of commercial subjects. Master's 1934. Boston University. 128 p. ms.

NEYLAN, EDITH E. Building and use of objective tests in high-school economics. Master's, 1933. Boston University. 85 p. ms.

O'CONNELL, FLORENCE M. Present-day methods of teaching economic geography. Master's, 1934. Boston University. 239 p. ms.

O'DOWD, REV. JAMES T. Standardization and its influence on Catholic secondary education in the United States. Doctor's, 1935. Catholic University of America. 150 p.

OERTEL, ERNEST E. Toward a new philosophy in educational administration. Doctor's, 1936. Teachers College, Columbia University. 182 p.

PEDERSEN, AXEL H. Study of teachers' meetings in North Dakota secondary schools. Master's, 1935. University of North Dakota. 83 p. ms.

PHARES, EARL E. Self-rating scale for high-school principals. Master's, 1934. Kansas State Teachers College of Emporia. 34 p.

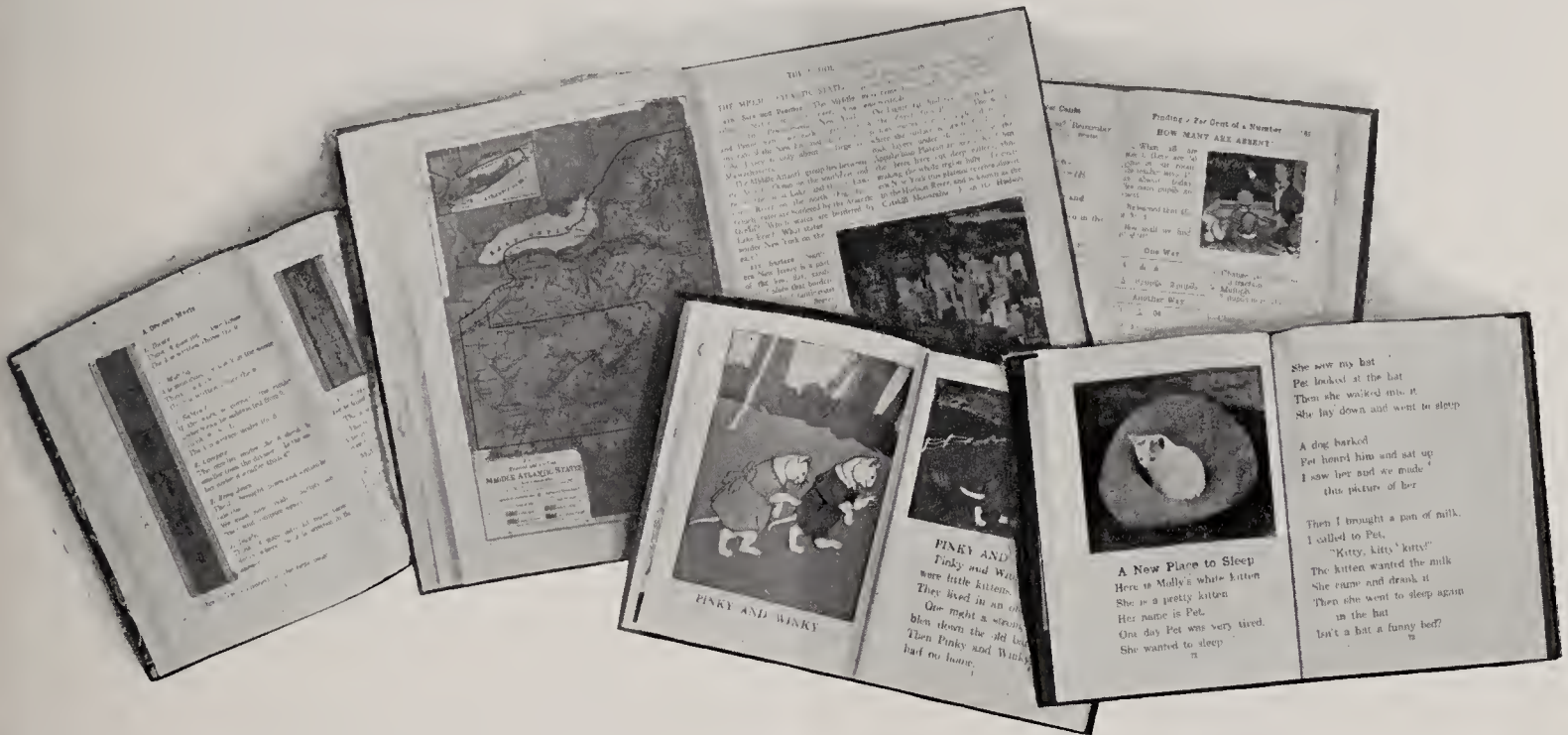
PUGH, GERALD G. Education in farm-school institutions. Doctor's, 1936. Teachers College, Columbia University. 135 p.

WILSON, THEODORE H. The 4-year junior college. Doctor's, 1936. Harvard University. 541 p. ms.

WOODS, DAVID S. Financing the schools of rural Manitoba. Doctor's, 1935. University of Chicago. 261 p.

RUTH A. GRAY

School Books of Yesterday and Today



Martha R. McCabe, Assistant Librarian, Describes the Unusual Textbook Collection Developed Over a Period of Years by the Office of Education Library

students, and school men generally who are interested in examining modern textbooks in order to select for their own purposes outstanding examples of the craft, and the output in textbooks for different levels and in different subject fields. For comparative purposes an exhibit of old and new books is always profitable, and to see these together is often most enlightening.

We call this part of the library a "Museum of Textbooks." In order to make it in reality a museum it has been the plan for years to segregate it as a special collection, arrange the books by subjects, i. e., readers, arithmetics, geographies, etc., and according to date. In this way it will be easy to see at a glance changes and developments that during the years have taken place in size, paper, type, contents and treatment, illustrations, binding, etc., so that "he who runs may read." This collection

will be a permanent museum exhibit, and research workers in the history of education in all its phases, and others interested in rare old books, may spend many profitable hours looking it through.

There will eventually be some duplicates in this collection; until the textbooks have all been cataloged we will not know just how many; but the plan includes a duplicate collection that may be used more freely than the museum copies, which, because of their rarity and their frailty, should not be handled to the extent that a duplicate collection may be. In this way the service can be much increased.

Its pathway difficult

The textbook collection has come through hazardous days. It has survived many moves from building to building and room to room, the fate of many libraries. It has spent many months in

THE TEXTBOOK collection of the Office of Education library is a most unique feature of the library. It has reached considerable size and importance, as it has been growing consistently for a number of years. Due to the foresight of early administrators the project was started almost at the beginning of the library because they believed that a most interesting part of an education library would be the textbooks used in the schools from early days to the present time.

It is the purpose of the present administrators to continue to build up this collection and to make it as complete as possible. Especially is it desirable to secure as many of the early American textbooks as possible, because these books are becoming increasingly scarce each year. Modern textbooks are coming in regularly, and that part of the collection is growing rapidly.

We shall endeavor here to show something of the scope of the textbook collection, how it is growing, its value to research workers in the textbook field who are studying the development that has taken place in producing textbooks, and its value to teachers, graduate



boxes when the library was in cramped quarters and had not space for shelving all the books; therefore, the old textbooks remained in seclusion. It has peered from the shelves of the old Pension Building; it has existed in the gloom of the basement of the Interior Building where it was sent after the crowding of that building began, and where it had to be protected from leaking water pipes and other dangers. It has another move to make in the near future to the more extensive quarters in the new Interior Building, where there will be room for the little textbooks, and where the collection may grow more rapidly and better fulfill the hopes and expectations of its founders and friends.

The books in the textbook collection have the classification used in the Library of Congress scheme, but in addition to the book number the letters "L T" have been placed above the other symbols. A geography by Huntington which would have the book number G 125, H 9, has therefore the symbol L T, G 125, H 9, identifying the book as belonging to the textbook collection of geographies.

To state that a collection consists of so many thousand books does not mean much to the reader, but it does mean a great deal to one who is figuring how many stacks and shelves it will take to hold it, how many catalogers will be required, and how long it will take to catalog it. It is estimated that the textbook collection numbers upwards of 25,000 books. Most of these are for the public schools, elementary and secondary, but a considerable number are college texts. The old textbooks were not des-

ignated for certain grades, but only "for beginners" or "for advanced" pupils.

Arithmetics

Beginning with arithmetics, we find a goodly representation of old ones published in the United States, and since those were the books used by the early Americans, we confine our list to them for the most part. One of the earliest was the "New complete system of arithmetic", by Nicholas Pike. This was a popular text and was given flattering testimonials by George Washington and other notables; we have several editions of this arithmetic, dated from 1788 to 1798. District school pupils, especially the girls, "ciphered through only the four fundamentals of addition, subtraction, multiplication, and division, usually with short excursions into vulgar fractions",¹ and it was said that one who was able to "cipher through Old Pike was to be accounted a prodigy." Other writers of arithmetics represented in this collection were: Ezekiel Little, *The Usher, Comprising Arithmetic in Whole Numbers*, 1799; John Vinall, *The Preceptor's Assistant*, 1792 (this arithmetic was dedicated to John Hancock and contains his autograph); Caleb Alexander, *A New and Complete System of Arithmetic*, 1802; Thomas Dilworth, the old reliable and popular writer of spellers, also wrote arithmetics and is here represented by several editions of *The Schoolmaster's Assistant, a Compendium of Arithmetic*, dated 1802, 1804, 1806; W. M. Finlay, *The Arithmetical Magazine*, 1803; Michael Walsh, *A New System of Mercantile*

¹ Clifton Johnson: *Old-Time Schools and School Books*.

Arithmetic, editions of 1801, 1804, 1807, 1814, 1822, and 1825; Nathan Daboll, *The Schoolmaster's Assistant, Being a Plain, Practical System of Arithmetic*, is here in editions of 1811, 1814, 1817, 1818, and 1825; Robert Gibson, *A Treatise on Practical Surveying*, and dated 1790 and 1803; John Bonnyeastle, *The Scholar's Guide to Arithmetic*, 1818.

For arithmetics used by American children, but published abroad, we have Edward Cocker's "*Arithmetic, being a plain and familiar method suitable to the meanest capacity, for the full understanding of that incomparable art, as it is now taught by the ablest schoolmasters in city and country*", which was published in Edinburgh in 1760; John Mair, *Arithmetic, Rational and Practical*, printed in London by Sands, Murray, Coehran, 1766; and Mr. Edmund Wingate's *Arithmetick, containing a plain and familiar method for attaining the knowledge and practice of common arithmetick*, a very old ninth edition, published in London in 1694, and in 1735, and 1760. The library copy of the 1694 edition, with its old leather binding, is still, after 242 years of existence, in fair condition.

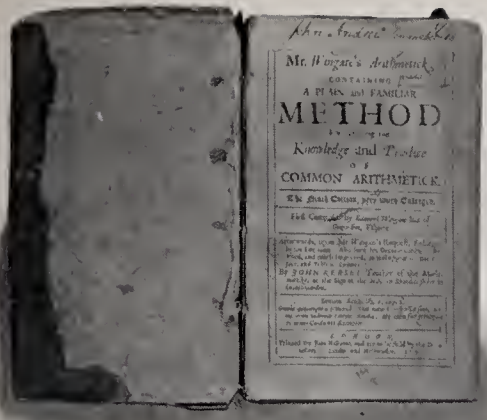
Spellers

An equally interesting group of old spellers contains the following: George Fisher, *The Instructor, or, Young Man's Best Companion, containing spelling, reading, writing, and arithmetic*, was published in London in 1757. Benjamin Franklin has given the world many books, among them *The Franklin Spelling Book*, published at Wilmington, Del., in 1822, and chronicled as a popular speller; Noah Webster's old blue-backed speller is here in two editions. It was first entitled "*The American Spelling Book*", dated 1816; then *Webster's Old Spelling Book*, 1817; and *The Elementary Spelling Book*, being an improvement on *The American Spelling Book*, dated 1857. These are bound in blue paper-covered pasteboard, and are spoken of as the "blue-backed spellers."

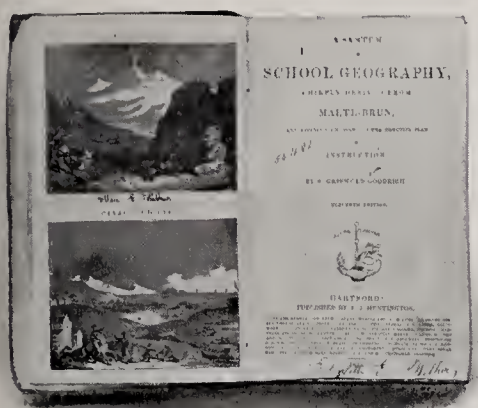
We find numerous other famous old spellers mentioned by Clifton Johnson, in our collection, among them: William Perry, *The Only Sure Guide to the English Tongue, or, Perry's New Pronouncing Spelling Book*, 1818 and 1824; A. Pickett, *The Juvenile Spelling Book*, 1821; and David B. Tower, *The Gradual Speller and Complete Enunciator*, 1848.

Geographies

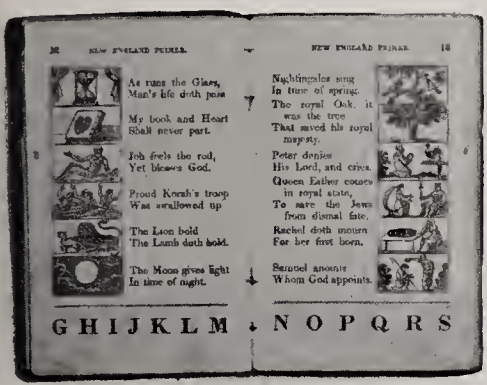
We are fortunate in possessing some of the oldest geographies written in this country. Perhaps the oldest writer of



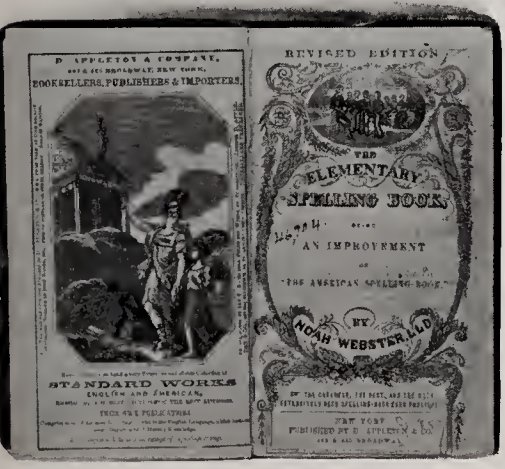
Mr. Wingate's arithmetic published in London, 1694.



The Malte-Brun geography of Samuel G. Goodrich, 1835.



New England Primer, 1843.



Webster's old blue-backed speller, 1857.

geographies was Jedidiah Morse, and he is represented here by *Geography Made Easy*, 1807, and *A New System of Geography, Ancient and Modern*, the oldest edition being that of 1797. There were no illustrations in the earliest editions, and but two maps; Nathaniel Dwight, *A Short But Comprehensive System*, editions from 1806 to 1812; Elijah Parish, *A New System of Modern Geography*, 1807; Emma Willard wrote a geography entitled "*Geography for Beginners*", 1829; Samuel G. Goodrich, wrote *A System of School Geography, Chiefly Derived from Malte-Brun*, in 1835, and also the Peter Parley books including histories and geographies. We are showing an illustration from the book *Peter Parley's Method of Telling About Geography to Children*, published in 1844. Think of a geography having no pictures, and compare with the present-day types which have several pictures on practically every page!

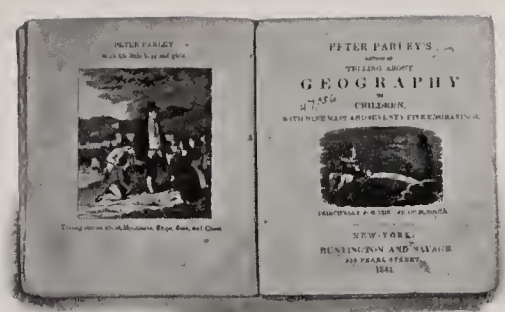
Primers and readers

The New England Primer is here in two or three editions. None of these is the earliest edition, which is so rare as to be found only in the largest libraries. This library possesses an 1843 edition in good condition. It seems strange to find that the early primers contained all kinds of religious information, and originally a "primer" was a book of private devotions, containing, as did the *New England primer*, the Ten Commandments, the Lord's prayer, Psalms, etc. Other readers found here are: Asa Lyman, *The American Reader, containing elegant selections in prose and poetry*, 1811; J. Hamilton Moore, *The Young Gentleman and Lady's Monitor and English Teacher's Assistant*, 1813; between the pages of this small book are found samples of old wall paper, cotton dress goods, and a sentimental motto. Lindley Murray wrote readers as well as grammars, a number having the dates 1814 to 1824; one of the oldest readers is that of John Wood, *Mentor, or, the American Teacher's Assistant*, dated 1795.

McGuffey Readers

No collection of textbooks is complete without its quota of McGuffey readers. This collection has a number, none of them being an oldest edition; no editions before 1836 exist outside of two or three notable collections, we are informed, and while our collection of *McGuffiana* is not notable, it contains many interesting examples without which the museum would be sadly lacking. The first and

(Concluded on page 120)



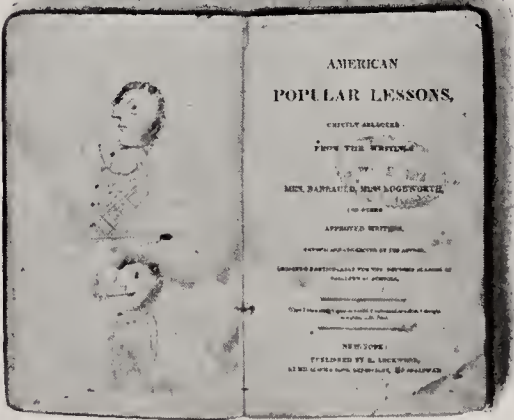
Peter Parley's Geography, (Samuel G. Goodrich) 1844.



An old McGuffey "new first reader", published in 1857.



The Instructor, by George Fisher, Accountant, published in 1785.



A good example of "fly-leaf scribbling" in American popular lessons, by Mrs. Barbauld and Miss Edgeworth, 1829.

Electrifying Education



EDUCATORS WHO ARE INTERESTED in the proceedings of the First National Conference on Educational Broadcasting, which was held at the Mayflower Hotel in Washington, December 10 to 12, should communicate with C. S. Marsh, American Council on Education, 744 Jackson Place, Washington, D. C.

THE SEVENTH VOLUME OF EDUCATION ON THE AIR, 1936, is just off the press and may be purchased for \$3 from the Bureau of Educational Research, Ohio State University, Columbus, Ohio. This attractive book contains the proceedings of the Institute for Education by Radio which was held in Columbus last spring.

THE UNITED STATES BUREAU OF MINES and the National Parks Service have just completed a silent motion-picture film on the natural resources of Texas and the Big Bend National Park. This film is available for exhibition by schools and civic bodies upon the payment of transportation charges from the Bureau of Mines Experiment Station, Pittsburgh, Pa., or the National Parks Service, Washington, D. C. Numerous scenes picturing operations in the helium, petroleum, and sulphur industries are interspersed with inspiring views of the Caisos Mountains and canyons, and the Rio Grande River.

THE STANDARDS FOR 16-MILLIMETER sound film promulgated by the American Society of Motion Picture Engineers have been officially adopted in England through action of the British Standards Institution. All British companies concerned in the production and marketing of 16-millimeter sound film projectors and films have accepted the decision.

THE JAPANESE DEPARTMENT OF EDUCATION has recently announced that it would make liberal budget provisions in 1936 for the production of educational films by Japanese film producers. The films are to be distributed free through special circuits to be maintained to serve the schools and social agencies. Jap-

anese schools have been using instructional films for several years, films that have been produced under the supervision of the educational office.

TEACHERS WILL BE INTERESTED in seeing the March of Time film entitled "New Schools for Old" being shown in motion-picture theaters throughout the country.

Radio Programs

Office of Education

Treasures Next Door

Mondays—CBS

4:00 p. m. (E. S. T.)

3:00 p. m. (C. S. T.)

2:00 p. m. (M. S. T.)

1:00 p. m. (P. S. T.)

Education in the News

Mondays—NBC (Red network)

6:00 p. m. (E. S. T.)

5:00 p. m. (C. S. T.)

4:00 p. m. (M. S. T.)

3:00 p. m. (P. S. T.)

Have You Heard?

Tuesdays—NBC (Blue network)

3:45 p. m. (E. S. T.)

2:45 p. m. (C. S. T.)

1:45 p. m. (M. S. T.)

12:45 p. m. (P. S. T.)

Answer Me This

Thursdays—NBC (Red network)

4:45 p. m. (E. S. T.)

3:45 p. m. (C. S. T.)

2:45 p. m. (M. S. T.)

1:45 p. m. (P. S. T.)

The World Is Yours

The Smithsonian Program

Sundays—NBC (Red network)

11:30 a. m. (E. S. T.)

10:30 a. m. (C. S. T.)

9:30 a. m. (M. S. T.)

8:30 a. m. (P. S. T.)

THE MARCH OF TIME FILM No. 6, dealing with the prevention of juvenile delinquency, is now available for nontheatrical use and may be purchased at reasonable prices from the National Probation Association, 50 West Fiftieth Street, New York City.

THE MUSEUM OF MODERN ART FILM LIBRARY, 485 Madison Avenue, New York City, announces the availability of series III of its film programs. This series includes three German and two French film programs.

THE INTERNATIONAL INSTITUTE OF EDUCATIONAL CINEMATOGRAPHY, of 1 Via Lazzaro Spallanzani, Rome, Italy, has reported completion of a five-volume cinematographic encyclopedia, now being published in five languages, one of which is English.

THE JOINT COMMITTEE ON RADIO RESEARCH reports that there are now 22,869,000 radio receivers in homes and 3,000,000 radio receivers in automobiles in the United States.

THE BRITISH FILM INSTITUTE, 4 Great Russell Street, W. C. 1, London, England, has issued its third annual report. It reports a membership increased to 597 on June 30, 1936, with 60 additional members since that date. The report shows that during the year 828 films have been reviewed in its Monthly Film Bulletin—152 educational films, 53 documentary, 19 religious, and 604 fictional.

Its national film library now contains 273 films in its permanent depository. These are films either of historical importance or of importance to illustrate the evolution of the motion picture. The report also reveals increased activities among many of the institute's special educational committees, and reports have been completed on the use of films in the teaching of geography, history, modern languages, and science. A Medical Film Catalog has also received favorable comment and wide circulation and supplements are being prepared.

CLINE M. KOON

Educational Pioneering in Alaska

IN ALASKA as elsewhere under the Government of the United States, the schoolhouse has followed the flag, though often, unfortunately, with lagging and uncertain feet. Education has had an interesting history, written in part by the early missions of varied denominations, but chiefly by the Bureau of Education, where in 1885 the Secretary of the Interior, following appropriate congressional action, placed responsibility for the education of the children of Alaska.

The desire for a shorter route to the Far East, to which we owe the discovery of America in the late fifteenth century, was responsible in the early eighteenth century for the finding of Alaska. Its purchase by the United States many years later added to our territory an area almost one-third as large as that comprised in the 48 States. It was in seeking the hoped for northwest passage in the year 1711 that Bering, intrepid Russian explorer, found Alaska.

Bering died seeking a new route home by way of the Aleutians, but his sailors took back to Russia news of the existence of Alaska and its richness in the rare furs so highly prized by the wealth and fashion of the Russian Empire. Thus began a development of Russian-America, as it



All three are natives.

Katherine M. Cook, Chief, Special Problems Division, Office of Education, Tells How "the Schoolhouse Has Followed the Flag" in Alaska



School building at Point Barrow—Farthest north of Alaskan settlements.

was then known, brought to a culmination by Alexander Baronoff, under whose leadership colonization thrived; schools and churches of the Russian orthodox faith were established (including the beautiful cathedral famed for its ikons and textiles); and Sitka, the capital, became an industrial center of considerable importance. At least 14 ships were built and launched from her docks which carried on an extensive trade in the Pacific as far west as China and Hawaii, but particularly with California, whose Camina Real bells came from one of Baranoff's foundries.

A less romantic and less prosperous period followed Alaska's purchase by the United States in 1867—lack of government, lack of schools, a period of ruthlessness and corruption when, as Kipling wrote, "there's never a law of God or man runs north of 53." Not for many years—until the eighties when the lure of gold, discovered in fabulous quantities at Nome, Juneau, and the Klondike brought hordes of wealth seekers from the United States and the world at large, were orderly government and permanent development

made possible. Since then substantial and permanent progress has been under way, even though, from the standpoint of Alaska's potential development in wealth and population only a beginning has been made. Approximately 60,000 people, half white and half of native stock, have now established homes in the Territory. Mining, fishing, canning, and fur industries; agriculture, including raising of reindeer, are important productive occupations. The same type of social institutions—churches, libraries, schools, for example—with modern conveniences found elsewhere in the United States, prevail also in the white communities of Alaska. Among the natives, adjustment to the prevailing culture forced on them by the changed social and economic conditions following the advent of a growing white population, is well under way.

First agent appointed

Throughout the early years especially, the vastness of the territory, the fact that large tracts were inaccessible during part

of the year, the isolation of the few existing settlements and trading posts then established, the lack of available means of communication except of the most primitive types, and the fact that the schools were to serve a backward native population, contributed to cumulative and almost insurmountable difficulties. Realizing these conditions, Commissioner Eaton appointed Sheldon Jackson, a missionary of long experience in Alaska, as educational agent to initiate the work. Under his direction the several mission schools then in operation were conducted for a time as public schools on a contract basis. The plan was discontinued in 1894. Thereafter until 1930, when responsibility was transferred by the Secretary of the Interior to the Office of Indian Affairs, the public schools were established and conducted directly by and under the supervision of the Bureau of Education.

Beginning in 1886, annual cruises were made by officials of the Bureau, first to the southwestern section, later extending to the western and northern coasts and into the interior. On each trip new schools were established, old ones enlarged and improved; teachers were provided, usually accompanying Bureau representatives to the schools to which they were assigned, and visits of encouragement and inspection were made to as many schools as possible. Continuing expansion of schools up the Alaskan coast, even to the northernmost settlement on the continent, Point Barrow, was facilitated when the Coast Guard Cutter, U. S. S. *Bear*, was placed at the disposal of the Bureau, enabling it to transport into the territory with scheduled regularity, lumber, building supplies, and school equipment, as well as teachers and school officials.

Territorial school begun

Until 1905, schools conducted by the Bureau of Education were for all children regardless of race. In that year Congress relieved the Bureau of its responsibility for the education of white children and those of "mixed blood leading civilized lives", and the present territorial school system was established. Since then Alaska has been in the unique position of having two separate free public-school systems, one administered and supported by the Federal Government and one by the Territory. During these two decades (1885-1905) an organized school system had developed which had grown from 7 small schools under mission control, housed in mission-owned or rented buildings to 45 federally owned and supported school buildings. There were



Typical Alaskan sports.

62 teachers and over 3,000 children enrolled in the schools.¹

A more favorable period for education in Alaska followed. Congressional appropriations which had been uncertain in amount and erratic in occurrence were increased and stabilized in succeeding years, and the schools developed into an organized system with definite objectives and plans for achieving them.

Principles and objectives

Naturally the first essential was that of overcoming hardships and handicaps inherent in the rigorous climate, isolation, and primitive conditions of living which characterized Alaska in the early years of the school system. The mere physical difficulties of getting schools built and equipped, of securing and transporting teachers, were in themselves accomplishments of such magnitude as to absorb the interest and tax the ability of officials in charge. After 1907 these were less absorbing. Education in the States was developing professionally and the Bureau could now center its efforts on introducing into Alaskan schools the modern ideals of education prevalent in the States, including those concerned with classroom practice and curricular adjustments. The Commissioner's report for this year (1907) presents principles and objectives for the education of Alaskans quite in harmony with modern educational theory for the education of similar groups. Among them are:

(1) The natives should be prepared to participate happily and to contribute to the society in which they live harmoniously with white men. (2) The schools should aim to elevate the native races to

higher standards of civilization through education which recognizes the community as the unit and the individual as the subunit. (3) Education must include all sides of native life and observe proper coordination in their development * * * the elements which need greatest attention at the present time are the industrial and the physical in relation to sanitary methods of life. (4) Government activities (education) should develop self-initiative and self-support. (5) An effort should be made to secure an appropriation which would enable the Secretary of the Interior to keep hospitals which would serve as centers to relieve disease and to furnish instruction to native girls in nursing and employ physicians and nurses for the management of the same. (6) Instruction should be introduced in elementary agriculture in all places where the ground becomes sufficiently warm for plants to grow during the month of May. (7) A 12-months school should be maintained, and (8) compulsory attendance laws enacted.

A plan of holding annual teachers' institutes was inaugurated in 1908; tentative courses of study were prepared by the teachers at these meetings which included industrial training suitable to Alaskan conditions, cooking, sewing, gardening, and native handicrafts. Surprising progress was made almost from the initiation of the schools toward making the day schools, which were from the beginning the type promoted by the Bureau, real centers of community life. To an extent difficult to realize by a person living under highly civilized conditions, the schools aimed to fill all kinds of important needs in native life.

(Concluded on page 121)

¹ Data of 1908.

Reviewing the F. F. A. Convention

WHEN 6,000 farm youths from every State and possession of our Nation get together, the occasion is usually an annual convention of the Future Farmers of America and national contests for students of vocational agriculture.

This year's ninth annual national convention of the F. F. A., and the 1936 public-speaking contests of this organization were held at Kansas City, Mo., late in October. Chairman and general manager of all activities was J. A. Linke, Chief

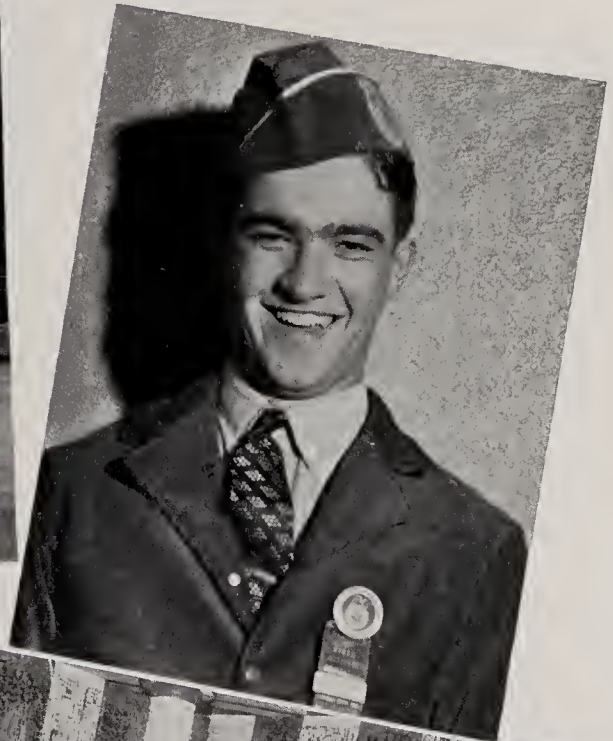
John H. Lloyd, Editorial Assistant, Office of Education, Describes Activities that Attracted Thousands of Farm Youth to Annual Meeting

of the Office of Education's Vocational Agriculture Division. W. T. Spanton, W. A. Ross, and J. H. Pearson of the Vocational Agriculture Division staff, and Ray L. Cuff, chairman of the Kansas City Advisory Committee assisted in directing the general, F. F. A., judging, and educa-

tional activities during the convention period.

Star farmer named

Always of outstanding interest at an F. F. A. convention is the naming and
(Concluded on page 108)



F. F. A. Convention "snapshots."

Colleges and CCC Camp Education



Howard W. Oxley, Director, CCC Camp Education, Discusses Cooperation of Colleges and Tells of Higher Education Scholarships Established for CCC Enrollees

IT IS encouraging to observe the growing interest of college authorities in the CCC educational program. From the beginning of organized educational efforts in the camps, these officials have been cooperative, but within the past year their concern for the development of CCC education has seemed even more pronounced and far-reaching.

The CCC Office of Education recently wrote the presidents of over 200 colleges and universities requesting their assistance in improving and enlarging camp instructional facilities. This communication indicated a number of services of which the camps were in further need, due to the widespread demands of enrollees. Some of the services mentioned were: (1) Correspondence courses; (2) extension classes and lectures; (3) library facilities; (4) instructors to assist camp educational advisers; (5) speakers on special subjects of concern to the enrollees; and (6) discussion group leaders and debate coaches.

The letter pointed out that many enrollees in camp were qualified to pursue college work and were anxious to do so but were unable to continue because of their financial circumstances. The college heads were asked to consider the possibility of making certain scholarships or other financial aid available to enable these enrollees to undertake higher training.

Responses encouraging

Replies to the Office of Education's letter have been received from over three-fourths of those institutions contacted. A note of cooperation and sympathetic interest was evident in practically every response.

President A. G. Crane, of the University of Wyoming, wrote: "I have had some opportunity to observe the camps rather closely, and I have nothing but commendation for them. The biggest

thing they are doing is the rehabilitation of young men, and I should be pleased to see a stronger educational program."

Chancellor Frederick M. Hunter, of the Oregon State System of Higher Education, believes "the types of service needed by your camps deserve every effort of being fulfilled."

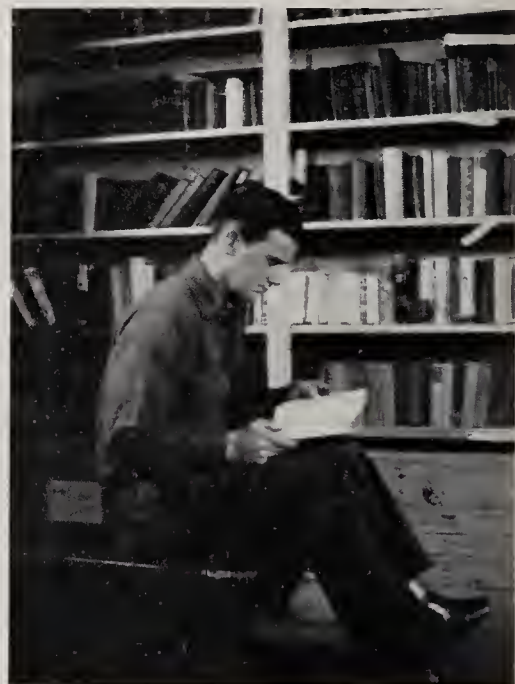
President H. C. Byrd, of the University of Maryland, reports that not only is his university interested in the progress of CCC education but that it "has even gone to the extent of organizing classes on the campus which have been attended by boys in nearby camps. We also sent lecturers to these camps; and last summer we were the focal point for a 3-week conference of camp educational advisers."

Scholarships established

Replies from 26 college presidents indicate that they have established or are now setting up scholarships to permit qualified CCC enrollees to undertake higher training. These scholarships range in value from \$50 to \$1,000 per year. Among the institutions granting this financial aid are the University of Vermont, Georgetown College, Randolph-Macon College, Emory and Henry, the Berry Schools of Georgia, Tuskegee Normal and Industrial Institute, University of Chattanooga, Illinois Wesleyan University, University of Maryland, Reed College, University of Virginia, Oklahoma A. and M. College, Gonzaga University, Earlham College, Ripon College, Northeastern University, Baylor University, Northwest Missouri State Teachers College, University of Chicago, Carleton College, and Tufts Medical College.

President Dexter M. Keezer, of Reed College, states that the citizens of Portland, Oreg., who made possible a CCC scholarship last year are renewing it because "the young man who won the scholarship last year did an excellent job here in all particulars." In addition, Dr.

Keezer reports that this year another scholarship is being awarded to a promising CCC youth at Reed College.



Making use of CCC camp library.

Over 20 additional institutions have granted self-help positions, supported by NYA funds, to enrollees to enable them to enter college.

Further assistance

Twenty-eight colleges and universities are conducting extension classes and special lectures for enrollees, either free or at a low rate of charge. Six institutions are permitting enrollees from nearby camps to use their classrooms and laboratory equipment.

Over 50 schools have assigned NYA student instructors to teach enrollees in surrounding camps. Eleven colleges permit enrollees to use their library books, and two of these have donated books to the libraries of CCC camps. Eight

(Concluded on page 120)

Poland's Polytechnic Institute

★ *AT what age and with what intellectual preparation may a person begin special training for a profession?*

How long shall that formal training persist and what subjects shall be included in it?

What shall be the final test of fitness to practice a profession?

And how and by whom shall it be recognized?

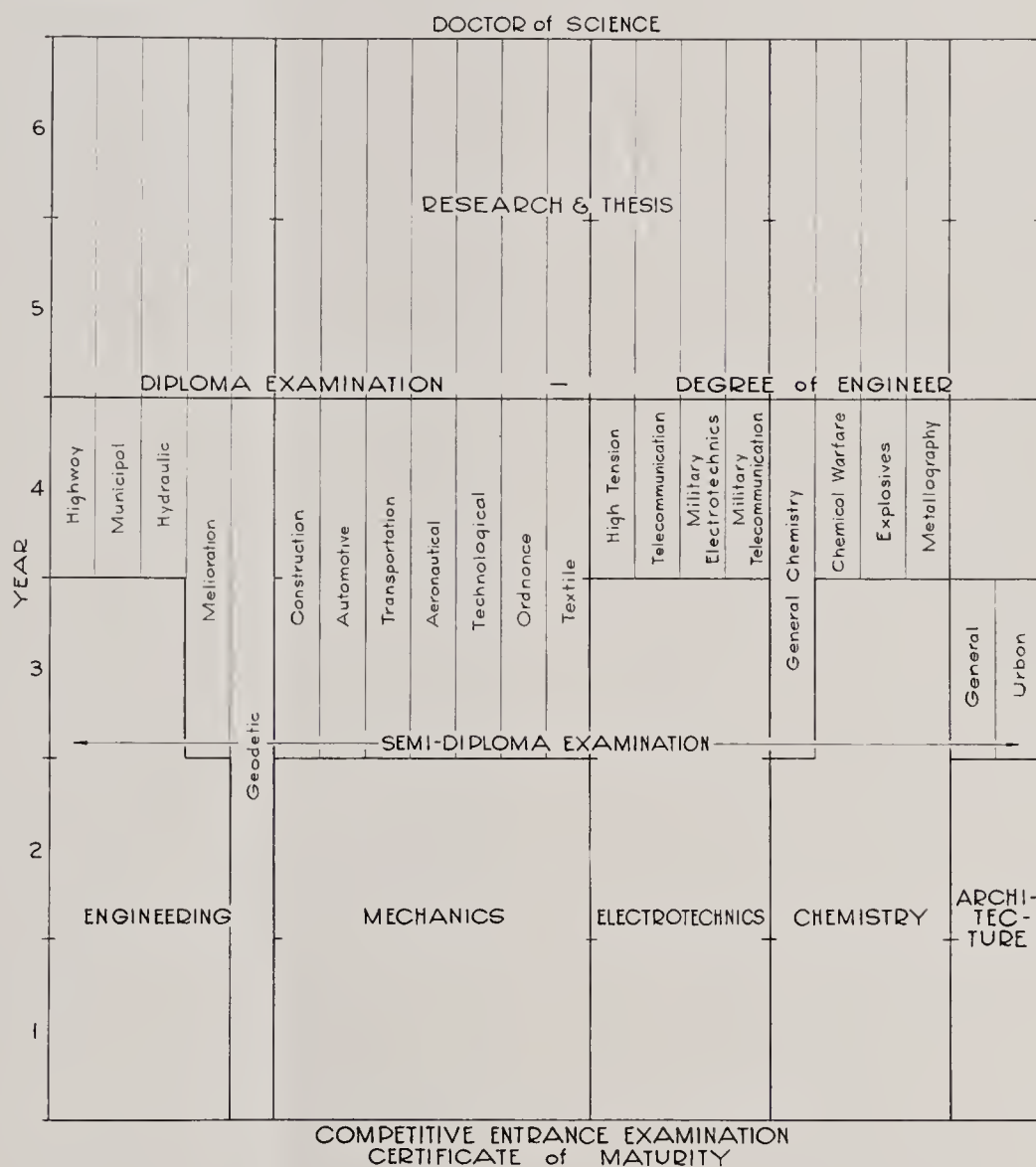
THESE are matters of such public importance that in many countries they are regulated in much detail by the National Government acting usually through its ministry of education. This is the situation in Poland and the Polish answers to the questions posed above are strikingly illustrated, with respect to the technical professions, in the organization of instruction in the Polytechnic Institute of Warsaw (Politechnika Warszawska). Founded in 1824 the institute is the oldest, largest, and most completely organized school of its kind in Poland.

Admission and curricula

The young man who enters the institute will be at least 18 years of age, will have had not less than 12 years of organized school training divided into 4 years elementary and 8 secondary or 6 of each, depending on whether he worked under the former or present system, and will hold a *certificate of maturity*—we would call it a diploma of graduation—from a secondary school. Moreover, his secondary school studies must have had a considerable scientific bias. In addition, he must submit to a competitive entrance examination in certain subjects varying according to the department he wishes to enter, but which will in any case be mainly science and mathematics.

The organization of instruction within the institute is shown in the accompanying graph. Here are five main departments: Engineering, mechanics, electrotechnics, chemistry, and architecture.

James F. Abel, Chief, Comparative Education Division, Describes the Polytechnic Institute of Warsaw, Oldest and Most Completely Organized School of Its Kind in Poland



Each offers 4-year curricula leading to the degree of engineer and within each, with the exception of the geodetic in engineering, all students take the same subjects for the first 2 or 3 years. Not too intensive specialization before the third year, or perhaps better the fourth, seems to reflect Polish opinion on the question as to when a high degree of specialization may begin. Note that about half the 22

curricula have 3-year bases of common studies.

Obviously the programs of study for the different curricula cannot be given in a brief article. They will be available in a bulletin of the Office of Education that should come from the press some time during the winter. The programs for the first 2 years in the engineering department are typical and are:

Required subjects of study	Number of hours each week			
	Winter semester		Summer semester	
	Lecture	Laboratory	Lecture	Laboratory
1	2	3	4	5
FIRST YEAR				
Higher mathematics I	4	3	6	2
Analytic geometry	2		2	
Descriptive geometry	3	2	3	4
Theoretical mechanics I			4	2
Surveying	4	3	2	3
General chemistry	4			3
Technical drawing	1	4		2
Structural drawing		1		2
Freehand drawing		3		
General construction			1	
Total	18	16	18	18
SECOND YEAR				
Higher mathematics II	2	2		
Theoretical mechanics II	5	2		
Physics		3	3	6
Geology and petrography	3	2		
Strength and elasticity of materials	4	6	4	6
General construction	4	3	3	4
Hydraulics			3	1
Electrotechnical encyclopedia			3	
Reinforced concrete construction			1	
Agricultural botany (for melioration)			2	1
Total	18	18	19	18

In both years the students are advised to take 4 hours a week of English, French, German, or Russian.

The student load, 34 to 40 hours a week, would be considered very heavy in the United States. It is the usual arrangement in technical universities in Europe.

Examinations and degrees

The semidiploma examination comes at the close of the second year of studies. Its purpose is to select from the entire group of students those who are plainly capable of continuing the work. It is usually both written and oral, covering the entire range of subjects, and is severe. Another 2 years of study following success in the semidiploma examination, brings the student to the final test of his fitness to be licensed to practice the technical profession which he has chosen. This is the diploma examination, also severe, written and oral, and specially arranged according to the student's option. In addition, he must submit an approved thesis. If successful, he is granted the degree of engineer (inżynier) with his special field of study mentioned in the diploma. The degree is also a license to practice engineering.

Not many engineers care to continue their studies, but those who do may attain the degree of doctor of technical science

by submitting a printed thesis covering at least 2 years of individual research work and passing a public doctoral examination.

Control of engineering

Throughout this scheme of training, the National Government of Poland has the controlling hand. The secondary school in which the student is prepared for studies in the institute is either a public institution directly under the administration of the National Ministry of Education or a private school inspected and approved by it. In either case it must follow the program of studies fixed by the ministry. The certificate of maturity is granted as a result of an examination conducted by ministerial authority.

The Polytechnic Institute is maintained by public funds and is so closely within the administration of the national ministry as to be almost a part of it. The competitive entrance examination may be made difficult or easy as the ministry may direct, thereby controlling the number and kind of students who may train for the technical professions. All the different curricula must meet the approval of the ministry and the diploma examinations are regulated by it. In short, the National Government can determine the quality and amount of trained engineering ability available for the use of the Polish people.

F. F. A. Convention

(Concluded from page 105)

honoring of the farm boy, chosen from the 125,000 vocational agriculture high-school students in the Future Farmers of America organization, to be the "Star Farmer of America." Winner of this year's highest F. F. A. award, and the \$500 cash prize offered by the Weekly Kansas City Star newspaper, was Clayton Hackman, Jr., a 19-year-old youth from Schaeffers-town, Lebanon County, Pa.

Beginning his enterprise in 1931, at the age of 14, with 2 acres of corn and a small financial loss, this young farmer added potatoes, sows, chicks, and sufficiently large fields of food crops for his animal and poultry enterprises, thus steadily increasing his income. At present the "Star Farmer of America" has 257 pullets, 180 hens, 900 chicks, 10 head of swine, and 50 acres of land in crops. In 5 years his total earnings from farming have amounted to \$3,500. His present investment in farming is \$1,800.

The young man's accomplishments in vocational agriculture included not only progressive planning for better crops and

animals, but also improvement of the home farm, and an attempt to improve his own abilities as a farmer and as a citizen. Each year since 1931 Hackman planted additional trees and shrubs around his home. He removed old buildings, did repair and construction work, and tried to increase soil fertility. President and secretary of his local F. F. A. chapter, and vice president of his State association, he exhibited corn, potatoes, swine, and poultry at the county and State fairs and farm shows. He worked and held office in the county vocational agriculture poultry association, managed the F. F. A. cooperative seed sale and potato experiment plot. In 1935 he entered and won the State F. F. A. public-speaking contest in Pennsylvania. To Mr. Linke of the Office of Education, the convention's chairman and general manager, fell the honor of conferring the "Star American Farmer" degree upon Clayton Hackman.

Commissioner honored

Another degree was conferred at the Kansas City F. F. A. convention. This, the honorary F. F. A. degree, was presented by the Future Farmers of America to John W. Studebaker, United States Commissioner of Education. At the largest banquet ever held by the F. F. A. President William Shaffer of Maurertown, Va., made the presentation to Commissioner Studebaker, who addressed 900 farm youth, their advisers, contestants, coaches, officials, leaders in vocational agriculture, and others.

Winners and officers

Winners of the F. F. A. public-speaking contest were: First, Kenneth Jack, Pennsboro, W. Va., What Next; second, Louis Parkinson, Rexburg, Idaho, Land Conservation; third, Lowell Huckstead, Neillsville, Wis., Why Johnny Nason Didn't Want to be a Farmer; and fourth, Elmo Johnson, Maynardsville, Tenn., The Future of the American Farmer.

National F. F. A. officers for 1936-37 elected at the convention are: President, Joseph H. Black, Sheridan, Wyo.; first vice president, Julian Pierce, Stamping Ground, Ky; second vice president, Clarke Nicholson, Poolesville, Md.; third vice president, J. Phelon Malouf, Glenwood, Utah; fourth vice president, Roy Martin, Cotulla, Tex; student secretary, Elmo Johnson, Maynardsville, Tenn.; executive secretary, W. A. Ross, Office of Education; treasurer, Henry C. Groseclose, Blacksburg, Va.; and adviser, J. A. Linke, Office of Education.

Sesquicentennial Anniversary



★*Hon. Sol Bloom, Director General, United States Constitution Sesquicentennial Commission, Tells of Purposes and Plans for the Celebration of the Nation's Constitution.*

THE privilege of participation in a Nation-wide observance of the formation of our National Constitution has doubtless come to few readers of this page. To many it may be the first opportunity to join with all citizens of the United States, adult and youth, in an educational and historical celebration honoring the Constitution.

When the Constitution Centennial Anniversary was held the celebration was confined mainly to the Thirteen Original States, with special observances in Philadelphia and New York. At that time 38 States comprised our Nation. Although the schools are recorded as having a part in the city celebrations, the observance was not as a whole a national movement. It was limited to local plans and no research material was issued for extensive distribution. The celebrations were in the form of parades, balls, banquets, and addresses.

Under authorization by Congress the United States Constitution Sesquicentennial Commission was created in 1935 to plan and direct the celebration for the one hundred and fiftieth anniversary of the formation of the Constitution of the United States. The Commission is composed of the President of the United States, who is chairman; the President of the Senate; the Speaker of the House of Representatives; five Senators appointed by the President of the Senate: Henry F. Ashurst, Arizona (vice chairman); Joseph T. Robinson, Arkansas; Frederick Van Nuys, Indiana; William E. Borah, Idaho; and Charles L. McNary, Oregon; five Representatives appointed by the Speaker: Sol Bloom, New York (director general); Charles F. McLaughlin, Nebraska; Frank J. G. Dorsey, Pennsylvania; George P. Darrow, Pennsylvania; and John Taber, New York; and five Commissioners appointed by the President: C. O'Connor

Goolrick, Virginia; Daniel J. Tobin, Indiana; William Hirth, Missouri; Maurice E. Harrison, California; and Harry A. Garfield, Massachusetts.

The headquarters of this Commission are in the House Office Building in Washington, where a staff is now engaged in extensive research, so that authentic material will be ready for distribution in the early part of 1937.

Purpose and plans

The purpose of this Commission is to make this commemoration a lesson as well as a celebration, to create an interest in the Constitution and its essential relation to the history of the Nation.

It is necessary in this connection to have authentic material for study. The Commission hopes to meet this need through its History Division. The importance of accurate source material and presentation of established truths cannot be too greatly emphasized for use in constitutional study. The Commission feels it will have the full cooperation of the educational profession in this presentation of truth.

Every school of the Nation is invited to join in the Sesquicentennial Anniversary. The observance opens September 17, 1937, the one hundred and fiftieth anniversary of the signing of the Constitution, and terminates April 30, 1939, the one hundred and fiftieth anniversary of the inauguration of George Washington as President of this Republic.

The time element of the celebration is an important factor. Covering a period of 19 months (corresponding to the period of ratification contests and organization of the National Government) it gives an opportunity to develop a continuous study or program. During this period four special anniversary days will be emphasized: September 17, the signing of the Constitution; June 21, the establishment of the Constitution (the date on which the ninth State, New Hampshire, ratified the Constitution); April 30, the inauguration of the first President; and "State Day", when each State will celebrate its date of ratification or admission to the Union.

Planting trees

A project in which every school may join on September 17, 1937, is the planting of a Constitution Tree. Two hundred and fifty thousand trees planted on the same day by the schools of the United States, its Territories, and insular possessions, will be living memorials to the Constitution.

As an aid to classroom study of the Constitution, the Commission will issue

a story of the Constitution, entitled "We the People." This will give an account of the origin and formation of the Constitution, together with an explanation of its meaning. The book will present accurate texts of the Constitution and its amendments and also of the Declaration of Independence and Washington's Farewell Address. There are various chronological tables; an alphabetical analysis of the Constitution; a series of questions and answers; a statement (together with maps) of the dates of the amendments and of the progress of the Nation under the Constitution; portraits and thumbnail sketches of the signers of the Constitution and the Chief Justices of the United States; and a short history of the Great Seal of the United States.

Assistance in Plans

THE Nation's schools are being invited to join in the sesquicentennial anniversary of the formation of the Constitution of the United States. This article on the celebration, gives some advance information which we hope may assist schools in their beginning plans for the occasion.

Also helpful for classroom study will be a handbook for a Constitution appreciation course, dealing with the historical background of the Constitution, the Constitutional Convention and its members, the ratification contests and establishment of the Constitution, a study of the content and interpretation, and the anniversary periods of 50 years, 100 years, and 150 years, correlating the activities of the Sesquicentennial with subjects of the curriculum.

Material available

This material will be available for teachers and student-teachers pursuing definite constitutional study. It will be of special service to teachers whose library facilities are limited, as it will contain references from all authentic sources.

Useful in this course will be the book lists and bibliographies that are now being prepared for distribution to educational and public libraries. Hundreds of books have been written upon the Constitution. The selection of the most helpful book for a definite study group will be simplified through these book lists.

Another group aided by the book lists and other publications resulting from research will be those entering into constitutional contests or projects. With the desire of avoiding duplication of this type of activity the Commission has divided this feature into four classifications, including: (1) 1936-37, creative writing projects—plays, pageants, and poetry; (2) 1937-38, Nation-wide series of educational contests—declamatory contests in the elementary schools, essay contests in the high schools, and oratorical contests in the institutions of higher learning; (3) 1937-39, journalistic achievement contest—high-school periodicals; and (4) 1938-39, Every Pupil Constitution Test.

The fourth project of this activity, the Every Pupil Constitution Test, is far-reaching in its influence. Educational tests upon the Constitution will be prepared for three groups, so that students including the fourth to the twelfth grade in any school may test out their ability on the Constitution theme. This test, the culmination of the constitutional study projects, will be staged in 1938-39. In developing this feature the Commission is working with educators who are exceptionally fitted to prepare these educational tests upon the Constitution.

Awarding medals

For all these projects and contests the United States Constitution Sesquicentennial Commission will provide regulations and award commemorative Constitution medals to those receiving the highest rating in their respective States and the national contest.

In addition to the dramatic material assembled from the creative writing projects, there will be plays and pageants adaptable to student levels. Several publications of equal importance will be issued in the field of musical education, which teachers and students will find of benefit in planning a Constitution Sesquicentennial program.

To assist in visual education a motion picture with a constitutional theme is being planned. This should appeal to school children and may form the basis for a series of lessons in history.

Of special attraction in the city of Washington during this sesquicentennial period will be the art exhibition, which will consist of a historical loan exhibition of portraits of the signers of the Constitution and other deputies to the Constitutional Convention, also others important

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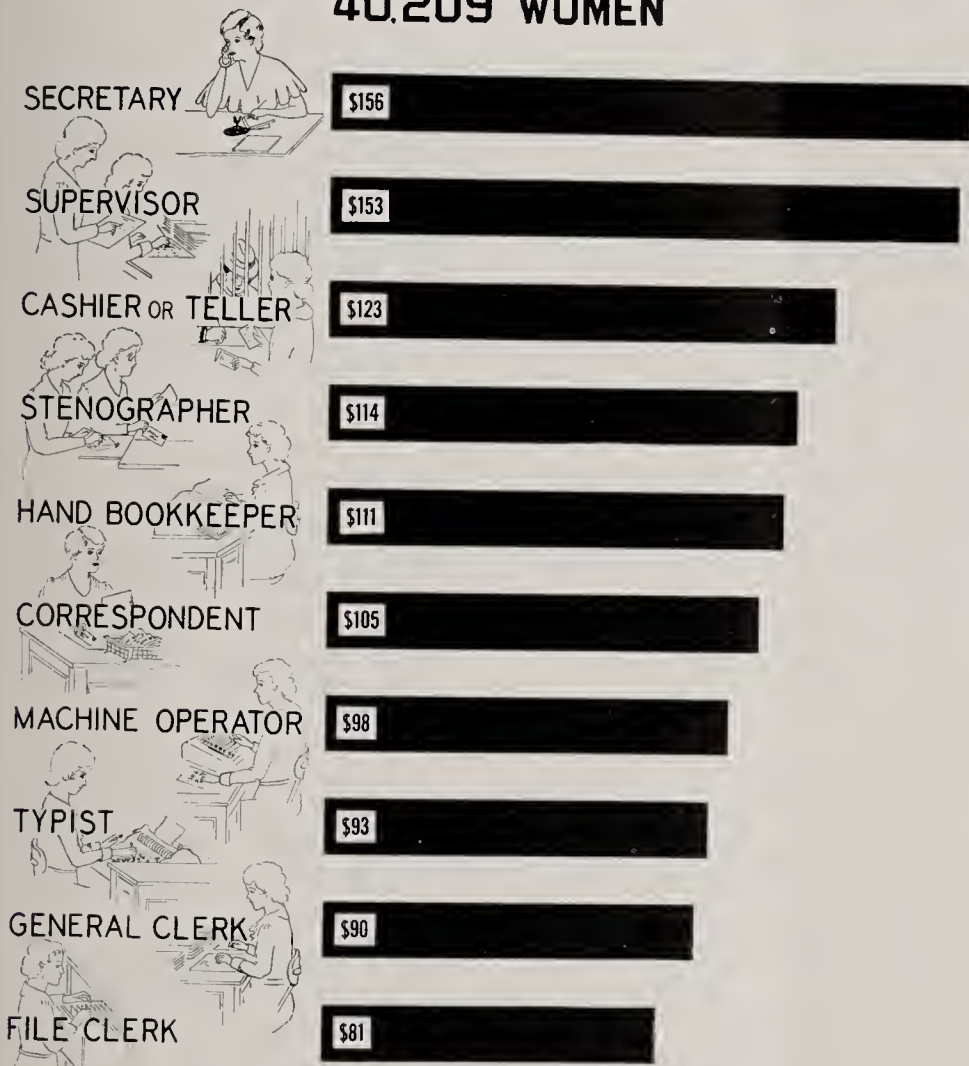
★ Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering.

New Government Aids For Teachers



WOMEN OFFICE WORKERS

MEDIAN OF MONTHLY SALARY RATES BY OCCUPATION
40,209 WOMEN



HALF EARNED LESS AND HALF MORE THAN AMOUNT SHOWN IN EACH CASE

- Salary rate by occupation (median)—embellished with marginal sketches. (See illustration.)
- Salary rate by city—pictured by four metropolitan skylines.
- Salary rate by type of office—portrayed on skyscrapers as a background.
- Salary rate by age and experience—represented by Father Time.
- Salary rate by sex in Chicago—illustrated by a view of Michigan Boulevard.

The Superintendent of Documents has copies of these charts available at 15 cents apiece, or \$1.05 a set.

A Visit to the World's Greatest Printing Plant—The Government Printing Office—is described in a new free 38-page illustrated booklet. In addition to billions of copies of all kinds of printed matter, the Government Printing Office handles some 70 daily, weekly, and monthly publications for the various Government departments, with editions running from 200 to more than 200,000 copies. Attention of SCHOOL LIFE readers is called each month on this page to many of the Government Printing Office products which are available free or at nominal cost. Scenes from the composing, platemaking, presswork, binding, and maintenance divisions, along with maps of numerous other activities, illustrate the bulletin.

New England—Part III of the Report of the National Resources Committee of the Interior Department on Regional Planning—is now available. Selling for 30 cents, this 101-page bulletin illustrates the possibilities of cooperation with State planning agencies for joint attack on interstate problems and offers plans to conserve and develop the resources of New England and to provide a coordinated transportation system and greater recreational facilities for the 8,000,000 people who live in this densely populated area.

Of the hundreds of acts passed by the Seventy-fourth Congress, second session,

Unique charts of women office workers.—Trade associations, labor groups, women's organizations, vocational counselors, educational institutions, employment offices, and all interested in the problem of women in clerical work will find of interest the set of seven charts, each 24 by 32 inches, recently issued by the Women's Bureau, Department of Labor. Based on

surveys in several large cities, the charts deal with the following subjects and treatments relating to women office workers:

- The most common-hour schedule—depicted on a large clock.
- Salary rate by occupation (percent distribution)—decorated with a striking silhouette.

the following are a few of which you might like to have copies:

AN ACT to provide for the further development of vocational education in the several States and Territories (Public, No. 673).

AN ACT to provide for the entry under bond of exhibits of arts, sciences, and industries, and products of the soil, mine, and sea, and all other exhibits for exposition purposes (Public, No. 795).

AN ACT to amend the naturalization laws in respect to residence requirements and for other purposes (Public, No. 803).

Orders for copies of any congressional acts should be sent to the House Document Room, Washington, D. C. Copies are available free.

The National Park Service, has prepared a revised and expanded edition of *Glimpses of Our National Parks*. This handbook of those sections of the country set aside by acts of Congress from time to time, preserving for posterity some unusual scenery or other natural wonder, or historic or scientific feature of outstanding national interest, should be in every geography, history, nature-study, and civics classroom. Thirty-six exceptional views dot the bulletin throughout. A map of the United States showing the location of the areas administered by the

National Park Service appears on the inside back cover. For copies of this free publication address National Park Service, Washington, D. C.

The Pan American Union, Washington, D. C.—the official international organization of the 21 republics of the Western Hemisphere, established with a view to developing closer cooperation between the nations of America, the fostering of inter-American commerce, the strengthening of intellectual and cultural ties, and the interchange of information on all problems affecting the welfare of the nations of this continent—announces the availability of the following illustrated publications at 5 cents each:

American Nation Series—Colombia, no. 5; Ecuador, no. 9; Panama, no. 15; Peru, no. 17.

Commodities of Commerce Series—Sugar making in Cuba, no. 13; Coca—A plant of the Andes, no. 20.

Maps, maps, maps—base, shaded, relief, contour, coal, oil and gas, power, and geologie—are published by the Geological Survey, United States Department of the Interior. To date the greatest demand

from schools has been for the wall map of the United States, 49 by 78 inches, in two sheets, on a scale of 40 miles to the inch, with inserts showing Alaska, Hawaii, the Philippine Islands, Canal Zone, Puerto Rico, and the Virgin Islands. Water features and their names are printed in blue, boundary lines and names of States, counties, cities, and towns are printed in black; railroads are indicated by fine brown lines. Price, \$1; if included in wholesale orders, 60 cents. For further information address the Director, Geological Survey, Washington, D. C.

If additional information is desired to supplement the material mentioned on this page, the following free Government Printing Office price lists may be had upon application to the Superintendent of Documents:

Laws—Federal and State opinions of attorney general, decisions of courts, no. 10; *Engineering and surveying*—leveling, triangulation, geodesy, earthquakes, tides, and terrestrial magnetism, no. 18; *Geography and explorations*—natural wonders, scenery and national parks, no. 35; *The public domain*—Government publications concerning public lands, conservation, and the national resources committee.

MARGARET F. RYAN



F. F. A. News Bulletin

SOUTH DAKOTA.

Jack Dunn, of Hawaii, whom many will remember as a delegate to the 1934 National F. F. A. Convention, is now enrolled as a sophomore at South Dakota State College where he is specializing in horticulture.

OREGON, IDAHO, AND WASHINGTON.

Walter Dreher, of Molalla, was the Oregon winner of one of the \$150 cash awards offered by the Portland Union Stock Yards to outstanding F. F. A.

members in three States. Howard Annis, of Twin Falls, Idaho, and Alexander Swantz, of Chehalis, Wash., were the other winners. This competition was one of the features of the F. F. A. program held in connection with the recent Pacific International Livestock Show.

FLORIDA.

The October issue of "The Journal" of the Florida Education Association carried an illustrated two-page story on the F. F. A. work in that State. The article, prepared by J. F. Williams, State adviser, stressed the value of leadership training to farm boys.

MICHIGAN.

The Michigan delegation, coming by special train to Kansas City this year, totaled 151 persons. Seventy of this number were local chapter presidents.

MISSOURI.

This State's F. F. A. band was also present at the national convention this fall. The boys received a fine ovation from the 1,500 vocational agricultural students seated at the American Royal on Tuesday, October 20, which was "Missouri Day."

VIRGINIA.

Some 35 people were included in the national convention delegation from Virginia. The State association maintains a budget each year sufficient to defray the expenses of the State judging teams and other participants in national events.

OHIO.

The Ohio association has developed an F. F. A. chorus of some 200 voices which appeared before the National Grange in Columbus, November 11-19.

CONNECTICUT.

Frank Salemma, with his accordion, did much to entertain the delegates and guests at the national convention. This was Frank's second year at Kansas City and he was one of the successful candidates for the American Farmer degree.

KENTUCKY.

Members Clarence Wood, Jr., and Jack Waits were sent by the Kentucky association as entertainers for the national convention and gave a fine account of themselves on the piano and harmonica, respectively.

W. A. Ross

Financing Dormitory Construction

John H. McNeely, Specialist in Higher Education, Discusses New Developments Toward Solving This Problem in State Universities and Colleges of the Nation

A SHORTAGE of dormitory facilities to fulfill the needs of students has existed generally in State universities and colleges throughout the country. Such institutions have been able to house only a minor proportion of their student bodies in dormitories on their campuses.¹

The principal cause of the shortage was the fact that the universities and colleges have been depending on State appropriations for the construction of dormitories. Owing to the constant pressure for economy in State governmental expenditures, State legislatures have been slow in appropriating public funds for this purpose. Moreover, administrative authorities of the institutions have been reluctant to urge too strongly State appropriations for erecting dormitories fearing that appropriations for the regular educational needs might be affected adversely.

Within recent years there has been a new development toward solving the problem through independent financing without the use of State appropriations. A strong impetus has been given the development by the Federal Government's policy of making loans and grants to State universities and colleges for the construction of buildings of various types. The independent financing of dormitory construction consists of placing the dormitories on a self-sustaining basis. Money is borrowed through bond issues or certificates of indebtedness for the initial capital outlay. Revenues derived from room rental, including proceeds from dining halls located in dormitory buildings and other sources, are used exclusively to defray the cost of operation, upkeep, insurance and interest charges, and to provide a sinking or amortization fund for periodical payments on the capital investment.

Types of plans

A large number of States have enacted laws authorizing the governing boards of their institutions to construct dormitories through independent financing rather

¹ A survey of land-grant colleges and universities made by the U. S. Office of Education in 1928 showed dormitory facilities were available for only 16 percent of the total students enrolled in these institutions.

than by State appropriations. Although the several schemes are based on a common principle, an examination of the laws indicates that the detailed plans differ considerably. These plans may be divided into two types:

First: The governing board is empowered to borrow the necessary capital and to construct the dormitory. After its completion the institution operates the dormitory paying the annual interest and amortizing the debt over a period of years out of the net income from rentals and other sources.

Second: The governing board is authorized to contract with a nonprofit holding corporation organized for the specific purpose of borrowing the necessary money and constructing the dormitory on a site provided on the campus. The institution leases the building from the holding company, paying an annual rental sufficient to cover the interest charges and amortization of the principal indebtedness.

Among the States having laws providing for the first plan with variations are Arkansas, Colorado, Florida, Idaho, Illinois, Indiana, Iowa, Louisiana, Montana, New Mexico, North Carolina, South Carolina, Texas, and West Virginia. In some of these States the laws apply to loans from Federal Government agencies and also to other types of buildings. States with statutes providing for the second plan include Kentucky, Nebraska, North Dakota, Oregon, Washington, and Wisconsin.

Slightly different plans have been adopted by two other States, Oklahoma and Virginia. The bonds covering loans for constructing the dormitories in Oklahoma must be issued through the State auditor as State building bonds instead of through the governing boards of the institutions. Prior approval of the governor is required. In Virginia the loans must be made through the State commissioners of the sinking fund, a regular

State agency. The State board of education must first approve the loan.

The main features of the financing plans of the States are alike in some respects and different in others. The stipulation is made in the laws of practically all the States that the credit of the State must not be pledged to repay the loans nor any liability incurred against the State. One of the reasons for the inclusion of this legal provision was that many of the States had already contracted debts up to the limit permitted under their constitutions and were unable to assume additional obligations.

Concerning mortgages

In most of the States the governing boards are likewise prohibited from mortgaging any of the lands or buildings comprising the campus and belonging to the institution as a guaranty of the repayment of the loans. An opposite policy has been adopted, however, in several States. Under the plans in these States, the actual site of the dormitory, together with the newly constructed building, may be mortgaged or the title conveyed in cases of contracts for loans with Federal Government agencies or nonprofit holding corporations. This is with the understanding that the title will be immediately reconveyed to the institution upon the repayment of the debt in full.

Another important feature is that the projects must be entirely self-liquidating. The governing boards are forbidden to use any part of the State appropriations which have been made for the regular support of the institutions either to pay interest or redeem bonds. This is true in all the States except two. In one of these latter States, Louisiana, the board governing the State university may set aside or use any of its appropriated funds to pay the interest or principal on the debt. In the other State, New Mexico, the governing boards of its institutions are allowed

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SCHOOL LIFE

VOL. XXII



NO. 4

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DECEMBER 1936

COVER-PAGE QUOTATION

"Peace hath her victories,
no less renowned than war"

THUS wrote the great Milton many years ago in his *Sonnet to the Lord General Cromwell*. As we review the renowned discoveries and scientific inventions of even only the past century or so, we find convincing confirmation of Milton's words.

There is an interesting contrast between what may be called the victories of war and those of peace. Scanning the pages of history, it seems fair to say that not infrequently wars have been fought for personal victory and glorification, personal, we may say, for an individual or for a nation. Victories of peace seem more far-reaching—more the victories for humanity, without regard to individual, race, creed, country, or any other division that may be made of peoples.

The smoke of victorious battle passes; the results of the struggle make history. But such contributions to progress, such renowned scientific victories, by Pasteur, by Edison, by the Wright brothers, and by the army of men and women who

quietly and persistently keep long vigils in search of knowledge—the results of their victories ring throughout the ages.

"AN OUNCE OF PREVENTION"

TO FINISH the familiar old saying, "An ounce of prevention is worth a pound of cure." This reasoning is given renewed meaning in resolutions adopted at the Sixty-Sixth Annual Congress of the American Prison Association. These resolutions under the heading, *Education*, assert:

Whereas many offenders, both juvenile and adult, who find their way to prisons and juvenile reformatories have mental capacity for academic and vocational training:

Whereas many of these inmates have for various causes been denied adequate educational opportunities for academic and trades training: Be it therefore

Resolved, That the American Prison Association, by resolution reaffirm its stand expressed in the Declaration of Principles, and urge wardens, superintendents, and governing bodies of penal and correctional institutions to avail themselves of every opportunity to expand training of a practical type for the inmates of their respective institutions; Be it further

Resolved, (1) That the United States Office of Education be requested to undertake, at the earliest possible moment, an aggressive program of research and service in prison educational techniques and methods, and be urged also to stimulate local and State agencies to inaugurate and improve programs of crime prevention through education.

(2) That the committee on education be instructed to cooperate with the appropriate officials in securing the funds and support necessary for effectuating a program of prison education in harmony with the proposals of the Conference on Crime Prevention and Correction through Education held in Washington in June 1936.

AT the same convention, Commissioner of Education J. W. Studebaker, in an address on Crime Prevention Through Education, said:

"When outstanding educational work is being done in any situation, the Office of Education has the responsibility of interpreting this work and its results to all.

"In the State of New York the work of Governor Lehman's Commission on Education in Institutions is an example of the type of activity to which I refer. In widely separated sections throughout our land other groups are doing similar work. Printed reports of such activities are often available, but a central educa-

tional agency is needed to bring these reports more generally to the attention of the public. At present these reports get into the hands mainly of prison officials, whereas they should reach school teachers, college professors, Boy Scout executives, Y. M. C. A. directors, and leaders in civic and social affairs interested in education. To make such reports available only to prison officials reminds me of some other short-sighted policies of which our country has been guilty. For example, we have tended to spend money building higher dikes along river courses without checking up on what is happening to our watersheds. The prisons represent the dikes.

"Organized education and other types of social agencies represent the protection to the watersheds. The chief hope of crime prevention lies in the schools, homes, churches, and other social agencies. It is my belief that organized education must be actively at work to protect the watersheds which now send increasing floods down the rivers of crime in this country. To be sure, there is reason to improve the dikes too, but careful attention to the watersheds will materially lessen the pressure on the dikes.

"The problem facing education is a twofold one: (1) The educational program within the correctional institution; and (2) the special adaptations of the general school and college program to make more effective the processes leading toward crime prevention. Let me briefly discuss these two points.

"In the 69 years of its existence, the Office of Education points to achievements in many fields of education, but in the field of crime prevention it has barely made a beginning.

* * * *

"Now that adult education has begun to justify itself and people realize that the man and woman of 40 can successfully pursue the educational tasks they neglected at 14, we believe that not only among the adults outside prison walls is a great work to be done but among the adults in prison as well. Effective programs are in operation in prisons here and there. These should be studied, analyzed, described, and used in all the institutions in which they are applicable. The prison education program is a specialized type of adult education worthy of the most painstaking study of educators with a view both to improving the program itself and to using any knowledge gained therefrom to shed light on the revisions needed in schools and colleges.

* * * *

"The recent rapid growth of crime and its accompanying appalling cost suggest that the schools and colleges should arouse themselves to an unusual degree to contribute their part to crime prevention. For the same reason it seems appropriate that the United States Office of Education should take special steps to stimulate the schools and colleges to make such an effort. Crime has become a national problem of such vast proportions—even threatening in some areas the very existence of popular government—that a national agency such as the Office of Education dare not stand aloof from it. We are commanded by our charter—the law which established the Office of Education—to 'promote the cause of education throughout the country.' Since the prevention of crime is an educational responsibility, I have sought to discover what our function is in this war against the ravages of crime. * * *

"A little more than 3 months ago I invited a group of persons most experienced in the field of crime prevention through education to meet in my office to discuss the problem, and to advise me with respect to what the Office of Education might best do in the circumstances.

"Among those who attended this conference were your general secretary, E. R. Cass; N. L. Engelhardt, of Teachers College; A. H. MacCormick, Commissioner of the Department of Correction, New York City; Sanford Bates, Director of the Bureau of Prisons; F. Lovell Bixby, Educational Director, Bureau of Prisons; Edith Campbell, Director of Vocation Bureau, Public Schools, Cincinnati, Ohio; Leon W. Goldrich, Director of Bureau of Child Guidance, New York City; Thomas W. Hopkins, Assistant Superintendent of Schools, Jersey City, N. J.; Edgar M. Gerlach, Supervisor Social Service, Federal Bureau of Prisons; Frank W. Hubbard, Associate Director of Research Division, National Education Association; Glenn M. Kendall, Educational Director, Wallkill Prison; Leonard Power, Educational Consultant, Office of Education; Walter M. Wallack, Director of Education, Department of Correction, State of New York; and Ray L. Huff, Parole Executive, United States Department of Justice.

"These persons have without exception done distinguished work in the field of crime correction and crime prevention. They met in Washington and talked with great frankness about the part the United States Office of Education should play with respect to the general problem.

* * * * *

"The conference analyzed the work to be done by the Office of Education as follows:

1. "There is a real place for a new division in the Federal Office of Education to deal with educational problems arising in connection with the prevention and alleviation of juvenile delinquency and crime. This division should not have, and does not need, administrative authority or financial control for the purpose of

It Would Help

ELSEWHERE in this issue of *SCHOOL LIFE*, you will find a most interesting illustrated story about old textbooks. As you read this story you will appreciate, we believe, the very great value of preserving in the Office of Education library a permanent collection of books that will show progress over the years in the development of school texts.

Maybe you might have some book or books that you would like to present to the library, so that they might serve a wide and useful purpose. Such contributions would be welcome "Christmas gifts" to the library, especially at the time when the Office of Education, including its library, will be getting established in its permanent quarters in the new building of the Department of the Interior.

imposing a national program upon State and local authorities. The division does need the funds and personnel necessary for research and service * * * which will stimulate local and State agencies to perform more effectively in the prevention of crime through education."

2. In this new division two sections are recommended. "One section * * * shall concern itself with education in penal institutions. The other * * * shall deal with community organization for the prevention of juvenile delinquency." Each of these sections shall have functions of both *research* and *service*.

3. Under *research*, the following three types of study appear to be necessary:

(a) "Statistical—the compilation of statistics as to the quantity and quality of various problems and factors in the area", such as the inmate population of correctional institutions, vocational opportunities for ex-inmates, institutional staff, etc.

(b) "Experimental—the planning and the supervision of controlled experiments in the field with the aid of local and State authorities." These experiments would deal with problems such as educational activities within institutions, techniques used, preparation of teachers for institutional work, relationship between State education departments and institutional education, community organization for the prevention of delinquency, and allied fields.

(c) "Practical—the integration, evaluation, and selection of programs and procedures used in local, State, or regional areas"; also compilation and dissemination of information regarding progressive programs; preparation and distribution of bibliographies; and other studies of a practical service nature.

4. Under *service*, the following three areas should be included:

(a) "Interpretation—the building up of public support for the work through news releases, radio programs, and similar devices"; stimulation of desirable legislative provisions and progressive practice.

(b) "Demonstration—the practical demonstration to both lay and professional groups through conferences, exhibits, visits, and similar devices of the application to localities and to States of research, experimentation, and established programs"; preparation of suggestive curriculum material and organization plans; field advisory service.

(c) "Coordination—the organization of conferences, committees, and similar machinery designed (1) to focus the resources of Federal agencies, national professional groups, and private groups upon the problems involved, (2) to suggest a pattern for similar efforts on a local and State basis"; (3) to bring wardens and institutional directors into conference for the improvement of educational programs in institutions; (4) to bring "the service and research specialists together with professional workers in such areas as social work, penology, crime detection, political science and government, law, medicine, and industry for the purpose of formulating general objectives and purposes in conformity with the social goals of American life."

"As Commissioner of Education, I agree with the findings of this conference. It will be my purpose to take such steps as I properly may take through regular governmental channels to secure the incorporation into the Office program of a service in the interest of crime prevention and crime correction such as this conference has recommended."

Soon 'Twill Be Moving Day!



BEFORE the next issue of *SCHOOL LIFE* reaches you, the headquarters of the Office of Education may be moved into the new Department of the Interior Building, shown in the above photograph. This new Government structure is expected to be ready for occupancy shortly after January 1, 1937.

Space on the first, second, and third floors of the new Interior Building has been provided for the entire personnel of the Office of Education. Offices of John W. Studebaker, Commissioner of Education, Miss Bess Goodykoontz, Assistant Commissioner, and J. C. Wright, Assistant Commissioner for Vocational Education will be located on the third floor. On the same floor also will be the offices of the Chief Clerk, Consultants, American Schools Division, Special Problems Division, Statistical Division, Higher Education Division, and Commercial Education.

On the second floor of the new Office of Education home will be one section of the Editorial Division, Comparative Education Division, Vocational Agriculture Division, CCC Education, Vocational Rehabilitation, Home Economics Service, and Trade and Industrial Education Service.

The Office of Education library, publications section, files, messenger service, mail room, and store rooms will be located on the first floor.

The arrow on the accompanying photograph shows approximately the location of the Office of Education in the new building. To the right of the new Department of the Interior Building is the present Interior Building, which will continue to accommodate the Geological Survey, the Public Works Administration and other agencies.

Financing Dormitory Construction

(Concluded from page 113)

to pledge as much as is necessary of each year's current income or of annual income from permanent land endowments for the purpose of securing the loans.

The plans of most of the States provide a maximum rate of interest to be paid upon the bonds issued by the boards. This rate varies from 4 to 7 percent. A few of the States place a limitation on the amount to be borrowed by any single institution in constructing the dormitory. These maximum amounts range from \$100,000 to \$300,000. The law in South Dakota provides that the dormitory built at the State university shall not exceed \$200,000 in cost, at the agricultural college

\$200,000, and at each of the normal schools \$150,000. About one-third of the States place a time limit on the maturity of the bonds. This time limit varies from 22 to 50 years.

In the case of all the States, the governing boards are specifically empowered to fix rentals for rooms and charges for other enterprises conducted in the dormitories. These rentals or charges may be changed from time to time in order that sufficient revenues will accrue to assure the payment of the interest and redemption of the debt. For the purpose of preventing any possibility of default, the law in Virginia specifically

stipulates that the minimum rental for occupying space in the dormitories shall be \$6 per month for each student.

A rather unusual plan has been devised for providing housing facilities for the students at the Massachusetts State College. Instead of authorizing the governing board to construct dormitories by independent financing, the State law provides that the institution may lease land on the campus to fraternities for the construction of fraternity houses. No single fraternity can lease in excess of 1½ acres for that purpose. The board is empowered to prescribe the terms and conditions of the leases, which must first receive the approval of the Governor and council of Massachusetts before being valid.

Nursery Schools in 1936

Mary Dabney Davis, Senior Specialist in Nursery-Kindergarten-Primary Education, Gives Indications of the Permanency of Nursery Schools in the United States

NURSERY schools serve education in a variety of ways. They act as laboratories for child study and the preparation of teachers in higher institutions from the junior college to the university, many are organized as tuition schools, others are a part of the program offered by philanthropic organizations, and a few are maintained in public-school systems. An increase of 40 percent since 1932 is shown by the 285 schools reported in 1936. These "regular" nursery schools, to differentiate them from the emergency schools, cannot be considered a complete record for the United States but they furnish a basis for comparison with the 202 schools reported in 1932.

The largest growth in the number of nursery schools came between 1927 and 1929 before the years of economic depression. In 1927 there were 76 schools reported, 117 for 1928, and 157 for 1929. The 1936 reports are from 35 States, the District of Columbia, and Hawaii. States reporting 10 or more nursery schools are New York (59), Massachusetts (35), California (30), Michigan (16), Illinois (14), Minnesota (14), Maryland (13), Ohio (13), and Pennsylvania (10).

The permanency of nursery schools is indicated by the fact that two-thirds of the 117 schools reported in 1928 are included in the current list. This "two-thirds" has weathered the economic storm of the past few years.

Four general types

Grouping the nursery schools reported in 1936 under four general types of sponsoring organizations shows that 77 are used as laboratories in colleges and universities, 19 are sponsored by such philanthropic institutions as social settlements and day nurseries, 144 are tuition schools, and 11 are in publicly supported elementary and high schools—those in the high schools acting as laboratories for courses in family life and child care. The tuition schools have doubled in number since 1932, and there is a significant increase in the number of schools sponsored by philanthropic organizations. These increases may probably be explained by

the general growth in understanding of the purposes for which nursery schools are organized. There is a slight reduction in the number of public-school nursery schools since 1932 which doubtless is due to the emergency nursery school program. Among the colleges and universities sponsoring nursery schools there are 40 land-grant colleges and State and privately supported universities and colleges, 13 liberal-arts colleges for women, 18 teachers colleges, and 6 institutions at the junior college level.

The lower- and higher- age levels reported for children enrolled indicates a nursery-school age ranging from 2 to 5 years. Many of the schools reporting indicated that the nursery school, with its group of children 2 to 5 years of age, is the first unit in their program which, in some instances, includes kindergartens or kindergarten-primary grades and in other instances includes all elementary grades or extends through the high school. The length of school day for half of the schools ranges in length from a little more than 3 hours to 8 hours, including in the program the noon meal and afternoon supervised sleeping period. A third of the schools, however, have a 2- to 3-hour program, a few offer 12- and 24-hour care, and others offer optional enrollment for a half or full day.

Training of teachers

Comparing the professional preparation of directing teachers reported in 1936 with those for the schools listed in 1932 shows an increase in the number holding earned degrees higher than the bachelor's degree. A much larger proportion of these nursery-school teachers hold master's and doctor's degrees than were reported in the National Survey of the Education of Teachers for teachers in the elementary and high schools. This fact indicates the impor-

tance being placed upon highly trained teachers for nursery-school work. Figures showing the preparation of nursery-school teachers reported in 1932 and in 1936 and the comparison with the Survey figures for teachers in cities and towns of 2,500 population and more may be of interest:

School unit	Percent holding degrees		
	Bachelor's	Master's	Doctor's
Nursery school			
1932.....	40.0	23.0	2.0
1936.....	30.5	36.5	4.5
Elementary.....	9.4	.6	.02
Junior high school.....	49.8	6.8	.1
Senior high school.....	69.6	15.1	.4

Emergency schools

The emergency nursery school program under the Works Progress Administration is starting its fourth year with approximately the same number of units, 1,913, as were reported in the 1934-35 survey. These units, organized in 47 States and the District of Columbia, are conducted for 5 days a week, usually between the hours of 8:30 or 9:00 a. m. and 3:00 or 3:30 p. m., and most of them continued through the summer. These schools are under the general direction of the State directors of emergency education who are the joint appointees of W. P. A. State administrators and State superintendents or commissioners of public instruction. Locally they operate under the immediate sponsorship of superintendents of public schools. Reports indicate that the nursery schools are being used frequently as demonstrations for high-school, teacher-preparation and parent-education classes. Through cooperation with the National Youth Admin-

(Concluded on page 120)

Vocational Summary



A. V. A. committee reports

VOCATIONAL agriculture received new impetus during the past year through a cooperative arrangement worked out between the Federal Office of Education and the committee on policy and program appointed by the vice president of the American Vocational Association representing agricultural education at the 1935 meeting of that organization. Policies formulated by this committee at a meeting held in the Office of Education last spring and recently issued in mimeograph form are to be used as a guide in building up a more complete and better coordinated program of vocational education in agriculture throughout the United States. The report of this committee, which was considered at the recent meeting of the American Vocational Association in San Antonio, deals with the following problems: (1) Continuing education of vocational agriculture teachers in service; (2) maintaining sound relationships in the administration of vocational agriculture programs; (3) maintaining desirable working relationships with adult farm and related organizations; (4) providing guidance and leadership for National, State, and local units of the Future Farmers of America and similar young farmers' organizations; (5) broadening the service of departments of vocational agriculture in the public schools by extending the program of adult education in vocational agriculture; (6) making systematic studies of problems in vocational agriculture; (7) broadening the services of the public school to out-of-school farm youth; (8) teaching present and prospective farmers techniques and helping them to develop wholesome attitudes toward cooperation; (9) providing for placement and advancement of men in agricultural occupations; and (10) providing adequate preparatory training for agricultural teachers.

A Prosperity Barometer

Returning prosperity seems to be reflected in the enrollment of 818 persons in evening machine trade classes, 409 in classes in blue print reading, mechanical drafting, and welding, and 76 in classes for appren-

tices, as reported by R. W. Kent, assistant director of the Essex County, N. J., vocational schools. In addition, Mr. Kent reports, there are 180 persons on the waiting list for these various types of classes who cannot be accommodated in the county schools. The tremendous increase in the evening class enrollment over that of last year and the year before, according to Mr. Kent, is taxing to the limit the capacity of the teaching equipment and the teaching staff of the vocational schools. Operated ordinarily 4 nights a week from 7:30 to 9:30 p. m., these classes are now held 5 nights a week from 6 to 10 p. m. and Saturdays from 8 to 12 a. m. Late afternoon classes for apprentices and special groups are open from 3:30 to 5:30, 4 to 6, and from 5 to 5:30 p. m. All of those enrolled are employed during the day in some occupation to which their instruction is supplemental. Enrollees are frequently sent by their employers or come because they see a chance through acquiring additional training to step up to a better job. Some are skilled mechanics who have been unemployed so long that they have lost some of their skills and cannot go back to their old jobs until they have had an opportunity to brush up and renew these skills. Day school classes in the machine trades are also badly overcrowded, Mr. Kent reports, and many applicants for these classes have had to be turned away.

Maps and agriculture

Attention has been called by James H. Pearson, of the agricultural education service, Office of Education, to the need for a map in every department of vocational agriculture, showing the location of individuals served by systematic instruction in the department and also the location of former students living in the community. "Without such a map", Mr. Pearson points out, "it is difficult for a teacher to plan for activities with the individuals enrolled in his classes." "Students of vocational agriculture, superintendents of schools, local school officials, and others interested", he says, "can get a bird's-eye view of the extent of the agricultural education program in a community by casual or detailed study

of such a map." He recommends that the map be attractive and large enough for practical use. The frame may be constructed by a mechanical drawing or farm-mechanics student. The base of the map may be of soft wood or composition material in which thumbtacks may be used. Eyelets for hanging the map and braces for setting it on a table are desirable. A map showing each farm in the community is preferable, but if such a one is not available, a good road map or other satisfactory map may be used. If a map has to be specially made, it should show the principal highways, particularly those with all-weather surfaces; community halls, rural schools, and other places for group meetings. It should include the school-patronage area and the trade territory of the town where the vocational agricultural department is located. Good maps are usually available at the office of the State highway department, department of public instruction, county surveyor, county superintendent of schools, and gasoline and oil stations. The map may be pasted on the foundation and covered with a thin coat of clear shellac for protection. Celluloid-top tacks may be used in marking map features. Entries of locations of farms of students may be made by the students themselves either in or out of class period. Such a map, it is pointed out, may be used in planning supervisory visits to farms of students; making farm project tours; locating feed, livestock, and seed; organizing part-time and evening classes; acquainting students with their classmates; following up former students; organizing and carrying out Future Farmers of America activities; informing the public of the extent of the program in talks at civic clubs, parent-teacher, and other meetings; helping teachers to locate students enrolled at present or in previous years, and showing State officials the extent of the program.

60 persons, 23 enterprises

An indication of the wide variety of business enterprises in which disabled persons who have been vocationally rehabilitated are placed from time to time is revealed in a study recently made by the Buffalo division of the New York State Rehabilitation Service. This study

which covers a period of 22 months, from July 1, 1934, to May 1, 1936, shows that 60 persons were vocationally rehabilitated and placed in 23 different types of business enterprises. These enterprises include poultry farming; general and dairy farming; roadside vegetable and fruit stands; grocery, delicatessen, and similar stores; meat markets; restaurants and beer taverns; auto repair, gasoline station and garage, auto parking, auto sales and service, and auto freight and hauling businesses; radio service work; building, painting, and roof contract work; barber shops; shoe repairing shops, watch repairing shops, foot correction establishments; and such other vocations as photography, piano teaching, and law and medicine. Formal training was provided in 38 of these cases and in four additional cases maintenance was provided for specific purposes in assisting these rehabilitants in establishing themselves in business. Under the New York State rehabilitation law it is possible to furnish this maintenance in the form of additional compensation from a special fund under certain circumstances at a rate not to exceed \$10 per week. In most cases this does not extend beyond a maximum period of 20 weeks. Training was provided for these persons in State agricultural schools; in vocational schools; in various forms of employment in business or industrial establishments; in colleges, State normal and commercial schools; in barber schools; in correspondence schools; and in photography establishments. The total cost of training in connection with the 42 cases for which training was necessary, was \$15,154.91, or an average cost per case of \$384.65.

One thing leads to another

So many instances of the practical value of home-project work undertaken by students of home economics in the high schools of the country come to light from time to time that it is difficult to pick out one example which is more striking than another. An interesting project was recently reported by Miss Lillian Peek, director of homemaking education for the State of Texas. Students in a home-economics course in one school in that State were selecting their home projects. One girl took as her project the redecorating of the kitchen in her home. On visiting her home, the teacher discovered a rather attractive and convenient kitchen which did not need many changes. Casting about for a more practical project for this girl, the teacher discovered that none of the foods grown in the family garden were being canned or preserved. The reasons given

by the mother were that they had or could secure fresh vegetables and fruits the year round; that canning equipment was expensive; that there was little or no saving in canning; and that she had no room to store canned goods. Having persuaded the mother to allow her daughter to take canning and storing of foods for her project, the teacher helped the two of them to work out a seasonal plan for canning the garden products already planted. Careful accounts were kept of all expenditures for canning. The girl's father and brother were led to take an interest in the project, and after figuring with the teacher, built a storage cellar under the back porch. Mother, daughter, and teacher planned the size and arrangement of shelves. Careful figuring of final accounts covering the project showed that enough had been saved to pay for the building materials used in constructing the storage cellar. The whole family now saw the necessity for continuing the canning project. Plans for the past season called for the canning of enough garden vegetables and fruits to supply well-balanced meals through the winter and working out improved methods for keeping family food accounts.

Challenging statistics

More than 73 percent of the young people seeking jobs through the public employment offices in Connecticut during the period of a year were untrained for any skilled occupation and more than 40 percent lacked training for any kind of work. This information is taken from the report of a recent study of 43,000 young persons who sought employment through the State employment service during the period November 1, 1933, to November 1, 1934. The analysis of the employment registrations, according to the report, indicates a tendency at the present time for young people to remain in school for a somewhat longer period. The value of this additional schooling "due to its general nature and the fact that it is apparently chosen as an alternative to unemployment rather than preparation for a specific occupation" is, according to the report, doubtful. Calling attention to the necessity of establishing an extensive and adequate training program for the young people who will constitute our future labor supply, the report emphasizes that "the trade schools of the State are not in position to assume this responsibility, due to the small number of such institutions and the lack of funds to provide increased facilities in the present ones. Only 300 persons are

graduated each year by all the trade schools throughout the State, which have been unable to admit more than 900 boys and girls who have applied each year for the vocational training offered by these schools." In view of the situation outlined in the report it is concluded "that in the future the responsibility for such training must be invested in a public agency." The report calls further attention, also, to the fact that trade-school graduates in Connecticut have an advantage over the regular high-school students in seeking employment, because the trade schools have prepared them in the skilled trades in which there is now a demand for workers. "Preliminary figures from a recent study undertaken by the State Board of Education in Connecticut", the report declares, "show that since 1930 the Hartford Trade School had placed 86 percent of its graduates in their trades or in related trades within 3 months after graduation." Trade-school graduates, it was found, had been employed at their trade 47 percent of the time from their graduation to the date the Connecticut study was made.

Diaries and home practice

How to guide home economics students in selecting home practice projects that will be of real value to them is a problem many a homemaking teacher has found difficult to solve. Here is a plan adopted by one teacher, Miss Hildegard Baumgarten, instructor in the Malvern, Iowa, high school. First she had the students fill out a questionnaire which would enable her to get an idea of their various home backgrounds. Next she suggested that each one start a diary, recording in it just what she did during a day's time and how much time she devoted to each activity. The girls liked this idea, particularly as only two in the class had ever kept a diary. They keep records as to the time it takes them to dress in the morning, the kind of food they eat, the time they spend on school subjects, how they spend their noon hours, how they spend their time in the evening, whether or not they observe good health habits, and the kind of work they do in their homes.

After a student has kept the record for 3 weeks, Miss Baumgarten checks the diary with her, and through it suggests ways in which she may improve her daily living. Through this method, these girls are discovering items of their daily living on which they can improve and are selecting home projects which will focus attention on these items.

CHARLES M. ARTHUR

Nursery Schools in 1936

(Concluded from page 117)

istration many boys and girls are acting as aides in the emergency nursery schools, bringing to the program a fine enthusiasm and eagerness to learn. In turn, they

Helpful Publications

THE following related publications are available from the Superintendent of Documents, Government Printing Office, Washington, D. C.

Nursery Schools, Their Development and Current Practices in the United States. Bulletin 1932, No. 9. 15 cents.

Young Children in European Countries. Bulletin 1936, No. 2. 15 cents.

Legislation Concerning Early Childhood Education. Pamphlet No. 62, 1935. 5 cents.

Educational Activities for the Young Child in the Home. Pamphlet No. 51, 1934. 5 cents.

Education of Young Children Through Celebrating Their Successes. City School Leaflet No. 26, 1927. 5 cents.

The following publications are obtainable free from the Office of Education, Washington, D. C.

Good Reference Series No. 5. Nursery Education. Free.

Good Reference Series No. 45. Child Development. Free.

A Syllabus in Nursery School Education, for teachers colleges and universities, (mimeographed).

Child Development and Nursery School Education, A syllabus for a course for school administrators and supervisors (mimeographed).

Related publications available from the Emergency Education Office of the Works Progress Administration, 1340 G Street NW., Washington, D. C.

Emergency Nursery Schools During the First Year, 1933-34. 25 cents.

Emergency Nursery Schools During the Second Year, 1934-35. 50 cents.

Suggestion for Building Courses in Nursery Education, Bulletin No. 3, 1936. (A syllabus for the preparation of teachers.) 50 cents.

receive instruction in the care and education of young children and an introduction to a possible future vocation. Practically all the States have appointed supervisors for the emergency nursery schools and cooperation and support continues to be given the schools by educational, welfare, and health agencies. Approximately 75,000 children between the ages of 2 and 5 have been enrolled each year since the program started in the fall of 1933.

School Books

(Concluded from page 101)

second readers were printed in 1836 and 1837, and with the other four volumes in the series were probably the most popular of all readers for 70 years or more. Since the reprints were made in 1930, by Henry Ford, many libraries now possess that entire series, but the originals are still difficult to secure. The earliest date in this library for a McGuffey reader is 1853, McGuffey's *Newly Revised Eclectic Fourth Reader*; it is in a dingy cloth binding; on the title page we are told in a penciled command to "Look on the page 57"; we did so, and found there "You are a fool for looking." Practical jokers existed in McGuffey reader days. Leafing through some of the McGuffey readers we found several precious bits of poetry and prose that would not be found in readers today: "Mary Had a Little Lamb", "Twinkle, Twinkle, Little Star"; and

Birds in their little nests agree,
And 'tis a shameful sight,
When children of one family
Fall out, and chide, and fight.

Also the quaint and old-fashioned lines:

I like to see a little dog,
And pat him on the head;
So prettily he wags his tail
Whenever he is fed.

If these old textbooks interest you, we hope that you will visit the Office of Education library, where more than 200,000 volumes serve in the many fields of educational endeavor.

If you want to subscribe for

SCHOOL LIFE,

Official organ of the Office of

Education, write the Superin-

tendent of Documents, Govern-

ment Printing Office, Washing-

ton, D. C., enclosing one dollar

for one year

Colleges and CCC Camp Education

(Concluded from page 106)

universities are lending to camp advisers visual instruction equipment, such as projectors, films, and slides. Two schools permit enrollees to use their forestry and museum exhibits.

Training advisers

College authorities have been of particular service in helping to train educational advisers for the job which faces them in camp. Over 50 institutions have assisted corps area and district advisers in conducting training conferences, in preparing special materials for camp use, and in carrying on research studies of CCC education and ways to improve it.

H. G. Pyle, of the extension division of Pennsylvania State College, reports: "I dare say we were one of the first institutions to invite advisers from surrounding camps here for a conference as to how we could be of assistance in their work. As an outgrowth of that meeting, we appointed an individual on our faculty to act as a coordinator—a 'go between' agent who would assist educational advisers applying to the college for advice and assistance."

With a continuation of this sincere interest in CCC education on the part of college authorities, we should be able to do a much better job of rehabilitating the 350,000 young men of the corps.

Correspondence courses

Forty universities are now making correspondence courses available to camp members at a low rate of charge. Most of these courses have been specially prepared to fit the needs of CCC men. The Universities of Nebraska and North Dakota, in particular, have spent much time and effort in the preparation of correspondence-course materials for this purpose.

2,000 regularly

Dr. John C. West, president of the University of North Dakota, writes: "You will be interested in our CCC correspondence courses. We offer a wide variety, from Diesel engines to watch-making on one hand to the academic subjects of high school and university on the other. We have about 2,000 boys regularly enrolled from 17 States."

Many similar letters are constantly coming in to the CCC Camp Education Office. They speak most encouragingly for the educational work among the enrollees.

Educational Pioneering in Alaska

(Concluded from page 104)

Medical service

Commissioner Harris, in 1896, began a determined effort which continued over a period of years to secure a special appropriation for free medical service to the natives. While his hope was not realized until 1915, in 1930 when the work was transferred to the Office of Indian Affairs such a service was well established, including not alone school and village nurses, but hospitals, staffed with physicians and nurses, arrangements for part-time service on the part of a number of local physicians and a medical boat serving the natives along the Yukon and Tanana Rivers.

The reindeer industry, established at the expense of severe hardships, and with unusual courage and devotion by Government officials and without Government appropriations during the first few years, cooperative stores, fish canneries, and the like, were other means of assisting natives to economic independence, sponsored by teachers and Bureau officials. These steps were all in harmony with the objectives for education in Alaska stated in the early reports of the Commissioners of Education.

So the foundations of the school system as it is today were laid early in its history. Representative schools for natives show the results of long-continued efforts toward the realization of the objectives set up almost from the initiation of the system. Typical schools are, as always, day schools, located in the heart of the native village. The present site includes a school building proper, the teacher's cottage or quarters in the school building, a home for the physician or nurse depending on the size of the community, and in strategic centers a small hospital. Every school is a medical center. If no physician or nurse is in residence, the teacher dispenses such medical aid as is possible, generally including simple remedies, first-aid material and services, and acts as health and sanitation adviser when necessity dictates, a service often of great importance in Alaska. Schools are centers of economic, social, and recreational life, not for children only—for the community. Carpentry shops are maintained extensively in connection with schools; as are boat building and repairing shops along the rivers where motor boats are the chief means of transportation. Improved homemaking and homekeeping and child care are among the objectives of the village schools, following policies inaugurated when the



A child in native costume

schools were established, namely, that school work should be based on the practical needs of life under the conditions existing in Alaska, always directed toward gradual adjustments of the native people to the inevitably increasing contacts with white civilization.

Now in Press

PUBLIC Education in Alaska, Bulletin 1936, No. 12, by Katherine M. Cook, Chief, Special Problems Division, United States Office of Education, is now in press and will be ready for distribution early in 1937.

Schools widely distributed throughout the territory were visited by railroad, plane, and boat. Upon personal observation and the early reports of the Bureau of Education, is based an account of the establishment and development of schools in a unique situation.

If this article, Educational Pioneering in Alaska, has interested you, you will also want to read the bulletin by the same author.

—Editor.

Sesquicentennial

(Concluded from page 110)

in the period of the formation of the National Government.

Those who do not have the privilege of visiting Washington and seeing the original parchment of the Constitution may have the opportunity of seeing a replica of the document. It is the plan of the Commission to distribute facsimiles to schools and libraries that have proper shrines for the display. In the construction of these shrines the students of industrial classes may play a contributing role.

Another general activity of interest to students will be the issuance of a series of Constitution Sesquicentennial stamps.

The many features planned for this historical commemoration should reach into all educational fields. To bring to the student a desire to participate in activities having the study of the Constitution as its foundation will be an opportunity to teachers. To reflect upon the Constitution, its formation and use will be the privilege of the adult. The Constitution Sesquicentennial Commission aims to keep the educational program foremost in this Nation-wide observance and seeks the cooperation of every teacher and student.

★ As We go to Press

THE annual meeting of the National Council of State Superintendents and Commissioners of Education with the United States Office of Education, is in session December 7 to 10, in Chattanooga, Tenn.

Superintendent Vierling Kersey of California, president of the Council and Dr. J. W. Studebaker, United States Commissioner of Education, are in charge of the various sessions. Among features included in the program are a panel discussion on the Educational Program of the Tennessee Valley Authority; and a Forum on Forums, participated in by leaders in these fields.

Reports are to be given on the School Unit Project of the Office of Education; on State Problems in School Unit Reorganization; on Records and Reports; and on Policies and Procedures in Vocational Education.

The executive committee of the council includes, besides President Kersey, Sidney B. Hall, vice president; F. L. Bailey, secretary; Agnes Samuelson and Walter Cocking, members.

Those attending the annual meeting are guests on the concluding day, of the Tennessee Valley Authority.

Ten Commandments for Safe Driving

I Keep to right of center line of highway.

II Pass overtaken vehicles on left, but only after sounding horn and only when road ahead is so clear as to permit getting back to the right with a safe clearance and with a wide margin for safety.

III Under no circumstances attempt to pass an overtaken vehicle at an intersection, on a curve, or approaching the crown of a hill.

IV At intersections, be prepared to stop if vehicle on intersecting road is moving onto intersection and do not try to take the right-of-way.

V Keep far enough back of the vehicle ahead to allow a safe braking distance in the event that other vehicle makes a sudden stop. Except in emergency, do not stop so suddenly as to cause collision by following vehicle.

VI Signal before making a turn, and further insure safety by looking to see whether a vehicle is approaching from the rear. Wait before pulling out from the curb until making such observation.

VII Always keep both hands on steering wheel and eyes on the road ahead while driving. Look behind before backing.

VIII Stop before crossing all railroads, and after carefully looking in both directions and listening, proceed only if it is safe beyond any possible doubt and then proceed in low gear, gears not being shifted until all tracks have been cleared.

IX When stopping on highway, pull as far off hard surface as road conditions permit and, where the stop is prolonged, see that the rear of vehicle is adequately protected.

X Do not operate at excessive speed at any time. At curves, blind crossings, crests of hills, in fog, or wherever the view is curtailed, reduce speed so as to be able to stop within the distance of clear vision.

The above "Ten Commandments" adapted from a poster prepared and distributed by the National Association of Motor Bus Operators, are found in the current number of the Research Bulletin of the National Education Association. The Bulletin directs attention to some of the causes of pupil injury in school-bus transportation and suggests numerous safeguards and precautions which have proved effective in eliminating accidents. The publication is filled with valuable material.

Educational News



In Public Schools

A REPORT has been issued of the character-development program which has been followed for the past 12 years in the public schools of Birmingham, Ala. Beginning in 1923 a custom was inaugurated of selecting annually a character-development slogan around which the work of the year centered. The report describes the services that have benefited Birmingham's pupils as a result of the program and emphasizes the efforts made to create an atmosphere within the school in which character will normally and naturally develop to its fullest and highest possibility. The slogans have been *The Development of Character Through Health, Through Sportsmanship, Work, Beauty, Thrift, Courtesy, Love of Nature, Worthy Use of Leisure, Service, Wonder, Cooperation, and Self-Reliance.*

REPORTS OF 15 curriculum conferences held last summer in universities and teachers colleges are given in the October issue of the Curriculum Journal. These conferences were concerned with State and local curricula for elementary and secondary schools and included discussions of the psychology of learning, underlying principles of curriculum construction and revision, administrative problems of curriculum development, and the improvement of teaching. Representatives from State and city school systems and from research and instructional staffs of colleges and universities participated in leading the conferences.

THE STATE SUPERINTENDENT of Public Instruction of Nebraska announces the publication of a new elementary course of study. Much of the course is organized on units of work as they relate to the organization of instructional materials.

THE DETROIT, MICH., public schools have begun their radio broadcasts for 1936-37. During the past school year

more than 3,000 students participated in the radio presentations of the schools. In addition to this, several hundred students were given studio auditions. Our World Today, a program for fifth and sixth grade students, broadcast directly into classrooms, will emphasize materials not now available in the course of study and will bring together facts learned in different classes for interpretation and generalization.

THE NEW YORK STATE TEACHERS ASSOCIATION recently established a public information service. The functions of this service are (1) to provide a factual basis for the policies, programs, and activities of the New York State Teachers Association; (2) to render technical assistance to committees of the association engaged in research or fact finding; (3) to supply information requested by members and others; (4) to publicize certain significant facts on public education in New York State; (5) to cooperate with the State education department and others in conducting needed educational research.

WORKABLE MEANS of assisting school pupils and teachers in their daily routine of study and instruction in their various school projects are being developed in the Pasadena (Calif.) School Museum. The museum is temporarily located at Madison School, a project sponsored by the board of education and supported by the Works Progress Administration. The primary purpose of the museum project is to correlate the museum with classes in art, music, the drama, general sciences, English composition, and the like.

UNITS OF INSTRUCTION FROM THE PRIMARY GRADES is a recent addition to the curriculum material of the Fort Smith, Ark., schools. This mimeographed bulletin contains detailed outlines of curriculum units under titles of *A study of circus animals; Weather; Study of our immediate community life; Trees; Shelter and Cattle.* Each outline summarizes the purposes for the unit and the various steps in its development, including references to source materials for both teachers and children.

A STUDY OF FINANCIAL SUPPORT and Educational Opportunity in the One-Teacher School Districts of New York State, 1928-29 to 1934-35, is the title of a 118-page monograph published in August 1936, by the New York State Teachers Association. The report shows that one of the difficulties in the way of securing equality of educational opportunity for rural children is the unsatisfactory school district organization. A comprehensive program of district reorganization is recommended as the best plan for removing the inequalities. This program, the report points out, should provide for (1) a framework of local school government which will have the resources and leadership needed for effective local initiative, which will be in harmony with the major social and economic trends in both the State and the localities concerned, and which will be worked out in relation to the reorganization of other local governmental units; and (2) a complete foundation program of elementary and secondary education, which will insure equality of educational opportunity, which will be under expert administration and supervision, and which will be made available in an economical and efficient manner.

WALTER S. DEFFENBAUGH



In Colleges

FROM THE PACIFIC TO THE ATLANTIC reports of increased enrollments, often reaching new college records, have brought increasingly bright prospects for American universities and colleges. At Oregon State an all-time entrance record was made this fall, while an increase of over 500 students gives Syracuse University a new high, according to reports. Even the drought-stricken Middle West reports that registration has stood up well. Administrations report that the increased student bodies will permit expansion of facilities and restoration of salaries forced

down by the unfavorable conditions of the past half decade. An unprecedented increase in the enrollment of students in the college of engineering at the University of Texas this semester is reported. Of the 441 total increase in enrollment at the University, 289 were in the college of engineering, a gain of 27.8 percent over the previous year's enrollment. Men informed as to the industrial affairs of Texas credit this unusual increase in engineering enrollments to the oil development in the State and to other comparatively new branches of engineering. Refrigeration and air-conditioning are two branches of mechanical engineering which are opening to the qualified graduates broad fields of specialization.

Particular interest in agriculture is indicated by noteworthy increases in agricultural enrollments at the Stockbridge School of Agriculture, Massachusetts State College, and at the University of Arizona. According to figures made available by this latter institution, graduation from the University of Arizona College of Agriculture "pays in dollars and cents." A recent survey made by the registrar's office showed that no student graduated from the college of agriculture since 1921, is now unemployed. During the depression only 1.3 percent were unemployed.

ECONOMICS AT HARVARD. The notable increase of enrollment in the department of economics announced this year at Harvard continues; a tendency which has manifested itself in recent years both at Harvard and elsewhere. It no doubt reflects the widespread public interest in economic problems. Simultaneously with the announcement of this increase in the study of economics at Harvard the overseers' committee to visit the department of economics issued a report on the teaching of this subject.

HOBART AND WILLIAM SMITH COLLEGES (N. Y.) offer 4-year courses in responsible citizenship as a new requirement for the bachelor's degree at these colleges. The new course will come to a climax in the senior year when all students will concentrate on the study of the operation of American Government today. The requirement, effective with this year's freshman classes, is planned to prepare graduates for intelligent participation and active leadership in local affairs.

The new course will not increase the proportion of required courses nor diminish the free electives on any student's program. The citizenship requirement

replaces equivalent requirements heretofore pre-requisite to the bachelor's degree. Four courses taken each year will continue to be the traditional humanities and sciences. The fifth course will be in economics, and studies in these fields will be organized to constitute an ordered and progressive preparation for civic responsibility.

OREGON STATE COLLEGE and the Oregon State System of Higher Education were recipients recently of one of the fine private libraries in the State, on mining and geology. It belonged to the late Hiram Dryer McClaskey, well-known authority on the gold, silver, and quicksilver resources of the United States and the mineral and geological characteristics of the Philippine Islands. Consisting of nearly 3,000 volumes and pamphlets, the library includes many out-of-print bulletins of the United States Geological Survey as well as all of the transactions of the American Institute of Mining Engineers since the beginning of the organization in 1871. Other sections of the library consist of volumes on rose culture, floriculture, horticulture, general farming, fish and fishing, golf, military explosives and armament.

THE DEAN of the College of Arts and Science of Rutgers University declares in his annual report to the president that our American philosophy of "education for all" has brought youth of mediocre ability to our colleges and the gifted student has become "the forgotten man" of the college world.

To encourage the gifted student, the university council at Rutgers has this year authorized each faculty to provide through appropriate examinations means by which any gifted underclassman can demonstrate his proficiency in any part of the freshman-sophomore program and be credited immediately with the corresponding course.

In the laboratory sciences Rutgers has long since offered seniors opportunities for research under departmental direction. A similar opportunity is offered in economics. For this coming year a reading or tutorial course in history and political science has been authorized.

Acting under the new ruling of the university council the faculty of the college of arts and sciences has already taken a first step by authorizing the departments of English and modern foreign languages to offer proficiency examinations in several of their elementary courses.

AN INVESTIGATION at Allegheny College, Meadville, Pa., of the scholarship records of the 58 letter men wearing the hock "A" of Allegheny discloses the fact that the scholarship average of the athletes is more than three points higher than the general average of the men students. In releasing the figures, the head of the department of physical education reported that four athletes of the past year had a scholastic average of 90 or better while 24 others had an average of 80 or higher. Seven of the 58 letter men failed to attain a scholastic average of 70 percent.

The head of the department of physical education reported that while Allegheny has a higher proportion of its students taking part in sports than any college in this section of the country, it offers no financial aid because of athletic ability.

CROWDED CONDITIONS and a curtailed budget at Ohio State University last year evidently had their effects upon scholarship, the annual report of fraternity scholastic records indicates.

The all-fraternity average for members of 40 social and 26 professional fraternities last year, as compiled by the registrar, was 2.376 out of a possible 4 points, as compared with 2.41 the previous year.

TWO AWARDS of \$50 each will be presented by the School of Public Affairs and Social Work at Wayne University to the two students who submit the best research papers on social, economic, and governmental problems within the next school year. The prize funds have been provided by the Detroit Bureau of Governmental Research.

Current demand for scientific study in these fields has stimulated the arranging of the contest. The studies are to be confined to the Detroit area, and the project is to reflect the policy of the school to give direct service to the metropolitan district. Judges will base their selections largely on the practical social value of the papers.

OFFICIALS OF THE EXTENSION SERVICES of the Pennsylvania State College report that more industrial executives have turned to the college this fall for assistance in training men for supervisory capacities than ever before in the history of the college. Such training programs are given by the Pennsylvania State College at the request and under the direction of local school boards and with the approval of the State department of

public instruction, and the chief of industrial and continuation education at Harrisburg, supervising the program for the State. Under plans projected for the first half of the current academic year, 1,700 supervisors in plants throughout the State will receive training in various divisions of industrial management. The courses will be given in the factory buildings and usually during working hours.

THE HOLY BIBLE is available in 10 different languages to readers at Pennsylvania State College. The collection of more than 225 Bibles, Testaments, Bible selections, psalters, and apocryphal books in the college library includes 41 copies of the Bible in the Chippewa, Dakota, French, German, Gothic, Greek, Hebrew, Spanish, Latin, and Italian languages, as well as many others, old and new, in English.

Those in the Chippewa and Dakota languages were printed early in the past century, apparently for the use of missionaries among the Indian tribes of the West.

The earliest English Bible in the collection is a small volume printed in 1607 in London by Robert Barker. All earlier volumes owned by the library have a Latin or Hebrew text. The oldest is in Latin and was printed at Lyons by Jacob Sacon in 1518 with wood-cut illustrations.

WALTER J. GREENLEAF



In Educational Research

HARRY S. HILL has made a careful study of the effect of bilingualism on intelligence test scores. There has been much said and much experimentation carried on regarding the effect of the "home" language on intelligence test scores and educational accomplishment. The results have not been convincing. This has been due in part, it is thought, to the many factors which may affect the problem. Hill's investigation is an attack on this problem. The method is recommended for use in further studies of this problem. The study is published in the September 1936, issue of the *Journal of Experimental Education*.

HARRY L. TATE in the *Elementary School Journal* of October 1936, has made

a report of an experimental evaluation of the project method in the second, fourth, and eighth grades. The project method would be called a near relation to the activity program which is now a much discussed procedure. Very little research has been carried on either in establishing the validity of activity units before they are used or in evaluating the results of schools following such programs. Wrightstone has made comparison between "progressive" schools versus "conventional" schools, but this comparison does not extend to the value of specific practices within classes. Gates investigated the "opportunistic" method of instruction against a regularly planned instruction. But these almost exhaust the list of research studies in this regard. The study by Tate and others like it are therefore to be welcomed. A needed field of research lies before the research worker who is closely allied to public schools which are not averse to experimentation. The results of the present investigation are in favor of regular class work as opposed to the project method. The author states that his conclusions should not be applied universally. In other words, further extensive experimentation is indicated.

ANOTHER ARTICLE on the influence of psychological factors in relation to reading is reported by Arthur I. Gates and Guy L. Bond in the September 1936 issue of the *Journal of Educational Psychology*. This study indicates that hand dominance, eye dominance, and visual acuity have little relation, individually or in combination, with achievement in reading, word pronunciation, reversal errors, or visual perception of various items. In the light of conflicting methods of diagnosing reading difficulties now being advanced in educational quarters, such studies as these are needed.

A THOROUGH STUDY OF THE FACTORS having to do with variations in teachers' marks has been made by Frances S. Sobel and published by the Bureau of Publications of Teachers College, Columbia University. The approach to the problem made in this study is unique and worth consideration. Dr. Sobel began with the assumption that if a child's marks in regular subjects were superior or inferior compared with his standing on objective tests in the same subjects one might suspect that the child was not adjusted normally to his school work. Groups of pupils representing the different contrasting conditions as between school marks and objective test results

in regular school subjects were first found. Then the differences between these groups on various measures of personal and school adjustment were ascertained and analyzed. Some important differences were found. By analyzing these differences the qualities which make up marks were discovered and many implications regarding the educational placement of children and adjustment were made. This study marks a definite step upward in our research concerning the meaning of marks and their relation to pupil adjustment.

THE UNIVERSITY OF BUFFALO STUDIES, vol. XIV, no. 1 (November 1936) reports on a study of the college aptitude of adult students made by Earl J. McGrath and Lewis A. Froman. This is the second study of the ability of adult or extension students which has been made. Herbert Sorenson made the first study a few years ago on the extension students of the University of Minnesota. The results indicate that these adult students are as well if not better prepared for college work as entering college freshmen. This fact does not mean that adults in general or adults of any age have the same aptitude as college freshmen. The average age of the adult or evening session students taking a general aptitude test at the University of Buffalo was about 29. The population is definitely selected. The study does show, however, that schools can attract evening school students who can attain at the same level as the younger regular day students.

The method used by Higgins was to have several supervisors observe identical teaching situations through the use of films depicting classroom instruction and practice in rating through using an outline which analyzed the teaching-learning act into seven factors.

AN IMPORTANT CONTRIBUTION to curriculum materials on science is the thesis by Herbert J. Arnold entitled "The Selection, Organization, and Evaluation of Localities Available for Unspecialized Field Work in Earth Science in the New York City Region." It describes for use of classes in science the significance of the various geological evidences available for study within 50 miles of New York City. The organization of the work may be used as a guide for a study of other localities. The study is published for the author who is stationed at Teachers College, Columbia University.

DAVID SEGEL



In Other Government Agencies

Indian Service

OF THE MORE THAN 80,000 young American Indians attending school, nearly 25,000 are enrolled in the 197 Federal schools located in 22 States; 8,000 attend mission schools; and approximately 48,000 attend public schools.

THE \$198,000 for the higher education of Indians made available this year under the Indian Reorganization Act is to be divided as follows: \$118,000 for vocational training loans; \$50,000 for college loans; \$15,000 set aside for Indian students who do not come under the Reorganization Act; and \$15,000 for outright grants to be used for tuition and fees in nonsectarian schools.

RUSSELL M. KELLEY, formerly of the Statistical Division, Office of Education, has been appointed Superintendent of Haskell Institute, succeeding Henry Roe Cloud, who is now assisting Indian Commissioner Collier in the Washington office.

HERE ARE A FEW NOTES from the diary of a new teacher at Stevens Village School, Alaska, who arrived on the last boat up the Yukon before the freeze-up:

"*Sunday, September 29.*—Made a blackboard by painting canvas with black paint. Decided that three tables could not accommodate 20 children, so built a long table for the older pupils.

"*Monday, September 30.*—Rang school bell for the first time at 8:30. Nineteen children appeared—10 girls and 9 boys, varying in age from 7 to 20. Only two had been to school before and these for only 1 year each."

Works Progress Administration

ACCORDING TO *Jobs*, the new 48-page illustrated booklet describing activities of the WPA to date, 6,201 schools were built or repaired; 5,722 parks and playgrounds were constructed or improved; 400,000 young people of high-school and college age were assisted in continuing their studies; clinic and nursing facilities were extended; books and public records were repaired. Copies may be had free from the Works Progress Administration, Washington, D. C.

ANOTHER PUBLICATION issued recently by the WPA under the title *Our Jobs with the WPA* answers questions asked most frequently by WPA workers.

Tennessee Valley Authority

GEORGE O. GILLINGHAM, Chief of the Division of Information and Public Relations, Tennessee Valley Authority, announces the availability of the following silent films in either 16-mm or 35-mm size: *Electricity on the Farm*—explaining electricity's many uses in rural areas; and *Norris Dam Construction*—showing how the Clinch River Dam was built.

No rental charge is made for the use of these films. The exhibitor, however, must pay express charges. For further information write TVA, Knoxville, Tenn.

MARGARET F. RYAN



In Other Countries

TO PROVIDE MEANS for wiping out adult illiteracy in the Province of Buenos Aires, Argentina, is the purpose of a bill now being considered by the legislature of the Province. By its terms, every inhabitant between the ages of 14 and 45 who cannot read or write must receive primary instruction in a school for adults, a private teaching establishment, or his or her own home. No factory, workshop, or commercial house shall employ a person who has not received the minimum education required by law. This provision becomes effective 2 years after the proposed bill is enacted into law and is applicable also to domestic servants. Employed illiterates must undergo instruction and pass an examination at an adult school every 3 months until they have reached the required proficiency.

The need for some such legislation in the Province is shown by the fact that in 1932 not more than one-third of 492,691 children between 5 and 13 years of age were attending school.

ARCHITECTS' PLANS have been prepared for the construction of a group of three buildings on the campus of the University of Habana, the total cost of which is estimated at approximately \$400,000. The buildings will be for a library, a school of medicine, and a school of pedagogy.

On Your Calendar

- AMERICAN ASSOCIATION OF TEACHERS OF FRENCH. Richmond, Va., Dec. 31.
- AMERICAN ASSOCIATION OF TEACHERS OF ITALIAN. Richmond, Va., Dec. 29-31.
- AMERICAN ASSOCIATION OF TEACHERS OF SPANISH. Chapel Hill, N. C., Dec. 28.
- AMERICAN ASSOCIATION OF TECHNICAL HIGH SCHOOLS AND INSTITUTES. Syracuse, N. Y., Dec. 28-30.
- AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS. Richmond, Va., Dec. 28 and 29.
- AMERICAN ECONOMIC ASSOCIATION. Chicago, Ill., Dec. 28-30.
- AMERICAN NATURE STUDY SOCIETY. St. Louis, Mo., Dec. 28-Jan. 2.
- AMERICAN PHILOLOGICAL ASSOCIATION. Chicago, Ill., Dec. 28-30.
- AMERICAN POLITICAL SCIENCE ASSOCIATION. Chicago, Ill., Dec. 28-30.
- AMERICAN SOCIOLOGICAL SOCIETY. Chicago, Ill., Dec. 28-31.
- AMERICAN SPEECH CORRECTION ASSOCIATION. St. Louis, Mo., Dec. 29-31.
- ASSOCIATION OF AMERICAN GEOGRAPHERS. Syracuse, N. Y., Dec. 31-Jan. 2.
- COLLEGE PHYSICAL EDUCATION ASSOCIATION. New York, N. Y., Dec. 28 and 29.
- GEOLOGICAL SOCIETY OF AMERICA. Cincinnati, Ohio, Dec. 28-30.
- LINGUISTIC SOCIETY OF AMERICA. Chicago, Ill., Dec. 28-30.
- MODERN LANGUAGE ASSOCIATION OF AMERICA. Richmond and Williamsburg, Va., Dec. 29-31.
- MUSIC TEACHERS NATIONAL ASSOCIATION. Chicago, Ill., Dec. 28-30.
- NATIONAL ASSOCIATION OF TEACHERS OF SPEECH. St. Louis, Mo., Dec. 29-31.
- NATIONAL COLLEGE ATHLETIC ASSOCIATION. New York, N. Y., Dec. 28.
- NATIONAL CONFERENCE ON COLLEGE HYGIENE. Washington, D. C., Dec. 28-31.
- NATIONAL COUNCIL OF GEOGRAPHY TEACHERS. Syracuse, N. Y., Dec. 29-30.

Forum Demonstration Centers



ADULT civic education through public forum meetings will reach nearly 2,000,000 additional Americans in the near future in eight new *public forum demonstration centers* just selected and announced by the Office of Education, United States Department of the Interior.

Set up under local control, the new forum demonstration centers will be established at Stamford and nearby towns in Connecticut; Dayton and vicinity in Ohio; Seattle, Wash.; Atlanta and vicinity in Georgia; two counties with headquarters in Waco, Tex.; seven counties centering in Goldsboro, N. C.; Delaware County in Pennsylvania; Weber County, centering in Ogden, Utah and Milwaukee, Wis.

John W. Studebaker, United States Commissioner of Education and administrator of the public forum project directed by the Office of Education, states that the nine centers will begin operation about the 1st of February and will continue through June.

In addition to the new forum demonstration centers, 10 others are in operation in 10 States: Manchester and vicinity in New Hampshire; Schenectady, including Schenectady County, N. Y.; Morgantown, including Preston, Taylor, and Monongalia Counties, W. Va.; Chattanooga, including Hamilton County, Tenn.; Wichita and vicinity, Kansas; Minneapolis and vicinity, Minnesota; Colorado Springs, including Pueblo, Otero, and Las Animas Counties, Colo.; Santa Ana, including Orange County, Calif.; Little Rock, including Pulaski County, Ark.; and Portland and vicinity, Oregon. Programs in these communities will continue until about February 1 and later in some instances.

Local authority

Policies and plans for the operation of all public forum demonstration centers are determined by local school boards with the advice of citizens' committees, Dr. Studebaker pointed out today. City and county superintendents of schools act as administrators for the local projects, serving without compensation. Selection of forum leaders, employment of relief workers, determination of discussion subjects and general program poli-

cies are exclusively in the hands of local authorities.

Neighborhood meetings will be held each week before rural and urban audiences in Stamford, Norwalk, Greenwich, Darien, and New Canaan in Connecticut. The Texas program, covering McLennan and Falls Counties, will include weekly meetings in Waco, Marlin, Lott, Denny, West, McGregor, Eddy, Mort, and Riesel, Tex. In North Carolina the program covers Lenoir, Greene, Pitt, Wake, Wilson, Johnson, and Wayne Counties and will include weekly meetings in Goldsboro, La Grange, Greenville, Wilson, Benson, Smithfield, Raleigh, Clayton, and Mount Olive. Media, Ardmore, and smaller communities will be served in Delaware County, Pa., Dayton and vicinity in Ohio, Atlanta and surrounding communities in Georgia, and Seattle and nearby communities in Washington.

Thirty-one forum leaders, selected by local authorities and serving full time or part time, will lecture and lead discussion of vital social, political, and economic subjects selected by the people themselves to be discussed at these meetings. According to the plan outlined for the new centers, a resident forum leader will be provided for from 50,000 to 85,000 people of the gross population covered by the program. Each leader will be responsible for five or six meetings each week. This plan, Commissioner Studebaker says, will enable the scheduling of about 15 forum meetings per week in as many parts of the community, both rural and urban, in a center with a population of approximately 150,000 persons.

Continuation and expansion of the forum programs are made possible through an allocation of \$330,000 to the Office of Education. The adult civic education program is brought about through the reallocation of these emergency funds to be transmitted by the Office of Education to superintendents of schools who will administer the programs in the communities selected under the general direction of their boards of education.

"Ninety percent of the personnel employed in the development of this program", Commissioner Studebaker points out, "will be drawn from relief rolls and

paid security wages. Skilled, technical, and professional workers drawn from these rolls will assist in the forum projects as artists preparing graphs, visual materials, and poster announcements; as research assistants to the leaders; as assistants to community librarians in the distribution of books and pamphlets; as recorders in developing a complete analysis of the program as it unfolds, and in many other capacities such as clerks, typists, and writers.

Primary object

"These people will be selected by the local authorities in charge of the community programs. The whole course of the program, in fact, is determined by those whom it serves. The primary object of the public forum project is not the operation of programs of discussion that may result in widespread immediate diffusion of civic enlightenment. Such a result requires a long-term program. In order to be effective in the interest of sustaining popular self-government, such a program must be Nation-wide, and fostered by the vast majority of school systems. The ten demonstration centers now in operation, and likewise the new centers, seek to point the way to provide a record of experience, and to suggest successful patterns of organization for the benefit of community leaders in all parts of the United States.

"The records, reports, and experiences gained in these centers will be made available by the Office of Education to all persons interested in the promotion of adult civic education through the establishment of similar open forums and discussion groups in their own communities.

"The Office of Education seeks to contribute to this growing movement for adult civic education by serving as a research organization, by acting as a clearing house in promoting the exchange of successful experiences in improving existing forums under various auspices, by serving as an instrument for extending the organization of public affairs forums throughout the country, and by acting as fiscal agency in actually sponsoring community-wide public forum organizations through the established agencies of education."

A STEP FORWARD



FOR ADULT CIVIC EDUCATION



Three Publications

"A Step Forward for Adult Civic Education"

TELLS the national public-forum story of how citizens are taking a more active interest in social, economic, and political issues, the subjects being discussed and brief biographies of these discussion leaders are contained, together with future steps to be taken in this field of educational pioneering.

Write the Office of Education for a copy of this publication.

"Safeguarding Democracy Through Adult Civic Education"

A BOOKLET presenting several of the Commissioner's public addresses and articles. Useful to teachers and civic leaders seeking a clear-cut definition and defense of academic freedom and of adult civic education.

Price 5 cents—Superintendent of Documents, Washington, D. C.

"Education for Democracy" Public Affairs Forums

A HANDBOOK for forum leaders and managers. Presents factual material on Des Moines and other forums—contains bibliography on forums and public discussion.

Price 10 cents—Superintendent of Documents, Washington, D. C.

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RADIO CALENDAR

Compiled by
THE DEPARTMENT OF SUPERINTENDENCE
of the National Education Association of the United States
1201 Sixteenth Street Northwest
Washington, D. C.

*All Programs Listed as Eastern Standard Time
EXCEPT AS INDICATED*

Monday

Morning

9:30-10:00 PST The New World—NBC-KGO
(Pacific Coast Network Only)

Afternoon

12:30- 1:30 National Farm and Home Hour—NBC Blue
2:00- 2:30 American Education Forum—NBC Red
2:15- 2:45 American School of the Air—CBS
4:00- 4:15* Treasures Next Door—CBS
5:15- 5:30 Dorothy Gordon, Children's Songs—CBS
5:45- 6:00 Wilderness Road—CBS

Evening

6:00- 6:15* Education in the News—NBC Red
10:30-11:00 National Radio Forum—NBC Blue

Tuesday

Afternoon

12:30- 1:30 National Farm and Home Hour—NBC Blue
2:00- 2:30 Maddy's Band Lessons—NBC Red
2:15- 2:45 American School of the Air—CBS
3:45- 4:00* Have You Heard?—NBC Blue
5:00- 5:30 Your Health—NBC Blue
5:15- 5:30 Science Service Series—CBS
5:45- 6:00 Wilderness Road—CBS

Evening

6:00- 6:15 Science in the News—NBC Red

Wednesday

Afternoon

12:30- 1:30 National Farm and Home Hour—NBC Blue
2:15- 2:45 American School of the Air—CBS
4:00- 4:30 National Congress of Parents and Teachers—
NBC Blue
4:00- 4:45 Curtis Institute of Music—CBS
5:15- 5:30 Dorothy Gordon, Children's Songs—CBS
5:45- 6:00 Wilderness Road—CBS

Evening

6:00- 6:15 Our American Schools—NBC Red

This Calendar lists sustaining programs only. For more detailed listings of other broadcasts, write the following:

National Broadcasting Company, 30 Rockefeller Plaza, New York, N. Y.
Columbia Broadcasting System, 485 Madison Avenue, New York, N. Y.

* Office of Education Radio Project Programs.

Thursday

Afternoon

12:30- 1:30 National Farm and Home Hour—NBC Blue
1:30- 1:45 Academy of Medicine—CBS
2:15- 2:45 American School of the Air—CBS
4:45- 5:00* Answer Me This—NBC Red
5:45- 6:00 Wilderness Road—CBS

Evening

9:30-10:30 America's Town Meeting of the Air—NBC
Blue

Friday

Afternoon

12:30- 1:30 National Farm and Home Hour—NBC Blue
2:00- 3:00 Damrosch Music Appreciation Hour—NBC
Red and Blue
2:15- 2:45 American School of the Air—CBS
5:15- 5:30 Dorothy Gordon, Children's Songs—CBS
5:45- 6:00 Wilderness Road—CBS

Saturday

Morning

10:30-11:00 Let's Pretend—CBS
11:00-11:15 Our American Schools—NBC Red
11:30-12:00 Magic of Speech—NBC Blue

Afternoon

12:30- 1:30 National Farm and Home Hour—NBC Blue

Evening

6:30- 6:45 PST Education Today—NBC-KGO
(Pacific Coast Network Only)

Sunday

Morning

10:30-11:00 Music and American Youth—NBC Red
11:30-12:00* The World Is Yours—NBC Red

Afternoon

12:30- 1:00 University of Chicago Round Table—NBC
Red
3:00- 3:15 Your English—NBC Blue
3:00- 5:00 New York Philharmonic Symphony Orches-
tra—CBS

Evening

8:30- 9:00 Romance of '76—NBC Blue

SCHOOL LIFE



January
1937

Vol. 22 • No. 5



IN THIS ISSUE



The Child's Place in the Picture • A Spiral in Physical Education • The George-Deen Act and Its Implications • American Vocational Association • Statistical Thumbtacks • State University Branch Systems • Educationally—Where Is He?

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

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The Office of Education,
U.S. Department of the
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Exceptional Child
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Rural School Problems

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Agricultural Education

Educational Research

School Building

Negro Education

Commercial Education

Homemaking Education

Radio Education

Native and Minority
Group Education

Vocational Education

Parent Education

Physical Education

Rehabilitation

Teacher Education

Health Education

Industrial Education

Educational Tests and
Measurements

Comparative Education

Adult Education

SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.



January 1937

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The Child's Place in the Picture



THERE IS a story about that remarkable painting—The Last Supper—which holds a most significant thought for the New Year—and for teachers of boys and girls throughout the year.

Telling the story from memory of having read it somewhere, years ago, I pass this version on to you:

When Leonardo da Vinci completed his painting on the wall of the old monastery, he called the monks in to view it. They fell to discussing the beautiful colorings of the tablecloth. Impulsively the great artist took his brush and in their presence dashed it across the tablecloth. Turning to the monks, he said in substance, "I brought you to look upon the face of the Master and you see only the cloth which I had painted upon the table."

I sometimes wonder if in our profession we do not need a da Vinci to dash his brush across some of the "educational tablecloths" and help us to see more clearly *the child*.

Organizations, techniques, methods, buildings, equipment—all of these and many more are essential to educational progress and we must devote our thought and energy to their study and use. They are the tools—the implements—for promoting educational progress. All of these implements must fit into their place in the picture, but with *the child* always and ever as the center of interest.

I am sure there is no desecration in comparing the child's place in the educational masterpiece to the Master's place in The Last Supper, for was it not He who said, "Suffer little children, and forbid them not, to come unto Me: for of such is the Kingdom of Heaven."

May I therefore reverently wish that for the New Year we as educators may rededicate ourselves to the child. May we more completely than ever before put aside any selfish ambitions that have crept into our lives; may we more devotedly study the implements of education and how to use them more effectively; and, greatest of all, may we keep our vision focused clearly and constantly upon the child, the center of the interest of master teachers throughout the ages.

J. H. Sturdivant
Commissioner of Education.

National Council Action

WITH recommendations "fundamental in the efforts of the Nation to combat crime, disease, unemployment, and delinquency at all levels", the National Council of State Superintendents and Commissioners of Education, at its recent annual meeting in Chattanooga, Tenn., included the following resolutions among those adopted and strongly voiced by the Council:

"In line with recognized principles of sound organization and administration, and in keeping with long-standing policies of this council, we firmly take the position that the responsible administration of every form of education fostered by the Federal Government and related to the public schools in the several States should be lodged in the chief State school officer. This includes vocational education, the WPA education program, as well as the CCC and NYA, insofar as it acts through the agency of the public schools. Correspondence of Federal agencies relative to such programs should be addressed to the head of the State department of education. A unified educational program within each State can be assured and confusion can be avoided only by adherence to a policy in harmony with this position.

The council recognizes Federal aid as imperative for the continuity and the improvement of educational opportunities in the schools of the several States. The council strongly urges that the Federal Congress convening in January 1937, consider means whereby definite allotments of Federal funds may be made available to the several States. Such funds should be administered within the States by the chief State school

officers according to the laws of their respective States for the development of comprehensive programs of education. All Federal funds which may be allocated to the States by the Federal Government should be apportioned without Federal control as to the control of education within the State.

Taking cognizance of the work now going forward looking toward the reorganization of the Departments of the Federal Government, the council urges that any reorganization which has to do with education be so carried out as to safeguard education as a long-standing institution of American society and, as such, to be regarded as a fundamental agency of government deserving separate, distinct, and favorable consideration.

Recognizing a serious need for adult education on a Nation-wide basis, and confident that this need will continue to increase with the rapid changes taking place in American life, the council urgently recommends the extension of a comprehensive public-school program into the adult field as the best means of reaching not only the present school population but the adult population of America, as well. In taking this position, the council emphasized that this recommendation, when developed into practice, will be fundamental in the efforts of the Nation to combat crime, disease, unemployment, and delinquency at all levels."

Other resolutions expressed gratitude to the President of the United States for valuable contributions in connection with the further development of educational opportunities; and to those persons who had been particularly responsible for the "fine hospitality" shown throughout the

meetings. Approval was also given to the Commissioner's "announced program of development and extension of the services of the United States Office of Education", and full support of the council was pledged "in bringing that program into effect."

The name of the organization was officially changed to "The National Council of Chief State School Officers."

Ernest W. Butterfield, commissioner of education, Connecticut, is the new president of the council, succeeding Vierling Kersey, of California; other officers for the coming year include: C. A. Howard, superintendent of public instruction, Oregon, vice president; Sidney B. Hall, superintendent of education, Virginia, secretary. Members-at-large of the executive committee include:

Inez J. Lewis, superintendent of instruction, Colorado.

H. E. Hendrix, superintendent of instruction, Arizona.

W. W. Trent, superintendent of education, West Virginia.

M. D. Collins, commissioner of education, Georgia.

L. W. King, superintendent of public instruction, Missouri.



Supt. A. L. Threlkeld
Denver, Colo.

N.E.A. Department of Superintendence

SUPT. A. L. THRELKELD, of the Denver, Colo., schools will be in general charge of the National Education Association Department of Superintendence Convention to be held in New Orleans February 20 to 25.

Problems confronting America's schools will be attacked from many angles through addresses, panels, and forums. Educational exhibits will be given particular prominence.

"The Krewe of Nor", or New Orleans romance, a school children's carnival parade and pageant, will be presented on the closing day of the convention. Superintendent Nicholas Bauer of New Orleans and the city schools will give a complimentary breakfast to the National

Education Association in City Park, under the famous "dueling oaks", on the morning of February 24. The early life of New Orleans will be portrayed by tableaux as a part of the breakfast ceremonies.

Preparation of the 1937 Yearbook of the Department of Superintendence to be presented at the New Orleans meeting has been under the direction of Chairman Frank G. Pickell, superintendent of schools of Montclair, N. J. The yearbook is entitled "The Improvement of Education—Its Interpretation for Democracy."

This fourth week in February will be a busy one for the Department of Superintendence and for President Threlkeld.

A Spiral in Physical Education

WHAT has a spiral to do with physical education? Let us find the relationship.

The year 1492 is historic. So is the year 400 years later, for those interested in physical education in this country. In 1892 more than one significant thing happened. In that year the first thorough-going history of physical education was published in this country. This history was prepared by an employee of the United States Government and it was issued at Government expense.¹ In 1892 there was passed the first State (Ohio) law requiring the provision of instruction in "physical training" in public schools and in normal schools of that State. It is interesting that the editor of *Physical Education*, the professional magazine of the day, in commenting on the law, remarked that "the National Women's Christian Temperance Union is taking hold of this matter with great vigor and will have similar laws passed in other States." This W. C. T. U. Association had just completed an active legislative campaign which had resulted in the passage, in every State and for the Territories, of a law requiring the teaching of physiology and hygiene including the effects of alcohol and of narcotics. The association was in the legislative business and, flushed with success, it sought new worlds to conquer. It had quite a broad vision in regard to the improvement of the health of the Nation, and having made health instruction compulsory, the teaching of physical training was selected as falling logically in its field of promotion.

In 1892 the first statistical survey was made of what was going on in physical training throughout the country in communities of about the size referred to in the Ohio law which specified that physical training should be included "in the branches taught in public schools of cities of the first and second class." This survey was made by Mr. Boykin in connection with his history of physical training. Prominent in these statistics were the "systems" of physical education

¹ Boykin, J. C. *Physical training*. Report of the Commissioner of Education 1891-92, vol. 1, ch. XIII, pp. 451-594.

James Frederick Rogers, M. D. Consultant in Hygiene, Office of Education, Tells "How a Teacher May Well Deserve the Name of Educator"



"Play's the thing!"

employed in the various cities. The period around 1892 was remarkable for its "systems." Here is a list of those reported: The German system; Swedish system; Delsarte system; the modified German; the Betz German; the Suder German; the Ballin German; the German-American; a modified Swedish system; the Swedish system according to Posse; the modified Delsarte; Swedish and German combined; an adaptation of Swedish and German; Swedish and Delsarte combined; German, Swedish and Delsarte combined; the eclectic system; the Anderson system; Sargent's system; The Boston School of Oratory system;

the Emersonian system; the Dio Lewis system; the Dio Lewis system, modified; the New Calisthenics; Pratt's Calisthenics; Monroe's system; and Anna Morriss' system.

In all, there were 27 systems, modifications or combinations of systems. It was a day of rivalry of nations and authorities. One is reminded of the systems of medicine so rife in the eighteenth century: The iatrochemical system; the iatrophysical system; Helmouth's system; Stahl's system; Boerhaave's system; Brown's system; Cullin's system; the mechanical system; the homeopathic

[Concluded on page 150]

American Vocational Association

A FITTING climax to the Texas Centennial and 100 years of educational progress in the Lone Star State was the thirtieth annual convention of the American Vocational Association. Held in San Antonio, home of the Alamo, the meeting attracted 1,500 vocational educators from all parts of the Nation.

Welcomed by Gov. James V. Allred, the A. V. A. delegates particularly endeavored to clarify and solve problems affecting the future education and preparation for employment of America's many youths and adults both unemployed and unemployable.

Act discussed

One of the most discussed subjects at the convention sessions was the George-Deen Act, passed at the last session of Congress. This act provides \$14,000,000 Federal aid annually for various types of vocational education, aid urgently needed by the States for further development and promotion of training in home economics, agriculture, commercial and trade and industrial education, as reported at the convention.

High light addresses and discussions touched on all phases of vocational education during the week, including vocational rehabilitation, vocational guidance, part-time schools, industrial education, industrial arts education, home economics, commercial, and agricultural education.

A major general session of the convention was devoted to a program, Vocational Education—a Vital Service to Youth, in which leaders in all fields of vocational education pointed out what is being done and what can be done to assist youths and adults to carry their own economic load and to achieve the cultural aims and ideals of American education.

John H. Lloyd, Editorial Assistant, Office of Education, Describes the Thirtieth Annual Convention with 1,500 Vocational Educators Assembled in San Antonio

Sectional meetings discussed topics such as Organizing Teacher-Training Programs to Meet New Conditions, Current Problems, How Should Schools and Public Employment Offices Cooperate in Placing Youth in Employment? Training Teachers of Distributive Occupations, Are Homemaking Programs Meeting Community Needs? Our Mutual Responsibilities for the Young Unemployed Girl, Youth Looks Ahead, Future Craftsmen of America, Promotion of Apprenticeship, Needed Emphasis in Teacher Training, and the like.

The convention program was well balanced, with special entertainment features interspersing the addresses, conferences, and discussions in which nearly 200 persons participated. Educational exhibits in the Municipal Auditorium, and commercial exhibits in the Gunter Hotel provided ideas and suggestions on what is new in vocational education and practical arts work and equipment.

Signally honored

Three A. V. A. members and vocational education leaders were signally honored during convention week. State-sealed certificates signed by Governor Allred "in recognition of eminence in the field of vocational education and friendship for Texas", were delivered with Texas Centennial ranger hats to President George P. Hambrecht, L. H. Dennis, executive secretary, and Charles A. Prosser, first director of the Federal Board for Vocational Education, now director, William

Hood Dunwoody Industrial Institute Minneapolis, Minn.

Darlow Humphries, a leader in vocational education in London, England, was an honor guest at the sessions. He took part in one of the six convention radio programs presented during the week over San Antonio N. B. C. Station WOAI and directed by Leo Rosencrans, assistant director of the Office of Education radio project. The Office of Education also had a display of education publications at the meeting that attracted its share of attention.

New A. V. A. officers elected for the coming year are: President, A. K. Getman, Chief of the Agricultural Education Bureau, Albany, N. Y.; Vice Presidents: Agricultural Education, E. B. Matthew, State director of vocational education, Little Rock, Ark.; Commercial Education, B. J. Knauss, director of commercial studies, board of education, Chicago, Ill.; Home Economics Education, Ruth Freeguard, State supervisor of home economics education, Lansing, Mich.; Industrial Arts Education, R. W. Selvidge, professor of industrial education, University of Missouri, Columbia, Mo.; Industrial Education, Thomas H. Quigley, head of industrial education department, Georgia School of Technology, Atlanta, Ga.; Part-Time Schools, O. D. Adams, State director of vocational education, Salem, Oreg.; Vocational Guidance, George P. Hambrecht, State director of vocational education, Madison, Wis.; and Vocational Rehabilitation, Robert Lee Bynnm, direc-

[Concluded on page 134]

"THIS YEAR ushers in a new era in vocational education and rehabilitation, due to the definitely enlarged Federal appropriations which have been authorized in both fields."

GEORGE P. HAMBRECHT, Past President, A. V. A.

George-Deen Act and its Implications

PASSAGE of the George-Deen Act by the Seventy-fourth Congress marked another milestone in the development of vocational education in the United States. It constitutes new evidence, moreover, of the consistent intention on the part of Congress to carry out the policy initiated with the passage of the Smith-Hughes Act in 1917 under which the Federal Government cooperates with the States in the promotion of State and local vocational programs.

Congress extended the policy of cooperation in 1920 to include the vocational training and placement in employment of physically disabled persons. Four years later it extended the benefits of the vocational education and vocational rehabilitation acts to Hawaii. In 1929, under the George-Reed Act, it authorized for the 5 years, 1930-34, additional appropriations to the States and Territories for vocational agriculture and vocational home economics. In the same year, also, it provided funds and administration for vocational rehabilitation service in the District of Columbia. It extended the benefits of the vocational education and vocational rehabilitation acts in 1931 to Puerto Rico. Through the George-Ellzey Act which superseded the George-Reed Act and which became operative July 1, 1934, Congress provided additional grants to the States and Territories for vocational agriculture, trades and industries, and home economics. Increased appropriations for vocational rehabilitation were authorized by Congress, also, in the Social Security Act of 1935.

Effective July 1, 1937

The George-Deen Act, which will take the place of the George-Ellzey Act, and which becomes operative July 1, 1937, constitutes a definite advance in vocational education legislation. It authorizes an annual appropriation of \$12,000,000 for vocational education—\$4,000,000 for vocational education in agriculture, and a similar amount for vocational education in the trades and industries and in home economics. In addition, this act authorizes an annual appropriation of (1)

Charles M. Arthur, Research Specialist, Vocational Education Division, Explains New Act and Tells How States Are Planning to Use These Additional Funds

\$1,200,000 for vocational training in the distributive occupations—retailing, wholesaling, jobbing, commission buying and selling, and other merchandising occupations; (2) \$1,000,000 for training of teachers of vocational education in agriculture, trades and industries, and home economics; (3) \$175,000 to provide a minimum allotment of \$20,000 to each State and Territory for vocational education in agriculture, in trades and industries, and in home economics; (4) \$54,000 to guarantee a minimum of \$10,000 to each State and Territory for vocational education in distributive occupations; and (5) \$54,000 to guarantee a minimum allotment to each State and Territory for training teachers of vocational education in agriculture, trades and industries, and home economics.

The George-Deen Act differs from the George-Ellzey Act in four principal ways: (1) It increases by \$9,090,397 the sum authorized for vocational education in the three fields—agriculture, trades and industries, and home economics—and by \$1,054,000 the sum authorized for training teachers in these fields; (2) it requires States and Territories participating in the grants to match only 50 percent of these grants for the first 5 years in which the act is operative, this percentage being increased by 10 percent each year thereafter until it reaches 100 percent, beginning July 1, 1946; (3) it authorizes the appropriation of funds to be used in programs providing training for the distributive occupations; and (4) it extends the benefits of vocational education to the District of Columbia.

States preparing

An examination of reports from the States indicating the ways in which they are prepared to use the funds authorized under the George-Deen Act discloses among other things plans to inaugurate vocational programs in fields of agricul-

ture, home economics, trades and industries, and distributive occupations, in communities which have been financially unable to establish such programs up to the present time.

Emphasizing the inadequacy of the present vocational programs in meeting community needs a majority of the States have signified their intention of using some of the new funds in strengthening these programs. They call attention to the fact that day-school teachers are overloaded with pupils and have no time for part-time and evening classes for out-of-school youth and adults. They stress the fact that classes are in many cases too large to insure efficient instruction. New funds are necessary not only to relieve teachers now overcrowded but also to retain teachers offered more attractive salaries in other fields.

A portion of the funds authorized in the George-Deen Act will be needed, some of the States explain, to take over as permanent programs vocational education projects initiated by emergency Government agencies, which may later go out of existence.

In view of the fact that under the George-Deen Act Federal aid for training in the distributive occupations is authorized for the first time, definite plans have been set up by practically every State to initiate such training programs in this field as soon as funds are available.

The distributive occupations constitute a comparatively new field for which little or no public vocational training has heretofore been provided. The importance of providing continuation and extension training for those already engaged in this field will be obvious, when it is understood that in the large cities about one person out of every six between the ages of 18 and 25, gainfully employed, is engaged in selling or other occupations in the distributive field; that between 6 and 7 million persons are now employed in the

distributive field; that over 100,000 beginners, 18 to 19 years of age, enter these employments each year and only about 10,000 receive vocational preparation for retailing, selling, and store service; that according to estimates, less than 10 percent of those who enter retailing and distributive trades actually succeed; and that the majority of the failures are due to personal incompetence of one kind or another, especially to inexperience resulting from a lack of training.

Small wonder then that the States almost to a unit are making plans to develop comprehensive programs in distributive occupational subjects.

More adequate service

Nearly every State makes specific mention of the large number of out-of-school youth who are unemployed and without any special training. The additional funds authorized under the George-Deen Act, it is pointed out by the State boards for vocational education, will permit more adequate service for this group.

Reports from most of the States emphasize the fact that lack of funds has prevented them from cooperating adequately with State boards for apprentice training in developing State-wide apprentice training in the various fields of employment. Under this condition, it is pointed out, it has been impossible to establish new and much-needed programs of training for apprentices. With additional funds available, new impetus will be given to this phase of vocational training.

Adult education, that is, education which will assist adult workers in keeping pace with new developments in their occupations in the face of changes in processes, equipment and methods—has been one of the chief concerns of vocational education ever since the inception of the national program under the Smith-Hughes Act. It becomes even more acute during periods of depression. Considerable emphasis will be given in every State, under the provisions of the George-Deen Act, to special vocational classes for adults in all fields of vocational education.

Particularly during the past 5 years an urgent need has developed for retraining of the unemployed who have either lost their jobs because of changes in processes or operations in industries or who have become unsuitable for employment as a result of long disuse of their special skills and abilities through the depression years. States reporting to the Office of Education indicate that these groups, as well as those who need training for newly developing types of employment, will have additional opportunities

for training when the George-Deen Act becomes operative.

Every State reports that additional regional, district, and local supervisors and teacher-trainers of vocational education are needed to increase the efficiency of its vocational education programs in the various fields. Without exception each State is planning to make use of some of the new funds for this purpose.

One of the critical problems facing the program of vocational education in the States is the lack of an adequate supply of well-trained and qualified teachers for the several fields of vocational education. During the past several years, large numbers of competent vocational teachers have been attracted to other positions by larger salaries. Many of those graduating from teacher-training institutions, also, have not entered the teaching field. With the expansion of the vocational education program, special emphasis will be placed upon training addi-

tional teachers, and each State is making definite plans to that end.

Interesting indeed is the evidence of expansion in programs and of the need for such expansion as presented in the reports from the States. Figures contained in these reports show the large number of schools still without vocational programs, the number requesting such programs, the number struggling along with inadequate programs, the shortage of teachers, the overload laid upon many schools, the number of out-of-school youth needing training, and the large number of requests for assistance from vocational education agencies, and from emergency and other organizations.

All of the reports emphasize the scarcity of funds which prevents the States from carrying on adequately. They leave little doubt of the intent of the States to make good use of the additional funds authorized under the George-Deen Act.

American Vocational Association

[Concluded from page 132]

tor of special education, Nashville, Tenn.; Executive Secretary, L. H. Dennis, and treasurer, Charles W. Sylvester, director of vocational education, Baltimore, Md.

Among Office of Education Vocational Education staff members who participated in the program were Dr. J. C. Wright, Assistant Commissioner for Vocational

Education, Earl W. Barnhart, Anna L. Burdick, Susan Burson, D. M. Clements, Frank Cushman, Florence Fallgatter, N. B. Giles, Jerry R. Hawke, F. W. Lathrop, J. A. Linke, C. E. Rakestraw, W. A. Ross, H. B. Swanson, and Marie White.

Next year's A. V. A. convention will be held in Baltimore, Md., from December 1-4.

A Girl's Creed

ATTRACTING much attention at the A. V. A. Convention in San Antonio was an unusually fine homemaking exhibit, with Future Homemakers of Texas in charge. The exhibit consisted of a living-dining room, bedroom, an all-purpose laboratory, and library.

Neatly lettered and displayed at this exhibit was a valued contribution of Grace Noll Crowell, A Girl's Creed, written for the Future Homemakers of Texas by the Texas poet laureate. Many visitors to this interesting homemaking display asked for copies of this statement:

"I believe that the home is woman's natural environment. I believe that there is as much art in making a barren house into a glistening comfortable home as there is in painting a picture or in writing a poem.

"I believe that there is dignity and beauty in service; that as a career for women, homemaking offers greater opportunity for leisure, for growth of mind and spirit, for exercise of the body, than any other occupation.

"I believe that one who has the intelligence to keep her own house in order is wise enough to be a force in any community.

"It is my desire to be one of the countless women of the world to make life sweeter and better because I live and do my work well."

College Catalog Collection

I CAN understand why you keep most of these old books, but I don't see why you keep all these old college catalogs", said a man recently who was helping to move the collection of college catalogs in the library of the United States Office of Education. A question which is asked by one person may have occurred to many others who have not voiced it. Those who think of college catalogs as mere tools for college students, which are to be discarded as useless as soon as registration in college has been completed, have perhaps not fully envisioned the stories told by a collection of such catalogs extending over a period of a hundred years.

Nearly half a mile (2,100 feet) of shelf space in this library is occupied by the catalogs of normal schools, professional schools, colleges, and universities in this country. Extending from the early part of the nineteenth century to the present time, the collection furnishes a picture of higher education for the past 125 years. In many cases the files are practically complete from the beginning of the colleges to date; while catalogs of many institutions which have long since gone out of existence help to complete the picture and frequently supply answers to questions which could not be obtained elsewhere. For example, a man in one of the Southern States wished to get a teaching position. The college which he had attended had closed and he had no way of proving that he had graduated there and that it was an accredited school. An appeal to the library of the United States Office of Education brought a verification of his claim by one of the old catalogs in the file. An authenticated statement was then sent to the inquirer.

Earliest catalogs

Some of the earliest catalogs in the collection are: Union College, 1819/20; Amherst, 1823; Dartmouth, 1824; Harvard, 1825; Mount Holyoke, 1837 (the first catalog issued by the college).

A constant effort is being made to fill any gaps in this collection, and as runs are completed the catalogs are bound into convenient volumes, making them easier to use and less liable to be lost.

Sabra Vought, Chief, Library Division, Tells of "Half-Mile" Stretch Devoted to "A Picture of Higher Education for the Past 125 Years"

In addition to this file, a collection of current catalogs is kept in pamphlet boxes on shelves adjacent to the reading room, where it is frequently consulted for information about entrance requirements, courses of study, names of faculty members, and many similar questions of current interest.

The early catalogs contained merely a list of the names of the faculty and students, with an occasional appendix giving information as to courses of study, living accommodations, fees, etc. The present practice is an exact reversal. The names of the students, if given at all, appear as an appendix to the catalog. Many of the early catalogs are embellished with engravings of the principal buildings, which are exceedingly interesting when one wishes to compare the new with the old, or trace the growth and expansion of the college plants.

The student of curriculum development finds the information given in a file of catalogs most useful as source material, whether for comparison of curricula in a number of institutions or for a study of changes that may have taken place in a single college or university over a period of years. In many cases the textbooks used in the various classes are named, and also those with which the student should be familiar before entering college.

Dartmouth in 1840

From the collection we have chosen the earliest issues of the catalogs of Dartmouth and Mount Holyoke as typical of the early nineteenth century, and have found in them items of interest as well as some valuable source material in the history of higher education.

The expenses for a year at Dartmouth in 1840 were \$106.24, including tuition, room rent, board, wood, lights, and washing. The 24 cents appeared because "ordinary incidentals" were estimated at

\$3.24. Tuition was \$27, and board for the college year \$57. Even with the cost so low, not all of the students were able to afford it, because a statement appears in the catalogs of this period to the effect that "Students whose circumstances make it necessary for them to take schools in the winter are permitted to be absent 14 weeks from the close of the fall term." Seniors in the department of intellectual and moral philosophy were expected to "attend the lectures of the professors on chemistry and anatomy, and the junior class those on chemistry, in connection with the medical department; for which they are charged, the juniors 67 cents, and the seniors, \$1.33 each term."

The medical department at Dartmouth seems to have been rather important during the first half of the nineteenth century, even to the extent of having a 14-week session after commencement. One of the inducements held out to the prospective student of this medical course was as follows: "Surgical operations performed gratis, before the medical class, during lectures."

Mary Lyon, principal

At Mount Holyoke the tuition was less—board and tuition, if paid in advance, was \$60 for the year—but the students were required to "furnish their own towels, one pair of sheets and pillowcases and one blanket to be used on their own bed; also one table or dessert spoon, and one teaspoon to be used in the family." These regulations continued for many years, although by 1860 the board and tuition were \$80 a year.

Bound with the early catalogs of Mount Holyoke in this library are several very interesting little pamphlets. The first is a "Catalog of the teachers and pupils of the Buckland Female School for the term ending March 2, 1830." There were 99 pupils and 7 teachers, and Mary Lyon was the principal.

The next one is a 12-page leaflet entitled "Mount Holyoke Female Seminary", written in 1835 by Miss Lyon to answer the many inquiries that were being made about the new seminary then being planned. There follows a Prospectus of Mount Holyoke Female Seminary dated May 1, 1837, which states that the institution, located at South Hadley, "will probably be ready for the reception of scholars early next autumn." It gives the names of the trustees and states that Miss Mary Lyon will be principal. The course of study is given with the names of the textbooks to be used, a description of the work and the requirements for admission. Next we find the First Annual Catalogue of the Officers and Members of the Mount Holyoke Female Seminary, South Hadley, Mass., 1837-38. The name of Mary Lyon appears as principal through the first 11 years. In the twelfth annual catalog, for 1848-49, an asterisk before the name points to the one word "deceased" at the bottom of the page.

Between the lines one can easily read the story of that valiant educator, Mary Lyon, and her struggle to develop a female seminary to which might come as scholars "those who shall go forth and by their deeds do honor to the institution and to the wisdom and benevolence of its founders." There is a printed letter bound into this volume which she addressed to women whom she knew or with whom she felt acquainted through some mutual friend. In it she made a plea for help in furnishing the new buildings which were then nearing completion. So many implications cling to these old bits of print that one never again can feel that old college catalogs are just so much wastepaper.

Address caused flurry

This particular collection of college catalogs is unique in that many rare historical documents have been bound into the volumes. Inaugural addresses, addresses delivered at class reunions, programs of commencement exercises, are among this number, and frequently bear illustrious names. One such publication is "An address delivered before the senior class in Divinity College, Cambridge, Sunday evening, July 15, 1838, by Ralph Waldo Emerson." This is the very address which Emerson told Carlyle caused "a storm in our washbowl", and on account of which the author was frowned upon for many years by the Divinity College.

The few examples cited cannot give an adequate picture of the treasury of historical information included in this file of college catalogs. They may help to interest the student of higher education in what had previously appeared to him as of little value.

Children Write Special Number



A First Grade of Indian Children at Work.

A SPECIAL children's number of *Indians at Work* has attracted considerable attention particularly because it is entirely written and illustrated by the Indian children. These children from every part of the country have told of their food; of the wild things they have picked to eat; and of their dances and ceremonies. Tribal customs are vividly described.

"Most Indian children are poor", writes Indian Commissioner John Collier. "They come more often than not from meager homes. They have certain riches, however. A prodigal sense of design, a sense of color and of rhythm is theirs by right. Testimony of this comes to the Indian Office, from children from every part of the country. Rich is the testimony of the Pueblos; astonishing in their variety and fertility, are the drawings of the young artists of the Santa Fe School. What arrests the attention, after the study of the writings of the Indian children, and their drawings, and their paintings, is that they are not derivative. In their expression they are Indian, expressing a culture old and yet new, having its roots in a deep racial stream, but pushing forth fresh branches and flowers."

The number begins with an account of the school activities and how they worked to buy their rabbit, written by very small children from a southern Navajo boarding school. The issue concludes with a legend of the Song of the Old Wolf

written by pupils of the ninth grade of the Pierre Indian School, South Dakota. In between are stories, poems, drawings, and paintings covering all activities of Indian children.



Cherokee Ball Game.

The illustrations on this page are taken from the Children's Number and show pictorially some of the many and varied interests carried on among the Indians.

For a copy of this interesting publication write to the Office of Indian Affairs, Washington, D. C.

MARGARET F. RYAN

New Government Aids For Teachers

Are You Economically Minded?

A CONCISE summary of major economic developments throughout the world is to be found in *World Economic Review, 1935*, a 421-page publication of the Bureau of Foreign and Domestic Commerce, the price of which is 50 cents. Part I deals with the United States and presents the changes which have taken place in our domestic economy during the past year. Part II deals with the principal foreign countries. The appendixes contain a chronology of major economic events in the United States, a digest of the more important laws pertaining to economic affairs enacted by Congress during 1935, and statistical tables showing the trend of major economic indicators, of world trade, and production of important commodities.

Are You Interested in Children's Court Cases?

Children's Bureau Publication No. 232, *Juvenile Court Statistics and Federal Juvenile Offenders*, is based on information supplied by 284 juvenile courts and by the United States Department of Justice on juvenile delinquency, dependency and neglect, and children's cases of other types. Price, 10 cents.

Do You Want a Laboratory Test?

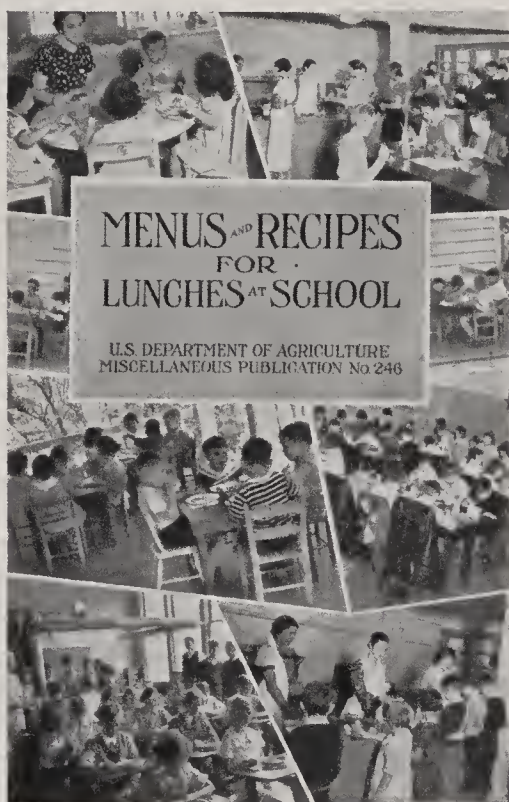
In accordance with the law, the National Bureau of Standards makes tests and carries out investigations for other Government agencies. Owing to the large amount of this official work it is impracticable for the Bureau to make tests for private individuals if other laboratories can do the work. As a result, a complete list of the commercial testing laboratories throughout the country, together with indications of the types of commodities which they are willing and able to test, was prepared under the title *Directory of Commercial Testing and College Research Laboratories*. Information is given concerning 244 commercial testing laboratories with 67 branch laboratories or offices. There is also presented a list of the laboratories of 200 colleges which are used not only for purposes of

instruction but also to a considerable extent for research work. Fifteen cents buys this publication.

Can You Spell Correctly?

For the correct spelling form and application of geographical names that have been adopted for official use by the United States Government, write to the Department of the Interior for a free copy of *Decisions of the United States Board on Geographical Names*.

Are You Wrangling With School Lunch Problems?



A new Department of Agriculture bulletin *Menus and Recipes for Lunches at School* (Miscellaneous Pub. No. 246) discusses foods children need and offers menus and recipes to serve 50 school children as well as menus and recipes for nursery-school use. Costs 10 cents.

How About Your Diet?

Issued by the Department of Agriculture as *Farmers' Bulletin No. 1757*,

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

Diets to Fit the Family Income suggests four diet plans taking into consideration nutritive values and costs. Families with extremely meager resources will find the restricted diet suggested for emergency use helpful in solving their difficult problem. A week's menu for a liberal diet, a moderate-cost adequate diet, a minimum-cost diet, and a restricted diet, is given. The Superintendent of Documents has copies of this publication on sale for 10 cents.

Do You Want Price Lists?

The Superintendent of Documents has brought up to date the following free price lists of Government publications which he has for sale on various subjects: *Fishes*, No. 21; *Indians*, including United States publications pertaining to mounds and antiquities, No. 24; *Transportation*—railroad and shipping problems, postal service, telegraphs, telephones, and Panama Canal, No. 25; *Insular possessions*—Guam, Philippines, Puerto Rico, Samoa, Virgin Islands, No. 32; *Birds and Wild Animals*, No. 39; *Insects*—Bees, honey, and insects injurious to man, animals, plants, and crops, No. 41.

Will You Help Prevent Disease?

The United States Public Health Service, in the promotion of personal and community health through close association with State and local health organizations, issues many useful and authoritative pamphlets dealing with the prevention of diseases, such as, diphtheria, pellagra, and malaria. It also publishes a weekly under the title *Public Health Reports* in which appear from time to time articles of especial interest to educators, references to which will be made on this page. The following articles appear in volume 51; each number costs 5 cents.

A Study of Smallpox Immunity in 5,000 College Students, No. 23; Mortality in Children Resulting from Automobile Accidents, No. 32; Directory of Whole-Time County Health Officers, No. 34; Time Changes in Automobile Fatalities Among Children, No. 35; Audiometric

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EDUCATIONAL RADIO STATIONS

DAYTIME POWER
NIGHT TIME POWER

The above map shows the principal Educational Radio Stations in the United States. (See check list on opposite page.)

Educational Radio "Grandfathers"



THAT the present widespread development of commercial radio in the United States was pioneered by research, experiment, and demonstration of our colleges and universities is a fact probably not fully appreciated by the people of the Nation. In the early twenties there were nearly 100 university and college radio stations on the air. If you will pause at the entrance to the impressive University of Wisconsin studios, you will see some of the *grandfathers* of tubes now used by radio transmitters all over the United States; indeed, all over the world. These tubes were built in 1916 and 1917 by University of Wisconsin engineers long before KDKA made its epochal broadcasts. Through research the University of Wisconsin and other centers contributed greatly to the building of the radio service now available to the American people.

Many institutions found radio an expensive luxury. The advent of commercial advertising and network service gave commercial stations overwhelming advantages over educational stations. Depression forced many universities to sell their stations or give up their licenses.

So greatly have educational stations been overshadowed by commercially-owned stations that there has been a disposition in some quarters to think of them as belonging, like the dinosaur, to the past. That such an assumption is contrary to the facts will be clear to any one who examines a brochure on 25 principal educational radio stations recently published by the National Committee on Education by Radio. This brochure is a pictorial and factual summary of the present very lively state of educational broadcasting stations. It will be news to many that educational stations are growing in power and influence. It will astonish others to find that universities and colleges are setting aside larger and larger budgets for radio program service.

Convincing facts

To illustrate the advance of the educational stations, we cite the following facts:

WESG, Cornell's station, in addition to sponsoring service programs to agricultural and city communities, is supply-

ing scripts and continuity to 25 upper New York State stations.

W9XG, at Purdue University, broadcasts television programs twice a week. Although these programs are experimental in nature, they are attracting an audience among those having receiving equipment.

W1XAL, at Boston, has evidence that some 500,000 listeners all over the world are listening in to its short-wave educational broadcasts.

WHA, University of Wisconsin, claims a much finer broadcasting center than that owned by four out of five broadcasting stations in America. Equipment at their Radio Hall includes a pipe organ

of about 1,000 pipes. Organ programs enjoy wide popularity.

WOI, of Iowa State College, received proof of its following when a nationally known radio magazine conducted a contest to determine the most popular station in each State. In Iowa, WOI took first place in competition with other independent and chain stations.

WRUF, "the voice of Florida," covers more territory than any other Florida station. It serves people in communities not reached by networks or local stations, bringing to them market reports, sheriff and police reports, weather and other vital information.

Check List of Principal Educational Radio Stations

WBAA—Purdue University, Lafayette, Ind. Frequency: 890 kilocycles. Power: 1,000 watts, daytime; 500 watts, night.

WCAD—St. Lawrence University, Canton, N. Y. Frequency: 1,220 kilocycles. Power: 500 watts, daytime.

WCAL—St. Olaf College, Northfield, Minn. Frequency: 1,250 kilocycles. Power: 2,500 watts, daytime; 1,000 watts, night.

WCAT—South Dakota College of Mines, Rapid City. Frequency: 1,200 kilocycles. Power: 100 watts, daytime.

WESG—Cornell University, Ithaca, N. Y. Frequency: 850 kilocycles. Power: 1,000 watts, daytime; 1,000 watts, night.

WEW—St. Louis University, St. Louis, Mo. Frequency: 760 kilocycles. Power: 1,000 watts, daytime.

WHA—State of Wisconsin, Madison. Frequency: 940 kilocycles. Power: 5,000 watts, daytime.

WHAZ—Rensselaer Polytechnic Institute, Troy, N. Y. Frequency: 1,300 kilocycles. Power: 500 watts, daytime; 500 watts, night.

WILL—University of Illinois, Urbana. Frequency: 890 kilocycles. Power: 1,000 watts, daytime; 250 watts, night.

WKAR—Michigan State College, East Lansing. Frequency: 850 kilocycles. Power: 1,000 watts, daytime.

WLB—University of Minnesota, Minneapolis. Frequency: 1,250 kilocycles. Power: 1,000 watts, daytime.

WNAD—University of Oklahoma, Norman. Frequency: 1,010 kilocycles. Power: 1,000 watts, daytime; 1,000 watts, night.

WOI—Iowa State College of Agriculture and Mechanic Arts, Ames. Frequency: 640 kilocycles. Power: 5,000 watts, daytime.

WOSU—Ohio State University, Columbus. Frequency: 570 kilocycles. Power: 1,000 watts, daytime; 750 watts, night.

WRUF—University of Florida, Gainesville. Frequency: 830 kilocycles. Power: 5,000 watts, daytime; 5,000 watts, night.

WSAJ—Grove City College, Grove City, Pa. Frequency: 1,310 kilocycles. Power: 100 watts, daytime.

WSUI—State University of Iowa, Iowa City. Frequency: 880 kilocycles. Power: 1,000 watts, daytime; 500 watts, night.

W1XAL—World Wide Broadcasting Corporation, Boston, Mass. Frequency: 6.04 mc, 11.79 mc, 15.25 mc, 21.46 mc. Power: 10,000 watts, daytime; 10,000 watts, night.

KFDY—South Dakota State College, Brookings. Frequency: 780 kilocycles. Power: 1,000 watts, daytime; 1,000 watts, night.

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Educators' Bulletin Board



New Books and Pamphlets

Safety Education

Driver and Pedestrian Responsibilities. Washington, D. C., American Automobile Association, 1936. 77 p. illus.

The second illustrated text pamphlet of the Sportsmanlike Driving Series, includes discussion topics, projects, and suggested further reading.

Parents and the Automobile, a symposium by parents of children in the Horace Mann Schools and Lincoln School, edited by Elizabeth J. Reisner, Harriet de Onis, Thalia Stolper. New York City, Bureau of Publications, Teachers College, Columbia University, 1936.

64 p. illus. 65 cents.

Contents: Pt. I, Parents' Responsibility—Pt. II, Educating the Young Driver—Pt. III, What Schools are Doing to Educate Young Drivers and How Parents Can Help.

Adult Education

College Aptitude of Adult Students, by Earl J. McGrath and Lewis A. Froman. Buffalo, N. Y., University of Buffalo, 1936. 34 p. (University of Buffalo studies, vol. xiv, no. 1, November 1936.)

The results of a study made at the University of Buffalo for the purpose of comparing the aptitude for college of adult students with that of students in the day session.

Individual Satisfaction in Adult Education, a study, by Olive O. Van Horn. New York, N. Y., The New York Adult Education Council, Inc., 222 Fourth Avenue, 1936.

32 p. 50 cents.

A study of the characteristics and purposes of over a thousand users of adult education in New York City.

Adjustment

Educating for Adjustment, the Classroom Applications of Mental Hygiene, by Harry N. Rivlin. New York, D. Appleton-Century Company, 1936. 419 p. \$2.25.

Emphasizes the positive aspects of pupil adjustment—how to deal with the everyday emotional problems of the normal child; for teachers and supervisors.

Getting Along in College, a syllabus for orientation, by Lowry S. Howard and Herbert Popenoe. Stanford University, Calif., Stanford University Press, 1936. 58 p. 75 cents.

Discusses problems from the student's viewpoint and suggests how the student can help himself to make a successful adjustment.

Debate Materials

Freedom of Speech, compiled by Julia E. Johnsen. New York, H. W. Wilson Co., 1936.

317 p. (The Reference Shelf, vol. 10, no. 8) 90 cents.

Articles and selected bibliographies, classified as general, supporting, and opposing. Contains a section on teachers' oaths.

Electric Utilities, the Tenth Annual Debate Handbook, 1936-37, vol. 1. Edited by Bower Aly. Columbia, Missouri, Lucas Brothers, Publishers, 1936. 220 p. 75 cents.

Published by arrangement with the committee on debate materials and interstate cooperation, National University Extension Association. Contains articles and annotated bibliography.

Government Ownership and Operation of Electric Utilities, compiled by E. R. Rankin. Debate Handbook. Chapel Hill, N. C., University of North Carolina Press, 1936.

132 p. (University of North Carolina Extension Bulletin, vol. xvi, no. 2) 50 cents.

References classified as general, affirmative, and negative; general bibliography.

Supplementary Reading

We See the World, by Gladys F. Rinehart. Chicago, Beckley-Cardy Co., 1936. 284 p. illus. 85 cents.

A travelog for children, interesting supplementary material for geography in the fifth and sixth grades.

How Man Made Music, by Fannie R. Buchanan. Chicago, Follett Publishing Co., 1936. 266 p. illus. \$1.50.

Presents the background for music appreciation; traces the development of song and the invention of musical instruments.

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 inter-library loan.

BURNS, MARY P. Devices to interest junior high school pupils in the study of French. Master's, 1933. Boston University. 88 p. ms.

EISENBERG, AZRIEL L. Children and radio programs: a study of more than 3,000 children in the New York metropolitan area. Doctor's, 1935. Teachers College, Columbia University. 240 p.

GAWTHROP, CAROL B. The transfer student: A study of some factors in the status and adjustment of women students transferring to Syracuse University in September of the years 1931 to 1934, inclusive. Master's, 1936. University of Syracuse. 131 p. ms.

HAYS, EDNA. College entrance requirements in English: their effect on the high schools: an historical survey. Doctor's, 1935. Teachers College; Columbia University. 141 p.

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

KENT, DRUZILLA C. Study of the results of planning for home economics education in the Southern States as organized under the national acts for vocational education. Doctor's, 1935. Teachers College, Columbia University. 172 p.

KOSTICK, JULIUS M. Instrumental music in the Boston public schools. Master's, 1934. Boston University. 78 p. ms.

KRAMER, MAGDALENE. Dramatic tournaments in the secondary schools. Doctor's, 1935. Teachers College, Columbia University. 176 p.

PAUL, RUTH A. Study of the graduate courses in personnel administration, guidance, and student orientation offered in accredited American colleges and universities. Master's, 1936. University of Syracuse. 147 p. ms.

RAMSDELL, NELSON J. Local high school diploma and requirements for high school graduation in New York State. Master's, 1936. University of Syracuse. 85 p. ms.

RODGERS, ELIZABETH G. Experimental investigation of the teaching of team games: A study applied to the elementary school level, of three methods of teaching. Doctor's, 1935. Teachers College, Columbia University. 65 p.

ROGERS, MURPHY P. State's supervision of its elementary schools: the development and present activities of the elementary division of the State department of education of Louisiana, and a program for its future service. Doctor's, 1935. Teachers College, Columbia University. 118 p.

SAVAGE, DONALD H. Character education in summer camps. Master's, 1931. Boston University. 173 p. ms.

SINGLETON, HARRY C. Comparison of the changes in pupils' character and information resulting from instruction in general science by the activity method versus the traditional recitation method. Master's, 1935. Pennsylvania State College. 55 p. ms.

STERN, RAY L. Legal aspects of bid procedures in the awarding of school contracts. Master's, 1935. University of North Dakota. 81 p. ms.

TRETTER, GEORGE. Sex education. Master's, 1936. George Washington University. 122 p. ms.

WEBSTER, WAYNE C. Pupil achievement in one teacher schools using the traditional and alternated types of daily program: a controlled experiment. Master's, 1935. Pennsylvania State College. 45 p. ms.

WEISENFLUH, CLINTON. History of a school teachers' strike. Master's, 1935. Pennsylvania State College. 128 p. ms.

RUTH A. GRAY

Using the Census Bureau in Schools

MORE than 2,000 teachers are making classroom use of the condensed summaries of the 1935 Census of Agriculture. A large proportion of these are instructors in vocational schools. In addition, however, to those primarily interested in agricultural and vocational training are instructors utilizing the Census releases in many other ways.

3,000 Counties

In these summaries there is for every county a separate tabulation of the principal items of crops, livestock, and uses of land, secured by direct personal questioning of every farmer in the United States in 1935. These tabulations are accompanied by a short story intended for use in newspapers and as a guide to those who are not familiar with the local agriculture. While the supply lasts, any of these 3,000 county releases may be secured in small quantities, for schoolroom use. A similar release is devoted to each State. In these the significant factors of the State's agricultural life and the changes of the past 5 years are featured. A third series of releases gives, by counties, farm population, farm labor, farm dwellings, movement to farms, part-time farmers, and other interesting items of agriculture and farm life. The final series of reports are United States summaries by States covering the major crops, classes of livestock, and uses of land, farm population, poultry, milk, vegetables, etc.

Each of these various types of releases is adapted to different specialized uses in the classroom. The few examples we offer come from letters and requests of teachers in fields other than agriculture, for the use in that field is so widespread and obvious that description is unnecessary.

The county reports lend themselves to simple computations in arithmetic, such as additions, working of percentages of decreases or increases, average number of acres for farms per work animal, acres of pasture per milk cow, etc. In other words, they can be used to furnish an interesting basis for concrete examples in elementary arithmetic. In higher mathematics, correlations may be worked out

Z. R. Pettet, Chief Statistician for Agriculture, Bureau of the Census, Tells of Various Uses Made by Schools of Farm Census Leaflets



between the absolute figures for various crops, percentage changes, or between certain crops or combinations of crops with livestock; for example, the decrease or increase in a group of counties in corn and hogs, cows and pasture, work animals, and crop land harvested, or any other

factors which may be thought of significance or interest.

Geography classes frequently work up dot maps, shaded, cross-hatch, or color maps from the county or national reports.

History students, in some counties and States, made use of the county story which

describes local changes with dates and causes of changes, such as the influence of the boll weevil in South Carolina, on the number of farmers, the acreage in cotton, number of tenants, etc. Those who wished to go back farther have taken census statistics running back to 1840 for some of the principal items.

The attention of the student of current history is invited to the release, Annual Legumes for All Purposes. This includes the soybean, a crop which is making great increases and bids fair to influence the future industrial history of the United States, as it has Asiatic history from time immemorial, not to mention its present effect upon world history in the Manchurian situation.

A number of teachers directing writers' projects have taken the county and other farm census stories and used them as a basis for imitation or criticism. Other teachers have required their students to pick out examples of important details which we have not taken up in our story, and work up brief articles along the same lines as the county releases.

"Storiettes" written

One point which will be of exceptional interest is that practically all who are following this method have picked out the changes in land values, which we have not emphasized for various reasons, and have made of them excellent and interesting analytical "storiettes." It may be pointed out that each county report has sufficient statistical material in it to work up at least a dozen different stories.

Perhaps the most important use being made of farm census summaries is in the study of economics, especially the agricultural phase of that subject. A number of research students have used the United States summaries as a basis for their theses. Even the county stories have furnished leads for similar intensive studies. In the study of sociology, special attention has been given to the subject of tenancy in its various aspects ranging from race and color to period of occupancy of farms and the relationship to human problems, as well as to such material things as the concrete farm and soil conservation problems. As our knowledge of these various uses is dependent upon what numerous teachers have told us, and from deductions based upon the series of releases which they have ordered, it is probable many other interesting and important uses have been made of them, which will occur to each teacher. We invite your suggestions upon this point.

Sample sets

The reports which we have described are available without cost. It is our hope that every teacher will send for a sample set of releases. If any of the teachers care to make farm census work a part of the regular school program, Farm Census bulletins, which give county figures, are available for each State. These may be secured for a nominal sum of from 5 to 15 cents from the Superintendent of Documents, Government Printing Office, Washington, D. C. For instructors who wish to take up a more intensive program than the county unit offers, the Census has com-



plied township or minor civil division figures which may be obtained for the cost of photographing our basic records.

Value of statistics

Our thought in bringing these leaflets to your attention results from belief in the necessity of beginning with the grammar and high-school students if statistics are to be of greatest use during life. From the Census standpoint, we wish to fulfill our proper duty of placing the basic data in the hands of everyone who will need them in their future work.

While the thousands of pages of agricultural statistics that we have for distribution meet many requirements, we wish also to call attention to 32,000 pages of other tabular information which is published by other divisions of the Census Bureau covering a wide variety of subjects. The divisions are: Business, financial statistics of cities and States, manufactures, population, religious bodies, special tabulations, and vital statistics.

For statistical information in these fields, as well as in agriculture, address Bureau of the Census, Department of Commerce, Washington, D. C.

Educational Radio "Grandfathers"

[Concluded from page 139]

KFJM—University of North Dakota, Grand Forks. Frequency: 1,410 kilocycles. Power: 1,000 watts, daytime; 500 watts, night.

KFKU—University of Kansas, Lawrence. Frequency: 1,220 kilocycles. Power: 5,000 watts, daytime; 1,000 watts, night.

KOAC—Oregon State System of Higher Education, Corvallis. Frequency: 550 kilocycles. Power: 1,000 watts, daytime; 1,000 watts, night.

KSAC—Kansas State College of Agriculture and Applied Sciences, Manhattan. Frequency: 580 kilocycles. Power: 1,000 watts, daytime; 500 watts, night.

KUSD—University of South Dakota, Vermillion. Frequency: 890 kilocycles. Power: 500 watts, daytime and night.

KWSC—State College of Washington, Pullman. Frequency: 1,220 kilocycles. Power: 5,000 watts, daytime; 1,000 watts, night.

TELEVISION STATION W9XG

PURDUE UNIVERSITY
WEST LAFAYETTE, INDIANA

Date.....19.....

Dear Mr.....

We thank you for your order on W9XG sign a picture.

Remarks:.....

.....
.....
.....

Program: Standard motion picture film; newsreels, etc.
Transmission at 60 lines per picture and 20 pictures per second. Single spiral disc. No sound accompaniment; voice announcements only.
Frequency: 2,050 kc.
2050

Power output: Varies from time to time; maximum of 1,500 watts.

Time of Operation:

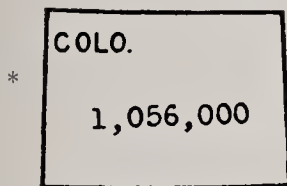
Days: Hours: (C.S.T.)

Tuesday 7:30
Thursday 8:00 PM

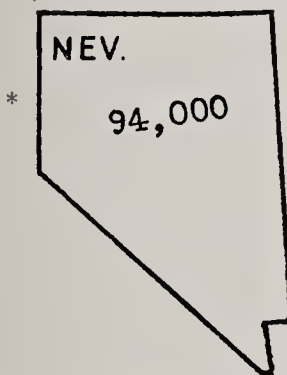
Statistical Thumbtacks

ACCORDING to chapters in the Office of Education *Biennial Survey* (now in press) the total enrollment in all colleges and universities in the United States (1933-34) was 1,055,360. The total number of college faculty members was 99,935. The total enrollment in high schools of the Nation was 6,096,488.

Presented graphically the college enrollment of 1,055,360 just about equals the population of the State of Colorado.



The college faculty members just about equal the population of the State of Nevada.



The total enrollment in high schools was a little greater than the population of Texas.



College libraries have a total of 57,917,812 volumes—11½ times the number of volumes in the United States Library of Congress. You can figure out for yourself how many volumes are in the Library of Congress.

* Population.

This Month Emery M. Foster, Chief of the Statistical Division, Office of Education, Presents Some Statistical Facts for *School Life* Readers

Rural schools throughout the country, according to recent statistics, show an average number of days in session of 161 of the 365 days of the year. The average attendance of each rural student is 135 days. City schools average 182 days open during the year, with an average attendance per pupil of 157 days.

School districts in the United States number approximately 127,000. The State of Illinois with approximately 12,000 has the greatest number of any one State.

As to one-room schools there are still 138,542 in operation. The total number of school buildings in the Nation is 242,929.

Delaware, the State deriving the largest percentage of its school revenue from State sources (1933-34) had the smallest percentage decrease from 1929-30 to 1933-34 in its annual cost for current expenses per pupil in average daily attendance. On the contrary, North Carolina, deriving the second largest percentage of its school revenue from State sources in the same year, had the largest percentage decrease in its annual cost per pupil. Delaware derived 92.9 percent of its school revenue from State sources and its per pupil cost decreased only 2.4 percent, from \$95.12 to \$92.85 (calculated by the method used by the U. S. Office of Education), from 1929-30 to 1933-34. North Carolina derived 64.9 percent of its school revenues from State sources and its per pupil cost decreased 43.6 percent, from \$42.85 to \$24.18, from 1929-30 to 1933-34.

These facts are cited in the November 1936 issue of *State School Facts*, monthly publication of the State department of

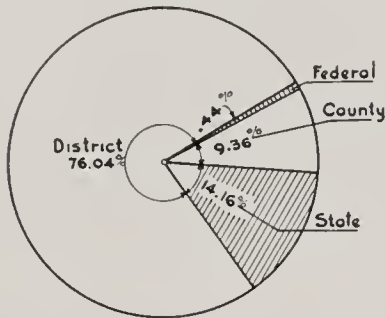
public instruction, Raleigh, N. C., and are based on table IX of the United States Office of Education Bulletin 1935 No. 2, chapter II, Statistics of State School Systems, 1933-34. In 1929-30 (calculated according to the method used by the State department of education), the city schools were operating on \$44.27 per pupil and the county schools on \$28.92 per pupil, a difference of \$15.35. In 1934-35 the city schools were operating on \$21.66 and the county schools on \$21.54, a difference of only 12 cents and both more than \$7 per pupil less than even the county average in 1929-30. The 43-percent decrease of per pupil costs in North Carolina reflects a situation in which the depression evidently forced State equalization to a cost level below the county average in 1929-30. The estimated State average for 1935-36 of \$25.95 is still \$3 less than the county average in 1929-30.

The proportion of students taking various subjects in private high schools throughout the country has evidently not changed much in the 5 years from 1927-28 to 1932-33. Increases were chiefly noted in French, German, geometry, American and world history, community civics, biology, shorthand, typewriting, and religious subjects. In the languages, tabulations just completed show that French and German are gaining and Latin and Spanish losing. In mathematics, algebra has lost but geometry and trigonometry have gained slightly. There has been a large gain in the proportion taking religious subjects.

Nation-wide statistics show that more than half of all students who enter high school become high school graduates—approximately 1,000,000 a year graduate.

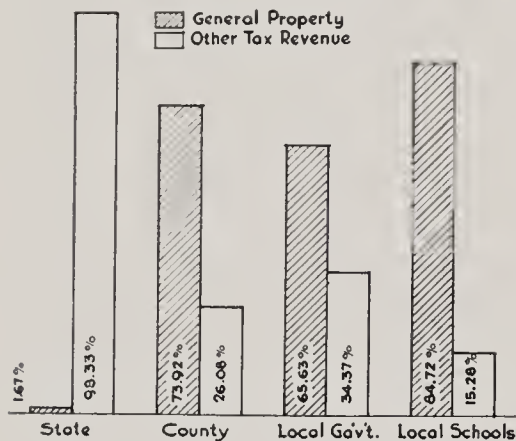
"School Dollars", research bulletin of the Wisconsin Education Association, contains some interesting statistical charts relative to the method of financing public schools in that State. Two of these charts are herewith reproduced. These

Amount and Percent of the Cost of Schools Borne by Each Unit of Government—1935



show a situation (chart I) in which the local school district carries three-fourths of the burden of supporting the schools,

Percent from General Property Taxes and Percent from Other Tax Sources



and (chart II) in which approximately 85 percent of this local burden is carried by general property taxes, which is a much greater proportion than is carried by general property taxes in the support of local, county, or State governments. This means that if anything happens to real-estate values, the schools would undoubtedly be affected more quickly and more seriously than the other units of government.

There are 3,500 county superintendents of schools and 3,130 city superintendents, in places of 2,500 population and over, employed in the public schools.

Approximately 1,018,000 teachers make up Uncle Sam's total school faculty, including both public and private institutions of learning, from kindergarten through college. One-fourth of them are men and three-fourths women.

Electrifying Education

MORE than 800 persons attended the First National Conference on Educational Broadcasting held at the Mayflower Hotel, Washington, D. C., December 10-12, 1936. The proceedings are being published as an attractive volume by the University of Chicago Press, 5750 Ellis Avenue, Chicago. An introductory price of \$2 a copy is being offered for those who send their orders to the press in advance of the date of publication.

Following are a few excerpts from addresses made at the conference:

It seems to me to be clear that such broadcasting as the Federal Government may properly engage in is of an educational nature in order that the workings and scope of the various Federal agencies may be made plain and clear to our citizens for the purpose of aiding them in making intelligent criticisms and effective use of such agencies.

—Hon. HAROLD L. ICKES, *Secretary,*
Department of the Interior.

Within the memory of every person in this room radio has become one of the greatest purveyors of information in the world. * * * The possible uses of this new medium for education purposes have not been at all adequately explored or fully considered.

—GEORGE F. ZOOK, *President,*
American Council on Education.

Education through radio will become a vital and permanent factor in the dissemination of knowledge and the development of social insight, when we do the job of educating over the air as effectively for our purposes as the commercial broadcasters do their job of entertaining.

—JOHN W. STUDEBAKER,
U. S. Commissioner of Education.

In considering potential expansion of educators' use of radio, I assume you educators have in mind the possibilities of linking present broadcast facilities with television. This is staggering to the imagination.

—ANNING S. PRALL, *Chairman,*
Federal Communications Commission.

It is our mutual task now to utilize the experience of the past in order to chart a course for the future. To be effective in this field. * * * the technique of the broadcaster and the knowledge of the educator must be combined.

—DAVID SARNOFF, *President,*
Radio Corporation of America.

FOUR-STAR SCRIPTS is the title of a recent 400-page book intended to acquaint the beginning student with the form of writing required for motion pictures, the methods employed to produce the effects desired, and with the possibilities and limitations of this newest form of literary expression. The author-editor Lorraine Noble had 10 years' experience in the actual production and writing of motion pictures before assuming her present work for the American Council on Education. Copies of the text edition which contains the actual shooting scripts of *It Happened One Night*, *Lady for a Day*, *Little Women*, and *The Story of Pasteur*, may be purchased for \$1.50 each from the publisher, Doubleday, Doran & Co., Garden City, N. Y.

AN ACTIVE PROGRAM of radio and visual instruction in the San Antonio, Tex., public schools is being developed this year under the direction of Emma Gutzeit, director of radio and visual instruction. In the field of radio, a series of weekly broadcasts was developed last year in one of the senior high schools, and printed programs of national educational radio programs were distributed to other schools. The use of the motion picture is being introduced into the science classes this year. Mimeographed summaries of the films were prepared for use by teachers and pupils. A catalog of more than 2,000 films in science was compiled, more than 500 reels were checked by teachers, and the work of evaluating those films selected by the teachers has been started. Through this series of activities teachers will have available a general catalog, a series of outlines of film contents, and evaluations of individual films. The treatment of the content of the films at San Antonio is one of the most thorough reported in the country.

[Concluded on page 150]

Meeting Problems of Negro Enrollees



Howard W. Oxley, Director of CCC Camp Education, Points Out High Proportion of Negro Enrollees Participating in Education Classes

PARTICULARLY significant has been CCC educational work among Negro enrollees. Finding many of these young men retarded in their education because of inadequate opportunities in their home communities, camp advisers have attempted to remove their deficiencies and prepare them better to meet modern demands.

In a survey recently conducted by the CCC Office of Education, it was revealed that Negro enrollees have a varied educational background, reaching all the way from illiteracy to the college level. About 8 percent of them are illiterate, 53 percent are on the elementary level, 35 percent in high-school grade, and 4 percent in the college bracket.

Enrollee participation

Negro enrollees in large numbers are participating in camp classes. Of the 29,085 CCC colored enrollees, 25,940, or 89.2 percent of them, were taking part in educational work according to the report for last June. This percent of participation was 1.2 percent greater than that averaged by all enrollees.

Shortly after the Negro youth has arrived in camp, his educational adviser has a personal interview with him to recommend the course of study which fits his needs. After that, the adviser again holds interviews with him periodically to determine if the recommended course of study is meeting the young man's problems.

Fifty-two percent of the Negro enrollment of the corps last June passed through individual guidance interviews with camp advisers. At present, of the 186 advisers in Negro companies 162 are of the Negro race. It is planned to have colored advisers in all Negro companies as soon as possible. CCC Negro advisers are of a high type. All of them are college graduates; 27 percent of them



CCC Radio Class in Session.

hold the master's degree and 2 percent have the doctorate. Approximately 54 percent of them have had previous teaching experience, and 28 percent have worked in industry or business.

Removing illiteracy

One of the major functions of education in Negro camps is to remove illiteracy. Since 2,239, or 8 percent of the colored enrollees, have this deficiency, literacy training necessarily shares a large place in the camp program. Approximately 81 percent of the 2,239 illiterates are now voluntarily taking work to help remove their handicap.

About 53 percent of CCC colored members are found on the elementary school level. It can be concluded, therefore, that many thousands of them either were denied the proper school training or were unimpressed by what the school had to offer them. The following deficiencies are those which most often handicap the enrollee on the elementary level: Inability to figure, inability to speak properly, and inability to read with

ease or write a letter well enough to secure a job.

Of the 15,312 Negro enrollees on the elementary level, 11,065, or 72 percent, were taking elementary school work last June.

Learning a trade

In efforts to prepare Negro youth for employment, camp advisers are training them for those types of jobs which they will be most likely to enter. Vocational classes afford them instruction in auto mechanics, chauffecuring, cooking, table work, mess management, personal service, laundering, pressing, shoe repairing, barbering, clerical work, painting, and farming. Last June, 15,210, or 52 percent of the Negro enrollment, were taking vocational training.

On camp work projects these men acquire further vocational development. There are more than 60 major classifications of jobs to be found on CCC work projects which train the individual in specific skills. These major classifications may be further broken down into

[Concluded on page 155].

SCHOOL LIFE

VOL. XXII



NO. 5

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE
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Secretary of the Interior - - - HAROLD L. ICKES
Commissioner of Education - - - J. W. STUDEBAKER
Assistant Commissioner of
Education - - - - - BESS GOODYKOONTZ
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JANUARY 1937

COVER-PAGE QUOTATION

"There is no past so long as books shall live."

WITH a well-filled shelf of books the reader of today is enabled to know the past perhaps even better than the people who lived in it. Outstanding events, like mountains, need to be viewed from a distance in order that their true proportions may appear. Biographies, when well and carefully written, often render their subjects more approachable than they were in real life. Great men are frequently surrounded by a veil of mystery and are remote from the majority of their contemporaries. But through books they may become intimates in many a household.

Books are messengers of the past, not only in the biographical and historical realms but in science and other fields as well. A wise man once said that by means of books the men of the present could stand on the shoulders of their predecessors and continue the building from the place where those earlier workers had left it. The student of electricity does not have to begin where Edison did,

but rather where Edison finished, because books will give him a knowledge of the science of electricity up to the present time. His original work can rest on the foundation built in the past. This is true also of economics, sociology, and the other sciences.

As few men can possess all the books in even a very restricted field, it is the function of the public library to make available to each of its patrons all the books he needs or wants for the development of his talents and abilities. This is easily possible because public libraries nowadays are not isolated institutions serving a group of people who happen to live in the vicinity. On the contrary, they are parts of a great library system that covers the whole country and even reaches into foreign lands. Books may be interchanged as readily between libraries as between the branches of a single library system. Consequently the past may live for each inquirer through the books he can obtain in his own library, and no one can excuse his failures on the ground that he is ignorant of what has happened in the past.

SABRA W. VOUGHT, *Chief,
Library Division, Office of Education.*

REAL ACCOMPLISHMENTS

"IT IS no special honor to an educator to have achieved wonderfully in a great and prosperous system of learning. One can certainly take some pride in any achievement educationally; but the real accomplishments which bring pleasant recollections to a man as he approaches the latter years of his life are those things he has done for those in greatest need where the obstacles were most unsurmountable, where his manhood, courage, effort and intelligence were strained.

"It is not altogether a question as to what is happening to the Negro when he does not get a fair chance educationally. It is what is happening to America in general and to the white man's own moral fiber and integrity when he fails the neediest of our people in the greatest benefaction which a Nation can bestow upon a growing citizen."

Thus spoke President Bruce R. Payne, of Peabody College for Teachers, in a recent national broadcast on *Negro education*.

OBEDIENCE MEANS LIBERTY

"WE CANNOT progress; we cannot go forward toward law obedience until we cease our retrogression and start anew upon a plane of understanding, of sincerity, of integrity, effi-

ciency and education in the all-important field of building again what this country so sadly needs—a reverence and respect for the majesty of our laws—for obedience to the law means liberty." Thus spoke J. Edgar Hoover, of the United States Department of Justice, in a recent address in which he discussed the "True Costs of Crime."

EDUCATIONAL TRENDS

"THERE is no doubt that there is a general improvement throughout the State, and country as well, in education. Services that were curtailed are gradually being restored and salary schedules are on the way back. Two studies made this fall would clearly indicate that.

"The National Association of Teachers Agencies conducted a country-wide study and the results of this study definitely prove that throughout the country as a whole improvement is marked. This study reports that teachers' salaries have taken a definite step forward and that the increase this year is approximately 10 percent. It further says that good, experienced teachers are fast becoming difficult to find. Particularly is this true in the special fields of home economics, commerce, shop work, agriculture, and art. These are the fields in which the most serious retrenchments were made and the general economic revival has caused the restoration of service in these fields. With an approaching balance in supply and demand salaries will have a tendency to rise. Not only will the personal qualifications of a teacher increase but the teaching field will constantly improve.

"In response to a questionnaire sent out by the New York State Teachers Association to all the cities of the State in regard to the voluntary contributions of teachers the following tabulations are of interest:

"Six cities did not reply to the questionnaire. Of those that did reply, 37 cities have no voluntary contributions this year.

"Three cities are paying contributions of 2½ percent.

"One city is receiving 3 percent.

"In eight cities there is a 5-percent contribution.

"In three cities there is a contribution of more than 5 percent.

"This study shows that there is a decided improvement over a year ago and in many of the cities now having small contributions it is expected by the end of the year that these will cease.

"It is to the credit of the teaching profession that teachers realized the economic

conditions that have prevailed during the past 6 years and have been willing and ready to assist in overcoming these conditions by making contributions and by rendering additional service. It can well be said that the public generally has appreciated the splendid cooperation that the teaching body has given and now that the depression is well on the way out they want to see the teachers get what is rightfully due them."

—*New York State Education Journal* for December 1936.

Wide Variety

SCHOOL LIFE has a wide variety of readers. Included among many new subscriptions recently received were those from a school library adviser, a county children's home, a family health counselor, a book publisher, a university bureau of public discussion, an aviation library, a taxpayers' association, secretary of a foreign country education council, a personnel service director, and a community development program educational director.

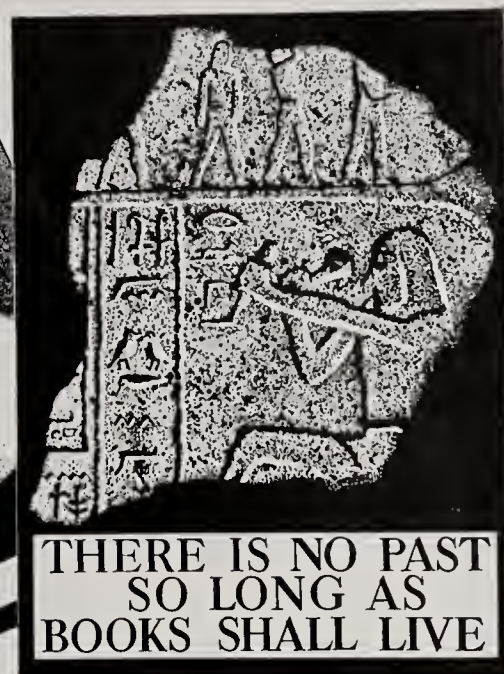
★ First National Conference

A FORMER and present United States Commissioner of Education stood on the same platform at the Mayflower Hotel in Washington and invited educators convening for a 3-day conference to subject educational broadcasting to critical dissection.

George F. Zook, the former Commissioner of Education, as president of the American Council on Education, opened the First National Conference on Educational Broadcasting on December 11. J. W. Studebaker, United States Commissioner of Education, in one of the first addresses to the general meeting, asked educators to take radio more seriously.

The meeting was sponsored by the American Council on Education, the Federal Communications Commission, the United States Office of Education, and some 18 other cooperating national agencies.

Distinguished speakers headed by Secretary of the Interior Harold L. Ickes, who made the keynote and welcoming speech, addressed the general sessions. Secretary Ickes said that the aim of educational broadcasting should be to develop programs for old and young so as to constitute a university of the air. "In order to accomplish this", the Secretary went on to say, "it is important that those who participate in the programs should be informed persons who have the important knack of being able



The cover design for this issue of *School Life* was drawn by Robert Civardi. The honorable mention drawings shown above were drawn (left) by Irving Sherman (right) Paul P. Kiehart. The instructor of the class was Mac Harshberger, School of Fine and Applied Arts, Pratt Institute, Brooklyn, N. Y.

to transmit their information to their audience."

Establishment of a script exchange service to aid those in need of scripts was announced by Commissioner Studebaker. He added that the difficult problems of educational radio were giving way under an attack of two methods: (1) Thinking problems through—*research*, and (2) working them out—*experimentation*. As an example of the latter he mentioned the five coast-to-coast network programs now presented by the Educational Radio Project. In spite of the successes achieved so far, however, Dr. Studebaker said that educators must experiment for at least another decade before attempting even to definitely define educational broadcasting.

He offered a six-goal plan for the use of radio in the service of education during the next 10 years and emphasized the importance of the establishment of short-wave stations to serve rural areas; development of radio-producing groups; and further experimentation and demonstration in educational radio.

Delegates split into seminars during the 3-day conference. The subjects considered were: *Educational Broadcasting in Other Countries*—Levering Tyson, director, National Advisory Council on Radio in Education; *Radio and the Child*—Mrs. B. F. Langworthy, president, National Congress of Parents and Teachers; *The Radio Workshop*—William D. Boutwell, Director of the Educational Radio Proj-

ect, Office of Education; *Classroom Broadcasting*—George F. Zook, president, American Council on Education; *Radio in Rural Life*—Morse Salisbury, Chief, Radio Service, Department of Agriculture; *Talks Programs*—Edward Murrow, director of radio talks, Columbia Broadcasting System; *Labor's Experience in Radio*—Spencer Miller, Jr., director, Workers Education Bureau of America.

BEN BRODINSKY

The Hope of Civilization

"BILL SCHOOLMASTER", in a current issue of the *Minnesota Journal of Education*, emphasizes that the future of our country depends—

"On the character of our people,
On our courage to stand by
right principles,
On our perseverance in the face
of discouragement,
On our ability to understand
the other fellow's situation,
On our spiritual growth,
On our willingness to make
changes for common good,
On our ability to provide ade-
quately for youth."

Do you agree with "Bill"?

Vocational Summary



Connecticut expands

REFERENCE was made in December SCHOOL LIFE to the fact that a large number of the young people seeking jobs through the public employment office in Connecticut during the period of a year, were untrained for any skilled occupation and that many lacked training of any kind. Further attention was directed also to the heavy burden placed upon State trade schools in providing training for the large number of persons applying for enrollment. A statement in *Connecticut Industries*, official organ of the Manufacturers' Association of Connecticut, Inc., which calls attention to the recent expansion in machine shop facilities in the Connecticut trade schools, therefore, is of interest in this connection. Under this expansion, this magazine points out, additional equipment and instructors are being provided for machine shop courses in an effort to relieve the heavy burden imposed upon them by the unprecedented increase in the number of those desiring training for trade and industrial occupations. Expansion in programs is under way at Bridgeport, New Britain, Willimantic, Hartford, and Torrington. Willimantic is the only one of these towns in which no machine course was in operation before the recent expansion was started.

Mothers point the way

Building stronger homemaking education courses by enlisting the help and suggestions of mothers is a practice which many home economics teachers are following today. With this in mind, mothers are invited to come to the school at the beginning of each new unit of instruction to talk over plans made for instruction in this unit, suggest changes they believe are desirable, and to consider what kinds of experience their daughters should get in their homes to supplement class work. The experience of one teacher in a community made up largely of thrifty Dutch housewives who were critical of the home economics program, is of interest. A committee of homemakers was asked to spend one entire day in the home economics department, auditing every class. At the end of the day they were asked for suggestions.

They gave excellent ones. Their viewpoint on the program as a whole changed by their day of observation, also, they made it their business to interpret this program to their neighbor housewives in such a way that the prejudice they formerly held over minor points and features in the instructional program was overcome. Equally important, the teacher, in turn, was brought to see more clearly the need for knowing more about actual home practices in her community.

He travels

"I have been away from the office since August 26 trying to contact as many towns and villages as possible." So writes A. E. Schoettler, supervisor of vocational education in Alaska, under date of November 2. And his letter indicates that he has succeeded in his objective. "I have traveled 3,000 miles by airplane, 1,100 miles by railroad, 180 by Coast Guard cutter, 70 by steamship, 30 by gas boat, 250 by automobile, 10 on horseback", he writes, "not to mention considerable mileage made by dog teams and rowboats. I still have 650 miles by steamship, if I can get one, to get back to Juneau. I am on my way to Cordova, which is as far as the steamship will take me. From there I hope to get to Juneau by a Government boat of some kind, as the strike has tied up all shipping." Mr. Schoettler, it should be explained, is in charge of all types of vocational education in Alaska, which makes his job a stupendous one.

On their toes

Weekly oral reports on the progress of their supervised farm projects are required of his students by G. E. Newbern, vocational agriculture instructor at Rock Falls, Ill. Each boy reports on the labor and financial record of his project and presents details with respect to the operations carried out in connection with it. Opportunity is then given for discussion or questions on the report. In addition the student is required to discuss briefly facts and data contained in a reading reference, previously assigned, which has a direct bearing on his particular project. The instructor takes time to ask questions

and to discuss with him and the other members of the class, points in his reference reading not mentioned by him to bring out factors which he believes will bear further explanation. This weekly report plan is begun early in the year after most of the boys have decided on their projects. The variety of projects selected by vocational agriculture students, precludes the possibility of monotony in the reports. "The weekly report plan", Mr. Newbern states, "keeps the boys on their toes in their project work, and provides for an exchange of ideas and plans which is invaluable to the individuals and to the class as a whole."

Blind placed as vendors

Plans for placing blind persons in charge of vending stands in public and other buildings as a means of making them self-supporting, as provided under a recent Federal act, have already been formulated and put into operation in a number of States. A recent survey in one State reveals that 33 blind persons are successfully operating stands under the direction of the State agency for the blind. New York, Maryland, Pennsylvania, Kentucky, Texas, Virginia, North Carolina, and other States are among those which have already established blind persons in stands, located in office buildings, factories, public buildings, and some Federal buildings. Frequently also the stands are found in State and county buildings. The administration of the act, which is vested in the United States Commissioner of Education, has been placed in charge of the vocational rehabilitation division of the Federal Office of Education. Under the law the State agency charged with the licensing of blind persons is the State commission for the blind, or where such commission does not exist, some other public agency to be designated by the United States Commissioner of Education. Such agencies have already been designated by the Commissioner of Education in several States. The Federal act provides for the cooperation of the State licensing agency and the State department of vocational rehabilitation in training, placing, and supervising blind persons. The State licensing agency is responsible for providing through loans, gifts, or otherwise,

an adequate initial stock of suitable articles to be placed on sale at the vending stands. In response to a demand from the States the Office of Education has drawn up suggested principles and procedures to be followed by the States in licensing and establishing blind persons in vending stands. These principles and procedures, which are incorporated in Miscellaneous 1849 of the Office of Education, were formulated by representatives of the Office of Education, workers for the blind from selected States, a representative of the Canadian Council for the Blind, and supervisors of vocational rehabilitation from a number of States, called into conference for the purpose by the Commissioner of Education in October. A copy of this publication may be secured by writing to the rehabilitation service of the Office of Education, Washington, D. C.

Students build amplifier

Built by the boys of Connelley Trade School, Pittsburgh, Pa., the portable sound amplifier pictured on this page of *SCHOOL LIFE* has solved the problem of broadcasting announcements, directions for carrying on programs, and addresses in connection with music festivals, pageants, track meets, and other outdoor activities of the city's public schools. This apparatus which permits even the smallest child's voice to be heard in every corner of an outdoor gathering place and which can be shifted to any point accessible to the automobile trailer on which it is mounted, has been used by scores of Pittsburgh schools. The idea for the amplifier originated with Francis J. Coyte, radio shop instructor in the Connelley School. The drawings for the project were made in the drafting department of the school, and the students in the automobile shop, the machine shop, the welding shop, the millroom, the carpentry shop, and the metal shop had a hand in the construction of the trailer. The assembling of the body, roof covering, roof horn, brackets, switchboard wiring, and the installation of the gasoline engine were done by the students of the radio shop. The painting of the equipment was done in the radio shop and the lettering of the school name and radio station call letters on the cab were put on by students from the commercial art department. The sound amplifier trailer may be drawn to the point where it is to be used, by automobile. The apparatus is always operated by students from the radio and telephone departments of the Connelley School, who are directly responsible for its maintenance and care.



Sound Amplifier Constructed by Clifford Connelly Trade School Students.

N. F. A. Camp

The New Farmers of South Carolina, State branch of the national organization of Negro farm boys studying vocational agriculture, is the first group of Negro students to own a camp. The land for this camp, 62½ acres in area, was donated by Thomas J. Cade, a Negro farmer and contractor of Orangeburg, and is situated 3½ miles from the State Agricultural and Mechanical College, where teachers of vocational agriculture are trained. The purpose of the camp is to provide recreation facilities for the more than 2,000 members of the local chapters that make up the State association of the New Farmers of America. The annual convention, the annual speaking contests, and the State championship athletic contests of the State association are held at the camp. Money to purchase material for the first buildings erected in the camp was advanced by vocational agriculture teachers, white and colored citizens of Orangeburg, and the county of Orangeburg. Labor to erect the combination mess and recreation hall, four barracks, bath house, office, and a keeper's house, and to construct 1½ miles of road from the main highway to the camp, was financed by FERA funds. The camp, which has a stream running through it, providing good swimming facilities, has been a rallying ground for various Negro gatherings. During the winter it is loaned to the local school district for school purposes. This has made it possible to consolidate two one-teacher schools and to

establish a local department of vocational agriculture for Negro boys. "Pewillburcade", the name of the camp, is made up of the first syllables of the names of Verd Peterson, State supervisor of agricultural education; W. W. Wilkins, itinerant teacher-trainer of trade and industrial education for Negroes; J. P. Burgess, itinerant teacher-trainer for agricultural education; M. F. Whittaker, president of the Agricultural and Mechanical College; and T. J. Cade, donor of the camp site.

Attendance laws summarized

State laws affecting the employment of minors as summarized by the Children's Bureau of the United States Department of Labor are incorporated in a mimeographed bulletin, Miscellaneous 1831, State Compulsory School Attendance Standards Affecting the Employment of Minors, recently issued by the Office of Education. This publication, which includes State regulations on this subject as of record July 1, covers laws affecting the employment of minors under 18 years of age in industrial and commercial occupations. It includes the regulations on compulsory and continuation school attendance, minimum age of employment, hours of work, employment certificates, sale of newspapers or periodicals and other street trades, hazardous occupations, and status of illegally employed minors under workmen's compensation law. ¶

CHARLES M. ARTHUR

A Spiral in Physical Education

[Concluded from page 131]

system; the eclectic system. All but two of these systems of medicine had, however, long disappeared before the year 1892. The physical education systems began when medicine was most prolific in systems and flourished after these latter had largely disappeared.

Systems "guaranteed" results

Each system, or modified system, or combination of systems applied from 10 to 15 minutes, for 1 to 5 days per week, was guaranteed to produce satisfactory results in counteracting the unhealthful conditions of school life, in assuring the child's physical, mental, and moral development, and in promoting school discipline.

In the larger cities, at this time, there was already a diminishing place for play, in and out of school hours. At the same time, children were becoming too well dressed for play and games were engaged in with less and less spontaneity. This applied in 1892 chiefly to cities of the first and second class.

Outside the fewer and smaller-than-now cities there were no systems of physical education, but there *was* play and plenty of it, at recess and after school.

In cities, about this time, educators became so strenuous in their endeavors that the recess periods began to fall under suspicion as not conducive to mental development. Besides, the gymnastics period was considered a satisfactory substitute for the morning and afternoon recess, once so precious a time for the school child. For these recess periods the child has to thank John Brinsley, a Puritan pedagogue and divine, who, 8 years before the Mayflower sailed, had the temerity to suggest a 15-minute respite from study in the midst of the morning session, which then began at 6 and ended at 11; and another in the afternoon session, which opened at 1 and continued until 6.

There were many who said in reproach concerning these recesses that "the schools do nothing but encourage play", a heinous thing for schools to do in those days. However, Brinsley's recommendation was generally accepted and the practice ran into an unquestioned tradition until about the year 1892 when the pedagogues were smitten with a conscientiousness regarding the mental welfare of the child that threatened to rival that of Reverend

Brinsley's critics, and many of them did their best to do away with the recess. Happily their conscientiousness did not go so far as to lengthen the school day again to the formidable proportions of Puritan times. This would have returned the teachers themselves to a 10-hour day and they were not looking for more, but for less work. One reason they wished to abolish the recess was that it was felt to be a disturber of school discipline, which the gymnastic period did not upset but was believed to strengthen. What they did do was to shorten the school day and make up for it by imposing home study on pupils and parents. The recess disappeared from high school and has suffered more or less in elementary schools.

The spiral

But where does the "spiral" come in? According to Hegel's theory, human progress proceeds as a series of spirals. Periodically we swing around to about the same point we started from, though not the same point, for presumably we have attained a higher level. While history repeats herself, in a way, things do not go on in quite the same fashion.

If we examine the course of physical education 45 years after the year mentioned, we find evidence that we have about completed a spiral and are entering upon a new cycle. There is nothing new under the sun, but the kaleidoscopic changes that have taken place are interesting and instructive. The systems of physical education which stood out so prominently in 1892 have (as systems) practically disappeared, and the fading remnant of Swedish or modified Swedish has taken on the colorless name of corrective gymnastics, or to use the current argot "correctives." Even in the home of its birth this system has been greatly modified to give it a "joy of life" savor. To this end it has borrowed strongly from the folk dances. Delsarte and calisthenics (Pratt's, Anna Morriss' and other varieties) have been spiritualized into interpretive or expressive dancing, while German gymnastics of all brands persist and always will persist in stunts. In fact, formal gymnastics of some kind are likely to survive more or less and will be valuable in proportion to the skill of the teacher.

But, the sort of physical education already as old as the hills, the games and sports which the critics of the Reverend Brinsley discouraged, have now been taken over professionally by the teachers of physical education. The commonplace, ages-old foundation stone, which

the builders of a previous cycle passed over without much observation, has become the basis of the new edifice.

Play was placed in the curriculum of childhood by the law of Nature, and it is now, by man-made laws, a part of the public schools' curricula in 37 States. Remnants of the old systems may deserve some place in these curricula, but those physical activities which have always been fundamental in the life of the child come first, and the teacher who knows how to make the most of them for the good of his pupils well deserves the name of educator.

Electrifying Education

[Concluded from page 144]

A NEW DISTRIBUTING LIBRARY of 16 and 35 mm sound and silent films has been inaugurated by the Visual Aids Extension Service, Division of General Extension, University System of Georgia, with headquarters in Room 10, 223 Walton St., NW., Atlanta, Ga. Films of this division are available for rental by schools and other educational organizations of the Southeastern States. A special club plan for circulating films at reduced costs has been devised. This distributing center is the newest and most complete in the southeastern area and fills a long-felt need for the development of the use of films in education in the South.

CLINE M. KOON

If you want to subscribe for

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Educationally—Where Is He?

James F. Abel, Chief, Comparative Education Division, Office of Education, Presents Thought Provoking Questions for Readers to Answer

A YOUNG man comes from Italy to the United States and brings with him a *diploma di maturità classica*, or to put it in English, a diploma of classical maturity. It is a somewhat artistic document which states simply that it is conferred by the Minister of National Education of the Kingdom of Italy on the student, giving his name, place and date of birth, the names of his parents, and the date of the diploma. He has come to this country for some reason or other and wishes to continue his studies. Where is he in terms of education here?

The title of the diploma is suggestive; "maturità" in this connection means generally throughout Europe, mature for or ready for university studies; "classica" commonly relates to Latin and Greek. The document indicates at first glance that the holder has been prepared for university studies through training mainly in the classics, and that first impression is correct. It is a diploma of graduation from an Italian secondary school and admits to any faculty in an Italian university.

The curriculum which leads to the diploma is planned for 8 years of study divided in two periods; 5 years in a *ginnasio*, followed by 3 in a *liceo*. Admission to the *ginnasio* is by examination taken by the child usually after he has been 4 or 5 years in a primary school and is about 10 years of age. Normally a graduate of a *liceo* is 18 or 19 years old. The programs of the *ginnasio* and the *liceo* as fixed by Royal Decree of May 7, 1936, No. 762, are given in the accompanying graph. They differ from those previously in effect but not enough to invalidate this discussion. The school year is 10½ months, from September 1 to June 15. A class-hour is normally 60 minutes.

What examination shows

Cursory examination of these programs shows that a graduate has studied the Italian language and literature for all of the 8 years; Latin, 8; Greek, 5; and a modern language, 4. Those four language and literature studies are allotted 54½ percent of the total time in class-hours.

The allied subjects—religion, history, geography, philosophy with the elements of law and economics, and history of art—have about 23 percent. Nearly four-fifths, in time measure, of these programs go to languages and general cultural subjects; one-fifth is left to mathematics, natural sciences, and physical education, with 8, 7.6, and 7.6 percent, respectively.

I shall take up in turn most of these subjects and ask some questions about them.

Italian first. How much of this study is on our elementary, secondary, and college levels? The student has had an average of 5 hours a week of it during the 8 years of his training between the ages of 10 and 18 or 11 and 19. It is his mother tongue. He speaks it naturally, reads it freely, and thinks in it. In the *liceo* he studied such authors as Dante, Petrarca, Machiavelli, and Manzoni and throughout the 3 years carried with the authors the history of Italian literature, and something of this history of music. When he wishes to enter an institution in the United States, what credit shall be given him in Italian? Shall it be four high-school units? Does he know his mother tongue as well as the average high-school graduate here knows English? Or, assuming that he knows it better, how shall the extent of superiority be measured so that the semester-hours of advanced standing may be determined?

Perhaps it is advisable to lay aside the mother-tongue comparison and look into high-school and university regulations to see what credit is given our students for foreign languages, and then compare the knowledge of Italian that an American student may acquire in either high school or college, or both, with the Italian student's knowledge of Italian. A boy in the United States who studies the Italian language 2 years in a high school and passes the examinations in it is given two

high-school credits toward college entrance. More than that, if he has never studied Italian and has credits enough otherwise, he may enter a college or university and while there take a beginner's course in Italian and be allowed college credit for it. Approaching the matter from this angle is more advantageous for the Italian; the comparison is greatly in his favor.

Latin next. Here again are 8 years of study with an average of something more than 5 hours weekly. In the *liceo* Virgil, Livy, Horace, Tacitus, and Cicero are taught along with the history of Latin literature. An Italian student finds Latin comparatively easy; his mother tongue is derived from it and is much like it. What credit shall be given for this Latin? Is any of it on our elementary school levels and, if so, how much of it? Certainly here are more than four high-school credits in Latin.

Turn to the Greek, begun when he is some 14 years of age by the Italian student and continued for 5 years but with an average of about 3½ hours a week. A young man in the United States may take Greek in high school or college and in either case there will be no great difference in the amount or quality of the instruction. Certainly the Italian student is entitled to 2 high-school credits in Greek, and—how much advanced standing?

A modern language. Here is another considerable difficulty. Since this student came to the United States, we will assume that he chose English for his modern language when he was in the secondary schools in Italy. Between the ages of 12 and 16 he had 4 years of it with fewer than 5 hours a week. Shall that English be counted as we count high-school Spanish, French, or Italian? If so, is there any assurance that the student knows English well enough to profit by university courses in which it is the language of instruction?

SUBJECTS OF STUDY	GINNASIO 5 years					LICEO 3 years		
	I	II	III	IV	V	I	II	III
RELIGION	1	1	1	1	1	1	1	1
ITALIAN	7	6	6	5	5	4	4	3
LATIN	7	7	7	5	5	4	4	3
GREEK				4	4	4	3	3
A MODERN LANGUAGE		3	4	4	4			
HISTORY AND GEOGRAPHY	4	5	4	3	3			
MATHEMATICS	2	2	2	2	2	3	2	2
HISTORY						3	3	3
PHILOSOPHY, AND ELEMENTS OF LAW AND ECONOMICS						3	3	3
PHYSICS							2	3
CHEMISTRY, NATURAL SCIENCES AND GEOGRAPHY						4	3	2
HISTORY OF ART						1	1	2
PHYSICAL EDUCATION	2	2	2	2	2	2	2	2
TOTAL HOURS A WEEK	23	26	26	26	26	29	28	27

Mathematics and science. Many educators in the United States would consider them the weak side of this scheme of training. To be sure, mathematics is given only 2 hours weekly, except in the first year of the *liceo* where it is 3, but it runs through the entire 8 years. Algebra, geometry, and trigonometry are not set apart as separate half-year or one-year courses; they are carried along together. Geometry is taught with arithmetic in the first 3 years of the *ginnasio* and continued with algebra in the following 5 years. Trigonometry becomes a somewhat distinct subject in the final year. Without much question, this training is entitled to 2½ high-school credits in mathematics.

The physics course is plainly on high-school levels and about equal in amount to the instruction given here.

The "chemistry, natural sciences, and geography" required in the *liceo* include botany, zoology, human anatomy and physiology, and hygiene in the first year; vegetable anatomy and physiology, and chemistry and mineralogy in the second; and physical and anthropological geography, and geology in the third. The array of subject matter is imposing. How much stronger, if any, is this survey of natural sciences than the general science courses given in high schools in the United States?

The history, combined with geography in the *ginnasio* and taught as a separate subject in the *liceo*, is preponderantly Roman and Italian. Other European countries and the Near East are brought in only as they have a bearing on the history of Italy. Shall history be credited when it is taught from a rather strictly nationalistic point of view?

Philosophy strong

Then there is the stranger in our midst, philosophy, 3 years of it. The outlines of the course indicate that it is strong. Readings from no fewer than three dozen authors covering the centuries from Plato to Gentile are included in it. Does this entitle the young Italian to high-school or college credit?

The history of art begins with the Greek and Etruscan and comes through to the eighteenth century. Here is at least a high-school credit.

I ask my readers the several questions embodied in this article because similar questions bob up daily, almost hourly, in

the Division of Comparative Education. Replies to any or all of these questions will be acceptable and will be very carefully considered. They may be addressed to the United States Office of Education, Washington, D. C.

To any objection that the questions deal with matters of detail that should be decided according to the individual case—and that is the way they are decided—I reply with the broad and important query, "Is this training for life and incidentally for university study any better than the training given in the United States for similar purposes?", and ask your answer to that.

New Government Aids

[Concluded from page 137]

Studies on School Children—Part I, No. 41; Directory of State and Insular Health Authorities, 1936, with data as to appropriations and publications, No. 43; Health Officers in Cities of 10,000 or More Population, 1936, No. 46; Audiometric Studies on School Children—Part II, No. 47; and Evaluation of Health Services, No. 48.

And Are You Not a Consumer?

Consumers' Guide, a biweekly publication issued by the Consumers' Counsel of the Agricultural Adjustment Administration in cooperation with the Bureau of Agricultural Economics, Bureau of Home Economics, and Bureau of Labor Statis-

tics, makes public official data of these departments and presents governmental and nongovernmental measures looking toward the advancement of consumers' interests. On the Trail of Vitamin Values, When the Government Shops, Forecasting Farm Crops, Science at Consumers' Service, and A Record of Work Done by State Experiment Stations in Cooperation with the Department of Agriculture and State Agricultural Colleges are the titles of a few of the articles appearing in the most recent issues of this periodical. Copies may be had free upon application to the Consumers' Counsel, Agricultural Adjustment Administration, Washington.

MARGARET F. RYAN

State University Branch Systems

A SIGNIFICANT development in State control of higher education is the substitution of a single State university with branches or affiliated colleges in place of separated and independent institutions.

The plan is designed chiefly to combine the different institutions of higher education of a State into a united university in order to eliminate duplication of expenditures and overlapping of academic programs among them. It has primarily the same purpose as the scheme of establishing unified or single governing boards to control the institutions. The principal difference, however, is that some sort of actual consolidation or affiliation of the institutions is effected by which they become integral parts of the State university.

At present only a limited number of States have adopted the plan in full. This has been due largely to the fact that institutions in most States have been separately chartered, and adhere naturally to their independent status. Among the States which have established a single State university or State university system are Georgia, Montana, and North Carolina.

The adoption of the plan in Georgia is of recent origin. In 1931, all the institutions of higher education maintained by the State other than the State university were made branches of the State university and the entire organization was named the University System of Georgia. Since the plan's inception in Georgia, the number of branches has been reduced from 25 to 17.

In Montana, the State's six institutions were made component units of a legal entity designated as the University of Montana in 1913. In this instance the State university, itself, was included as one of the units of the university system and placed on the same footing as the State's agricultural and mechanic arts college, the school of mines, and the normal schools.

The plan in North Carolina has likewise been in effect for only a short time. In 1931 the State's three principal institutions were consolidated or merged into a single central State university. The plan provided that the State's university

John H. McNeely, Specialist in Higher Education, Describes Recent Development to Establish Single State University With Branches or Affiliated Colleges

proper, the agricultural and mechanic arts college, and the women's college should become parts or branches of a combined institution known as the State University of North Carolina.

In other States

In a number of other States, the plan has been adopted on a partial basis. While allowing the existing institutions to maintain their independent status, the policy has been adopted in these States of making newly established institutions branches of the university. Such States are California, Missouri, Texas, and Virginia.

The branch of the State university in California is probably the largest in the country. This branch was established at Los Angeles in 1919 in response to a demand of the more populous southern section of California for a State institution of higher education. Instead of establishing a separate institution, a branch known as the University of California in Los Angeles was created as an integral and component part of the main State university.

The branches of the State universities in Missouri and Texas are schools of mines and metallurgy. In the case of Texas, the State's constitution and statutes provide that the agricultural and mechanic arts college and also the Negro college shall be branches of the State university, but these institutions have maintained an essentially separate existence for many years. The branch of the State university in Virginia is a proposed women's college which has not yet been established, although authorized by law in 1930. In the law it was specified that the branch must be located at a point more than 30 miles from the university.

Junior college branches

In addition, there are several States which have established junior college

branches of their State universities. These branches were created mostly for the purpose of saving students the expense of leaving home in taking the first 2 years of university work. The courses in the branch junior colleges duplicate those given at the main university and the students receive the same credits. The States having State universities with branch junior colleges are Idaho, Louisiana, Maryland, Tennessee, and West Virginia. The branch of the State university in Maryland is a Negro college offering agricultural and mechanic arts education to the Negroes of the State.

One of the interesting phases of the development of State university branches is that it coincides largely with the viewpoint of our forefathers in many States at the time when the State universities were first established. An examination of the former legal provisions of State and territorial governments shows that the original idea was to have a single central State university with branches. Evidently, these early statesmen foresaw the possibility of the establishment of new State institutions in the future which might compete with each other and offer duplicating or overlapping programs of work. It was their intention apparently to avert this situation through a plan of a single State university with branch colleges rather than separated and independent institutions.

Alabama was among the first States which advanced the idea of establishing branches of the State university. A law enacted by the Alabama Legislature in 1821 stipulated that the female seminary proposed to be established at that time should be a branch of the State university. Similarly, the State constitution adopted in 1868 provided that the legislature upon establishing an agricultural college might, if it saw fit, make the institution a branch of the State university.

A statute was likewise enacted by the Arkansas Legislature in 1877 authorizing

the State university to establish a branch normal school in the southern part of the State. The constitution of Georgia adopted in 1877 also indirectly provided that all State colleges should be branches of the State university. Under the terms of one of its provisions, the legislature was prohibited from making appropriations of public funds to any institutions of higher learning except the State university.

Early provisions

The early legal provisions of several other States provided for branches of the State university. In some instances, these provisions have not been repealed and are still in force. The constitution of Wisconsin provided that branch colleges of the State university be established throughout the State by law from time to time as the educational interests of the State require. The statutes of Michigan go into considerable detail with respect to the type and functions of branches of the State university authorized to be established. Under the statutes the State university must provide instruction for women and include a department of agriculture at each of the branches. Provision is made indirectly by the Illinois statutes for the board of trustees of the State university to establish branches in the several congressional districts of the State.

A further variation of the idea of a central State university is the plan by which the privately controlled institutions of the State become affiliated colleges of the State university. Five States—California, Louisiana, Minnesota, North Dakota, and Oklahoma—have enacted laws that are still on the statute books providing for this plan. The laws empower the governing boards of the State universities to arrange with incorporated institutions in the State to become affiliated colleges of the university.

Under the arrangement the affiliated colleges continue to retain their board of trustees, president and faculty, but their educational programs must comply largely with certain standards of the State university. In two of the States, California and Louisiana, graduates of the affiliated colleges may receive their degree from the State university after being recommended by the faculty. The affiliated colleges, according to the laws of the three other States, are designated as branches of the State university after the affiliation and are subject to visitation by the university's governing board.

The well-known university system of New York follows to a great extent this plan of affiliated colleges. Although New York has no State university, an organization known as the University of the State of New York has been in existence since 1784. The university includes all incorporated universities and colleges in the State regardless of whether they are publicly or privately controlled. From a legal standpoint these institutions are members rather than branches of the University of the State of New York. The system, therefore, is an organization of more or less affiliated institutions.



F. F. A. News Bulletin

OF NATIONAL INTEREST.

Three thousand entry blanks for the 1937 national chapter contest were forwarded to State advisers for distribution December 1. They are due in the national F. F. A. office January 15.

Three State bands for the 1937 convention have already been secured. The applications from Utah, Missouri, and Texas have been accepted to date.

Bill Shaffer, past national president, while assisting with the preparation of the 1936 convention proceedings spent the week of November 30 in Washington, D. C.

The annual theme of the 1937 series of National F. F. A. radio programs is "The Farm Home."

Attractive samples of dishes with the F. F. A. emblem thereon have been submitted to national office. These dishes are decorated in blue and gold. They will be especially fine for chapter banquets and "feeds."

TEXAS.

Estimated attendance of Future Farmers on F. F. A. Day at the Texas Centennial at Dallas, November 7, was about 2,500. Members of the organization wore official buttons and badges. A parade led by the F. F. A. band was formed.

The group carried a large American flag, Texas flag, and F. F. A. flag. The delegation was headed by a police escort. A 15-minute program, including a speech by Joe Roper, president of the Texas Association of F. F. A., and music by the Hillbilly Bands from Omaha, White-wright, and Seagoville, was broadcast over KRLD.

TENNESSEE.

Twenty-five beef calves have been purchased by the Blue Grass chapter of Davidson County Central High School. The boys started buying these calves about November 1. Fifteen were placed at that time and about 10 more were added during December. The price paid for the first bunch of feeders ranged from 5 cents to 6½ cents. Some of the calves will be sold off grass next fall; others showing exceptional feeding quality will be carried over for show purposes.

GEORGIA.

The second carload of young brood mares has been received by the Fairburn chapter. The animals are to be used to improve the work stock in the county. This project was undertaken by the chapter as the result of a survey made several months ago which revealed a lack of suitable stock available.

CALIFORNIA.

The Patterson chapter is cooperating with the local Sportsman's Club in raising pheasants to stock the locality.

IDAHO.

An agricultural plot operated by the Buhl chapter netted an income of \$80 this fall. The money goes into the chapter "thrift fund" to help finance other worthwhile chapter activities.

MONTANA.

One hundred fat lambs were exhibited by members in the F. F. A. division of the Montana Wool Growers fat lamb show held in Billings, January 4-5-6. Chapters exhibiting included Belgrade, Big Timber, Billings, Bozeman, and Harlowtown.

OHIO.

The Alexandria chapter reports 100 percent of the vocational agricultural boys as members of the F. F. A. and that 100 percent of the members have manuals; project markers and degree pins. Paul Pulse is the chapter adviser.

W. A. Ross

Meeting Problems of Negro Enrollees

[Concluded from page 145]

more than 300 trades for training purposes. Enrollees get a chance to try their skill, under competent supervision, on such jobs as masonry, carpentry, nursery work, forestry, terracing, surveying, road construction, truck driving, tractor operation, and so on.

Camp Breeze Hill

One of the best organized educational programs for Negro enrollees to be found in the country is that of Breeze Hill Camp, near Middletown, N. Y. Here six companies of young men from Harlem have been located on a flood-control project.



CCC Cooking Class.

The six companies have joined their educational forces and have four large buildings devoted exclusively to instructional work. Advisers of the six companies have integrated their activities into a single but comprehensive program in which the enrollees from every company may participate. S. C. Coleman, as the senior adviser, acts as the coordinator of the educational set-up, and each of the other five advisers heads up a particular division such as academic training, music and radio work, visual education and dramatics, and physical training.

The camp has a library of more than 2,500 books and a theater building. Groups of enrollees broadcast periodically from a nearby station.

Adviser Coleman writes that he and his fellow instructors "are making a concentrated effort to correctly interpret the present day occupational trends and employment problems to the enrollees."

Character building

The development of character and citizenship is, of course, properly stressed in each of the colored companies. Army chaplains speak to the men regularly on subjects of spiritual significance. Lectures on special topics by competent speakers are also given from time to time.

Last June, 862 lectures were delivered in Negro companies.

Good citizenship is taught through discussion groups, debating clubs, honor societies, camp publications, and other enrollee organizations. Constructive use of leisure time is fostered through organized recreational activities. Among the Negro camps last June, there were 164

arts and crafts groups, 393 music organizations, 94 dramatic clubs, and 120 newspapers.

By means of a well-rounded program of academic, vocational, and citizenship training and experience, each of the 186 CCC Negro companies is attempting to do its part in developing a more self-sustaining, self-reliant, and intelligent Negro youth.

Vocational Education Survey for Negroes



THE SURVEY of Vocational Education and Guidance of Negroes which has been conducted by the Office of Education during the past few months is now coming to a close. Information has been gathered from approximately 200 communities in 34 States. Included among other sources from which data have thus far been received are approximately 400 high schools, 50 colleges, 100 evening and proprietary schools, 1,000 vocational education teachers, 27,000 high-school students, and 20,000 persons who had attended or graduated from high school.

Qualified staff

These data were collected by a qualified staff of relief workers, 35 percent of whom held the bachelor's degree, and 50 percent of whom had from 1 to 4 years of college education. Twelve workers held the master's degree. All the 38 nonrelief workers had university training, with 6 holding the doctor's degree or its equivalent.

Some of the types of experiences of the workers and the number of persons involved in each type, follow:

Teaching.....	170
Social work.....	40
Tabulating and statistical work.....	115
Stenography and typing.....	85
Filing.....	213
Miscellaneous research work.....	246

Other vocations followed by three or more persons include: Ministry, medicine, law, nursing, librarianship, insurance, and recreational work.

Employment given

The survey has given from 3 to 12 months' employment to approximately 550 persons and has indirectly aided 1,100 others who were dependent upon these workers for all or part of their support. Many of those who were unemployed

have been successful in securing good positions upon their release from the survey, and several others have been promoted to more responsible positions or have received increases in salaries.

Report to be published

Tabulations of the data will be consolidated in the Office of Education, where the analyses and interpretations will be made during the next few months. It is the plan to issue preliminary reports on certain phases of the survey from time to time, and to publish the final printed report during the next school year.

Among special features of the survey is a study of opportunities for medical education and its allied fields, and a study of vocational education under the Smith-Hughes Act during the past 7 years.

It is hoped that a follow-up program to make the findings of the survey effective in the operation of the schools and in the life of Negroes will be formulated, which will include cooperation with other interested agencies and groups.

AMBROSE CALIVER

New State Superintendents

THREE new State superintendents of public instruction have taken office since issuance of the 1936 Educational Directory of the Office of Education. They are:

Florida: J. Corlin English.

Oklahoma: A. L. Crable.

Washington: Stanley F. Atwood.

Educational News



In Public Schools

THE TEACHERS IN NEWTON, MASS., should be able to decide whether they are superior teachers if they check themselves carefully with the standards set forth in *The Superior Teacher*, a handbook for the teachers of Newton.

THE MINNESOTA STATE DEPARTMENT of Education has issued a study presenting data relative to the number and percentage of the June 1935 high-school graduates who in June 1936 were (1) continuing their education, (2) engaged in an occupation, (3) unemployed. It is shown that 35.8 percent were continuing their education; 45.4 percent were employed; and 10.5 percent were unemployed. Most of the remainder were unaccounted for. This is the fourth of a series of studies of high-school graduates prepared by the Statistical Bureau of the Minnesota State Department of Education.

A HIGH-SCHOOL STUDENT PANEL was featured at a secondary education conference program recently held in Harrisburg, Pa., under the direction of the Pennsylvania Department of Public Instruction and the National Department of Secondary School Principals. Six students from as many different high schools discussed the topic, How can our Secondary Schools be Improved? A citizens' panel also discussed the same topic.

Selected problems reported on included high-school commencement programs, promotions, failures and drop-outs, school and community relations, extension of education for older youth, follow-up studies of high-school graduates, teacher qualifications and salaries, and educational adjustments in secondary schools for pupils of high native ability.

NINETY-SEVEN PERCENT OF ALL PUPILS in grades 3 through 6 in Indianapolis,

Ind., are renting their books; and in grades 7 and 8 of the junior high school 99 percent of the pupils rent their books, according to the Public School News of that city. Under the rental plan, it is explained, pupils pay 75 cents a semester for the use of the books. Each pupil will have a personal copy of the books which are in constant use, and he shares with other students the books which are used only 1 or 2 days a week.



New tower for "Old Miami." A dormitory at Miami University, Oxford, Ohio, recently completed with an allotment of \$41,900 from the Public Works Administration. Second oldest Ohio college, Miami is the home of the famous McGuffey readers.

APPLICANTS FOR TEACHING POSITIONS in the schools of New Castle, Pa., may be eliminated on any one of three counts: (1) Those who have an I. Q. of less than 95. A standard intelligence test to be given to applicants by an examiner selected by the superintendent. The I. Q. reported by the institution attended by the applicant may be accepted. (2) Those who do not have a practice teaching rating of "middle" or higher. (3) A. Applicants for elementary positions who have not completed 2 years of the authorized 4-year curriculum for the preparation of elementary teachers. Grad-

uates of liberal arts colleges who have not completed 1 year of the authorized 4-year curriculum for the preparation of elementary teachers. B. Applicants for high-school positions who have not completed a 4-year curriculum in an approved institution of college grade, with a degree from the same.

A UNIQUE PLAN FOR DRAMATIZING selections from literature has been developed by one of the English teachers of the Lincoln Junior High School, Logansport, Ind., writes Laban J. Fisher, principal of that school. One of the more progressive classes planned, constructed, and equipped a small stage. This stage is 24 by 34 inches long, and is placed in one corner of the classroom. Lighting is produced from above and below by the use of Christmas tree lights. Scenery is produced by those of the classes who are artistically inclined. The nature of such scenery depends upon the production given. The stage lends itself to productions by puppets, shadow pictures, and wooden "cut-out" figures. All background for the different scenes is given by some one reading the selection. Such selections as Legend of Sleepy Hollow, Evangeline, and Great Stone Face have appeared. Some classes working as individuals have presented book reviews upon this stage.

ROCHESTER PUBLIC SCHOOLS BUDGET is an attractively illustrated publication issued by the board of education of Rochester, N. Y. A brief description is given of the School City followed by Principal Facts About the 1937 Budget.

THE KANSAS CITY (Mo.) JUNIOR COLLEGE was established in 1915 and has been in operation 21 years. In that length of time 3,236 have been graduated. At the present time, Junior College has an enrollment of about 1,200. It offers an opportunity for the boys and girls of Kansas City to secure the first 2 years of college work.

W. S. DEFFENBAUGH



In Colleges

PRINCETON UNIVERSITY, through its school of public affairs, is sponsoring a new quarterly magazine, *The Public Opinion Quarterly*, devoted to the exchange of information and

the analysis of problems connected with public opinion. The *Quarterly* will cover current developments, experience, and thought in all fields where public opinion is a matter of serious concern: academic, governmental, business organized groups generally, promotion, and communications. Each issue will contain four sections devoted respectively to leading articles, special departments, book reviews, and bibliography. The first issue appeared December 15.

OHIO STATE UNIVERSITY is providing an addition to its stadium dormitory to accommodate 140 more men students. The new construction project made possible through a grant of WPA funds will be started in January and ready for occupancy in the fall. The university cooperative dormitory system, now in its fourth year, will have facilities for 325 men and the Alumnae Cooperative House provides for 32 girls.

MASSACHUSETTS STATE COLLEGE has made the statement that "as far as the employment of college graduates is concerned, the depression is definitely over." Of the men in last year's graduating class, 86 percent have found definite employment or are continuing with graduate study; at the same time a year ago only 67 percent were so placed. Occupations in which last June graduates have entered include graduate work and assistantships or teaching fellowships.

UNIVERSITY OF TEXAS students serve as voluntary officials in many Austin churches. Among the active church workers are pastors, deacons, Sunday-school teachers, leaders in young people's work, custodians, soloists, members of choirs, and janitors.

MASSACHUSETTS STATE COLLEGE has questioned her freshman students concerning their favorite recreations. It was found that three-fourths of the first year students list *reading* as their favorite recreation. Dancing is mentioned by half of the class for second place. Other

popular recreations which interest a third or more of the students are movies, tennis, boating, and motoring. Of the 53 different recreations reported those mentioned least frequently are boxing, billiards, snowshoeing, dramatics, magic, and tumbling.

UNIVERSITY OF WISCONSIN'S Journalism Department has placed 26 of its last June graduates on jobs with Wisconsin newspapers, advertising agencies, publicity departments, and out-of-State publications. Of the 1936 graduates 16, including 7 women, are now employed on 13 papers in Wisconsin, while the others are working in other journalistic or advertising work.

PARK COLLEGE (Missouri), a liberal arts institution, is providing for its students an educational program intended to be liberal in spirit, progressive in organization, and adapted to the needs and interests of students today. Three changes in its program are mentioned: Personnel counseling of freshmen this year is in the hands of 10 members of the teaching staff who expressed a definite interest in personnel work in education and the dean of the college who serves as personnel director. Honors work was inaugurated in 1927, and since that time 66 students approved for honors work have completed requirements for the bachelor's degree at the college; of these 36 have entered graduate or professional schools in which 22 have been granted scholarships or fellowships; 15 have earned A. M. degrees, 7 Ph. D. degrees, and 2 M. D. degrees. Comprehensive examinations were introduced in 1930. Seniors are each given a 4-hour written examination, followed by an oral examination in his major field of work. Analysis of these examinations indicates a definite improvement in the intellectual work of the students.

UNIVERSITY OF IOWA has registered the greatest number of graduate students this year in the history of the graduate college. The total, including summer-session and first-semester registrants, is 3,734, an increase of 328 over the previous year. Of these students 3,237 were listed as campus students; 2,190 were men and 1,544 were women.

UNIVERSITY OF ARIZONA will soon consider the matter of a request made by high-school principals that entrance re-

quirements be made less rigid in the mathematics and language fields. The three institutions of higher learning in Arizona, the high-school principal's association, and the principals of the State's two junior colleges will independently present their determinations next May at the meeting of the Arizona Education Association.

PENNSYLVANIA STATE COLLEGE is probably the first institution of higher education in the country to offer a course in telescope making to its undergraduate students. The course is in charge of Dr. Henry L. Yeagley, assistant professor of physics.

BIRMINGHAM-SOUTHERN COLLEGE (ALA.) will add to its curriculum, beginning with the second semester, a course in the principles of photography. The most up-to-date equipment has been installed for the course which is entitled "X-rays and Photography." Photography has undergone so many improvements in recent years that many regard it as a delicate art rather than a craft.

UNIVERSITY OF KANSAS has organized and supervised three of the Freshman Colleges in Kansas for the current year, one each at Leavenworth, Olathe, and Horton. Plans are being made for the organization of additional colleges in several towns. These institutions have made an excellent record and many of the former students are now enrolled in residence in colleges and universities. Reports indicate that these students are going on with subjects begun last year and are doing work on a par with other resident students. Through these Freshman Colleges unemployed high-school graduates who are not in school have an opportunity to continue their education and to earn college credits that may be applied toward a degree.

HARVARD UNIVERSITY has accepted 65 freshmen from The Eight-Year Progressive Experimental Group of 30 schools. These schools sent their first students to college last fall to be entered in the class of 1940. "Progressive Education, welded into an organization some 20 years ago by teachers who objected to the rigidity of the curriculum, a regimented procedure for children, and their lack of contact with 'life situations', has changed the whole tone of the American elementary school. No longer a gospel of protest, its fundamental principles have become a part of

all good teaching, from the kindergarten through the seventh grade. * * * When Stanwood Cobb had inspired Eugene Smith with the ideas of John Dewey, the Progressive Movement began. * * * In the high-school or secondary stages the incorporation of these ideas was not so easy * * * but by modifications in the character of college examinations, by the aid of standardized tests, cumulative records, and individual programs the atmosphere is clearing" (Alumni Bulletin). Records of the accepted freshmen will be checked periodically by an expert from the central committee of the institutions. College board examinations presented by these candidates indicated a high percentage of success.

OREGON'S SIX INSTITUTIONS of higher learning have contributed to the trained leadership of the State more than 55,000 alumni during the periods of their history, 19,781 of whom are graduates of the several institutions, according to a summary released by the division of information of the State system of higher education.

Of the more than 80,665 students who have at some time been enrolled in one of the State-owned institutions, 55,013 are still residents of Oregon. This means that 1 out of every 18 people living in Oregon today has attended a State higher educational institution. Of the total number, 29,757 are graduates of the schools, while 50,908 more have been in attendance. Oldest among the schools in the State system is Oregon State College, which was founded in 1868, with the first graduating class in 1870. The newest among the six institutions is the La Grande school, established by the 1925 legislature, with the first class entering in 1929.

PLANS TO BUILD a complete outdoor athletic plant at Rutgers, valued at approximately one million dollars, were completed when State WPA authorities announced that they had approved the university's request for a Federal appropriation of \$413,841 to construct a concrete stadium with a seating capacity of 23,000 persons. Rutgers, as sponsor of the project, will contribute \$107,530, funds which have been donated by alumni and friends of the university.

Construction of the stadium would complete the project under way on the River Road campus. For this initial project Rutgers contributed \$98,000 and the Federal Government gave \$225,531.

This project is approximately 75 percent completed.

SIXTEEN UNIVERSITIES of the West were represented last month along with Government officials and businessmen in the Fourteenth Institute of World Affairs at Riverside, Calif., of which Dr. Rufus B. von KleinSmid is president and chancellor. Discussion covered current international problems affecting the future of Europe and brought about by affairs in Italy, Russia, Germany, and the Far East, together with subjects of class conflict, peace neutrality, and world economics.

THE COLORADO-WYOMING ACADEMY OF SCIENCE recently held its tenth annual convention at the University of Denver, with some 500 men and women of the 11 colleges of the Rocky Mountain Region in attendance. Among the topics discussed were Chemical Basis of Cancer, Pipes and Conversation, and Gauging the Capacity of American Families to Consume.

DIESEL ENGINE SCHOOLS of 3 weeks' duration will begin February 1 in eight land-grant colleges and universities: Illinois, Iowa State, Michigan State, Minnesota, Nebraska, Ohio State, Purdue, and Wisconsin. Manufacturers of Diesels cooperating in the plan will send engines and parts to the schools, and their engineers will aid in the instruction.

WALTER J. GREENLEAF



In Educational Research

HERSCHEL T. MANUEL, research director for the Texas Commission on Coordination in Education, has issued a report on the 1935 College Testing Program which has been carried on by the Commission in Texas. Forty-one colleges cooperated in administering the American Council on Education Psychological Examination and 36 colleges cooperated in administering the Cooperative English Test to their freshmen students. The report shows the great variations occurring in scores both between schools and individuals within schools. Light is certainly thrown on the task of college education by these test results. The tasks of college guidance and instruction are shown to be immense ones.

A STUDY OF THE INFLUENCE of campus agencies on the increase in social-mindedness of college freshmen called *The Campus and Social Ideals*, has been reported upon by Harold S. Tuttle. The study of the growth of a social trait is an ambitious one. It is, however, an important one and is well worth considerable effort. The measurement of social-mindedness as well as other social traits or attitudes is called a preliminary piece of work in this study. It seems to the writer that this is the most important part of the study. The measurement of social-mindedness as well as other social traits or attitudes is difficult. Tuttle believes that he has a "concealed" test of the trait of social-mindedness. This test should be used more extensively in controlled situations to establish more definitely whether or not it is a concealed test of social-mindedness. In the first place the concept of social-mindedness requires consideration. There may be differences of opinion regarding the meaning of the trait. Second, the claim that the test is a "concealed" one is based on rather inadequate evidence. The production of a real concealed test of any attitude is, in our opinion, unrealized as yet. Tuttle's approach, however, gives promise, and his convictions should bear weight in the research on this subject.

THE JOHNS HOPKINS UNIVERSITY STUDIES IN EDUCATION No. 23 reports on an experimental study of the problem of reducing the variability of supervisors' judgments, by Sister M. Xavier Higgins. This shows some methods which will reduce the variability of supervisors' judgment. This is an important finding because heretofore there has been little or no agreement on the ratings of teachers' performance by supervisors. This is true despite the use in some school systems of teacher efficiency ratings and the general assumption among school people that supervisors' judgments had considerable validity.

The lack of agreement among supervisors, while indicating a lack of supervisory rating validity in general, does not, of course, mean that all supervisors cannot rate teaching efficiency. Some supervisors undoubtedly can, but it is almost impossible at present to separate supervisors who can rate teaching efficiency well and supervisors who cannot rate teaching efficiency well.

DAVID SEGEL



In Other Government Agencies

National Youth Administration

EIGHT MORE UNITS of the National Youth Administration's recently instituted program of educational camps for unemployed women have been added to the seven units already in operation, according to Richard R. Brown, Deputy Executive Director of NYA.

The NYA camp program allows for a maximum of 50 camps accommodating approximately 5,000 young women for terms of between 3 and 4 months each. The campers have the status of NYA project employees and work out their subsistence plus \$5 monthly in cash for personal needs.

Transcription of books into braille, the making of historical highway markers, recreation and playground equipment, the making and repairing of toys, and work in the nurseries of the Forest Service are typical projects carried on in the camps in addition to the housekeeping and maintenance work about the camp.

English, domestic science, hygiene and public health, and simple economics constitute the educational program, which is carried on mostly in discussion groups.

Public Works Administration

PWA FUNDS FOR CONSTRUCTION of new school buildings have been approved within the past month as follows, according to Harold L. Ickes, Secretary of the Interior and Administrator of Public Works:

Alabama: Jefferson County, \$36,450; Lanett, \$19,170.
Arkansas: Little Rock, \$37,458.
California: Bakersfield, \$13,015; Pala, \$6,525.
Colorado: Derby, \$4,698.
Florida: De Leon Springs, \$26,365.
Georgia: Sale City, \$14,400; Winder, \$18,182.
Idaho: Mink Creek, \$15,300; Weiser, \$18,000.
Illinois: Bushnell, \$22,909; Chicago, \$2,351,454.
Kentucky: Bridgeport, \$18,000; Cynthiana, \$14,727.
Louisiana: Kelly, \$20,000.
Michigan: Middleville, \$11,522.
Minnesota: Moorhead, \$122,715; New Canada Township, \$10,145.
Montana: Gilford, \$16,838; Ismay, \$38,182.
Oregon: Waldport, \$19,665.
Pennsylvania: Evans City, \$49,090; Lincoln Township, \$19,134; Middle Smithville Township, \$38,182.
Tennessee: Madisonville, \$34,545; Pulaski, \$49,500.
Virginia: Bassett, \$27,000; Emporia, \$17,100; Lee County, \$57,600; Powhatan, \$15,750.
Washington: Fairfield, \$38,700; Grandview, \$36,000.
Wisconsin: Chippewa Falls, \$58,500.
Hawaii: Honolulu, \$10,305.

Office of Indian Affairs

TWELVE HUNDRED TEACHERS are now enrolled in the Indian Service which maintains schools in 22 States. About 1,500 of the more than 6,000 teachers who took the last civil-service examination for community school positions were chosen for the new register from which vacancies and new positions will be filled.

THE WORK OF ORGANIZATION under the new Indian Reorganization Act has been initiated in Oklahoma as an experiment under the direction of A. C. Monahan, who has recently been named coordinator by Indian Commissioner Collier.

MRS. ESTHER B. HORNE, one of the three individuals who 5 years ago organized the Girl Scout work at the Wahpeton Indian School in North Dakota, is the great-great granddaughter of Sacajawea whose name is linked with the historic Lewis and Clark expedition.

MEMBERS OF 25 INDIAN TRIBES on the Shoshone Reservation benefit by such governmental activities as I. E. C. W., P. W. A., W. P. A., road work, irrigation, reclamation, and education.

THE WASHINGTON STATE DEPARTMENT OF HEALTH met with the superintendents of the Indian reservations, medical officers, and nurses of the Indian Service in the State of Washington. County health officers and public health nurses of the counties in which the reservations are located also attended the conference. Questions of communicable disease control, maternal and child health, and sanitation were discussed.

MARGARET F. RYAN



In Other Countries

THE REPORT OF THE BOARD OF EDUCATION for England and Wales, *Education in 1935*, recently came from the press. The first chapter is a survey of education for the 25 years since the accession of King George V in 1910. Here are a few excerpts from it:

"There is no doubt that a more conscious recognition of the claims of the individual and a greater emphasis on the

development of each child according to his bent and capacity has inspired the major developments during the period under review.

* * * *

"There has been a striking and in the last few years very rapid advance in the conception of what constitutes proper material provision for a school.

* * * *

"The war gave a remarkable and unexpected impetus to the growth of our secondary education. * * * The great demand for admission made it possible to insist upon proper conditions of entry and to secure a longer school life; these changes had a marked effect on efficiency. * * * The post-war period has been one of continued steady growth.

* * * *

"The average (school) leaver of today is taller, heavier, and in better nutritive condition than was his predecessor 21 years ago. Any handicap due to defective vision or hearing has generally been reduced or abolished so far as medical skill can accomplish this. He is very seldom the victim of severe crippling deformity. He has learned habits of cleanliness, and has been saved from the prolonged discomfort and loss of school attendance due to neglected inflammatory conditions of eyes, ear, and skin. He has had some dental treatment and thereby has saved some permanent teeth which would otherwise have been lost. In all these ways he leaves school substantially better equipped to fulfill the work and enjoy the pleasures of life."

THREE HUNDRED THIRTY-FIVE INSTITUTIONS of higher learning in the continental United States were offering 875 courses in Latin-American subjects during the past academic year. About 13,365 students, over 8,300 of whom were mainly interested in the history and literature of Latin America, were taking such courses. An average increase of some 25 courses a year in Latin-American subjects has taken place in the 5 years since 1930-31 when 206 institutions were giving 436 courses.

These figures are given in "Latin-American Studies in American Institutions of Higher Learning, Academic Year 1935-36", published last October by the Division of Intellectual Cooperation of the Pan American Union at Washington. The study enumerates for the different institutions, listed in alphabetical order, the titles of the courses offered, the names of the professors giving them, the texts used, and the number of students attend-

ing. Texas and California lead, but it is notable that Wisconsin, far removed from and presumably not greatly influenced by Spanish-American tradition, has only 22 less than Texas who are students of Latin-American subjects.

THE TREND IN EUROPE toward further nationalization of education is superficially indicated by the changes made in recent years in the designations of the national offices which have to do with education affairs. Thus in November of 1936, by a decree law, the Ministry of Public Instruction and Cults in Rumania became the Ministry of National Education. Similar changes in other countries have been as follows:

Country	Year	From—	To—
Italy.....	1929	Ministry of Public Instruction.	Ministry of National Education.
France....	1932	Ministry of Public Instruction and Fine Arts.	Do.
Belgium..	1932	Ministry of Sciences and of Arts.	Ministry of Public Instruction.
Portugal.	1935	Ministry of Public Instruction.	Ministry of National Education.

A WARNING ABOUT TRANSPORTATION of pupils for too great a length of time and over too long distances is sounded by the Transvaal Education Department in its annual report for December 1935. The Department says:

* * * *

"In order to achieve the maximum of efficiency it is the Department's intention in future to disallow motor-transport schemes for single distances over 10 miles measured along radial, and not spiral, routes. Schools maintained on numbers consisting of local pupils, i. e., those able to walk to school, should not, in the Department's opinion, save in exceptional circumstances, have motor-transport centralization schemes inflicted on them."

L'ORGANISATION DE L'ENSEIGNEMENT SUPERIEUR, published by the International Institute of Intellectual Cooperation, Paris, began coming to United States in November. It will be heartily welcomed by students of comparative education, especially those interested in higher education abroad. This first volume deals with Germany, Spain, the United States, Great Britain and Ireland, Hungary, Italy, and Sweden.

The section on Germany sketches briefly the history of the universities, lists them, presents in tabular form the subjects of teaching and research in the faculties and institutes, and discusses in turn: The university and the State; interior organization of the institutions; institutions of higher education other than universities; organization of studies; student-help organizations; and buildings and finances.

The work was begun in 1932. The International Institute plans to publish its studies of other countries later.

JAMES F. ABEL

On Your Calendar

- AMERICAN ASSOCIATION OF JUNIOR COLLEGES. Dallas, Tex., Feb. 19 and 20.
- AMERICAN COUNCIL OF LEARNED SOCIETIES DEVOTED TO HUMANISTIC STUDIES. New York, N. Y., Jan. 30 and 31.
- AMERICAN EDUCATIONAL RESEARCH ASSOCIATION. New Orleans, La., Feb. 20-25.
- AMERICAN INSTITUTE OF ELECTRICAL ENGINEERS. New York, N. Y., Jan. 25-29.
- INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN. Cincinnati, Ohio, Feb. 18-20.
- NATIONAL ASSOCIATION OF HIGH SCHOOL SUPERVISORS AND DIRECTORS. New Orleans, La., Feb. 20-25.
- NATIONAL COMMITTEE ON EDUCATION BY RADIO. New York, N. Y., Jan. 18.
- NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERINTENDENCE. New Orleans, La., Feb. 20-25.
- NATIONAL FEDERATION OF STATE HIGH SCHOOL ATHLETIC ASSOCIATIONS. New Orleans, La., Feb. 22.
- NATIONAL SOCIETY OF COLLEGE TEACHERS OF EDUCATION. New Orleans, La., Feb. 20-24.
- PROGRESSIVE EDUCATION ASSOCIATION. St. Louis, Mo., Feb. 25-27.

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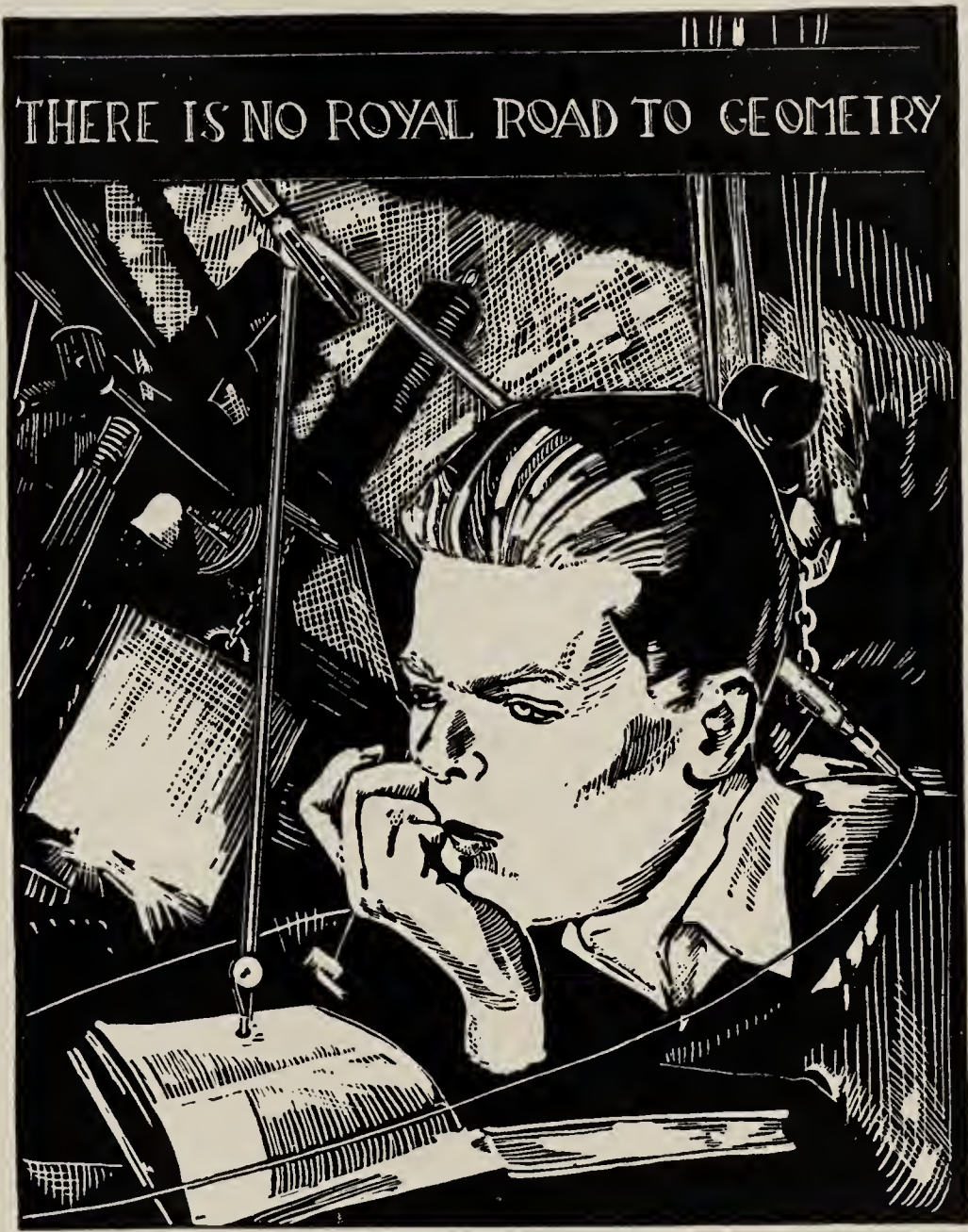
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SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.



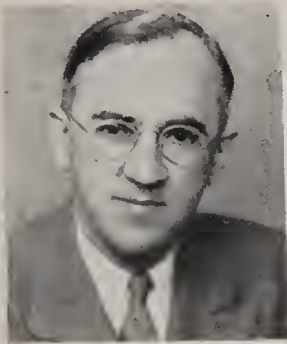
February 1937

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Our Goal



THE United States Office of Education as it functions under our laws would be impossible under any other than a democratic form of government. It is an office of research and service. We have no national program of education to impose on State and local authorities. Our goal, like that of the individual, is to make of this land we love, not only a haven of freedom and self-respect, but a land where the fullness of life is the heritage of all. We can do this in some measure through the cooperation of those actually in the field.

We seek to maintain the advances made in education and to promote further gains by organizing services centered in Washington which will bring to the attention of every State and local school and every parent and teacher in America the best thought and the most valuable experiences in all fields of education including the so-called cultural activities. That is the purpose of the Office of Education, in the United States Department of the Interior.

Seventy years ago (1867) the Office of Education was established as a Federal bureau in Washington. Seventy years have brought many changes. But the purposes of the Office of Education have been sustained through all the years. It is an office of research and service, seeking ever by the light of facts to diffuse knowledge to the Nation that even in its youth gave to posterity, the Washington and Lincoln whose birthdays, we this month commemorate.

The Office of Education enlists your constant helpfulness and cooperation in carrying forward these purposes.

A handwritten signature in cursive script that reads "J. W. Sturdivant".

Commissioner of Education.

“Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.”

GEORGE WASHINGTON

State Aid for Adult Education

THE accompanying tabulation shows in detail the answers received to questions asked through an inquiry of the Commissioner of Education to the 48 State departments of education.

The inquiry, sent about 3 months ago, sought information as to the amount of State funds authorized for adult education, other than those for matching Federal funds, for the year 1934-35 or 1935-36, or both. Other questions also relating to the administration of the State funds were asked. Replies were received from all States.

Practically every State reported some provision for adult education by the use of local funds, even if no State-aid programs were in effect. However, detailed information regarding the amount of local funds provided was not requested.

Fifteen States report that funds, as defined, were authorized for one or both years. Eleven of the fifteen stated the amounts for 1934-35 and the same number, although not the same States in all instances, for 1935-36. Another State (Wisconsin) reports on the amount of State funds for adult education, but they probably are used chiefly for matching Federal funds for vocational education.

In amount, the State fund authorized for the year 1934-35, upon which reports were made, varied from \$1,500 in Nevada to \$150,000 (approximately) in Pennsylvania. The median amount reported for that year was \$9,320.66. For the year 1935-36 the amounts reported ranged from \$500 in Nevada to \$1,700,000 in California, with a median of \$6,000. The amount authorized in Alabama was \$12,500 for each year, but the amounts actually made available by the State were \$7,500 for 1934-35 and \$4,500 for 1935-36.

The use of the State funds varies from the payment for a few hours of instruction per year to the support of a comprehensive daily program as, for example, the program maintained in California. Eight of the 15 States require localities to assist with the cost while the others do not. Parenthetically, it is interesting to note that the State with the most elaborate program of adult education does not require localities to assist with the cost.

Timon Covert, Specialist in School Finance, Office of Education, Reports on Amount of State Funds Authorized for Adult Education

State Aid for Adult Education in 15 States for Years Indicated, With Relevant Information

State	Amount provided		Distribution	Funds provided by localities to match State funds
	1934-35	1935-36		
Alabama.....	¹ \$7,500.00	¹ \$4,500.00	To counties on basis of application and need; used to remove illiteracy.	None.
California.....	(²)	³ \$1,700,000.00	On the basis of average daily attendance. About \$82 for each person enrolled.	None.
Connecticut.....	⁴ 44,674.62	46,500.00	On basis of \$2 per pupil in average daily attendance for 75 sessions of 1 hour each. Also used for directors' salaries.	Pay ½ of directors' salaries; not to exceed \$1,500.
Delaware.....	31,881.00	32,561.00	Through division of adult education, in charge of program throughout the State.	None.
Maine.....	9,320.66	(²)	To towns for evening schools that have been approved by the commissioner of education.	Required to pay ⅓ of the cost of instruction.
Massachusetts..	68,350.62	(²)	Used for supervision and instruction of adult alien education classes.	Share the cost equally with the State.
Minnesota.....	6,000.00	6,000.00	To pay half the salaries of evening school teachers, with a limit of 75 cents per clock hour as the State's share.	Communities provide all facilities and 50 percent of teachers' salary.
Nebraska.....	None.	1,500.00	Used for salaries of directors and teachers.	None.
Nevada.....	⁵ 1,500.00	⁵ 500.00	To districts to the extent of \$1 per hour of instruction twice yearly.	Add to State funds in amounts from 50 to 100 percent in additional salaries for teachers.
New Jersey.....		8,422.25	To school districts with approved evening schools for foreign-born residents.	Share the cost equally not to exceed \$5,000.
Oregon.....	(²)	4,000.00	Used to administer program of Americanization work, including preparation of material, but not for pay of teachers.	None reported.
Pennsylvania..	³ 150,000.00	(²)	To school districts according to number of teacher-hours of extension school service maintained for adults during the year.	25 to 75 percent of funds come from local sources, depending partly upon population and partly upon ability and effort.
Rhode Island..	8,000.00	8,000.00	To towns on basis of evening school attendance; in no case to exceed \$1,000 per town.	None.
South Carolina.	15,000.00	(²)	\$4,000 for State office expenses; \$11,000 for teachers' salaries. Used chiefly to remove illiteracy and to teach good citizenship.	None, although some counties assist in one way or another.
Wyoming.....	4,500.00	4,500.00	On basis of need, educational and social.	None.

¹ These amounts paid on basis of fund available under operation of State budget act, although the State actually authorized \$12,500 for each of the years 1934-35 and 1935-36.

² Not reported.

³ Approximate amount.

⁴ Amount represents total expenditures.

⁵ \$3,000 appropriated for biennium 1933-35; \$1,000 for biennium 1935-37.

Inaugurating a President



★ *John H. Lloyd, Editorial Assistant, Office of Education, Describes America's Celebration in Washington, on Inauguration Day.*

THE weather man was right. January 20, 1937, was a cold, rainy day, but America had set aside that day to inaugurate a President, regardless of the weather, and the highlight feature of our democratic government took place as scheduled. Franklin Delano Roosevelt took oath of office as our Nation's Chief Executive for another 4 years.

Across Lafayette Park from the White House stands historic St. John's Episcopal Church. Before taking his first oath as President 4 years ago, Mr. Roosevelt went to this church for a service. In company with members of his family, the President on January 20 again attended a special prayer service in the same church

immediately preceding his second trip down Pennsylvania Avenue to the Capitol, to renew acceptance of responsibilities for leadership of our country.

Minister was teacher

The minister who officiated at the prayer service in St. John's Church was Rev. Endicott Peabody, of Groton, Mass., the teacher of Franklin Roosevelt at Groton School many years ago. He had officiated also at the wedding of Mr. and Mrs. Roosevelt, and in 1933 had conducted the service attended by Mr. Roosevelt. Rev. Peabody offered the following prayer for his former student and his President: "We make our humble supplications unto Thee for this Thy servant, upon whom is laid the responsibility for the guidance of this Nation. Let Thy Fatherly hand, we beseech Thee, ever be over him. Let Thy Holy Spirit ever be with him, and so lead him in the knowledge and obedience of Thy word that in the end he may obtain everlasting life."

President Roosevelt, riding from the White House to the Capitol, in an open-window automobile, saw the largest umbrella-and-raincoat-bedecked crowd gathered in one city at one time in many a day. He looked out upon the unfavorable elements and the many Americans from all over the United States who had come to pay tribute. To them he nodded his head, smiled, and waved his high silk hat, accepting their many cheers along the way.

It really was a most disagreeable inauguration day. Skies were overcast. A northeast wind blew a cold rain against the thousands of persons who had gathered in Washington and had ventured out for the occasion.

On the east plaza of the Capitol had gathered high Government officials, Members of Congress, the Cabinet, justices of the Supreme Court, and others. These, with relatives and friends of the President, witnessed the inaugural ceremonies from specially constructed stands, uncomfortably wet or damp, for the most

part. Newsreel and newspaper photographers clustered above the sea of umbrellas on three platforms, endeavoring to shield their photographic equipment from the rain and recording inaugural scenes for the Nation and history. The general public watched the proceedings from any point of vantage and comfort available.

Oaths taken

The ceremonies had begun. On the main inaugural stand John Nance Garner first took the oath—that of Vice President of the United States—administered by Senate Democratic Leader Joseph T. Robinson. This was the first time that a vice president of our country had taken oath of office in the same public ceremonies as the President.

Time came for America's incoming President to take oath of office for another 4 years. Here also was something happening for the first time in our history. A President was being inducted into office in the month of January, a custom to be followed in the future, due to a constitutional amendment. Charles Evans Hughes, Chief Justice of the United States, held the 200-year-old Roosevelt family Bible. Covered with cellophane as a protection from the driving rain, the Bible was opened at the Thirteenth Chapter of St. Paul's First Epistle to the Corinthians. This Epistle concludes with the well-known verse, "And now abideth faith, hope, and charity, these three, but the greatest of these is charity."

Holding up his right hand, and with his left hand on the Scripture, the Chief Executive of our country listened as Chief Justice Hughes slowly and emphatically said, "You, Franklin Delano Roosevelt, do solemnly swear that you will faithfully execute the office of President of the United States, and will, to the best of your ability, preserve, protect, and defend the Constitution of the United States, so help you God." In quick reply President Roosevelt repeated, "I, Franklin Delano Roosevelt, do solemnly swear that I will faithfully execute the office of the President of the United States, and will, to the best of my ability, preserve, protect, and defend the Constitution of the United States, so help me God."

The key event of the day had taken place, a democratic act that had been witnessed by many thousands of persons, an event of national and international importance and significance that had been described by radio and broadcast throughout the Nation and to many countries of the world, a governmental function that had been photographed by a larger number of cameras than will probably photograph any other single happening in our country's history this year. The

President's message and the inaugural parade were yet to come.

The inaugural address

Immediately after taking oath of office, the President began delivering his message to the people of the United States. Three quarters of the way through his address he declared: "But here is the challenge to our democracy. In this Nation I see tens of millions of our citizens—a substantial part of its whole population—who at this moment are denied the greater part of what the very lowest standards of today call the necessities of life.

"I see millions of families trying to live on income so meager that the pall of family disaster hangs over them day by day.

"I see millions whose daily lives in city and on farm continue under conditions labeled indecent by a so-called polite society half a century ago.

"I see millions denied education, recreation, and the opportunity to better their lot, and the lot of their children.

"I see millions lacking the means to buy the products of farm and factory and by their poverty denying work and productiveness to many other millions.

"I see one-third of a nation ill-housed, ill-clad, ill-nourished.

"But it is not in despair that I paint that picture for you. I paint it in hope—because the Nation, seeing and understanding the injustice in it, proposes to paint it out. We are determined to make every American citizen the subject of his country's interest and concern . . . The test of our progress is not whether we add more to the abundance of those who have much, it is whether we provide enough for those who have too little."

The President continued: "Government is competent when all who compose it work as trustees for the whole people. It can make progress when it keeps abreast of all the facts. It can obtain justified support and legitimate criticism when all the people receive true information of all that government does."

Concluding his inaugural address to his people, Mr. Roosevelt, dripping wet from the wind-swept rain, said: "In taking again the oath of office as President of the United States, I assume the solemn obligation of leading the American people forward along the road over which they have chosen to advance.

"While this duty rests upon me, I shall do my utmost to speak their purpose and do their will, seeking Divine guidance to help us each and every one to give light to them that sit in darkness and to guide our feet into the way of peace."

White House bound from the Capitol, the President and Mrs. Roosevelt rode in

an open car, unprotected from the down-pour that had already soaked thousands of men, women, and children crowded in the Capitol Plaza and lining Constitution and Pennsylvania Avenues to get a glimpse of their Chief Executive and Mrs. Roosevelt. Both waved greetings to those on the side lines.

Parade reviewed

Then came the parade, with the rhythmic tread of feet to the none-too-crisp muffle of damp drums and the tune of wet musical instruments in the bands. Governors of many States rode in the parade, paying tribute to their national leader. Practically all major military and naval units of the United States were represented in the 2-hour-long line of march up Pennsylvania Avenue and past the White House.

President Roosevelt, members of his family, Vice President Garner and relatives, and Government dignitaries reviewed the parade from a stand located at the curb in front of the White House. The stand, designed as a replica of Hermitage, the homestead of Andrew Jackson, was equipped with a special bullet- and weather-proof glass to protect the President, but Mr. Roosevelt requested the removal of the safety glass, to take the rain and wind the same as other parade spectators. For 2 hours he stood, watching the marchers go by, most of them saluting him as the Commander in Chief of the Army and Navy as well as our country's Chief Executive.

Thus, another Presidential inauguration goes down in history, revealing in no uncertain terms to America and to the world that democracy marches on.

A Brief Sketch

THE thirty-second President of the United States, Franklin Delano Roosevelt, was born in Hyde Park, N. Y., January 30, 1882. He was graduated from Harvard in 1904, and then studied law for 3 years at Columbia University Law School. In 1905 he was married to Anna Eleanor Roosevelt. In 1907 he was admitted to the New York bar. From 1910 to 1913 he was a New York State senator, and from 1913 to 1920 was Assistant Secretary of the Navy. Mr. Roosevelt served two terms as Governor of the State of New York prior to his election in 1932 as President of the United States.

Students Study Ancient Pottery



Pottery bowl with naturalistic design.

WHEN students of a nearby high school came to Logan Museum of Beloit College to study the 800-year-old pieces of pottery there, and to draw from the bowls the interesting conventionalized designs, college officials realized that students of other high schools might be equally interested. So a plan was put into effect so that students in high schools in all parts of the Middle West may use these designs in their art classes.

Annual expeditions

Plates from a bulletin on the Mimbres Indian, the Indian who once inhabited parts of New Mexico where Logan Museum now has annual expeditions, were reprinted in portfolio form. There were 13 of these plates in all, three or four of which were printed in color. On the back of each is explanatory material, telling the age of the bowls, describing the designs, and giving any other information about them. Nearly all of the bowls, for instance, have a hole in the bottom, and lest students think the expeditionists were careless with their picks when uncovering the burials, it is explained that these are ceremonial holes, purposely placed in the bowl at the time of the burial so that the bowls' spirits might accompany the dead person's spirit to the next world.

A few of the plates are of museum artifacts other than the New Mexican bowls—the Aurignacian 30,000-year-old necklace, for instance, is pictured, as well as a cave drawing of a bison. These are

among the earliest artistic efforts of man yet discovered.

Send without charge

These 13 plates are printed on individual sheets and are sent out in a properly labeled portfolio. They are being sent to art teachers of high schools and art supervisors of elementary schools. The college is distributing them liberally, as many as ten being sent to one teacher when requested—and without charge.

History teachers have shown considerable interest in the portfolios, and this field of interest had not been anticipated, although a sufficiently large number was printed to supply this additional demand.

Art teachers have been particularly struck by the modernistic designs which were placed by the primitive Mimbrenos on the bowls they made about 1100 A. D. Equally interesting are the naturalistic designs of men and women, birds, animals, and fish. Most of the designs are in black, white, and orange.

High schools get bowls

The museum also has arranged a traveling collection of six of these bowls, and the collection is going from one high school to another, remaining in each one about 2 weeks. Unless there is too much breakage—the bowls are delicate and fragile and already have been mended a great deal—this collection will continue to go the rounds of Middle Western schools for the remainder of the school year.

Expeditions sent

Logan Museum was founded in 1893 at Beloit College by Dr. Frank G. Logan of Chicago, college trustee and now honorary vice president of the Art Institute of Chicago. Expeditions have been sent to Algeria, North Dakota, and New Mexico, always consisting primarily of undergraduates who thus earn academic credit toward a major in anthropology at Beloit.

JAMES B. GAGE
Beloit College,
Beloit, Wis.



These bowls are from the Mimbres Valley of New Mexico and date back to the Prehistoric Pueblo Indian of 1100 A. D.

New Government Aids for Teachers

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

Do You Have This Directory?

THE Official Congressional Directory for the Seventy-fifth Congress, first session, corrected to December 20, 1936, is now available from the Superintendent of Documents, bound in cloth, at \$1 per copy. Biographical sketches of the Vice President and the Senators and Representatives from each State; members of the standing committees of the Senate and House of Representatives; official duties of each of the Government departments, bureaus, and independent offices and commissions are included, as well as a list of foreign diplomatic and consular offices in the United States and in the foreign service.

The Minerals Yearbook 1936, a 1,136-page bound volume issued by the Bureau of Mines, reviews the minerals industry during the calendar year 1935, both in the United States and abroad; contains official Government statistical information on nearly 100 metals, minerals, and mineral projects; and presents a comprehensive and accurate record of economic developments and trends in the mining industry. The 154 illustrations include charts showing world production and international flow of 33 mineral commodities. Send your check or money order direct to the Superintendent of Documents.

Want These Annual Reports?

The annual reports of the Tennessee Valley Authority and of Robert Fechner, director of Emergency Conservation Work, for the fiscal year ended June 30, 1936, are off the press. The former sells for 55 cents a copy; the latter for 15 cents.

Report on the Agricultural Experiment Stations, 1935, prepared in accordance with the requirement that the Secretary of Agriculture shall ascertain and report to Congress on the use made of Federal funds for the support of agricultural experiment stations in the several States and Territories, gives a general summary of the work of these stations as a whole; discusses questions of their organization, administration, personnel, research facilities, needs, trends, and public service; and reviews the progress made in coordi-

nation of the work of the Department with that of experiment stations. (15 cents).

A Survey of Dental Activities of State Departments and Institutions of the United States, Public Health Bulletin No. 227, is a compilation of facts regarding the dental services as furnished by State departments and State institutions. Of value to the profession as a reference and of assistance in outlining dental programs for various State departments. Price, 20 cents.



How About the Constitution?

The United States Constitution Sesquicentennial Commission, established by Congress on August 23, 1935, announces the publication of a bulletin entitled "The Constitution of the United States of America with Amendments and the Declaration of Independence." Explanatory statements and tables in connection with the Constitution and two addresses given in 1935 and 1936 on the anniversary of the signing of the Constitution make up the rest of the bulletin. Write to the United States Constitution Sesqui-

centennial Commission, House Office Building, Washington, D. C., for a free copy.

Positions in aviation, qualifications for various positions, opportunities available, women in aviation, schools and colleges, flying schools, flying clubs, the training of a pilot (tells how to fly a plane), and licensing of pilots are some of the major headings in Aviation Training (Aeronautics Bulletin No. 19), available free from the Bureau of Air Commerce.

Interested in Social Security?

The Social Security Board has issued the following Information Service Circulars: No. 1, A Brief Explanation of the Social Security Act; No. 2, What You Should Know About Unemployment Compensation; No. 4, Federal Old-Age Benefits Established by the Social Security Act; No. 5, The Federal State Program for Unemployment Compensation; No. 6, Aid to Dependent Children Under the Social Security Act; No. 7, Social Security—What and Why?; No. 9, To Employees of Industrial and Business Establishments; and No. 10, The Social Security Act—Who Gets the Benefits? All are free; write to the Social Security Board, Washington. You may also have the text of the Social Security Act itself.

Or in Recreation?

For 15 cents you may have a copy of Children's Bureau Publication No. 231, Handbook for Recreation Leaders. In this handbook games are classified to assist in program building and are explained fully in an attempt to include the answers to questions which have arisen in presenting them to untrained leaders. Games that are not difficult to teach and singing games that are accompanied by such familiar tunes as Rig-a-jig-jig and Yankee Doodle have been chosen so that their use will not be limited to experienced leaders nor to places where a musician is available. Games requiring little space are included for use by family groups and clubs.

To the student of farming and horticulture, the following Department of Agriculture publications (5 cents each)

[Concluded on page 172]

American Schools Abroad

ONE hundred eighty-one¹ schools of secondary and university rank are maintained abroad through the efforts mainly of citizens of the United States. Most of them are controlled by Christian missionary organizations and are located in countries where the provision for education is far from being enough for all the people. A few are purely private schools conducted as business ventures. Others, mainly secondary schools, serve the interests of groups of Americans who are residing abroad and wish their children to be trained as children in the United States commonly are.

Millions of dollars are invested in the buildings and equipment of these institutions. The annual expenditures for personnel and maintenance, if the total could be ascertained, would show a yearly exchange between the United States and other countries of money, services, and goods of large proportions. The fact of their existence causes many Americans, who would not otherwise do so, to visit or live for a time in other countries and brings many foreigners to the United States. In effect, these schools are an extension of the American idea of education into communities in other continents and as such have a strong influence on the conception that other peoples have of us and we of them.

Exchange students

As forces in better international relations and understanding their strength has been and is now not at all measurable but many events in times both of peace and of stress have shown it to be great. Not a few of their graduates have occupied or are now holding important administrative and diplomatic posts in foreign governments. Many of their trainees have come to the United States for further education and the movement of young people to go from here to them as exchange students is growing. Nearly all the colleges and universities in this country at some time or other have had

¹ Undoubtedly this figure is too small. The lists that the Office of Education has been able to obtain are admittedly incomplete. Elementary schools in considerable numbers are not included.

James F. Abel, Chief, Comparative Education Division, Office of Education, Describes American Adventures in Education in Other Countries

men and women students from the American schools abroad.

The major activities of the majority of these schools; their histories, purposes and policies; the natural, social, and political environments in which they work; and a considerable knowledge of the tangible results they are producing can be had from the reports of four surveys made in the past 8 years. The China Christian Educational Association, Shanghai, published in 1928, *Christian Higher Education in China, A Study for the year 1925-26*, by Earl Herbert Cressy. This and later bulletins of the Association, several of them by the same author, tell the story fairly well for China. The Near East Relief and other American agencies caused a careful investigation to be made of their work in that illy defined area termed the Near East in 1925-27 and reported the findings in 1929 under the title "The Near East and American Philanthropy" by Frank A. Ross, Charles L. Fry, and Elbridge Sibley.

About the time the Near East survey was coming from the press, that is, in July 1929, the International Missionary Council met at Williamstown, Mass. At this meeting steps were taken that finally brought about surveys of Christian education in India and Japan. The Report of the Commission on Christian Higher Education in India was published in 1931 by the Oxford University Press; Christian Education in Japan came a year later with the International Missionary Council, New York, as its sponsor. All four studies rank high among the education surveys made in the past 2 decades.

Independent schools

Outside of these really large undertakings that are analyzed and planned for in the surveys referred to in the preceding paragraphs, are many independent schools. Established by one person or a small group of people, each lives by its own worth and thrives to the extent that

it succeeds in drawing to it a clientele of parents who feel that their children's training may be entrusted to it. Since they represent isolated and widely scattered efforts that have not usually been included in any specific study or survey, a few may properly be mentioned as types.

The Shanghai American School, Avenue Petain, Shanghai, China, was begun September 17, 1912, by a group of parents in various missions in China who believed that an American child should be educated in an American school by American teachers amid American ideals and traditions. From the first it was open to the children of businessmen as well as missionaries. In 1921 a board of trustees in New York was incorporated under the laws of the District of Columbia, and a board of managers in Shanghai with equal representation from the missionary organizations and the business community became directly responsible for handling the school.

It is now in the center of a residential section with over 3,000 Americans living within a radius of 1½ miles. The enrollment approximates 500 of which some 33 are non-Americans. The 50 or more staff members are nearly all graduates of colleges and universities in the United States. Instruction is organized on the American plan with a kindergarten, a 6-year elementary school, and a 6-year secondary school. The final 4 years of the curriculum are so arranged that graduates can meet the admission requirements of most of the colleges and universities in the United States. No college work is attempted.

The American Grammar and High School, Rivadavia 6100, Buenos Aires, Argentina, is one department of a large institution, the Colegio Ward. Colegio Ward was founded in 1913 for Argentine youth and the language of instruction in it is Spanish. The studies are organized

[Concluded on page 175]

Scholarships and Fellowships

OPPORTUNITY in the form of scholarships and fellowships annually awaits many students who find themselves unable to meet the financial demands of going to college.

Of interest to a large group of students is the fact that 20 States of the Union make provision by law for the award of scholarships to a specified number of residents of the State who can meet certain legal and institutional requirements. Some of the State scholarships are available to certain classes of students only. For example, in Connecticut they are awarded to students preparing for teachers at the State teacher-training institutions; in Florida they are for agricultural students. State scholarships placed at Johns Hopkins University are for engineering students only; at the University of Vermont they are limited to students in agriculture and in medicine. In most States, however, the State scholarships are given without reference so the pursuit of a particular course of study. They are awarded usually on the basis of a competitive examination or of standing in the graduating classes of first-grade high schools and are distributed in equal numbers to the counties or legislative districts of the State.

In addition to the State scholarships for residents of the State in general, provisions have been made by law in 35 States and the District of Columbia for the giving of scholarships to the orphans of World War veterans. Eleven States also still have on their statute books laws providing scholarships for the veterans themselves.

Variety of grants

The government authorities in two cities have authorized the granting of scholarships to a limited number of the city residents. In one city the scholarships are placed at the municipally controlled university; in the other, which has no city college, they are placed at two of the privately controlled colleges. In addition, the boards of trustees of a number of municipal colleges and universities make annual provision for the support of one or more scholarships to be awarded to city residents.

Ella B. Ratcliffe, Chief Educational Assistant, Division of Higher Education, Reports on Scholarships and Fellowships Available at Higher Educational Institutions

Of more note, because of the vast number of students benefited, are the large sums of money for the support of scholarships and fellowships set aside annually by both publicly and privately controlled institutions of higher learning and the funds for this purpose established by college alumni associations, by men's and women's clubs, by religious, fraternal, and industrial organizations and by individuals and placed at the colleges and universities.

Federal survey

In a recent survey of scholarships and fellowships conducted by the Office of Education, 674 institutions of higher learning reported the award, in 1934-35, of 66,708 scholarships valued at \$8,863,082, and of 5,797 fellowships valued at \$2,577,478, a grand total for this form of student aid of \$11,440,560. This figure does not take account of the large number of grants made directly to students by various foundations for study either in some designated field of science or technology or in some field of study of the recipient's choice. If the amount of money represented by these grants and that represented by scholarship and fellowship funds possessed by institutions having such funds but not participating in the Office of Education survey were added to the 11 and a half million dollars reported by the 674 institutions, the total would undoubtedly reach a figure not far from \$15,000,000.

The bases for the award of the privately endowed scholarships and fellowships are almost as varied as the donors of the funds, by whom they are often prescribed. The requirements frequently include one or more of the following stipulations: High scholarship standing, a specified field of concentration, excellent character, good health, qualities of leadership and promise, participation in student activities, religious affiliation, residence in certain localities, etc.

In all cases, recipients of both publicly and privately supported freshman scholarships must meet the requirements for entrance to the institution making the award. Those receiving scholarships for study beyond the freshman year are invariably required to maintain at least a fair average of proficiency in their college work.

All types included

The 674 institutions represented in the survey conducted by the Office of Education consisted of 139 State-controlled institutions which awarded altogether 16,094 scholarships worth \$1,495,649, and 2,569 fellowships worth \$955,027; 40 municipally controlled institutions which awarded 1,745 scholarships worth \$69,821, and 60 fellowships worth \$32,823; and 495 privately controlled institutions which awarded 48,869 scholarships worth \$7,297,612, and 3,168 fellowships worth \$1,589,628. All types of higher educational institutions were included in the survey: Universities and colleges, professional and technical schools, teachers colleges and normal schools, and junior colleges.

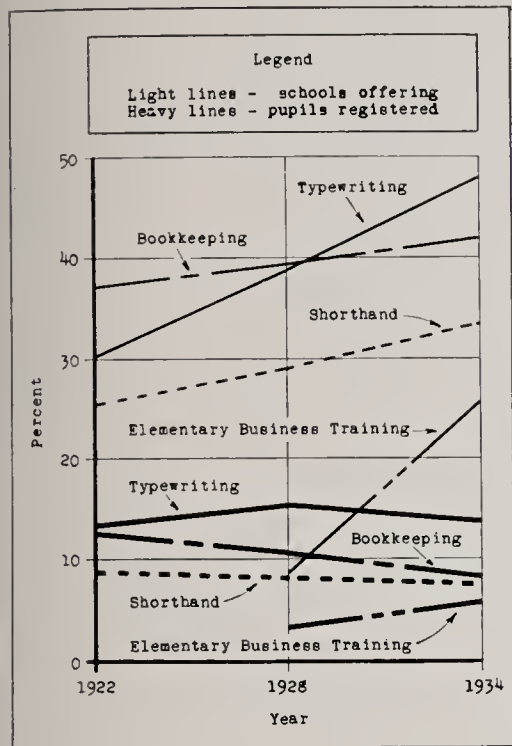
The report of the survey is published in Office of Education Bulletin, Scholarships and Fellowships Available at Institutions of Higher Education, 1936, No. 10.

Complete report

BULLETIN 1936, no. 10, Scholarships and Fellowships Available at Institutions of Higher Education, by Ella B. Ratcliffe, author of this article, is a complete report of the most recent survey made in this field by the Office of Education. Copies of this bulletin may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C. Its price is 15 cents.

Registrations in Commercial Subjects

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



THE Office of Education has made nine studies of subject registrations in public high schools. The first six of these studies were made at 5-year intervals beginning in 1890 and ending in 1915; the results were published in the annual reports of the Commissioner of Education for the respective years. With the change after 1916 from annual reports to Biennial Surveys of Education it became impractical to conduct these studies quinquennially. The next one was made in 1922, and since that time data in this field have been gathered at 6-year intervals, namely, in 1928 and 1934.

Asked to report

In all of these studies schools were asked to report the subjects offered, the number of pupils registered in each subject, and the total number of pupils enrolled in the school. Until the 1934 study, schools were requested to report only for the last 4 high-school years, that is, a 6-6 system was asked to report for grades 9-12, a 5-3-3 system reported for grades 8-11, and so on. In 1934 request was made for a report covering registrations and enrollments in all high-school years. In the present article comparison is made for

1934 and 1928 (in some cases also for 1922), and in order to maintain comparability data are included for only the last 4 high-school years. In a later publication, where all subjects will be brought together for analysis, discussion will be introduced of all subjects and registrations reported for 1934, including registrations below the last 4 years of high school.

Gains and losses

Nearly 18,000 high schools reported their registrations by subject in 1934. This represents a 21.4 percent gain over 1928, when less than 15,000 reported. (See accompanying table.) The percentage gain in enrollments of these schools was 86.5 during the same period. Normally, therefore, it may be expected that for the 6-year period a 21.4 percent gain in the number of schools offering any given subject will be shown, with an 86.5 percent increase in the number of pupils registered for that subject.¹ Whenever the gains exceed these figures for any given subject, it may be concluded that the subject is making a larger gain than could normally be expected. If the increases are less than these percentages, the subject is losing ground. Thus, in the continental United States all four commercial subjects included in the table show a percentage increase greater than 21.4 in the number of schools offering the subjects, but only one, namely, elementary business training, shows at the same time a registration increase greater than 86.5 percent. The gain in registrations in elementary business training is indeed astonishing, 258 percent. The next in line is typing with a 70 percent increase in registrations, after which fol-

¹ A slight discrepancy exists here in the fact that a few 2-year junior high schools and their enrollments are included in the 1934 figures; these schools were, of course, not asked to report in 1928. However, since the total number of such schools in the United States during 1934 was only 172 (less than 1 percent of the total), the difference has been ignored in the discussion which follows.

low shorthand with 59 percent, and bookkeeping with 40 percent. These percentage comparisons, both in number of schools offering and in registrations, may be extracted for any subject reported on in any State from data supplied in the table.

For the Nation as a whole, the percentage of the total number of schools offering typing in 1928 was 38.9; in 1934 it was 48.1. Similarly, in 1928 shorthand was offered in 29.0 percent of the schools and in 1934 in 33.5 percent. In bookkeeping the percentages were 39.4 and 42.0, and in elementary business training they were 8.8 and 25.9. The percentage of the total enrollment in 1928 that registered for typing was 15.2; in 1934 it was 13.8. Similarly, the percentage of the total enrollment registering for shorthand in 1928 was 8.7 and in 1934 it was 7.4. In bookkeeping the percentages for the 2 years were 10.7 and 8.0, respectively, and in elementary business training they were 3.0 and 5.7. Data on the percentage of the total number of schools offering these four subjects and the registrations for 1922 as well as for 1928 and 1934 are presented graphically in the accompanying figure.

Summarizing

By way of general summary, it may be said that the four subjects mentioned gained between 1928 and 1934 in the gross number of schools offering them and in the proportionate number of schools offering them. The gain was especially pronounced in elementary business training and was significant in typing but was not great in shorthand or in bookkeeping. In registrations, also, all four subjects showed increases in the gross figures; comparatively elementary business training showed a far greater than normal increase in registrations, while the other three subjects showed a less-than-might-be-expected growth.

[Table on next page; text concluded on page 172]

State or Territory	Number of schools offering and pupils registered in																		
	Total number of schools reporting and their total enrollments			Typing			Bookkeeping			Elementary business training									
	1928	1929	1930	1928	1929	1930	1928	1929	1930	1928	1929	1930							
Continental United States	14,725	2,896,630	17,879	5,724	439,379	8,375	747,565	4,277	251,631	5,989	399,614	5,906	309,138	7,516	432,496	1,290	86,629	4,633	310,396
Alabama	189	31,205	274	1,927	50	2,915	32	2,370	66	2,226	87	2,865	8	343	81	2,647			
Arizona	46	11,277	55	2,813	47	3,370	32	1,023	34	733	33	877	3	56	16	698			
Arkansas	235	24,360	295	1,446	48	2,498	22	1,137	26	789	35	1,093	4	309	20	940			
California	385	189,748	465	39,537	355	57,855	272	12,533	284	17,103	300	21,287	141	12,573	261	20,729			
Colorado	169	32,948	217	5,774	163	10,021	77	3,873	103	2,326	112	3,247	11	348	50	3,998			
Connecticut	89	35,664	98	8,842	80	17,135	62	4,215	64	6,900	70	11,888	28	2,295	58	8,376			
Delaware	20	4,990	26	11,283	7	691	4	206	8	590	4	617	2	421	5	807			
District of Columbia	16	13,836	24	2,909	21	5,032	8	1,911	6	2,606	14	3,508	4	291	8	1,329			
Florida	153	30,216	176	2,324	58	3,848	38	1,168	50	2,078	31	1,084	51	2,068	10	587			
Georgia	226	30,536	283	2,787	38	3,333	17	1,664	24	934	23	1,637	6	855	25	1,368			
Idaho	140	18,872	138	27,578	85	5,002	51	1,110	70	1,269	58	1,590	8	238	29	1,198			
Illinois	801	194,347	892	33,691	374	32,677	318	22,584	452	43,094	420	16,418	604	31,998	23	2,902			
Indiana	617	101,522	649	17,438	211	11,245	373	21,601	171	6,857	259	11,010	213	6,658	334	10,227			
Iowa	701	81,948	961	146,787	232	21,642	473	21,244	150	6,176	257	9,603	335	14,434	23	1,379			
Kansas	574	70,789	565	105,804	306	11,243	450	18,115	172	3,889	214	6,229	314	6,416	360	8,304			
Kentucky	401	34,214	480	68,925	45	1,589	80	5,014	32	1,202	60	2,972	33	1,342	57	2,910			
Louisiana	209	29,057	237	46,505	44	2,222	55	3,008	41	1,675	40	2,015	50	2,677	63	3,264			
Maine	168	19,694	164	31,009	67	2,744	73	4,516	67	1,978	73	3,170	83	3,132	76	4,580			
Maryland	138	27,882	139	70,818	47	5,235	74	9,069	40	3,253	67	4,786	43	3,963	72	5,807			
Massachusetts	283	118,662	458	246,046	189	25,102	212	40,963	172	16,712	185	24,997	188	24,298	205	34,291			
Michigan	556	123,259	606	254,227	295	24,240	367	43,151	209	12,341	244	22,763	282	16,267	327	23,762			
Minnesota	473	79,639	545	147,314	189	9,907	172	16,082	138	6,730	163	11,786	180	6,733	146	9,480			
Mississippi	260	19,735	287	30,935	37	1,090	72	2,458	38	741	58	1,276	38	916	61	1,592			
Missouri	678	82,069	592	111,774	165	9,790	265	16,368	108	4,536	152	8,133	193	5,508	246	8,426			
Montana	158	17,843	162	26,773	112	3,280	130	4,958	72	1,741	88	2,105	88	1,745	94	2,335			
Nebraska	429	47,652	504	69,909	166	8,228	290	13,571	96	3,105	126	4,825	189	4,613	228	6,078			
Nevada	22	1,914	26	2,722	20	403	21	458	17	210	17	287	16	144	12	200			
New Hampshire	112	13,368	104	24,538	48	2,588	55	3,448	45	1,862	54	2,187	53	2,658	57	2,586			
New Jersey	172	91,362	212	203,086	136	18,004	173	38,019	127	10,875	153	26,417	147	15,135	151	27,722			
New Mexico	78	7,613	105	14,028	46	1,105	78	2,330	31	517	47	907	35	391	46	741			
New York	712	363,470	784	531,134	315	65,140	488	141,722	273	41,615	375	24,972	296	60,276	418	28,813			
North Carolina	471	55,784	451	89,685	43	1,767	57	3,906	40	958	50	2,011	36	1,173	42	1,648			
North Dakota	324	17,048	487	33,734	109	1,715	216	4,177	36	622	40	1,113	90	1,494	139	2,574			
Ohio	824	176,720	1,235	412,074	292	21,649	642	56,343	228	15,093	501	38,094	352	15,862	629	33,267			
Oklahoma	417	49,845	615	105,643	98	5,345	171	12,153	62	1,963	113	4,108	88	2,590	121	4,285			
Oregon	196	33,503	225	50,635	158	6,984	200	11,860	85	2,724	102	4,303	122	3,174	153	5,477			
Pennsylvania	864	214,408	978	448,400	310	31,585	425	67,666	284	21,525	400	46,470	351	27,782	425	53,201			
Rhode Island	18	12,799	37	36,424	15	3,009	27	7,515	12	1,466	16	1,851	19	3,829	9	1,639			
South Carolina	121	31,742	185	51,742	14	467	53	2,008	15	554	49	1,654	20	952	47	1,688			
South Dakota	252	21,379	258	32,447	90	2,604	145	4,901	49	1,272	64	1,942	89	1,707	125	2,972			
Tennessee	288	30,609	366	62,050	27	1,549	57	4,880	22	1,099	47	2,084	28	1,144	49	2,447			
Texas	463	88,820	798	193,716	144	8,338	348	20,011	91	3,895	184	7,400	122	3,820	320	8,894			
Utah	53	15,269	89	39,686	31	3,474	48	7,650	17	1,184	26	2,416	27	1,320	42	2,059			
Vermont	69	5,667	77	13,852	24	2,153	41	2,153	21	483	36	1,517	25	591	36	1,549			
Virginia	265	39,504	363	81,417	36	3,254	63	6,416	32	3,727	57	5,727	29	2,226	51	3,440			
Washington	262	59,833	309	106,915	208	11,567	249	20,671	126	4,489	152	8,963	164	6,218	187	9,214			
West Virginia	202	27,689	257	71,255	62	3,509	101	8,990	44	1,769	85	3,685	59	2,246	95	3,744			
Wisconsin	360	76,618	492	148,823	188	12,155	279	27,143	181	9,012	253	15,496	241	9,191	183	13,154			
Wyoming	69	7,747	74	13,722	38	1,499	57	2,511	29	626	33	1,083	33	591	32	1,012			
Outlying parts of the United States																			
Alaska	180	2,845	13	885	10	128	11	190	6	58	7	93	4	45	5	69			
American Samoa	44	2,348	2	966	1	79	2	114	1	55	2	99	1	31	2	77			
Canal Zone	16	3,308	1	341															
Guam	314	24,976	21	16,512	11	1,020	16	3,744	4	166	6	505	8	304	8	675			
Hawaii	244	50,489	101	51,042	5	412	3	421	2	240	2	366	2	205	1	251			
Philippine Islands	276	15,964	23	7,750	9	607	16	1,087	9	375	19	1,223	7	270	14	922			
Puerto Rico	14	115																	
Virgin Islands																			

Does not include the schools of New York City for which only the total commercial enrollment was given.

Statistical Thumbtacks

THE five professions having the largest number of schools in the United States at which students can be trained for entering the profession are education, 261; engineering, 139; law, 133; theology, 121; and commerce and business, 95.

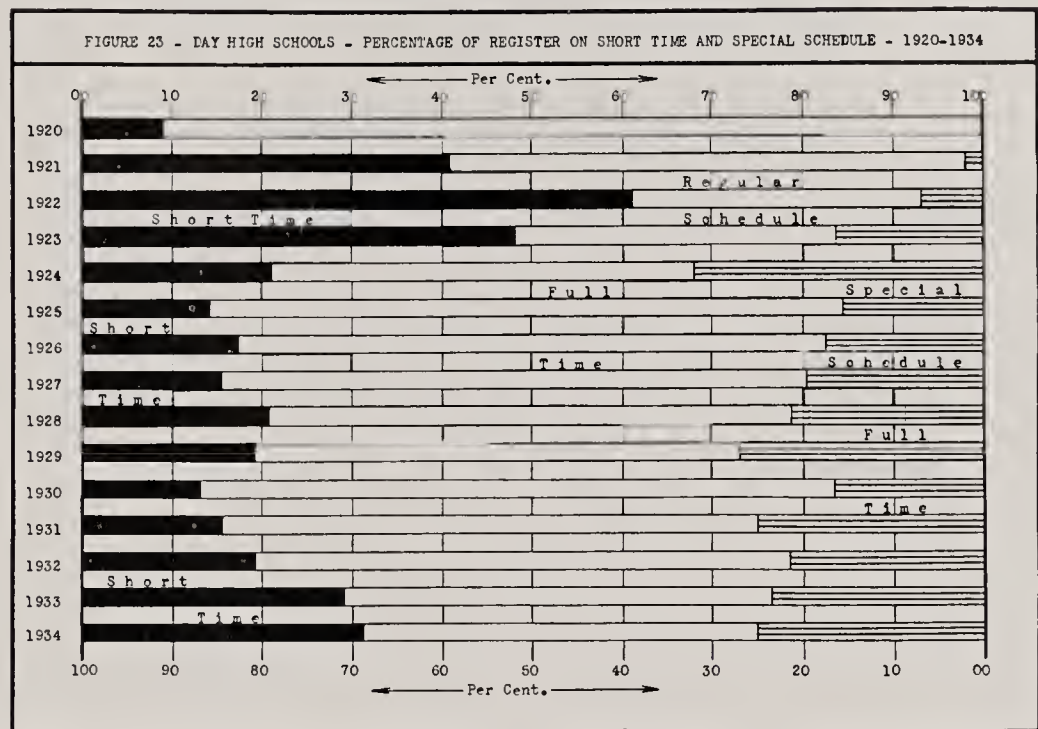
The Bruce Publishing Company, Milwaukee, Wis., in its School Market Letter, forecasts that the contracts let for school buildings in 1937 will amount to from \$150,000,000 to \$200,000,000.

The steady gradual improvement in the training of both white and colored teachers in North Carolina in the 15 years from 1921-22 to 1935-36 is shown by years for the State as a whole in the December 1936 issue of State School Facts, published by the State Department of Public Instruction, Raleigh, N. C. In 1921-22 more than 55 percent of all white teachers employed, and more than 83 percent of Negro teachers employed had no college training. In 1935-36 less than 1 percent of white teachers and less than 8 percent of Negro teachers were in this class. The proportion of white teachers with 4 years of college work increased from 15.8 percent in 1922 to 65.6 percent in 1936 and the proportion of Negro teachers with 4 years college work increased from 2.5 percent to 28.7. An index of training is given in the article by counties and cities for 1925-26, 1930-31, and 1935-36.

There are still many very small high schools. There were 332 schools reporting fewer than 10 pupils in 1933-34, 1,470 with from 10 to 24 pupils, and 3,139 with from 25 to 49 pupils. This makes approximately 5,000 high schools with fewer than 50 pupils. About 6,000 high schools have from 50 to 100 pupils and about 5,500 schools have from 100 to 200 pupils. Therefore, 16,000 schools, about two thirds of the total number (25,000 including those with fewer than 10 pupils), have fewer than 200 pupils.

At the other end of the scale, there are 232 high schools with 2,500 pupils or more of which 40 schools enroll more than 5,000

Emery M. Foster, Chief of the Statistical Division, Office of Education, Presents Another Installment of Interesting Statistics



From New York City report

pupils each. The largest has 13,374. (Dewitt Clinton High School for Boys, New York, N. Y.)

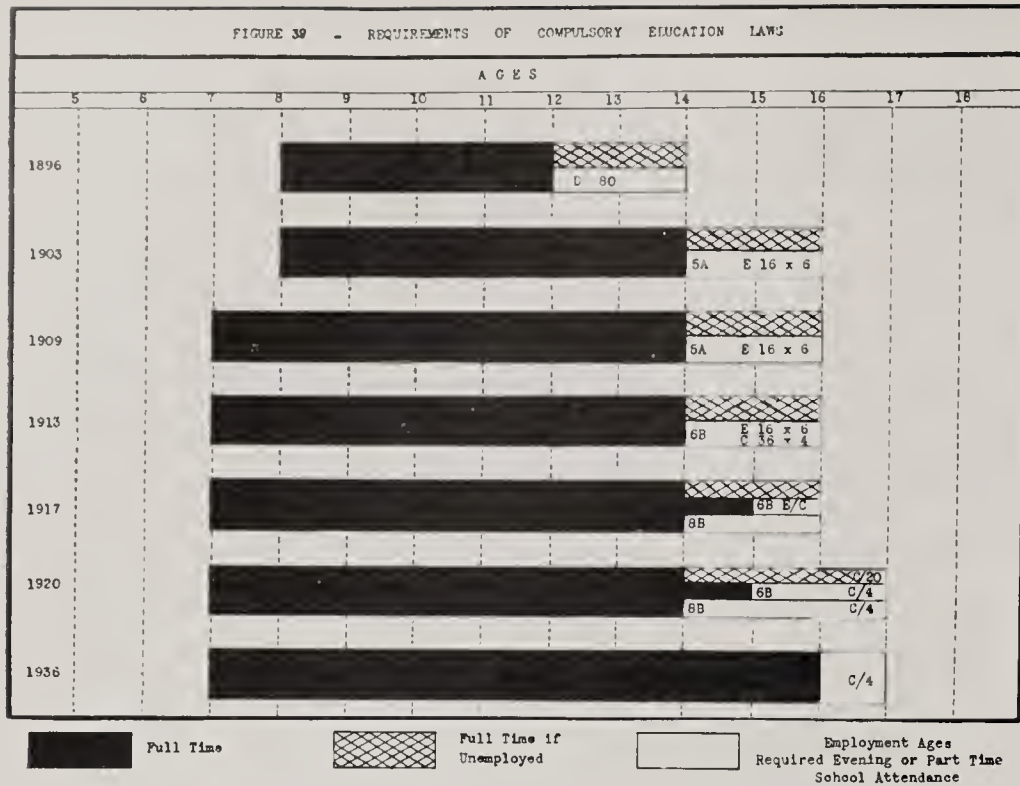
The Society for the Promotion of Engineering Education has reprinted from the Journal of Engineering Education (vol. XXVII, no. 3, November 1936), an address by Isador Lubin giving a summary of the Survey of the Engineering Profession recently made by the Bureau of Labor Statistics. This shows the annual and monthly income for 1929, 1932, and 1934, for the 52,000 engineers covered by the study. Facts are given about the field of activity, functional classification, and the professional preparation for each of nine types of engineering. Some of the conclusions are: "The question of education in engineering appears to be important only through the first degree, after which it is experience plus the make-up of the individual engineer that counts." "Professional engineering

status in the future will not be easily attained without a complete college education."

Engineers who had graduated from engineering schools had shorter periods of unemployment and their base pay was larger (for the older engineer) and the decreases in pay less than for engineers who were not graduates of a professional school. The completed study is not yet available.

Eugene A. Nifenecker, Director of Reference, Research, and Statistics, Board of Education, New York City, has prepared a review of departmental experience in dealing with the problem of school maladjustment for the Joint Committee on Problems of School Maladjustment. It is publication no. 27, January 1936, entitled "Part I: Statistical Reference Data Showing School Background Conditions, Factors, Trends, and Problems, 1900-34."

The publication is profusely illustrated with figures and tables and contains a



minimum amount of text. It contains a study of population status and trends, enrollment, and building distribution. Certain figures presenting the maladjustment between enrollments and building facilities show the necessity for the most careful planning of a building program.

The history of the school-congestion problem over 30 years is illustrated in the figures accompanying the discussion of part-time, double session, special schedules, etc. Figure 23 is herewith reproduced as an illustration.

Changes in the compulsory attendance law from 1896 to 1936 are graphically shown in figure 39 which is also reproduced on this page. The requirement of

4 years of schooling between the ages of 8 and 12 in 1896 has increased to a 9-year requirement of full-time attendance from ages 7 to 16.

There were 9,179 one-room rural schools in Iowa in 1934-35. The average enrollment in these schools was 14 pupils. The average salary of the teacher was \$465. The annual cost per pupil in average daily attendance was \$52.99. These facts and many others are given in *A Review of Iowa's Public Schools* by R. C. Williams which is Research Bulletin No. 21, October 1936, of the Iowa State Department of Public Instruction, Des Moines, Iowa.

New Government Aids for Teachers

[Concluded from page 166]

should be helpful: Speeding up Flowering in the Daffodil and Bulbous Iris (Circular No. 367); Blue Grama Grass for Erosion Control and Range Reseeding in the Great Plains and a Method of Obtaining Seed in Large Lots (Circular No. 402); and Celery Growing (Farmers' Bulletin No. 1269).

Free Lists Available

The following free Government Printing Lists have been brought up to date by the Superintendent of Documents:

Roads, No. 45; Proceedings of Congress—Annals of Congress, Register of Debates, Congressional Globe, Congressional Record, No. 49; Health—Diseases, Drugs, and Sanitation, No. 51; Political Science—Documents and Debates Relating to Government, Lobbying, Elections, Liquors, Political Parties, District of Columbia, No. 54; Publications of the Interstate Commerce Commission and the Federal Communications Commission, No. 59; Publications of Interest to Suburbanites and Home-Builders, No. 72.

MARGARET F. RYAN

Registrations in Commercial Subjects

[Concluded from page 169]

The discrepancy between growth in number of schools offering these three subjects and trend in registrations may reflect a tendency for smaller schools to introduce commercial subjects between 1928 and 1934; in other words, the number of schools would be increased out of proportion to the number of added registrations. In total number of schools offering, as well as in registrations, typing leads, with bookkeeping, shorthand, and elementary business training following in the order named.

Radio Programs

Office of Education

The World Is Yours

[SMITHSONIAN PROGRAM]

Sunday NBC-WEAF (red): 11:30 a. m. E. S. T., 10:30 a. m. C. S. T., 9:30 a. m. M. T., 8:30 a. m. P. T.

Treasures Next Door

[BOOKS]

Monday CBS: 4 p. m. E. S. T., 3 p. m. C. S. T., 2 p. m. M. T., 1 p. m. P. T.

Education-in-the-News

Friday NBC-WEAF (red): 6 p. m. E. S. T., 5 p. m. C. S. T., 4 p. m. M. T., 3 p. m. P. T.

Have You Heard?

[NATURAL SCIENCE]

Tuesday NBC-WJZ (blue): 3:45 p. m. E. S. T., 2:45 p. m. C. S. T., 1:45 p. m. M. T., 12:45 p. m. P. T.

Let Freedom Ring

[STRUGGLE FOR CIVIL RIGHTS]

Monday CBS: 10:30 p. m. E. S. T., 9:30 p. m. C. S. T., 8:30 p. m. M. T., 7:30 p. m. P. T.

Uncle Sam

[INTRODUCES GOVERNMENT AGENCIES]

Friday NBC-WEAF (red): 7 p. m. E. S. T., 6 p. m. C. S. T., 5 p. m. M. T., 4 p. m. P. T.

Office of Education Publications

EARLY publications of the Office of Education contain a wealth of information for the truly scientific student of the history of education. With a single exception, there is perhaps no source of information more valuable than these early reports and circulars issued under direction of the Commissioners of Education beginning in 1867 when the Office was created. The single exception is that of Barnard's American Journal of Education in 31 volumes, a contribution of the first Commissioner.

One of the earliest surveys to be made of any city school system was published by the Office of Education in 1871. I refer to that voluminous report entitled, Special Report on the Public Schools in the District of Columbia, 1868 (912 pages), a survey of the schools of the District of Columbia made under a resolution of Congress passed March 30, 1867, a few weeks after the Office of Education was established. This study, together with the report of J. O. Wilson, Eighty Years of the Public Schools of Washington, D. C., 1805-85 (Commissioner's Rept., 1894-95, ch. 41), are today two of the outstanding sources of information on the history of the public school system in the capital of the Nation.

Not the least interesting fact concerning these early publications is the range of subject matter covered. Indeed, almost any educational topic may be found treated therein, from Eskimo vocabularies to be used by teachers going to Alaska (Rept., 1896-97, ch. 26; 1903-04, ch. 10; Circ. of inf.; 1890, no. 2), to scientific temperance instruction. In many instances the subjects have been treated with an unusual degree of thoroughness and by experts in the field.

Richard Malcolm Johnston, author and friend of Sidney Lanier, at the request of Commissioner Harris, prepared for the annual report what is perhaps the most complete description available of the old field schools of Georgia (Early Educational Life in Middle Georgia, Rept., 1894-95, ch. 42; 1895-96, ch. 16). The account is founded upon reliable reminiscences of many prominent Georgians whose education started in these schools.

Edith A. Wright, Assistant in Research Bibliography, Library of the Office of Education, Points to Significant Value of These Publications in Historical Research

From the pen of Rev. Amory Dwight Mayo, a minister and a teacher, we have a series of articles on the history of American common schools, published in the annual reports from 1890-91 to 1903-04. They comprise more than a half dozen studies on education in the Southern States, one dealing with the common schools in the South from 1790-1840 (Rept., 1895-96, ch. 7); another, from 1830 to 1860 (Rept., 1899-1900, ch. 7); and a third, from 1860 to 1876 (Rept., 1900-01, ch. 11). A similar series by the same author deals with the common schools of the North Atlantic States: 1790-1840 (Rept., 1894-95, ch. 39); 1830-65 (Rept., 1897-98, ch. 11); and with the Western States: 1790-1840 (Rept., 1894-95, ch. 38); and 1830-65 (Rept., 1898-99, ch. 8). He also contributed a report on Horace Mann and the Great Revival of the American Common School, 1830-50 (Rept., 1896-97, ch. 15); and one on Henry Barnard (Rept., 1896-97, ch. 16).

To Wyckliffe Rose, for many years an administrative officer of the Rockefeller Foundation, we owe the interesting account of the origin, development, and work of the Conference for Education in the South (Rept., 1902-3, ch. 8). The Rise and Progress of Manual Training was contributed to the report of Commissioner of Education for 1893-94, by Calvin M. Woodward, originator and director of the St. Louis Manual Training School, connected with Washington University in St. Louis.

During the latter part of the last century, Stephen Beaugard Weeks, one of North Carolina's foremost historians, prepared articles for the reports dealing with the history of education in the South. Of special interest is one on Calvin Henderson Wiley and the Organization of Schools in North Carolina (Rept. 1896-97, ch. 29), which, up to the time of Dr. Week's death, was considered by some to be the most complete and exhaustive work undertaken by anyone upon any

phase of North Carolina history. He also prepared a preliminary bibliography of Confederate textbooks, 1861-65 (Rept., 1898-99, ch. 22), arranged by date and giving complete bibliographical data, whenever it was possible.

To B. A. Hinsdale, author and educator, and life long friend of President James A. Garfield, is credited the chapter on the Western Literary Institute (Rept. 1898-99, ch. 13), tracing the history of this organization in the Middle West from 1831, when it was started as the College of Professional Teachers, to 1845, when it came to an end.

Other countries represented

These are but a few of the interesting chapters on education in the United States. Foreign education is equally well represented.

Naphtali Herz Imber, a Hebrew poet, the friend of Israel Zangwill, and from whom Zangwill is said to have drawn his portrait of the poet Melchisedek Pinchas in his Children of the Ghetto, has contributed two chapters, one on Education and the Talmud (Rept., 1894-95, ch. 46), is a historical sketch of the evolution of education among the ancient Hebrews and other primitive nations; the other is entitled, "The Letters of Rabbi Akibah, or the Jewish Primer as it was Used in the Public Schools Two Thousand Years Ago" (Rept., 1895-96, ch. 14).

In addition to the studies mentioned above, which, with one or two exceptions, are chapters in the reports of the Commissioner of Education, there have been significant special reports of importance to the student of the history of education, such, for instance, as the report on art and industry, in four volumes, by I. Edwards Clarke (1885-98), a special report upon the world movements in the development of artistic and industrial education and of like movements throughout the United States. The report on public libraries in the United States, in two volumes, dated 1876, embodies the

first definite attempt to collect data on the public library service of this country. It gives a graphic picture of the library situation at the time, illustrated by pictures of library buildings and interiors, and contains detailed information of public libraries in 10 cities. In the library field there was also published for the Columbian Exposition of 1893, papers prepared for the American Library Association meeting, edited by Melvil Dewey, made up of papers presented by outstanding librarians of the day. For many years this met the need for a manual on library economy and technique and may still be regarded as one of the foundation stones on which the library profession has been built.

Alice C. Fletcher, one of the most authentic interpreters of the North American Indian, prepared under the direction of the Commissioner of Education a historical résumé of the relations between the Indians and the American colonists prior to the Revolutionary War, giving the origin and progress of the Indian policy of the Government. This was published as a special report in 1888.

Monograph series

Students of the history of education are no doubt familiar with the series of monographs on the history of higher education in the several States, edited by Herbert B. Adams, under the direction of Commissioner Dawson. One of the outstanding monographs in this series, prepared by Dr. Adams himself, is Thomas Jeffer-

son and the University of Virginia, which at the time of its publication was received with great favor and remains today one of the important histories of the University of Virginia.

These histories of education appeared as circulars of information, a series of publications containing many monographs of historical significance in the educational field.

Much is being written today about Federal aid to education and reference is frequently made to the study made by Frank W. Blackmar, *Federal and State Aid to Higher Education in the United States*, published as circular of information, 1890, no. 1. It is one of the valuable sources of information on the subject from the historical point of view. Also, in this series, is Prof. John P. Gordy's *Rise and Growth of the Normal School Idea in the United States* (Circ. of inf., 1891, no. 8). Florian Cajori, said by some to have been the best-known writer in the history of mathematics that this country has produced, contributed to the series an extensive study on *The Teaching and History of Mathematics in the United States*, beginning with the colonial times. Over 50 years ago the Office of Education was sufficiently interested in commercial education to commission Julius Ensign Roekwell to make a study of shorthand instruction and practice (Circ. of inf., 1884, no. 1), which study proved of so much value that it was found necessary to issue a revised edition as circular, 1893, no. 1. The 1884 edition contains an extensive bibliography of

shorthand works in the English language.

One of the earliest publications prepared for the Commissioner of Education was a little pamphlet of 27 pages, by Edward D. Neill, printed by the Government Printing Office, in 1867, entitled, "The History of Education in Virginia During the Seventeenth Century."

Picked at random

From these studies, picked at random from the publications of the Office of Education, one may obtain a general idea of the historical value of the material available. No effort has been made to cover the publications of the past 25 years as students of education are more or less familiar with the later publications. Neither has an attempt been made to cover the reports of special committees, such as the Committee of Ten, the Committee of Twelve, and the Committee of Fifteen, nor the statistics of education, from which source the various trends in education may be followed. It is sufficient to say that no student delving into the history of education should feel satisfied that he has covered the field until he has consulted the Index to the Reports of the Commissioner of Education, 1867-1907 (Bull., 1909, no. 7) and the List of Publications of the United States Bureau of Education, 1867-1910 (Bull., 1910, no. 5). There is no adequate index for the publications issued since 1910 and the card catalogs in the various libraries must be relied on as guides.

Visitors are always welcome at the Office of Education Library.

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(Concluded from page 167)

Does Life Begin at Forty?



FORTY years ago a tiny group of educators, all lay persons, paradoxically, set forth the proposition that, as the home was the place where education must begin, parents, and especially mothers, should be better educated for their task of teaching and training the very young.

After an almost sensationally successful convention where the project was launched, the National Congress was organized, with parent education and child welfare for its objectives.

How it grew through mothers' circles, then through parent-teacher associations, centering largely in the schools; passing through a low-pressure period when it became merely a school auxiliary occupied in raising money and buying material things for the school, and emerging at last into an organization more nearly like the one envisioned by the founders, is a matter of well-known history. During these years many mistakes were made because emotion, rather than knowledge, somewhat governed the movement; emotion which proved a great driving force in spite of the almost entire lack of professional direction. These errors are being corrected very rapidly where they still exist, and the home and school movement at the end of 40 years seems to have become an established order which, because it is a folk movement, will not die. It will not only not die, but it has a constantly wider vision of its potentialities.

It is convinced that the two most constantly present influences in the life of the American child are the home and the school; that the home, whether rich or poor in its appointments, must be worthy of the child; that family relations all bear upon the development of the child's mind and emotional life, therefore for his sake, they must be harmonious; and that the child can never really succeed in his school learning without the understanding and sympathy of the home.

The National Congress of Parents and Teachers believes that universal education with equal minimum opportunities for all children is the first principle in American school education; that teaching and teacher education must be adequate so that the child will learn not only subject matter but upright thinking and living in school; that the principle of taxation whereby all citizens pool small funds in order to make a large one sufficient to pay for adequate schooling for every child, should be universally understood and that public opinion must be created toward paying such taxes; that legislators are mostly parents and are interested in the welfare of children if the great body of parents make themselves vocal in their behalf; that if they would have their children educated to take the responsibilities of intelligent adults, education must be constantly fitted to new conditions and customs; that health and character education are even more important than academic learning, and that they are a joint responsibility of the home and the school.

Entering enriched program

These convictions form the basis of the parent-teacher life which, if not beginning at 40, is entering at 40 a greatly expanded and enriched program of service.

More actual study of school curricula, of social implications, of community influences, and of the needs of childhood will be the foundation of this expanded program. Education over the radio, by visual aids, by well-planned series of lectures and study courses, will all be aimed toward that greatest of all needs, the education of parents, not in ordinary forms of adult education, but for their job of parenthood.

We shall continue to act as aids to the schools, perhaps not in material things, except as they are needed to keep less privileged children in school, but in understanding, in holding up the hands of professional educators, as well as in creating public opinion for adequate support of the schools. After all, what the mass of people think is public opinion, and all the parents of all the children are the mass of the people.

MRS. B. F. LANGWORTHY,
*President, National Congress of
Parents and Teachers.*

on the Argentine plan and, except for special emphasis on English, it is essentially an Argentinian private school. But the colony of citizens of the United States living in Argentina needed for their children an English-speaking school, so the American Grammar and High School was established as a department of the Colegio. Here the work is organized on the regular 8-4 plan and the high school offers two courses: College preparatory and general. Several colleges and universities in the United States admit its graduates without entrance examination. The school takes advantage of its environment to give the American children training in the Spanish language and a knowledge of Argentine history, civics, and geography.

The American High School of Paris, 5 bis, Rue d'Auteuil, Paris, France, is a cooperative, nonprofit institution organized to serve American families in France. It claims to be the only school in Europe which attempts to reproduce exactly an American secondary day school. It offers only six grades of instruction: A junior high school composed of the seventh and eighth grades, and a regular high school of 4 years in which students may choose from a college entrance curriculum of 20 units the 16 or more that will admit them to the university in which they wish to study in the United States. The average enrollment is about 60, equally divided between boys and girls. The staff is composed of American university graduates; the French courses are given by French university teachers who have had teaching experience in America.

The American University at Cairo, Egypt, an entirely independent institution, has a board of trustees in the United States, incorporated in 1919 under the laws of the District of Columbia. Unlike the three schools previously described, it is not intended as an American school for Americans, but designates itself as a "Bridge of Friendliness between America and Egypt, between the west and the east, between the English-speaking world and the Arabic-speaking, between western Christianity and Moslem lands." The 155 students enrolled in its College of Arts and Sciences in 1934-35 were 102 Egyptian, 16 Armenian, 14 Palestinian, and the remaining 23 came from 10 other countries. Only four were from the United States.

Instruction is on secondary and college levels and is organized in a combination of Egyptian, English, and American schemes. The Government secondary

section, attended by some 75 students, follows closely the curriculum prescribed by the Egyptian Ministry of Education for secondary schools in Egypt. The language medium is Arabic except for the classes in English, French, and the character-training studies, and the work is under the inspection of the Egyptian Ministry. The junior college is a 6-year (six-form) unit of studies to give secondary education along English lines and in the English language, with the addition of English and French. Students in this division are ordinarily planning to take the University of London matriculation examination. Any who succeed in it have a certificate that is widely recognized in Europe as qualifying for admission to university studies. In the senior college of 3 years (sophomore, junior, and senior) much liberty and freedom are granted the students and teachers and the methods are so distinctly experimental that the student body is limited and no credential of any kind gives automatic admission. Individuals are accepted because it is believed that they will profit by the type of training offered. The social sciences and journalism especially, are stressed. The degrees granted are the bachelor of arts and the bachelor of arts in journalism.

Anatolia College, Saloniki, Greece, which celebrated its fiftieth anniversary in 1936, followed its constituency from one country to another. It was organized at Marsovan, Turkey, in 1886 and incorporated under the laws of Massachusetts in 1894. The migrations of peoples after the World War caused its closing in 1921. "Death or exile dissipated its constituency, and the American faculty was banished." Many of these Greeks were moved from Turkey to Macedonia, and on the invitation of Greek educational and political leaders, the college moved with its constituency and was reopened at Saloniki in 1924. It is now well rebuilt, gears closely into the Greek school system, and enrolls about 140 students.

So one could continue at great length listing and describing one after another of these American adventures in education in other countries. Not enough is commonly known about them by educators in the United States; too little educational interest has been taken in them; and too little use made of their experiences and successes in adapting themselves to unusual environments. The various accrediting agencies in this country have been extremely slow about making any arrangements for their accrediting. This considerable American school system abroad should be better understood and appreciated.

Electrifying Education

★

VISUAL AIDS IN THE SCHOOLS is the title of a 160-page handbook prepared by a subcommittee of the New York State Association of Elementary Principals. This volume contains much practical information and many examples of the use of various types of visual aids in instruction. It may be purchased for 50 cents a copy from Mr. Rollin W. Thompson, Roseoc Conkling School, Utica, N. Y.

THE WORKS PROGRESS ADMINISTRATION is performing a valuable service to schools by financing the production of visual aids. California, Colorado, Delaware, Indiana, Minnesota, New York, and Wisconsin are some of the States in which visual-aid projects are being carried out.

THE VISUAL-INSTRUCTION DEPARTMENT of the San Diego County schools is collecting, preparing, and arranging for distribution, mounted pictures, wall maps, charts, graphs, posters, stereographs, lantern slides, and motion pictures.

IN NEW YORK CITY 628 workers are being paid from W. P. A. funds to collect and produce working models, habitat groups, slides, film strips, pictorial graphs, charts, maps, and still pictures. Under the able direction of Herbert Walsh, one of the city principals, this project is not only doing an effective job in the mass production of visual aids, but is also designing, evaluating, and conducting a comprehensive survey of objective teaching materials and techniques.

MORE THAN \$14,000,000 was spent for radio advertising in the United States in 1936, according to figures compiled by Herman Hettinger of the University of Pennsylvania, and published in Broadcasting.

WITH THE COOPERATION of station WBZ, the Newton (Mass.) public schools broadcast a biweekly program featuring pupils of the public schools. Each broadcast is the direct outcome of some phase

of school work and is presented in a dramatic form with proper musical settings and sound effects.

BOND GEDDES, managing director of the Radio Manufacturers' Association, estimates that 7,600,000 receiving sets were manufactured in the United States in 1936.

THE ELECTRICAL DIVISION of the Bureau of Foreign and Domestic Commerce recently issued a 33-page bibliography of References on Radio Subjects compiled by Lawrence D. Batson. This bibliography, which includes select references on the Administration of Radio, Radio Advertising, Education by Radio, Broadcasting, Amateur Radio, Specialized Communications, Technical Radio, and Statistics, may be obtained free by addressing Mr. Batson at the United States Department of Commerce, Washington.

LISTENERS TO INTERNATIONAL BROADCASTS will be interested in *BBC Empire Broadcasting* published weekly by the British Broadcasting Corporation, Broadcasting House, London, W. 1., and listing the short-wave programs available from the British Isles.

THE INTER-DEPARTMENTAL RADIO Advisory Committee and the Federal Communications Commission are working on plans for the allocation of ultra-high radio frequencies between 30,000 and 200,000 kilocycles.

TEACHERS WHO ARE INTERESTED in photography will find the profusely illustrated book *How to Make Good Pictures* to be an excellent practical guide. Copies may be purchased for 50 cents each from the Eastman Kodak Co., Rochester, N. Y.

AND LAST BUT NOT LEAST, we are told that it took 3 months to construct and install the telephone system in the new Interior Building, 1 month to get ready to cutover to it from the old system, and only 80 seconds to make an actual transfer in service.

CLINE M. KOON

Educators' Bulletin Board



New Books and Pamphlets

Safety Education

Education for Safety. Lansing, Mich., published by Eugene B. Elliott, Superintendent of Public Instruction in cooperation with the Michigan Safety Council, 1936.

84 p. illus. (Bulletin no. 303.)

Descriptions of teaching activities which may be used by elementary and high-school teachers in a variety of situations.

A Teacher's Manual in Safety Education. Elementary Schools of West Virginia. [Charleston, W. Va., State Department of Education] 1936.

152 p.

Procedures and units in safety education arranged by grades, one to eight, inclusive.

Safety in Pupil Transportation. Washington, D. C., Research Division, National Education Association, 1936.

p. 199-238. (Research Bulletin of the National Education Association, vol. 14, no. 5.) 25 cents.

A practical handbook for school authorities and all agencies responsible for the safe operation of school buses.

New Guides

Guides to Study Material for Teachers, in junior and senior high schools, junior colleges, adult education classes, by Mary E. Townsend and Alice G. Stewart. New York, The H. W. Wilson Company, 1936.

113 p. (Social Science Service Series: 1.) 75 cents.

An annotated and selected bibliography of social studies materials. Lists publications of research associations and foundations, library aids, bibliographies, magazines and news sheets, source materials.

Curriculum Materials, free and inexpensive materials of instruction.

Nashville, Tenn., Fisk University, 1936. 89 p. (Fisk University Bulletin, vol. 12, no. 1. Curriculum Bulletin, no. 2.)

An evaluated list with sources and prices indicated; includes suggestions for selection, filing, and care of material.

Books About Jobs a bibliography of occupational literature, by Willard E. Parker. Chicago, published for the National Occupational Conference by the American Library Association, 1936.

402 p. \$3.

Approximately 8,000 titles, classified and annotated; useful for counselors, personnel officers, teachers, librarians, and administrators.

School Libraries

The Need for Elementary School Libraries and How to Build Them, by W. F. Hall. Little Rock, Ark., published by the State Department of Education, 1936.

47 p.

A manual for teachers, school board members, and members of Parent-Teacher associations for use in developing elementary school libraries.

How Shall We Educate Teachers and Librarians for Library Service in the School? New York Columbia University Press, 1936.

74 p. \$1.

Findings and recommendations of the Joint committee of the American Association of Teachers Colleges and the American Library Association with a library science curriculum for teachers and teacher-librarians.

Child Study

Parents' Questions, by staff members of the Child Study Association of America. New York, Harper and Brothers, 1936.

312 p. \$2.

A representative selection of questions and answers about child training; includes health, emotions, sex education, and character training.

The Family Situation and the Exceptional Child, by John Levy and O. Spurgeon English. Langhorne, Pa., Child Research Clinic of The Woods Schools, 1936.

18 p. (Child Research Clinic Series (whole no. 9.) Free.

Contents: Early signs of children's maladjustment, by John Levy. Future dangers facing the emotionally unstable child, by O. Spurgeon English.

SUSAN O. FUTTERER

Recent Theses

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

ARELLANO, MAGDALENO G. Study of some aspects of the organization and administration of public educa-

tion in the Philippines under the American regime. Master's, 1936. University of Kansas. 140 p. ms.

AYDELOTT, CLARENCE R. Facts concerning enrollees, advisers, and the educational program in the CCC camps of Missouri. Doctor's, 1936. University of Missouri. 104 p.

BOYER, RALPH. First aid subject matter in senior high school textbooks. Master's, 1936. George Washington University. 91 p. ms.

BRADBY, SANFORD P. Comparison of reading and achievement in the one-teacher, the three-teacher, and the six-teacher schools, of 11-year-old children in the Negro public schools of Aiken County, South Carolina. Master's, 1935. Hampton Institute. 54 p. ms.

BRIGGS, ELIZABETH M. School report cards as indices of changing educational trends and practices. Master's, 1934. Boston University. 301 p. ms.

BRUNDSCHWIG, LILY. Study of some personality aspects of deaf children. Doctor's, 1936. Teachers College, Columbia University. 143 p.

CHRISWELL, MARCUS I. Factors conditioning pupil success in a technical high school: An investigation of the extent and limitations of the predictive power of various tests, grades and estimates given to technical high school pupils when compared with school achievement measures on the one hand and certain selected measures of occupational success in later years on the other hand. Doctor's, 1936. University of Buffalo. 151 p. ms.

CLARKE, VERNA L. Guiding the adolescent girl. Master's, 1934. Boston University. 90 p. ms.

CROWLEY, FRANCES T. Correlation of music and social science in the seventh and eighth grades. Master's, 1936. University of Syracuse. 118 p. ms.

DELL, MARY B. Attitudes produced in pupils through material in certain often-used history textbooks. Master's, 1936. Johns Hopkins University. 101 p. ms.

EBERLY, C. ALDEN. Analysis of personality traits of high-school students. Master's, 1936. University of Kansas. 84 p. ms.

ESSEX, GENE. Establishing the foundation of a course of study for the preparation of industrial arts general shop teachers for the junior high schools of New York State. Master's, 1936. University of Syracuse. 382 p. ms.

KENNEDY, ALICE J. Puppets in the junior high school. Master's, 1935. Boston University. 78 p. ms.

MEAD, HAROLD T. Survey and evaluation of personal hygiene as taught in the accredited colleges and universities of the New England States. Doctor's, 1935. Teachers College, Columbia University. 184 p.

OSBORN, JOHN K. Comparison of reactions to personality and achievement test items. Doctor's, 1934. University of Michigan. 83 p. ms.

PERTSCH, C. FREDERICK. Comparative study of the progress of subnormal pupils in the grades and in special classes. Doctor's, 1935. Teachers College, Columbia University. 101 p.

SIMMONS, MAITLAND P. Changing conceptions in general science textbooks (1911-1934). Master's, 1935. New Jersey State Teachers College, Upper Montclair. 114 p. ms.

SOUTHALL, MAYCIE K. Direct agencies of supervision as used by general elementary supervisors. Doctor's 1929. George Peabody College for Teachers. 138 p.

WELSH, Sister MARY GONZAGA. The social philosophy of Christian education. Doctor's, 1936. Catholic University of America. 98 p.

RUTH A. GRAY

SCHOOL LIFE

VOL. 22



NO. 6

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

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

FEBRUARY 1937

COVER-PAGE QUOTATION

"There is no royal road to geometry."

WOULDNT' you like to commune a minute with the youth pictured on the cover of this issue? He is within the circle of his compass, yet his eyes are not upon the book where the compass centers. His meditations range far beyond. A bit of bafflement, perhaps; there are so many dark spaces into which he cannot see. A touch of rebellion, maybe; so much that is still unlovely might just as well be fine. Some inspiration, no doubt; how far man has come in his mastery over nature. Probably reverence; "What is man that Thou art mindful of him?"

Man has always had his dreams. To this meditating youth on the cover, the dream which most often disturbs his tranquillity comes probably in the form of a question: What is to be my part in the great drama of life? Can I bring light to some dark places in the world? Can I add loveliness to what is now so drab? Can I make yet a bigger lens through which to see still farther among the universes? Can I understand the seeming contradictions of my fellow-

men? And above all, can I truly know myself?

It is upon such dreams that ambition feeds. Wise is that generation which provides for its youth the best chances to dream and the best facilities with which to make their dreams come true. That college serves best its times where ambition burns brightest in the students' minds.

Little does it matter if some students in such a college have ambitions to do what with more years behind them they will no longer wish to do. To get used to pursuing a purpose; to form the habit of being guided by conviction; to transform a dream into a reality; that's what the youth, if he be a student, learns in college.

To such achievements there are no short cuts. Man can abolish hunger by agriculture, but he cannot change the length of the seasons; he can annihilate distance with the radio, but he cannot alter the speed of light; he can tell when the sun's eclipse will appear, but he cannot postpone it. Some things are in man's hands to change, but some things man accepts as fixed.

Among the latter is the nature of man's mind. It grows by projecting the lessons of the past into the uncertainties of the future. Its data may be multiplied and its processes may be refined. But as some doubts are thus resolved, other doubts take their places. As some dark corners are penetrated with light, other dark spots appear. As man progresses toward the goal of his first dream, he finds his eyes fixed on the more distant goal of his second dream.

There is no royal road to geometry.

FREDERICK J. KELLY, *Chief,
Division of Higher Education,
Office of Education.*

PRESIDENT'S COMMITTEE REPORTS

THE Government of the United States is the largest and most difficult task undertaken by the American people, and at the same time the most important and the noblest." That is the introductory statement in Administrative Management, the report of the President's Committee, recently issued.

In another paragraph this statement appears: "From time to time the decay, destruction, and death of democracy has been gloomily predicted by false prophets who mocked at us, but our American system has matched its massive strength successfully against all the forces of destruction through parts of three centuries."

I Am The School Tax

I dispel the tempests of ignorance which threaten calamity to community and Nation.

I build temples wherein the wisdom of ages is passed on to citizens of the future.

I am the means of bringing the Light of Learning to all the children of all the people that Democracy may thrive.

I give to boys and girls of poor and rich alike the services of trained teachers who show them the way to self-dependence and self-realization.

I provide laboratories, libraries, and classrooms where the scientist, the statesman, the minister, the teachers of tomorrow find their strength.

I build the bulwarks which stem the tides of crime.

I shape the key of intelligent public opinion which unlocks the doors to economic, political, and social stability.

I yield returns more priceless than gold, more lasting than steel, more potent than sword or pen—the returns of intelligently thinking minds.

I am at once the guardian ruler and the servant of the world's greatest power and hope—education.

I insure the rights of childhood.

I am the school tax.

—From *The Nebraska
Educational Journal.*

INVENTIONS

HAS everything of any importance been invented?" Justin W. Macklin, First Assistant Commissioner of Patents, asked in a radio address during the centennial celebration of the United States Patent Office. He added that those who have studied the history of inventions answer emphatically "No."

Although the centennial has gone down in history, the inspiration it aroused, particularly in educational institutions of the Nation, lives on to further answer the above question.

The assistant commissioner emphasized that "we do not know what the future holds; this we do know that scientific research and engineering developments as they relate to inventions and patented improvements are being carried forward on a vast scale and in a most businesslike manner. Most of us living now will see

changes as surprising as the developments of the telephone, radio, railroads, steamboat, airplane, electric lamp, vulcanized rubber, and the present marvels of chemistry.

"Not only will man's material surroundings be affected by the scientific discoveries of the future, but the very timber of his existence will be profoundly changed. Thinkers will deal with our great social and economic problems. Our ancient enemies, disease, ignorance, poverty, and crime, will be eliminated."

This is a profound challenge to education.

★ Fifty-four Years Old

THIS year marks the fifty-fourth anniversary of the National Civil Service Act, which was signed by President Chester A. Arthur and became law on January 16, 1883.

Greater interest seemed to be turned toward this celebration than in any prior anniversary, it was claimed by those in charge.

Radio broadcasts were arranged by the American Federation of Government Employees and the National Civil Service Reform League. The press showed much interest in the merit system, and the National League of Women Voters arranged local meetings and broadcasts in connection with the anniversary.

New York, Cincinnati, and Seattle showed considerable activity among local organizations of the American Federation of Government Employees, and in Washington, a mass meeting in the Labor Department auditorium, on Tuesday, January 12, at which President Mitchell of the Civil Service Commission was the principal speaker, proved a noteworthy event.

Otis T. Wingo, executive secretary of the National Institute of Public Affairs, telling of the readiness of his organization to cooperate with various groups in the observance, wrote:

At this time of the fifty-fourth anniversary of the National Civil Service Act, it is encouraging that many organizations and growing public opinion are giving support to the question of merit system and trained personnel in our American Government.

The problem of public personnel is every citizen's problem. The more that can be done to make the average citizen cognizant of that problem and his interest in it, the more successful will be the democracy which is the form of our Government.

The national institute arranged for cooperation with the junior chambers of commerce, and enlisted their aid in arranging meetings throughout the Na-



The cover design for this issue of *School Life* was drawn by Ruth Mayer. The honorable mention drawings shown above were drawn by (left to right) Ruth Dunlap, Earl H. Wolf, DeForrest Judd. The instructor of the class was Willard Combes, Cleveland School of Art.

tion in connection with National Civil Service Week.

Observance of National Civil Service Week began 2 years ago, following a suggestion made by Harry Kranz, manager of the San Francisco district office of the Civil Service Commission, to the national office of the American Federation of Government Employees. The Commission and Federation cooperated in the first celebration of the occasion at that time, and last year various other groups, notably the National Civil Service Reform League, joined in recognition of the anniversary. This year the same groups, with various newcomers, participated again.

★ Conservation

THE Federal Government is now vitally concerned with the need of arousing the interest and securing the participation of citizens in a Nation-wide plan for conservation of national resources. Disastrous results of neglect are now so apparent that the time is appropriate for a widespread attack on this vital problem. This approach needs to be national in scope since many of these resources are, indeed, national in their contacts and are not limited by local or State boundaries.

The schools of the country, with their enrollments of tens of millions of learners, should become the most important ally of the agencies primarily interested in the conservation of our national resources. The most effective method of disseminating information about conservation and of building a public support, on the basis

of fact, for plans to recreate and conserve our abundance, is to utilize this gigantic agency for the systematic transmission of ideas called organized education. It is trite, but still true, to say that "as the school is, so is the nation."

To be effective in educating the Nation concerning conservation, the information disseminated must meet three requirements. First, it must have genuine scientific authenticity. Second, it must be organized for school use by professionally trained and experienced curriculum specialists in conformity with State and local curriculum offerings. Third, it must find its way to the pupils through the regular channels provided by the Federal, State, and local educational agencies.

The schools are already giving some, but only relatively slight, attention to conservation in connection with courses in various sciences and social studies at elementary school, high-school, and college levels. The work needs to be greatly expanded, vitalized, and integrated to the end that pupils in the schools may approach adult citizenship with a much clearer realization than now obtains not only of their responsibility but of the real opportunity which exists for them in conserving wildlife, forests, land and soil, oil and minerals, and the even more important fields of health and human life.

Excerpt from a paper entitled "A Proposal to Set Up a Service in the Office of Education in Conservation Education", and presented to the Wildlife Conference, Washington, by COMMISSIONER J. W. STUDEBAKER.

The Vocational Summary



In Chicago and Gary

A TRADE school accommodating 6,000 students is soon to be erected in South Chicago, under authorization from the Chicago Board of Education. This school will be built at the request of approximately 100 industrial and business concerns in the South Chicago area, which have agreed to absorb annually at least 1,000 graduates into apprenticeship. The area to be served by this institution, which will be of the factory unit type, has approximately 500,000 employed workers, more than 100,000 of whom belong in the class of skilled workers. The movement for the erection of the school grew out of meetings arranged by the State Department of Vocational Education for Illinois and a representative of the trade and industrial education service of the Federal Office of Education during the past year. Attending these meetings were general managers and personnel managers representing South Chicago industries, to whom the possibilities and advantages of a trade and industrial training program were explained. During the year training conferences were held for more than 100 department heads and foreman training programs for approximately 400 foremen. As a result of these conferences apprenticeship training programs have been worked out for 14 different trades which lend themselves to apprenticeship training. As a result of all these activities, also, the Chicago school board through City Superintendent of Schools William H. Johnson is gradually reorganizing the educational program in the city, with a view to expanding the vocational training work and making it more effective. Out of 40,000 workers employed in Gary, Ind., 28,000 are in plants which are subsidiary to industries whose headquarters are in Chicago. Schools and industries in Gary, therefore, are also cooperating in an apprenticeship training program. Much credit for the movement to build the new South Chicago Trade School and to reorganize the vocational training program in Chicago and Gary belongs to Superintendent Johnson and his assistant, Maj. Frank L. Beals and the State supervisor and assistant supervisor of trade and industrial education for Illinois, J. W. Thompson and J. W. Paul respectively; and to William A. Wirt,

City Superintendent of Schools, and G. E. Wulffing, local supervisor of vocational education in Gary; and Allen T. Hamilton, State supervisor of trade and industrial education, and Russell Greenley, teacher trainer for trade and industrial education, in Indiana.

Vocational graduates score

One of the solutions for unemployment, Supt. S. M. Stouffer, Wilmington, Del., believes, "is to train a larger number of pupils in the schools along vocational lines, in which the demand for workers is greater than the supply." To substantiate his conclusion Dr. Stouffer cites the results of a survey recently conducted by his office. This survey shows that of 48 pupils graduating from the Wilmington Trade School, 100 percent are employed. The survey disclosed further that of 163 graduates from both high schools in the city, 71 percent are employed. Of particular interest also is the additional fact revealed by this survey—that of the 365 nonvocationally trained graduates of the two high schools who did not enter college only 50 percent are employed. "It is the fellow who is not well trained for any specific task who seems to have the greatest difficulty in securing work", Dr. Stouffer declares. In a report on a plan for expansion of the vocational education program in Wilmington, Dr. Stouffer calls attention to the fact that the George-Deen Act, passed by the Seventy-fourth Congress, and effective July 1, 1937, authorizes the appropriation of funds which would make available to the State of Delaware about \$30,000 "for the type of instruction that we are now carrying on in the Wilmington Trade School, the evening and commercial departments of the Wilmington High School, and the P. S. Du Pont High School." In addition, he states, "this act authorizes the appropriation of funds which would make available to the State approximately \$10,000 for training in what are known as the distributive occupations, which include salesmanship and merchandising."

Practice teaching on new scale

Representatives of the home economics teacher-training department of the Colorado State College and the State Board for Vocational Education have developed a plan whereby prospective teachers will

receive 6 weeks' experience in full-time teaching in home economics departments of State high schools. Under this plan, which will be put into operation next fall, students will devote an entire semester of their senior year to professional education. Twelve weeks will be devoted to intensive course work, supplemented by observation work in the home economics departments of Fort Collins schools. The full-time teaching practice will be given under the guidance of a successful teacher who has received special preparation in supervision. Teaching practice will include experience not only in classroom instruction but also in home visitation and contact work, cooperation with the vocational agriculture teacher in courses and projects involving a combination of home economics and agricultural instruction, in work for out-of-school youth and adults, supervision of home projects of students, and in taking part in the social and civic life of the community in which teaching practice is secured. Only schools which have strong vocational programs and where student teachers will have an opportunity to secure a variety of experience will be selected for this practice teaching program. While this plan requires considerable adjustment in the college schedule for senior students, it will provide the desirable experiences that are not available in the present program and should enable home economics teachers to enter upon their vocation with assurance.

Cotton farmers go to school

Cotton marketing on a profitable scale is the objective of a cooperative educational plan recently put into operation through the combined efforts of the supervisors of agricultural education in the Southern States and the American Cotton Cooperative Association, of New Orleans. This plan calls for the instruction of students enrolled in vocational agriculture departments of high schools in these States, as well as of adult farmers enrolled in evening agricultural classes, in the classing, ginning, and marketing of cotton. Vocational agriculture teachers in the States in which this service to farmers has been requested are gathered together in groups and instructed through demonstration and discussion by field representatives of the cotton association.

These teachers in turn are offering similar instruction to the farmers in the night classes now being held throughout the South. Association representatives aid vocational agriculture teachers in conducting demonstrations and discussions on classing and qualities of cotton in day school and night classes. These representatives also give instruction to supervisors, teachers, and vocational agriculture students on the services and facilities offered by cotton cooperatives, and their method of operating. The instruction is extended to cotton ginner, also, who are taught to gin cotton in such a way as to insure a longer staple and thus to cut down waste. Courses are based as nearly as possible upon local conditions. To create interest in these cotton classing, ginning, and marketing courses the cooperative association circularizes its affiliated associations and their members, impressing upon them the value of the courses. The purpose of the program as stated by Stanley Andrews, editor of the *American Cotton Grower*, official publication of the association, is "to bring the facts incident to the marketing of cotton to the producer in such a way as to increase his knowledge of conditions, circumstances, and qualities which affect final value of his cotton, placing him in a strong position in marketing his crop."

Michigan steps along

Michigan now has vocational agriculture departments in 230 high schools, E. E. Gallup, State supervisor of agricultural education, reports. This is in contrast with 43 departments in 1918. Of the 230 departments now in existence, 211 are on the reimbursement and 19 on the nonreimbursement or waiting list. The 230 vocational agriculture departments furnish employment openings for graduates of Michigan Agricultural College who qualify as teachers of vocational agriculture. Ten new departments have been added to the list of departments which have qualified for and desire reimbursement. More would have been added if the supply of teachers had not been exhausted.

Jewelry trade school started

About 60 boys enrolled in a trade school for the preparation of workers in the jewelry industry, opened during the past year in Attleboro, Mass., one of the New England jewelry trade centers. Much of the equipment and machinery for the school has been loaned by local jewelry manufacturers. As a part of their training, students enrolled in this course have installed the equipment and have made the minor repairs necessary to put it in good working condition.



A student in the distributive occupations course in a Seattle high school, who has had practical experience as a salesgirl in a local store, drilling her classmates in sales technique.

Cooperative training

Approximately 165 selected youth are trained each year in retail selling in the Seattle public schools on the cooperative training plan. Each individual selected for the training must be 16 years of age or over and of not less than senior standing in high school. Class work for these students consists of 5 hours a week of discussion and drill in store system, servicing, merchandising display, advertising, stockkeeping, cash-register practice, wrapping, selling methods, and sales demonstration work. The stores agree to employ as many of these young people as are acceptable to them on Saturdays, sale days, and during Christmas and Easter vacations; pay them at the going wage for extra help; and retain them permanently if they prove competent and desirable employees. The privilege of enrolling in these courses is eagerly sought after by high-school seniors. Each year from 50 to 100 students in the six high schools offering the retail selling course apply for admission to the course, although only 30 at the most can be accommodated. As a result it is possible for the coordinator with the help of the teacher to make a careful selection of the best individuals available. Selection is made on the basis of personality, personal appearance, interest and fitness for the work, success in school (not necessarily scholarship), and apparent need. From the selection thus made the least desirable applicants are eliminated by an arithmetic test and an oral test of judgment in selling situations. Usually half

of each class is employed by November. The others must wait until extra help is needed, but by Christmas practically all the students are working. During the year 1934-35, 160 students out of 163 were employed during the week before Christmas. Their earnings for the year, in which they put the equivalent of 3,792 working days, totaled \$8,152.58. Of the 163 students enrolled during 1934-35, 147 were girls and 16 were boys. They were in demand particularly at Christmas by the stores, which made almost continuous requests of the placement bureau of the public-school system for help during the holiday shopping period. In 1935 a graduate class in retail selling was established at Edison Vocational School. This class admitted students from all over the city, who had graduated from high school and had not found employment. They were allowed to leave the class whenever they found employment. This arrangement proved satisfactory to stores and students alike. Numerous instances of students who have secured valuable positions and unusual advancement are cited by Miss Celia D. Shelton, commercial coordinator, Seattle schools.

The Vocational Summary will welcome brief notes appropriate to its columns from those engaged in vocational education in agriculture, home economics, trade and industry, and commercial education, and also in the field of vocational rehabilitation.

CHARLES M. ARTHUR

Florida Teachers Thrifty

IN Dade County, Fla., 510 school teachers are sole owners and operators of their own saving and loan institution. Teachers in this county may go to their cooperative lending institution for loans on reasonable terms and at reasonable rates of interest.

The loan application will be acted on by a credit committee composed of teachers; the money is paid out by a teacher-secretary; and the funds come—not from the Federal, State, or county Government but—from the accumulated savings of teachers themselves.

Over 2,000 organized

In short, these teachers have started a Federal credit union—one of more than two thousand which have been organized throughout the United States since the act of Congress in June 1934 authorized these cooperative thrift and loan associations under Federal charters.

Organized in April 1935, the Dade County Teachers' Federal Credit Union has savings of over \$22,000 and is now turning over the money a second time in loans to its teacher-members who have occasional borrowing needs.

The credit union is performing a fine social service for members who have fallen afoul of heavy interest charges on small loans or installment buying, and is also creating a sound and healthy means of investing money saved by teachers. The group has just declared a 6-percent dividend to its members and in addition is building up a reserve fund.

Origin of unions

Credit unions are devoted to the principles formulated over 75 years ago by Friedrich Wilhelm Raiffeisen, a German, who believed that the systematic saving of money by small groups of people would soon build up funds adequate to take care of the credit needs of individual members of the groups on reasonable terms.

This is the thought that has launched tens of thousands of credit unions in Europe and Asia; and now there are about 5,500 credit unions in the United States with over 1,250,000 members and capital of over \$100,000,000.

The oldest credit union in the United States has been in operation more than twenty-five years. Until recently, credit

unions could be chartered only in those States which had enacted credit union laws, authorizing the operation of these self-help institutions under State banking departments. Then, in 1934 the Federal act was passed. Now credit unions may be set up anywhere.

Among occupational groups, schools and colleges rank fourth in the number of Federal credit unions. Altogether, there are at least 300 of these operating credit unions under State and Federal charters in 43 States, the District of Columbia, and Hawaii. In number of teacher credit unions operating under Federal charter, Connecticut ranks first with 21 organizations. Credit union service is available to more than 9,000 of the 12,000 public school teachers in the State. Pennsylvania has 16 teacher Federal credit unions, New Jersey 14, Florida 9, Indiana 6, Texas 6, and Hawaii 5.

Cooperative basis

Federal credit unions are conducted on cooperative principles. The interest rate is 1 percent or less on unpaid balances, or a charge of \$6.50 on a loan of \$100 amortized through the year. The board of directors and credit committee is elected by the members and composed of members.

The main purpose of a credit union is the cultivation of the saving habit. To become a Federal credit union member, it is only necessary to save as little as 25 cents a month. Savings go to purchase credit union shares at \$5 each. The money can be withdrawn in full, subject to notice, but if it is allowed to remain, it participates in the dividends declared on the credit unions' earnings, which have averaged from 5 to 6 percent a year.

The next greatest value of the credit union is that it constitutes a source of loans for needful purposes. Many credit union loans have gone to pay hospital and medical bills. Others buy furniture, food, clothing, and other household needs. Teachers have found it convenient to borrow a part or all of the cost of taking summer courses at universities, or financing vacation trips.

Loans repaid

These loans are almost always repaid in full. Under Federal law, loans of more than \$50 must be secured, and State laws

have similar provision. But loans are essentially character loans, based largely on the common knowledge among the group concerning the honesty, earnings, and general credit standing of individual members.

The actual experience of many hundreds of credit unions, covering a quarter of a century of operation, shows that losses from bad loans are almost negligible. Of 1,000 credit unions analyzed for the depression year 1933, only 156 had any losses. Calculated on the volume of loans made, bad debts amounted to less than one-fourth of 1 percent.

R. C. DORSEY,
Farm Credit Administration

On Your Calendar

AMERICAN ASSOCIATION OF DENTAL SCHOOLS. Baltimore, Md., Mar. 15-17.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN. Savannah, Ga., Mar. 15-18.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION. New Orleans, La., Feb. 20-25.

ASSOCIATION OF DEPARTMENTS OF EDUCATION IN COLLEGES. New Orleans, La. Feb. 21.

CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH. Nashville, Tenn., Mar. 25-27.

CONFERENCE OF SOUTHERN MOUNTAIN WORKERS. Knoxville, Tenn., Mar. 9-11.

EASTERN COMMERCIAL TEACHERS ASSOCIATION. Boston, Mass., Mar. 24-27.

NATIONAL ASSOCIATION OF HIGH-SCHOOL SUPERVISORS AND DIRECTORS. New Orleans, La., Feb. 20-25.

NATIONAL COUNCIL OF BUSINESS EDUCATION. New Orleans, La., Feb. 20.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERINTENDENCE. New Orleans, La., Feb. 20-25.

NATIONAL SOCIETY OF COLLEGE TEACHERS OF EDUCATION. New Orleans, La., Feb. 20-24.

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS. Chicago, Ill., Apr. 7-10.

PROGRESSIVE EDUCATION ASSOCIATION. St. Louis, Mo., Feb. 25-27.

From CCC Camp To Employment



THE underlying purpose of C. C. C. camp education is to make men more employable. In view of the comparatively brief time—the average length of enrollment is 8 months—which enrollees spend in camp, the training program must be intensive and practical throughout.

Into the camps every new enrollment period come thousands of young men without work experience, without developed skills, and without plans for their future. These men represent a great reservoir of human resources which are yet untapped and untrained. Knowing that the country cannot suffer the loss of the assets of these men, C. C. C. officials are attempting to prepare them for and help place them in useful activity.

The whole camp situation is educational to many of the men. It is difficult to conceive of any experiences in camp in which learning does not take place. Certainly the work experience prepares men for employment. The task of camp officials is to supplement the work program with basic training in the underlying vocational principles, in order that the men may know why they do the work this or that way. In fact, all experiences of the camp can be utilized in enriching the enrollee's knowledge of the world in which he lives, moves, and has his being. The job of the educational adviser is to enrich and intensify all aspects of such training and keep educational opportunities vividly before each man.

Guidance

This the adviser and other camp officials do in various ways such as personal conferences, group discussions, and camp meetings where all the men are present. Personal talks with each man have proven the most satisfactory method for getting at individual vocational problems. Several thousand of these interviews are held each month. The adviser discusses the vocational interests and needs of the men in relation to their education and experience, as well as in relation to the opportunities for employment. Men

Howard W. Oxley, Director of CCC Camp Education, Tells How CCC Officials Are Attempting to Help Place Enrollees in Useful Activity



Enrollees learn surveying.

having common vocational interests meet occasionally to discuss their vocational problems, usually under the leadership of a person working in that field. Camp meetings of all the men are held regularly to discuss employment trends and the opportunities in various fields of endeavor. Frequently, the group or camp meeting results in subsequent personal interviews with the adviser and others to determine individual qualifications for such work, and to outline a training program which will better prepare the camp member for it.

By using a cumulative record system, the adviser is able to keep a constant check on the enrollee and can guide him better into those activities which he should pursue. At the close of the enrollee's camp service, he may have a copy of his cumulative record card which he may need to use in seeking employment.

Applying for a job

Of invaluable service to enrollees is the instruction which they receive on how to contact employers for work, how to write a letter of application for a job,

and how to interview a prospective employer. Practically every corps area has prepared material on these subjects. Some have presented it through the medium of playlets. These playlets have had such titles as: "He Got the Job", "He Didn't Get the Job", "Bill Burns—Job Hunter."

Contacting employers

Enrollees are encouraged to keep in close touch with employers back home and with their relatives, furnishing them up-to-date information on their training, experience, and other qualifications for work. Every enrollee is also advised to make continuous use of the public employment office nearest his home and to keep his registration active.

Camp officials, including the military, technical, and educational personnel, are continuously on the lookout for job openings for their men. They contact nearby employers, business groups, civic societies, and placement services in search of work opportunities. Enrollees are often introduced to business men and civic



CCC work project.

leaders in nearby towns, who may be able to help them locate employment. Newspaper want ads are duly examined for further job leads.

Several advisers, notably in the First Corps Area, have enlisted the help of local newspaper publishers in announcing to the public that C. C. C. camps have many young men qualified for work.

Placement service

The First Corps Area also reports that one of its districts, which includes Maine, has started a placement bureau for its enrollees. Every camp member in the district has been interviewed and a complete record of his educational and vocational qualifications prepared. This information has been recorded with the placement bureau for use in fitting the men into jobs as they can be found.

Three districts of the Second Corps Area, with headquarters in New York City, have periodically prepared a list of the seven most qualified enrollees of each camp, together with a summary of their qualifications for work. This list has been circulated among several hundred

selected employers in New York, New Jersey, and Delaware. In the Delaware district, the State Employment Service is cooperating in a plan by which 25 selected boys from each camp are registered in a special file kept at district headquarters for placement purposes.

A circular recently sent to several Delaware employers by camp advisers read as follows: "You are a prospective employer. We have 1,258 young men in the 8 C. C. C. camps of this district. Seven men from each camp have been judged 'most employable', and brief descriptions of them appear in the accompanying pamphlet. These men have proved their worth in our organization and they are aching for a chance to do so in yours. The C. C. C. pays from \$30 to \$45 per month, with food, clothing, and shelter. If you can offer them something better either now or later, please communicate with the educational advisers of the camps involved. Interviews can be arranged * * *."

A similar system for circularizing employers with a description of enrollees

qualified for work is used by camp advisers in Iowa.

Agencies cooperative

C. C. C. officials have found community leaders and agencies increasingly cooperative in efforts to place enrollees in employment and a wholesome community life. The First and Second Corps Areas have secured the assistance of the Y. M. C. A., State employment offices, and counselors of the N. Y. A. staff in adjusting enrollees to employment conditions upon their return home. Out in the Sixth Corps Area, the Illinois Employment Service has agreed to distribute among its county offices pertinent information on discharged enrollees of Illinois.

The Fifth Corps Area has organized follow-up councils in certain counties of Ohio, Indiana, Kentucky, and West Virginia. Camp advisers in Kentucky and West Virginia have worked out an arrangement whereby a copy of the discharged enrollee's record may be filed with the local placement or welfare agency in his home county.

Last month, in an effort to improve the system of personnel records among the camps, the C. C. C. Office of Education introduced a new cumulative record card. This card will place enrollee records on a more uniform basis throughout the country and will be of greater use to employment offices in helping enrollees find work. The cumulative record card will contain in a systematic way the type of information and data necessary for the enrollee's placement.

Results encouraging

The fact that approximately 10,000 men are leaving the camps each month to accept private employment indicates in some measure the type of service which the C. C. C. is offering its enrollees. Three large industrial concerns, one each in New York, Illinois, and Washington, recently stated that they preferred to employ C. C. C. men because of their practical training, ability to follow instructions, and willingness to work.

Camp Advisers Meet

CAMP advisers of the Fourth Corps Area are to participate in a meeting on conservation and education at New Orleans, Feb. 26 and 27. This conference is being held in connection with the annual meeting of the Department of Superintendence. Robert Fechner and Howard Oxley plan to address camp advisers at this conference.

Educational News



In Public Schools

THE STATE DEPARTMENT OF EDUCATION of Colorado has recently issued an elementary-school course of study consisting of 724 pages. The course is divided into three parts: How to Use this Course of Study; What to Teach and How to Teach it; and Helps for the Teacher on Special Problems. The committee that prepared the course of study had in mind certain fundamental objectives; among these are: 1. Health—mental and physical. 2. The development of understanding social relationships. 3. The development on the part of the individual, of the ability to participate in social activities. 4. The development of activities conducive to human relationships with a sense of personal responsibilities. 5. The development of clear thinking, based on wide information that will aid the individual in analyzing social situations. 6. The development of habits and skills that are necessary for intelligent living.

THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION of Pennsylvania has announced that speech-defective children who live in rural districts in Pennsylvania may now have the help of specially prepared teachers of speech. This is made possible through the aid given to the local school districts by the Commonwealth under regulations drawn up by the department of public instruction. In the smaller school districts, of the fourth class, there are more than 20,000 children who possess speech defects. Most of these live where there are so few children that the district cannot afford to employ a full-time speech correctionist. In the past these children have been neglected. Because of this need, provisions have been made for adjoining districts jointly to engage a specialist. The Commonwealth under the provision of the school code is authorized to pay 80 percent of the salary of the teacher provided she is certified for such teaching and the arrangements meet with the approval of the division of special education in the department of public instruction. Similar

aid, in smaller amounts, is also available to the larger school districts.

AN ANALYSIS OF THE FINANCING OF EDUCATION and Other Governmental Functions in Wisconsin is the title of a research bulletin issued by the Wisconsin Education Association.

A KINDERGARTEN FOR EVERY CHILD is now a fact for the first time in the history of Seattle, Wash. Extension of kindergarten facilities to all schools was begun last year by the board of education and completed this year. Last September, 2,459 5-year-olds went to kindergarten; this September 2,846 enrolled.

A SERIES OF 1-DAY CONFERENCES for public-school music teachers of North Carolina was held during the fall in the following places: Asheville, Raleigh, Greensboro, Greenville, Red Springs, and Davidson. These conferences were sponsored by the public-school music department of the school of music of the Woman's College, the music department of the State Federation of Women's Clubs, and the State department of public instruction. The program included discussions of: 1. Approved methods of teaching various phases of music appreciation; 2. Type lessons in music appreciation followed by discussions of the lesson text; 3. Learning and singing songs suitable for use in the music appreciation course of study.

A MANUAL ON TRAFFIC SAFETY for California secondary schools was recently issued by the State department of education. The materials presented in the manual are intended to serve as a minimum content for the instruction in highway safety and accident prevention as prescribed by law.

THE MICHIGAN EDUCATION JOURNAL reports that local boards of education in 29 cities in that State are sponsoring correspondence study centers giving courses offered by the University of Michigan extension division. Local superintendents or school boards may request a study center when 15 or more students have shown an interest. The work is all on the college level. The school board usually provides the meeting place, light, heat, and use of the school library.

A BRIEF BULLETIN on Suggestions for Landscaping Rural Schools has been prepared under the direction of the school plant committee of the Julius Rosenwald Fund, Southern Office, Nashville, Tenn., with the hope that it may be useful in offering stimulation and directions for improving the appearance and usefulness of rural school grounds. The designs have been developed, mainly, from actual situations in three demonstration counties in school plant rehabilitation under the supervision of county school plant mechanics. The illustration below is reproduced from the bulletin.



Before.



After.

A COMPREHENSIVE SURVEY of secondary school libraries in California has been undertaken as a joint project of the State department of education and the school library association. A summary showing trends in secondary school libraries in that State is given in the *Wilson Bulletin for Librarians*, December 1936. The summary of one of the divisions of the survey shows that school library budgets are being increased, that the trend is toward professionally trained school librarians and that curricular changes in secondary schools require improved library facilities.

DELAWARE STATE Department of Public Instruction has issued an attractively illustrated pamphlet containing facts about the various services rendered by the schools of the State.

W. S. DEFFENBAUGH



A new home for student teachers. \$232,000 dormitory built on the campus of the Texas State Teachers College in Denton for 100 of its women students. It is one of a number of buildings constructed by the State College with allotments totaling \$1,300,000 from the Public Works Administration.



In Colleges

RADIO IN EDUCATION.—Radio station KWSC at the State College of Washington broadcast 3,800 programs last year. The faculty of the college of agriculture led with 737 broadcasts; next, the college of sciences and arts with 720 broadcasts in scientific and cultural subjects; home economics 650; music and fine arts 350; engineering 250; journalism 550; physical education 220; mines and geology 80; religion 90; education 66; pharmacy 40 and alumni 36. Scores of broadcasts were given by individuals and organizations. On an average 140 students per week participate in programs and many who received their training at KWSC now hold responsible positions with large radio companies throughout the Nation. In January the station began using its new power ratio of 5,000 watts.

BENEFACTIONS.—For the first half year ending December 31, 1936, Cornell University received a total of \$673,740, of which \$430,006 represents additions to the endowment funds of the university. For the year 1935-36, donations amounted to \$781,487.

The University of Chicago recently received its largest unrestricted gift—\$3,000,000 from the General Education Board of New York to be spent for the development of the medical school and improvement of the university generally. Although the trustees of the university have absolute discretion in spending the grant to improve the medical school and

the university, the background of the discussions leading to the gift suggested that about \$360,000 a year would go to medicine. It is assumed that the gift will be spent in about 5 or 6 years; this necessitates the raising of \$15,000,000 additional endowment for support.

TRAINING FOR SANITARY INSPECTORS.—During the past summer the University of California made the first attempt in the United States to train sanitary inspectors on a large scale; 45 men from 9 Western States and Hawaii were put through a rigorous training course. Continuing its drive to assist State health departments in training adequate public health personnel, a second training course will be conducted from February 8 to May 4, 1937. This course will include lectures, conferences, laboratory practice, group field trips, and the practical study of county and city health departments. Further details may be obtained from Dr. K. F. Meyer, Life Sciences Building, University of California, Berkeley, Calif.

A "STATE CAREER" PLAN whereby brilliant but needy young men and women would be put through various professional courses of study at the University of Wisconsin free of charge, and later, upon graduation, would enter the State service and pay off their debt to the State by their work is being considered by a committee of the deans of the university. Upon

graduation such students would be placed at the service of the State, work off their debt and if they chose, continue in the State service.

A COURSE IN SKIING and how to apply first aid for ski injuries, recently announced at Massachusetts State College, has 45 students enrolled. Instruction began with a dry course in skiing given in the physical education building cage, followed by daily practice sessions on nearby slopes. The safety factor will be emphasized in order to encourage the present growing popularity of this winter sport.

A NEW SCIENCE HALL at the University of Arizona constructed at a cost of \$200,000 and recently occupied provides students of physics and chemistry with ultramodern facilities—alternating and direct electric currents, hot and cold water, distilled water, and gas are all piped directly to each student bench. The fire-proofed building is equipped with a master ventilating system which will draw fumes from separate rooms or the entire building within a few minutes. The largest laboratory accommodates 84 students at one time and provides drawer space for 500 students.

TWO HUNDRED AND NINETY-ONE COAL MINERS are attending night classes conducted by Ohio State University's de-

partment of mine engineering and the State board of vocational education. The work is arranged on a 3-year basis, students attending a 2-hour session weekly for 40 weeks in the year. First-year students are studying general science, mining law, and arithmetic; second-year students study mine ventilation, and those in the third year study roof support or "mine timbering." The object of this work is to give miners the opportunity to become better and safer workers, and better opportunities for promotion.

FORESTRY AS A PROFESSION is increasing in popularity so rapidly that Pennsylvania State College is unable to take care of all the young men who desire to enter that work. Last year the number of freshmen admitted increased from 50 to 150; but last fall the newcomers were held down to 105 because with the enlarged enrollment in the upper classes the staff could not handle more than that number. Applications for admission to the forestry course last year reached 197 and continued to rise last fall to 222. The increased demand is found in both the 2- and 4-year courses.

LAW GRADUATES.—The University of Arizona has graduated 128 students in the past 6 years from its college of law. Of these 117 have passed State bar examinations; 49 have remained in Arizona and are practicing law; 40 are practicing in other States, and the remainder are in other vocations.

SELF-HELP AT HARVARD.—From the alumni bulletin of December 18, 1936, total earnings for the past 20-odd years show how much employment means in undergraduate life. In 1914-15, 1,200 registered jobs brought \$95,000 to students. In 1919 and the post-war depression period the figure dropped to \$50,000, but by 1931-32, 2,100 jobs were bringing in \$375,000. Then the full effect of the depression was felt. In June 1934 when the earnings of 1932-33 slid down to \$296,000 a sort of W. P. A. was introduced. An appropriation of \$40,000 opened up about 45 more jobs, and the earnings stopped their rapid decline and started leveling off at about \$295,000. There are two groups of jobs, those coming through the student employment office, and those through the university. The usual jobs include freshman waiters, newsstand concessions, library and museum jobs, soliciting concessions, laundry contracts, pressing contracts, newspaper contracts, and conces-

sions at games, and in addition a conglomeration of positions from chore-workers to typists.

PROGRESS-MEASURING TESTS for 6th, 7th, and 8th grades in 225 Iowa elementary schools were administered January 25, 26, and 27. About 30,000 tests were sent to the schools by the University of Iowa College of Education for the 1937 program. Administration of the total battery of examinations in this third annual basic skills testing program will require about 5 hours distributed over the 3 days. The program is to determine for the information of school officials the efficiency of the teaching program. Each school will score its own papers and report to the university. The college of education will then furnish detailed information by grades and buildings. The principal divisions of the tests are—silent reading comprehension, basic study skills, basic language skills, and basic arithmetic skills.

STUDENT UNIONS.—The first student union building was constructed about 40 years ago, and in the past decade the movement has become increasingly widespread. The Association of College Unions, established 17 years ago, now has 31 full members—president: Carl Lauterback, director of Todd Union, University of Rochester, and secretary, Paul B. Hartenstein, director of Houston Hall, University of Pennsylvania. The association held its annual convention at the University of Texas, in December, and is cooperating with Miss Edith Ouzts who is gathering material for a survey sponsored by the Laura Spelman Rockefeller Foundation.

University of Kentucky's new student union building is soon to become a reality. The site is being cleared and architect's drawings are being reviewed for acceptance. The red brick building to cost over \$200,000 will be three stories in height with an arcade on the ground floor accommodating a soda grill, cafeteria, dining room for athletes, kitchens, etc.; other features will be the men's lounge, woman's lounge, a great hall, club rooms, social room offices, ballroom, and promenade deck.

EMPLOYMENT.—University of Iowa's engineering graduates will not be worried over unemployment next June according to the dean of engineering, since the demand for trained men exceeds their supply. Numerous requests for well-trained young men even months in advance of

graduation have exceeded those of recent years.

More than 1,300 chemists and chemical engineers graduated from the Pennsylvania State College hold positions of importance in 42 States and 14 foreign countries. Nearly three-fourths of last June's women graduates are employed, including 57 teachers and 17 dietitians.

TESTS FOR POLICEMEN—Wayne University's school of public affairs and social work has issued a study on Experiments in the Mental Testing of Detroit Policemen, showing the Army alpha test to be the most suitable for selection of patrolmen, and the chief means by which the most mentally capable men are selected from among physically fit candidates.

A police training school with college credit has been organized at Chaffey Junior College (Calif.) with the cooperation of the Los Angeles and Ontario Police Departments. The success of the school last year has added impetus to the work this year.

ONE HUNDRED AND FIFTIETH ANNIVERSARY.—Alumni of the University of Pittsburgh, almost 25,000 strong, are celebrating the 150th anniversary of the University's founding on February 28. Their celebration takes place on the 25th.

WALTER J. GREENLEAF



In Educational Research

BERNICE E. LEARY AND WILLIAM S. GRAY have reported upon a series of investigations made by them to

answer the question for adults, "What makes a book readable?" The results have implications for children as well as adults. The investigations concentrated on the aspects of a book which make it difficult to read. These involved type of words, length of sentence, number of different words, number of polysyllables, etc., found in sample passages from the book. These various factors were related to a reading comprehension score so that the importance of each of these factors could be judged. Regression equations were built up by which the readability (i. e., reading level difficulty) of books, magazines, etc., could be predicted when knowing some eight factors regarding the structure of the writing and type of words. The investigation brought to attention again incidentally that the reading ability of many adults is very low. This means not only that reading material must take into ac-

count the level of reading ability of adults, but it also points to the probability that reading instruction requires greater attention in our schools.

The authors recognize that the type of ideas presented have a considerable bearing on readability apart from the more structural aspects of the language involved. Research on this aspect of reading is left for future studies.

THE PROCEEDINGS OF THE SECOND CONFERENCE ON EXAMINATIONS, held at Folkstone, England, in June 1935, have been reported upon by Paul Monroe in a publication just issued by the bureau of publications of teachers college, Columbia University. This conference discussed the results of certain research which had been carried on in response to the suggestions made at the first conference held in 1931. This research dealt mainly with the reliability of the examinations which are given in various European countries to select entrants to higher secondary schools. Since these examinations are of the essay type, and since little or no attempt has been made to make such examinations uniform, it was natural that the examinations were found to be quite unreliable. This research was encouraged it is believed, as a sort of demonstration in order to convince university officials and State examination officials of the weaknesses in the present examination systems of the different nations of Europe. Research in the United States during the past 2 decades has accumulated considerable evidence on the reliability and validity of examinations. The extension of such research to Europe should be gratifying to the pioneers in this field in our country.

An important idea brought out in the discussion concerning the improvement of the selection of students for higher institutions was the reference to the use of cumulative records. Scotland has already inaugurated in places such a system of records. It was contended, and rightly, that less reliance need be put on stated formal examinations if a reliable educational history of each candidate is available.

This volume will be especially interesting to those following European education or those interested in the selection of pupils for institutions of higher learning.

HAVRAH BELL AND WILLIAM M. PROCTOR have assembled some information regarding the selectiveness of the American high school at present compared to 16 years ago. Much has been

written regarding the increase in high-school enrollments during the last 2 decades, and opinions have been ventured that the high school had at last become an institution in which pupils of all types of interests and abilities were enrolled. Much specific information regarding the change in type of high-school population has, however, been lacking. The study by Bell and Proctor does give comparative information regarding the occupational classification of fathers of high-school pupils now and 16 years ago, and also compares the pupils for the two time periods in regard to their intelligence quotients. Certain definite changes are indicated in these data. This study is published as *High-School Populations Then and Now in the School Review* for November 1936.

CLARENCE R. AYDELOTTE has made a study of certain aspects of the educational programs of the C. C. C. camps of Missonri. The study was made by submitting questionnaires concerned with the enrollees' previous educational experiences and social and cultural environment and the various activities engaged in the camps. The educational and social qualifications of the camp educational advisers were also investigated. A large number of factors were investigated and a great many conclusions drawn. The study should not be overlooked when investigating the C. C. C. program or in considering the lessons which the public schools might draw from this educational experiment in the C. C. C. camps. The study is published by the author, who is a principal in the schools of St. Louis, Mo.

THE STATE DEPARTMENT OF EDUCATION of Ohio has issued a bulletin describing a large number of researches made in connection with their State-wide achievement testing in both elementary schools and high schools. Most of the studies deal with the variations in achievement found between different questions. These variations reveal differences in emphasis in teaching and in the ability of the school systems to teach certain facts which are considered fundamental. Some of the studies deal with the total test scores in relation to vocational choice, age, and the like. The bulletin shows the advantage of having a State testing system tied with the universities, since considerable work in connection with the construction and evaluation of tests may be done by graduate students in such institutions. Many of the studies reported were supervised by Ray G. Wood, the editor of the

bulletin. In writing for the bulletin, ask for Ohio State Department of Education Bulletin No. R-1, Ohio State University, Columbus, Ohio.

IT IS INTERESTING TO FOLLOW the developments of the secondary evaluation study of the Progressive Education Association under the direction of Tyler at Ohio State University. These developments form the basis for articles published from time to time in the Ohio Educational Research Bulletin. The article by Louis Rath in the November 11, 1936, number gives a comprehensive outline of the basic educational objectives of the secondary schools cooperating in the experiment and the instruments and methods of evaluation which are being developed. The major objectives for which evaluation instruments are being devised are: (a) thinking, (b) interests, aims, and purposes, (c) attitudes, (d) study skills and habits, (e) social adjustment, (f) creativeness, (g) functional information including vocabulary, and (h) a functional social philosophy.

DAVID SEGEL



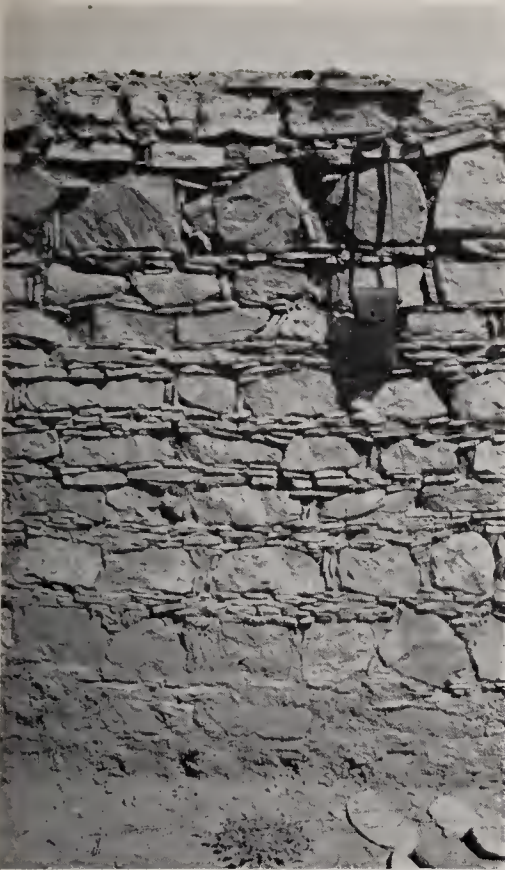
In Other Government Agencies

Office of Indian Affairs

EACH NAVAJO COMMUNITY SCHOOL is not only a school but a common clinic, shop, office, sewing room, library, kitchen, assembly hall, countinghouse, amusement center, club, and public forum for each and every member of the community, according to a recent issue of *Indians at Work*.

Informal learning of English has gone far ahead of the possibilities of the classroom, it is claimed, as individuals of all ages abandon the interpreter in, and stress and interest of, their new activities which deal with health, food, cooking, sewing, washing, ironing, spinning, weaving, writing, reading, woodworking, leather work, shop work, athletics, amusement, road building, hauling, drawing, silver-smithing, and what not.

CHILDREN OF THE SEMINOLE DAY SCHOOL, Dania, Fla., raise potatoes, onions, cabbages, and radishes for their school lunches.



Portion of ancient wall, Kinishba Pueblo, restored by University of Arizona summer students.

UNDER THE DIRECTION OF BYRON CUMMINGS of the department of archeology, University of Arizona, and with the aid of E. C. W. funds, Apaches from the nearby Indian reservation have aided summer students of the University of Arizona in their task of restoring the ancient Pueblo of Kinishba.

TRAVELING LIBRARIES have been introduced in the Rosebud and Pine Ridge Indian Reservations in South Dakota to supplement the permanent school libraries. Collections include the most popular juvenile fiction, books on popular science, travel books, histories written especially for young readers, and collections of verse; for the teacher, a professional book or two and some marked copies of professional magazines; for the adult Indian, a few best sellers of some years ago and health and agriculture bulletins. The box of books is sent out from the education office at the agency to each of the day schools at the request of the teacher.

A TRACTOR SCHOOL and repair shop has been opened at the Phoenix Indian School under the supervision of the school authorities on a continuous and "pay-as-

you-go" basis to provide specialized and intensive vocational training for Indians who desire to improve their knowledge and ability in the automotive field.

ROSE K. BRANDT, supervisor of elementary education, Office of Indian Affairs, Department of the Interior, in the belief that Indian children, like white ones, learn to read more easily and with greater enthusiasm when the subject matter deals with experiences close to their own child life, recently spent 6 months compiling and editing a series of Indian children's verses and drawings.

An experimental edition of these simple books, based on the experiences of Indian children, illustrated, compiled, and written as part of their classroom activities, was printed by the students in the Chilocco and Haskell print shops.

Copies of the first three volumes—Feast Day in Namba, Shaker our Monkey, and Shaker's Health Book—have been distributed to all elementary schools in the Indian Service in sufficient numbers to be available for use with younger children. A few copies have been sent to each of the high schools also for incorporation in their libraries.

Although originally prepared for Indian Service schools as part of their program, another printing may be made if the demand from outside sources warrants it, according to the Office of Indian Affairs.

Social Security Board

APPROXIMATELY 1,478,400—1,132,800 aged, 313,900 dependent children, and 31,700 blind—are receiving assistance in 43 States and Territories which have established public assistance plans in cooperation with the Federal Government, according to current information from the Social Security Board. The average amount paid to aged individuals under all approved plans of the Board is estimated at \$18.70 a month; in the case of aid to dependent children, \$10.60; and in the case of the blind, \$24.70.

National Youth Administration

EXPENDITURES for National Youth Administration student aid programs as of July 31, 1936, according to NYA circular no. 10, were:

For	Amount
School aid.....	\$9,569,949.47
College aid.....	13,448,132.09
Graduate aid....	979,289.56
Total.....	23,997,371.12

Works Progress Administration

MORE THAN 34,000 TEACHERS are employed to teach the approximately 1,324,000 individuals benefiting from the Works Progress Administration's educational program, according to Harry L. Hopkins, Administrator. The following table shows the number of teachers, enrollees, and classes in the educational program by classifications:

Classification	Teachers	Enrollees	Classes
General adult.....	13,029	573,166	39,480
Literacy.....	5,600	189,375	15,403
Workers.....	836	46,576	2,685
Vocational.....	4,814	207,348	14,210
Parent education.....	931	56,691	3,362
Nursery schools.....	4,982	46,661	1,466
Freshman college.....	455	7,962	67
Correspondence study centers.....	310	14,909	596
Other educational projects.....	3,483	181,456	10,643
Total.....	34,410	1,324,144	87,912

FORTY-FIVE THOUSAND HISTORICAL and geographical Braille maps will be distributed under W. P. A. auspices to 78 schools for the blind. Dots and dashes indicate the boundaries on the outline maps. On the physical maps masses of large raised dots indicate mountains, and masses of tiny dots indicate water. On the historical maps capitals are indicated by large dots surrounded by rings; other cities are indicated by smaller dots.

MARGARET F. RYAN



In Other Countries

CONTROL OF ALL EDUCATION in Hyderabad, one of the largest of the Indian States, is placed in the hands of public authorities by a recent educational reconstruction. The new scheme provides four stages of education. The first or primary stage will last 5 years and offer the minimum general training required to insure permanent literacy. Following this is the secondary and vocational stage of 4 years for children of practical aptitudes who wish to go beyond the primary stage but have no literary bent. The third or high-school and technical stage will present curricula of various lengths to prepare students for the university, and for admission to clerical, agricultural, and technical positions and training. The final or university stage is 3 years in duration.

To enlist active public cooperation, a board of secondary education is being established to supervise the courses of study and the examinations in the secondary, vocational, and technical schools. The membership of the board will represent all interests with special representation being given to women so that they may have an influence in matters relating to the education of girls. After a trial period of 5 years, a critical review of the new system is to be made.

THE PUBLICATION IN FRENCH AND SPANISH of a collection of works on early American history and civilization is being planned under the sponsorship of the committee on intellectual cooperation of the League of Nations. The era covered by the studies will be from approximately 1492 to 1600. The series will include 15 on ethnology, linguistics, and archeology, and 25 on history and geography. The Government of Argentina proposes to help realize the project by contributing annually 25,000 pesos to it, and the institute of historical research of the University of Buenos Aires will be responsible for the volumes of the Spanish edition. The Governments of Ecuador, Mexico, Peru, and Venezuela have offered material support. In the United States, Stanford University, the University of North Carolina, Ohio State University, and the public libraries of Cincinnati and Cleveland may aid it.

Credit for initiating the scheme is due to Argentina whose delegate submitted the original proposal to the assembly of the League in 1934. A definite plan was worked out by the Institute of Intellectual Cooperation and laid before the Assembly in 1935. It discussed not the desirability of the plan, but the means of giving effect to it. At the 1936 meeting the assembly warmly endorsed the proposal, and took cognizance of the material support offered for carrying it out.

A VETERINARY ACADEMY at Kaunas, Lithuania, authorized by law of August 1936, was officially opened September 19 by the Lithuanian Minister of Agriculture and 25 students were accepted for the first semester. The annual convention of doctors of veterinary science was held on the same day. Lithuania is an agricultural country with its rural area divided up into small holdings. Over three-fourths of its people are engaged in livestock raising, dairying, and agricultural pursuits. The new academy is urgently needed to provide graduate veterinarians to help the farmers and

furnish a staff of expert officials to deal with the neighboring countries, especially Germany, to which Lithuania exports its livestock and byproducts.

The curriculum will be 5 years in duration. Temporarily, most of the instruction is being given by the medical faculty of the University of Vytautas the Great at Kaunas and the requirements for admission are the same as those for the medical faculty. Special work in animal anatomy is done in the Veterinary Bacteriological Institute at Kaunas. The academy is under the supervision of the ministry of agriculture.

A "BIBLIOGRAPHY OF NEW ZEALAND EDUCATION" by Mary Mules and A. G. Butchers is now available. It is Educational Research Series No. 2, published by the New Zealand Council for Educational Research at Wellington in late 1936.

The bibliography is intended to be exhaustive, but the director of the council says of it:

"It will be a poor student of education who cannot find in this bibliography a complete omission, a faulty date, a wrong initial, or, if all else fails, an inconsistency in punctuation. In most of its sections, it aims at being complete and months have been spent to make it so, but in such work, a law of diminishing returns always makes one stop short of perfection. When the 'margin of profitable cultivation' is reached, it is most economical to publish the bibliography in all its imperfection, and then quietly wait for a crop of corrections to come in from the critics free of cost."

Unfortunately, the compilers felt that they were unable to select from the many publications mentioned a short list which could serve as an introduction to the study of New Zealand education by persons overseas.

The bibliography is one of the earliest productions of the young New Zealand Council for Educational Research founded in 1934 with the aid of the Carnegie Corporation of New York which appropriated for it \$87,500 payable in five equal annual grants.

FROM CUBA COME REPORTS that Educational Missions (Misiones Educativas), apparently somewhat similar to the Cultural Missions of Mexico and the Pedagogical Missions of Spain, have been set up to help with the 700 rural schools recently established in the most inaccessible parts of the island under Army management. An educative mission has six members: A professor, who is chief of the mission;

an Army sub-lieutenant, for discipline, physical education, and military instruction; a teacher of agriculture and animal husbandry; a teacher of trades such as carpentry, stone masonry, painting, etc.; a graduate man nurse, to deliver lectures and teach how to avoid parasitic diseases; and a domestic science teacher, for the girls and farm women. Before entering on their work, the members, although already well trained in their respective lines, undergo a short special course of 60 days which will later be extended to a longer period.

Each mission serves a zone of 25 schools, the members working in the schools from Monday to Friday every week and relieving each other in rotation throughout the year. A school matriculates 50 to 80 children during the day and 25 to 30 adults from 7 to 9 o'clock for 3 evenings a week. With motion pictures and the radio, with lectures, demonstration, and teaching, the hope is that the people in the very remote sections of Cuba may be helped to lead more healthful, happy lives.

AN INSTITUTE OF TECHNOLOGY was established at Tallinn, Estonia, September 14, 1936, under the auspices of the Estonian Government. This new institution of higher learning takes the place of the former school of engineering of the University of Tartu. The school has been closed and its professors and students transferred to the institute. Founded by presidential decree of June 25, 1936, the institute has three divisions: Civil, chemical, and mechanical engineering, in each of which the normal curriculum is 4 years in duration. The national materials-testing station is incorporated with it. Facilities are also provided for advanced study and research leading to the degree of doctor of engineering. It is supported by national funds, and for the installation and equipment the Government granted 500,000 Estonian kroons, about \$135,000 in coinage of the United States.

The institute is coeducational, has a teaching staff of 20, and enrolls 400 students. Its present rector is Dr. P. N. Kogeriman, a former research fellow of Harvard University.

JAMES F. ABEL

EDITOR'S NOTE.—*School Life* appreciates receiving reports and information from school officials that may be of value to officials in other States and communities. Send in your news!



F. F. A. News Bulletin

CONNECTICUT

Alex Sepowitz of Windham Chapter F. F. A. was the northern division winner in the North Atlantic regional contest for the best vocational agriculture poultry boy of the year at the Poultry Industries Exposition in New York City. Veteran poultrymen marveled at his accomplishment 1 year after graduation. He achieved an annual labor income above \$2,500 from 600 layers housed, 3,000 broilers raised and marketed, 7 acres of corn for grain, and goes into this winter with over 1,900 pullets and hens housed. Developed from his supervised farm practice on a farm previously devoted to dairying made the results more outstanding.

WYOMING

Dean Pence, president of the Wyoming association, in a letter to members in that State says:

This year, we have the honor of having Joe Black, one of our own boys for national president of our organization. He will do his best but he needs our support. Let us do all within our power to make this the best year we have ever had and get back of our national president one hundred percent.

OHIO

As a part of the Ohio School of the Air, vocational agriculture programs are being broadcast over stations WLW, WOSU, WCOL, and WHK. These programs occur on Monday from 2:45 to 3 p. m., E. S. T.

PUERTO RICO

The following supplementary statement regarding leadership was included in the 1936-37 annual program of work of the Caguas-Turabo Chapter. It is significant, encouraging, and challenging to all F. F. A. members.

Though we could point to more than one case of true leadership in our chapter,

there is, however, one case which deserves mention above the others. This is Arcadio Perez. He is the actual president of the chapter. In our last meeting he said, "I urge all of you boys to be prepared to be president of the chapter as I am prepared. I have trained myself in responsibility, enthusiasm, and moral character for this presidency since I was a green hand." All persons who know him assure that such is the truth. He excels in the following:

1. He knows his part in the ceremonies by heart.
2. He knows where the insignia ought to be and why every officer is in his place.
3. He knows how to transact business according to parliamentary procedure.
4. He is the only boy in the chapter who is able to deliver a speech to an audience without previous preparation. His effort is always greater than his ability.
5. He is always alert on the date when the chapter is to meet and has called the chapter this year to two extra sessions.
6. In our initiation he was quite busy investigating which boys qualified.
7. He offered himself voluntarily to be a member of all committees appointed.
8. He stayed after class in two occasions to paint and equip our thrift bank.
9. He called the boys to a meeting and got them to agree to work on Saturdays in the construction of our roadside market.
10. He has already prepared a speech for the public-speaking contest and in a debate held his speech was the best.
11. He has a good tobacco project and some animals.
12. On two occasions he has helped the instructor in meetings with farmers by personally inviting them to come to the meeting.

Not only because of these, but more because of his interest and efforts to make a success of chapter activities, we can point him out as the true leader of our chapter.

WISCONSIN

New chapters of F. F. A. are reported at Clear Lake, Edgerton, Shullsbury, Cameron, Athens, Stratford, and Lake Mills.

CALIFORNIA

"S'posin" Tom Johnson and his teacher, Glenn Jones, are appearing as a radio team on Tuesdays at 9:30 a. m. (P. S. T.) over Stations KPO and KFI. This is a vocational agriculture broadcast. Their story is a drama of farm life in California—a rural boy who wants to know and a friendly teacher who wants to help. The series is sponsored by the State Department of Education through the Bureau of Agricultural Education and

National F. F. A. Radio Program for 1937

Annual Theme—"The Farm Home"

Monthly Themes:

- | | |
|-------|-----------------------------|
| Mar. | 8—Improving the Exterior. |
| Apr. | 12—Providing Food. |
| May | 10—Good Health. |
| June | 14—Music. |
| July | 12—Rural Aids and Services. |
| Aug. | 9—Improving the Interior. |
| Sept. | 13—Schools and Instruction. |
| Oct. | 11—The Farm Workshop. |
| Nov. | 8—Light, Heat, and Power. |
| Dec. | 13—A Satisfying Farm Home. |

includes up-to-the-minute news of F. F. A. activities.

KANSAS

The December issue of the Kansas Future Farmer, State Association publication, carried an excellent article prepared by C. O. Banta, adviser of the Ottawa chapter on "Building the Annual F. F. A. Activity Program." It includes the analysis of the programs of the 10 outstanding chapters in the State for 1936.

PENNSYLVANIA

The Pennsylvania School Journal recently carried a story on the achievements of Clayton Hackman, Star American Farmer for 1936.

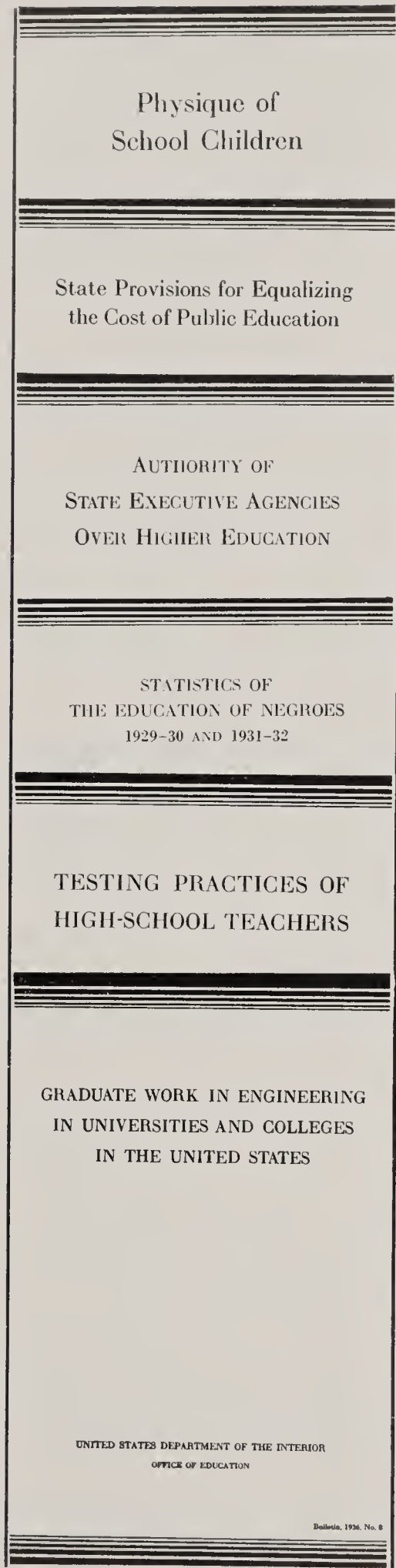
NORTH CAROLINA

Nine of the chapters in Union County have organized a county-wide unit of F. F. A. They call themselves the "Live Owls." The purpose is to secure closer cooperation in connection with F. F. A. activities of "Young Tar Heels" residing in the county.

MONTANA

Officers of the Montana Association have planned a State-wide chapter contest for the 1937 convention. The report from each chapter is to be judged and all chapters ranked.

W. A. Ross



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OFFICE OF EDUCATION publications are used by educators in every field who seek factual information based upon careful research. Requests come from every corner of the universe.

This month for the reader's convenience, SCHOOL LIFE publishes a list of important publications, together with an order blank. See page 192.

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SCHOOL LIFE

★
March
1937

Vol. 22 • No. 7

KNOWLEDGE COMES
BUT WISDOM LINGERS



IN THIS ISSUE



A Letter From the White House • Crucial Issues in Education • Education in American Democracy • Next Steps for Junior High Schools • What is Educational Broadcasting? • "On Our Way"—Forums • Statistical Thumbtacks • Educational News

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

WRITE TO:

The Office of Education,
U.S. Department of the
Interior, Washington,
D. C., for published
information on—

Nursery-Kindergarten-
Primary Education

Elementary Education

Secondary Education

Colleges and Professional
Schools

School Administration

School Finance

School Legislation

Exceptional Child
Education

Rural School Problems

School Supervision

School Statistics

School Libraries

Agricultural Education

Educational Research

School Building

Negro Education

Commercial Education

Homemaking Education

Radio Education

Native and Minority
Group Education

Vocational Education

Parent Education

Physical Education

Rehabilitation

Teacher Education

Health Education

Industrial Education

Educational Tests and
Measurements

Comparative Education

Adult Education

SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.



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Graphic Arts Department, Rhode Island School of Design, Providence, R. I.

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THE WHITE HOUSE
WASHINGTON

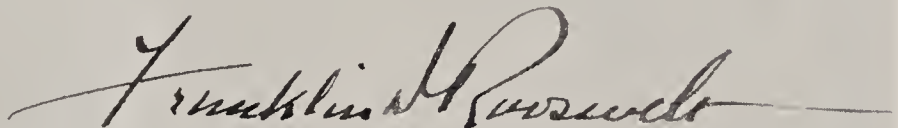
February 18, 1937

My dear Dr. Studebaker:

I am happy to send my greetings and very best wishes to the members of the Department of Superintendence of the National Education Association. While you as the leaders in educational administration in this country will be considering many problems concerning better ways to conduct educational institutions, I hope you will give special attention to the central problem before our country and the world. I refer to the problem of maintaining and improving the democratic processes, both political and economic, of our American way of life. No body of citizens bears greater responsibility for the successful functioning of a democracy than the educational administrators and teachers. It is the responsibility of government to carry out the will of the people. But it is the responsibility of organized education to make sure that the people understand their problems and are prepared to make intelligent choices when they express their will.

It is of great importance to the future of our democracy that ways and means be devised to engage the maximum number of young people and adults in a continuous, fearless and free discussion and study of public affairs. This should be the natural postgraduate program of all citizens whether they leave the full-time school early or late. We have meeting places in every community, built by the people and used for day school work. Thousands of new buildings have been erected in the last few years. We now face the problem of promoting educational programs to make the most of our physical and human resources. The planning of such programs is a major responsibility of the educational profession. The result of such programs will be to strengthen the fabric of democracy.

Very sincerely yours,



Dr. J. W. Studebaker,
Commissioner of Education,
Department of the Interior,
Washington, D. C.

Crucial Issues • • •



TO CREATE the fine fabric of civilized, democratic society requires the sacrifice, struggle, and patience of generations of human beings. To destroy it takes but a short period of ruthless reaction. Machine guns, strategically placed, can silence the most courageous and able minds. Fires can make short order of books which represent the patient study of millions of human beings through generations of searching for truth. Concentration camps can isolate critical intelligence, and by harsh example force the expression of uniform opinions and views. Penalties and threats can throttle the use of the means of communication to broadcast facts or opinions on which human welfare may depend.

Once the great principles of majority rule and minority rights have been trampled under foot, peaceful and orderly and self-enriching social progress is impossible. Once the power of the few to control and exploit the many is unchecked and unlimited, we can expect a repetition of the unbridled arrogance of tyranny. The history of despotism is a reliable prophet of the social catastrophe which may be expected. Contemporaneous events warn us of the conditions of war and poverty which accompany the methods of dictatorship.

Upon the educators in the remaining democracies falls the historic responsibility of giving new vitality and power to popular institutions through the educative process. This *is* the crucial issue before us.

J. H. Studdaker

Commissioner of Education.

In Education

AT THE recent meeting of the Department of Superintendence in New Orleans, Commissioner of Education, J. W. Studebaker, presented the following 10 crucial in issues education. On the preceding page¹ the Commissioner has reemphasized his convictions. Below are given excerpts of his New Orleans address, setting forth the 10 issues:

"The first crucial issue in education grows out of a major conflict which is swiftly reaching the stage of a crisis throughout the world. The conflict is between two principles of social organization. One principle is ancient and we thought discredited. The other is modern but it faces new tests. In a word, the conflict is between dictatorship and democracy, between tyranny and tolerance. No important institution can ignore this issue. The question which confronts us is: "What more can education do to undergird American democracy?" Or to put the question another way: "What are the implications of the issue so far as educational policies and processes are concerned?"

"The second crucial issue in education arises out of another major conflict which is of world-wide proportions. The conflict is between two principles of economic opportunity. One principle asserts that "man shall live by the sweat of his brow." The other principle, if general practice may be summarized, is that a large percentage of men shall not be permitted to live by their work but shall be forced to accept a meager charity. In a word, the conflict is between equality of opportunity and a state of widespread unemployment. Again, no important institution can escape the responsibility of dealing with this issue. The question which confronts us is: "What more can education do to assure educational, recreational, and work opportunities to youth, as our special responsibility?"

"This issue, the outcome of which vitally concerns our national welfare and our whole system of education, involves the adjustment of American youth to modern conditions. We are still con-

fronted with the baffling problem of the gap between the school and the job. Whether the number of idle youth seeking service in the life and work of the community. Therefore, we in the field of education insist upon better coordination of the various agencies serving the needs of youth. * * *

fronted with the baffling problem of the gap between the school and the job. Whether the number of idle youth seeking service in the life and work of the community. Therefore, we in the field of education insist upon better coordination of the various agencies serving the needs of youth. * * *

Other issues enumerated

"The third is the world-wide threat of devastating war. What part can education play in preventing war, or at least in keeping America out of it?

"The fourth is the need for a closer understanding and friendship between the people of the 20 Latin American countries and the citizens of the United States. What more can education do to meet this need?

"The fifth is the responsibility of the Federal Government and the radio industry for the educational use of radio as the most powerful twentieth century development for mass communication.

"The sixth is the problem of the youthful criminal and juvenile delinquency which falls partly but definitely upon the agencies of education for solution. What more can the schools do to check this growing menace?

"The seventh is that in the face of appalling casualties due to automobile accidents, we have an obligation to improve and extend safety education.

"The eighth, as much as we may emphasize vocational preparedness and economic well-being in the achievement of the more abundant life, we know that "man does not live by bread alone." What further provisions should we make for the lifting of the cultural level of America? The material poverty of great masses of our people is only exceeded by the spiritual starvation they suffer for lack of good music, fine art, beauty, color, and inspiration. Whether culture in its highest sense is to be the possession of the many, depends upon whether our fine arts educational plans accompany our economic improvement plans.

"The ninth, floods, dust storms, and drought dramatically force upon us the obligation for vastly more education for

[Concluded on page 210]

jobs is 5,000,000, 3,000,000, or 7,000,000, the issue is a desperately serious one. That this issue would pass with the lifting of the depression is found to be a vain hope by the daily events with which you are all familiar. Large numbers of high-school graduates, let alone high-school drop-outs, cannot find jobs. More than 2,000,000 young people reaching the age of employability each year encounter the regiment of newly invented machines which have thrown jobs into the discard.

"You know the picture. I don't have to paint it again for you. The Government has come forward in the emergency with the CCC and the NYA. The services of these agencies are generally recognized as among the most useful of the emergency contributions. The Office of Education has been happy to have a part in their development.

"Their services, however, fall in an area not limited to the emergency. Services now being performed by these agencies must be continued for many years, possibly indefinitely. As we progress from this emergency period into the next phase of our national life, it is essential that we lay definite plans for long-term developments and permanent services. This period of depression and readjustment has certainly brought us face to face with a variety of new circumstances—a more compactly organized society and a more intricate economy. What is organized education's obligation to youth in this new situation?

* * * * *

Your Federal Office of Education, through its Committee on Youth Problems has been active in this field during the past 2 years. We have made some extensive surveys which are reported in six special publications now available. We are creating a new Youth Guidance Division to provide advisory assistance to educational organizations desiring to establish Youth Guidance Centers.

"We are convinced that young people in whose future parents, teachers, and society have invested so much must not be abandoned at the point of separation from formal schooling. Our job is not finished until these young people have been guided into permanent places of

¹ See page 193 for reproduction of President Roosevelt's letter, read at the convention, by the Commissioner.

AASA—A Department of the N. E. A.

THE Department of Superintendence has a new name. By terms of constitutional change voted by the convention the organization now becomes the American Association of School Administrators, a department of the National Education Association. In brief the AASA.

For the first year of life under a new title, Superintendent C. S. Glenn, of Birmingham, Ala., was elected president, unopposed. Others elected are: Second vice president, J. W. Ramsey, superintendent of schools, Fort Smith, Ark. Members of the executive committee: Jesse H. Mason, superintendent of schools, Canton, Ohio; A. L. Threlkeld, retiring president, and newly elected superintendent of schools, Montclair, N. J., became first vice president.

Preferential ballot

These gentlemen are the last officers to be elected at a convention city, since the constitutional changes introduce a new system—preferential balloting. As planning committee Chairman Paul C. Stetson explained, ballots for the primary preferential will be mailed October 1. Names of the five receiving the largest number of votes will then be submitted to the membership. The executive committee will declare as elected the one receiving the largest vote on the final ballot. The change is being instituted to obtain a plan “essentially . . . the most democratic method”, and which will “effectually remove any presidential politics from the annual meeting.”

Also for the first time an appraisal committee headed by Walter D. Cocking, former State superintendent of education, Tennessee, went into action considering the general plan and activities of the meeting. The aim is to make recommendations for improvement of the meetings.

The resolutions

In brief and unusually graceful English, the convention resolved: . . . for Federal aid to States to support public education . . . passage of the Harrison-Black-Fletcher bill . . . additional aid for advancement of vocational, industrial, adult, youth, and pre-school educational

William Dow Boutwell, Chief, Editorial Division, Brings Timely Report of New Orleans Convention to *School Life* Readers

programs . . . more consideration to the place of education in the present reorganization of the Federal Government . . . expansion of the school program levels, restoration of services, closer relationships with other community services . . . wide use of sound pictures, radio, and press . . . protection against personal and partisan politics and freedom to teach the truth . . . wide observance of the Horace Mann centennial . . . complete repeal of the red rider . . . conscription of wealth as well as manpower in war . . . establishment of committee to study membership eligibility rules.

New documents

Important documents representing many hours of cooperative effort on the part of members of the profession appeared at the meeting and were the subject of thorough discussion:

The Improvement of Education: Its Interpretation for Democracy, the fifteenth yearbook of the Department of Superintendence. This is an examination of the position of education and school systems in relation to American resources and public opinion, with recommendations at the close for a study in school of the place of the schools. Chapter V, with its balance sheet of American life, listing ideals and beside ideals the failures to attain these ideals, is strong medicine.

“The Unique Function of Education in American Democracy”, by Charles Beard, a publication of the Educational Policies Commission. This beautifully designed book, written in the most appealing prose of any recent book on education, and illustrated by Hendrik Willem Van Loon, points out the separateness of education from other agencies of government and the important reason for that separateness in a democracy.

“A National Organization for Education”, a booklet by the Educational Policies Commission, setting forth the results of its study for means of improving the

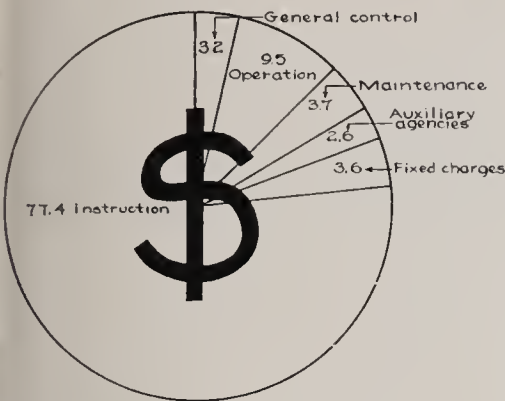
professional organization of education. The recommendations contained, especially in respect to more vigorous defense of educators unjustly persecuted, will probably have great influence.

Hospitality

Warm spring breezes, bright flowers of tropical plants, and the generous Mardi Gras hospitality spirit of New Orleans provided a unique setting for the convention. Hotels and the convention hall were adjacent to New Orleans old French quarter with its lacy iron balconies, shuttered windows and doors, and restaurant patios green with banana fronds. President A. L. Threlkeld, Secretary S. D. Shankland, and others became “dukes” for a night at a brilliant masked ball and pageant. And on the last day of the convention New Orleans school children, members of the Krewe of Nor, reenacted a spectacular Mardi Gras festival with 52 floats. School officials from all over the United States are returning home with new ideas of what pageants and parades can really become. On Wednesday morning more than 8,000 guests breakfasted under the spreading branches of the dueling oaks in City Park, learning the delicious mysteries of grillard, yellow grits, boiled crabs and crayfish, hot rice cakes, pralines and French drip coffee, and other famous creole dishes.

When the school administrators were not occupied with good food they were deeply concerned with currents of life outside the schools. But the fears and impatience of former years are beginning to be replaced with attempts to answer the question: “How can education aid in finding solutions to the difficult problems of American life?” Preserving democracy. Reducing the terrific accident toll. Preventing crime. Enriching American culture. Solving labor problems. Promoting conservation. Using radio for education. These were subjects of their deliberations.

Statistical Thumbtacks



Emery M. Foster, Chief of the Statistical Division, Emphasizes That the Per Pupil Cost Last Year Was Still Under That of 1931-32 by 9.1 Percent

Reports from 16 State school systems for 1935-36 show that for this group of States there was a 5.3 percent decrease in the enrollment in the first grade from 1933-34 to 1935-36. Reports from 17 States show a 2.7 percent increase in enrollments in the high-school senior class and 3.9 percent increase in the total high-school enrollment (last 4 years of the system) from 1933-34 to 1935-36.

could be available much sooner than is possible at present. The Office of Education appreciates the fine cooperation it receives in collecting, analyzing, and publishing such reports, and it wishes to make them increasingly useful from year to year.

THE study of Per Capita Costs in City School Systems, 1935-36 shows a rise in cost per pupil from \$87.65 in 1932-33 to \$94.05 in 1933-34, \$96.18 in 1934-35 and \$102.73 in 1935-36. This was 7.3 percent increase the first year, 2.3 percent the second, and 6.8 percent from 1934-35 to 1935-36. Of the approximately 300 cities studied, only 11 showed increase from 1932-33 to 1933-34 but 185 show increase from 1934-35 to 1935-36.

Highest in 1931-32

The 1935-36 cost however is still 5.6 percent less than the cost in 1929-30 and 9.1 percent below the cost in 1931-32.

The increases in percentage for the 6 major accounting classifications from 1934-35 to 1935-36 were:

	Percent
General control.....	10.7
Instruction.....	6.2
Operation.....	5.8
Maintenance.....	15.5
Auxiliary agencies.....	11.3
Fixed charges.....	7.6

Total current expense..... 6.8

The increase in the costs for maintenance indicate that some of the long delayed repairs to buildings and equipment were made last year.

The portion of the current expense dollar that was spent for each of the major functions in 1935-36 was as follows:

	Cents
General control.....	3.2
Instruction.....	77.4
Operation.....	9.5
Maintenance.....	3.7
Auxiliary agencies.....	2.6
Fixed charges.....	3.6
Total.....	100.0

Term variation

There is considerable variation in the length of term even in the larger cities. In 1933-34 in 958 cities of 10,000 population and more, the term varied from 150 to 200 days. The most common term was 9 months, varying from 176 to 185 actual teaching days, as 59.2 percent of the systems fall in this group. There were 19 percent however that approximated a 10 months term. When we consider that the average term for rural schools in the same year was only 8 months (160.8 days) one inequality of educational opportunity between cities and the rural areas is very apparent.

School property

The value of school property per pupil in average daily attendance increased from approximately \$300 to \$400 from 1924 to 1930 but remained stationary at \$409 for 1932 and 1934.

State departments report

Only 22 of the State departments of education have been able to report for Statistics of State School Systems, 1935-36, in 7½ months after the close of the school year in June 1936. This however is a greater number of reports than have usually been received by this date. If all the States could make their reports within the first 6 months after the close of the school year, the national figures

On Your Calendar

AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCES. Philadelphia, Pa., Apr. 16 and 17.

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS. Kansas City, Mo., Apr. 13-15.

AMERICAN CHEMICAL SOCIETY, DIVISION OF CHEMICAL EDUCATION. Chapel Hill, N. C., Apr. 12.

AMERICAN PHYSICAL EDUCATION ASSOCIATION. New York, N. Y., Apr. 21-24.

CLASSICAL ASSOCIATION OF NEW ENGLAND. Middletown, Conn., Apr. 2 and 3.

CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH. Nashville, Tenn., Mar. 25-27.

EASTERN ARTS ASSOCIATION. New York, N. Y., Mar. 31-Apr. 3.

EASTERN COMMERCIAL TEACHERS ASSOCIATION. Boston, Mass., Mar. 24-27.

EASTERN MUSIC EDUCATORS CONFERENCE. Buffalo, N. Y., Apr. 14-16.

NATIONAL CATHOLIC EDUCATION ASSOCIATION. Louisville, Ky., Mar. 31-Apr. 2.

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS. Chicago, Ill., Apr. 7-10.

Education in American Democracy



SCHOOL authorities have the obligation to sustain educational liberty and administrative freedom consonant with the unique function of public education in a democracy, according to the Educational Policies Commission which has recently published its first pronouncement under the title, "The Unique Function of Education in American Democracy." This statement of policy is the foundation stone for pronouncements to be prepared during the 5 years of life allotted to this Commission, established a little more than a year ago by the National Education Association and the Department of Superintendence. Dr. Charles A. Beard has collaborated in the preparation of this first volume; the illustrations are by Hendrik Willem Van Loon. The following paragraphs from the publication reveal the thinking of the authors in their own words.

Early Concepts

IN THE MANAGEMENT of human affairs it is often necessary for leaders of state, the professions, and callings, amid great disturbances, to take their reckonings—to recur to first principles. This applies to education as well as to other branches of national interest and activity; none is independent of the others. Having committed themselves to government by popular verdict, many founders of the American Republic turned to education as a guarantee that a government of this type would endure—not merely to political education narrowly adapted to the genius of American institutions, but to education in the arts, sciences, and

H. C. Hutchins, Assistant Secretary, Educational Policies Commission, Presents Brief Digest of "The Unique Function of Education in American Democracy"



letters, assuring a deeper foundation in civilization itself.

As befitted the temper of the age, early educational planners insisted upon unlimited freedom of inquiry and exposition in institutions of learning. They cast off *a priori* notions of tradition and brought to the bar of critical examination "all things under the sun"—the works of nature, institutions of church and state, the forms and distribution of property, the relations of property to government, the processes of government, the driving forces of social life, the family and its historic role, the maxims of industry and commerce, and international affairs. And they did this with insight, a wealth of learning, and a firm grasp upon realities.

Its Nature and Obligations

WHILE education constantly touches the practical affairs of the hour and day, and responds to political and economic exigencies, it has its own treasures heavy with the thought and sacrifices of the centuries. It possesses a heritage of knowledge and heroic examples—accepted values stamped with the seal of permanence. Wielding no weapons of sheer power, claiming no pomp and circumstance of state, education nourishes the underlying values upon which state and society depend for their existence—values

which outlast transformations in the working rules of government and economy, and offer promises of humane reconstruction in times of crisis and threatened dissolution. Above all, education has obligations to truth in itself and for its own sake—obligations to seek it, defend it, and make humane use of it. Education must keep alive memories, linking the past with the present and tempering the sensations of the hour by reference to the long experiences of the race. It must kindle and feed the imagination, by bringing past achievements of the imagination into view and indicating how new forms of science, art, invention, and human association may be called into being. Education must foster aspiration—the desire to be more, to acquire greater skill and knowledge, and to create. It must cherish beauty as a value in itself and as contributing to mental health, power, and pleasure, as adding rewards to labor and delight to life.

Knowledge alone does not present imperatives of conduct, nor kindle aspiration for the good life; nor necessarily exemplify it. There is nothing in a chemical fact, or in a financial fact, which necessarily instructs the learner in the right use of it. Commands relative to usage come from other sources—from the funded wisdom and aspirations of the race, whatever elements of expediency



may enter into the account. Ethics is, therefore, not a side issue with education as here conceived, but is a central concern—a concern that gives direction to the spread of knowledge. Taken in its fullness, education stands apart from the other public services, such as public works and public safety, and is distinguished by obligations of its own. It underlies and helps to sustain all public services.

Administrative Distinctions

THE PRESSURE of the public services upon the community for revenues has been largely responsible for the rise and growth of a movement for budget reform and for the consolidation of all administrative agencies in a centralized system. Extremists propose to make educational administration a mere branch of the general administration, headed by a single political officer, and to treat the school budget as a mere division of the general budget. Educational administrators recognize the exigencies out of which the demand for efficiency and economy has sprung, and the community interests which they are designed to serve. Where it can be demonstrated that there are net advantages in the consolidation or coordination of administrative operations, it should be effected, insofar as the unique services of education are not thereby impaired. But in these efforts in cooperation, school and college authorities are compelled by the obligations of their trust to safeguard the fundamental nature of the educational function, and to point out with unceasing reiteration its primary and basic character, its intellectual and moral contributions to the maintenance of the society upon which all services depend for their existence and support. Whether it is a question of budget-making, the keeping of accounts, the selection of personnel, the purchase of supplies, or the design and construction

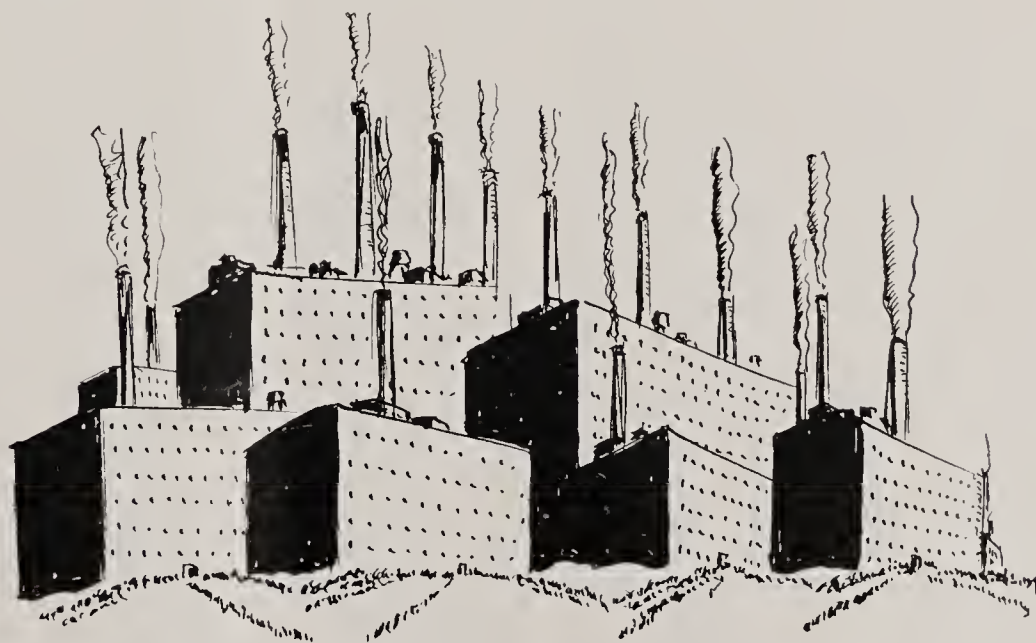
of school buildings, the indubitable requirements of education call for fiscal and administrative distinctions fully adapted to the care and training of youth.

Political Freedom

THE REMOVAL of educational administration some degree from periodical turnovers in regular legislative and executive offices is no accident. Although it cannot be said that in the beginning our lawmakers always had a positive philosophy of administrative independence for the schools, they early discerned a distinction between education and other public service functions. The idea of vesting public power in a board, as distinguished from a single elective or appointive officer, was, of course, no novelty in the middle period of American history, when the foundations of public education were securely laid. There were many American precedents in other departments of administration, especially where large powers in the determination of policy were assigned to public agencies. For example, from the very

beginning of American history a certain independence has been assigned to the judiciary. Moreover, positive restrictions are placed upon the removal of judges by political authorities. Many branches of Federal and State administration, especially boards and commissions, have been given a special position in the frame of government; this is particularly true of agencies that have semi-legislative and semijudicial, as well as administrative functions. In all this there is no denial of democracy. No public agencies, no public policies, are placed beyond the reach of the popular verdict as delivered in due course.

It is within an institutional setting which assures a certain competence and continuity of administration that education has also been assigned a high degree of independence. This independence is no accident of politics and law; it is, at least in a large measure, the result of deliberate policy, adopted with reference to the broad purposes of education and defended on positive grounds. Yet the autonomy so guaranteed does not cut education off from society or from the long-run judgments of the electorate. The protection afforded, such as it is, merely runs against the pressure of active and vociferous minorities, and to some extent against particular majorities which win control of the executive and legislative departments at particular moments on issues other than those of education. In due course the deliberate opinion of the community prevails in educational administration, as far as general policy goes; but even community judgment cannot overturn the knowledge which education is pledged to cherish and disseminate, without destroying education.



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MARCH 1937

COVER-PAGE QUOTATION

"Knowledge Comes but Wisdom Lingers"

THE acquisition of wisdom is a slow process. Knowledge, as known facts, may readily be acquired by young and old in accordance with their respective ability-levels to achieve. However, when decisions based upon such knowledge are to be made, the facts need to be interpreted in the light of experience, which comes only with time. The adult who from life experiences feels a need for some specific educational training and to this end enrolls for instruction, has a background of understanding that will serve him well in generalizing upon the facts he learns and in reacting wisely to situations in life in which they are involved. Moreover a consciousness of need is an impelling force to learning. Instruction in parenthood at the time it is functioning, training in the privileges and duties of citizenship during the time they are exercised, special vocational training as new conditions demand, courses in the appreciation of art and literature as

aesthetic longings develop, are examples of the immediacy of needs that make adult learning highly effective. In the education of the adult, wisdom and knowledge are brought close together. The experience of maturity is applied to knowledge as it is acquired, the adult has the opportunity of putting the knowledge he has gained into immediate practice, and the practice tempered with experience has a high probability of being wise.

The adult education movement is now in an era of expansion, resulting from the growing public opinion that we too long have neglected one of the most direct and effective means for raising the educational level of our whole population. Probably the greatest recent factor influencing public opinion in behalf of educational opportunities for adults comes from the results of psychological studies made during the past decade which show that the ability of adults to learn new things persists to an advanced age. The significance of this newly established truth is of tremendous importance for the long-accepted proposition that democracy must rest upon an intelligent citizenry. Age of itself can no longer be a deterrent to an individual's desire to obtain new or additional knowledge of some subject in which he becomes interested or to acquire new skills for the performance of manual tasks either of a vocational or avocational character. Man is thus not only freed from the fetters of inertia that have bound his ambitions for self-improvement, but is given an impetus to go forward, encouraged by the prediction of success. This means throughout the active years of the span of life ability to read with understanding, to study with the expectation of mastering, and to receive instruction with assurance of benefiting from it.

An analysis of the educational level of the population indicates a need for furthering educational opportunities for adults. At the present time the average number of years of education completed by pupils in the elementary and secondary schools is only a little more than 10 (in 1930 it was 9.65) and the median education of the adult population is approximately the completion of the elementary school. In 1930 the maximum school attendance for any age was 97.5 at age 11. This percentage decreases with age and at 20 is only 13 percent. It is safe to assume that a few years beyond that age the percentage of any age group enrolled for any kind of educational instruction must be very small. When it is pointed out that in 1930, 62 percent of our population was 20 years of age and over, it becomes apparent that provision

for adults as an integral part of our educational program is socially imperative.

MARIS M. PROFFITT,
*Educational Consultant and Specialist
in Guidance and Industrial Education,
Office of Education.*

FORTHRIGHT FACTS

"SENTIMENTALITY is 'the great sin of the press', a sin that has led to the writing of news as features rather than news, Sir Willmott Lewis, Washington correspondent of the London Times, said last night in an address at the Raleigh Hotel before a dinner observing the 133d anniversary of the founding of the Churchman, oldest English language religious journal.

"I don't mean sentiment", said Sir Willmott. "Sentimentality is an emotion for its own sake, not for the worthy object. This sentimentality in the press is exemplified by the feature. It works like Gresham's law. Gresham's law says that bad currency drives out good currency.

Radio Programs

Office of Education

The World Is Yours

[SMITHSONIAN PROGRAM]

Sunday NBC-WEAF (red): 11:30 a. m. E. S. T., 10:30 a. m. C. S. T., 9:30 a. m. M. T., 8:30 a. m. P. T.

Treasures Next Door

[BOOKS]

Monday CBS: 4 p. m. E. S. T., 3 p. m. C. S. T., 2 p. m. M. T., 1 p. m. P. T.

Let Freedom Ring

[STRUGGLE FOR CIVIL RIGHTS]

Monday CBS: 10:30 p. m. E. S. T., 9:30 p. m. C. S. T., 8:30 p. m. M. T., 7:30 p. m. P. T.

Have You Heard?

[NATURAL SCIENCE]

Tuesday NBC-WJZ (blue): 3:45 p. m. E. S. T., 2:45 p. m. C. S. T., 1:45 p. m. M. T., 12:45 p. m. P. T.

Education-in-the-News

Friday NBC-WEAF (red): 6 p. m. E. S. T., 5 p. m. C. S. T., 4 p. m. M. T., 3 p. m. P. T.

And so it is with the feature, which causes a progressive deterioration of the news. News is no longer written as news, but as a feature.

"The desire for sentimentality", declared the speaker, "is in part an expression of the confusion that besets the individual in this day and age."

"What is the press doing in our countries to help the individual to capture and hold the essential dignity of the human being?"

"The press, said Sir Willmott in answering the question, "is feeding him sentimentality.'"

The above is an excerpt from an account recently published in *The Evening Star*. Sir Willmott Lewis asks a challenging question in, "What is the press doing in our countries to help the individual to capture and hold the essential dignity of the human being?"

The educational press of our countries, through factual enlightenment, unbiased information based upon accurate research, and by forthright presentation, has opportunity beyond measure to lead the way out of "the confusion that besets the individual in this day and age."

THE LIBRARY

EVEN with the most economical organization, the library service the country needs cannot be supplied at the expense of the local communities. They haven't the money. In the case of the public schools the States have had to come to the rescue. Almost all States make some contribution, and some bear the primary responsibility for the schools. If the library is an important agency of popular education, the States must follow the same course as to them and for the same reasons. The accident of being born in a poor section of the State cannot debar the citizen from equal educational opportunity. I have no doubt that eventually the Federal Government will be compelled to equalize educational opportunity throughout the Nation. It is doing it already to some extent through the National Youth Administration and through its contributions to vocational education.

* * * *

"We should not think too much of the long and arduous road that lies before the library in the attainment of its ideals. We should fix our eyes instead on the dazzling vision of a nation informed, intelligent, and wise, that vision beheld since earliest antiquity by those who have understood that it is the excellence of the individual upon which the excellence of the State depends."



Honoring the memory of William John Cooper, the Cooper Memorial Fountain was donated by the City Council of Parents and Teachers of Fresno, Calif. The fountain is a part of the new administration building of the Fresno city schools. It is located in an open court. The dedication took place on January 17.

The plaque on the fountain reads: "Dedicated to William John Cooper a Friend of Children by the Fresno City Council of Parents and Teachers 1937." The fountain was executed by Charles A. Covey, a local sculptor. It was dedicated to Dr. Cooper not only because he was a former superintendent of the Fresno schools but because "the Children's Charter" which is valued so highly by parent-teacher associations throughout the Nation was adopted by the White House conference while Dr. Cooper was Commissioner of Education.

Dr. Cooper served as Commissioner from 1929 to 1933.

Thus spoke President Robert M. Hutchins, of the University of Chicago, at a dinner honoring Carl B. Roden, former president of the American Library Association, on the completion of 50 years' service in the Chicago Public Library, of which he is librarian.

National Youth Administration

APPLICATIONS FOR STUDENT AID in American colleges this year have exceeded more than twice the number who could be helped under the funds of the National Youth Administration, according to Aubrey Williams, executive director.

Average benefits for college and graduate students under the NYA's program of student aid are set at \$15 and \$25 per month, respectively. Maximum benefits

possible under the plan are \$20 per month for undergraduate students and \$40 per month for graduate students.

NYA is extending help to approximately 10 percent of the Nation's collegiate population this year at an average monthly cost totaling about \$1,869,000. Figures released by Mr. Williams showed that 119,583 undergraduates and 5,235 graduates were enrolled under the student-aid program in 1,686 colleges and universities throughout the country.

On pages 198-199 is found a brief digest of the book, "The Unique Function of Education in American Democracy." Copies of this publication available (50 cents each) from the National Education Association, 1201 Sixteenth Street N.W., Washington, D. C. EDITOR.

Vocational Summary



The idea spreads

A PLAN whereby cooperative part-time students ascertain in advance of training the occupations open in their communities, is in operation in Colorado, according to Walter Cooper, State supervisor of trade and industrial education. "In one community", Mr. Cooper states, "we found 22 recent graduates from high school who were neither employed nor in school, 18 of whom we inducted into an employment training program. Before their training began these boys made an occupational survey of the community. As a result most of them had an opportunity to select occupations they wished to enter and to train for these occupations. A follow-up study shows that most of these students have entered employment in the occupations for which they were trained." Impressed with the success of these part-time cooperative students in securing full-time employment, other high-school students have made application for admission to training.

A thorough job

An itinerant teacher-training program in trade and industrial education which carries with it a plan for systematic follow-up of training service, to make certain that it has been effective, is reported by Massachusetts. Itinerant teacher-training, as defined in this report, is individual instruction given by supervisors of trade and industrial training to teachers "directly incidental to their classroom work—an individual service." It is distinguished, the report points out, "from training teachers in service." A card record is kept in connection with each teacher contacted. The supervisor of trade and industrial education as well as the supervisors of trade and industrial teacher-training report on each teacher they visit. With these records as a basis, the supervisors make recommendations regarding the help which should be given the different teachers. Conferences are then held by the supervisors, at which the records of each teacher are discussed and a plan for helping him in his program is formulated. Actual services to teachers include assistance in formulating a method of presenting instruction, in the

selection and analysis of projects, in planning academic and shop work, in class management, in related subjects and individual instruction, and in technique of follow-up. In some instances several visits are made an individual teacher by the teacher-training supervisor. These visits are supplemented by written suggestions and references in the form of literature, lesson plans, blue prints of projects, and analysis and outlines.



Joe Black, of Sheridan, Wyo., president of the Future Farmers of America, and J. W. Studebaker, Commissioner of Education, "talking it over" on the steps of the White House Executive Offices, after Joe had extended an official invitation to President Roosevelt to be present at the tenth annual F. F. A. Convention in Kansas City, next October. The Future Farmers of America, national organization of boys studying vocational agriculture in high schools, has approximately 120,000 members in 4,400 chapters in the 48 States, Hawaii, and Puerto Rico.

Getting what they want

That farm boys and girls out of school will return for short courses if they are offered what they want, is the conclusion of a report by Miss Margaret Browder, State Supervisor of Home Economics for Tennessee, on a cooperative home economics and agriculture program carried on by the Savannah Central High School, Hardin County, Tenn. "To call attention to our 20-day short course", Miss Browder says, "circular letters were sent to more than 200 prospective pupils, and personal visits were made by the vocational agriculture and home economics teachers. In addition announcements were made in the elementary schools and short articles were run in the newspapers." The majority of those enrolled in these short courses had completed the sixth, seventh, or eighth grades and had dropped out of school for some cause. While the girls took courses in letter writing, health, nutrition, clothing and food selection, the boys studied letter writing, agriculture, arithmetic, and shopwork. For the girls, also, there were demonstrations in rug making, making over dresses, and in canning. They also planned, prepared, and served meals. The main object of the home economics course was to help to raise the standards of living in the homes of the girls by the study of life's essentials—food, clothing, and shelter. Practical work for the boys included a study of soil erosion through illustrated lectures and field trips. They actually laid out and built terraces, sorted and graded feeder cattle, and studied cutting, curing, and storing of lespedeza hay. Students attending these short courses were permitted to take part in the regular activities of the school including the physical education work. They were considered a part of the school. Thirty students completed the course. At the end of the 20-day period 9 out of 30 students enrolled in the freshman class in the school, proving that they were getting what they wanted. Some of these students had been out of school for 5 years. Although sponsored primarily by the home economics and agriculture teachers, this short course project represented the cooperative efforts of the entire school faculty, the parent-teacher association, and the local school board.



Two students in merchant tailoring course, Needle Trades High, New York City, practicing their trade on each other.

A 250,000-worker industry

Training for absorption into the 250,000-worker garment industry is provided in the Central High School of Needle Trades in New York City. Started 6 years ago, with an enrollment of less than 20 boys, this apprenticeship training program for merchant tailors now has an enrollment of almost 200. The original course—Mortimer C. Ritter, principal of the Needle Trades High School, told the members of the Merchant Tailor Designers Association meeting in Washington last month—was set up for a period of 6 months. Boys now come to the school for 2, 3, and 4-year periods. The curriculum for the course has been broadened and now includes such related subjects as textiles, sketching, science, and English. The Needle Trades High School, Mr. Ritter said, is proud of its record in placing its graduates. Approximately 40 boys were placed during the year in temporary, part-time, and permanent jobs. The demand from the garment industries for needle trades students has increased to a point where it is difficult to keep these boys in school until they finish the course and graduate. The success of the school, Mr. Ritter declares, is due to the cooperation of the Merchant Tailors' Society, the Custom Cutters' Club, and the Merchant Tailor Designers Association, and to the assistance rendered by the Needlecraft Education Commission. The latter organization, which acts as an advisory board and coordinating agency, is composed of representatives from employers and employees of the needle

trades and of educators. The commission aids in setting up course content and in establishing minimum wages, hours of work, and length of apprenticeship service. The wearing apparel industry in New York City, in which needle trades graduates find employment, produces over 2½ billion dollars worth of men's and women's wearing apparel annually, furnishes employment to approximately 250,000 workers, and has an annual absorption power of 12,500 new workers. On the basis of product produced, number employed, and amount of wages paid, it is New York's largest industry.

Girls stage school "at home"

A modification of the social "at home" was given by the home economics students of the Middlebury (Vt.) High School last year, when they invited their mothers and the public in general to meet them at the school on "Guest Day." All the different class groups participated in this affair. The freshman girls, who had just completed a food-preservation unit and were studying family relationships, displayed canned goods, wrote the invitations, and acted as hostesses. Intermediate girls set up an exhibit of kitchen utensils which stressed points to consider in selecting such utensils and described how to clean them. Girls in the advanced class set up a buffet table to show an easy and informal way of serving a family or larger groups. They also made and served, in an attractive way, cookies, apple-cider punch, tea, mints, and nuts. Booklets prepared with the help of stu-

dents in the commercial department of the school listed the home economics courses pursued by each class; described the purpose of home projects and listed a number of suggested projects; and listed the Guest Day exhibits as well as the refreshments prepared by the girls for the occasion. Exhibit material—kitchen utensils, cleaning materials, china, and silver—was loaned by local merchants.

Boys take home economics

Jack Bay, of the Eureka (Nevada) High School, has the distinction of being the first boy in Nevada to enroll in a regular home-economics class. Commenting on Jack's distinction in this particular, the Vocational Reflector, official organ of the Nevada State Board for Vocational Education, states: "Jack is a regular boy, is interested in athletics, and has ambitions to be an aviator. He has the foresight to recognize that his training in homemaking, which is training for daily living, will help him all through life." The Reflector calls attention to the fact that while Jack Bay is the first boy to enroll for a full home-economics course, boys have been enrolled in several other high schools in the State in specific phases of homemaking. The Las Vegas High School has offered a similar course for 8 years and the Sparks High School for the past year.

Holder passes on

Vocational education lost one of its staunchest advocates in the death early in the year of Arthur E. Holder.

Mr. Holder, who was a member of the Federal Board for Vocational Education, representing labor, from 1917 to 1921, was born in Wales in 1860. A machinist by trade, Mr. Holder came to the United States in 1878. Always closely identified with the labor movement, he was at one time commissioner of labor for Iowa. He was a member of the International Association of Machinists and for 3 years edited the *Machinists' Journal*. He served at different times as legislative representative of the American Federation of Labor in connection with the movements which led to the establishment of the Department of Labor and the passage of the Smith-Hughes Act of 1917, providing Federal funds for vocational education. His service as a member of the Federal Board for Vocational Education, created under the Smith-Hughes Act, began with its organization in July 1917.

Mr. Holder was on the staff of the conciliation service of the Department of Labor from 1925 to 1934, when he retired from active life.

CHARLES M. ARTHUR

Educators' Bulletin Board



New Books and Pamphlets

Teaching of English

Bibliography of Literature on the Teaching of English, January 1, 1930, to January 1, 1936, by Henry Lester Smith and William Isaac Painter. Bloomington, Ind., Bureau of Cooperative Research, Indiana University, 1936. 299 p. 50 cents. (From Indiana University Bookstore, Bloomington, Ind.)

An annotated bibliography for teachers of English at all grade levels from preschool to university and adult classes.

The Development of a Modern Program in English, Ninth Yearbook, Department of Supervisors and Directors of Instruction of the National Education Association. Washington, D. C., 1201 Sixteenth Street, N.W., 1936. 193 p. \$2.00.

Presents a forward-looking program in the field of language education.

Social Problems

Child Labor Facts, 1937. New York, N. Y., National Child Labor Committee, 419 Fourth Avenue, 1937. 31 p. 25 cents.

Deals with the extent and present forms of child labor, the status of child labor legislation, and the effects of premature employment on the physical and mental health of children.

Organizing to Reduce Delinquency, the Michigan Plan for Better Citizenship, by Lowell Juilliard Carr. Ann Arbor, Mich., The Michigan Juvenile Delinquency Information Service, 1936. 62 p. 25 cents.

A plan for the study of causal factors in delinquency and organization for its control.

Higher Education

A College Curriculum Based on Functional Needs of Students, an experiment with the general curriculum at Central State Teachers College, Mount Pleasant, Michigan, by Kenneth L. Heaton and G. Robert Koopman. Chicago, Ill., The University of Chicago Press, 1936. 157 p. \$2.00.

The experiment has been sponsored cooperatively by the faculty of the college and the State Department of Public Instruction.

The College Research Paper, simplified procedure, by Louis C. Jones and William G. Hardy. Albany, N. Y., C. F. Williams & Son, Inc., 1936. 48 p.

A procedure for gathering and presenting the materials of research; a guide for the inexperienced student.

Merit System

The Civil Service in Modern Government, a study of the merit system. New York, National Civil Service Reform League, 521 Fifth Avenue, 1936. 59 p. 25 cents.

A short comprehensive study of the merit system in civil service, useful to teachers of government and history and to others interested in the subject.

Minimum Salary Laws

Minimum-Salary Laws for Teachers, by Committee on Tenure. National Education Association, 1201 Sixteenth Street N.W., Washington, D. C., 1937. 38 p. 25 cents.

"Presents the varying types of minimum salary laws for teachers now found in twenty states and tells something of their operation."

Miscellaneous

Our Homes, edited by Ada Hart Arlitt. Washington, D. C., National Congress of Parents and Teachers, 1201 Sixteenth Street N.W., 1936. 232 p. 25 cents.

A source book for study groups with references and questions for discussion.

How Modern Business Serves Us, by William R. Odell, Harold F. Clark [and others] Boston, New York, Ginn and Company, 1937. 471 p. illus. \$1.68.

Contents: Part I. Communicating ideas in the modern world; Part II. Travel in the modern world; Part III. Transportation in the modern world; Part IV. Handling money and sharing risks; Part V. Budgeting and spending.

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.

ARNOLD, HERBERT J. Selection, organization, and evaluation of localities available for unspecialized field work in earth science in the New York City region. Doctor's, 1935. Teachers College, Columbia University. 229 p.

BRESNAHAN, LINUS T. Use of visual aids in the teaching of commercial subjects. Master's, 1936. Boston University. 92 p. ms.

BRODERICK, Sister M. JOHN. Catholic schools in England. Doctor's, 1936. Catholic University of America. 187 p.

CHEESON, PURVIS J. Study of retardation in Abraham Lincoln school, Norfolk, Va. Master's, 1935. Hampton Institute. 46 p. ms.

CLEMENT, STANLEY F. Correlation of music with other subjects in 90 junior high schools of Massachusetts. Master's 1936. Boston University. 97 p. ms.

DUGGAN, ANNE S. Comparative study of undergraduate women majors and nonmajors in physical education with respect to certain personal traits. Doctor's, 1935. Teachers College, Columbia University. 117 p.

EFLIN, ELMER C. Status of teachers of economics in the high schools of Kansas, first semester, 1934-35. Master's, 1936. University of Kansas. 99 p. ms.

EGBERT, FRED A. Attitudes of young people toward certain present day vocational problems. Master's, 1935. George Washington University. 93 p. ms.

FARRIS, L. P. Visual defects as factors influencing achievement in reading. Doctor's, 1934. University of California. 157 p. ms.

FAUST, JACOB FRANK. A study of certain control officers and certain general control practices in fourth class school districts in Pennsylvania. Doctor's, 1935. Pennsylvania State College. 63 p.

FOSTER, ELIZABETH V. Teachers need more effective organization. Master's, 1936. Boston University. 253 p. ms.

FYLLING, OSCAR E. Financial conditions of school districts in 15 counties in North Dakota with special reference to Federal aid received. Master's, 1936. University of North Dakota. 101 p. ms.

GABLE, Sister FELICITA. Effect of two contrasting forms of testing upon learning. Doctor's, 1936. Johns Hopkins University. 33 p.

HEATH, KATHRYN G. Study of certain phases of the cost of education to representative families of wage earners and low salaried workers of Rochester, N. Y. Master's, 1936. University of Syracuse. 100 p. ms.

KNIERIM, ROBERT F. Workingmen's educational movement in Pennsylvania. Master's, 1936. Pennsylvania State College. 202 p. ms.

LOOMER, WALTER M. Reorganization of State educational support in North Dakota. Master's, 1936. University of North Dakota. 103 p. ms.

NORSTED, ROY A. Analysis of educational costs in school districts of the Iron ranges of Minnesota, 1925, 1930, 1935. Master's, 1936. University of Minnesota. 90 p. ms.

OWEN, EUGENE DAVIS. Secondary education in North Carolina in the eighteenth century. Doctor's, 1934. George Washington University. 335 p. ms.

PAUL, EDWIN W. Proposed consumer education course based upon an analysis of consumers' questions and problems. Master's, 1936. University of Louisville. 207 p. ms.

STONE, J. LLOYD. Child guidance clinics in the United States with recommendations for a visiting clinic in North Dakota. Master's, 1936. University of North Dakota. 84 p. ms.

RUTH A. GRAY

The Office of Education Library appreciates receiving copies of recent doctor's and master's theses in education.

EDITOR

Next Steps For Junior High Schools



William H. Bristow, General Secretary, National Congress of Parents and Teachers, Discusses Important Features in the Junior High School Movement

STARTING as a movement with the drive and force which have characterized like movements in other fields, the junior high school has all too soon become an "institution" with a fixed pattern.

This does not mean that the junior high school has failed. Neither have junior high school teachers and leaders failed. It is only that progress is slow, that system is more easily administered than variation, and that all education has been subjected during the past few years to the ravages of the depression. Even so, there are schools that are prophecies.

The junior high school has exerted a definite influence upon the elementary school, the senior high school, and the college. It has in turn been affected by these older and more venerable institutions. Circumstances—social, educational, and economic, of the past two decades have been such that institutionalization may have set in too early to have the junior high school make its full contribution to American education.

Secondary survey

In the National Survey of Secondary Education, Dr. Koos and his associates studied the following nine major features of the organization of reorganized schools: (1) Admission and promotion of pupils; (2) the arrangement of instruction; (3) program of studies; (4) extracurriculum program; (5) educational and vocational guidance; (6) articulation; (7) teaching staff; (8) supervision of instruction; (9) housing and equipment. As a result of this study they conclude: "As a means of gauging the effects of the junior high school movement on specific practice, reports from a total of 506 reorganized schools have been combined to show

the prevailing characteristics of these schools. The resultant description of the 'typical' reorganized school is in many respects disappointing. It clearly indicates that reorganized schools in general have adopted only a limited number of the varied adjustments urged by the active proponents of the movement. In the majority of junior and senior high schools, emphasis has apparently been more directly placed on the development of the extracurriculum program than on any other major feature of organization. The adoption of a comprehensive guidance program, the use of reliable measures of ability and achievement, and provision in the school organization for the special needs of the brighter pupil, seem in particular to have received less than their due share of attention. Though junior high schools have commonly adopted a somewhat more comprehensive and flexible organization than that of most senior high schools, the major points of emphasis and lack of emphasis in both school units seem to be approximately the same.

"It is obvious from the data secured in this investigation that the movement for reorganization still possesses abundant vitality. It is also obvious that the movement has touched somewhat superficially most of the schools which have professed to be affected by it. Reorganization still has far to go before it will have accomplished what has been expected of it, even among schools which are nominally already reorganized."¹

Ten steps suggested

What are the steps which might be taken to bring to better fruition the junior high school movement? Ten are suggested, neither in chronological order nor in the order of their importance.

¹ Koos, Leonard V. and Staff. Summary, National Survey of Secondary Education. Monograph No. 1. Bulletin 1932, no. 17. United States Government Printing Office, Washington, D. C. p. 55.

I

Call a moratorium on standardization as currently practiced. Fortunately the futility of standardization as practiced by accrediting agencies and State departments of education has been recognized. Research is under way which, it is hoped, will lead to more valid criteria for the evaluation of all secondary schools. Under the direction of the Cooperative Study of Secondary School Standards, tentative and experimental outlines are being used in selected schools. These will eventuate in suggestions which will materially assist schools to throw off the shackles of "wooden" standards.

II

Insist that issues facing the junior high school teachers and the public be squarely and frankly faced, and that policies be determined not on the basis of expediency, but in harmony with the philosophy of education consonant with the function of education in American democracy. A committee on the Orientation of Secondary Education of the Department of Secondary School Principals, N. E. A., in their report have clearly brought into the open major issues in the field of secondary education. These issues affect the junior high school and they should be understood by all who are concerned with junior high school education.

III

Modernize teacher education for junior high school teachers to make sure that those who receive appointments have a unified, integrated preparation both theoretical and practical. The National Survey of Teacher Training forms a basis for further consideration of the problem of teacher education for junior high school teachers. Preparation for junior high school teachers has been a "betwixt-and-between" affair, neither elementary nor secondary. As in the beginning of the

movement, the teacher is the most important single factor in the development of the junior high school.

IV

Modernize the curriculum of the junior high school. Briggs says: "All courses in these junior years should be of assured value regardless of any pupil's educational ambition or expectation as to continuance, and at the same time by exploration of the pupil's interests, aptitudes, capacities, and needs, and also by revealing to him the possibilities in higher fields of study, they should result in a justifiable sorting of the entire student body according to the curricula in which they are most likely to be successful and to find satisfaction of their needs. If this be done, then there will be no invidious classifications; each pupil will have earned a right to the curriculum to which he is assigned. The possibilities for more thorough work and for more rapid advancement by classes containing only pupils who have justified their right to be in them should make all teachers who are enthusiastic in their special fields warm advocates of this reformation."² While the curriculum of the junior high school has been liberalized, it still remains for the present decade to modernize it, and more especially to bring some degree of integration out of the separate subject-matter fields which make up the program of studies for the average junior high school pupil.

V

Make "learning pupils" basic to all teaching supervisory and administrative measures in the school. The findings of the Pennsylvania study and the initial discussions describing the Progressive Education Association studies, indicates the great need of a pupil personnel program in the junior high school which will give proper consideration to individual differences, and will make a knowledge of pupils the basis of all teaching. Overcrowded conditions have made it impossible for the junior high schools to give full consideration to the problem of individual differences, one of the early arguments for its establishment.

VI

Recognize that teaching is a profession and that as a member of a profession, teachers have rights, obligations, responsibilities. Recognize the junior high school period as needing and deserving the best of teachers, who, when they do their work and are fully qualified, are

² Briggs, Thomas H. *Secondary Education*. The Macmillan Co. New York. 1933. P. 235.

entitled to the same remuneration as other thoroughly qualified and competent secondary school teachers. In common with all other teachers the junior high school teachers have suffered during the past few years because of a lack of appreciation on the part of citizens generally, of teaching as a profession.

VII

Recognize the contribution which administration, research, and supervision can and should make to education, and provide for each service in accordance with the needs of each junior high school. The principal has been an important element in maintaining and strengthening the junior high school movement. Unfortunately, however, education has not taken junior high school administrative and supervisory positions seriously enough to place them on the same economic and social level with other like positions in the school. Consequently junior high school principals have had to look to senior high school principalship or other administrative positions for promotion.

VIII

Cultivate home-school relationships hospitable to education, and which will bring parents, pupils, and teachers together on common ground. The junior high school must recognize the importance of the home and the community as factors in the educational environment of each pupil. Teachers must be brought to a point where they feel free and comfortable in consulting with parents. Likewise, parents must be made to feel comfortable in their dealing with teachers.

IX

Develop activities which articulate with the community, utilizing community resources and environment to provide vital experiences. Within its own confines the junior high school has been a democratizing force in American education. It now needs to extend its activities in the community, utilizing to a larger degree community resources and community environment. The contribution which junior high school pupils are making to their community should not be overlooked. An outstanding example of community service is the school safety patrol which makes its contribution not only to junior high school pupils, but also to the community at large.

X

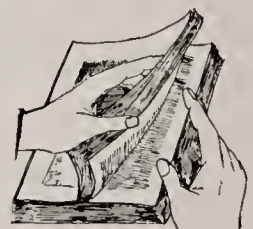
Make articulation a cooperative two-way process, at the same time recognizing

that each school is unique and has a unique contribution to make to its pupils and to the community in which it is located, as well as to youth generally and to social welfare. It is important that the whole process of education be seen as a continuous one. While the junior high school must expect to do its full share in adapting its program in accordance with the elementary school, the secondary school and the college, the domination of either of these elements in the development of a unified program will be—and we may add, has been in many cases—disastrous to the junior high school. A junior high school which attempts to meet all of its responsibilities and yet receives from the elementary school pupils who have not had a satisfactory educational environment, and sends them on to senior high school which is oblivious to social and economic changes, will find its pupils in great difficulty. Consequently the junior high school must ask from educational administration the right to be a part of a cooperative program of articulation.

The evidence at hand shows that junior high school principals and teachers have not been unmindful of this responsibility. But as Beard points out in the report of the Educational Policies Commission: "Leaders have deepened, systematized, and implemented the thought of the path-breakers, but they have not recast that thought in terms of the changed cultural setting. In this there is no special criticism of education any more than of the other professions such as law and medicine. It is merely a fact that now invites thorough consideration." And again he says: "Once created and systematized, any program of educational thought and practice takes on professional and institutional stereotypes, and tends to outlast even profound changes in the society in which it assumed its original shape."³

Economic recovery, with accompanying restoration of educational programs, calls for a rethinking of the place of the junior high school in our scheme of education and the development of plans, as well as strategy, whereby the "movement" may be of greater service to American youth and through them to American life.

³ Beard, Dr. Charles A. *The Unique Function of Education in American Democracy*. Educational Policies Commission. Washington, D. C. Pp. 4-6.



"On Our Way"—Forums

ONE year ago, three communities were just beginning a forum demonstration program sponsored by the Office of Education. The staff in Washington was organizing reports from over 400 public forums sponsored by various types of organizations. Plans were being projected for a first tabulation of pamphlet material useful in connection with public discussion of current issues.

Today, 19 communities in as many different States have planned demonstration forum programs. The study of America's forums is completed and shows a growing national interest in adult civic education. The second index of *Public Affairs Pamphlets* is published, and plans are under way to promote the extensive use of pamphlets to augment discussion.

A year ago the Office of Education was just beginning to receive a small stream of letters inquiring about the organization of forums for adults and for youth in schools and colleges. Today that stream is at flood-tide, carrying hundreds of letters weekly to Washington, seeking help and information, as well as reporting progress in scores of communities in the planning of public discussion. We are "on our way" in this significant educational movement aimed at a more diffused understanding of public affairs. The popular interest in preserving and perfecting American Democracy is expressing itself in the practical work of adult civic education.

In a brief article it is possible to mention and describe only a few of the developments and results. First, we present a few facts about the community-wide programs sponsored by the Office of Education. Second, we outline some of the highlights of the survey of existing forums under various auspices which will be available in bulletin form shortly. And third, we describe a plan for stimulating the use of pamphlet material.

From 3 to 19 centers

The forum demonstration program sponsored by the Office of Education was inaugurated in Manchester, N. H.; Monongalia County, W. Va.; and Pueblo County with headquarters in Colorado Springs, Colo. Beginning in February

Chester S. Williams, Assistant Administrator, Public Forum Project, Shows Recent Trends in Adult Civic Education and Tells of Progress



A pamphlet display in the Forum Office.

1936, the demonstration program in these centers continued through June. Colorado Springs carried its program through the summer months.

Continuing in September 1936, the program was expanded in these three communities, and seven additional centers were established. Presenting striking contrasts both in size and general characteristics, new centers were established in Schenectady, with weekly neighborhood meetings held in towns and villages in Schenectady County, N. Y.; Chattanooga and Hamilton County, Tenn.; Wichita and vicinity, Kans.; Minneapolis and vicinity, Minnesota; Orange County, Calif.; Little Rock, with meetings held throughout Pulaski County, Ark.; and Portland and vicinity in Oregon. In addition, Taylor and Preston Counties were added to the program in West Virginia, and the adjacent counties of Otero and Las Animas were included in the Colorado program.

Nine additional demonstration centers began operation on February 1, 1937. The areas being served are Stamford and five nearby towns in Connecticut; Dayton and vicinity in Ohio; Atlanta and vicinity in Georgia; McLennan and Falls counties with headquarters in Waco, Tex.; Lenoir, Greene, Pitt, Wake, Wilson, Johnson, and Wayne Counties, centering in Goldsboro, N. C.; Ogden, including Weber County in Utah; Milwaukee and vicinity in Wisconsin; Seattle and vicinity in Washington; and Delaware County in Pennsylvania. Programs in these centers will continue through the month of June.

Results in reports

Some idea of the nature and scope of the demonstration center programs is given in the reports of the first 5 months' activities in the 10 original centers. Be-

tween September 1936 and January 31, 1937, more than 3,800 meetings were conducted in the various communities served. Attendance at these meetings totaled over 350,000 persons. The average attendance is 72 persons per meeting at regular neighborhood forums. By conducting many relatively small neighborhood meetings, group discussion has proved practical. Audience participation usually consumes more than one-half of the time allotted for the meeting.

The extent to which employment has been given to skilled, technical, and professional workers drawn from relief rolls to assist in the forum program is seen when one considers that the 24,336 man days given relief personnel up to January 1, 1937, is equivalent to 87 years, work for one man. About 600 unemployed persons are now at work in these projects.

In addition to leading small discussion groups, staff members have assisted in preparing 18,000 colorful and graphic posters used in promoting attendance and thousands of charts and graphs as visual aids in the discussions. They have also assisted in writing and presenting over 1,000 radio programs dramatizing and advertising forum meetings.

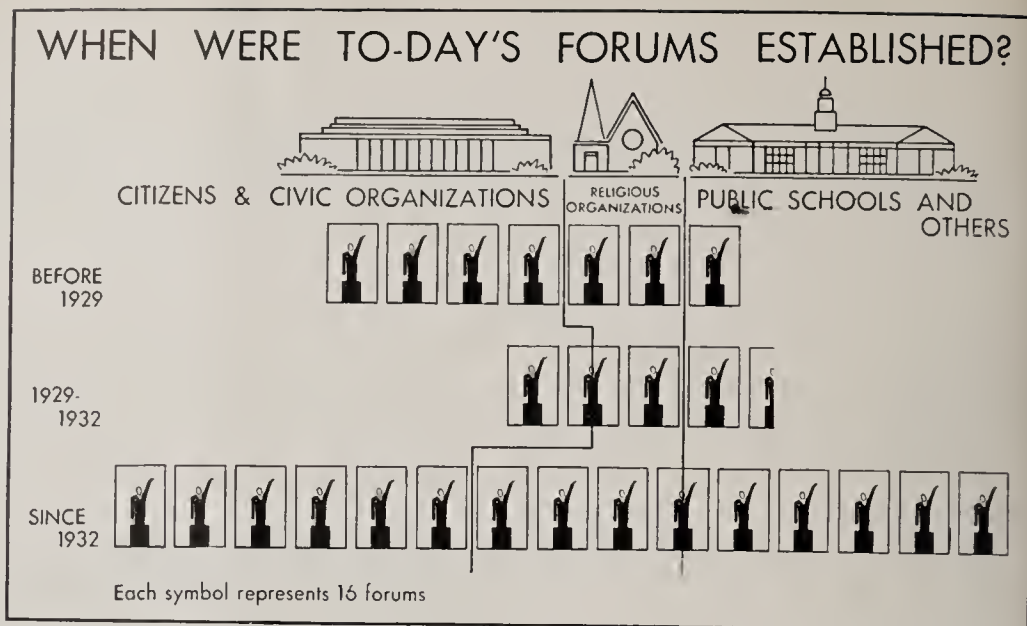
Reading increased

One of the important contributions of the forum program to the local communities has been the stimulation of increased reading on the topics discussed. Relief personnel with past experience in teaching and library science has contributed to excellent cooperation between the forum organizations and the local public libraries. In practically all centers one member of the forum staff with previous experience has been assigned as a full-time assistant to the local librarian to organize bibliographies of material related to discussion topics, to prepare displays of available books and pamphlets at forum meetings (see picture), and to loan these materials to the people attending the forums.

As a result of this forum library service 2,557 library books were distributed at the forum meetings in 6 of the 10 centers; 913 library cards were applied for at forum meetings in 4 of these centers; and 13,183 pamphlets were sold or loaned in 8 of the 10 centers.

Under other auspices

While the forum demonstration centers offer significant patterns for community-wide programs of public discussion, there are hundreds of other programs in all parts of the nation promoted by educa-



tional, religious, and civic organizations. The survey of 431 of these forums has taken a year and a half and presents a picture of varied activity in the adult forum field. A report of this survey will be available in pamphlet form in the near future.

One is impressed with the apparent growth of public forums during the depression. (See chart above.) Fully two-thirds of today's forums were organized since 1929, and over half of them came into being since 1933. The 431 forums which reported in this survey held approximately 6,500 meetings attended by over a million people during the forum season. The 280 forums which gave data on their budgets spent a total of almost \$400,000 a year on their programs.

Comparing programs

In comparing the average forum program with a community-wide plan of discussion groups as conducted in Des Moines and in the demonstration centers, it is important to bear certain facts in mind. The average forum, according to this survey, holds about 15 meetings per year in one central place, attended by about 250 people per meeting. In Des Moines, the community as a whole is offered over 500 meetings per year in the various neighborhoods, attended by about 75 to 100 people per meeting. The same general plan is followed in the demonstration centers. Thus, as indicated in the chart on page 210, the 10 demonstration centers operating between September and February if continued for a full academic year would conduct as many meetings as the 430 forums reporting in the survey.

The survey does not pretend to include all of the forums in the country. It is estimated on the basis of correspondence

coming to the Office of Education that there are at least twice as many forums being operated today. Those answering the questionnaire give us a good sampling both from the standpoint of numbers and variety of plans of operation. The survey is another indicator of the fact that "we are on our way" in adult civic education. And it also shows that we have a long way to go before we have adequate civic education plans for our 70,000,000 adult citizens.

Pamphlets augment discussion

Both the survey of existing forums and the experience gained thus far in the demonstration centers give convincing evidence of the fact that supplemental reading is both necessary and vital to audience participation in forum discussion.

The index to pamphlet material—*Public Affairs Pamphlets*—published by the Office of Education, the revised edition of which is now available, attempts to contribute a partial solution at least to the problem of organizing the market for inexpensive pamphlet material. It offers a comprehensive bibliography of over 660 current pamphlets covering social, political, and economic subjects.

Aspects clarified

The distribution of the first tabulation resulted in clarifying two aspects of this problem. First, it was obvious that representatives of forums, adult education groups, libraries, women's clubs and civic organizations interested in public affairs wanted not only to see the titles and certain facts about them but they wanted to see the pamphlets themselves before ordering in quantity for their groups.

[Concluded on page 210]

What is Educational Broadcasting?



C. F. Klinefelter, Educational Consultant, Vocational Education Division, and Vice Chairman of the Federal Radio Education Committee, Presents His Views on Radio Problems

THE question of what is educational broadcasting seems to have passed out of the realm of academic theorizing and its practical solution is demanding serious attention, to the end that a working definition may be secured which will serve as a "yardstick" against which to measure programs now being produced on the various radio stations, which are using the ether waves. Since all radio stations, in obtaining renewals of their licenses each 6 months, are required to furnish proof that they are operating "in the public interest, convenience, and necessity" the question of an accurate classification of the different types of programs being broadcast over a station for a 6-month period becomes of real concern in view of the fact that the schedule of programs actually broadcast is submitted by the station as factual evidence of its having conformed to the requirements of the law.

While the term "educational broadcasting" does not appear in the phrase "in the public interest, convenience, and necessity" it seems to be generally conceded by the radio industry that the extent to which a certain proportion of a station's programs can be classified as "educational" will be considered in the station's favor when its claims for renewal of license are being considered by the Federal Communications Commission. At the present time, however, in the absence of any generally accepted definition of "educational broadcasting" each station is entirely free to use its own judgment in classifying its programs and the Federal Communications Commission accepts its classification at face value.

Bills introduced

Such station listings of "educational" features are not accepted without chal-

lenge by various groups of educators and district and national voluntary associations or organizations which are by no means satisfied with the general character of some of the programs being presented to the public day after day and night after night by the radio stations. The feeling of such groups has crystallized from time to time in the introduction into Congress of various bills that would require a certain fixed percentage of time or a certain proportion of the available broadcast channels to be devoted to educational broadcasting. The situation became sufficiently critical several years ago to cause Congress to ask the Federal Communications Commission for recommendations on the matter.

After holding extended hearings, the Commission reported to Congress that in its judgment, no change was needed at the present time in the existing system of broadcasting as the stations reported that they had ample time which they would be glad to devote to educational broadcasting or to make available to educational agencies, if they could but be assured that such educational programs would be of such a character and quality as to interest and hold the stations' listeners. As a constructive step in the solution of the problem, the Commission created the Federal Radio Education Committee, consisting of some 40 representatives of the radio industry and the various interests of education, with Commissioner of Education J. W. Studebaker as chairman.

The function of the committee is to eliminate controversy and misunderstandings between broadcasters and educators and bring about active cooperation among all the parties interested. The committee met, surveyed the field and initiated a comprehensive program designed to study all pertinent factors involved with a view to eventually arriving at satisfactory solutions of

the various problems existing at present. Yet it is significant that at its meeting a year ago, almost a full day was spent in discussing various phases of what constitutes educational broadcasting without any agreement being reached.

Complicating angles

While it may appear to be a simple matter to formulate a definition of educational broadcasting, there are many complicating angles. It should obviously include more than the broadcasting of traditional subject matter such as is regularly taught in the various grades of school, since the interests of adult listeners must be considered. The fact that a given program emanates from an educational agency is no assurance that the program itself is educational, even though certain colleges, for example, in reporting on the nature of their use of radio, have referred to their broadcasting of football games and even of programs of dance music by college orchestras as educational features. On the other hand, the mere fact that a program is commercially sponsored and broadcast by a commercial station does not destroy whatever intrinsic educational merit it may possess, even though it might be barred from being received in a classroom due to policy against admission of commercial advertising in the school system.

It seems imperative that a practical definition, which can be used to gage individual programs, be found in order to provide a common meeting ground or basis for discussion of the various factors involved in the problems which the American system of broadcasting is facing. Without it, stations can continue to list whatever programs they please as being of an educational nature, without fear of successful attack from critical educators who cannot agree as to what they want, while experimentation in the building of educational programs

is reduced to a trial and error basis, in the absence of agreement as to the principles which should govern.

Examining procedures

In view of the past history of the problem, it appears to be out of the question to construct a one-sentence definition of educational broadcasting which will be satisfactory and of practical use. The answer may be found rather in examining the various educational procedures which have been identified as governing every educational situation that takes place, whether in school, at home, on the farm, or in the shop, regardless of the subject matter dealt with, or the age of the learner. The educational procedures are three in number, as follows: 1. The informing procedure; 2. The teaching or instructing procedure; and 3. The thinking procedure.

If application be made of these procedures to the problem of educational broadcasting, a series of tests or "yardsticks" is secured, with which to measure the educational purpose of any program, without becoming involved in extraneous questions of policy dealing with matters of commercial sponsorship, sustaining features, or sponsorship by non-profit organizations or agencies.

Proposed tests

In concrete form, I suggest that the application of these procedures to program testing may be formulated as follows:

1. Does the program convey to the listeners socially desirable information which they did not possess before hearing the program? If so, the program is educational. (This is an application of the informing procedure.) But the significance of the term "socially desirable information" must not be overlooked. It means information which society at large would regard as being generally desirable for the average person to know, especially such types of information as tend to improve the individual himself and enable him to keep pace with the gradually rising level of social knowledge and culture. This would classify programs dealing with merely curious bits of information as being entertaining rather than educational.
2. Does the program discuss items of knowledge and give clear-cut directions for their practical application so that the listeners not only have a clear understanding of the items of knowledge but can make practical application of them as need or occasion arises? If so, the program is educational. (This is an application of one phase of the teaching procedure.)
3. Does the program give a step-by-step explanation of how to do or make a certain thing with clear-cut directions as each step is covered so that the listeners can do or make the thing as need or occasion may arise? If so, the program is educational. (This is an application of the other phase of the teaching procedure.)
4. Does the program present a problem involving the exercise of judgment or constructive thinking in such a way as to bring out, in an impartial and dispassionate manner, all of the various factors involved in the problem so that the listeners are

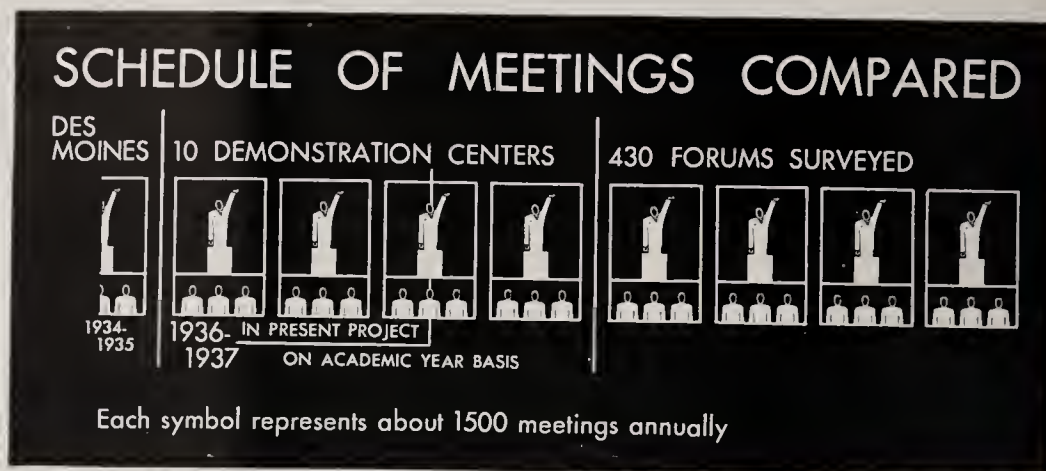
[Concluded on page 219]

"On Our Way"—Forums

[Concluded from page 208]

Second, it was noted that there should be some clearing house through which representatives of all interested groups as well as individuals might secure pamphlets of all kinds published by different agencies. It was found that a careful tabulation of

1. Education for Democracy—Public Affairs Forums, Bulletin no. 17, 1935. Price 10 cents. Superintendent of Documents, Washington, D. C.
2. Safeguarding Democracy Through Adult Civic Education, Bulletin no. 6, 1936. Price 5 cents. Superintendent of Documents, Washington, D. C.
3. A Step Forward for Adult Civic Education. Bulletin no. 16, 1936. Price 10 cents. Superintendent of Documents, Washington, D. C.
4. Public Affairs Pamphlets, Bulletin no. 3, 1937. An index of 660 pamphlets with an introduction



pamphlet material on public affairs was not enough. Librarians and adult education leaders eager to see a more effective use of popular pamphlets made many suggestions for the solution of these two problems.

As a result, three agencies—the Public Forum Project of the Office of Education, the American Library Association, and the Public Affairs Committee—have collaborated in evolving plans whereby a central clearing house may handle orders from single individuals and groups wishing to secure pamphlet material from various publishing agencies. In addition, to instill greater interest in pamphlet materials and to allow interested parties to inspect all available material before ordering, pamphlet displays will be made in 30 demonstration centers in all parts of the country in public libraries.

Public and private agencies cooperating in a program of adult civic education, through forums and discussion groups, large and small, are creating a new popular movement toward that enlightened citizenship which is essential to a vigorous democracy. Added to this exchange of ideas by the spoken word, we have a new emphasis on the pamphlet as a practical method of exchanging ideas by the written word. As in the days when the makers of our democratic tradition used the town meeting and the pamphlet to educate themselves on the problems of their day, we turn to the forum discussion and to the inexpensive pamphlet as effective ways to inform ourselves on the problems of our day.

Other materials on forum techniques and development may be found in the following Office of Education publications:

- describing planned use of pamphlet material in forums and discussion groups. Price 10 cents. Superintendent of Documents, Washington, D. C.
5. Choosing Our Way—A Study of America's Forums. Free. Order copy directly from Office of Education, Washington, D. C.

Crucial Issues

[Concluded from page 195]

the conservation of natural resources. Is it one of the responsibilities of education to see to it that in the future the genius of our people shall be employed in preventing rather than in meeting disaster? For too long a time we have gagged at the gnat of preventative expenditures and swallowed the camel of colossal costs of disaster. What can education do about it?

"The tenth is the demand for policies under which American citizens in general may be given reasonably equal educational opportunities."

"When I ask the question, 'What should education do to meet these issues?' I am not asking a rhetorical question. Practically every one of these problems has been a focusing point for special conferences of experts and educators in the Office of Education during the past year. We are earnestly seeking ways by which the United States Office of Education may serve American education in creating more effective programs to meet these problems. The enumeration of these 10 issues serves to suggest that a very broad and diverse program challenges our thinking these days as we try to look at this great country of ours as a united whole. We see it as our duty in the United States Office of Education to promote the educational answer to these problems, not merely to collect statistics about what has been or is being done."

Registrations in Mathematics

ON THE BASIS of returns to the studies of registrations in 1928 and 1934, it was pointed out in the first article of this series¹ that 21.4 percent more schools would be expected to offer a given subject in 1934 than offered it in 1928 and that the registrations in the subject normally would show a gain of 86.5 percent during the 6-year period. A subject exceeding these percentages would be making a larger gain than normally could be expected; a subject falling below these percentages would be shown as losing ground. The fundamental figures forming the basis for this statement are again reproduced in columns 2 to 5 of the accompanying table; moreover, anyone interested in the trends in some State or group of States can, from data given in these columns, develop percentages applicable to that area.

Gains in six years

First-year algebra, advanced algebra, and plane geometry, among the mathematical subjects offered in the last 4 years of the public high school, all registered gains of from 16.5 percent to 18.1 percent in the number of schools offering the subjects in 1934 as compared with those offering them in 1928. (See table for data from which these percentages are derived.) It will be noted that all of these gains are below the 21.4 percent which would mark expected growth. In number of pupils registered, these three subjects showed an even greater removal from the 86.5 percent gain which would indicate that the subjects were holding their own. General mathematics showed an actual loss between 1928 and 1934 both in the number of schools offering the subject and in the number of pupils registering for it.

Three mathematical subjects for which data do not appear in the table—namely, advanced arithmetic, solid geometry, and trigonometry—all show gains in both number of schools offering and number of pupils registered during the 6-year period. The smallest gains were recorded in solid geometry, where the increase was 5.7 percent in schools offering and 30.9 percent in pupils registered. Trigonome-

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

try showed the largest gains for any subject, namely, 37.3 percent and 61.7 percent, respectively. Corresponding percentages for advanced arithmetic were 19.9 and 48.0.

Among the various mathematical subjects, first-year algebra led; it was offered

total number of pupils enrolled.² Comparison of these two percentages reveals that algebra is no longer with any degree of universality a required subject in the high schools of the United States and that when it becomes an elective subject many pupils choose not to take it.

Plane geometry was next to algebra both in the number of schools offering the subject and in the number of pupils registered for it. Nearly one-fifth of the schools, however, did not offer plane geometry; about one-eighth of the total enrollment registered for it.

Advanced algebra is third among mathematical subjects in number of schools offering it; solid geometry is fourth; advanced arithmetic, fifth; trigonometry, sixth; and general mathematics, seventh. All five of these subjects taken together show registrations only slightly higher than those for plane geometry alone. The registration in advanced algebra is about one-third of that in first-year algebra, and solid geometry attracts only one-eighth as many pupils as does plane geometry.

Undoubtedly the change in the nature of the pupil population is responsible largely for the drop which has occurred in registrations in mathematics. The academically selected pupil population of an earlier generation was not only required to take considerable work in mathematics, but, it may be surmised, accepted enthusiastically the opportunity to study algebra and plane geometry as well as more advanced subjects. The present school population finds mathematics less well suited to its interests, and this situation, contemporaneous with the introduction of numerous attractive courses in other fields, has brought about a steady decline in the percentages of the total enrollment who have entered classes in mathematics during the last 25 years.

A Study of Registrations

THE article on Registrations in Mathematics is one of a series being printed in successive issues of SCHOOL LIFE. The first in the series was published in the February number and dealt with Registrations in Commercial Subjects. In succeeding issues will appear articles on various other subject fields. These articles reporting findings of an extensive study of registrations in nearly 18,000 high schools supply significant information on curriculum trends in American secondary education and serve to round out the series of eight earlier studies of similar nature made by the Office of Education, at intervals since 1890.—*Editor.*

in 90.2 percent of the schools reporting and was taken by 18.8 percent of the pupils enrolled in those schools. Taking first-year algebra and general mathematics together it will be seen that there were only a few schools which did not offer one or the other or both. Following out the same trend of thought the reader will note that approximately 21 percent of the pupils were registered in first-year algebra and general mathematics classes. Since these two subjects are usually offered in the first year of a 4-year high-school course, it is pertinent to observe that in 1934 the first year of the high school accounted for 32.5 percent of the

² See chapter V of the Biennial Survey of Education 1932-34, entitled "Statistics of Public High Schools." Attention is invited to table E in the textual portion of the chapter.

¹ SCHOOL LIFE, February 1937.

Number of Schools Reporting, Their Enrollments, and Registrations in Mathematical Subjects, 1928 and 1934

State or outlying part	Number of schools offering and pupils registered in—																															
	Total number of schools reporting and their total enrollments						General mathematics						First-year algebra						Advanced algebra						Plane geometry							
	1928		1934		1928		1934		1928		1934		1928		1934		1928		1934		1928		1934		1928		1934					
	Schools	Enrollments	Schools	Enrollments	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered				
Continental United States.....	14,725	2,896,630	17,879	5,402,305	1,991	158,255	1,721	127,300	13,801	783,587	16,132	1,013,110	8,300	236,736	9,747	339,635	12,212	596,940	14,425	671,127	12,212	596,940	14,425	671,127	12,212	596,940	14,425	671,127				
1	2	3	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	21	18	19	20	21	18	19	20	21	21			
Alabama.....	189	31,205	274	66,317	63	4,569	17	232	175	8,161	247	13,098	97	2,504	141	5,536	164	5,813	200	9,143	164	5,813	200	9,143	164	5,813	200	9,143	164	5,813	200	9,143
Arizona.....	46	11,277	55	15,501	6	239	4	236	45	3,076	51	2,598	21	21	22	629	44	2,048	50	2,219	44	2,048	50	2,219	44	2,048	50	2,219	44	2,048	50	2,219
Arkansas.....	235	24,360	295	47,969	46	1,887	11	68	227	5,645	282	9,708	159	3,169	207	4,596	206	5,287	257	6,702	206	5,287	257	6,702	206	5,287	257	6,702	206	5,287	257	6,702
California.....	385	189,748	465	346,552	82	6,780	171	10,705	362	39,086	430	39,944	244	8,470	248	9,374	300	26,607	341	30,710	300	26,607	341	30,710	300	26,607	341	30,710	300	26,607	341	30,710
Colorado.....	169	32,948	217	58,870	18	1,006	27	1,052	157	9,326	197	10,447	76	1,996	85	2,384	149	6,453	171	6,845	149	6,453	171	6,845	149	6,453	171	6,845	149	6,453	171	6,845
Connecticut.....	89	35,664	98	77,206	25	2,155	34	2,542	79	8,870	95	11,846	58	2,934	66	3,710	70	4,415	74	6,495	70	4,415	74	6,495	70	4,415	74	6,495	70	4,415	74	6,495
Delaware.....	20	4,990	26	11,283	4	469	4	80	20	1,192	23	1,301	16	284	15	841	15	659	20	1,139	15	659	20	1,139	15	659	20	1,139	15	659	20	1,139
District of Columbia.....	16	13,836	24	30,673	1	7,961	1	151	16	3,893	17	2,837	5	454	12	1,515	6	1,860	8	3,021	6	1,860	8	3,021	6	1,860	8	3,021	6	1,860	8	3,021
Florida.....	153	30,216	176	56,446	40	4,391	25	639	145	9,102	164	11,562	118	4,399	123	6,003	103	3,196	102	5,438	103	3,196	102	5,438	103	3,196	102	5,438	103	3,196	102	5,438
Georgia.....	226	30,556	283	46,187	50	4,391	18	1,816	213	9,836	263	11,317	198	7,085	249	8,797	202	5,340	214	6,615	202	5,340	214	6,615	202	5,340	214	6,615	202	5,340	214	6,615
Idaho.....	140	18,872	138	27,578	16	868	11	262	135	5,979	126	6,286	52	638	37	594	133	4,688	125	5,135	133	4,688	125	5,135	133	4,688	125	5,135	133	4,688	125	5,135
Illinois.....	801	194,347	892	339,691	96	6,375	25	2,116	789	56,927	858	79,953	441	9,423	493	14,109	681	38,777	842	59,516	493	14,109	681	38,777	842	59,516	493	14,109	681	38,777	842	59,516
Indiana.....	617	101,522	649	173,438	68	4,344	58	4,850	586	33,494	560	33,494	265	6,799	265	6,667	265	18,467	566	22,140	265	18,467	566	22,140	265	18,467	566	22,140	265	18,467	566	22,140
Iowa.....	701	81,348	961	146,787	89	4,735	14	543	681	23,546	912	32,187	377	6,368	447	9,260	652	18,124	883	27,742	447	9,260	652	18,124	883	27,742	447	9,260	652	18,124	883	27,742
Kansas.....	574	70,789	565	105,804	65	3,258	21	1,350	545	19,477	529	21,319	185	2,452	162	3,079	520	13,765	463	14,099	162	3,079	520	13,765	463	14,099	162	3,079	520	13,765	463	14,099
Kentucky.....	401	34,214	480	68,925	48	1,739	19	1,434	385	12,579	456	16,154	285	4,630	398	8,121	307	6,503	381	10,727	307	6,503	381	10,727	307	6,503	381	10,727	307	6,503	381	10,727
Louisiana.....	209	29,057	237	46,505	27	2,755	15	1,148	192	9,036	219	11,461	156	3,163	180	5,558	180	5,558	204	7,339	180	5,558	204	7,339	180	5,558	204	7,339	180	5,558	204	7,339
Maine.....	168	19,694	164	31,009	48	2,531	38	1,150	137	4,704	149	5,260	111	2,111	111	2,565	144	2,795	133	2,981	111	2,565	144	2,795	133	2,981	111	2,565	144	2,795	133	2,981
Maryland.....	138	27,882	109	70,818	22	2,940	59	2,981	150	9,182	181	15,922	92	4,465	108	5,278	108	5,278	141	9,005	108	5,278	141	9,005	108	5,278	141	9,005	108	5,278	141	9,005
Massachusetts.....	283	118,662	458	246,046	67	5,722	110	10,130	254	22,817	281	31,296	154	8,284	186	14,161	198	17,370	213	22,303	198	17,370	213	22,303	198	17,370	213	22,303	198	17,370	213	22,303
Michigan.....	556	123,259	606	254,227	84	12,205	53	8,072	524	32,146	562	46,551	237	5,667	237	7,824	490	21,980	510	28,450	237	5,667	237	7,824	490	21,980	510	28,450	237	5,667	237	7,824
Minnesota.....	473	79,639	545	147,314	48	11,493	113	6,669	404	16,592	410	21,472	149	3,515	231	5,018	381	12,714	441	18,870	231	5,018	381	12,714	441	18,870	231	5,018	381	12,714	441	18,870
Mississippi.....	260	19,735	287	30,935	52	2,495	3	139	257	6,168	262	8,658	195	3,502	204	4,100	218	3,275	227	5,605	218	3,275	227	5,605	218	3,275	227	5,605	218	3,275	227	5,605
Missouri.....	675	82,069	592	111,774	67	4,036	32	1,860	640	21,986	533	25,868	360	5,486	358	6,921	604	14,402	520	16,652	360	5,486	358	6,921	604	14,402	520	16,652	360	5,486	358	6,921
Montana.....	158	17,843	162	26,773	8	398	7	355	154	5,730	148	6,171	54	801	52	968	147	3,763	142	4,849	54	801	52	968	147	3,763	142	4,849	54	801	52	968
Nebraska.....	429	47,652	504	69,909	67	2,718	12	290	407	12,826	439	15,623	284	4,455	284	5,373	389	10,044	425	12,381	284	5,373	389	10,044	425	12,381	284	5,373	389	10,044	425	12,381
Nevada.....	22	1,914	26	2,722	1	26	1	35	21	536	23	3,792	10	97	11	186	19	316	24	465	11	186	19	316	24	465	11	186	19	316	24	465
New Hampshire.....	112	13,368	104	24,538	20	392	20	652	80	3,687	77	3,173	72	1,092	49	1,024	66	1,957	79	2,101	72	1,092	49	1,024	66	1,957	79	2,101	72	1,092	49	1,024
New Jersey.....	172	91,362	212	203,086	24	4,676	62	5,957	160	21,421	198	83,400	125	8,879	152	14,769	135	13,584	155	20,422	152	8,879	152	14,769	135	13,584	155	20,422	135	13,584	155	20,422
New Mexico.....	78	7,613	105	14,028	6	160	11	216	73	2,495	94	3,246	38	465	30	598	61	1,685	88	2,654	38	465	30	598	61	1,685	88	2,654	38	465	30	598
New York.....	712	363,470	784	531,134	31	4,058	86	9,394	679	96,378	706	65,307	419	26,442	500	19,857	620	64,329	721	42,759	500	19,857	620	64,329	721	42,759	500	19,857	620	64,329	721	42,759
North Carolina.....	471	55,784	481	89,685	57	3,361	16	1,155	438	18,858	433	26,334	413	13,591	401	19,045	387	8,792	395	8,792	413	13,591	401	19,045	387	8,792	395	8,792	395	8,792	395	8,792
North Dakota.....	324	17,048	407	33,734	24	447	6	469	270	5,759	328	7,759	52	592	51	682	171	2,909	186	3,498	51	682	171	2,909	186	3,498	171	2,909	186	3,498	171	2,909
Ohio.....	824	176,720	1,235	412,074	101	10,210	112	12,952	748	45,555	1,																					

Special Collections in the Library

BUT history is an educational subject and I want a book on the Middle Ages." This request or others similar come to the library of the Office of Education, United States Department of the Interior, with considerable frequency. Then it is necessary to explain that this is a highly specialized collection limited to pedagogical material or that concerned with the techniques of teaching and learning in both formal and informal education and to source material in the history of education. In the process of the evolution of this library six special divisions have emerged in addition to the general collection, which covers monographs and studies dealing with the history and practice of education in all its phases in all parts of the world.

These six divisions, or special collections, have all grown in response to some need expressed by educators either on the staff of the Office or engaged in research in education in other parts of the country. Several of them were initiated with the founding of the library; others have been developed to meet the changing interests of the schools.

Reports number one

The first of these special collections is: The reports of State and city boards of education and of foreign ministries of education. This collection, covering a long period of years, furnishes much of the source material that is needed for the study of education in all parts of the world. It gives the facts and statistics necessary for comparisons, and collects in one place data that could hardly be assembled elsewhere.

Proceedings next

Indispensable as are the official documents and statistics, it is important and interesting to have at hand the discussions of educators who have been dealing with these cold facts. This introduces our special collection, no. 2: The proceedings and yearbooks of educational associations and agencies, both domestic and foreign. Here are assembled the opinions of the leaders and prophets of educational movements; the discussions that have taken place at conferences and the summaries

Sabra W. Vought, Chief of the Office of Education Library Division, Tells of the Six Major Collections and Stresses Their Research Value

and reports that have been expanded into volumes that show the progress of the various phases of education. These collections reflect the best thought of the period on the subject of contemporary methods used in the schools; they portray the experimental processes that have been employed and evaluate the results of these experiments.

College catalogs

Next in order is the collection of college and university catalogs. Paradoxical as it might seem, this collection is the main source for all kinds of information—historical and statistical—concerning higher education. Many of the catalogs give brief accounts of the history of the institutions, including changes of name, dates of founding, and of any outstanding events that have taken place in their development. It is oftentimes very difficult to find just this information elsewhere. Names of students and faculty members are to be found in this collection and are seldom available in any other place. Changes in curriculum terminology and content may be traced in these files, while much interesting information concerning student life is to be found in the tables of expenses, the items about dormitories, activities, and athletics.

Periodical collection

Perhaps the collection of educational periodicals might have been included with the proceedings and yearbooks, as they all come under the technical heading "Continuations." However, the collection in the library of the Office of Education is a large one and worthy of special mention. Many of the files are complete and extend back to the early years of the nineteenth century. Whereas the yearbooks and proceedings cover speeches, discussions, and opinions which are brought forth by conferences and conventions that are more or less formal, the

periodicals present the popular point of view and carry contributions by laymen as well as professional educators. The educational scene would, of course, not be complete without the points of view presented by the periodicals. Even the news notes are of interest, and no doubt a study of the jokes that usually appear would illuminate the trends of American educational humor over a considerable period of years.

Textbooks and theses

The two other collections that are outstanding in this library are those of textbooks and masters' and doctors' theses in education. Like the college catalogs, textbooks may seem to many people to be merely tools for an education and in no way to be considered worth studying or even preserving except as curiosities. Mark Sullivan in "America finding herself", the second volume of "Our times", says: "The backbone of education in our common schools of America was the readers." He shows how the morals of the people were molded by the precepts which the children read over and over in school. He also discusses the history texts used in the schools at the turn of the century, which had much to do with building of character and the developing of ideas of citizenship. Consequently the collection of textbooks in this library presents not only an interesting museum of rarities, but also a key to the culture and ethics of each succeeding generation. It also illustrates the changes that have taken place in the teaching of the school subjects.

For the past 5 years the library has been the depository for masters' and doctors' theses in education, both published and unpublished. The collection now numbers about 2,500 volumes, all of which are available for interlibrary loan. Researchers in education make many calls on this collection both for the purpose

[Concluded on page 217]

Interior Department "At Home"

THE Interior Department, which spent many of its 88 years as a homeless foundling on other departments' doorsteps, is soon to occupy its new building, happy in a new home of its own.

Congress wasn't any too eager to have a Department of the Interior in the beginning. It thought the State Department should handle domestic as well as foreign affairs and it took long years of debate and a number of Presidential messages to establish the Interior Department in 1849. Even then no housing provisions were made, and the bureaus of the new department were scattered about the city in rented buildings and overcrowded top-floors of other and older departments.

After many preliminary and temporary moves and shiftings the department came into the North Building in 1917, but since then it has expanded until it again spread over the city in many buildings and the new building became an imperative necessity.

Simpler and more modern in design than most Government buildings, the new building has unusual facilities and operation programs planned to reduce maintenance and operation costs to a minimum and to utilize every available inch of space for work and employees' activities rather than for excess decoration.

Department units housed in the new building are the Office of the Secretary of the Interior, the Office of the Solicitor, the General Land Office, the Office of Indian Affairs, Office of Education, Bureau of Reclamation, National Park Service, Division of Territories and Island Possessions, Division of Grazing, Division of Geographic Names, Bureau of Mines, National Capital Park and Planning Commission, and the Commission of Fine Arts.

The old Interior Department Building, which is connected by a 150-yard tunnel with the new building, houses the Public Works Administration; the Geological Survey because of its many laboratories and map-printing facilities in the present quarters; the photographic laboratories; the National Bituminous Coal Commission now in the Investment Building; the Puerto Rico Reconstruction Administra-

A. E. Demaray, Associate Director, National Park Service, Takes Readers for a Journey Through the Department of the Interior's New Building

tion now in the Munsey Building; and a portion of Emergency Conservation Work offices of the National Park Service now in the Bond and Commercial National Bank Buildings. The north building's population will total 3,500 people, of whom 2,500 are PWA personnel.

Departmental activities were transferred from nine leased buildings and six Government-owned buildings, vacating an area of approximately 480,500 square feet.

The new building, erected as a project of the Public Works Administration, is the first major Federal Government structure in Washington, authorized, designed, and built by the present administration. The building consists of a center wing two blocks long from C to E Streets, with six wings on each side extending through from Eighteenth to Nineteenth Streets. Every room is an outside room, with courts between the wings open to the streets providing maximum light and air.

Original seals

Architectural features are simple and could be termed early Federal. The building is in keeping with others of the Triangle area. There are no free-standing columns. On the south elevation of the building there are 13 disks carved in limestone with the original seals of the first 13 States.

Throughout the building, its utilitarian character is evident in the quiet, subdued gray walls with their slightly deeper gray trim. Everything is simple and business-like but attractive. Bronze work on elevator doors, stairways, and window grills has been carefully and decoratively executed. Five bronze doors lead into the main entrance hall off C Street. To the left of the entrance is the library, a beautifully paneled room in dark walnut, reaching two stories in height and, with its stacks, extending down into the base-

ment. The library stacks and shelves have an estimated book capacity of 400,000 volumes.

On the opposite side of the entrance is the auditorium, acoustically treated as are the ceilings throughout the entire building. It is well equipped, with seats for about 1,000 persons. Here conferences and educational meetings will be held. It is equipped for the showing of sound films. The chief decorative feature is to be a mural on the back wall of the stage. A particular problem is that the center portion of the mural panel must slide from sight to reveal the motion-picture screen. Thus the artist must devise a complete design, which can have its center removed at times, leaving the side portions artistic and effective in themselves.

A national competition will be held open to all American artists. Details of this competition will be announced later. Plans for other mural decorations in the building are also under way.

Other special features on this first floor are the exhibit gallery—an entire wing given over to showcases and wall exhibits of various bureaus of the Interior Department—and 12 exhibit cases in the alcoves on either side of the center-hall stairway.

On the seventh floor, there is a fine art gallery with most modern lighting to add to the value of paintings, pictures, and photographs which will be hung there. An art committee will pass on subjects to be exhibited.

The offices of the Fine Arts Commission and the National Park and Planning Commission are located near the art gallery.

The quarters of the Secretary of the Interior are located on the sixth floor and include a large office, two smaller offices, and a little set-back terrace leading off the main office. The Secretary's main office is paneled in oak and has as its two principal features a fireplace and

[Concluded on page 217]

Enrollees Become Better Citizens



ONE of the two major objectives of CCC education is to build citizenship. About the other major objective, to develop employability, much has been written and said. It is important, therefore, that we further consider what the camps are doing to strengthen qualities of good citizenship.

On several occasions, the President has referred to the CCC's work in building fine young manhood in America. In a message to the Corps not long ago, he said, "The CCC is not only conserving this country's natural resources, it is conserving America's greatest asset—its young manhood."

Naturally, citizenship and character training share a large place in camp efforts to develop a more sturdy and dependable young manhood throughout the Corps.

The enrollee's whole camp experience is conducive to his individual improvement. From the time he leaves the enrolling agency to come to camp, he undoubtedly feels that he has more of a purpose in his daily life. He now has a job which will yield him wages in return for work. He is to become a self-supporting and self-sustaining individual. His economic situation is, therefore, in a more reassuring condition. He now has time and security to make plans to improve himself, to learn more about employment conditions and how the country runs its business.

In reaching the camp, the enrollee may travel over many miles of new territory which he has never seen before. He learns that this is a big country, that there are many types of industries, many kinds of neighborhoods, and a variety of social customs. His contact with new places and people cannot help having a broadening effect.

Living together

Within the camp, the enrollee has to learn to live with many scores of other boys, approximately his age. He, therefore, must adapt himself to the camp

Howard W. Oxley, Director of CCC Camp Education, Focuses Attention Upon Need for Building Active and Vigorous Citizenship



Camp discussion under way.

community and become a citizen of it. As a consequence, he learns more about group activities and cooperative enterprises. He must learn to work with his fellow enrollees out on the work project and in organizations within the camp. He soon comes to have a deeper appreciation of cooperation and joint activity.

Of course, it is difficult to measure the extent to which the enrollee's everyday life in camp influences his citizenship and character qualities, but of this we are certain—that the average youth is much more determined, self-confident, and prepared when he leaves camp than when he entered.

Citizenship training

There are a number of activities within the camp especially planned to foster a keener understanding of the responsibilities of a good citizen. Among the most prominent of these are discussion groups, forums, debates, camp newspapers, and enrollee councils.

A survey conducted by the Office of Education among 882 camps last August revealed that 65 percent of them had regular forum or discussion groups and that 17 percent had debating societies. The growth of these activities among the camps has been steady and encouraging.

Camp educational officials think highly of what forum and discussion groups can do. From the Second Corps Area, with

headquarters in New York City, comes this report: "Forums, discussions and similar methods of citizenship training are essential to an effective educational program in the CCC, because discussion, both in small groups and in public forums, is the most democratic method of education in citizenship and the most effective method of bringing about that popular understanding of public problems which is essential to the continuance of a democracy."

In West Virginia a CCC camp located near Kingwood has begun an enrollee forum with the assistance of the Trico Public Forum Project, sponsored by the Office of Education for the citizens of three West Virginia counties. Enrollees at this camp have been discussing such topics as inflation, causes of depression, elastic currency, and labor conditions. Officials of the Trico Forum Project are enthusiastic over the enrollees' interest in public discussion. *Forum Flashes*, the regular publication of the Project, in a recent issue stated: "From the first the Forum was received by officials and the young men in the camp in a spirit of complete cooperation. The opportunity to hear and discuss timely questions, brought to them by men of ability and special training in their various fields, was at once seen as a new and valuable method of education."

From Colorado, District Adviser William E. Hunter writes: "I have gone to the camps (of Colorado) and conducted at least one forum meeting in each camp since January 1936, when I requested that the forum be inaugurated in the camps. At first, only civic topics were discussed. Now the camps are presenting conservation, travel, citizenship, leader training, art and science."

Discussion groups popular

Information coming from New England indicates that camp-wide discussions are experiencing a steady growth there. The Corps Area Adviser at Boston reports: "The panel discussion, the open forum, the round table 'confab'—this is not only an integral part of the program of our camps but, in a very real sense, the backbone of our educational efforts today."

Forums and discussion groups are proving popular among many enrollees because these sessions get down to their immediate problems and give the men a chance to speak on them. Enrollees feel that they have a stake in these meetings. They find here an opportunity to share views with their fellow-men and to put democracy into practice. To boost participation in these meetings further, many camps show pictures and use charts, graphs, and outlines containing supplementary material.

Newspapers and councils

Less than 3 months ago there were 1,679 camp newspapers through which enrollees were being given a chance to develop and express their views on current issues. Practically every company now has a leaders' training group, by means of which leadership among the men is discovered and developed.

Several camps have encouraged the organization of enrollee civic groups and advisory councils. A camp in New Jersey, a few months ago, elected a mayor and council from among the enrollees to advise and confer with company authorities on educational and recreational matters. Recently a newly elected council of enrollees was installed in office at company 2685, Kalkaska, Mich., and now meets regularly each week to consider local conditions and make recommendations to the company commander.

It is my belief that all these activities—discussion groups, forums, debating societies, newspapers, and enrollee councils—strongly indicate that we are becoming increasingly aware of what the camps can do to build a more active and vigorous citizenship.

Rendering Public Service

ENROLLEES in all parts of the country are getting a deeper appreciation of good citizenship through rendering public service in times of emergency. During the recent flood catastrophe of the Ohio River Valley and snowstorms of Utah and Nevada, enrollees responded courageously to calls for help from stranded persons.

All along the Ohio and Mississippi Rivers where communities were in need, CCC contingents hurried to the scene of distress. Especially active were those enrollees stationed near Wheeling, W. Va., Pomeroy and Portsmouth, Ohio, and throughout northern Kentucky and southern Indiana and Illinois. These young men, working under the direction of their officers, built levees, moved families from danger zones, and brought needed supplies to stricken communities.

A few weeks ago a band of six enrollees and three officers traveled 120 miles through a blizzard in Nevada to save the lives of three women and a man. At the same time, camp members in southern Utah were plowing through mountainous snowdrifts, relieving beleaguered towns, reestablishing lines of communication, and bringing aid to the sick.

All of these and many other performances of CCC members during emergencies undoubtedly serve to strengthen qualities of citizenship. Through rendering such assistance, these men gained a fuller realization that they are a part of society, that they have something to contribute, and that much can be accomplished through cooperative endeavor.

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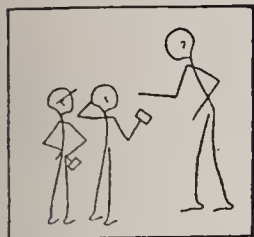
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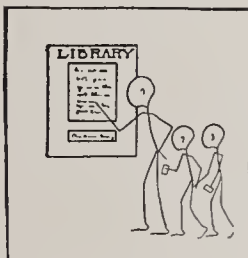
First Freshman: "I'm not interested in histories, nor encyclopedias. I don't need any 800's. But this question, How is gas made from coal? I must find the answer to that before tomorrow."

the answer to that before tomorrow."

Replies a Sophomore: "All right! Which numbers did I tell you to look for on the books that you would use for science?"

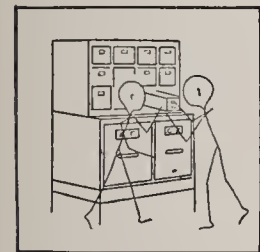
Second Freshman: "Let me tell him. I know, you said 500's and 600's. But I forget into which room you have to go to find the books in science."

Then the first freshman remembers suddenly that the sophomore said that science reference books were in room 135. But before going any farther, both freshmen follow the advice of the sophomore and stop and read the bulletin on the library bulletin board headed: SOME THINGS THAT EVERYBODY SHOULD KNOW ABOUT THE LIBRARY.



This incident is found in a pamphlet called *Two Freshmen Explore in the Library*, which is really a pupil's guide book describing in conversational style the adventure of two bewildered freshmen as they learn from their upper classmen where to find the library and how to use it. The author is M. Elizabeth Moffat, head librarian of the Murphy High School, Mobile, Ala. The many action figures accompanying the text, reproductions of

some of which are used with this article, are the work of Miss Effie Lou Brown of the Secretary's Office.



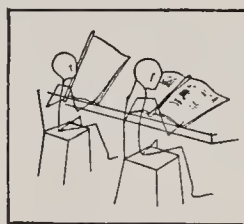
The purposes of the pamphlet are: (1) to provide freshmen with a means of self-help in learning how to use the library; (2) to discover those students who need further instruction and (3) to prevent

pupils who already have sufficient skill, from wasting time doing something they already know how to do.

K. J. Clark, principal of the school, says in the Introduction that the pamphlet supplies a real need in a large high school where it is difficult to give instruction in the use of the library to all. He feels that most pupils, by carefully studying the guide book, can learn how to use intelligently the approximately 7,000 bound volumes in the school's library.



Before the pamphlets are given to the pupils, the librarian and her two assistants visit all freshmen section rooms for the purpose of explaining the general regulations governing the library. The pamphlets are then distributed by the counselors who explain that the pupils are expected to complete their study of them (with the aid of their counselors) by the first week of the second quarter; that they will be given a test on the subject matter; and that those whose scores on the test show that they have not yet learned how to use the library will be required to meet with the librarians for group instruction.



That such a pamphlet meets a real need is evidenced by the fact that this one from Alabama is now in its second edition. Persons residing outside of Mobile may purchase single copies for 25 cents each by writing the Librarian, Murphy High School, Mobile, Ala. In quantity, adjustments in price can be made, according to the announcement.

EDITH A. LATHROP,

Associate Specialist in School Libraries.

SCHOOL LIFE, official organ of the Office of Education, comes to you 10 months of the year for \$1. With a subscription you also receive MARCH OF EDUCATION, the Commissioner's news letter.

of knowing what has been done in various fields of education and also to discover other opportunities for research on subjects which have not been covered. The collection has already proven its worth and will continue to grow more and more rapidly as the colleges and universities become increasingly interested in the project.

Courses of study

One other collection, which is in process of development at the present time, should be mentioned in this connection. It is the collection of courses of study, both State and city, which has been growing very rapidly during the past 2 years due to the generous cooperation of the State and city boards of education. Its use by students, teachers, and curriculum committees more than justifies its existence. It is hoped that in the near future a duplicate collection may be available for interlibrary loan, as many calls for such a service come to the library.

If the research value of this great library is apparent to the students of education, it is hoped that its development during the coming years may prove that it is a contributing agent to the march of education.

Interior Department

[Concluded from page 214]

mantelpiece of marble copied from one of the old Latrobe mantelpieces in the Capitol, and unusual and striking lighting fixtures of bronze and alabaster, featuring buffalo heads, the symbol of the Department. The hangings are blue. The floor is random-width pegged walnut.

There are several conference rooms in the building, of varying size and just above the basement cafeteria and kitchen there is a small dining room for executives which will seat 50 persons. It will be served from the cafeteria kitchen via a dumb-waiter.

For the first time in the construction of a Government building, plans call for erection of a broadcasting studio. This will be built under separate contract after the building is occupied. Located on the eighth floor in an area corresponding to the penthouse, it will be used for educational broadcasts by bureaus of the Interior and other Government Departments. A large studio for dramatizations and a small one for speeches are planned.

Electrifying Education



F. F. A. News Bulletin

INDIANA

Donald Cromer, of Rensselaer, was re-elected president of the Indiana Association during the eighth convention held at Purdue in January. Other newly elected State officers were: Gustav Thias, Seymour, vice president; Roland Klinger, Orland, secretary; Victor Steine, Goshen, ex-committeeman; K. W. Kiltz, Purdue, ex-secretary-treasurer; and Z. M. Smith, adviser. Lloyd Hilbert, of Hagerstown, won first place in the public-speaking contest.

DELAWARE

In a project summary for the past year, recently completed, 16 vocational agriculture departments showed an average enrollment of 30 persons. There was a total of 26,427 head of animals and poultry and 487 acres of land involved in the boys' farming programs. The total labor income amounted to \$26,473.27.

OHIO

The Tenth Annual Leadership Conference, sponsored by the Townsend Agricultural Education Society of Ohio State University, was recently held in connection with "Farmers Week" in Columbus. Cooperative activities, personality development and parliamentary procedure were subjects under discussion during the conference. Apple and potato judging contests were also scheduled as F. F. A. events of the week.

OKLAHOMA

"A shining example of community minded service by F. F. A. boys is that of Spiro where that group is providing working leadership for the entire school in a monthly clean up and city beautification program" states a recent report. Over 30 loads of cans and trash were disposed of during the initial drive. The idea originated with an F. F. A. member, was adopted by the chapter, and will become a part of the permanent chapter program.

W. A. Ross

DIRECTOR M. R. BRUNSTETTER, of the bureau of publications at Teachers College, Columbia University, is the author of a practical book on How to Use the Educational Sound Film, just published by the University of Chicago Press. Based upon several years' experience with sound films in schools, Dr. Brunstetter stresses the importance of the careful integration of films with the curriculum.

A COMMITTEE of the New Providence public schools has recently completed a 10-page source list on Materials of Instruction in Social Sciences, listing companies from which free materials may be obtained. Copies of this mimeographed circular may be secured free of charge from Mr. George W. Wright, supervising principal, New Providence, N. J.

THE MINISTRY OF EDUCATION of Uruguay has for several years been conducting a school of the air technically known as the *Servicio Oficial de Difusión Radio-telefónica*. Since 1932 a well-rounded schedule of programs for school children, teachers, and the general public has been maintained. The broadcasts include talks, sketches, and dramatizations on history, current events, music, geography, national industries, dramatics, language, literature, and travel. Recently, courses in industrial technique have been added and there seems to be a strong demand for their expansion.

THE NATIONAL BUREAU OF STANDARDS of the United States Department of Commerce has recently released a report on the Care of Filmstrips and Motion-Picture Films in Libraries, based upon a study by Charles G. Weber and John R. Hill. An article giving the results of the study appeared in the December 1936 issue of the *Journal of the Society of Motion Picture Engineers*.

DONALD BEAN, manager of the University of Chicago Press, Charles F. Hoban, Jr., of the American Council on Education, and others offered a short course on the Use of Visual Aids in the Classroom at the University of Florida, February 6-14.

A SUPPLEMENT of the Educational Film Catalog has recently (January 1937) been issued by The H. W. Wilson Co., 950 University Avenue, New York. School officials who are making extensive use of films in instruction will find this catalog a valuable guide in the selection of films.

A LIST OF REFERENCES on radio receiving and public-address equipment for school purposes may be obtained free from the National Committee on Education by Radio, Room 308, 1 Madison Avenue, New York.

THE Y. M. C. A. of West Chester, Pa., sponsors a free course to give adults an opportunity to learn by means of industrial, travel, and health films. WPA teachers direct the series of exhibitions and discussions.

THE NATIONAL COMMITTEE on Education by Radio, Room 308, 1 Madison Avenue, New York, has recently issued an attractive pictorial review of the work of Educational Broadcasting Stations. Copies of the booklet may be obtained free from the committee.

THE STORY OF THE WORK of broadcasters in the recent Ohio River flood appeared in the February 1st and 15th issues of *Broadcasting*, National Press Building, Washington, D. C. Few people realize the extent of the emergency work carried on by radio stations operating under most adverse conditions.

CLINE M. KOON

★ Radio Art

IF YOU want to learn the art of radio, and to be able to face the microphone on your own terms, 59 American universities stand ready to serve you.

The Office of Education learned this fact after a survey made in cooperation with the National Association of Broadcasters.

And the courses in radio technique include: (1) announcing, (2) script writing, (3) producing, (4) news broadcasting, (5) radio acting, and (6) sound engineering.

Parent Education in the City School

IT WOULD have seemed presumptuous to school superintendents and teachers 150 years ago for parents to propose the use of schoolhouses as meeting places in which to study their problems as parents or to discuss problems of cooperation with the school. Parents usually came to the school either to make complaints or to listen to the principal's discussion of their children's delinquencies or deficiencies. But today, this is changed. The school is now generally accepted as the common meeting place for parents. People have discovered, "at long last", how essential is the cooperation of parents to good school administration, and how parental goodwill and understanding can be translated into action when support is needed to maintain policies and budgets that school officers feel are essential to the school.

For the most part school superintendents have an open-door policy for parents' groups; some of these groups are parent-teacher associations and others are study groups either within the associations or independent of them.

Programs of parent education have a coordinating influence between the home and the school. In order to provide expert guidance for such programs, directors of parent education have been employed by boards of education in many cities.

The training and experience of some of the directors now in the field offer an interesting and important background for their work of parent-adult education. Although the directors may have had special preparation for the work, they have generally specialized in advance in such fields as psychology, kindergarten education, public-health nursing, psychiatry, home economics.

Questions asked

Such questions as: Where can good examples of parent education in city school systems be found? How does it operate? How many persons are reached annually by the programs? are being asked by many superintendents who are interested in this comparatively new field of informal education.

The city of Binghamton, N. Y., offers an example of a well-integrated program under the direction of the superintendent

Ellen C. Lombard, Associate Specialist in Parent Education, Offers an Example of a "Well-Integrated Program" at Binghamton, New York

of schools, Dan J. Kelly, and the director of the division of parent education, Mrs. Esther B. Perkins. The program has been conducted in Binghamton for 6 or 7 years in the department of education. It reaches beyond the city limits and includes several adjacent towns. At the outset, while the director chosen for the work was taking special training for parent education, the superintendent secured the State supervisor of child development and parent education to begin the work of training lay leaders who were later to conduct study groups of parents.

Outlines prepared

A 5-years' report of the work completed after the appointment of the director of the division of parent education indicates that at the end of the fifth year there was nearly a 100-percent increase in the number of groups instructed and an increase of nearly 40 percent in total attendance. The director's activities are many and varied. In addition to conducting classes on the training of lay leaders and parent-teacher leaders she has met groups such as the county home economics association and the Y. M. C. A. She has outlined and offered in two baby welfare clinics housed in the public-school buildings a series of 10 lessons to foreign-born mothers. She assisted as general advisor to the city council of parents and teachers, in organizing, arranging, and conducting an educational toy exhibit in the public library.

In response to the interest of parents in progressive education, outlines on "New Trends in Education" and "The Home-School Relationship" were prepared for the group and issued by the division of parent education, city department of education.

The outline of "New Trends in Education" contains sections on why changes in education, subject content, teaching methods are necessary; progressive education, noticeable differences in a school

where the principles of progressive education are established; the adaptation of modern principles of education to the local school system and relation between home and school in the new outlook toward education.

Success of the child in the home, the school, and the community as it depends upon home and school are the subjects outlined in "The Home-School Relationship." Questions for thought and discussion, references and excerpts, make the two booklets useful to study groups.

Parent education and parent-teacher projects of the schools are regarded in Binghamton as assets to the school system and the superintendent has made the division of parent education a coordinating unit as well as a part of the regular school work.

What is Educational Broadcasting?

[Concluded from page 210]

stimulated to make an intelligent evaluation and arrive at a logical conclusion? If so, the program is educational. (This is an application of the thinking procedure.)

It should be recognized that the foregoing tests merely determine whether the general purpose or objective of a given program is educational. These tests do not measure the relative efficiency of the program in attaining its purpose or objective. For example, it is generally admitted that learning cannot take place without mental activity on the part of the learner. With the ever-present danger that the radio listener may hear a program while in a purely passive mental state of reception, special attention must be given in building and presenting an educational program to the use of such methods and devices as will offer the best chances of stimulating an active mental state on the part of the listeners and induce them to carry on after the program and search out additional material for themselves.

New Government Aids for Teachers

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

Book Deterioration.

THOSE in charge of archives, libraries, and public offices charged with the keeping and storage of historical and legal records, important books, and scientific publications should have a copy of each of the following publications: Department of Agriculture Technical Bulletin No. 541, "Deterioration of Book and Record Papers" which gives the results of tests of 38 samples of paper taken from old books, magazines, and court records ranging in age from 19 to 169 years and Bureau of Standards Commercial Standard Publication CS57-36 "Book Cloths, Buckrams, and Impregnated Fabrics for Binding Purposes, Except Library Bindings" which presents standards of quality which apply to book cloths and buckrams which are starch filled, and to the so-called impregnated fabrics used in the bookbinding industry for edition, textbook, trade, catalog, and all other than library bindings. Each sells for 5 cents.

"Aircraft Accidents—Method of Analysis", Report No. 576, prepared by the committee on aircraft accidents of the National Advisory Committee for Aeronautics, gives the standard method of determining causes of accidents and the accident analysis chart used by the War, Navy, and Commerce Departments. Price, 10 cents.

"Presidential Elections," State Department Publication No. 938, gives the text of article II (in part) of the Constitution, of the Twelfth and Twentieth amendments of the Constitution, and of title 3 of the United States Code, all of which pertain to the election of presidents and vice presidents.

Conservation.

The Soil Conservation Service of the Department of Agriculture in "Conservation Farming Practices and Flood Control," Miscellaneous Publication No. 253 (10 cents), tells the farmer how he can aid in flood control.

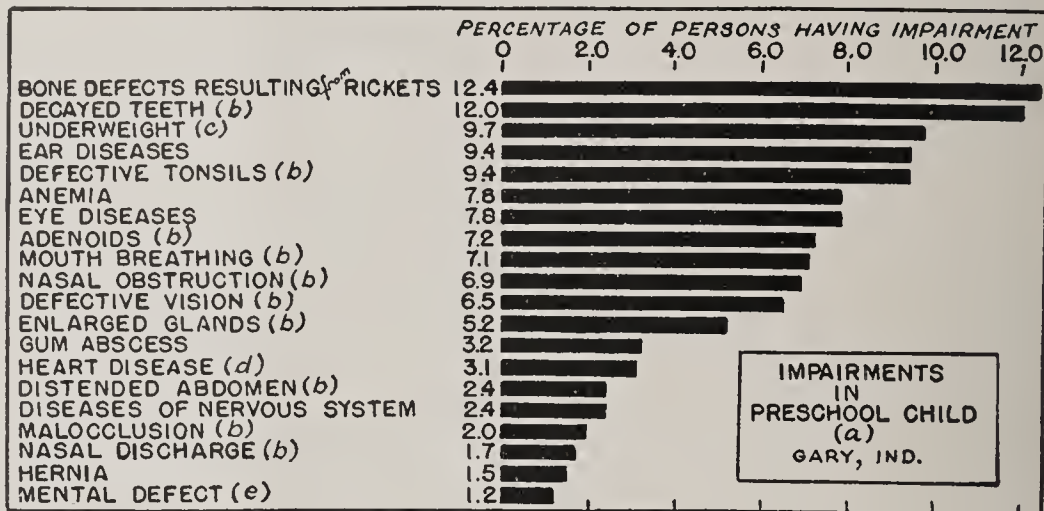


Chart taken from Public Health Service Reprint No. 1760.

Farm real-estate values, regional changes in income support, ratio of cash rent to value of farm real estate, emergency re-financing, changes in farm ownership, farm real-estate taxes, and farm mortgage credit are discussed in "The Farm Real Estate Situation, 1935-36," Department of Agriculture Circular No. 417. Copies are available at 5 cents.

From the Public Health Service during the past month or two have come the following publications: Important Causes of Sickness and Death, Reprint No. 1760, 5 cents; Extent of Rural Health Service in the United States, December 31, 1931, to December 31, 1935, Reprint No. 1764, 5 cents; Malaria—lessons on its cause and prevention—for use in schools, Supplement No. 18, 10 cents; Experience of the Health Department in 811 Counties, 1908-34, Bulletin No. 230, 10 cents; Dental Survey of School Children, Ages 6-14 Years Made in 1933-34 in 26 States, Bulletin No. 226, 20 cents.

The National Park Service has revised the following two publications: "Hot Springs National Park—Arkansas" and "Death Valley National Monument—California", both of which are available free. They describe the history, geology, plant and animal life, accommodations, etc., of each area.

Transportation Maps

The Bureau of Public Roads, United States Department of Agriculture, is preparing a series of colored transportation maps on a scale of approximately 4 miles to the inch, showing the location of the Federal-aid and State highway systems, railroads, air lines, rivers, canals, etc. Sets of the maps may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 20 cents a sheet. The States which have been issued and the number of sheets follow:

Connecticut.....	1	Oregon.....	12
Delaware.....	2	Rhode Island...	1
Florida.....	12	South Carolina..	5
Iowa.....	8	Vermont.....	2
Maine.....	6	Washington....	9
New Hampshire..	2		

A limited number of sets will be distributed upon request to the Bureau of Public Roads, without charge, to educational institutions, libraries, and governmental agencies.

"The Midwest and Trade-Agreements Program" gives findings concerning the extent and nature of the dependence of the Middle West upon foreign trade and the benefits, actual and potential, of the trade-agreements program to that region. (Department of State, Commercial Policy Series No. 27, Pub. No. 929.) Price, 10 cents.

MARGARET F. RYAN

Educational News



Nystrom Elected

Paul H. Nystrom, member of the Federal Board for Vocational Education representing commerce and manufacturing, was elected chairman of that body at its meeting held in Washington on February 4.

Dr. Nystrom, who is president of the Limited Price Variety Stores, Inc., of New York City, and professor of market-



ing at Columbia University, and is a nationally known authority on marketing, sales management, and advertising, was appointed by President Roosevelt to the Federal Board for Vocational Education, July 17, 1936.

The board is composed of four ex-officio members—the Secretary of Agriculture, the Secretary of Commerce, the Secretary of Labor, and the Commissioner of Education; and of three other members—one representing agriculture, one representing commerce and manufacturing, and one representing labor. It acts in an advisory capacity to the Federal Office of Education on problems affecting vocational education in the United States.

New Chiefs

Three more changes in State superintendencies of public instruction have been reported to the Office of Education since those formerly listed in *SCHOOL LIFE*. They are:

California: Walter F. Dexter.

Montana: Ruth Reardon.

Tennessee: W. A. Bass.



In Public Schools

THE MUSEUM OF FINE ARTS AND HISTORY, Evansville, Ind., is inaugurating a new service designed primarily to aid the public schools. The museum has assembled a number of portable exhibits. Mounted pictures, booklets, prints, and articles have been gathered for circulation among the schools.

THE NORTH CAROLINA STATE SCHOOL COMMISSION provides a short-course school for school janitors and maintenance men in that State. The State assumes the cost for board and room, the cost of registration, and the cost of transportation to and from the college is borne by the local units. The school for white men in 1936 was held at the State college in Raleigh, August 3-7, with 100 men attending from 20 different administrative units. The colored men attended the school at A. and T. College in Greensboro, August 10-14, with 100 men in attendance from 20 administrative units.

Attendance was limited to those men who had never attended one of the short courses or who had attended only one. The total cost of the school to the State was \$1,000.

THE MIDDLE STATES ASSOCIATION OF Colleges and Secondary Schools recently issued a list of accredited schools in the States included in that association: Delaware, District of Columbia, Maryland, New Jersey, New York, and Pennsylvania.

THE NEW YORK STATE TEACHERS' ASSOCIATION through its public information service is issuing a series of circulars treating of various phases of education in that State. The following circulars have been received at the Office of Education: No. 1, Salary Reductions and Restorations; No. 2, Curtailments and Restorations of Services; No. 3, Understanding Teacher Tenure; No. 4, Tax Limitation as a Policy; No. 5, Urbanization and Public School Costs in New York State.

THE DIRECTORS OF THE KANSAS STATE TEACHERS ASSOCIATION allocated \$8,000 of the 1937 budget for the program for the improvement of instruction, as reported in the *Kansas Teacher*, January 1937. The program has since January 1936, moved along the following lines: The organization of study centers, the preparation of guidance materials, conferences, State teachers' meetings, and lay participation.

THE PHILADELPHIA BOARD OF PUBLIC EDUCATION has recently released three pamphlets descriptive of the city's senior high schools of various kinds and the curriculum offerings and requirements in these schools. The pamphlets are effective educational guidance publications, intended for circulation to pupils registered in the upper grades of elementary schools or in junior high schools.

IT WILL BE THE FUTURE POLICY of the Indiana State Department of Public Instruction to cooperate with teacher-training institutions and school officials directly through a staff representative in the recommendation and placement of qualified teachers. This service will be highly professional and entirely free to both teachers and school officials.

THE GEORGIA STATE DEPARTMENT OF EDUCATION has set up, through appointment, a commission for the purpose of standardizing the elementary schools of the State. A majority of this commission consists of classroom teachers who are actively engaged in teaching in the elementary schools of Georgia. Each year elementary schools of the State apply to this commission for recognition. The division of supervision, through its supervisors, has visited these schools and made reports to the commission. "Much interest and favorable recognition", it is reported, "have been manifested in this movement, resulting in a vast improvement in 779 white elementary schools and 49 colored schools which have been standardized by the commission."

W. S. DEFFENBAUGH



In Colleges

THE CHINESE LANGUAGE. Until recently few effective materials have existed to aid the student in learning to read serious Chinese books. The chief source for the history of Chinese characters has been a dictionary published in the first century A. D. "replete with bad guesses stated with complete confidence." New light now thrown by archeology on the history of these symbols carries the story of their development back as far as the fourteenth century B. C. Renewed interest is being taken in Chinese and Dr. H. G. Creel of the University of Chicago states that knowledge of very ancient China has advanced more in the last 15 years than it had in the previous 2,000 years.

At the University of Chicago, a 5-year research project financed by a grant of \$28,000 from the Rockefeller Foundation has been announced to provide study materials for the student of Chinese. The 3,000-year-old inscriptions recently unearthed in China will be used in an effort to reduce the time and drudgery now faced by Americans seeking to learn Chinese. Recent discoveries of ancient writings incised on bones and bronzes, reveal the Chinese language near the "picture-writing" state of its development. The first text, "The Classic of Filial Piety", briefest and simplest of the 13 Chinese classics, has already been prepared by Doctor Creel. A "Chinese First Reader" by Chih Pei Sha has recently been published by the University of California Press. The book, designed as a text for beginners, contains 500 characters from which vocabulary more than 1,000 sentences may be used verbatim in conversation, written dialogue, story, or letter. The lack of such a primer has handicapped students in the past.

Among other universities offering instruction in the Chinese language are: University of Southern California at Los Angeles, Georgetown University, D. C., Yale, Harvard, Princeton, and Columbia Universities.

A TRAFFIC OFFICER'S TRAINING SCHOOL with registration limited to 60 Pennsylvania traffic officers, will be held at Pennsylvania State College April 26 to May 27 according to announcements mailed to officials of all major communities in Pennsylvania. The school is the first of its kind to open in Pennsylvania. L. B. Tipton of the Northwestern University's Traffic Safety Institute will be in charge. Instructors will include traffic engineers, police officers, educators, and other specialists in the safety field. Rut-

gers University (N. J.) will open a similar school April 5-17 with a faculty of nationally prominent experts.

"THE WORLD CHALLENGE TO DEMOCRACY.—How Can America Meet It?" is the pertinent subject for Wellesley College's Summer Institute for Social Progress, July 10-24. Economic theories are to be squared with practical experience through discussions of present-day problems by individuals in the professional, business, and industrial worlds. Wellesley has announced Dr. Colston E. Warne (Amherst) as the leader. For further details address 14 West Elm Avenue, Wollaston, Mass.

NURSING AS A PROFESSION. Columbia University has recognized the professional status of nurses by establishing a department of nursing conferring the bachelor of science degree; responsibility for instruction and educational administration in the field of nursing has been transferred from local hospitals to the faculty of medicine. The University of Texas has already recommended that a course of study leading to the degree of bachelor of science in nursing education be added to the curriculum of the university. Candidates seeking to take the 3-year course must satisfy the admission requirements to the University College of Arts and Sciences, and must have completed the curriculum of an approved college or school of nursing or its equivalent. Further requirements for the degree shall be 90 semester hours of work taken at the University of Texas including 21 hours in nursing education, in addition to courses in English, chemistry, zoology, bacteriology, government, sociology, education, and electives. The establishment of this degree has been requested by the Texas Graduate Nurses Association. It does not replace the present bachelor of nursing degree, but is intended to supplement it.

A CENTER FOR CONTINUATION STUDY has been established by the University of Minnesota as a means of extending and improving services to citizens who wish to continue their education beyond the formal limits of their secondary, college, or professional schooling. It is designed for the use of men and women who desire to spend relatively short periods of time in serious and intensive study, and will operate through a series of schools and institutes, organized and directed by the university.

EX-STUDENTS. Based on 586 Princetonians included in the 1936-37 edition of "Who's Who", men who stay in college until graduation seem to have a better chance of "success" than those who flunk out or withdraw voluntarily before the end of the 4-year course. For Princeton the record shows: About 30 percent of living alumni are nongraduates, and about 11 percent of Princeton alumni listed in "Who's Who" are nongraduates. "Of course not even the compilers of 'Who's Who' would claim that inclusion in the volume is proof of an individual's eminence, or that omission means failure to attain success. * * * In General, however, a listing in 'Who's Who' in America signified at least a formal eminence in one's own field of activity." (Alumni weekly, Jan. 8, 1937.)

SESQUICENTENNIAL OF FRANKLIN AND MARSHALL COLLEGE (PA.) Franklin College, named for Benjamin Franklin, and endowed by him with £200 cash and incorporated 150 years ago for the "Preservation of the principles of the Christian religion and our form of government", and was further distinguished by having four of its trustees as signers of the Declaration of Independence. Later Marshall College, named for Chief Justice Marshall, was merged and the name of the institution changed in 1850 to Franklin and Marshall College. The keynote of the sesquicentennial observance will be "Historic Heritage", and appropriate ceremonies will be held from October 14 to 17 of this year.

N. A. D. A. M. The National Association of Deans and Advisers of Men will meet April 1, 2, and 3 at the University of Texas. The Texas organization of deans will also meet at the same time. Principal speakers for the convention will be Aubrey Williams of the National Youth Administration, and Dean Christian Gauss of Princeton.

ATHLETIC SCHOLARSHIPS. As president of the Southeastern Conference, John J. Tigert, former Commissioner of Education, and present head of the University of Florida, put through legislation which removed discriminations against athletics in the matter of receiving scholarship assistance when an athlete combined with his athletic abilities the qualities and qualifications of an outstanding student.

WALTER J. GREENLEAF



In Educational Research

EDUCATION AS CULTIVATION of the Higher Mental Processes is the title of a book by Charles H. Judd assisted by Ernest R. Breslich, J. M. McCallister, and Ralph W. Tyler, which reports certain investigations designed to isolate complex learning activities from more simple learning activities. By higher mental (or complex) processes Judd means such mental activities as generalization, making comparisons, and arriving at valid conclusions. Some of the studies analyze the increasing complexity in the mental processes required in such subjects as language, arithmetic, and algebra. Other studies are concerned with the statistical relationship between scores on tests of simpler processes and scores on tests of the more complex processes in order to show that progress might be attained in the lower type of activity while being absent in the higher activity. Judd believes that the results of these various studies show that teaching in the upper secondary and college levels should pay direct attention to the cultivation of the higher mental processes.

VERY LITTLE HAS BEEN DONE in gathering statistics on the age-grade progress of rural school children. Such statistics are fundamental to any survey of educational conditions in rural schools. A recent study of the age-grade-progress status in one-room rural schools in three counties in Michigan shows how important such statistics are to an understanding of the policies and practices affecting the pattern of educational progress. This report is entitled *Age-Grade and Grade Progress Data for Children in One-Room Rural Schools*, and is published in the January number of the *Elementary School Journal*. The authors are Maude W. Smith, Fern E. Bickford, Deland A. Davis, and Henry J. Otto.

W. S. GRAY REPORTS in the October 1936 number of the *Journal of Higher Education* upon an investigation of the factors found basic to reading deficiencies on the college level. He finds the following of importance: Limited mental ability, limited vocabulary, inappropriate attitudes, and ineffective habits of thinking, persistence of immature habits of early reading, and visual defects. A remedial program designed to overcome some of these obstacles was developed in the investigation.

STUDIES IN THE FIELD OF COLLEGE PROGNOSIS have recently been reported upon. M. E. Gladfelter at Temple University found a correlation of 0.66 between the score made on the usage section of the English test and freshmen English marks. This indicates that this test has possibilities of use in the guidance field. The study is reported in *School and Society* for September 19, 1936.

An investigation at Hamline University is attempting to find a battery of measures which will yield a correlation of 0.90 with freshmen English work. By using multiple correlations employing high-school marks, college aptitude scores, and the like, a figure in striking distance of 0.90 has been reached. The study, by A. R. Root, is reported in the *Journal of Higher Education* for October 1936.

SEVERAL STUDIES MADE in the field of articulation between high school and college at the University of Buffalo are being issued in bulletin form. The most recent is volume XIII of the *University of Buffalo Studies*, which contains reports on nine studies on various phases of articulation as follows: (1) Articulation in English, (2) academic success of various age and experience groups, (3) patterns of high-school performance, (4) studies in academic motivation, (5) the anticipatory examination, (6) effect of home surroundings on academic achievement, (7) differences between high school and college in methods of instruction, (8) the significance of curriculum choice, and (9) reading ability in high school and college.

DAVID SEGEL



In Other Government Agencies

National Park Service

C. G. THOMSON, superintendent of Yosemite National Park, announces the thirteenth annual session of the Yosemite Field School of Natural History to be held in Yosemite National Park from June 21 to August 7, 1937. This school is conducted by the Government for the training of National Park Service personnel. Its graduates are chosen for ranger, ranger-naturalist, custodian, and park naturalist positions in national parks and monuments. Fourteen men and six women possessing the requisite training and experience in the natural sciences will be selected for the course.

No tuition fee is charged, and cost to the student involves travel to Yosemite and incidental camping expenses. Field work predominates—a week being spent on a research reserve project and 2 weeks on a back-country pack trip for the study of flora, fauna, and geology of the High Sierra.

Write to C. A. Harwell, park naturalist and director of the field school, Yosemite National Park, Calif., if you want an application blank and prospectus.

Office of Indian Affairs

THE OFFICE OF INDIAN AFFAIRS operates 100 country day schools, 2 vocational boarding schools, and 7 hospitals for Indians and Eskimos in Alaska. The



Courtesy National Park Service

Field geology class, Yosemite School of Field Natural History.

schools for white children are under Territorial control.

WILLARD W. BEATTY, Director of Indian Education, announces the continuation and expansion of the 1936 summer schools for in-service training at Pine Ridge, S. Dak., and at Wingate, N. Mex. A third program at Sequoyah Training School, Oklahoma, is also contemplated. Demonstration schools in elementary and secondary education, work in health education, arts and crafts, and other problems of Indian education will be included in the 6-week term. College credits will be arranged.

WRANGELL INSTITUTE, Alaska, established in 1932 as a coeducational, vocational boarding school, through an environmental and curricular set-up definitely relates school life to occupational, community, and home life, thereby bridging the gap between the village elementary school and adult life in the southeastern Alaskan fishing villages, according to Charles W. Miller, director of the institute. The "core experiences" around which the curriculum has been built include: (1) Marine environment and resources of Alaska, (2) the salmon industry, (3) family living, (4) participation in solving community problems, and (5) the acquisition of contributory skills.

MARGARET F. RYAN



In Other Countries

THE ACADEMY OF INTERNATIONAL LAW at The Hague, Netherlands, will hold its regular summer program of lectures for the year 1937 in two periods: July 5-30 and August 2-27. Auditors may attend either one of the series or both, for there will be no duplication, although the subjects will be the same.

This year, as in previous years, the academy offers a considerable number of scholarships. Two of these are available to citizens of the United States. Information about them may be obtained by writing to the Secretariat of the Council of Administration of the Academy, Peace Palace, The Hague, Netherlands.

A PAN AMERICAN INSTITUTE OF HABANA was created by a decree of the Government of Cuba in January 1937. The purposes of the new institute are defined as follows:

- a. The study through scientific investigation of the economic, social, political, and educational problems of American countries.
- h. The teaching . . . of the history, literature, economics, law, and the outstanding cultural achievements of the peoples of America.
- c. The linking of educational efforts of the different universities in America in a center of intellectual cooperation which will serve as a bond among them.
- d. To further through the means set forth above the most cordial understanding and friendship among the peoples of America.

The institute is authorized to issue diplomas and to confer the title of doctor of Pan American affairs on any university graduates who study with it for a period of not less than 2 years, present a thesis, and fulfill the other conditions prescribed by the governing board. The degree will not authorize the practice of any profession.

THE SOUTH-EAST ESSEX TECHNICAL COLLEGE, opened recently under the direction of P. J. Haler, is a new institution for technical training located at Dagenham, one of those areas near London that have become industrialized and changed from rural to urban in the past 10 years. The college has seven departments: Art, commerce, domestic subjects, engineering and building, science, sports, and music. The housing and equipment cost \$1,250,000. The grounds are 17 acres in extent and the buildings occupy 6. Five thousand evening and seventeen hundred day students can be enrolled.

In each department the latest type of equipment is provided. In commerce, a notable room is the one used for retail trades and commodities. Here there is one large shop window facing the corridor, making it of practical use for window dressing and color display, while inside the room are complete grocery and outfitting departments with various types of windows together with a small laboratory and seating accommodation for 20 students. The equipment is in full use for both day and evening classes; two business firms send over 400 employees for instruction.

Associated with the college is the "Ford Scholarship Plan", which consists in bringing for a 3-year training course, 50 students of outstanding ability and intelligence from the technical colleges of the British Isles. They are selected by competitive examination. The first students are now at the college; ultimately there will be 150 who, when they commence their work, will be between 17½ and under 19 years of age. The scholarships offer opportunities to attain a degree of skill and specialized knowledge that commands a position for leadership

on merit alone. The graduates will be employed by main dealers throughout the country as repair mechanics in a class by themselves because of their natural ability and thoroughly planned training.

Another interesting side of the work is the domestic science department. The rural districts have their Women's Institutes which meet in the afternoons, and it is felt that the Technical College should be the center for similar work in a populous area. One hundred and fifty women have joined afternoon classes in dress-making, cookery, first aid, home nursing, and homecraft science, and these students have an opportunity of intercourse while doing work useful in the home and a good use of the little leisure of the busy housewife.

AN INSTITUTE OF ANGLO-PERUVIAN CULTURE is being established at Lima, Peru. Its immediate program calls for an English library and reading room to be used by both English and Peruvians, and facilities for excellent instruction in the English language at moderate prices. Later the Institute hopes to arrange for lectures and conferences in Lima by notable people from Great Britain, and visits to the United Kingdom by Peruvian journalists and professional men who will be assured on their arrival in England of introductions to those persons and institutions best adapted to assist them. It will also offer prizes and scholarships for Peruvian students showing promise in English, and will facilitate the admission of young Peruvians to schools, technical colleges, and universities in the United Kingdom.

THE GOVERNMENT OF THE STATE OF VICTORIA, Australia, has granted £300 to finance an employment census of men who have drifted into dead-end occupations because of the economic depression. The Minister of Education of Victoria is considering a proposal that the school-leaving age be extended to 15 years and that all youths be compelled to attend continuation classes until they are 18, unless they can obtain certificates of exemption through satisfactory employment.

THE PUBLICATIONS of the International Institute of Intellectual Cooperation in Paris, France, will be handled in the future by the Columbia University Press, International Documents Service, 2960 Broadway, New York City. The center of distribution for them in the United States was formerly the World Peace Foundation, Boston, Mass.

JAMES F. ABEL

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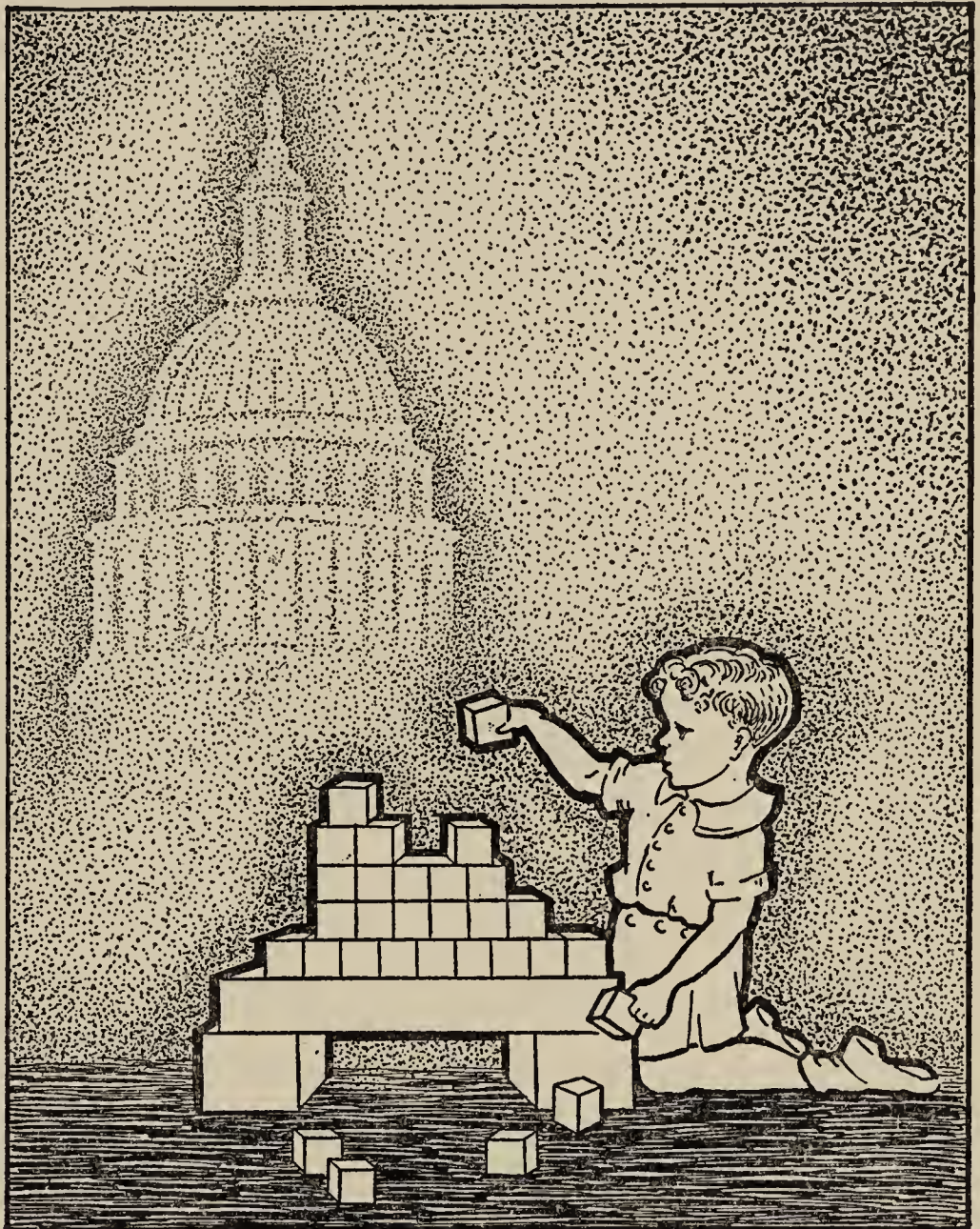
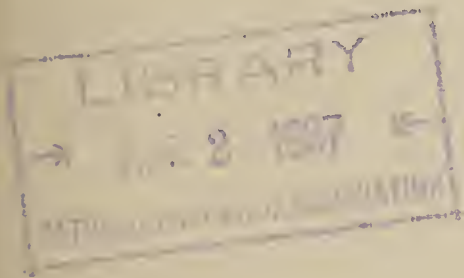
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SCHOOL LIFE



April
1937

Vol. 22 • No. 8



**NATIONAL STANDARDS ARE HOME
STANDARDS ON A LARGER SCALE**

IN THIS ISSUE



The School and Social Security • Educational Trends in Rural Communities
Student and Teacher Tours to Washington • State Government Reorganization
Technical Education in Other Countries • Registrations in History • Editorials

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

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U.S. Department of the
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Primary Education

Elementary Education

Secondary Education

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Group Education

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Parent Education

Physical Education

Rehabilitation

Teacher Education

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Industrial Education

Educational Tests and
Measurements

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Adult Education

SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.



April 1937

Vol. 22, No. 8

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Massachusetts School of Art, Boston, Mass.

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Power Lines For Education



EVERY DAY millions of newspapers are printed, giving to the world the world's latest news. Their influence upon civilization cannot be measured.

Within our present generation two other powerful means of presenting the world's news have been successfully developed—the radio and the motion picture. Nor can their influence upon civilization be measured.

These channels for giving to the world the world's news are *power lines for education*. How may their services be more fully utilized toward a wider dissemination of knowledge and toward a clearer understanding of the baffling problems of a bewildered world? Educators must help to find the answer.

Every day good and evil things occur; constructive and destructive forces are at work in varying degrees from the nearest to the farthest corners. There is cause for deep regret when the day's news carried by these great power lines is for the most part centered upon destructive events. Such events do not outstrip the fine, constructive efforts of mankind. But for some reason we have permitted the reporting of the good and of the evil deeds of men to get out of balance. By the law of suggestion and example, we have encouraged crime.

Freedom of speech is essential to democracy, but fuller knowledge and appreciation of the constructive and socially desirable events of life are essential to human progress. Education that leads the way to such knowledge and appreciation: To cooperation and integrity among people; to honor among Nations; must learn to use these power lines—the press, the radio, the motion picture—to promote the common good.

Educators with courage and ability must squarely face this problem for the sake of that common good.

J. W. Studdabaker

Commissioner of Education.

The School and Social Security

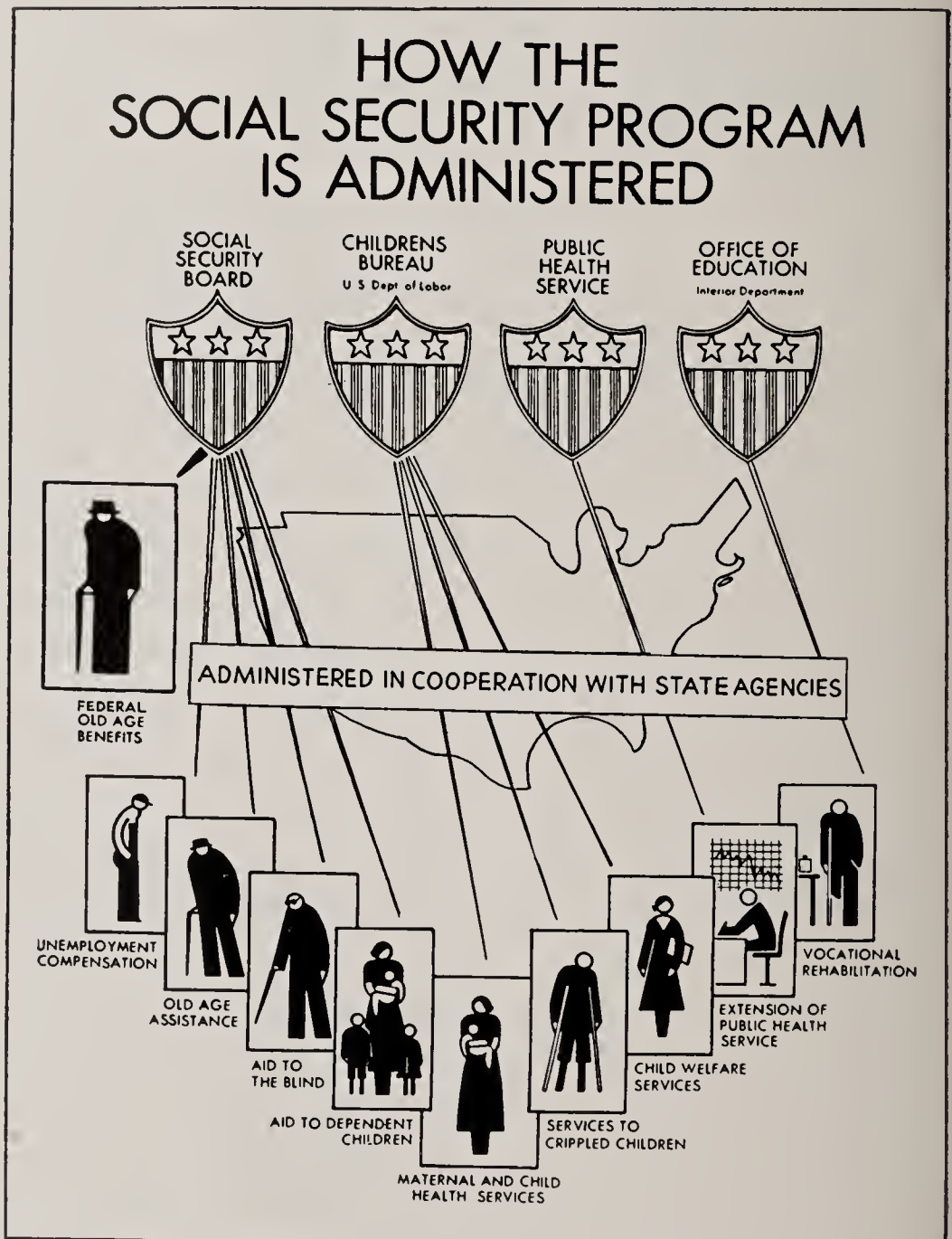
ONE of the deepest needs of childhood is security. But in the complex industrial world of today it has become increasingly difficult to assure our children of this birthright. In the Social Security Act the United States is making its first organized and Nation-wide attempt to safeguard its people, from the very young to the very old, against the hazards of their common life. Passed in 1935 and effective early in 1936, the act has already brought an increased measure of security to millions of Americans—to children and young people, as well as to their elders.

No one knows better than teachers how desperately this protection is needed. They have seen at first hand what a toll recent years have taken from youth. They have seen children come to school ill-fed and ill-clothed, undernourished, and burdened with the worries of their families. They know what handicaps sickness and poverty and fear cause and how profoundly they affect physical, emotional, and intellectual development.

Every part of the Social Security Act helps to reduce these handicaps and to give children a chance to grow up with sound bodies and in wholesome normal homes. It is made up of 10 distinct but related provisions designed to offer safeguards against unemployment and dependency in old age, to aid the blind and those crippled in industry, to protect public health, and to meet some of the outstanding problems of child welfare. All these provisions contribute either directly or indirectly to the security of the family and so toward a better start in life for children.

For a host of children in struggling families, unemployment compensation will mean relief from perpetual fear. It will mean that they will not suffer immediate want if the family breadwinner should lose his job. It gives him a chance, while looking for work, to provide the essentials for his children. In round numbers, approximately 18,000,000 workers are now employed in jobs covered by approved unemployment compensation laws in 38 States. Five additional States have recently passed such laws. Millions of workers—and their families—are thus assured protection in case of future loss of work.

“Public Education and Social Security Are Two Roads Leading to the Same Goal” Asserts Zilpha Carruthers Franklin, Informational Service, Social Security Board



The act makes two provisions against old-age dependency. Through its public assistance program it offers aid to those who are old and in need. Already more

than 1,222,000 old people are receiving regular cash allowances in the 42 States cooperating with the Federal Government in this part of the act. The act also sets

up a program of old-age benefits which will go far toward preventing this problem for the future. Under this program, industrial and commercial wage-earners will have benefit accounts which will entitle them to retirement incomes after they are old and stop working. About 25,000,000 young and middle-aged men and women are already beginning to build up this protection for themselves. Both these provisions mean more security for families and their children. Too often the care of older relatives has compelled families to stretch their meager resources beyond the limits of decency or health and to sacrifice the well-being of their younger members.

Provisions for children

In similar ways aid to the blind, vocational reeducation of the handicapped,

and various public health services help to relieve children of heavy burdens. In addition to these broad safeguards of family life, the Social Security Act contains four provisions for children. Three of these programs—for maternal and child health, for services to crippled children, and for child welfare—are administered by the Children's Bureau of the United States Department of Labor. All of the States and three Territories are cooperating in one or more of these programs, most of them in all three. One of their major objectives is to extend health and welfare services to children in country districts and in particularly poor communities. The protection offered by the maternal and child health program means that fewer mothers and babies will die needlessly. Through the crippled children's

program many children, especially those in remote country districts who would not otherwise be reached, will be saved from lifetime handicaps. The child-welfare program offers protection against equally serious emotional handicaps by making it possible to care more adequately for neglected children and those in danger of becoming delinquent.

The act also makes provision for the support of dependent children in their own homes. Under this program over 313,000 children in 28 States are now being aided. This is one of the three public assistance provisions of the act which, together with old-age benefits and unemployment compensation, are administered by the Social Security Board. With Federal cooperation the States are now able to provide more adequate care for a larger number of children than was possible under earlier State and local laws. By raising the age limit for aid to dependent children to 16, they can now provide for children until they finish school; in many States this provision now falls into line with State laws for minimum working age and compulsory education. The advantages of this form of assistance has long been recognized—it keeps families together; it gives the mother some regular, if small, income to count on; and for children who do not have special problems requiring institutional care, normal family life is the best guarantee of wholesome development.

The school's part

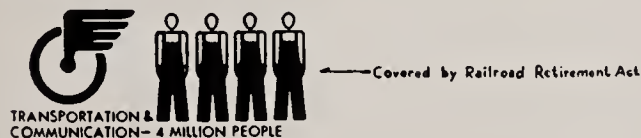
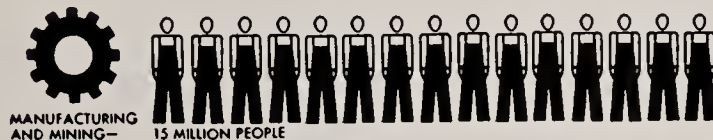
Because the school touches the lives of so many children, it can do much to see that children in need of and eligible for these services are reached. All the child-welfare programs—and all the other provisions of the act except the Federal old-age benefits program—are administered by the individual States with Federal cooperation and financial assistance. Information about these State programs can be secured from State or local public welfare agencies. In States not yet taking part in all the child welfare provisions, teachers can also help to stimulate public opinion and to encourage State participation as rapidly as may seem practicable.

Beyond these direct benefits to childhood and the reduction of school problems which should result from them, the Social Security Act is of concern to teachers as it adds new content to education. The children and young people now in our schools are growing up into a world where social legislation like that embodied in the act will become increasingly important. Most of them will one day enter industry or commerce. As soon as they go to work, they may come under the

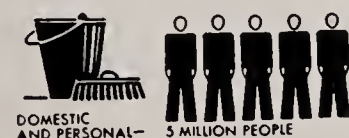
THE AMERICAN PEOPLE— WHAT THEY DO

Each figure represents 1 million wage earners

THESE PEOPLE ARE NOW PROTECTED UNDER THE
SOCIAL SECURITY PROGRAM*



THESE PEOPLE ARE NOT YET PROTECTED UNDER THE
SOCIAL SECURITY PROGRAM



act's provisions for unemployment compensation and old-age benefits. The school can perform a helpful service by giving students some insight into the problems which these measures are designed to meet. These young people need to know why social legislation is necessary, what their rights and obligations are, what this kind of protection can, and cannot do.

Special opportunity

The public schools have a special opportunity for interpreting the meaning of social security, because some of the fundamental principles of security parallel so closely those of public education. It was not so long ago that education was considered almost wholly a personal responsibility. Yet today no one would question that education is also a social responsibility, and that the Government must assume the obligation of guaranteeing to everyone certain minimum essentials. But no school, no system of education, can produce "educated" men and women. All that public education can do is to safeguard the essentials and stimulate individual growth. The same things are true of security. It is the obligation of society to assure to all the minimum essentials of security; and it is a proper function of our Government—Federal, as well as State and local—to cooperate in safeguarding these essentials for all the people. But neither the Social Security Act nor any other act of Government can make people "secure." For the material enrichment of life, each of us must depend upon his own initiative, intelligence, and industry. And beyond this there is still another kind of security which is even more important and more individual—the security of sound emotional adjustment. We cannot manufacture this kind of security by external means, any more than we can manufacture true education. Each is a process of "leading out."

The goal

One of the most significant things about the Social Security Act is its recognition that, while the need for security is lifelong, the earliest gains are the greatest. By safeguarding today's children, it is equipping tomorrow's citizens to meet tomorrow's problems.

Public education and social security are two roads leading to the same goal. And that goal is the kind of society for which America has always stood—a society which places its faith in the individual and utilizes all its powers to enlarge his opportunities for self-realization.

Electrifying Education

★

WALDO ABBOT, director of the broadcasting service of the University of Michigan, is author of a comprehensive and nontechnical book entitled *A Handbook of Radio Broadcasting*, which is being published by the McGraw-Hill Book Co. of New York. This volume is the result of several years' experience in the preparation of broadcasts and in the teaching of broadcasting at the University of Michigan. It stresses the technique of broadcasting, but also includes chapters dealing with practically every phase of broadcasting of interest to the teacher.

THE NATIONAL COMMITTEE ON EDUCATION BY RADIO (Room 308, 1 Madison Ave., New York City), has on hand for free distribution to teachers a limited supply of the book, *An Appraisal of Radio Broadcasting in the Land-grant Colleges and State Universities*, by Tracy F. Tyler.

AMONG SPEAKERS on the program of the Eighth Institute for Education by Radio to be held in Columbus, Ohio, May 3-5, 1937, are E. C. Elliott, president of Purdue University; William Dow Boutwell, of the United States Office of Education; Ned Dearborn of New York University; H. M. Buckley, assistant superintendent of the Cleveland Public Schools; Norman Case, member of the Federal Communications Commission; Walter Pierson and H. V. Kaltenborn, of the Columbia Broadcasting System; and Ernest LaPrade, of the National Broadcasting Co. All people interested in the educational use of radio are invited to attend the institute. Programs and other information may be obtained from I. Keith Tyler, Bureau of Educational Research, Ohio State University, Columbus, Ohio.

THE SEVENTH SESSION of the DeVry National Conference on Visual Education and Film Exhibition will be held at the Francis W. Parker School, 330 Webster Ave., Chicago, June 21-24, 1937. Further information may be obtained by addressing Herman DeVry, 1111 Armitage Ave., Chicago.

Mrs. MARTHA A. BURT, chairman of the department of motion pictures and

drama of the National Council of Federated Church Women (725 South Skinker Rd., St. Louis), announces an increased interest in Photoplay Appreciation as indicated by the number of classes being formed in churches.

THE BELL AND HOWELL COMPANY, 1501 Larchmont Avenue, Chicago, announces the availability of a new 16-mm sound film entitled, "The Spirit of the Plains", which has been made by bringing together select excerpts from several theatrical films dealing with the history of the plains, showing pioneer plainsmen, Indian wars, and the settlement of the Prairie States.

ARRANGEMENTS ARE PROCEEDING for a conference on radio and motion pictures in education at Mercer University, Macon, Ga., during July.

A CONFERENCE of public-school teachers active in the production of films for their own classroom use was held at Ohio State University in February, under the direction of Edgar Dale of the Bureau of Educational Research.

THE PROCEEDINGS OF THE FIRST NATIONAL CONFERENCE ON EDUCATIONAL BROADCASTING, which was held in Washington last December, have been published as an attractive volume, available from the University of Chicago Press, 5750 Ellis Avenue, Chicago, Ill.

THE SAN ANTONIO BOARD OF EDUCATION has recently released in mimeographed form a *Study Guide to Classroom Films* prepared by Emma and C. L. Gutzeit, to show the content and value of 56 instructional films.

BORIS V. MORKOVIN, chairman of the Department of Cinematography of the University of Southern California, University Park, Los Angeles, announces a national convention of the Cinema Appreciation League will be held at the university, July 29-31, 1937.

CLINE M. KOON

The Strange Will of Stephen Girard

ON THE frieze of the new palatial building of the Pennsylvania State Department of Education are recorded the names of 35 eminent educators and statesmen and men of affairs who have made significant contributions to education in Pennsylvania. Among such names are Benjamin Franklin, Thaddeus Stevens, Russell Conwell, Stephen Girard, and other notables. A brief review of the contribution of Stephen Girard to education and the significant court decision growing out of the founding of Girard College, is based upon a most interesting and unusual story.

It is now 100 years since the first appointed president of Girard College was sent to Europe under a commission to study the most improved systems of education with a view to founding in Philadelphia a college in accordance with one of the strangest and most beneficent educational devices in the history of modern education.

Stephen Girard was born in France in 1750. He began his early career as a seaman and became an officer in the French mercantile marine. During the early part of the American Revolution Girard came to this country and settled in Philadelphia. He became an American citizen at once by taking the oath of allegiance to the State of Pennsylvania which was then in the throes of a war for American Independence. By thrift and benevolence Girard became one of the most influential business men of his time. He is said to have been the first American to become a millionaire; at any event, he was among the first American philanthropists.

Significance in names

This French-American was familiar with the revolutionary French philosophy of the eighteenth century. His appreciation of the exponents of intellectual reform is evidenced by the fact that he named four of his ships which traded with the leading commercial ports of the world *The Rousseau*, *The Voltaire*, *The Helvetius*, and *The Montesquieu*.

Girard was an ardent believer in the American doctrine of political and religious freedom, and he accepted the

Ward W. Keesecker, Specialist in School Legislation, Presents Unique Information About Girard College, and the Court Decision Involved Which Contributed to the Spirit of Liberalism in American Education

educational philosophy of self-determination of Rousseau and Pestalozzi. This newcomer to America gave generously to the cause of public education in Philadelphia and to various benevolent institutions; and during the later days of his life he sought out the most enduring ways through which his wealth might serve the world. He was in sympathy with the rising sentiment which exalted morals and secular education above dogmatic religion, and the educational realism of Rousseau and Pestalozzi fell in with his shrewd common sense. Girard entered into this great educational revival and to it he gave his millions. He belongs to the pioneers of modern educational reform.

Provisions of will

Girard died in 1831, and by his will left more than \$2,000,000 to found a college for the free education of poor orphan boys. The fund was given in trust for this purpose to the mayor, aldermen, and citizens of Philadelphia.

The philosophy of Stephen Girard in behalf of the poor and with respect to secular and vocational education is interestingly set forth in that part of his will governing the founding and administration of the college. The provisions of his will on these subjects are as follows:

* * * And, whereas, I have been for a long time impressed with the importance of educating the poor, and of placing them, by the early cultivation of their minds and the development of their moral principles, above the many temptations to which, through poverty and ignorance, they are exposed; and I am particularly desirous to provide for such a number of poor male white orphan children, as can be trained in one institution, a better education, as well as a more comfortable maintenance, than they usually receive from the application of the public funds * * *

* * * They shall be instructed in the various branches of a sound education, comprehending reading, writing, grammar, arithmetic, geography, navigation, surveying, practical mathematics, astronomy; natural, chemical and experimental philosophy, the French and Spanish languages (I do not forbid, but I

do not recommend the Greek and Latin languages), and such other learning and science as the capacities of the several scholars may merit or warrant: I would have them taught facts and things, rather than words or signs; and especially, I desire, that by every proper means a pure attachment to our republican institutions, and to the sacred rights of conscience, as guaranteed by our happy constitutions, shall be formed and fostered in the minds of the scholars

That part of his will which provided for secular control of the college and for academic freedom of the pupils in matters of religious thought is expressed in the following terms:

* * * I enjoin and require that no ecclesiastic, missionary, or minister of any sect whatsoever, shall ever hold any station or duty in the said college; nor shall any such person ever be admitted for any purpose, or as a visitor, within the premises appropriated to the purpose of the said college: In making this restriction, I do not mean to cast any reflection upon any sect or person whatsoever; but as there is such a multitude of sects, and such diversity of opinion among them, I desire to keep the tender minds of the orphans, who are to derive advantages from this bequest, free from the excitement which clashing doctrines and sectarian controversy are so apt to produce; my desire is, that all the instructors and teachers in the college, shall take pains to instill into the minds of the scholars, the purest principles of morality, so that, on their entrance into active life, they may from inclination and habit, evince benevolence toward their fellow creatures, and a love of truth, sobriety, and industry, adopting at the same time such religious tenets as their matured reason may enable them to prefer.

Many educational and legal difficulties were encountered in getting this unique institution under way. The will stipulated in considerable detail regarding the construction of the buildings; and much time was necessary to inquire into and to develop the most advanced methods of education. In 1836 the first president of the college was dispatched to Europe to investigate the most progressive institutions for the training of boys for the purpose of throwing light on the unique undertaking of the college trustees. The report of this investigation was published soon after his return and was not only of value to the institution but was a significant account of European education.

[Concluded on page 242]

New Government Aids for Teachers

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

Home Interest

Homes for Workers is a simple statement of the housing situation which confronts American workers and their Government—Federal, State, and municipal. Prepared as a joint project by the Public Works Administration and the Works Progress Administration for use in adult education classes conducted by the Educational Division of the WPA, this bulletin, known as Housing Division Bulletin No. 3, costs 15 cents.

Tests of a number of power-operated oil burners of different design for home heating were made by the Department of Agriculture. The results are to be found in *Oil Burners for Home Heating*, Circular No. 406 (5 cents). An attempt was made to give the information necessary for the home owner to make his own selection.

Simple Plumbing Repairs in the Home, Farmers' Bulletin No. 1460, is another Department of Agriculture publication. Selling for 5 cents, it describes the simple ways of doing little things with the aid of a few simple tools to keep home plumbing in good working order. Tells about faucets, ball cocks, clogged pipes, thawing pipes, leaks in pipes and tanks, etc.

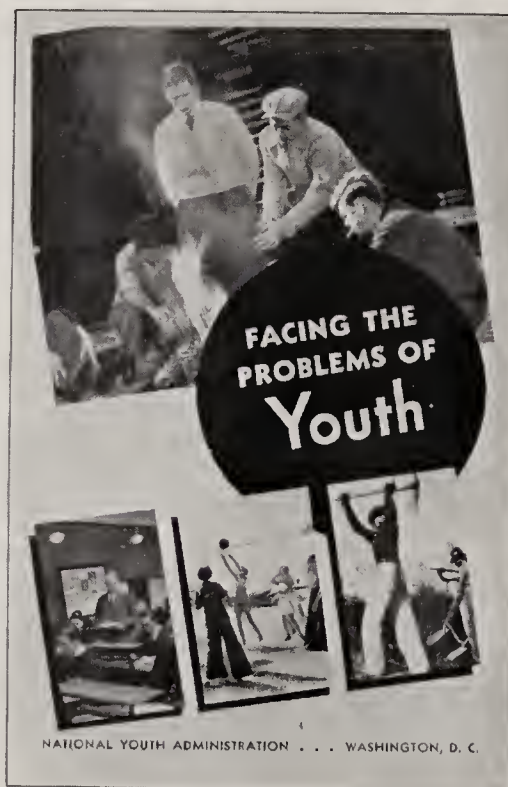
Women's Work Analysis

Bulletin No. 117 of the Women's Bureau, Department of Labor, is an analysis of factual data regarding age, marital status, education, earnings, and work experience of 20,000 women in business and the professions, including teaching, and of the attitudes of the women toward their work, their financial and old-age security, and other important phases of their working lives. Under the title *The Age Factor as It Relates to Women in Business and the Professions*, the bulletin sells for 10 cents.

Practically 2,000,000 women were employed in offices in 1930. In *The Employment of Women in Offices*, Women's Bureau Bulletin No. 120, is given information on salaries and rates of advancement. New York, Philadelphia, Atlanta, Chicago, Hartford, and Des Moines were included in the survey. 15 cents.

Children and Youth

Children Engaged in Newspaper and Magazine Selling and Delivering (Children's Bureau Publication No. 227) presents ages, hours, and earnings for newspaper and magazine sellers and carriers. It was found that the chief attraction in selling magazines was not the cash earnings but the prizes. A table giving the legal regulations applying to this type of work in some of the larger cities is included. Price, 10 cents.



A summary of the background, objectives, and accomplishments of the NYA is presented in *Facing the Problems of Youth*. Copies are available free at NYA headquarters, Washington, D. C.

Statistical information on children involved in delinquency and dependency cases, the methods of detection, reasons for reference of the child to the court, and the dispositions made by the court are to be found in *Juvenile Court Statistics and Federal Juvenile Offenders*, Children's Bureau Publication No. 226, 10

cents. A section on trends in delinquency shows significant variations not only in delinquency rates, but also in such items as age, race, reason for reference, and action taken by the courts. Similar material is also presented for cases of dependency and neglect.

Results of a study, *Sectional Variations in Physique and Growth of Children* (Public Health Report, Vol. 50, No. 10), show that on the whole children from the northeastern section tend to be the largest, those from the north central area the next largest, children from the central region are the third largest, and those from the western section are the smallest.

Gardens and Birds

If a school garden project is to be undertaken this spring, the following publications may prove helpful:

Rock gardens, rock borders, rock walls, plants likely to succeed in the conditions that can be provided are discussed in *Rockerries*, an 8-page illustrated Department of Agriculture Leaflet (No. 90), available at 5 cents.

Brief instructions for the growing of early plants in the various types of plant-growing structures are described in *Hotbeds and Coldframes*, Department of Agriculture, Farmers' Bulletin No. 1743. 5 cents.

For those in localities where soil erosion is a problem, *Farm Terracing* (Farmers' Bulletin No. 1699), available at 5 cents, should be helpful.

In any school garden project some provisions should be made for attracting, feeding, and protecting birds—an important factor in the success of any garden in their work of insect elimination. The following three Farmers' Bulletins on birds may be purchased from the Superintendent of Documents at 5 cents each: *Usefulness of Birds on the Farm* (No. 1682), *Local Bird Refuges* (No. 1644), and *Homes for Birds* (No. 1456).

MARGARET F. RYAN

State Government Reorganization

DURING recent years a tendency has developed among the States to reorganize their governments or change their administrative machinery. The basic object was to effect economies in governmental operation through the elimination of duplication and overlapping of functions.

Although varying in individual States, the general plan has consisted of the concentration of authority over specific phases of State administration in State central executive officers. Accordingly, State executive budget systems have been established to supervise the financial affairs of the different governmental units, such as departments, bureaus, offices, divisions, institutions, boards, or commissions. Similarly, powers have been centralized in certain State executive officers over all State property, personnel, construction, insurance, publications, accounting, travel, investment of funds, and other administrative activities. State purchasing and printing agencies have likewise been created with authority to handle the purchasing and printing of all the State governmental units from a central executive office.

State universities and colleges from the beginning have been component parts of the general governmental structure of the State. Because of the fact that their services were educational in character and inherently different from the regular administrative functions of the State, boards of a distinctive type were organized to govern them. Composed of members serving without compensation, the boards were vested with a virtual trusteeship over the institutions. In this capacity complete control was conferred upon the boards over all phases of the internal administration and management of the institutions separate and distinct from State central executive officers.

An important point in connection with the reorganizations of State governments was their effect on State universities and colleges. Involved in the question was whether the governing boards of the institutions were made subject to the authority of State executive officers along with the other governmental units. Many of the phases of State administration centralized in these officers included aspects of the internal affairs of the insti-

John H. McNeely, Specialist in Higher Education, Reports on Information Obtained by Examination of Constitutions, Statutes, and Legislation of the 48 States

tutions over which the governing boards held jurisdiction.

The Office of Education has just completed a collection of detailed information on this subject. Such information was obtained by a systematic examination of the constitutions, statutes, and legislative session laws of the 48 States. Legal provisions showing State government reorganizations and changes in administrative machinery were examined with a special view to their application to the State universities and colleges. In some States executive officers were vested with supervisory authority over particular affairs of the institutions prior to the reorganizations. The information included also such cases.

Effect on institutions

On a basis of this information, it has been found that the State government reorganizations in general had a pronounced effect on the institutions. Many boards governing institutions of one type or another have been placed under the authority of State central executive officers with respect to certain aspects of institutional internal affairs.¹ Governing boards of individual institutions, however, have been specifically exempted from such authority in a number of States. Among them were the State universities in Colorado, Maine, New Hampshire, and Tennessee, and the State university and the agricultural and mechanic arts in Michigan. In these instances, the boards remained in exclusive control of the internal administration of the institutions.

The extent of the authority vested in State executive officers over individual institutions in several other States was limited in scope. Governing boards of the State universities in California, Idaho, and Vermont, and of the agricultural

¹ For extensive information on the States and institutions, see U. S. Department of the Interior, Office of Education Bulletin, 1936, No. 15.

and mechanic arts colleges of Oklahoma and Pennsylvania were allowed to remain free from the jurisdiction of all such officers except the officer controlling the State budget. In the States of Arizona, Delaware, and Louisiana only a few of the powers conferred on such officers were made applicable to the State universities and colleges. These powers were so minor in character as to leave the governing boards of all the institutions practically autonomous. Boards governing the State universities of Illinois and Minnesota were similarly unaffected by the reorganizations.

Character of authority

The centralized authority vested in State executive officers included two kinds. One consisted of an overhead supervision by which the officers were given the right of prior approval of administrative actions of the boards governing the institutions before they became effective. In this case, the boards continued to transact the various phases of internal institutional management, but final authority rested with State executive officers. The second consisted of the actual performance by the central officers of the administrative functions formerly belonging to the governing boards. Under this arrangement the administrative functions were transferred outright from the boards to the officers, the former being relieved of the responsibility of handling them. Included among such functions were purchasing, printing, construction, and the like.

Almost every phase of the internal administration and management of the institutions were involved in one State or another. Below are given the more important phases placed under the jurisdiction of State central executive officers in some manner together with the number of States.

[Concluded on page 234]

Conserving Creative Ability

THE NEWLY established Radio Script Exchange of the Office of Education is designed to conserve and make available to teachers, students, and to millions of people throughout the Nation the efforts of talented writers of educational scripts. Too often in the past the work and skill of writers of good radio programs have been lost. One of the purposes of the Script Exchange is to stop the waste.

With the cooperation of many groups throughout the country that have produced educational programs, the Office of Education to date has collected more than 800 scripts in the exchange. Some of these scripts have been re-edited by script writers on the staff of the Educational Radio Project and have been reproduced in sufficient quantities for wide, free distribution. Several other series of scripts received from outside institutions are now being adapted for release through the Script Exchange.

The exchange has access to the regular Office of Education network programs: Have You Heard?, The World Is Yours, Education in the News, Answer Me This, Safety Musketeers, and Treasures Next Door. Many of these scripts are being re-edited to suit the needs of local broadcasting units and are being offered for free distribution. The scripts used in connection with the new program of the Office of Education entitled, "Let Freedom Ring" will also be distributed through the Script Exchange later in the year.

In an effort to get more scripts into circulation at a minimum cost, a plan is now being developed whereby many of the scripts received at the exchange will be put into a circulating library. Several copies of each script will be kept on file and they will be loaned out to be returned again after a specified length of time.

Four thousand Script Catalogues describing the materials available in the exchange have been sent to high schools, colleges and universities, CCC camps, theater guilds, radio stations, and other institutions interested in the study of radio techniques and in the production of educational programs. To date more than 900 groups have been served. They have received a total of 25,000 copies of

[Concluded on page 242]

Schools on the Air

ACCORDING to reports to the Radio Script Exchange, there are many ways in which the script materials are being advantageously used throughout the country. Many schools have found the continuities adaptable for "mock broadcasts" over public-address systems, before assemblies, or from a central control room to other classrooms throughout the school building. The scripts and supplementary aids to production have been used to advantage in connection with courses in journalistic writing, speech classes, and even in adult classes studying education by radio. The production staffs of radio stations have produced some of the scripts as noncommercial sustaining programs. Below is a list of the groups which have reported their use of scripts furnished by the Script Exchange for broadcast purposes:

State	City	Name of broadcasting group	Radio station
Alabama	Birmingham	Ramsay High School	WBRC
Arizona	Yuma	Yuma High School	KUMA
Arkansas	El Dorado	El Dorado Junior College	KELD
California	Berkeley	Thousand Oaks School	KRE
Do.	San Francisco	Public Schools	KYA
Do.	San Jose	San Jose High School	KQW
Connecticut	New Haven	New Haven High Schools	WELI
District of Columbia	Washington	Technical High School	WRC
Florida	Gainesville	University of Florida	WRUF
Do.	Miami	Public Schools	WZAM
Georgia	Atlanta	O'Keefe Junior High School	WGST
Idaho	Lewiston	Senior High School	KRLC
Illinois	Carthage	Carthage College	WCAZ
Do.	Quincy	Public Schools	WTAD
Do.	Rock Island	Augustana College	WHBF
Do.	Urbana	University of Illinois	WILL
Indiana	Jeffersonville	Jeffersonville High School	WGRC
Kansas	Kansas City	Wyandotte High School	KCKN
Do.	Lawrence	Lawrence High School Dramatic Club	KFKU
Kentucky	Lexington	University of Kentucky	WHAS
Maryland	Cumberland	Fort Hill High School	WIBO
Massachusetts	Reading	Public School Dramatic Guild	WMEX
Do.	Springfield	Radio Station Staff	WMAS
Michigan	Bay City	Junior College Speech Class	WBCM
Do.	East Lansing	"Spartan Theater of the Air"	WKAR
Do.	Flint	Flint Junior College	WFDF
Do.	Lansing	Central High School Dramatic Club	WJIM
Missouri	St. Joseph	First Class Girl Scout Organization	KFEQ
Do.	St. Louis	Webster College	WEW
Do.	Springfield	Senior High School	KWTO
Montana	Terry	Terry High School	KGHL
New Jersey	Newark	Newark Teachers Association	WNEW
Do.	New Brunswick	Public Schools	WAWZ
New York	Buffalo	Radio Station Staff	WBEN
Do.	New York	WLTH Players	WLTH
Do.	Panama	CCC—Co. 1219	WOCL
North Carolina	Charlotte	Central High School	WSOC
Do.	Greensboro	Girl Scout Troop 13	WBJG
Do.	Winston-Salem	South High School	WSJS
North Dakota	Grand Forks	Central Radio Guild (High School)	KFJM
Do.	Valley City	High School Radio Guild	KOVC
Ohio	Cleveland	Federal Adult Groups	WHK
Do.	Zanesville	Lash High School	WALR
Oklahoma	Ada	East Central State Teachers College	KADA
Do.	Tulsa	Tulsa High School	KTUL
Oregon	Corvallis	KOAC Drama Guild	KOAC
Do.	Portland	Radio Station Staff	KOIN
Pennsylvania	Masten	CCC—Co. 301	KALE
Do.	Philadelphia	High Schools	WRAK
Do.	Reading	Senior High School	WHAT
South Dakota	Sioux Falls	South Dakota Education Association	WEEU
Tennessee	Knoxville	Public Schools	KSOO
Do.	Memphis	Humes High School	WNOX
Texas	Abilene	Radio Guild, Abilene High School	WMC
Do.	Dallas	Long Junior High School	KRBC
Do.	Houston	Houston Industrial School District	WRR
Do.	San Antonio	Cameo Players of St. Mary's	KPRC
Utah	Salt Lake City	Radio Station Staff	KTRH
Virginia	Harrisonburg	State Teachers College	KTSA
Do.	Mineral	CCC—Co. 2359	KSL
West Virginia	Morgantown	Trico Public Forum	WSVA
Washington	Seattle	School of Radio Dramatics	WCHV
Do.	Tacoma	Stadium—Lincoln High School	WMMN
Hawaii	Honolulu	KGMB Players	KOL
			KVI
			KGMB

Educational Trends in Rural Communities

RECENT FEDERAL provisions for improving the economic status of our farm population have aroused considerable interest in the extent to which desirable changes in educational conditions have taken place. A survey of this field in rural and other sparsely settled communities, made in the Office of Education, and covering approximately the 8-year period preceding 1936 records certain trends definitely in the direction of progress though by no means paralleling in significance those economic in nature.

It is well known that, excepting a brief reversal of the normal migration trend from rural to urban communities that occurred during the depression period, rural youth in large numbers have long sought both employment and more congenial surroundings in cities. Recent data show, however, despite these trends, that our rural communities still provide a high percentage—approximately 88 percent, of the total number of school organizations in the United States, more than half the teachers, and within a fraction of 1 percent of half the school children. School conditions in sparsely settled areas, therefore, are of concern to a significant group, judged by numbers alone.

Enrollments in elementary schools, in rural as in urban communities, are decreasing; in secondary schools, increasing to the extent of approximately 100 percent during the 8-year period ended 1934. On the whole, schools on the secondary level are larger than in 1928—a trend that probably means also improved instruction and enriched curricula. Changes in types of rural schools are, it appears, proceeding quite as usual, the number of one-teacher schools decreasing, perhaps a little more rapidly—the rate being about 14 percent while consolidated schools have increased around 27 percent during the 8-year period. An unexpected development is an increase in the number of two-teacher schools, in all probability, a practical step toward larger consolidations in the future.

Perhaps the most significant trend influencing schools in rural communities is that toward increased educational leadership on the part of State school officials, generally the chief State school

Katherine M. Cook, Chief, Special Problems Division, Office of Education, Reports on Rural Schools Which Enroll Approximately Half the Children of the Country

officer and his staff. In revised provisions for school support; in the setting up of higher minimum qualifications for teachers; in improved facilities for teacher education; in State-wide curriculum revision programs, and in improved legislation along a variety of lines influencing directly or indirectly support or administration of schools, increased State influence is especially notable.

Reorganization of State-wide systems of school support has been widely evidenced since 1930—influenced no doubt by depression conditions. Despite wide differences in types of organization, certain major trends are apparent: Toward (1) increasing the share of school support provided from State sources; (2) more equitable methods of distributing the funds made available under the newly adopted plans; (3) relieving real property of the undue burden of support under which it has labored; (4) assuring a certain minimum program in all districts within a State.

During recent years, especially since 1930, State sources have contributed increasingly to the support of schools within their borders both in actual amount and in the percentage of total school costs assumed. Considering the Nation as a whole, the percentage of total school costs derived from State taxes reached its lowest point in 1920 when it was 12.8 percent of the total. More than 78 percent of the revenue for schools in that year was derived from county and local taxes (figures are exclusive of permanent lands and funds and "other sources"). This does not mean necessarily that contributions from State sources were reduced in amount. Rather it means failure on the part of the State to adjust to the rising costs of education and consequently contribution of increasingly lower percentages of the total. Reversal of the condition indicated set in about 1925. By 1934 the percentage of revenue derived from State taxation had reached 22.2 percent. That

from county and local taxes was 72.8 percent. The remaining approximately 5 percent of the total came from permanent funds and other sources.

If one considers the States separately rather than the country as a whole, one finds that in 7 States, for the year 1930, more than 30 percent of the total public school revenue collected within their borders came from State sources. By 1932 the number had increased to 17; by 1935, to 21, and by 1936, to 25 (estimated), one more than half the total number of States.

Methods of distribution

Newer and more equitable methods of distribution of the funds acquired through recent reorganizations are provided. While methods of distribution vary widely among States, two major trends are discernible, each with variations, but all having equalizing objectives or tendencies. One method finances from State funds a minimum program for all schools within the State. A second establishes a fixed local tax rate in every school unit, proceeds from which are supplemented by the State to the extent necessary to support the approved program.

Centralization of certification authority in State departments of education has been accomplished in all but four States. The movement has been accompanied by the establishment of increasingly higher academic and professional qualifications for all school officials. Since 1928 qualifications for the lowest grade of teaching certificates have been raised in more than 25 States, an achievement of special significance in rural communities to which, because of inadequate salaries, inexperienced and underqualified teachers gravitate if they can secure certificates. Two years of professional training in addition to high-school graduation for the lowest grade of teaching certificate is now the requirement in 18 States; 3 States require 4 years of higher education; 6, 3 years; making a total of 27 States which require 2 years or more education of higher grade

including professional courses for the lowest grade of teaching certificate.

Recent years, the past 5 years in particular, have been notable for widespread efforts toward improving instruction through State-wide curriculum reorganization programs. Because of the rather general lack of professional administrative and supervisory leadership among rural schools instructional direction from well organized State courses is particularly essential to their progress.

Since 1930 curricular reorganization of one type or another has been undertaken in each of at least 31 States. Generally the major purpose of the newer courses of study is stated as the improvement of instruction and to the consummation of this end, details of organization and formulation of materials usually contribute. Long-time programs, usually providing at least 1 year for State-wide "orientation", i. e., understanding of the purposes and principles underlying the program; opportunities for wide participation representing all school levels, types of positions, and locations, rural and urban, for example; definite provision to encourage flexibility, teacher initiative, and local adaptations; emphasis on elucidation of principles, on objectives, and on approved methods of instruction, are characteristic of recent curriculum programs or courses of study resulting therefrom. Rarely now does one find courses of study made by small committees of subject-matter specialists. State-wide teacher participation is an accepted goal.

Newer emphases are noticeable in content material; for example, the social studies, the arts, character objectives, safety education, conservation of human and material resources, receive extensive attention in the newer courses. More emphasis is given to discussion of principles and of general and specific objectives; to instructional practices—suggestive units, for example—and less to subject matter achievement than in the courses of 10 or even 5 years ago. More and more realization of the necessity of continuing revision of curriculum materials is apparent. Additional encouragement for expecting improved instruction in rural schools is found in the fact that supervision, local in practice though generally financed in whole or in part by the State, has held its own during the depression years. The total number of rural supervisory officers has increased slightly for the Nation as a whole since 1930.

Studies under way

Despite the unfortunate experiences of the depression years due to antiquated

systems of local administration and support, there has been relatively little change in such organization. West Virginia is an outstanding exception. Complete administrative reorganization on the county unit basis is now in its third year of successful operation in that State. There is, however, a widespread interest in types and efficiency of administrative units, and one finds considerable encouragement in the fact that a number of States are now approaching the reorganization problem through intensive studies of school conditions on which long-time planning can safely be based. In at least 13 States, State-wide studies or surveys of school conditions looking toward the formulation of plans for appropriate and efficient organization of school units are under way. In 10 States these studies are under the immediate direction of State departments of education sponsored and given general supervision by the United States Office of Education, and financed from WPA funds. This project probably represents the most extensive effort yet undertaken to provide research studies of all school situations within States as a basis for administrative reorganization.

Adult education, education of pre-school children, forums for the study of civic problems, have been extended somewhat in the rural communities.

An outstanding need among rural children is concerned with adequate provisions for the education of exceptional children. The rural schools enroll approximately half the children of the entire country. It is, therefore, reasonable to suppose that approximately half the total number of exceptional children live in rural communities and should attend school there. A conservative estimate of the number is between one and a half and two million. For this group practically no adequate facilities are available except in a few areas of a few States. Wisconsin has probably done more in this field than any other State, especially for crippled children, for whom it provides education and physical care.

Mixed Lines!

LAST month, on page 195 of SCHOOL LIFE, 3 lines got out of their intended place at the top of column 2 and landed at the top of column 3! We herewith present the "pied" lines as they should have appeared: "We are still confronted with the baffling problem of the gap between the school and the job. Whether the number of idle youth seeking jobs is 5,000,000, 3,000,000, or 7,000,000, the issue is a desperately serious one."

State Government Reorganization

[Concluded from page 231]

Phases of internal administrative and management of institutions over which State executive officers were vested with authority

	Number of State
Budget and financial affairs.....	47
Educational or academic program.....	1
Staff and faculty personnel matters.....	13
Travel of staff members.....	13
Printing and binding.....	38
Publication of bulletins, pamphlets, and reports...	21
Purchase of supplies, materials, and equipment...	30
Construction and alteration of buildings.....	20
Acquisition, disposal, or inventory of property....	40
Prescription of accounting system.....	42
Investment of permanent funds.....	17
Investigation of management, administration, and operation.....	31

Of special interest is the large number of States in which State executive officers have been vested with authority relating either directly or indirectly to the educational programs of the institutions. This applies particularly to powers over budget and fiscal affairs. In a considerable proportion of the States, the authority of these officers included staff and faculty personnel matters, travel of staff members, publications, printing and binding, all of which likewise involve the educational program to a certain extent. In one State, Virginia, the Governor was given power over the educational program, itself. This power consisted of the right of prior approval before governing boards were permitted to introduce any new or additional courses of study in the institutions. It applies to all State institutions of higher education in Virginia.

By far the larger proportion of the powers dealing with the internal affairs of the institutions in the several States were conferred on the Governor or on some other officer serving under his immediate direction. This was specially true with respect to budget and fiscal affairs. Comparatively few of the powers were vested directly in such officers as the secretary of State, treasurer, or auditor. Directors, commissioners, boards, councils, departments, or bureaus established for the special purpose of handling specific State administrative functions were designated in most of the States. The boards and councils, however, were generally composed of the regularly constituted State executive officers.

The information collected by the Office of Education on this matter was confined entirely to the legal provisions as they appear on the statute books of the several States. No effort has been made to determine the extent to which the particular State executive officers at present holding office are actually enforcing the authority vested in them.

CCC Camps Train Young Farmers



★ WITH the advent of spring, it's planting time again in CCC camps. From Maine to California, enrollees interested in farming are preparing to enter a new period of agricultural training and practical experience on

farm projects. These projects vary from truck gardens in New England to bee culture clubs in Georgia, from poultry farms in Missouri to the cultivation of fruits in California.

With approximately 46 percent of the CCC enrollment coming from farms or rural areas, the camp educational program has a definite obligation to supply needed farm training. The Corps Area Educational Advisers are agreed that this instruction is one of the most timely services which the camps can render.

Thomas G. Bennett, Third Corps Area Adviser at Baltimore, states that there is "no expectation of turning the enrollees into trained agriculturalists in a few months in a CCC camp, but practically all of them can learn how to provide a more complete and healthful diet for their family tables, and how to make more comfortable and attractive the houses and grounds that make up their family homes."

To this view, Harold L. Dunn, Second Corps Area Adviser at New York City, adds: "The tide to the city has been stopped with the depression, and it seems likely that in the future a new type of agricultural economy based on planned regions will be developed in this country. There is no more fruitful subject to which the enrollee's attention can be turned."

Farm training developed

Farm training in the camps has enjoyed a steady growth over the past 2 years. An analysis of the camp reports for September 1935, revealed a startling neglect of agricultural education for enrollees. Accordingly, steps were taken to supply appropriate instruction on this subject. The CCC Office of Education called upon Federal agricultural specialists to assist in the preparation of plans and

Howard W. Oxley, Director of CCC Camp Education, "Goes Rural" This Month, and Tells of Fine Agriculture Work Done in Camps



CCC poultry project.

materials for the camps and solicited all CCC divisions to help promote agricultural instruction.

The results of these efforts have been noteworthy. During September 1935, less than 9 percent of the camps were offering agricultural courses, whereas in June 1936, the number had risen to over 45 percent. In September 1935, less than 1 percent of the enrollees were studying agriculture, while last June, 9 percent were enrolled in these courses.

Moreover, the methods of teaching agriculture were greatly improved. During the summer of 1935, most of the courses were of an academic nature and few camps had farming projects on which enrollees could obtain practical experience. By June 1936, almost one-third of the camps had established small projects of various kinds on which enrollees worked and received instruction during their leisure time.

During the 6-month period ending December 31, 1936, the camps carried, on an average, 1,194 agricultural courses with approximately 20,000 men enrolled. During the same period, an average of 428

companies were maintaining farm projects in which 10,300 men were enrolled.

Popular courses

Among the most popular courses taught were general agriculture, truck gardening, landscape gardening, soil conservation, poultry raising, and animal husbandry. Along with these vocational courses, related subjects were stressed. These included arithmetic, spelling, grammar, budgeting, bookkeeping, farm management, and other subjects.

In commenting on the breadth of farm training in the CCC, Henry R. Halsey, Fourth Corps Area Educational Adviser at Atlanta, writes: "In this Corps Area there has been a rather universal tendency to interpret agricultural instruction as including all subjects relating to the farm life. Such a program will embrace the care of tools, the handling of accounts, the care of the woodlot, and timber measurement—in other words, a complete farm economy."

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SCHOOL LIFE

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

APRIL 1937

COVER-PAGE QUOTATION

"National Standards Are Home Standards on a Larger Scale"

NATIONAL standards may truly be conceived as home standards on a larger scale when one views the parts that make the whole. Recognizing good parts essential to a satisfactory whole, Adelaide S. Baylor, who made this statement, devoted a large share of her professional life to the improvement of homes through educational programs. She interpreted standards broadly and had a firm conviction that insofar as possible, they should be subject to continual upgrading and modification as warranted through economic and social changes.

Those relating to homes include ethical standards, moral standards, sanitary standards, health standards, comfort and convenience standards, artistic standards, and social standards, all of which are very greatly influenced by the amount of income. Together these determine the type of life that is possible in the homes of the Nation and have a profound influence upon the character, happiness, and success of individuals who comprise society. To the end that national standards reflect

home standards, it is universally important that every known social agency work toward acceptable standards of living for all homes.

FLORENCE FALLGATTER, *Chief,*
Home Economics Education,
U. S. Office of Education.

THE PLACE OF READING

"IT SEEMS fair to say that if the successive units of experience in the modern curriculum are well selected with a view to students' development in understanding, critical thinking, and appreciations, they will inevitably lead to more reading and more critical reading. Wherever this close relationship is recognized between reading and all other phases of the curriculum, reading rapidly improves", asserted Assistant Commissioner of Education, Bess Goodykoontz, before the recent session of the National Society for the Study of Education. Dr. Goodykoontz was chairman of the subcommittee on Chapter III, The Place of Reading in the Curriculum, of the Thirty-sixth Yearbook of the Society.

As a basis for formulating objectives and procedures for a basic reading program for elementary and secondary schools and colleges, the Reading Committee sees *five important stages* of development in reading, as outlined by the committee. They were: First, the stage at which readiness for reading is attained; second, the initial stage in learning to read; third, the stage of rapid progress in fundamental reading attitudes and habits; fourth, the stage at which experience is extended rapidly and increased power, efficiency and excellence in reading are acquired; fifth, the stage at which reading interests, habits, and tastes are refined.

"It may be said that in the present curriculum the Yearbook Committee sees increased obligations and opportunities for reading to contribute to students' development; that in order to serve its purposes, specific reading guidance is necessary in all school levels and practically all phases of the curriculum, including literature, and in reading periods set aside for basic instruction; and that in these reading periods, sequences of training in habits, attitudes, and skills must be provided on successively higher levels", concluded Dr. Goodykoontz.

TRIBUTE TO MEMORY

AT THE annual meeting of the National Committee on Research in Secondary Education, of which organization Dr. Cummings was a member, the

following resolution was adopted honoring his memory:

In the passing of Dr. John Cummings, of the United States Office of Education, research lost one of its most careful and effective workers. For a period of more than 20 years, Dr. Cummings was in the forefront of development in vocational education throughout the Nation. As research expert for the Joint Congressional Committee on National Grants for Education during President Wilson's administration, he was instrumental in providing the bases upon which the legislation known as the Smith-Hughes Act was developed. Subsequently, as Chief of the Research and Statistical Service of the Vocational Educational Division in the Federal Office of Education, he was identified closely with the expansion and improvement of services in his field of work.

Dr. Cummings had the confidence and respect of his associates. By disposition he was kindly, tolerant, and friendly. He was never too busy to help those who came to him for counsel and advice. Gentle and reserved, he was at the same time an aggressive champion of objectives and principles in which he believed. His was a brilliant mind and an indomitable spirit. The National Committee on Research in Secondary Education can pay him no better or more deserved tribute than that voiced by his chief, Dr. J. C. Wright, Assistant Commissioner for Vocational Education, when he said: "As an economist, statistician, and editor, Dr. Cummings rendered invaluable service to the cause of vocational education in the United States. He was a man of outstanding ability, brilliant mentality, and quiet, unassuming personality. The Office of Education, and more particularly the cause of vocational education, has suffered a distinct loss in his death."

On Your Calendar

AMERICAN COUNCIL ON EDUCATION. Washington, D. C., May 7 and 8.

AMERICAN PHYSICAL EDUCATION ASSOCIATION. New York, N. Y., April 21-24.

ASSOCIATION OF UNIVERSITY AND COLLEGE BUSINESS OFFICERS. Chicago, Ill., May 13 and 14.

NATIONAL CONFERENCE ON VISUAL EDUCATION AND FILM EXHIBITION. Chicago, Ill., June 21-24.

NATIONAL CONGRESS OF PARENTS AND TEACHERS. Richmond, Va., May 3-7.

NATIONAL RECREATION ASSOCIATION. Atlantic City, N. J., May 17-21.

NATIONAL UNIVERSITY EXTENSION ASSOCIATION. St. Louis, Mo., May 13-15.

NEW ENGLAND COLLEGE ENTRANCE CERTIFICATE BOARD. Boston, Mass., April 24.

NEW ENGLAND MODERN LANGUAGE ASSOCIATION. Amherst, Mass., May 7 and 8.

Technical Education in Other Countries

TECHNICAL education has undergone changes as great or even greater than those in other phases of education in recent years. Several influences have had a marked effect on it. The spirit of nationalism that has prevailed in most of the countries of the world with its corollary of economic self-sufficiency, has compelled national governments to survey the natural resources of their domains and to determine as nearly as possible the quotas of persons to be trained for and used in the many different activities necessary to the common welfare. A "plethora of intellectuals" was a common complaint during the years of the economic depression; too many people it was said and probably justly in a number of countries, were educated along lines that presumably do not make for ability to meet the daily exigencies of life in a practical way. In such a situation economic forces and governmental action came into play to correct the condition by limiting the number who could undertake study for the learned professions, reeducating the unemployed mainly in a technical or vocational way, and selecting with more care those with special abilities and training them for the vocations in which they could best function. Naturally that brought technical education more into the foreground and forced closer consideration of its place in the entire educational program. Also it increased the emphasis on vocational selection and guidance, and on ergology. Educators and industrialists grew more willing to cooperate in the solution of how best to choose and train industrial workers.

Move toward unity

Connecting technical education more closely with general education has been pronounced. The French Government moved in this direction in 1920 when it took the technical schools out of the authority of the Ministry of Commerce and placed them within the administration of the Ministry of National Education. By decree of June 1928, the Ministry of National Education in Italy had transferred to it all the institutions previously controlled by the Ministry of National Economy. An office of tech-

James F. Abel, Chief, Comparative Education Division, Describes Development of Technical Training and Its Place in the Entire Educational Program

nical education was set up in the Ministry of Public Instruction of Belgium in 1932 to handle technical and vocational, and agricultural and horticultural education, and the Ministries of Labour and Agriculture which formerly controlled these schools now have a voice in them only through the Office of Technical Education. About that time the Ministries of Agriculture, Commerce, and Public Works in Portugal relinquished to the Ministry of Public Instruction the various kinds of technical education. A similar attempt failed in Bulgaria, but it resulted in the establishment of an inter-ministerial commission to assure as far as possible, unity of instruction.

Because of the unusual situation with regard to technical education which arose in the Soviet Union in connection with carrying out the 5-year plans, a situation calling for the rapid training of large numbers of industrial workers of many kinds and qualifications, technical education in that country was by a law of July 1930 taken from the commissariats of public instruction in the different republics and given to the Union industrial commissariats. Here is an exception to the general trend.

Two divisions

Technical education in England has long been closely connected with the general school system. The schools that offer it may be divided roughly into full-time and part-time. On the lowest level of the former are the junior technical and junior commercial schools, junior art departments, and junior housewifery schools. They take the 12 to 13 year-old leavers of the elementary schools and train them to enter industry or commerce at the age of 15 or 16. Following these junior institutions are the senior full-time technical and commercial courses, and the full-time art courses. In these the curriculum is generally broad, though a large number of hours is given to practical work and the graduates, usually about 19 years of age,

aim ultimately at posts of some responsibility. Finally there are the curricula that may be taken in engineering and kindred branches in the universities.

Part-time technical education is to be had in works schools, day continuation schools, and junior evening institutes. The first two of these are commonly conducted by local education authorities in connection with business firms and the children, between 14 and 16, attend on the employers' time. The junior evening institutes attract the more serious minded of the children who have just left the elementary school and many adults. The studies are mainly nonvocational. Senior part-time technical and commercial courses are given in the one hundred thirty odd technical colleges and many hundreds of smaller institutions in England and Wales. Their main object is to give the worker a knowledge of the principles underlying his industry. The senior part-time art courses are for persons most of whom are in employment and desire help.

Deficiencies cited

In 1934-35 in England and Wales the total number of full-time students attending the various types of schools and courses was 42,218. Part-time students numbered 1,046,344, and of these 29,722 were released by their employers for attendance during working hours. Early in 1936 the Board of Education in circular 1444 called the attention of local education authorities to deficiencies in the provision for technical and art education and invited proposals for removing them. In its annual report, published later, the Board remarks:

It is a commonplace that the country cannot afford any unnecessary handicap in its provision of instruction related to industry and commerce.

and adds:

Marked development may be expected when proper accommodation is more widely provided, and experience shows that there is a potential supply of students of the right type whose needs can only be satisfied

when buildings are available which are adequate in size, convenient in arrangement, and suitably equipped.

Fee arrangements have been changed to induce young people to take up and complete courses and to insure that no student is kept out of any type of school because of poverty. The Unemployment Act of 1934 provided for the instruction of unemployed boys and girls and made attendance obligatory for large numbers. The total of classes specifically for unemployed adults rose from 116 in 1932-33 to 418 in 1935.

The elementary school curriculum in Italy is 5 years in duration, but since compulsory education covers 8 years, elementary school graduates must enter either the secondary classical and scientific institutions that prepare for higher education, or the teacher-training schools, or take up some form of technical training. The lower levels of technical education as provided in decree law of October 6, 1930, with subsequent modifications, are given in a 3-year school of preparation for work (*scuola di avviamento al lavoro*). These schools are of many types. Their programs have a common core of subjects such as Italian, a modern language, history, mathematics, and science, of 23 hours a week in the first year, 20 in the second, and 14 in the third. The technical subjects, ranging in hours from 10 to 21 so that the total for any 1 year is about 30 to 35, depend on the occupations of the people in the area served. Some 1,300 such schools were in operation in 1933-34. They are popular and are considered one of the best means of reducing overpopulation in the schools preparing for higher education.

Many different programs

From the *scuola di avviamento*, students may go to the 2- or 3-year technical school which offers many different programs in agrarian, industrial and art, and commercial lines. Or the girls may attend the 3-year vocational school for girls (*scuola professionale femminile*) to train them in vocations suited for women and in good management of the home. Once out of this school, they may take an additional 2 years in the school for vocational teachers of women (*scuola di magistero professionale per la donna*), where they have a choice of two specializations, work for women and domestic economy.

The technical institute is independent of the types just described. It has a 4-year lower curriculum for all its students and they may enter from the elementary school. The 4-year upper curricula are agrarian, industrial, com-

mercial, geometrical (which means mainly construction, architecture, and topography), and nautical. The agrarian and industrial curricula include some 18 different lines of specialization.

These brief outlines indicate something of the present attitude of the two nations, England and Italy, toward technical education on under university levels. The Italian government particularly, has been giving special attention to the subject in the past 5 years. Other nations also have been stressing these phases of education. The advantages of vocational and technical education in the advancement of indigenous and backward peoples are coming to be understood in Latin America and Africa, though it is only comparatively recently that such training has been tried in large-scale ways.

New organization formed

We shall be able in coming years to know much more about technical education in the various countries of the world, for a central international organization has been formed, the International Bureau of Technical Education. Four successive international congresses: Rome in 1923; Charleroi, Belgium, in 1925; Liege, 1930; and Paris, 1931, expressed the desire that such a bureau should be established. In 1931 a provisory council for the Bureau began to function. It held the successful Congress of Brussels in 1932, became a permanent council in May 1933, held the Congress of Barcelona in 1934, and the Congress of Rome in December 1936. Beginning with July 1933, the Bureau has published "Les Informations du B. I. E. T.", now a quarterly journal containing much good information. Its office is at 2, Place de la Bourse, Paris.

CCC Camps

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A large portion of those men coming from rural areas are inclined to be unfavorable to pursuing a study of agriculture and farm life. They are rather disgusted with farm work as they have known it. In order to interest them in agricultural training, a program of an appealing nature had to be offered.

To achieve that objective, various camps over the country have worked out many special methods and techniques. The project method, of course, has been the chief one used. Among the most successful projects tried have been landscape gardens, vegetable gardens, poultry farms, bee culture clubs, hog raising, field crops, fruit growing, and marketing.

A company located near Washington, Ind., has organized field trips for an agricultural class which take the men through successful farms in the neighborhood. On these trips enrollees study beef and dairy cattle, horses, hogs, poultry, crop rotation, vegetable gardening, wheat and corn growing, farm management, farm mechanics, and marketing.

Several camp agricultural programs have attracted wide attention. A com-



CCC garden produce.

pany near Los Prietos, Calif., is demonstrating to enrollees that it is possible to raise enough vegetables on a 50-foot city lot to feed a family of five throughout the year. The county farm agent has become interested in this project sufficiently to visit it weekly.

A pig club, organized in one of the camps of the Vancouver Barracks, Wash., district last fall, recently netted its members a substantial club profit and a year of advanced training in animal husbandry. A poultry club in a Missouri camp raised over 279 chickens during the past year and now has 24 pullets on which to begin another project this spring.

An experimental farm for the enrollees of the Sixth District of Vermont has offered training to over 500 men in improved farm methods, truck gardening, cattle, poultry, and hog production. A company at Fresno, Calif., has a class of eight enrollees developing different varieties of grapes by propagation, budding, and grafting.

It is greatly to be hoped that camp officials will continue to put forth their best efforts to help produce better-trained, more self-reliant and resourceful young farmers.

THE SEVENTH CONFERENCE of the World Federation of Education Associations will be held in Tokyo, Japan, August 2-7, 1937. Educators interested in attending should get in touch with The World Federation Headquarters, 1201 Sixteenth Street N.W., Washington, D. C.

Statistical Thumbtacks

COLLEGE FRESHMEN.—If the percentages of change in the number of college freshmen given by Raymond Walters in a recent number of *School and Society*, each year are applied to certain figures available in the Office of Education the following estimates are obtained for the number of college freshmen from 1931-32 to 1936-37.

Estimated number of college freshmen

Year	Number
1931-32	336, 997
1932-33	323, 555
1933-34	310, 113
1934-35	353, 527
1935-36	379, 688
1936-37	397, 533

COLLEGE ENROLLMENTS.—Similarly applying Dr. Walters' percentages for increase in total college enrollments to the Office of Education data for 1933-34, the enrollments arrived at in recent years would be as follows:

Estimated total college enrollment (Full-time regular session)

Year	Number
1933-34	1, 055, 438
1934-35	1, 108, 128
1935-36	1, 181, 264
1936-37	1, 258, 046

PUBLIC ELEMENTARY AND SECONDARY SCHOOL ENROLLMENTS.—As has been expected the statistical returns from the State school systems indicate a decrease in the total enrollment in the public-school system. For a combination of 17 States this is approximately half of 1 percent (0.48999) and would indicate a decrease of approximately 130,000 pupils. This is an estimate based on a few States and will of course change as other States report, but undoubtedly indicates that for the present at least the peak enrollment for the public-school system was reached in 1933-34.

PUPIL-TEACHER RATIO.—In the 10 years from 1924 to 1934 the highest average number of pupils enrolled per teacher in city school systems was 38

Emery M. Foster, Chief of the Statistical Division, Office of Education, Presents Another Installment of Interesting Statistics

pupils in cities of 100,000 population and more (group I) in 1924. The lowest was 27 pupils in cities of from 30,000 to 100,000 population (group II) from 1926 to 1930, inclusive. For all cities of 2,500 population and more combined there were 30 pupils per teacher in 1924 and 1934, 29 per teacher in 1925 and 1932, and 28 per teacher in 1928 and 1930. All that was gained toward more satisfactory pupil-teacher ratios from 1924 to 1928 was lost at practically the same rate from 1928 to 1934.

The changes in pupil-teacher ratio in different types of schools are also significant. For cities of 10,000 population and more the ratio in elementary schools decreased from 37.1 to 36.9 from 1930 to 1934 as would be expected with a decreasing total elementary school enrollment. In junior high schools the ratio increased from 28.6 to 30.4, and in senior and regular high schools it increased from 26.7 to 30.9 pupils per teacher in this period. These reflect the great increases in high-school enrollments since 1930.

MEN TEACHERS IN CITY PUBLIC SCHOOLS.—In the 10 years from 1924 to 1934 the percentage of men teachers in city school systems increased from 11.1 to 16.1 percent. In cities of 10,000 population and more in 1934 the percentage of men teachers in elementary schools was 3.8 percent, in junior high schools 25.1 percent, in senior high schools 38.1 percent, in junior-senior high schools 35.1 percent, and in 4-year regular high schools 37.5 percent.

URBAN VERSUS RURAL AND WHITE VERSUS NEGRO.—For the country as a whole the length of the school term for urban schools was about a month longer than for rural schools, and in the 18 States having separate schools for white and Negro pupils the term for white schools was about equal to the rural

term for the country as a whole and the term for Negro schools was a month less than for white schools.

School	Length of term	Days
Urban	181. 7
Rural	160. 8
White	164. 0
Negro	142. 0

A similar situation exists with respect to the number of days actually attended by each pupil enrolled.

School	Days attended	Days
Urban	156. 5
Rural	134. 5
White	134. 0
Negro	111. 0

In general, therefore, the average length of term and number of days attended for white schools in the Southern States is only equal to that of rural schools for the country as a whole. The Negro schools are a month shorter in term than the white and rural schools and two months shorter than the urban schools. The data given are from Statistics of State School Systems, 1933-34.

HIGH-SCHOOL ENROLLMENTS.—There has not only been a great increase in the number of pupils in public high schools but a shift in the proportion that are in the third and fourth years. In 1910 there were 392,505 pupils in the first year. In 1934 there were 1,702,817 pupils in this freshman year. However, this greater number was only 32.5 percent of the total in 1934 while the smaller number was 42.9 percent of the total in 1910. The second-year students were 27.1 percent of the total in 1910 and 27.4 percent in 1934. The third-year students increased from 163,176 to 1,150,868 and the percentage these were of the total changed from 17.8 to 21.9 percent. The

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Student and Teach

A BIRD'S-EYE view of a few of Washington afford to miss is given on these pages. 1. Potomac. 2. The famed Japanese Cherry Blossoms. 3. the Nation's Capitol (General Meade Memorial). 4. White House (South Portico). 5. Arlington, D.C. 6. Arlington National Cemetery. 7. United States Supreme Court Building. 8. Arlington National Cemetery (Tomb of the Unknown Soldier). 9. Mount Vernon Memorial Highway. 10. Arlington National Cemetery (the Lincoln Memorial). 11. Air view of White House.

More than half a million students and teachers have taken part in such tours and the practice of it in Washington has grown steadily for many years.

While high-school seniors still comprise the largest group, including those from colleges, that come to the city, there are also many organized groups such as 4-H Clubs, Boy Scouts, and Girl Scouts. A small but important group of student visitors from other parts of the country also comes.

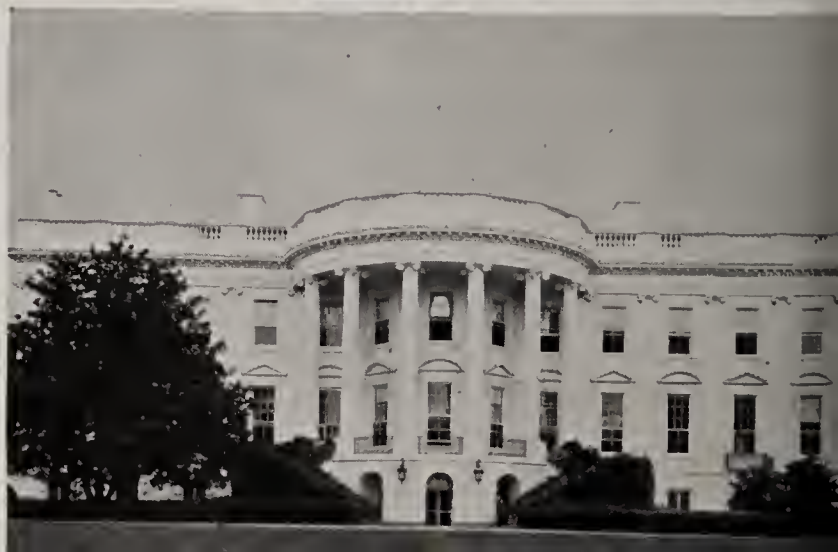
During vacation months teachers in great numbers take a pleasant trip and a vacation but to carry impressions

thus to enrich their contribution to their own schools. The grand total of this student travel seems surprising. The transit cost for the year was a conservative estimate. It is counted nearly a million people to the Lincoln Monument last year.

Educators are vitally interested in student tours as they are being conducted. As to their general value; but the tours may be made even more valuable.

R. O. Luse, at the University of Washington, has conducted a study of Washington trips as a part of his course. He himself had previously conducted a study of that experience a schedule of questions and eighty-seven of these questions

[Conclu



ours to Washington

Attractions which no visitor to the Capital can miss. The pictures are: 1. Memorial Bridge and the Tidal Basin. 3. Dome of the U.S. Capitol (background). 4. Washington Monument. 5. The Tomb of Major L'Enfant, Washington's architect. 6. Interior Building (showing pavement reflection). 7. Washington Monument viewed from inside the grounds.

Each year the Nation's Capital annually. Educators show high-school graduating classes on a trip to Wash-

ington. In every group, there are many other student groups, and also in the long list are Americanization schools, civics clubs, and others. Lastly, there is the relatively new group of "student ambassadors" from foreign countries, our "student ambassadors."

Each year they come to Washington. They come not only for a tour of the National Capital back to their students and teachers, but also for their schools.

Each year travel runs into figures that are staggering. It is estimated that 500,000 during 1936. The National Capital Parks Service has been asked to extend the shaft of the Washing-

ton Monument to show the actual educational value of these

trips. There seems to be no question as to the educational value, but always questions as to how the

trip can be made, for example, in 1933, made a trip to Washington and on the basis of that State. Mr. Luse was sent out. Two hundred were returned to him and of that

[continued on next page]



number 44 reported student tours to Washington. A second questionnaire was then sent to these school officials. Their answers were tabulated and some conclusions drawn.

All seemed to agree that there are many definite educational advantages in tours to the Capital undertaken as school projects. On the other hand they cited some of the difficulties in organizing such tours. Financing, according to the reports, seemed to be the greatest single problem. Lack of preparation, on the part of the individual student, so as to gain full appreciation of the trip, was a disadvantage pointed out by the study. Fatigue of the students was another problem to be dealt with, as too much sightseeing crowded into the short space of time available, caused the students to lose interest in what they saw. By some educators the school curriculum was seen to have a close relationship to the tour; while by others no connection was evidently considered.

Conclusions reached in the Michigan study present a picture which is no doubt typical of the experiences of educators in other States. There are many problems presented by tours.

Teachers and school officials seeking helpful material for use in preparation of their students for these educational tours will find a wide range of such material available from various Federal Government agencies.

Washington is a veritable storehouse for information! The National Capital Parks Service has information on the recreational facilities of Washington and is prepared to help visiting groups take advantage of such facilities. The National Emergency Council has available lists of motion pictures made by governmental agencies. The Council will help schools obtain the free loan of these films or tell how they may be purchased very reasonably for school use. The Government Printing Office is one of the great storehouses of information. Government publications are available in libraries throughout the country; or may be purchased at a nominal fee from the Superintendent of Documents. The Writers' Project has completed a guide book to Washington, which will be sold through the Superintendent of Documents, we are informed. Pictures, maps, and exhibits may be obtained from many Government agencies. The Office of Education is glad to be of whatever service it may to any of these school groups. And may the pilgrimages be made increasingly valuable!

NOTE.—Credit is due Sidney Sarff, of the Educational Radio Project for supplying information and collecting pictures for this article—*Editor*.

Strange Will

[Concluded from page 229]

Then arose the question as to the validity of the will and the authority of the State of Pennsylvania, and also Philadelphia, to administer the terms of the will for the said institution. Girard's next of kin, from France, sought to break the will, so far as it related to the endowment of the college, and their claim was carried to the Supreme Court of the United States. This case was all the more notable from the facts that Daniel Webster was counsel for the plaintiffs and the decision was rendered by Justice Joseph Story.

Webster claimed the will was invalid, directing attention primarily to that clause of the will which excluded clergymen, etc., from the college, manifesting grave doubts if such a provision could be maintained, even as a charitable devise, under the law of Pennsylvania. Of this subject he said:

It is a proposition of the highest magnitude, whether in the eye of jurisprudence it is any charity at all; the affirmative cannot be supported by law, or reasoning, or decisions. There are two objections to it:

1. The plan of education is derogatory to the Christian religion, tending to weaken men's respect for it and their conviction of its importance. It subverts the only foundation of public morals, and therefore it is mischievous and not desirable.
2. It is contrary to the public law and policy of Pennsylvania. * * *

The court listened attentively to the lengthy and able argument of the learned counsel. However, it unanimously rendered its decision against his contention. Justice Story gave the opinion of the court in a 19-page comprehensive review of the law on the subject. The substance of his decision may be summarized by the following portion of the text of the decision:

The exclusion of all ecclesiastics, missionaries, and ministers of any sort from holding and exercising any station or duty in a college, or even visiting the same; or the limitation of the instruction to the scholars, to pure morality, general benevolence, a love of truth, sobriety, and industry; are not so derogatory to the Christian religion as to make a devise for the foundation of such a college void according to the constitution and laws of Pennsylvania. (2 Howard 127, 1844.)

Having overcome the early difficulties above mentioned, the college survived and has become of incalculable service to thousands of poor orphan boys. By the terms of the will poor orphan white boys are received between 6 and 10 years of age and may continue in the college until they are 14 to 18 years of age.

The provision which excludes clergymen from the college has sometimes been construed as hostile to religious teaching. In commenting on this point the Board of Directors of City Trusts of Philadelphia said:

The first book brought to Girard College was the Bible, and the Bible has always had a foremost place in the teachings of the institution. The difference between Girard College and most other institutions is that religious instruction at Girard College has been given by laymen, and not by ecclesiastics. No meal is eaten in the institution without the invoking of the Divine blessing. Grace is said by the boys in turn. The assembling of the college for chapel service, of which a part invariably is scripture reading and prayer, is a daily practice. * * * No conception of the work of the college is more false than that the institution is irreligious or nonreligious.

In 1934 the said board reported that "More than 13,000 boys have been recipients of the ministrations of the institution, and they have gone out into all walks of life to worthy accomplishment and noble living."

Apparently the welfare of poor orphan children never ceases to be a current social need (how everlastingly true are the words of the great Teacher of Galilee, "For ye have the poor always with you * * *"). For their education Stephen Girard gave the profits of a brilliant business career, and the trust in their behalf is to run "forever".

Conserving Creative Ability

[Concluded from page 232]

radio scripts, 3,000 copies of the Production Manual, and 3,000 copies of the Radio Glossary.

The Radio Manual, incidentally, gives suggestions for the preliminary arrangements, general organization, and production of radio programs. It is based on the broadcasting experience of the project staff, who came from the industry. The Radio Glossary defines such terms as, "Sneak it in", "In the mud", and "Schmalz it", any of which may be heard in the radio studios.

It is expected that at least one-eighth of the 25,000 scripts will be produced over local radio stations. In the hours of radio time, this would be equivalent to approximately sixty-six 12-hour days of broadcasting. When one speculates on the benefits that will be derived by the hundreds of students taking part in the productions, as well as by the thousands of listeners that will hear the programs, it is not difficult to realize the potential value of the Educational Radio Script Exchange in its function of conserving and extending the use of good educational radio scripts.

Any one desiring complete information about the services available through the exchange may receive without charge a copy of the Script Catalogue by writing to the Department of the Interior, Office of Education, Washington, D. C.

GORDON STUDEBAKER,
*Script Exchange, Federal
Radio Education Committee.*

Registrations in History

AMERICAN history shows gains from the low point reached in 1928 in the number of high schools offering the subject; in 1928, reports from 14,725 schools indicated that 73.5 percent were offering American history; by 1934 the percentage had risen to 80. These percentages are derived from the table on enrollments and registrations accompanying this article. (The reader who is interested in ascertaining trends in any State or combination of States may secure them by using data reported in columns 2, 3, 4, and 5 as the base and comparing them with corresponding data for the subject on which information is desired.)

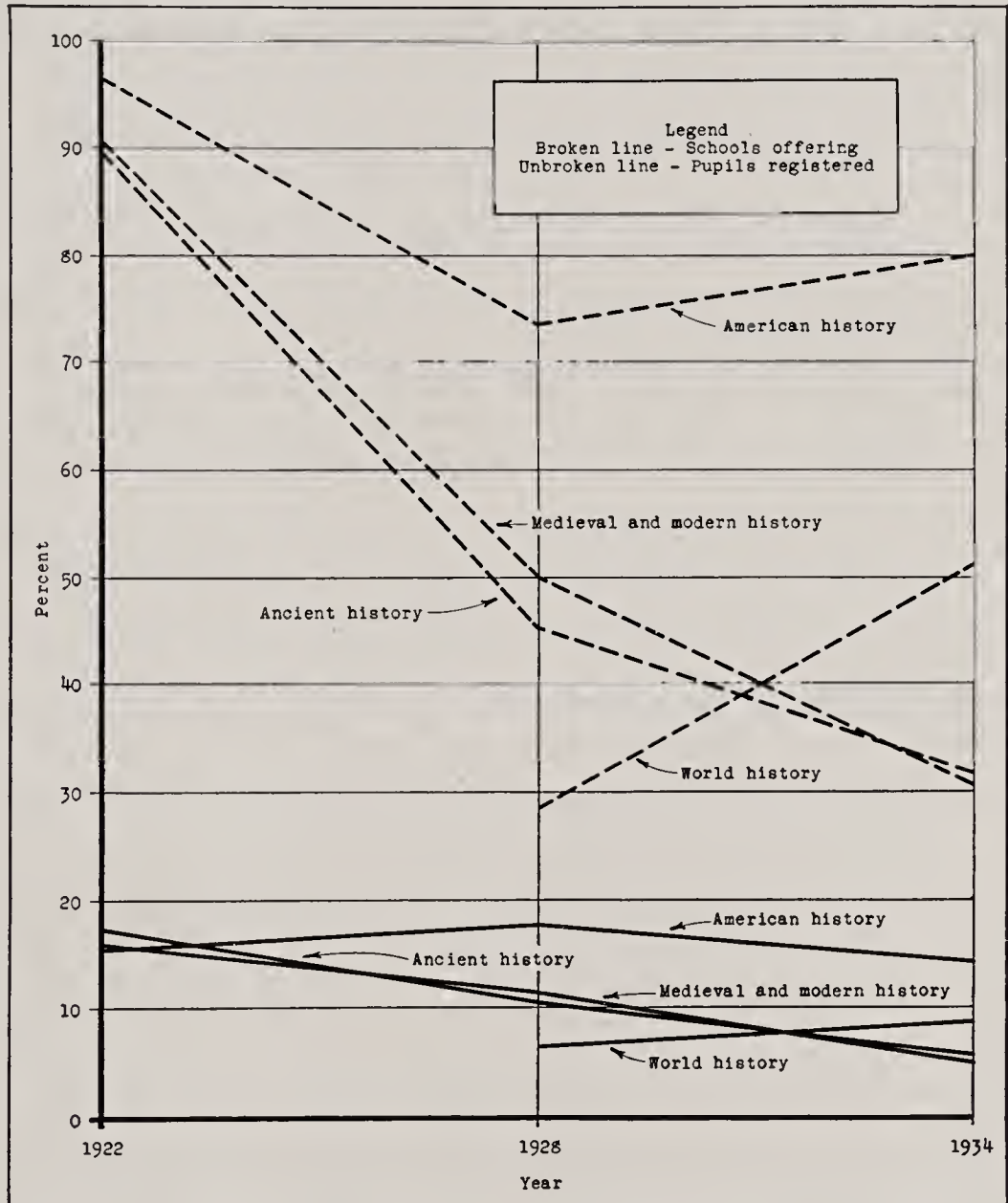
Any disappointment which one may feel over these percentages as indicating less than universal offering of American history needs to be tempered by the realization that many small schools alternate American history with some other subject; consequently, the percentage of schools offering the subject in any given year is lower than the percentage of schools whose pupils have an opportunity to take American history during their last 4 years in high school.

Registrations of pupils in American history courses increased in the gross between 1928 and 1934, but proportionately to the total enrollment of pupils in schools reporting, a decline was shown; 17.9 percent of the pupil population was pursuing the subject in 1928, but only 14.1 percent in 1934. The percentage of the total pupil population that was enrolled in the third year of high school in 1934 was 21.9; the fourth high-school year had 18.2 percent of the total enrollment. Since American history is usually offered in the third or fourth high-school year, it is fair to conclude that approximately 14 of every 20 eligible to take the subject were pursuing it in 1934.

Foreign history

The dropping off in proportionate registrations is undoubtedly accounted for in part by the attractiveness of various other subjects in the social science field, such as problems in American democracy, which tend to draw pupils to them at the expense of older subjects.

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



Percentages of schools offering and of pupils registered in history courses 1922 to 1934.

World history is the most rapidly developing subject in the history field. In 1928 only a little over one-fourth of the schools were offering it, but in 1934 more than half of the schools reported giving courses in world history. Registrations

likewise showed a substantial increase over the 6-year period.

Ancient history and medieval and modern history both showed significant de-

[Concluded on page 245]

Number of Schools Reporting, Their Enrollments, and Registrations in Certain Social Studies, 1928 and 1934

Number of schools offering and pupils registered

State or outlying part	Total number of schools reporting and total enrollments						American history						World history						Ancient history						Medieval and modern history							
	1928		1934		Enrollments		1928		1934		Schools offering		Pupils registered		1928		1934		Schools offering		Pupils registered		1928		1934		Schools offering		Pupils registered			
	Schools	Enrollments	Schools	Enrollments	Schools	Enrollments	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered				
1	14,725	2,896,630	17,879	5,402,305	10,820	517,331	14,297	759,359	4,222	175,628	9,126	475,729	6,658	301,794	5,660	304,025	7,381	327,313	5,517	270,653	21	21	21	21	21	21	21	21	21	21		
Continental United States.....																																
Alabama.....	189	31,205	274	66,317	176	6,299	256	9,188	22	872	201	8,429	128	4,523	33	2,518	151	4,958	23	2,251	23	2,251	151	4,958	33	2,518	151	4,958	23	2,251		
Arizona.....	46	11,277	55	15,501	43	2,069	49	2,877	25	840	36	1,124	10	2,222	10	396	11	301	6	100	6	100	11	301	10	396	11	301	6	100		
Arkansas.....	235	24,360	295	47,969	155	4,664	233	6,572	132	3,752	214	6,679	58	1,688	27	750	69	1,724	23	661	23	661	69	1,724	27	750	69	1,724	23	661		
California.....	169	189,748	465	346,552	289	35,783	335	42,382	191	12,937	273	27,282	158	15,150	74	4,586	148	12,507	89	6,212	89	6,212	148	12,507	74	4,586	148	12,507	89	6,212		
Colorado.....	169	32,948	217	58,870	123	5,220	164	8,409	92	6,070	156	9,517	34	1,977	19	1,750	44	1,559	19	1,559	44	1,559	19	1,559	19	1,559	44	1,559	19	1,559		
Connecticut.....	89	35,664	98	77,206	63	5,320	77	11,063	25	1,279	50	5,088	59	5,096	62	5,188	55	3,155	49	5,140	55	3,155	49	5,140	62	5,188	55	3,155	49	5,140		
Delaware.....	20	4,900	26	11,283	20	839	22	1,896	5	242	12	606	11	403	12	819	12	465	7	315	12	465	7	315	12	819	12	465	7	315		
District of Columbia.....	16	13,836	24	30,673	8	3,147	18	4,376	19	465	1	76	12	1,513	18	1,753	12	1,835	16	2,124	12	1,835	16	2,124	18	1,753	12	1,835	16	2,124		
Florida.....	153	30,216	176	56,446	118	7,908	117	6,609	22	1,553	94	3,232	162	5,063	139	4,586	159	4,723	147	3,886	159	4,723	147	3,886	139	4,586	147	3,886	159	4,723		
Georgia.....	226	30,536	283	46,187	161	5,558	212	5,984	22	1,553	94	3,232	162	5,063	139	4,586	159	4,723	147	3,886	159	4,723	147	3,886	139	4,586	147	3,886	159	4,723		
Idaho.....	140	18,872	138	27,578	115	3,472	115	4,838	53	1,874	97	4,346	77	2,924	17	1,584	58	1,834	15	788	58	1,834	15	788	77	2,924	17	1,584	58	1,834		
Illinois.....	801	194,347	892	359,691	617	34,452	719	55,163	92	4,809	256	10,614	644	21,073	592	23,486	642	18,857	704	31,940	642	18,857	704	31,940	592	23,486	642	18,857	704	31,940		
Indiana.....	617	101,522	649	173,438	521	20,481	588	28,880	315	11,863	515	24,185	315	11,863	515	24,185	315	11,863	515	24,185	315	11,863	515	24,185	521	20,481	588	28,880	315	11,863		
Iowa.....	701	81,348	961	146,787	526	18,100	698	26,443	187	5,287	565	18,807	202	6,478	94	3,713	386	10,637	148	4,962	386	10,637	148	4,962	565	18,807	202	6,478	94	3,713		
Kansas.....	574	70,789	565	105,804	444	12,668	461	14,702	223	5,771	296	8,313	223	5,771	296	8,313	223	5,771	296	8,313	223	5,771	296	8,313	223	5,771	296	8,313	223	5,771		
Kentucky.....	401	34,214	480	68,925	243	4,995	354	9,890	88	2,215	253	7,084	126	4,626	115	5,277	154	4,072	124	4,736	154	4,072	124	4,736	115	5,277	154	4,072	124	4,736		
Louisiana.....	209	29,057	237	46,505	180	4,121	204	7,188	54	2,059	125	4,431	29	2,032	28	3,912	97	3,269	35	2,885	97	3,269	35	2,885	28	3,912	97	3,269	35	2,885		
Maine.....	168	19,694	164	31,009	113	3,387	127	3,285	44	1,322	46	1,464	156	3,091	102	3,581	85	2,082	62	2,196	85	2,082	62	2,196	102	3,581	85	2,082	62	2,196		
Maryland.....	138	27,882	199	70,818	87	4,723	141	7,472	44	1,695	97	5,515	47	3,201	68	4,460	62	2,826	75	4,980	62	2,826	75	4,980	68	4,460	62	2,826	75	4,980		
Massachusetts.....	283	118,662	458	246,046	189	22,402	321	36,370	42	2,574	101	8,324	184	11,843	202	16,034	124	9,464	145	10,750	124	9,464	145	10,750	202	16,034	124	9,464	145	10,750		
Michigan.....	556	123,259	606	254,227	368	19,843	465	36,580	286	18,511	422	34,772	212	8,932	97	6,508	207	7,972	97	6,280	207	7,972	97	6,280	422	34,772	212	8,932	97	6,508		
Minnesota.....	473	79,639	545	147,314	353	16,042	500	25,320	73	6,095	267	16,484	250	7,694	146	4,240	299	11,456	221	10,280	299	11,456	221	10,280	267	16,484	250	7,694	146	4,240		
Mississippi.....	260	19,735	287	30,935	185	3,582	224	3,393	43	862	194	4,812	168	3,936	63	2,209	168	3,550	52	1,515	168	3,550	52	1,515	63	2,209	168	3,550	52	1,515		
Missouri.....	675	82,069	592	111,774	412	11,226	452	18,464	412	11,226	452	18,464	412	11,226	452	18,464	412	11,226	452	18,464	412	11,226	452	18,464	412	11,226	452	18,464	412	11,226	452	18,464
Montana.....	158	17,843	162	26,773	139	3,332	131	4,899	110	2,617	119	4,443	110	2,617	119	4,443	110	2,617	119	4,443	110	2,617	119	4,443	110	2,617	119	4,443	110	2,617		
Nebraska.....	429	47,652	504	69,909	303	8,717	359	11,943	250	6,550	361	10,066	250	6,550	361	10,066	250	6,550	361	10,066	250	6,550	361	10,066	361	10,066	361	10,066	361	10,066		
Nevada.....	22	1,914	26	2,722	20	422	22	533	8	188	14	346	10	153	9	199	10	143	4	51	10	143	4	51	9	199	10	143	4	51		
New Hampshire.....	112	13,368	104	24,538	85	4,319	85	2,770	46	1,469	50	2,190	41	1,845	27	1,469	32	1,274	17	784	32	1,274	17	784	50	2,190	41	1,845	27	1,469		
New Jersey.....	172	91,362	212	203,086	132	13,725	198	25,601	16	1,729	71	7,594	128	11,695	123	14,400	127	11,613	104	10,792	127	11,613	104	10,792	123	14,400	127	11,613	104	10,792		
New Mexico.....	78	7,613	105	14,028	55	1,155	84	2,290	17	287	55	1,335	49	1,443	33	1,288	46	938	30	1,188	46	938	30	1,188	33	1,288	46	938	30	1,188		
New York.....	712	363,470	784	531,134	558	53,027	652	32,508	77	6,081	173	7,866	454	27,685	596	46,857	327	46,679	396	17,455	327	46,679	396	17,455	596	46,857	327	46,679	396	17,455		
North Carolina.....	471	55,784	451	89,685	338	8,885	392	16,603	70	1,165	176	8,164	256	3,236	228	7,868	387	10,286	216	7,165	387	10,286	216	7,165	228	7,868	387	10,286	216	7,165		
North Dakota.....	324	17,048	487	33,734	189	3,238	318	6,776	51	845	176	8,164	256	3,236	228	7,868	387	10,286	216	7,165	387	10,286	216	7,165	176	8,164	256	3,236	228	7,868		
Ohio.....	824	176,720	1,235	412,074	591	27,138	895	49,585	404	15,411	818	49,288	215	14,104	198	16,298	268	14,862	197	17,787	268	14,862	197	17,787	198	16,298	268	14,862	197	17,787		
Oklahoma.....	417	49,845	615	105,643	279	9,360	482	20,300	37	1,648	72	4,936	269	9,250	228	5,425	276	8,179	387	10,742	276	8,179	387	10,742	228	5,425	276	8,179	387	10,742		
Oregon.....	196	33,503	225	50,635	141	9,966	176	10,761	138	3,411	162	5,007	16	1,827	14	1,465	19	1,566	19	1,862	19	1,566	19	1,862	14	1,465	19	1,566	19	1,862		
Pennsylvania.....	864	214,308																														



F. F. A. News Bulletin

ARIZONA:

The Salt River Valley of Arizona under the Roosevelt Dam Reclamation Project furnishes an interesting F. F. A. story coming to us through State Adviser Snyder: 10 Tolleson Union High School students have been granted a \$1,400 loan by the Agriculture Finance Corporation, operated by the Salt River Valley Water Users Association, for the raising of 26 heifers. Eleven Phoenix Union High School Future Farmers have secured credit through a Phoenix bank to purchase purebred Hampshire gilts and a boar. The boys have investigated the marketing, financing, and other angles of their projects and have the close supervision and cooperation of their local advisers.

TENNESSEE:

Six thousand members by the time of the State convention in April is the goal of the Tennessee Association. A check-up at the beginning of the new year showed 4,205 members from 112 chapters. This represents twice the number on the list at the same time last year.

MONTANA:

Browning chapter reports its outstanding home improvement project was one in which a member installed a home water supply system by putting down a well in the cellar, installing a pump, kitchen sink, drain board, and eupboards.

MISSOURI:

Twenty members of the Maryville chapter carried farmstead improvement projects last year. Activities included in these projects were: Reseeding lawns; setting out shade trees and shrubs; repairing fences and gates; repairing and painting buildings; laying sidewalks; building machinery sheds; graveling driveways; making flower beds; cutting brush and cleaning fence rows; and cleaning up the home grounds.

PENNSYLVANIA:

The Keystone Association makes home improvement, landscaping, beautifying the school grounds one of the items in its State program of work. 77 chapters participated in this type of activity during the past year.

NORTH CAROLINA:

The Madison chapter program of school-ground improvement included the distribution of 10,800 pounds of lime, 300 pounds of fertilizer, and the sowing of 200 pounds of grass seed. The chapter members also terraced the lower part of the athletic field to prevent erosion.

WISCONSIN:

Definite plans were formulated by the Wisconsin Association for member attendance at the meeting of the Wisconsin Dairyman's Association held at Oshkosh, March 23 and 24. The Wisconsin boys realize that proper selection and improvement of dairy cattle is one of the important problems of the dairy farmer.

GEORGIA:

The Moultrie chapter has 100 paid-up members, which surpasses all previous membership records for this group. Of this number 85 are enrolled in high school and 15 are out of school.

WEST VIRGINIA:

One thousand eight hundred members is the goal of the West Virginia Association for the year 1936-37. To date 1,340, members are reported.

CALIFORNIA:

Members of the Ventura Chapter have procured poultry tattooing equipment for community service in preventing chicken thefts. Serial numbers in indelible ink are injected into the web of the birds wing thus establishing permanent identification for the owner.

VIRGINIA:

There has been a decided increase this year both in scope and number of projects of F. F. A. boys in eastern Virginia according to Tom Downing, District Supervisor. A recent report shows, 975 boys in 35 centers are carrying the following: 2,118 acres of feed crops; 1,091 acres of cash crops; 128 head of cattle; 20,740 laying hens; 80,450 baby chicks; and 1,280 head of swine.

LOUISIANA:

Thirty-two new chapters have been chartered by the Louisiana Association,

F. F. A., giving the association a total of 125 chapters. At the present time, 4,306 members have paid their national and State dues giving an increase of more than 1,300 over last year.

W. A. Ross

Registrations in History

[Concluded from page 243]

clines in the number of schools offering them in 1934. While the total number of pupils registering for them did not show any marked change between 1928 and 1934, the greater potential registration in schools reporting for 1934 must be taken into account. One among every 10 pupils was taking medieval and modern history in 1928; by 1934 one among every 20 was more nearly the proportion. The loss in ancient history was almost as great.

MR. JESSEN'S article on *Registrations in History* is the third in a series dealing with *Subject Registrations in Public High Schools*. The two earlier articles dealt with commercial subjects and mathematics. In the May issue of *SCHOOL LIFE* will appear an article on registrations in social studies other than history subjects. Attention is invited to studies of registrations made by the Office of Education in earlier years. These were reported in the *Annual Reports of the Commissioner of Education* at 5-year intervals between 1890 and 1915; the studies made in 1922 and 1928 appeared in the *Biennial Survey of Education* for those dates.—
EDITOR.

Relative positions

Relatively, American history leads both in number of schools offering the subject and in number of pupils registered for it. World history is second, having risen from fourth place since 1928. Ancient history is third, and medieval and modern history fourth. The gain of the 1-year world history course at the expense of the 2-year sequence of ancient and medieval and modern history is shown in the graph reproduced on page 243. There is a suggestion also in the graph that the 2-year history course was losing ground even before world history began its spectacular rise.

Vocational Summary



20 years—85 percent

TWO HUNDRED THIRTY out of 290 or 85 percent of graduates of a cooperative apprentice training course in the Springfield (Vt.) High School are employed in occupations for which they received training or in work related to these occupations. This fact is revealed by a study of the graduates of 20 classes over a period of 20 years—1916 to 1936. One hundred sixty-four or 61 percent of these graduates are employed in Springfield shops and 53 in nonlocal shops. Thirteen are employed in work in which the training they received is essential to the activities in which they are engaged. Of the 15 percent who are not using their training, one is a priest, one is a contractor, and several are salesmen and teachers. Among this group, also, are a radio announcer, a lawyer, an architect, a merchant, and an express agent. In spite of the recent depression only two of the graduates were known to be unemployed. Seven of them are in college. Under the plan carried out in the Springfield school two weeks of shopwork is alternated with two weeks of classroom work. Classroom instruction includes trade science, such as mathematics, mechanical drawing, physics, chemistry, and similar subjects applied to the machinist trade, and civics, history, English, and economics. Boys enrolled in the vocational class at Springfield receive practice in reconditioning and repairing tools and equipment contributed for use in the course by local industries. Safety principles are inculcated in the pupils by requiring them to construct guards and covers of various kinds to protect them against accident in working with shop equipment. The boys make machinists' tools such as surface gages, tap wrenches, v blocks, toolmakers' clamps, and similar tools. These are hardened and ground, and when finished are given to the boys to keep. Thus, when a student graduates he has the foundation for a complete set of tools. A number of graduates of this course have taken engineering courses in various colleges and universities, graduating with honors. Responsible positions in the production, engineering, and sales divisions of Springfield industries are held by course graduates. John M. Pierce is the directing

head of the Springfield vocational course, which is under the general supervision of Stanley J. Steward, State supervisor of trade and industrial education in Vermont.

By rote or by reason

To perform a job by rote is one thing, but to thoroughly understand the job and also to be skillful about it is another. For example, vocational agriculture students can be taught the mechanics of milk testing and obtain creditable results in carrying out the testing process. But if in connection with the mechanics of testing they are taught the action of sulphuric acid in milk, the specific gravity of liquids and various ingredients of milk, the effect of centrifugal force in the milk-testing process, and something about the meniscus and the action of glymol, they will understand the reasons for and the causes of the various reactions involved in the testing process. Teachers of vocational agriculture who are on the lookout for suggestions whereby they may correlate and improve their instruction through the use of science and related information in interpreting specific farm jobs or activities, will be interested in securing a copy of vocational education Bulletin 191, *Interpretive Science and Related Information in Vocational Agriculture*, issued by the Office of Education. This publication (1) discusses the relationship between agriculture, science, and related information, (2) tells how to organize teaching content to include interpretive science and related information, and (3) presents concrete examples of effective use of interpretive science in instruction. It may be purchased for 10 cents a copy from the Government Printing Office, Washington, D. C.

A truthful aphorism

"Aviation itself is not inherently dangerous, but to an even greater extent than the sea, it is terribly unforgiving of any carelessness, incapacity, or neglect." This little aphorism opens a chapter in the bulletin *Aviation in the Public Schools*, recently issued by the Office of Education. It conveys unerringly the thought of the chapter—that the accuracy, carefulness, and occupational competence required of

workers in the field of aviation make it imperative that they be specially trained for their jobs. But there are other chapters in this bulletin also—four of them. One chapter, for instance, discusses the growth of aviation, its present status, and its place in modern transportation. The place of aviation as a course in the public school is considered in another chapter. Model aircraft building, which has attained the proportions of a major industry in communities supporting model aircraft clubs, forms the basis for discussion in a third chapter. And the variety of occupations open to those interested in finding employment in the air transportation and aircraft building fields is clearly defined and discussed in still a fourth chapter. Packed full of just the type of information needed by those interested either casually or particularly in aviation and in training for this field, is this copiously illustrated publication. It is vocational education bulletin 185, of the United States Office of Education, and it may be secured from the Government Printing Office, Washington, D. C., for 5 cents a copy.

Toy stores take trained help

Needy young men are given employment, and stores handling knock-down toys in carload lots are able to command trained extra workers quickly during and immediately preceding the Christmas shopping period, through a plan worked out by C. A. Conley, director, Brewster Vocational School, Tampa, Fla. According to Mr. Conley, several stores in the city buy carload lots of knocked-down toys, which are assembled for sale to the holiday trade. Several extra workers are needed by each of these stores to assist in this assembling and in work in stock rooms and shipping departments. Formerly, it was necessary to employ persons without any special training for such work, which resulted in a considerable labor turnover. Three years ago the Brewster School worked out a course of training designed to fit unemployed youth for this work. Training is provided in toy assembling, consisting mainly of practical manipulative work with toys furnished by one of the stores. Pupils are taught the necessity of care and skill in handling toys. They are taught how to

unpack the parts from the boxes in which the toys are shipped without injuring the contents, and how to assemble the parts; and are given valuable instruction concerning their relations with store managers and about personal habits essential to work of this kind. Training for stock- and shipping-department activities is given as a related subject. It includes instruction in receiving, invoicing, checking, and marking goods. The outline for instruction is worked out by the instructor in cooperation with representatives of several stores. The training is offered on a part-time basis and the instructors—one for the toy-assembling work and one for stockroom work—are drawn from one of the larger Tampa stores. The total cost of training 16 persons in this course last year was \$90. The total weekly income of those completing the course was \$184. The total net income the first week over training cost, therefore, was \$94. In a number of cases those hired on a temporary basis have been kept on in permanent employment as stockroom clerks, delivery men, and even in other departments somewhat removed from those for which they were trained.

Close range child study

A play school designed to give home economics students a realization and appreciation of their responsibility for helping children to have a healthy, happy childhood was organized and conducted by homemaking students in the Volga (S. Dak.) High School last year, as a part of their study of child development. First and second year homemaking classes cooperated in planning, preparing for, and conducting this play school. The dining room of the home economics department was converted into an attractive playroom. Children's pictures were mounted attractively and placed low on the walls. Scales and a wall chart for recording weight were placed near the entrance as well as some low hooks for wraps. Part of the play equipment was loaned by the primary department of the school, part was constructed by the homemaking girls with the assistance of the boys, and some equipment was brought by the children who attended the play school. Storage spaces for toys were constructed to encourage self-help and orderliness on the part of the children. The children came to the school on Monday, Wednesday, and Friday of the week during which the play project was carried on. The unit of study continued for a 4-week period. One week was spent in planning and organizing the project and equipping the playroom. The 2-week period following the play week was devoted to



Future employees in toy-assembling departments of Tampa, Fla. stores, training for their work in Brewster Vocational School.

discussion of the observations and readings made by the homemaking girls and their experiences in studying the physical, mental, and emotional development of the children. First-year girls devoted themselves to observations on the type of equipment and clothing suitable to the pre-school child and of methods of guiding and directing them toward self-help. Second-year girls, who were directly responsible for the children—six boys and six girls—ranging in age from 3 to 5 years, devoted their attention to such items as the selection of play, equipment, clothing, and food for small children; guiding and directing play activities; teaching them self-help in dressing, eating, and playing; and to acquiring an understanding of the influences that make a happy, satisfied child.

Rehabilitation council meets

Important recommendations covering policies and procedures to be followed in connection with vocational rehabilitation programs in the States were formulated at the first regular meeting of the executive committee of the States Rehabilitation Council, held in Washington, March 8 and 9. This council was organized at the November meeting of the National Rehabilitation Association to advise the United States Commissioner of Education, at whose suggestion it was created, in regard to policies, procedures, and methods to be followed in rehabilitation programs in the various States. The council is composed of nine persons actively engaged in rehabilitation service in States cooperating in the program of rehabilitation carried on under Federal grants. Recommendations adopted at the

March meeting covered qualifications of vocational rehabilitation personnel in the States; selection, appointment, and tenure of personnel; policies of case selection and service; national and regional conferences to be held; services to the States by the staff of the Federal Office of Education; functions of the executive committee of the council; and State rehabilitation advisory committees. Four regional conferences are to be held biennially beginning with the fall of 1937, and a national rehabilitation conference every other year beginning in the fall of 1938. Special emphasis was laid at the March meeting of the executive committee of the council on the recommendation that the United States Commissioner of Education encourage the establishment of State rehabilitation advisory committees.

Negro teachers high grade

That Negro teachers and teacher-trainers of vocational agriculture are of a high-grade type is attested by a recent report of an Office of Education staff member. "When this program was inaugurated", the report states, "only one or two Negro teacher-trainers held even a bachelor's degree. Today one of this group holds a doctor of philosophy degree and a large number hold a master's degree. Taking the teacher-trainers as a whole, I feel that they are the best prepared colored educators in the United States. Reports from the different States show that the turn-over of teachers of vocational agriculture in Negro schools is less than in the white schools. Six Negro teachers have been teaching at the same schools ever since the beginning of vocational agriculture work.

CHARLES M. ARTHUR.

★ Horace Mann

HORACE MANN is being especially honored during this year by the celebration of two important events that took place in 1837, 100 years ago. These events were the creation of a State board of education in Massachusetts, and the election of Horace Mann as secretary of that board, which office he held for years. This dual happening as we know contributed vitally to the free public school system in America.

The following brief bibliography presents references to publications containing some of the most important facts of Horace Mann's life and work. The material in the way of books, periodicals, and pamphlets, is easily available in libraries, or may be purchased for small sums if the libraries deem it advisable. Excellent, interesting programs may be built up and exhibits assembled.

One goes to his task of preparing a list of books whole-heartedly when it is concerned with one like Horace Mann whose testimony regarding books and libraries was as follows:

"I had a love of knowledge which nothing could repress * * * I was taught to take care of the few books we had, as though there was something sacred about them. I never dog's-eared one in my life, nor profanely scribbled upon title pages, margin, or flyleaf; and would as soon have stuck a pin through my flesh as through the pages of a book * * * Had I the power, I would scatter libraries over the whole land, as the sower sows his wheatfield."¹

Some Books and Articles About Horace Mann

BEARD, C. A. and CARR, W. G. Horace Mann. *In their Schools* in the story of culture. Article 5. Washington, D. C., National Education Association, 1934. 32 p.

Programs for junior and senior high schools and study groups might include this.

CALDWELL, O. W. and COURTIS, S. A. Then and now in education. New York, The World Book Co., 1925. 400 p.

Selections are given from the writings of Horace Mann, in comparing education in his time with that of today.

COMPAYRÉ, GABRIEL. Horace Mann and the public school in the United States. . . . New York, T. Y. Crowell & Co., 1907. 134 p. (Pioneers in education.)

Contains a brief summary of the twelve reports of Horace Mann, shows their character, historical inter-

est, and pedagogic value; with a chapter on Dr. Mann's influence and the spread of his work.

CRAVEN, ELEANOR. The life and times of Horace Mann. *Journal of the National Education Association*, 25: 93-96, March 1936. illus. port. bibliog.

Historical sketch dealing with Dr. Mann's career, with useful material for the centennial celebration.

CUBBERLEY, ELLWOOD P. Horace Mann. *In his Public education in the United States*. rev. ed. p. 220-226, 233-235, 343-344, 361-363, 706-707. Boston, New York, Houghton Mifflin Co., 1934.

Presents the interests and activities of Mann in the chapter "The battle to control the system."

CULVER, R. B. Horace Mann and religion in the Massachusetts public schools. New Haven, Yale University Press, 1929. 301 p. (Yale studies in the history and theory of religious education, III.)

Gives an account of the Mann controversy regarding school libraries with Frederick A. Packard of the American Sunday-school Union.

CURTI, MERLE. Education and social reform: Horace Mann. *In his The social ideas of American educators*. p. 101-138. New York, Charles Scribner's Sons, 1935. (American historical association. Commission on the social studies in the schools. Part 10.)

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

DEWEY, JOHN. Horace Mann today. *Social frontier*, 3: 41-42, November 1936.

Considers Mann's ideals and beliefs in terms of today. "If we are content to glorify his work without applying his passionate ardor of thought and action to the problem to which he was devoted, in the forms that problem has now assumed, we shall be traitors to his memory."

DUGGAN, STEPHEN. Horace Mann and international education. *News bulletin*, 12: 3-4, November 1, 1936.

A short appreciation of Horace Mann's great understanding of the underlying principles of American social organization and the drastic reforms which he advocated in the school world.

HARRIS, WILLIAM T. Horace Mann. Syracuse, N. Y., C. W. Bardeen, 1896. 34 p. (School-room classics no. xi.)

A reprint of Commissioner Harris's address in the National Education Association, Addresses and Proceedings, 1896. A strong presentation of the philosophy and activities of Mann, with a careful analysis of the 12 reports he made while he was secretary of the Massachusetts Board of Education.

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

Describes his early life in Franklin, Providence, Dedham, Boston, West Newton, Washington, and Yellow Springs. Detailed story of the man, revealing his rare personality and soul, tastes, and ideals, and why his character is still appealing and dominating today.

——— Horace Mann in Ohio; a study of the application of public-school ideals to college administration. New York, Teachers College, Columbia University, 1900. (Columbia university. Contributions to philosophy, psychology, and education, vol. 7, no. 4.)

Chapters on Antioch College, as well as chapters on his boyhood, law practice, service in Congress, etc. His ideals and efforts in behalf of education are set forth in the last chapters.

MANN, B. PICKMAN. Bibliography of Horace Mann. *In U. S. Bureau of Education. Report of the Commissioner, 1895-96*, vol. 1, p. 897-927. Washington, U. S. Government Printing Office, 1896.

A comprehensive bibliography of more than 700 titles by Horace Mann's son and published in the Commissioner's report. The material includes references to speeches, articles, letters, editorials, etc. Some of this material is reproduced in the *Life of Horace Mann* by his wife.

MANN, Mrs. MARY PEABODY. *Life of Horace Mann*. Centennial edition in facsimile. Washington, D. C., National Education Association, 1937, 609 p. port.

This facsimile edition makes available the intimate account of Dr. Mann's work as an inspiration to teachers.

———, ed. *Life and works of Horace Mann*. In five volumes. Boston, Walker, Fuller and Company, 1865-1868. 5 v.

A later edition was published in 1891 by Lea & Shepard, Boston, and C. T. Dillingham, New York. Vol. I: *Life of Horace Mann*, by his wife; Vol. II: *Annual reports of the Secretary of the Board of Education, Massachusetts, 1837-37*; Vol. III: *Annual reports, 1839-44*; Vol. IV: *Annual reports, 1845-48*; Vol. V: *Educational writings*.

MESSENGER, JAMES F. Horace Mann and his times. *In his An interpretive history of education*. Chapter 28. New York, T. Y. Crowell Co., 1931.

In three parts. Part 3 deals with American education, and Horace Mann.

ULICH, ROBERT. The sequence of educational influences traced through unpublished writings of Pestalozzi, Froebel, Diesterweg, Horace Mann, and Henry Barnard. Cambridge, Mass., Harvard University Press, 1935. 91 p. illus. (Harvard documents in the history of education, vol. 3)

Chapter IV of this volume sets forth a letter from Mann to Charles Brooks, written September 1837, with comments made by Ulich; this is well documented, showing a variety of sources of information examined. "The five letters represented in this book . . . are now preserved in the Harvard College library."

WINSHIP, ALBERT E. Horace Mann. *In his Great American educators*. p. 13-51. New York, American Book Co., 1900. ports.

Nine educators, among them Horace Mann, are depicted. This is suitable for elementary and high school programs.

MARTHA R. McCABE

¹ *Life and Works of Horace Mann*, by His Wife, vol. 1, p. 12-13.

Educational News



In Public Schools

THE STATE OF ALABAMA is undertaking a 5-year program of curriculum reorganization. This work is under the direction of C. B. Smith, director of the division of instruction of the Alabama State Department of Education. Hollis Caswell, of Peabody College for Teachers, has been secured as technical adviser. This work is being done in cooperation with the institutions of higher learning, public school officials, and teachers.

THE NATIONAL CONGRESS of Parents and Teachers has inaugurated a new service for leaders who would like to prepare themselves for leadership in high-school parent-teacher associations. An outline of 10 lessons is offered to individuals or to study groups. Some of the topics used include problems of the high-school age; interpreting high-school education; function and organization of associations and program planning for meetings, committee work and projects suitable for groups of parents. There are required readings and references for further study and other aids.

THE BUILDING PICTURED BELOW was designed by the city of Indianapolis for

its crippled school-age wards and financed with an allotment of \$98,214 from the Public Works Administration. Besides classrooms, the school has a medical unit equipped with showers, exercise rooms, a hydrotherapy tank and sun decks for the cure of disabled limbs. Industrial arts are also taught, and elevators and ramps eliminate difficult stair climbing.

FORTY ILLUSTRATED BRAILLE BOOKS have been presented to the pupils of the State school for the blind by members of the seventh grade class of the Bryant School, Helena, Mont. The 40 books, illustrated in raised pictures and titled in Braille raised printing, were prepared as projects under the direction of Robert A. Barnett, Art Supervisor, in the Helena schools.

THE BOARD OF EDUCATION, EUCLID, OHIO, has published a comprehensive survey of the schools of that city, which was made under the direction of Dr. T. C. Holy, Bureau of Educational Research, Ohio State University.

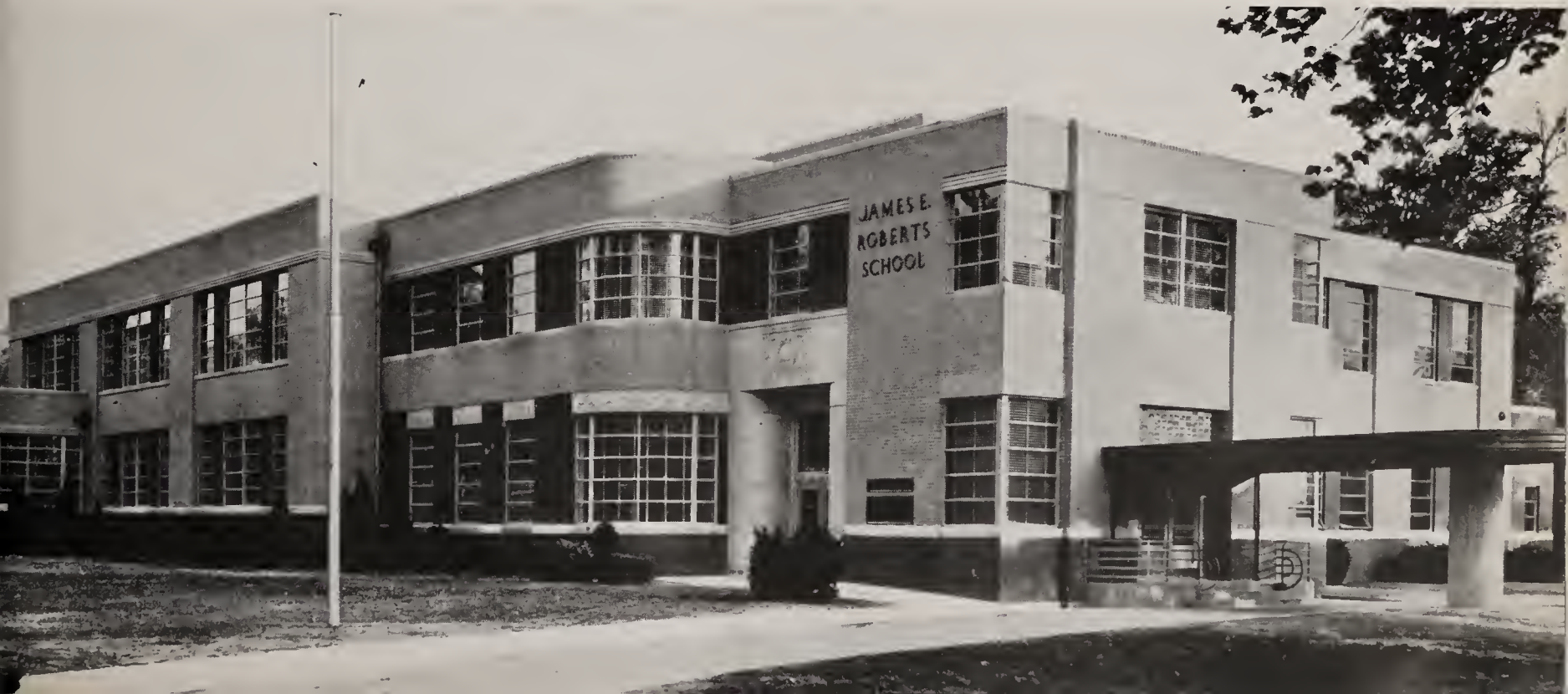
IN OREGON, CURRICULUM REVISION, according to the Thirty-second Annual Report of the Superintendent of Public Instruction, is being vigorously attacked through the cooperative efforts of the State department of education and the Oregon State Teachers Association. The

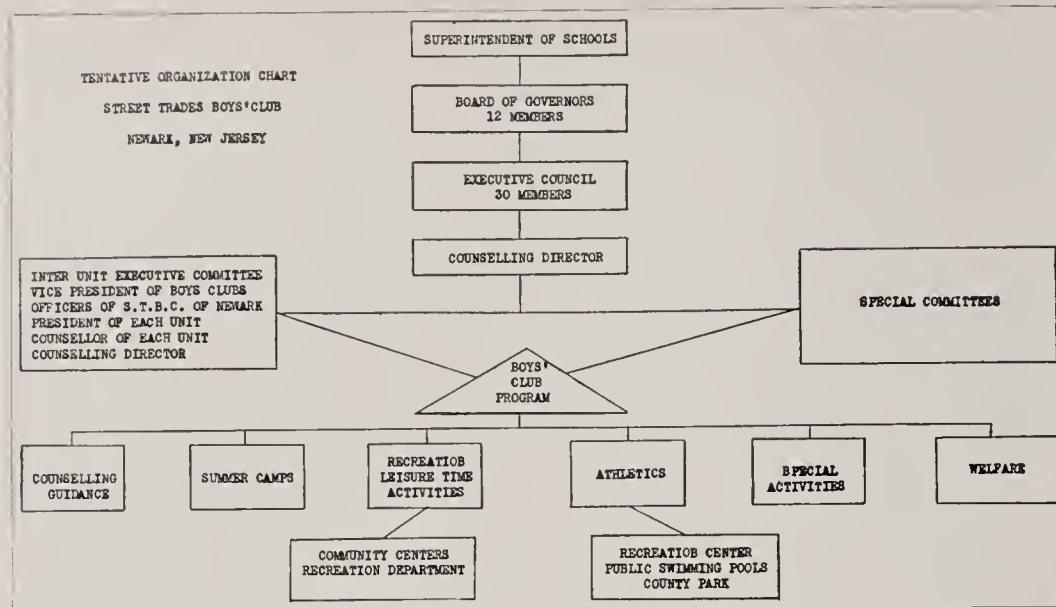
State department has sought to stimulate interest in the movement and clarify its practical implications through its contacts with the teachers in the field at county institutes and other educational gatherings. The central topic for consideration in the professional study plans issued by the State department of education is curriculum study. The State Teachers Association has a large and active committee engaged in a thorough study of curriculum reorganization.

THE COURSE OF STUDY COMMITTEE in Utah has directed the completion of several revisions in the State courses of study. The revised high-school courses of study include social studies, health, English, home economics, shop and agriculture; and the elementary courses, social studies, health, English, art, music, and safety.

WORK AND PROBLEMS OF THE ELEMENTARY SCHOOLS constitutes the first volume of the Annual Report of the Superintendent of Schools of New York City for the school year 1935-36. This volume contains the annual reports of 20 of the 23 assistant superintendents in the field.

THE PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION has prepared an organization chart of the department, also a





pamphlet entitled "The Program." This document is an exposition of the public education program as it functions through the activities of the various divisions of the department of public instruction.

A STREET TRADES BOYS' CLUB has been organized at Newark, N. J., under the auspices of the Bureau of Attendance. The club already includes 414 of the 762 boys registered in street trades. Mr. Eugene Sheridan, Director of the Bureau of Attendance, believes that it will not be long until all the registrants will belong to the club. The club program includes counselling, guidance, summer camps, recreation, leisure time activities, athletics, special activities, and welfare. (See chart above.)

THE PUBLIC RELATIONS COMMITTEE of the North Carolina Education Association has prepared a Public Relations Handbook which contains a description of the State-wide organization for Public Relations Work, a suggested plan of work, and a description of the possible work of the local committees dealing with the Public Relations Matters. It also contains pertinent information regarding the schools of North Carolina.

AMONG THE ACHIEVEMENTS of the Texas State Department of Education within the biennium 1934-36 listed in the 29th biennial report of the department was the creation of an elementary education division, to assist and to cooperate with county school boards, county superintendents, local trustees, and teachers in increasing the efficiency of the elementary schools of the State.

THE SIXTH ANNUAL ROCKY MOUNTAIN SPEECH CONFERENCE was held at the University of Denver on February 18, 19, and 20, with approximately 1,000 in attendance. Represented were 20 colleges and 25 high schools. The conference took the form of a laboratory, showing many of the new methods of teaching the various types of speech, debate, extemporaneous speech, chorus reading, drama, pageantry, panel discussions, and radio broadcasting. Professor Elwood Murray, of the University of Denver, was in charge of the program.

THE INDIANA STATE BOARD OF EDUCATION has endorsed the teacher placement service now being offered by the various teacher training institutions. It will be the policy of the State department of public instruction to cooperate with teacher-training institutions and school officials directly through a staff representative in the recommendation and placement of qualified teachers. This service will be highly professional and entirely free to both teachers and school officials.

W. S. DEFFENBAUGH



In Colleges

OPTIONAL MILITARY TRAINING in the land-grant colleges and universities comes up perennially for discussion and debate. North Dakota is the third State to place military training on an optional basis, the other two States being Wisconsin and Minnesota. The bill which the Governor of North Dakota

signed in February becomes effective after July 1, 1937: "For an act forbidding compulsory military training and tactics in State supported educational institutions—be it enacted by the legislative assembly of the State of North Dakota: Sec. 1. No educational institution receiving aid or support from the State of North Dakota shall require, directly or indirectly, any student to enroll in courses in military training and tactics as a condition or prerequisite to taking any other course in said institution or enjoying any other privileges offered by said institution to its students. It shall be the duty of the State board of administration to enforce this provision. Sec. 2. Nothing herein shall be construed to prevent or prohibit any institution as aforesaid from offering courses in military training and/or tactics as elective courses. Sec. 3. Any act or parts of act in conflict herewith are hereby repealed."

In Maine a bill has recently been introduced in the legislature which if passed would make military training at the University of Maine optional.

Similar bills in one or two other States have been vetoed.

According to the policy of the Department of the Interior—"a State fulfills its obligation under the law when it offers instruction and provides facilities for instruction in the branches of learning specified in the land-grant college legislation."

This policy has been consistently followed, and the Attorney General has ruled (June 20, 1930) that "an agricultural college which offers a proper substantial course in military tactics complies sufficiently with the requirements as to military tactics in the Act of July 2, 1862, and the other Acts above mentioned, even though the students at that institution are not compelled to take that course."

IMPROVEMENT HAS EVIDENTLY BEEN MADE in the salary situation in the colleges for the year 1935-36. In 51 of the land-grant institutions for white students the median salary of professors on a 9-month basis was \$3,951 compared with \$3,775 for the previous year. In other faculty ranks improvement is also shown. In the five largest land-grant institutions the corresponding median for 1935-36 is \$4,554, while in the five smallest institutions it is \$2,606. In 76 small independent colleges with investments in plant and equipment of less than \$600,000 a similar median salary is \$1,662 for 608 full professors—no more than a clerical wage, while in 7 large selected endowed

universities the median is \$5,143 and is higher in a few individual institutions.

DURING THE SUMMER SESSIONS OF 1937, courses for the training of teachers and supervisors of sight-saving classes will be offered at Western Reserve University, Cleveland, Ohio (June 21-July 30); at Wayne University, Detroit, Mich. (June 29-Aug. 6); and Teachers College, Columbia University, New York City (July 12-Aug. 20). Courses for advanced students will also be offered at Western Reserve and Teachers College.

IN THE VARIOUS HOME ECONOMICS COURSES at University of Arizona, 33 men students are enrolled. Fourteen are studying elementary nutrition in connection with engineering; 14 are entered in camp cookery classes; 2 are studying the relationships of families; and 3 are studying consumers and marketing.

WHEN IT COMES TO BEING WELL-INFORMED on current events and public affairs generally, a group of 26 coeds at the University of Texas is perhaps unexcelled in this respect by any group of similar size in Texas. The reason for this claim is that these students are required to read carefully, column by column, 131 daily newspapers each day, and 620 weekly and 20 semiweekly papers each week. They are employees of the students clipping bureau of the university, a nonprofit organization, operated for the sole purpose of aiding worthy young women students in financing their way through college. All receipts of the bureau are deposited to its credit in the auditor's office of the university, and the employees are paid out of that fund. Since its establishment 20 years ago, the bureau has given

employment to approximately 600 girls, paid at the rate of about \$20 per month. They are selected on the basis of need, ability, education, and otherwise. The student manager of the bureau is majoring in journalism.

LEHIGH UNIVERSITY is innovating a new course which, it believes, is unprecedented throughout the United States and is designed to broaden the undergraduate's educational program on a basis diametrically opposed to the present system of study. The course will consist of directed outside reading for interested students and will be conducted on a noncredit, no examination principle for freshmen only so that in four years the new program will be in full swing. Ten faculty members have volunteered their time to direct the extra-curricula reading of enrolled students and about 40 students will be enrolled. Known as the program in general education, this course permits any freshman to take a preliminary test in general information, and then proceed, on the basis of such an analysis, to read books recommended by his faculty adviser. While this course was by no means designed to furnish the answer to the problem of "culture for engineers", it probably will act as Lehigh's partial solution to this question when it is considered that more than 900 of the present 1,600 students in the undergraduate body are registered in the college of engineering.

THE NEW BUILDING, pictured below, at the Northwestern State Teachers College, Alva, Okla., provides a safe storage for its library of 40,000 books and also modern science laboratories which have replaced classrooms in an old non-fireproof structure. The Public Works

Administration made a grant allotment of \$244,995 for the construction of this building.

SPONSORED BY WAYNE UNIVERSITY, Michigan, in cooperation with the Works Progress Administration, community college units were conducted this semester in Ferndale, Royal Oak, Birmingham, River Rouge, and in three Detroit high schools, with an enrollment of 1,229. Courses included such subjects as child psychology, current problems, social hygiene, music, recreational reading, shop mathematics, photography, etc. The academic subjects were restricted to those who were eligible for college entrance, but who were financially unable to register for regular campus work.

THE UNIVERSITY OF CHICAGO benefits by a gift of the Rosenwald Family Association in the amount of \$275,000 on the condition that the university raise not less than twice that amount from other sources. The pledge is to be paid over a period of 3 years, and payment will be made by the association in the ratio of \$1 for every two as rapidly as the university secures its matching funds. The gift is a "generous one, and particularly useful because it is unrestricted."

APPROXIMATELY 25 RADIO LISTENING CENTERS are maintained by the University of Kentucky in various eastern Kentucky counties. Funds for the purchase of sets are supplied by interested individuals and organizations. The newest center has recently been established in Harlan County at Big Laurel, to be used by all people of the community for the purpose of hearing worthwhile educational, cultural, agricultural, and musical broadcasts.



THE UNIVERSITY OF CHICAGO is providing a new law curriculum reflecting it is claimed, a more realistic approach to law in its relationship to forces in society. This is being effected through the reorganization of its law school beginning next October.

WALTER J. GREENLEAF



In Educational Research

TERMAN AND MERRILL have issued, after 10 years of work, their New Revised Stanford-Binet Tests of Intelligence. Two forms have been constructed. Each of these new scales contains many more tests than the original. The deficiencies of the original lay largely in the lack of a sufficient number of tests at the upper end of the scale and the lack of any tests at lower age levels. The scale now begins with the 2-year level and extends to the superior adult level. Thus the scale has been made much more satisfactory for increasing the accuracy of individual intelligence ratings at certain levels, and makes possible a greater range for developmental studies.

The new scales keep the mental age and I. Q. concepts, but provide for transmuting I. Q.'s into standard scores. The scoring method does away with the arbitrary use of 16 as a divisor to obtain the I. Q. for all persons 16 years of age or over.

The development of two scales makes possible more frequent testings and makes it less possible to coach a child for the test. This New Revised Stanford-Binet, although a revision or enlargement of a familiar instrument, represents such a vast research enterprise that its completion is a milestone in the progress of mental testing. The book published by Houghton Mifflin Co., describing these tests is called "Measuring Intelligence."

IMPORTANT STUDIES of the use of a city science museum by school children have been carried on for several years in the schools of Buffalo, N. Y. The third publication devoted to the findings of these studies has been issued by the American Association of Museums (Washington, D. C.) as number 15 of its new series of publications. These studies are directed primarily toward determining the most effective procedures for presenting museum materials to children and the best methods for preparing classes for museum visitation. The discussion

method and the lecture method in presenting museum material were evaluated. The effectiveness of different types of presentations in relation to grade levels was studied.

AN EXPERIMENTAL STUDY of three specific methods of character and citizenship training in the public school has been reported upon by Vernon Jones in a volume published by the University of Chicago Press. The three methods of training were: (a) the first-hand-experiencing method, which means that various concrete situations involving honest (or dishonest) behavior and cooperative (or noncooperative) behavior were reacted to; (b) the discussion method, which means that the class was encouraged to discuss particular behavior situations which were read to the pupil from current literature or biographies; (c) the third method consists of a combination of the first two methods. Insofar as possible the same topics were used in all three groups. The time spent on instruction was the same in all groups. The findings of this study are important because it is one of the few studies in which character tests have been applied to the measurement of character growth under experimental conditions.

"MEN, WOMEN, AND JOBS" is the title of the final volume resulting directly from the researches carried on by the Employment Stabilization Institute of the University of Minnesota in the field of individual diagnosis and training. This volume is a review of all the studies made in that field. It indicates the practical results achieved and recommends the type of work which can be carried on by those dealing with the employment of adults. Of all the volumes issued by the institute in this field, this one will be of most value to the layman or school administrator who wishes to get an account of the result of this far-reaching research. Although the work of this institute has been concerned with adults, the studies have implications and interest for organized school systems. Since the transition from school to vocational life should be a smooth procedure, it seems to the writer that the analysis of aptitudes for occupational abilities should eventually be a procedure of the schools. If such analyses are carried on in the schools much more can be done in the matter of initial training of the individual so that the initial adjustment to vocational life can be anticipated.

DAVID SEGEL



In Other Government Agencies

THE JUNIOR EMPLOYMENT SERVICE of the NYA placed 3,783 inexperienced young workers in private employment during the month of January, Dr. Hayes, deputy executive director, reports. Seven percent of the 8,201 young people who registered with the Junior Employment Service in January were from relief families. Sixty-four percent were between 18 and 21 years of age, 22 percent under 18, and 14 percent between 21 and 25.

Forty-four percent of the applicants were high-school graduates, 33 percent had been forced to drop out of school before completing their high-school course, and 22 percent had not progressed beyond the eighth grade. Approximately 1 percent were college graduates.

MORE THAN 2,500 YOUNG PEOPLE whose education would have been curtailed as a result of the floods in the Mississippi Valley were aided by NYA emergency allocations totaling \$106,460. The funds provide immediate employment on work and student-aid projects for from 4 to 5 months.

Thirty-five thousand three hundred dollars was earmarked for employment on work projects of the NYA and \$71,160 for aid to needy students under the student-aid program. Of the latter sum \$38,250 will go to college students and \$32,910 to those in high schools.

The emergency flood fund was distributed on the following basis:

State	Projects	Student aid		Total all funds
		College	School	
1	2	3	4	5
Arkansas.....		\$3,000	\$5,000	\$8,000
Illinois.....	\$5,000	3,500	5,000	13,500
Indiana.....	6,300	7,770	3,000	17,070
Kentucky.....	5,000	12,420	12,510	29,930
Ohio.....	10,000	10,000	5,000	25,000
West Virginia.....	9,000	1,560	2,400	12,960
Total.....	35,300	38,250	32,910	106,460

MARGARET F. RYAN

SCHOOL LIFE, official organ of the Office of Education, comes to you 10 months of the year for \$1. With a subscription you also receive MARCH OF EDUCATION, the Commissioner's news letter.



In Other Countries

AN INTERNATIONAL CONGRESS OF PRIMARY INSTRUCTION AND POPULAR EDUCATION will be held in Paris, France, July 23 to 31, 1937. The Congress will have the following special sections:

1. General Philosophy of Popular Education.
2. Psychology Applied to Popular Education.
3. Teaching Methods.
4. National Education and International Cooperation.
5. Preparation, Training, and Development of the Teaching Staff.
6. Material Life of the School.
7. New Technics: Broadcasting, Moving Pictures, Gramophone.
8. Popular Education.

Visits will be made to typical academic institutions, and there will be an instructive exhibition.

Correspondence about the Congress should be addressed to the Secretariat of the Committee of Organization, Musée Pédagogique, 29 Rue d'Ulm, Paris.

LARGE NUMBERS OF STUDENTS in the United States wish to correspond with students in other countries, especially France. Many of these young Americans, or their teachers, write to the American Embassy or Consulate in Paris for the names and addresses of French correspondents. Both those offices willingly handle such requests, but much time and postage can be saved if the students or their teachers will apply to either the National Bureau of International Correspondence, George Peabody College for Teachers, Nashville, Tennessee, or the World League of International Education Associations, Room 521, Pheasant Buildings, San Francisco, Calif. The former is established for the eastern part of the United States; the latter for the western.

Both deal directly with the Correspondence Scolaire Internationale, 29, Rue d'Ulm, Paris, France, which is a semi-official organization that recruits correspondents in the French public schools and works in cooperation with the Ministry of National Education of France. The Correspondence Scolaire Internationale, or C. S. I. as it is commonly called, has been carrying on this work since 1919-20, some 17 years, and in 1935-36 placed 83,022 young French people in correspondence with foreigners.

The C. S. I. does not care to handle correspondence for children under 13 years of age, and it deals only with students.

Young people mainly between the ages of 17 and 25 who are not students may write to the Société pour la Propagation des Langues Etrangères en France, 28 rue Serpente, Paris. The Société offers courses in many different languages and young French men and women, mostly stenographers, office and bank employees, and department store employees, often wish to correspond with persons of the same age and pursuits in the country whose language they are learning. A bureau of the Société places such students in contact with foreign correspondents. Most of the students of English are given correspondents in Great Britain, but the Société is glad to encourage correspondence with young people in the United States.

AN INTERNATIONAL CONFERENCE of Higher Education will be held in Paris, July 26 to 28, 1927, under the auspices of the International Institute of Intellectual Cooperation and the Society of Higher Education. Professors and administrators in all fields of higher education and from all countries are invited to attend. The conference will be divided into four sections, each charged with studying one of the following questions: The general organization of higher education in the principal countries of the world; the teaching corps; the students; international relations of institutions of higher education. Correspondence should be addressed to M. Lajti, Chef du Service universitaire, 2 rue de Montpensier, Paris, France.

THE CONFIGLIACHI INSTITUTE FOR THE BLIND (O. P. Instituto Configliachi per i Ciechi), Padua, Italy, is a coeducational institution with three departments: Education and instruction, professional re-education and manual training, and hospitalization of the incapacitated. To the first of these, blind persons between 3 and 15 years of age are admitted. When they have completed the course and obtained a diploma as professionals in organ and piano playing, which is recognized by the Government and the church authorities, they must leave the institute.

Students in the second department range from 16 to 45 years of age. They are expected to remain for 3 years, or long enough to complete their manual reeducation. That having been accom-

plished, they may leave or remain in the workshops of the institute and contribute to the expense of their maintenance from their earnings.

The third department admits those, regardless of age, who are so incapacitated that they are not susceptible to education or reeducation. They may, if they choose, stay permanently at the institute.

The first two departments have various subdivisions: A children's home, a regular elementary school as prescribed by law, an elementary school for adults, a school of music for organ and piano playing as prescribed by law, a Cecilian school of music for church organists recognized by the ecclesiastical authorities, a school of piano tuning, and workshops for making articles of willow, malacca cane, bamboo, etc., for manufacturing brooms and brushes, for weaving by hand and machine, for bookbinding, and for the manufacture of pasteboard articles.

AN ASSOCIATION to promote cultural relations between Brazil and the United States, under the title of the Brazil-United States Institute (Instituto Brazil-Estados Unidos), was founded at Rio de Janeiro January 13, 1937. The general purposes of the Institute are:

- a. To make known in Brazil the progress attained by the United States in the various branches of cultural activity.
- b. To assist, by private initiative, in maintaining the closest contact between Brazilian and American cultural organizations.
- c. To further visits to Brazil of representative individuals from American cultural circles and visits to the United States of Brazilian educators and students.
- d. To establish a library in Rio de Janeiro typical of American intellectual development, accessible to the general public.
- e. To conduct courses and lectures designed to spread knowledge of American cultural accomplishments.

The offices of the institute are to be temporarily installed at the headquarters of the Brazilian Educational Association (Associação Brasileira de Educação), 91 Avenida Rio Branco, Rio de Janeiro.

JAMES F. ABEL

Statistical Thumbtacks

[Concluded from page 239]

fourth-year students increased from 111,444 in 1910 to 956,011 in 1934 and the percentage these were of the total increased from 12.2 percent to 18.2 percent. We will probably have 1,000,000 pupils graduating from high school in June 1937.

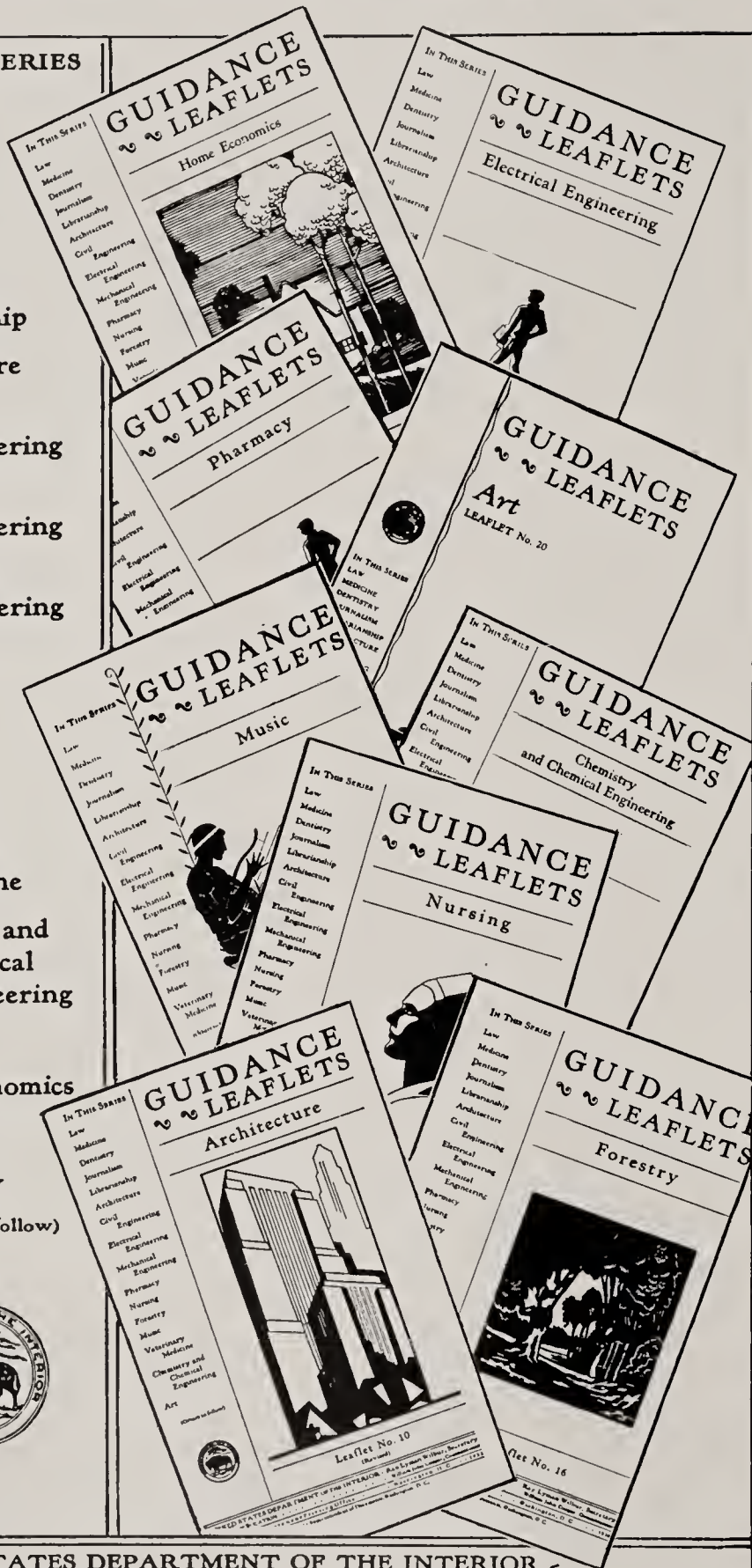
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New Books and Pamphlets

For the Horace Mann Centennial

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

Papers prepared for the symposium on The Function of Education in a Democracy for the opening of the Horace Mann Centennial Celebration. Contributors include: H. T. Birch, K. T. Compton, H. C. Corry, John Dewey, Stephen Duggan, A. C. Ellis, L. M. Gilbreth, A. D. Henderson, C. F. Kettering, M. E. Leeds, E. H. Lindley, J. E. Morgan, Payson Smith, and G. F. Zook.

Horace Mann, His Ideas and Ideals, by Joy Elmer Morgan. Washington, D. C., National Home Library Foundation, 1936. 150 p. 25 cents.

Contents: Pt. I, A life and an epoch.—Pt. II, The lecture on education.—Pt. III, The letter to school children.—Pt. IV, Ideas and ideals.

Library Aids

Guide to the Use of Libraries, a manual for college and university students, abridged edition (rev.), by Margaret Hutchins, Alice Sarah Johnson, Margaret Stuart Williams. New York, The H. W. Wilson Company, 1936. 86 p. 50 cents, single copy.

Training for the student in finding material in a library and in using books with facility.

Vocational Guidance through the Library, a guide, showing how the librarian can serve individuals who are trying to solve vocational problems, by Harry Dexter Kitson and Mary Rebecca Lingenfelter. 3d. ed. Chicago, American Library Association, 1936. 36 p. 40 cents.

Useful to teachers and counselors as well as librarians.

An Annotated List of 100 Education Serials, prepared by the Staff of the Washington Square Library, New York University. New York, New York University, 1936. 24 p.

Lists the most frequently used serials in the field of education, with helpful annotations for the student of education.

Teachers Colleges

The Legal Basis for the Administration and Control of the Publicly Supported Normal Schools and Teachers Colleges in the Territory of the North Central Association, by Frank Andrew Beu. Minneapolis, Minn., Burgess Publishing Co., 1937. 164 p. Mimeog.

Gives an analytical treatment of the laws touching the organization and administration of the public normal schools and State teachers colleges from 1849 to 1933 in the territory of the North Central Association.

The Mississippi Delta State Teachers College and the Work of Teacher Education, by William H. Zeigel. Cleveland, Miss., Delta State Teachers College, 1937. 50 p.

Points out some significant present-day problems in the field of teacher education.

A Photographic Book

Your National Capital. Seventy-fifth Congress. Prepared under the supervision of John Jay Curtis, editorial director. Washington, D. C., 1937. \$1 (Order from 726 Jackson Pl. Washington, D. C.)

An illustrated book, a souvenir of the Inauguration of 1937 and of the city of Washington, contains photographs of the President, Vice President, Supreme Court, and Members of Congress, scenic views of Washington, and special articles.

Facts on School Finance

Financing Public Education, published by the Research Division of the National Education Association. Washington, D. C., 1201 Sixteenth St. N.W., 1937. 53 p. 50 cents, single copies. (Research Bulletin of the National Education Association, vol. 15, no. 1, January 1937).

Presents the facts basic to any study of the public support of education in a particular State or in the Nation as a whole.

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:

ACOMB, ALLAN. Study of the psychological factors in reading and spelling. Master's, 1936. Boston University. 89 p. ms.

ADAMS, A. ELWOOD. Use of libraries in junior and senior high schools. Doctor's, 1933. University of Southern California. 105 p.

BURLINGAME, Mrs. PAUL. Some evidence of the interests of eighth grade children in the materials of science. Master's, 1936. University of Louisville. 69 p. ms.

CHITTIM, HAROLD D. Selection and appointment of teachers (with special reference to Massachusetts): a survey of the history, policies, procedures, and techniques of personnel selection. Master's, 1935. Boston University. 176 p. ms.

COBLE, ROBERT. An experimental study to determine the incentive value of knowledge of marks on

achievement in English grammar. Master's, 1936. Pennsylvania State College. 32 p. ms.

DAWES, ROBERT G. Voice recording as an instrument of therapy and analysis in the speech correction clinic. Doctor's, 1936. Temple University. 62 p.

EBERLING, AGNES E. Functional grammar in the junior high school. Master's, 1936. Boston University. 204 p. ms.

EMRY, JUNE. Relating fields of knowledge to training for social intelligence with illustrations from geography. Doctor's, 1936. University of Oregon. 105 p. ms.

FORLANO, GEORGE. School learning with various methods of practice and rewards. Doctor's, 1936. Teachers College, Columbia University. 114 p.

GRIGSBY, JESSIE I. Unit studies in junior high school mathematics with suggestions to student teachers. Master's, 1930. New York University. 80 p. ms.

HARTILL, RUFUS M. Homogeneous grouping as a policy in the elementary schools in New York City. Doctor's, 1935. Teachers College, Columbia University. 63 p.

HERNESS, L. CLIFFORD. Extent and nature of cooperative part-time vocational training in public high schools of the United States. Master's, 1936. University of North Dakota. 115 p. ms.

KUGLE, MARLIN S. Controlled experiment to determine the relative effectiveness of frequent versus infrequent tests in physics. Master's, 1936. Pennsylvania State College. 32 p. ms.

LIBBY, PHILIP A. Personnel study of junior college students. Doctor's, 1935. University of Southern California. 66 p.

LILLEHAUGEN, S. T. Study of the legal relationship between public and private schools. Master's, 1936. University of North Dakota. 56 p. ms.

MAYER-OAKES, GEORGE H. An experiment in character training. Doctor's, 1936. University of North Dakota. 99 p. ms.

MUNCY, CLAIRE F. Types of school library service provided in California secondary schools. Master's, 1936. University of California. 29 p. ms.

ODENWELLER, ARTHUR L. Predicting the quality of teaching: the predictive value of certain traits for effectiveness in teaching. Doctor's, 1930. Teachers College, Columbia University. 158 p.

ROSVOLD, HANS T. Legal aspects of some causes for dismissal of public-school teachers. Master's, 1936. University of North Dakota. 63 p. ms.

WALLS, ROBERT B. Correlation between general intelligence and music ability in the schools of North Dakota. Master's, 1935. University of North Dakota. 45 p. ms.

RUTH A. GRAY

THE VIRGINIA STATE BOARD OF EDUCATION recently issued a bulletin entitled "Regulations of the State Board of Education." The regulations cover the following: The State board, the State superintendent, division superintendents, school boards, teachers, physical education, sanitation, pupil transportation, and minimum requirements and standards for school buildings in the State of Virginia.

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RADIO CALENDAR

SPRING—1937

Courtesy of THE DEPARTMENT OF SUPERINTENDENCE
National Education Association
1201 Sixteenth Street Northwest
Washington, D. C.

*All Programs Listed as Eastern Standard Time
EXCEPT AS INDICATED*

Monday

Morning

9:30-10:00 PST The New World—NBC-KGO
(Pacific Coast Network Only)

Afternoon

12:30- 1:30 National Farm and Home Hour—NBC Blue
2:00- 2:30 American Education Forum—NBC Red
2:15- 2:45 American School of the Air—CBS
5:15- 5:30 Dorothy Gordon, Children's Songs—CBS
5:45- 6:00 Wilderness Road—CBS

Evening

10:30-11:00 National Radio Forum—NBC Blue
10:30-11:00 Let Freedom Ring—CBS

Tuesday

Afternoon

12:30- 1:30 National Farm and Home Hour—NBC Blue
2:00- 2:30 Maddy's Band Lessons—NBC Red
2:15- 2:45 American School of the Air—CBS
3:45- 4:00 Have You Heard?—NBC Blue
5:00- 5:30 Your Health—NBC Blue
5:15- 5:30 Science Service Series—CBS
5:45- 6:00 Wilderness Road—CBS

Evening

6:00- 6:15 Science in the News—NBC Red
7:30- 7:45 Hendrik Willem Van Loon—NBC Red

Wednesday

Afternoon

12:30- 1:30 National Farm and Home Hour—NBC Blue
2:15- 2:45 American School of the Air—CBS
4:00- 4:30 National Congress of Parents and Teachers—
NBC Blue
4:00- 4:45 Curtis Institute of Music—CBS
5:15- 5:30 Dorothy Gordon, Children's Songs—CBS
5:45- 6:00 Wilderness Road—CBS

Evening

6:00- 6:15 Our American Schools—NBC Red

Thursday

Afternoon

12:30- 1:30 National Farm and Home Hour—NBC Blue
2:00- 2:15 Academy of Medicine—CBS
2:00- 2:30 Men Who Made History—NBC Blue
2:15- 2:45 American School of the Air—CBS
5:45- 6:00 Wilderness Road—CBS

Evening

9:30-10:30 America's Town Meeting of the Air—NBC Blue

Friday

Afternoon

12:30- 1:30 National Farm and Home Hour—NBC Blue
2:00- 3:00 Damrosch Music Appreciation Hour—NBC
Red and Blue
2:15- 2:45 American School of the Air—CBS
5:15- 5:30 Dorothy Gordon, Children's Songs—CBS
5:45- 6:00 Wilderness Road—CBS

Evening

6:00- 6:15 Education in the News—NBC Red

Saturday

Morning

10:30-11:00 Let's Pretend—CBS
11:00-11:15 Our American Schools—NBC Red
11:30-12:00 Magic of Speech—NBC Blue

Afternoon

12:30- 1:30 National Farm and Home Hour—NBC Blue
5:30- 5:45 Drama of the Skies—CBS

Evening

6:30- 6:45 PST Education Today—NBC-KGO
(Pacific Coast Network Only)

Sunday

Morning

10:30-11:00 Music and American Youth—NBC Red
11:15-11:30 Hendrik Willem Van Loon—NBC Blue

Afternoon

12:30- 1:00 University of Chicago Round Table—NBC Red
1:30- 1:45 Transatlantic Bulletin—CBS
1:45- 2:00 History Behind the Headlines—CBS
2:00- 2:45 Music of the Theatre—CBS
3:00- 5:00 New York Philharmonic Symphony Orches-
tra—CBS
3:30- 4:00 The World Is Yours—NBC Red

Evening

10:30-11:00 Romance of '76—NBC Blue

This calendar lists sustaining programs only

SCHOOL LIFE



May
1937

Vol. 22 • No. 9



IN THIS ISSUE



For Youth's Sake • Student Employment • Planning School Buildings • Observation and Rating of Behavior Difficulties • Vocational Education in Review
CCC Camps Make Summer Plans • Preparing to Teach Exceptional Children

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

WRITE TO:

The Office of Education,
U.S. Department of the
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Native and Minority
Group Education

Vocational Education

Parent Education

Physical Education

Rehabilitation

Teacher Education

Health Education

Industrial Education

Educational Tests and
Measurements

Comparative Education

Adult Education

SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.



May 1937

Vol. 22, No. 9

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by MIRIAM TROOP, Moore Institute of Art, Science and Industry, Philadelphia, Pa.

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For Youth's Sake



SURELY we owe to the next generation the kind of education that will release its fullest intellectual powers to grapple with the problems of its day.

Our own ideas and doctrines have not solved our own problems. They have not done so in any generation. But we only store up trouble for our children when we use our schools to pass on to the younger generation doctrines which may already be obsolete or doctrines which we can merely calculate will fit some future day. No generation can see clearly the demands of the future.

I do not believe that youth should be indoctrinated with our own prejudices or our own hopes. Instead, I believe that youth should be taught how to think clearly; how to reason; how to weigh evidence; how to be constructively critical. This is the major task of education.

Young people thus trained should be better able to meet new situations, because they have learned not what to think but how to think; not what to believe but how to earn a belief; not what an answer is but how to find an answer. They will be prepared to build finer communities than we have built, if they are thus taught.

The very idea of "a finer community" suggests changes—improvements of the present over the past; improvements of the future over the present. The question mark boldly written across the horizon today concerns not whether change is coming but how it will come and what course it will take. Will the processes of democracy, of group decision, enable society to move forward in a peaceful way? The answer to that question depends largely upon how soundly we are able to strengthen the educational foundations of a democratic society. And for the sake of youth—home, school, and community should cooperate toward that goal.

J. H. Stoddhake

Commissioner of Education.

Vocational Education in Review

EXPERIENCE has demonstrated that solutions to many problems which arise in connection with a publicly supported program of vocational education cannot be found by school administrators alone. A number of States are making effective use of both State and local advisory committees in setting up and conducting vocational education programs. These committees are composed of employers, employees, and educators.

States overmatch funds

Under the provisions of the Smith-Hughes Act, States receiving Federal grants for vocational education are required to match them dollar for dollar. During the first year in which the act was operative, 1918, the States as a whole contributed \$2.65 for every dollar of Federal money. This matching rate climbed steadily until it reached a peak in 1934, when \$3.06 of State and local money was contributed for every dollar of Federal money. Due to the depression period, the rate dropped and in 1935, the States contributed \$2.13 for every dollar of Federal money. Last year, however, the States increased their matching rate, contributing \$2.43 of State and local money for every dollar of Federal money allotted to them for vocational education.

Enrollments increase

The enrollment of 1,381,701 persons in vocational classes in agriculture, trade and industry, and home economics, reported by the States for 1936, represents an increase of 134,178 over the previous year. Of the total number enrolled, 391,168 were farmers, employed industrial workers, and homemakers receiving instruction in subjects relating to their daily employment; 334,513 were employed youth enrolled in part-time classes; and 656,020 were youth enrolled in full-time classes, preparing for employment in agricultural, trade and industrial, and homemaking pursuits.

Agricultural education

For the fourth successive year, an exceptional load has been placed on teachers of vocational agriculture in

C. M. Arthur, Research Specialist, Vocational Education Division, Office of Education, Reviews Services of That Division and Presents Statements From Chiefs



J. C. Wright, Assistant Commissioner for Vocational Education,

"The growth of the vocational education program is measured not only by enrollments but by its effectiveness in fitting the individual for work, in the factory, in the office, on the farm, and in the home."—J. C. WRIGHT, *Assistant Commissioner for Vocational Education.*

acquainting farmers with recovery programs promulgated by recovery organizations, and in helping them to adjust their farming operations to meet new economic and social conditions.

The greatest expansion ever recorded in part-time instruction for out-of-school farm youth, 16 to 25 years of age, in agriculture and such related subjects as economics, civics, and sociology, took place in the States last year.

The resignation of many well-trained and experienced agricultural teachers who have accepted higher-salaried positions in emergency and recovery agencies

has created a difficult replacement situation in many States.

A glance at the reports from the States in the four regions—North Atlantic, Central, Pacific, and Southern—shows that commendable progress has been made during the year in activities included in the vocational agriculture program.

Among the outstanding developments in these regions are: Adoption by many agricultural teachers of the cross-section program under which instruction in major farming enterprises is distributed through the 4-year course; focusing attention upon the supervised farm practice program of students as the nucleus for permanent farm business; formulation of plans for placing vocational agriculture graduates; development of a consciousness among agricultural graduates of a need for continuation training after they have left school, to meet specialized problems in their farming operations; expansion of "live-at-home" instruction programs for both whites and Negroes; development of self-sufficient community programs under Works Progress Administration education funds, involving the organization of cooperative associations, canning centers, sawmills, curing houses, and forums.

F.F.A. and N.F.A. activities

The farm and community improvement projects, thrift banks, public-speaking contests, pest-control programs, and various other projects carried on by the local chapters of the Future Farmers of America and its counterpart, the New Farmers of America, composed of Negro vocational agriculture students, have done much during the year to advance the cause of agriculture and to focus attention upon the effectiveness of vocational agriculture departments.

Trade and industrial education

Continued efforts have been made by the States during the year to provide training for those whose vocational skill

has been outmoded, to qualify them for existing jobs, and to keep employed workers up to date in their vocations.



"Reports from many of the States describe curriculum revision programs now under way to insure an adequate instructional program in home making." FLORENCE FALLGATTER, Chief, Home Economics Education Service.

There was a material increase during the year in the enrollment in technical vocational courses set up to prepare young persons as assistant technicians in the textile industries concerned with the dyeing and designing of fabrics, the steel and aluminum industries, testing laboratories, and the drafting departments of engineering offices. Greater use has been made of surveys to determine the need for vocational training in a community. Vocational training courses in handiercrafts have increased; there has been an increased emphasis on the use of coordinators in an effort to bring about a greater interest and participation on the part of employers and workers in the development and operation of vocational programs; an expansion in apprentice training and in training programs for foremen, supervisors, and department heads is evident; greater emphasis has been placed



"High-school retail selling classes are making a comparatively small contribution at the present time toward preparing boys and girls for distributive occupations."—E. W. BARNHART, Chief, Commercial Education Service.

upon cooperative part-time apprentice training; and there has been an increased interest in trade and industrial programs for girls and women, including girls preparing for wage earning, women out of work or about to be dropped from employment, and women who have never worked before but who have been driven to it through economic necessity.

Considerable advance has been made, also, in trade and industrial education

programs in Hawaii, Puerto Rico, and Alaska.

Home economics education

To meet the changing needs in the field of homemaking the curricula in home economics teacher-training institutions have been undergoing revision during the year. Increasing emphasis has been centered upon family and personal finance, consumer-buying, housing, safety in the home, and family relationships.

Large numbers of home economics teachers resigned to accept higher salaries in recovery organizations. The resulting shortage has made it necessary to employ teachers with limited experience and provisional certificates, and to provide in a



"The number of disabled persons rehabilitated during the past few years has varied in consistent ratio with the amount of funds available for expenditure for rehabilitation purposes."—J. A. KRATZ, Chief, Vocational Rehabilitation Service.

variety of ways for giving them additional training in service.

A special program for training itinerant teacher trainers in home economics education for Negroes was set up during the year in anticipation of a demand which is expected to develop when the George-Deen Act becomes operative July 1.

Other developments in home economics reported in the States were: Exchange classes in agriculture and home economics combined and in home economics alone, for boys; changes in curricula to meet changing conditions; an expansion in adult homemaking programs; and improvement in methods of preservice training for teachers.

Commercial education

In reports from the States special attention is directed to the tendency to train a

greater number of persons in shorthand and bookkeeping courses than can be absorbed in industrial and business establishments.

Greater attention than heretofore is being given to instruction in salesmanship. However, the total enrollment in schools



"A demand for more than 3,000 new departments of vocational agriculture in high schools has resulted in a shortage of teachers qualified to staff these departments."—J. A. LINKE, Chief, Agricultural Education Service.

offering instruction in salesmanship (28,000) is comparatively small, when it is considered that 100,000 to 150,000 persons of high-school age are absorbed each year into sales occupations.

Interest in high-school courses preparing for store employment is growing. Federal funds authorized under the George-Deen Act, passed by Congress in 1936, will enable State boards to provide more adequate training than has been possible for those engaged in retailing and other distributive businesses.

Vocational rehabilitation

Cooperative vocational rehabilitation programs organized under the terms of the Federal Act of 1920 are now in operation in 45 States, the District of Columbia, the Territory of Hawaii, and the Island of Puerto Rico. Vocational rehabilitation legislation is now being considered by the legislatures of the three States—Delaware,

"The country as a whole suffers from an oversupply of people who attempt to enter occupations for which they have not been adequately trained and in which they cannot do satisfactory work."—FRANK CUSHMAN, Chief, Trade and Industrial Education Service.



Kansas, and Vermont—which have not yet accepted the provisions of the Federal Act.

During 1936, 10,338 persons disabled through accident, sickness, or congenital causes were vocationally rehabilitated and placed in suitable employment. State reports show further, also, that at the

[Concluded on page 271]

New Government Aids for Teachers

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

GLIMPSES of Historical Areas East of the Mississippi River Administered by the National Park Service, an illustrated handbook, which may be used in history and geography classes, is to be had free of charge by writing to the National Park Service, Washington, D. C. The publication is divided into six parts, namely: The Colonial Period, the Revolution, the Early Republic, the War between the States, the Recent Era, and Historical Areas in the District of Columbia, such as the Washington Monument, Lincoln Memorial, the house where Lincoln died, etc. Among the many illustrations is Wakefield House, George Washington's Birthplace. Six full-page sectional road maps covering the whole territory are also included.

The report to the President of the Great Plains Committee on *The Future of the Great Plains* can now be had by sending 40 cents to the Superintendent of Documents, Washington, D. C. The data included is presented under the following three major headings: General Physical Characteristics of the Area, Use and Misuse of Lands and Water, and Program of Readjustment and Development.

The *Tennessee Valley Authority, 1933-37* tells of the parts played by navigation and flood control, electricity, plant foods and conservation, national defense, and resources, in the unified development of the Tennessee River system. Ask TVA for a free copy.

Accomplishments of the Housing Division of the PWA and a chapter in the definitive history of American housing are given in *Urban Housing*, Bulletin No. 2. (20 cents.)

In *Public Works Administration—The First Three Years* is to be found the following statement: On measuring PWA's contribution to education in terms of dollars, approximately three-quarters of all school construction in the 3 years starting in 1933 has been financed by it and carried out under its auspices. Thirty thousand classrooms have been added through its construction program, and new accommodations for more than a million pupils provided. The program



Wakefield, George Washington's birthplace.

provided for the construction of more than 4,000 educational buildings, for the repair and rehabilitation of 1,000 additional structures. A half billion dollars in school construction has proceeded under PWA auspices. A post card addressed to PWA headquarters, Washington, D. C., will bring you a free copy of this bulletin.

State Planning Programs and Accomplishments, a report of the National Resources Committee, reviews activities of 48 State planning boards in completing inventories of State resources and laying the groundwork for long-range development programs. Contains a bibliography of State regional planning publications and statements by each of the planning agencies prepared by the boards themselves following a general outline suggested by the State research staff in the Washington office of the National Resources Committee.

In addition to the publication on the Constitution mentioned on page 166 of

SCHOOL LIFE for February, the following reference material on the Constitution has been published by the United States Constitution Sesquicentennial Commission, Washington:

Commission's Book—The Story of the Constitution (192 pages) is a valuable source of information upon all subjects relating to the formation of the Constitution, including facts pertaining to its formation and meaning; literal texts of the Constitution, of the Declaration of Independence, and of Washington's Farewell Address; portraits and sketches of the signers of the Constitution and of the Chief Justices; tables of ratification, admissions, and of amendments; alphabetical analysis; national growth and changes (with maps); history of the Great Seal; and questions and answers pertaining to the Constitution. Paper-covered book, 10 cents a single copy; 15 cents when mailed in cardboard carton. Orders of 10 or more for schools, 10 cents a single copy.

[Concluded on page 272]

Observation and Rating of Behavior Difficulties

THE DEVELOPMENT of growing personalities of children may be studied by observing their social behavior. In the schoolroom there appear different types of behavior difficulties, some of which have a greater bearing than others on the future development of the children.

The findings of several research studies indicate that teachers are impressed with behavior difficulties which interrupt the work of the class or the smooth functioning of the school, but are not so concerned with social traits which are symptomatic of serious maladjustment to life in general. For example, a pupil who reacts vigorously to the infringement of his assumed personal rights, so that he often gets into argument and sometimes into physical combat, is likely to be judged by his teacher as behaving more abnormally than the pupil who plays by himself and reacts very feebly to class discussion and socializing projects.

Teachers are often judged primarily by the degree of discipline maintained. Discipline is considered by many administrators to be a sort of prerequisite to learning. Furthermore, since noise and trouble in the classroom are easily discernible, they loom large in estimating teaching efficiency. Thus teachers have been impelled by the type of efficiency demanded of them by their superiors to pay attention to the behavior which disrupts quiet, dignified schoolroom procedure and orderly playground activities.

Another factor influencing this situation is the size of class. Teachers are impressed with the behavior traits which interfere with the smooth functioning of the school, not alone because of the attitude of administrators, but also because classes are large and there is little time to devote to the individual pupil apart from the regular class work and the individual pupil behavior which seems to detract from it.

Wickman study

The first study of importance relating to the attitudes of teachers towards behavior difficulties of pupils was made by

David Segel, Senior Specialist in Tests and Measurements, Suggests Possible Means of Assisting Teachers in Dealing With Maladjustment Problems

Wickman.¹ He asked two groups—teachers and mental hygienists—to estimate the seriousness of some 50 behavior traits found in children. He asked the teachers, “How serious (or undesirable) is this behavior in any child?” and “To what extent does it make him a difficult child?” The teachers in their answers emphasized as most serious such behavior as untruthfulness, cruelty and bullying, cheating, talking to other pupils in class, impertinence, and truancy.

The mental hygienists, on the other hand, were asked, “What is your professional opinion of the seriousness or importance of this behavior when occurring in any school child with regard to its future effect in limiting his or her happiness, success, and general welfare after leaving school and on entering adult social and industrial life?” The traits noted as highly undesirable by them were such as: Unhappiness and depression, unsocial attitudes, withdrawal, suggestibility, resentfulness, fearfulness, overcritical attitude, suspiciousness, and restlessness. The difference in the types of traits noted as significant by teachers and by mental hygienists lay mainly in the fact that teachers emphasized traits which operated against the normal functioning of the school, whereas the mental hygienists emphasized those traits which research and experience in the field of child psychology have shown to be the most serious for the general adjustment of pupils to life.

Wickman's study was deliberately aimed at getting the response of the teacher to her immediate situation as opposed to the professional opinion of mental hygienists, of the effect of traits on the individual's future. The results of his study have been supported by the results of other similar or related studies

¹ Wickman, E. K. *Children's Behavior and Teachers' Attitudes*. Commonwealth Fund, New York, 1928.

made more recently.² It seems, according to their findings, that teachers are likely to look at behavior problems or social traits in children from the standpoint of the practical instructional situation in which they are placed.

That the school recognizes, however, the seriousness of other types of behavior difficulties is shown by the growth of extra services of the school, such as the special class, the child guidance clinic, and counseling programs. These services have been introduced to correct maladjustments which teachers too busy with their regular classes cannot take care of, but which persons especially trained to look for fundamental causes of maladjustment and who are not faced with the immediate class situation can handle. However, with the center of interest in education passing from subject matter to the child, it seems logical that teachers should increasingly become conscious of the relative importance of children's behavior traits, be prepared to recognize serious symptoms, and know something of the possibilities for treating the conditions found.

Ellis and Miller study

Pertinent to this problem is the study

² Laycock, S. R. *Teacher Reaction to Maladjustment of School Children*. *British Journal of Educational Psychology*, 4: 11-29. (1934.)

Yourman, J. *Children Identified by Their Teachers as Problems*. *Journal of Educational Sociology*, 5: 334-43. (1932.)

MacClenathan, R. H. *Teachers and Parents Study Children's Behaviors*. *Journal of Educational Sociology*, 7: 325-33. (1934.)

McClure, W. E. *Characteristics of Problem Children Based on Judgments of Teachers*. *Journal of Juvenile Research*, 13: 124-40. (1929.)

Boynton, Paul L. and McGaw, Bonnie H. *The Characteristics of Problem Children*. *Journal of Juvenile Research*, 18: 215-22. (1934.)

Houtchens, H. Max. *Teachers' Judgments of Pupil Adjustment*. *Journal of Educational Psychology*, 27: 672-76. (1936.)

by Ellis and Miller,³ who attempted to find out if teachers realized that behavior difficulties or traits other than those which they are compelled to face in the classroom might be important. They asked the teachers concerning the same set of traits used by Wickman the question, "How much will the possession of this trait by a child handicap him in his future development and adjustment as an adult?" With the question worded to bring out this more remote end, it was discovered that teachers were in somewhat greater agreement with the mental hygienists than Wickman had found. Yet although the study showed that teachers are aware of undesirable traits in children that may not make the child difficult from the point of view of the classroom, it also showed that teachers are still far from being in complete agreement with Wickman's mental hygienists as to ratings given specific traits. They apparently need to know more about the significance of various behavior traits; they need experience in the observation of behavior so that the more undesirable traits may be recognized; and they need training in the treatment of pupils presenting specific behavior difficulties.

The training in regard to the first of these factors can be secured in many teachers colleges and universities—either in regular classes or in extension classes. The training in the recognition and treatment of behavior difficulties can be attained by teachers on the job, if they are willing to make the effort. It is the purpose of the rest of this article to point out some guideposts in the observation of pupils to determine significant behavior traits.

Greatest weakness

It has been found that merely to ask for a rating on quite general behavior traits, such as cooperation, loyalty, honesty, truthfulness, and leadership, without defining them in greater detail, produces poor results. The greatest weakness of such a simple scheme lies in the fact that the different traits are not isolated from one another in the rating process. If a teacher rates a pupil high in one trait, she is very likely to rate him high in the other traits also. In other words, the discriminative value of such a simple rating device is low.

Better results are secured when the traits being rated are defined on a scale of values such as in the Haggerty-Olson-Wickman Behavior Scales.⁴ Here the

³ Ellis, D. B. and Miller, L. W. Teachers' Attitudes and Child Behavior Problems. *Journal of Educational Psychology*, 27: 501-11. (October 1936.)

⁴ Published by the World Book Co., Yonkers, N. Y., 1930.

rater is asked, for example, in regard to leadership, to rate on a scale as follows:

C. Does he get others to do what he wishes?

Probably unable to lead his fellows.

Lets others take lead.

Sometimes leads in minor affairs.

Sometimes leads in important affairs.

Displays marked ability to lead his fellows; makes things go.

The Maller Inventory of Social and Personal Adjustment⁵ and the New York Rating Scale for School Habits⁶ have a similar arrangement. For example, the Maller scale for leadership is arranged as follows:

Leadership

1. Never leads in social activity.
2. Occasionally acts as leader.
3. Is a born leader, has a high degree of initiative.

For teachers in school systems having limited facilities for checking on behavior, this type of rating can be recommended. The more closely a child's behavior has been observed, the better the resulting estimations will be, yet this plan does not itself call for the actual recording of specific behavior. Estimations may be made at any stated time and represent the total general impression regarding the trait. Many teachers and school administrators can make provision for such ratings.

Winnetka scale

A still more detailed-scheme for the observation and rating of pupils' behavior is illustrated by the Winnetka Scale of Rating School Behavior and Attitudes⁷ developed by Dorothy Van Alstyne. It provides for the rating of such traits as cooperation, social consciousness, emotional security, leadership, and responsibility; but it does this not through any general ratings of these traits nor even through mere descriptions of specific situations involving them, but through furnishing a foundation for a record made from observations of children's reactions in particular situations. For example, the leadership scale is divided as follows:

Situation VIII. When in an organized group with teacher present

Score values

10 Is able to lead a group without being nervous or embarrassed.

8 Leads group in spite of being nervous or embarrassed.

⁵ Published by the author, J. B. Maller, Teachers College, Columbia University, New York City.

⁶ Published by the World Book Co., Yonkers, N. Y.

⁷ Published by the Winnetka Educational Press, Horace Mann School, Winnetka, Ill.

Score values

- 7 Leads small group.
- 6 Does not lead group but is confident in dealing with individuals.
- 3 Tends to be shy with adults but not with children.
- 2 Tends to be shy with children but not with adults.
- 2 Is shy with both children and adults.

Situation IX. When child has opportunity to take responsibility for a group task

- 10 Directs task and carries it to completion for group benefit.
- 9 Takes responsibility for a task without being reminded.
- 7 Takes task but does not complete it.
- 6 Takes responsibility for a task only when especially asked by the teacher.
- 4 Takes responsibility for a task only when special interest is involved.
- 3 Rarely wants to take charge of task.
- 2 Cannot take responsibility for a group task.

Situation X. When in a social situation which allows for initiative

- 10 Can organize and lead large group.
- 9 Can organize and lead small group.
- 6 Can lead another child.
- 5 Takes good care of self but does not attempt to lead others.
- 3 Does not like to have others take the lead and clings to own ideas.
- 3 Bothers other children or bosses them.
- 2 Allows other child to boss him in a way that is harmful to himself or others.
- 2 Shows cruel tendencies, such as bullying (bossing weaker child), ridiculing, etc.
- 1 Plays alone.
- 1 Shows no social initiative.

Other rating schedules

If a teacher follows the suggestions of such outlines of rating not only is she able to recognize and record observations of behavior and get a reasonably accurate rating, but she finds also in such analyses an indication of the type of behavior which is considered significant. Moreover, the more a teacher practices observation of behavior, the more expert will she become in making diagnoses of children's difficulties.

There are other behavior rating schedules which are incorporated with more extensive records concerning the pupil's home life, his educational success, and other items.⁸ Some of these give suggestions for correlating the findings regarding behavior with the other evidence concerning the pupil and point out the types of remedial activities which will aid in solving the problem.

⁸ Detroit Scale of Behavior Factors. Macmillan Co., New York. Case Study Record. Part B, The Diagnosis of Pupil Maladjustment. Edward Bros., Ann Arbor, Mich.

Comprehensive Individual History. Psychological Corporation, New York City.

Diagnostic Child Study Record. Psycho-Educational Clinic, Northwestern University, Evanston, Ill.

Preparing to Teach Exceptional Children

STUDENTS in education are asking with increasing frequency where they can secure the necessary preparation to teach physically or mentally handicapped children. Both teachers in service and teachers in prospect are being challenged by the opportunities at hand for helping children who need specialized techniques or special curricular provisions. But where shall they go to study? What courses shall they take? How can they best fit themselves for the work? The average person cannot give efficient service in the field of special education on the basis of a general preparatory course taken in a normal school or teachers college. As he is to give specialized training, so he himself must first receive specialized training, in order that he may satisfactorily meet the needs of the children entrusted to his care.

To make available to all interested persons the information concerning existing opportunities for study of this kind, several investigations have been carried on and reported during the past 10 years. The most recent one was undertaken by the Office of Education in 1936 as a part of a cooperative project in research in universities, financed by the Works Progress Administration. The accompanying table gives in a nutshell the essential findings, which constitute a clear indication of the extent to which universities and colleges recognize the importance of this type of preparation. They may also be suggestive to those who are looking for a suitable training school.

A large number of institutions—far more than are here listed—offer a few isolated courses of a general nature dealing with one or more groups of exceptional children. It seems timely, however, to make a distinction between such institutions and those in which there is a division of special education or provision for an integrated curriculum organized especially for training teachers in this field. Individual courses in the “education and psychology of exceptional children”, in “mental hygiene of the school child”, or in “juvenile delinquen-

Elise H. Martens, Senior Specialist in Education of Exceptional Children, Presents Data on Preparation to Teach Physically or Mentally Handicapped Children

Institutions offering a teacher-training curriculum for one or more groups of exceptional children

X=curriculum or unit of courses. C=single courses.

State and institution	Blind, partially seeing	Crippled	Deaf, hard hearing	Delicate	Mentally handicapped	Mentally gifted	Socially maladjusted	Speech defective
1	2	3	4	5	6	7	8	9
California:								
San Francisco State College, San Francisco.....			X					
State School for the Deaf, Berkeley.....			X					
University of California, Berkeley.....					C			1 X
University of Southern California, Los Angeles.....			C		C		C	X
Connecticut:								
State Normal School, New Haven.....					X		C	
District of Columbia:								
Catholic University of America, Washington.....							X	
Gallaudet College, Washington.....			X					
Georgia:								
University of Georgia, Athens.....							X	
Illinois:								
Northwestern University, Evanston.....							X	X
University of Chicago, Chicago.....					C		X	
Iowa:								
Iowa State Teachers College, Cedar Falls.....					X		C	C
University of Iowa, Iowa City.....					C		C	X
Kansas:								
University of Wichita, Wichita.....								X
Maryland:								
Johns Hopkins University, Baltimore.....	C	X	X	X	X		C	C
Massachusetts:								
Boston University, Boston.....					C	C	X	
Clarke School for the Deaf, Northampton.....			X					
Smith College, Northampton.....			X				C	
Harvard University, Cambridge.....	2 X							
Perkins Institution and Massachusetts School for the Blind, Watertown.....	2 X							
State Teachers College, Salem.....			X		X			
Michigan:								
Lewis Institute, Detroit.....								1 X
Michigan School for the Blind, Lansing.....	1 2 X							
Michigan School for the Deaf, Flint.....			X					
Michigan State Normal College, Ypsilanti.....	X	X	X	X	X		X	X
Wayne University, Detroit.....	X	X	X	X	X		X	X
Western State Teachers College, Kalamazoo.....					X	C	C	C
Minnesota:								
University of Minnesota, Minneapolis.....					X	C	C	X
Missouri:								
Central Institute for the Deaf, St. Louis.....			X					X
Washington University, St. Louis.....			X					X
Nebraska:								
University of Nebraska, Lincoln.....					C	C		X
New York:								
College of the City of New York, New York.....					C		X	X
Ithaca College, Ithaca.....								X
Lexington School for the Deaf, New York.....			X					
New York Institute for the Education of the Blind, New York.....	2 X							
Teachers College, Columbia University, New York.....	X	X	X	X	X	C	X	X
New York University, New York.....		X	X		X	X	X	X
Rome State School, Rome.....					1 X			
State Normal School, Geneseo.....					X		C	

State and institution	Blind, partially seeing	Crippled	Deaf, hard of hearing	Delicate	Mentally handicapped	Mentally gifted	Socially maladjusted	Speech defective
1	2	3	4	5	6	7	8	9
New York—Continued.								
Syracuse State School, Syracuse.....					¹ X			
Syracuse University, Syracuse.....					¹ X		C	X
University of Buffalo, Buffalo.....					X		C	
North Carolina:								
North Carolina School for the Deaf, Morganton.....			X					
Ohio:								
Ohio State University, Columbus.....			X		X		X	C
Ohio University, Athens.....					X		C	
University of Cincinnati, Cincinnati.....	^{1,3} X						C	
Western Reserve University, Cleveland.....	^{1,3} X						C	
Pennsylvania:								
Geneva College, Beaver Falls.....					¹ X			
Pennsylvania State College, State College.....					¹ X			
State Teachers College, California.....					X			
Temple University, Philadelphia.....		C			X			
University of Pennsylvania, Philadelphia.....					X	C	X	X
University of Pittsburgh, Pittsburgh.....					¹ X		C	
Western Pennsylvania School for the Deaf, Edgewood, Pittsburgh.....			X					
South Dakota:								
South Dakota School for the Deaf, Sioux Falls.....			X					
Tennessee:								
George Peabody College for Teachers, Nashville.....	^{1,2} X					C	C	
Tennessee School for the Blind, Nashville.....	^{1,2} X							
Utah:								
University of Utah, Salt Lake City.....					C		C	X
Washington:								
University of Washington, Seattle.....								X
Wisconsin:								
State Teachers College, Milwaukee.....			X		X		C	X
University of Wisconsin, Madison.....							C	X

¹ In summer session only. ² For blind only. ³ For partially seeing only.

cy" serve an excellent purpose in that they help to orient the teacher of regular classes in the problems of special education which he is likely to meet in the

classroom. Taken alone, however, they can scarcely be said to prepare him to teach exceptional children in a special class. They constitute only the founda-

tion upon which a full curriculum can be built.

It is for this reason that the institutions included in the table are limited to those offering a curriculum or an organized sequence of courses in preparation for teaching at least one type of exceptional children, either handicapped or gifted. Many, as will be noted, go beyond this minimum, and consider several types of children in their training programs. If, in addition to such organized curricula, any institution offers single courses relating to other groups of exceptional children, these also are indicated in the table. In some cases a cooperative relationship has been established between a collegiate institution and a nearby residential school for the deaf or the blind, through which both have a part in the same teacher-training program.

All data were compiled on the basis of information drawn from the school catalogs of 1936. Since college programs change to some extent from year to year, especially for the summer session, any one using this table for purposes of making selection of a training school should check the data against the most recent catalog of the institution and should make personal inquiry before making final arrangements to enroll in the institution of his choice.



F. F. A. News Bulletin

FLORIDA

A new F. F. A. camp located at O'Leno on the Santa Fe River between Lake City and Gainesville has been secured. In addition to the beautiful camp site there is a large combination dining and recreation hall, 14 cabins for boys, 3 for leaders, and 1 which serves as a hospital cabin. All buildings are of logs with cracks cemented, and all are screened. Lights and water are furnished. The use of this camp by the F. F. A. was made possible through the Florida Forest Service.

KANSAS

Members of the Clay Center Chapter believe in studying the programs and

methods of outstanding individuals. A trip was made recently by this group to the home of Paul Leek near Washington and Wilbert Duitsman living near Linn, Kans. Both Paul and Wilbert hold the degree of American Farmer and Paul was Star Farmer of America for 1935. The purpose of the trip was to get ideas on developing individual farming programs.

OKLAHOMA

Dividing their chapter into senior and junior groups, the Ames F. F. A. Chapter has two thrift banks. The purpose behind this chapter activity is threefold: To form habits of regular savings; to acquaint members with the work and responsibilities of a financial organization; and to create a feeling of self-respect which grows out of created savings.

MISSISSIPPI

A recent report from the Bayou State shows 130 local chapters which is an increase of 16 over last year. The Mississippi Association has over 1,200 members.

MISSOURI

Recent reports from the Bolivar Chapter, as set forth in their chapter publication, "The Future Farmer News", indicate that the members are "on their toes." Joint meetings were held about the

first of the year with the dairymen of the county to discuss a community program. According to a survey made the average production per cow in Polk County is only 150 pounds of butterfat per year. This situation revealed the need for a testing program and the Bolivar boys proposed a testing plan to which herd owners agreed. The records kept will provide teaching material for classes.

WYOMING

The "Chief Washakie" Chapter at Worland found it necessary to remodel their farm shop building so as to provide space for a classroom. The agricultural room in the high-school building became too small for the group and was also needed for other classes. This change places the entire department under one roof.

OHIO

The Marietta Chapter represented the Ohio Association on a recent National F. F. A. radio broadcast from Washington, D. C. Oren Gum and Wilson Dennis took the parts of "Joe" and "Jack" in the landscaping skit entitled "The Family Digs In." H. B. Van DerPoel, their instructor, took the part of "Mr. Harvey" in the same production.

W. A. Ross

Alexandria School a Landmark

ONE of the landmarks of old Alexandria, Va., pointed out to visitors who pass through the town, is the former home of Gen. Robert E. Lee, on Oronoco Street. None the less interesting is the brick dwelling next door, in which Professor Hallowell, a Quaker, in the early part of the nineteenth century organized his boarding school for boys.

In an old book shop in Washington there recently turned up an early lithograph of Professor Hallowell's school, not, it is true, the one on Oronoco Street, where the school was started, but the one on Washington Street, where the school was conducted for many years.

It was in the latter part of 1824, just at the time of General Lafayette's well-remembered visit to Alexandria, that Benjamin Hallowell, at the age of 25, left the Westtown Boarding School, near Philadelphia, where he had taught for 3 years, and came to Alexandria, then a part of the District of Columbia, to make a home for himself and to start a boarding school for boys. It was shortly thereafter, in the house still standing at 609 Oronoco Street, that Robert E. Lee came to him for instruction in mathematics in preparation for entrance into the United States Military Academy. This school, started so inauspiciously, with but a handful of boys, was destined to become well-known throughout the States for its success in preparing young men for West Point.

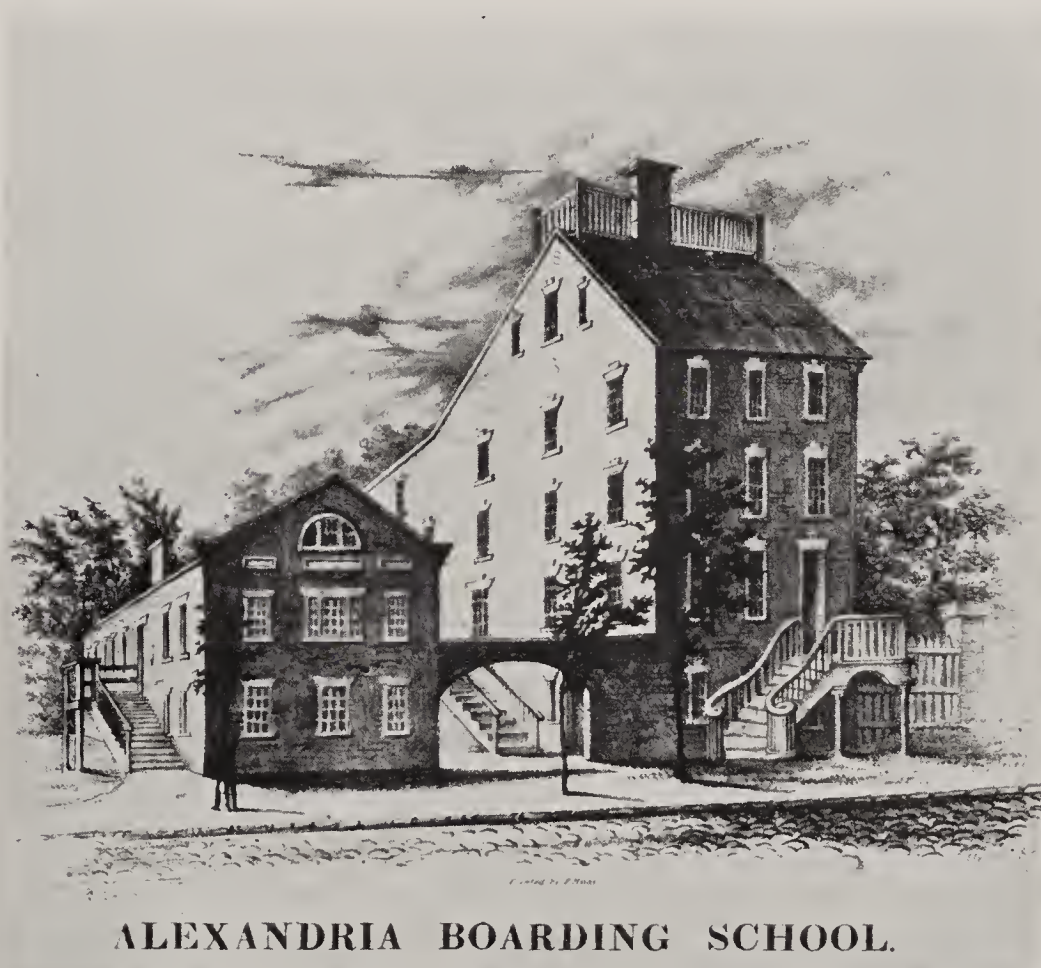
It was not in the Oronoco Street house, however, that the school grew and flourished, for the spring of 1826 found Professor Hallowell becoming dissatisfied with the location of the school and he decided to move it to a more suitable part of town.

House still stands

From a good friend, Mrs. Elizabeth Y. Hooe, he rented a house on the southwest corner of Washington and Queen Streets and here the school was conducted for several years. This house, first known as the Hooe house and later as the Lloyd home, is still standing, a lovely old residence facing Alexandria's main thoroughfare.

During the years that Professor Hallowell rented this home, so prosperous did

Edith A. Wright, Assistant in Research Bibliography, Office of Education Library, Presents Sketch of Famous Old School



A rare view of Benjamin Hallowell's School in Alexandria as it appeared in 1834 at the height of its popularity.

the school become, that it was necessary in 1830 to rent a tobacco warehouse on Washington Street, just south of his home, to be used as a schoolhouse. In 1832, the Hooe property was put up for sale and the house which Benjamin Hallowell had rented on the corner of Washington and Queen Streets passed into the hands of John Lloyd. This greatly inconvenienced the professor just at the time when the school was beginning to flourish. Steps had to be taken immediately in order to continue the school. There was a sugar house at that time also on Washington Street, south of the old Hooe house, which was bought by Professor Hallowell and

remodeled for a school and boarding house. This, together with the tobacco warehouse, purchased at the same time, was sufficient to meet the needs of the school, and the move was made from the Hooe house in 1833. The tobacco warehouse and the sugar house, having long since passed from view, the accompanying picture, reproduced from the recently discovered contemporary lithograph, dated 1834, is of more than passing interest.

Lithograph important

The lithograph itself is of importance, as it is one of the earliest views, known to exist, of the Hallowell School. A later

picture from a pen and ink sketch by Professor Hallowell himself, shows the school as it appeared in 1847 after an observatory had been added. Another interest attaches to the lithograph as it is signed by Henry Stone, who in the 1820's was located in Washington, D. C., and was one of the earliest lithographers in America.

It was in these buildings, much as they are here portrayed, that the school was continued for many years. The school itself passed out of the Hallowell family in 1859, and later the buildings were torn down. But in the early days of its existence it gained an enviable reputation as a high class school for boys. The course of instruction set forth in the circular of August 1834 bears testimony to the higher branches of learning offered. "In this institution," says the circular, "are taught, besides the Latin and Greek Language, Spelling, Reading, Writing, English Grammar, Geography with the use of the Globes, Ancient and Modern History, Arithmetic, Book Keeping, Algebra, Geometry, Application of Algebra to Geometry and to the Doctrine of Curves; Method of Calculation, nature and use of Logarithms; Plane and Spherical Trigonometry, Spherical Projections, Theory and Practice of Surveying, Levelling, &c., as connected with the duties of a Civil Engineer, Navigation, Conic Sections, Mechanics, Hydrostatics, Pneumatics, Optics, Electricity, Galvanism, Magnetism, Chemistry, Astronomy, including the calculations of Solar and Lunar Eclipses, Occultations, Transits, &c.; the Methods of Fluxions, Differential and Integral Calculus and their application to Physico-mathematical Sciences, &c." From this extensive array of subject matter one can judge the character of the school. Neither was the physical equipment of the school overlooked, for, "In addition to a good collection of philosophical and chemical apparatus," says the circular, "the students have the free use of a cabinet of minerals, and of a library containing upwards of 600 volumes of well selected works of history, biography, philosophy, poetry, &c."

Such was the old Alexandria Boarding School at the time of the accompanying picture, at a period in its history when there were students from 14 States and territories and from foreign countries, many of them sons of distinguished families.

Besides his activities in connection with the school, Benjamin Hallowell was a well-known figure in Alexandria a century ago, helping in 1834 to establish the Alexandria Lyceum and bringing to it such distinguished lecturers as J. Q. Adams and Samuel Goodrich, or Peter Parley, as he was wont to be known.

Opportunities for Teachers and Leaders in Parent Groups

THE 1937 SUMMER SCHOOL SESSIONS of many colleges and universities and State teachers colleges offer teachers wide opportunity for orientation in pre-school education, parent education, education for marriage and family life and family relationships.

Teachers in service in nursery schools, kindergartens, and lower elementary school grades, leaders of parents' study groups and of parent-teacher associations, social workers, nurses and parents—whether they are graduate or undergraduate students working for credits, or lay leaders working without regard to credits—will find offerings in many institutions that lead to better understanding of child growth, and of family relationships. Courses or parts of courses in practical methods of conducting study groups; in successful means of interviewing parents at home and in assisting them with their problems; and in good procedures in the field of parent-teacher cooperation are found in many summer school programs. Teachers will be increasingly interested in such courses.

In view of the demand for professional services in developing successful cooperation between parents and teachers and in order that teachers may feel more confidence in their ability to meet parents and help them understand and solve their problems, some universities and State teachers colleges sponsor short institutes and conferences. These offerings are important because they represent the effort that is being made to meet the growing and popular need for professional recognition and support of the more or less experimental field of parent education.

The term "institute" is sometimes used to indicate the department in a college or university where a curriculum is offered. Examples of the use of this term where courses in family life education, parent education, child development, or related courses are to be given in the 1937 summer sessions are to be found at Vassar College, Summer Institute of Euthenics; the University of Washington, Seattle, Institute in Education for Family Life; and Columbia University, Teachers College, Child Development Institute.

The University of Iowa, for 3 days in June, will conduct its eleventh conference on child development and parent education. In addition to this feature of the program a curriculum for an 8 weeks' term is offered for credit and is open to students under specified requirements without credit.

Another type of short-term offering, usually lasting not longer than 5 or 6 days, is the parent-teacher or parent education institute such as may be found in the Summer School at Yale, University of Maryland, and many other institutions throughout the United States.

Partial listing

The following listing is confined to information which has been sent in to the Office of Education. Obviously there are many more institutions offering equally valuable programs for the orientation of teachers and others in the techniques of adult learning, and in the field of parent education and education for family life.

- Alabama College, Montevallo, Ala.
- University of Alabama, University, Ala.
- University of California (Adult Education), Berkeley, Calif.
- University of Denver, Denver, Colo.
- Colorado State College, Fort Collins, Colo.
- University of Colorado, Boulder, Colo.
- Yale University, New Haven, Conn.
- Kansas State College of Agriculture and Applied Science, Manhattan, Kans.
- University of Maryland, College Park, Md.
- Michigan State Normal College, Ypsilanti, Mich.
- Western State Teachers College, Kalamazoo, Mich.
- University of Minnesota, Minneapolis, Minn.
- Columbia University, New York, N. Y.
- University of Buffalo, Buffalo, N. Y.
- Vassar College, Poughkeepsie, N. Y.
- University of North Carolina, Chapel Hill, N. C.
- Ohio State University, Columbus, Ohio.
- East Central State Teachers College, Ada, Okla.
- Southeastern State Teachers College, Durant, Okla.
- Southwestern State Teachers College, Weatherford, Okla.
- Central State Teachers College, Edmond, Okla.
- George Peabody College for Teachers, Nashville, Tenn.
- University of Texas, Austin, Tex.
- University of Washington, Seattle, Wash.
- State Teachers College, Milwaukee, Wis.

ELLEN C. LOMBARD,
Associate Specialist in Parent Education.

Appointed



CYRIL F. KLINEFELTER was recently appointed to the position of administrative assistant to the Commissioner of Education. Creation of the new position was authorized by the last Congress.

Dr. Klinefelter had been editor and educational consultant of the Vocational Education Division of the Office of Education. In 1920 he became a member of the staff of the trade and industrial education service of the Federal Board for Vocational Education, now consolidated with the Office of Education. Dr. Klinefelter continued in this service until August 1935, when he assumed the position of editor and educational consultant, which he has held to the present time. For 2 years, 1933-35, he was on full-time detail to the Federal Emergency Relief Administration as assistant director of the Education Division.

It will be the duty of the new administrative assistant to aid the Commissioner of Education in the administrative duties of the Office, acting as technical and administrative assistant on problems and policies concerned with the internal administration of the Office and with certain problems in relation to other Federal, State, and local governmental agencies.

SCHOOL LIFE, official organ of the Office of Education, comes to you 10 months of the year for \$1. With a subscription you also receive MARCH OF EDUCATION, the Commissioner's news letter.

Needed Research in Secondary Education



A REPORT on *Problems and Questions in Secondary Education Suggested for Investigation* was recently released by the National Committee on Research in Secondary Education. The report is the work of a special committee consisting of D. H. Eikenberry of the Ohio State University as chairman, and Harl R. Douglass of the University of Minnesota, W. C. Reavis of the University of Chicago, and John Ruff of the University of Missouri as members. This committee sent requests to more than 1,500 persons in key positions asking them to submit statements of the most insistent problems in secondary education which demand research at the present time.

From the responses received the committee developed a list of 997 research problems which are classified in the report under the following heads:

Philosophy of secondary education--	48
Secondary school population-----	42
Organization of secondary education-----	29
Influences controlling secondary education-----	26
Secondary school staff-----	86
Curriculum and method-----	581
Community relationships-----	19
Guidance-----	62
Plant and equipment-----	2
Administration and supervision-----	78
Historical and comparative-----	24
Total-----	997

It is to be noted that the subject "*curriculum and method*" includes more than half of the problems suggested and that more than four-fifths of the total are included in four categories, namely, curriculum and method, staff, administration and supervision, and guidance. Check of the positions of those responding against the fields in which they suggested problems reveals that all groups without exception named *curriculum studies* most frequently. Studies in *administration and supervision* were placed second in frequency by administrative groups such as city superintendents, county superintendents, high-school principals and assistant principals, and headmasters of private schools. *Staff problems* were in second place with high-school teachers and persons connected with teacher-

training institutions. *Guidance* was favored as the second most significant field by university admissions officers and deans of junior colleges.

The problems suggested for investigation vary all the way from curriculum adjustments needed for gifted pupils to the academic content material which should be prepared for the lowest 10 percent of the pupils in senior high school; from relative values of practice teaching and apprentice teaching to inquiries into desirable levels of mastery of academic subjects by those preparing to teach in secondary schools; from the extent to which moving pictures can replace reading courses in high school to the effect on Latin instruction of teaching pupils the Roman pronunciation with insistence on quantity. Here are included subjects suited to all tastes in research.

Report to be published

Most frequently, where methods of investigation and sources of data are suggested or implied, the study of practices seems to be intended. Numerous problems include wordings such as "ways in which the schools are . . .", "what is being done . . .", "the present status of . . .", "a survey of current practices in . . .", "what change has taken place in . . .", "procedure for securing desirable types of . . .", and the like. Probably not so often, but certainly with enough frequency to deserve comment, wordings such as "to what extent ought . . .", "what can be done . . .", "what materials should be developed for . . ." indicate a viewpoint of inquiry into *what should be* rather than into *what is*. Problems involving relationships and comparisons, usually between two alternatives, are not uncommon. Relatively few of the statements indicate that an experimental approach is contemplated.

The National Committee on Research in Secondary Education at its annual meeting last February took action looking toward preparation of the report for printing by some educational agency. A subcommittee has been appointed by Chairman E. J. Ashbaugh to assist Dr. Eikenberry's committee in getting the report published.

CARL A. JESSEN

Planning School Buildings

THE PLANNING of the school plant, which is to be completed this spring, for Dyess Colony, Arkansas, is of particular interest, first, because it is an example of cooperative effort in the functional planning of a school plant to meet the needs of a given community and, second, because the community is a pioneer colony existing in the twentieth century.

The community

Dyess Colony was originally planned in 1934 by W. R. Dyess of the Emergency Relief Administration, and Harry L. Hopkins, at that time Federal Emergency Relief Administrator, in order to provide homes and employment for families on relief in Arkansas. Later the colony was organized as a State corporation, and in October 1936 it was incorporated under the laws of Arkansas as the Dyess Cooperative. In other words, early in its history it ceased to be "Federal", and became a local community operating under State laws. This meant that the community could construct its own school buildings with W. P. A. labor, and that the schools of Dyess have been organized as a school district in accordance with the laws of Arkansas. This school district is now a part of the State school system operating under the State Department of Education, and it is the recipient of State funds the same as any other school district in the State of Arkansas. The school board is composed of members of families living in Dyess Colony, Inc.

The colony is situated on 100 square miles of rich Mississippi Delta land in eastern Arkansas. There are now 500 families, plus 40 families of administrative employees, teachers, nurses, doctors, and others. Sites for homesteads consist of 20, 30, or 40 acres. The families were selected on the basis of farming experience, and farming is the chief occupation by which the colonists are expected to become self-supporting, although there are also subsidiary industrial activities. For example, in the central part of the colony, where the administration building is located, there is a store, a cafeteria, a carpentry shop, machine shop and garage, shoe and harness shop, small canning factory, printing, plumbing, and electrical

Alice Barrows, Senior Specialist in School Building Problems, Office of Education, Reports On a "Twentieth Century Pioneer Community."

shops. Subsistence in the colony was made possible in the beginning through cash to families for construction work on the colony. After the construction is completed the colonists will depend upon farming for subsistence. At the present time the community is already operating in part as an economic unit. Last year the amount of cotton, by actual statistics, showed more than a bale per acre.

Here was a community that was being organized from the ground up, and here was an opportunity to develop a school that would be not only a living school for children but a natural center for the recreational and educational needs of both young people and adults. To accomplish this end, it was clear that two points had to be borne in mind.

The central school

First, Dyess is a pioneer community. This means that many of the community activities outside of school have great educational value for children. Schools have never had a monopoly of the education of children. A child's education goes on from the moment he gets up in the morning until he goes to bed at night. And he has more hours of education outside of school than in school. Unfortunately, in our large industrial cities much of the education outside of school tends to distort a child's life in various ways. We have to make laws to keep children out of factories because it is undesirable for children to work in them from either an educational or health standpoint. However, in a small integrated community like Dyess Colony where everyone is occupied in common tasks essential to the life of the community and where the shops are small and run by the people themselves, it is possible for children to get much valuable education, as they did in the old, pioneer, New England communities, by helping their fathers and brothers in the shops, the store, the farm, in work that has to be done to keep the community going. Such a coordination between the school and

community life gives a reality and vitality to education that is invaluable to children.

Under these circumstances, it would have been absurd to duplicate in the school in an artificial way the activities which exist in the community. Consequently it was recommended that the central school, which is to have all the grades from the first through high school, should be located within a block of these shops so that both elementary and high-school children could easily go to them at different periods of the day in small groups of two or three to help in the work that was going on there and thus learn through experience. This work should be done by children in the elementary as well as high-school grades, not in order to train them for any trade, but to give them experience with many kinds of work and mechanical processes.

For the same reasons, it was decided that the work in school gardening and agriculture should be definitely and practically coordinated with the community and home work in agriculture. Also, although it is generally recognized that it is desirable to have the community auditorium in the school because the school is the natural community center, yet, since the large auditorium had already been erected across the street from the school site, it was decided that the school should have a small auditorium to be used as part of the daily school work and be utilized by young people and adults for rehearsals, club meetings, etc. On the same theory, that the school should not duplicate other social agencies in a small community like Dyess, a clinic was not included in the school building because there is an excellent small hospital in Dyess. It was suggested that the health work of the school should be directly coordinated with the staff of the hospital.

But Dyess is not only a pioneer community. It exists in the twentieth century and in a country with the most mobile population in the world. The children and youth now living in Dyess may be living in a totally different kind

Table 1.—Number and type of rooms, and capacity in Central School, grades 1-12

Units	Dimensions	Number of rooms	Auditorium	Gymnasium	Capacity number of classes
<i>In main building</i>					
Classrooms:	<i>Feet Inches</i>				
Grades 1-6.....	22 x 30	9			9
Grades 7-12.....	22 x 30	4			4
Special rooms:					
Science.....	22 x 40	1			1
Art room.....	22 x 46	1			1
Music room.....	22 x 40	1			1
Library.....	22 x 40	1			1
Cooking.....	22 x 46	1			1
Sewing.....	22 x 32	1			1
Commercial.....	22 x 40	1			1
Auditorium.....	34 x 73		1		2
Gymnasium.....	62 x 85			1	2
Cafeteria.....	34 x 50				
Kitchen.....	22 x 22				
Total, in elementary and high school.....		20	1	1	23
<i>In community building</i>					
Club room 1.....		1			1
<i>In outside shops (9)</i>					
	<i>Number of pupils</i>				
Carpentry and furniture.....	5				
Blacksmith and garage.....	6				
Laundry.....	5				
Canning.....	2				
Printing.....	5				
Shoe and harness shop.....	5				
Store.....	4				
Electrical.....	4				
Plumbing.....	4				
Total, in outside shops.....	40				2
In gardens.....	20				
Total.....	60	21			26

¹ To be used as dramatics room in preparation for auditorium programs.
² Plus 1 auditorium and 1 gymnasium, school gardens and 9 shops.

of community when they have grown up. Consequently, it was obvious that the school should not only help young people to function in the life of the colony, but it should also give them an understanding of the development and trends of our present civilization so that they would have the intelligence and resourcefulness to meet the conditions of life in which they

might find themselves outside the colony. This meant that the school had to provide educational opportunities in the sciences, history, economics, art, music, library, dramatics, and physical education, as well as in the regular academic studies. In other words, Dyess is under obligation to give a type of enriched educational program which exists in thousands of

schools throughout the country and in many other communities in Arkansas. Furthermore, these facilities should be available for adults in the afternoon and evening.

Planning the school buildings

After the educational program was mutually agreed upon, the next step was to plan buildings which would make possible the easy and efficient administration of a rich and flexible program.

There were 1,452 children in Dyess Colony in 1936. Of this number, 588 were pre-primary children, and 864 were in grades 1-12. The latest figures give 948 pupils in grades 1-12.

One building would have been adequate for the total school population; but due to the size of the tract and the fact that all the roads are dirt roads, it was decided to organize four school districts. Three of them will each have a small neighborhood school for elementary children, grades 1-6, and the central district will have a school for the elementary children, grades 1-6, located in the central district, and high-school pupils, grades 7-12, from the whole colony. Each neighborhood school building consists of three rooms, a principal's office and an auditorium with a kitchen adjoining it as shown in the accompanying floor plan. These buildings were planned for use, also, as community centers for adults. The cost per building is given at \$12,000.

The central school is a one-story building of 20 rooms, a small auditorium, and a gymnasium (see illustration). Because of the climate, this building was designed on the open-plan type with a main building containing classrooms, science laboratory, library, music room, commercial



room, and cafeteria are described here in some detail as they have unusual features.

The auditorium

In accordance with the practice in many public schools in Arkansas, the auditorium is planned for use by two or more groups of pupils each period of the day for dramatics, choral music, current events, motion pictures, as well as for use by youth and adults in the evening.

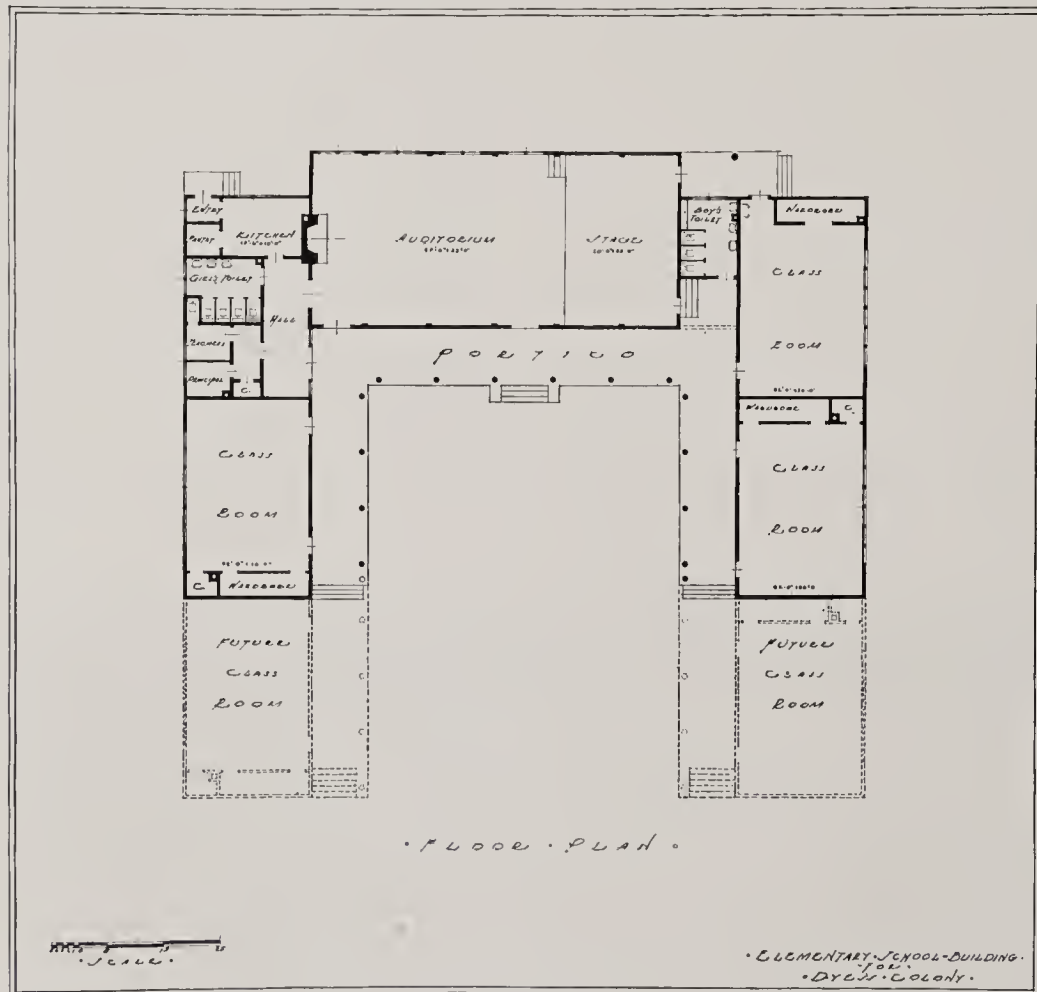
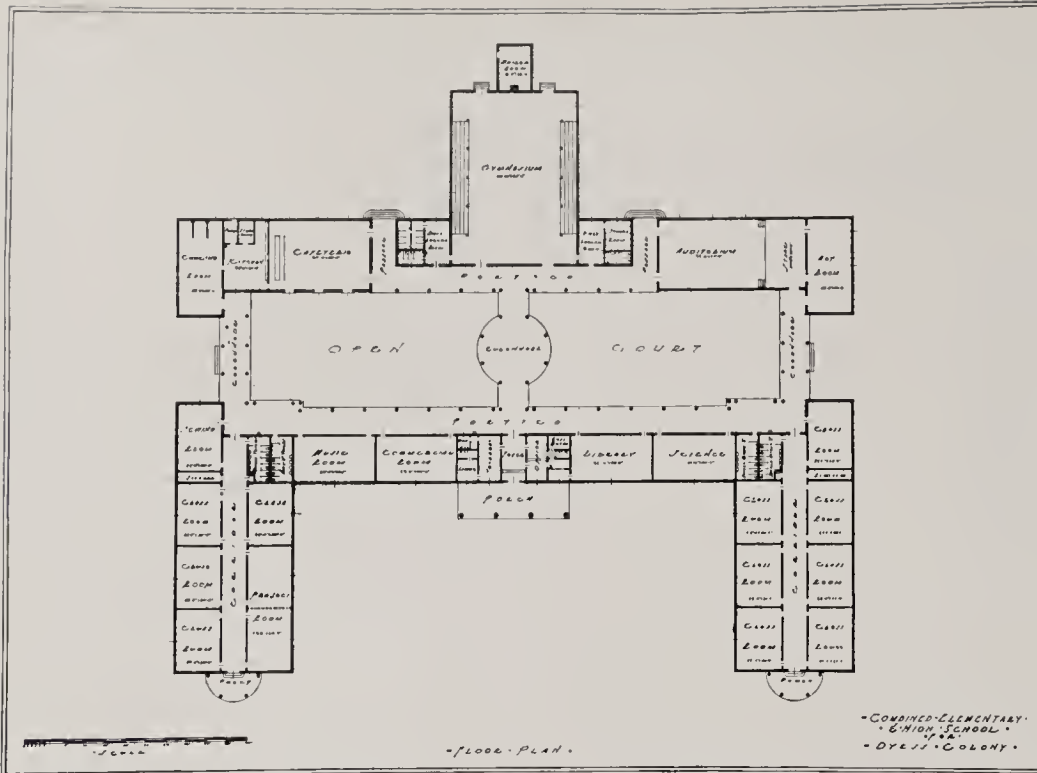
Audience area, 34 by 53 feet: Inclined floor, opera seats fastened to floor. Windows at one side with light-proof shades. Acoustical material on ceiling. Power outlets for motion pictures. Portable motion-picture machine and piano provided. Stage, 20 feet deep, 34 feet wide, 3 feet high. Cyclorama of monkscloth or similar material. Stage curtain. Outlets on stage for spotlight and floodlight.

The art room

The art room adjoins the auditorium with two entrances to the stage so that large groups for plays can form in the art room. Across the end of the room nearest the stage door, there is a costume cabinet, 30 feet deep, with a rod for hanging costumes, and shelves for cardboard filing boxes for properties. At the other end of the room there are built-in cabinets for drawing materials, and a sink. Furniture: Movable tables and chairs, easels, display racks, etc.

The cooking room and cafeteria

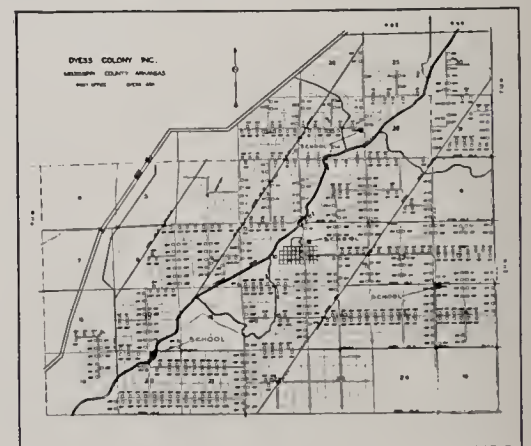
The cooking room is next to the cafeteria-kitchen with a door opening into the kitchen so that groups of pupils each day can supplement the work in the cooking room with practical experience in preparing the meals for the cafeteria. The kitchen is separated from the cafeteria by a folding partition shutting off the kitchen and the serving table from the rest of the cafeteria. Acoustical material is to be used on the ceiling of the cafeteria. French doors open from the cafeteria upon the court so that meals for community gatherings in the afternoon or evening can be served in the open court in warm weather.



room, sewing room, offices, rest rooms, and toilets. This building is connected by an open court with another unit containing the auditorium, gymnasium, art room, cafeteria, and cooking room. Table 1 gives the activities provided in the main building, together with those provided in the community building, and in the shops and the gardens. The cost of the Cen-

tral School building is approximately \$100,000.

The auditorium, gymnasium, and all special activity rooms have been planned so that the equipment can be used by adults as well as by school pupils. Limitation of space prevents a description of the plans and equipment of all rooms, but the auditorium, art room, cooking



Representative Invited

HARRY L. HOPKINS, WORKS PROGRESS ADMINISTRATOR, invited the Commissioner of Education to send a representative of the Office of Education to visit Dyess Colony, Arkansas, with a view to advising on the planning of school buildings for that colony. The author of the preceding article was assigned to this work and visited the colony in March 1935.

Conferences were held with David R. Williams, Director of Rural Industrial Communities and consulting architect for the Works Progress Administration; E. S. Dudley, manager of the colony; Floyd Sharp, Works Progress Administrator for Arkansas; Elizabeth Junkin, educational director; Howard Eichenbaum, architect for the colony; and W. E. Phipps, State Commissioner of Education for Arkansas. They were all interested in having a school that would be a community center for the activities not only of children but of youth and adults.

EDITOR.

★ American Council

THE twentieth annual meeting of the American Council on Education closed on May 8, with the election of new officers which include: Chairman, Edward C. Elliott, President, Purdue University, representing the University; first vice chairman, Eugene R. Smith, headmaster, Beaver Country Day School, representing the Progressive Education Association; second vice chairman, Guy E. Snavelly, President, Birmingham Southern College, representing the Association of Urban Universities; secretary, E. O. Melby, Dean of the School of Education, Northwestern University, representing Northwestern University; treasurer, Corcoran Thom, President, American Security and Trust Company; first assistant treasurer, Frederick H. P. Siddons, American Security and Trust Company; second assistant treasurer, James C. Dulin, Jr., American Security and Trust Company.

Vocational Education in Review

[Concluded from page 259]

close of the year 44,625 disabled persons in process of rehabilitation were being carried on the rolls.

Blind persons placed

Plans were under way at the close of the year for cooperation by the rehabilitation service of the Office of Education with the States, in the carrying out of the terms of the Federal act, passed by Congress in 1936, which provides for training blind persons as operators of stands in Federal and public buildings, placing them in such work, and supervising their work after they are placed.

★ Exhibit

YOU are cordially invited to visit the Office of Education exhibit at the seventy-fifth annual convention of the National Education Association in Detroit, June 27 to July 1.

The Office of Education exhibit will be located in booth A-22, Crystal Ballroom, Masonic Temple.

At this booth you will find copies of many publications of the Office—in parent and adult education, conservation, school finance, vocational education, health education, nursery-kindergarten-primary education, elementary, secondary and higher education, and in other kindred fields.

The exhibit will open on Saturday, June 26, and continue through the convention.

On Your Calendar

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE. Denver, Colo., June 21-26.

AMERICAN HOME ECONOMICS ASSOCIATION. Kansas City, Mo., June 21-25.

AMERICAN LIBRARY ASSOCIATION. New York, N. Y., June 21-26.

NATIONAL EDUCATION ASSOCIATION. Detroit, Mich., June 27-July 1.

NATIONAL RECREATION ASSOCIATION. Atlantic City, N. J., May 17-21.

NEW ENGLAND HEALTH EDUCATION ASSOCIATION. Cambridge, Mass., June 4 and 5.

SCHOOL ADMINISTRATORS CONFERENCE. Nashville, Tenn., June 10-12.

Wins Honor



★ W. L. CREASY, instructor in vocational agriculture in the Woodlawn (Va.) High School, has been awarded the title of master teacher of vocational agriculture of the South. Announcement of his selection for this honor was made by S. M. Jackson, chairman of the Master Teacher Contest Committee, at the regional conference of State supervisors and teacher trainers of vocational agriculture, called by the Office of Education and recently held in Birmingham, Ala.

Annual award

This award is made annually to the vocational agriculture teacher who in the opinion of the judges for the contest has made the most outstanding contribution to the program of vocational agriculture of any teacher in 12 Southern States—Virginia, North and South Carolina, Georgia, Florida, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Texas, and Oklahoma. Mr. Creasy won the master-teacher honor in competition with 146 other vocational agriculture teachers of Virginia, and placed first as master teacher of the South over 1,960 other teachers employed in vocational agriculture departments.

Points for judging

Candidates for the honor of master teacher of vocational agriculture are judged on the type and effectiveness of their instructional programs, the enrollments of youths and adults in their vocational agriculture classes, their participation in agricultural and other community organizations and affairs, the farming success of their students, their methods of keeping records and reports, agricultural practices introduced by them which have increased the production on local farms and have resulted in greater profits to farm operators, leadership ability, and other similar factors.

New Government Aids

[Concluded from page 260]

(De Luxe edition—leatherette cover—\$1.) Remittance to this Commission should be made payable to the *Treasurer of the United States*.

Facsimiles.—A set of 6 sheets, including facsimiles of the Constitution (4 sheets), and of the Declaration of Independence (1 sheet), and of the portraits of the signers of the Constitution (1 sheet); complete set \$1.50, single sheet 25 cents.

Shrines for the Constitution.—Wall and Standard Shrines (with steel frames) for the display of the facsimiles will be available in the near future. There will be a nominal charge for the different designs.

Information Sheets.—These contain facts regarding the activities for the Nation-wide historical celebration opening September 17, 1937, and continuing through to April 30, 1939, the 150th anniversary of the inauguration of General Washington as President of the Republic.

Separate Portraits.—Separate enlarged portraits of the signers for which there will be a nominal charge will be available at a later date.

Constitution Poster.—A poster depicting in colors the signing of the Constitution, which is Howard Chandler Christy's interpretation of this event, will be available September 1937 at the opening of the celebration.

The Extension Service of the Department of Agriculture announces a new series of 16-page illustrated pamphlets comprising a discussion series for 1936-37 presenting the pros and cons of the following 8 questions:

- What Should be the Farmers' Share in the National Income? (DS-1)
- How Do Farm People Live in Comparison with City People? (DS-2)
- Should Farm Ownership be a Goal of Agricultural Policy? (DS-3)
- Exports and Imports—How Do They Affect the Farmer? (DS-4)
- Is Increased Efficiency in Farming Always a Good Thing? (DS-5)
- What Should Farmers Aim to Accomplish Through Organization? (DS-6)
- What Kind of Agricultural Policy is Necessary to Save Our Soil? (DS-7)
- What Part Should Farmers in Your County Take in Making National Agricultural Policy? (DS-8)

Also available from the Extension Service are revised reprints of the following two pamphlets on discussion technique: *Discussion: A Brief Guide to Methods* (D-1) and *How to Organize and Conduct County Forums* (D-2).

MARGARET F. RYAN

Electrifying Education

THE DEVELOPMENT OF FILM LIBRARIES as a part of the extension service of colleges and universities is gaining considerable impetus throughout the country. A cooperative film library is being established by the Extension Division of the University of Michigan, and another by the General Extension Division of the University of Florida. Illinois State Normal University, the Extension Division of the University of Alabama, and the Western State Teachers College of Kalamazoo, Mich., plan to distribute films and other visual aids on State-wide bases. On the west coast a branch library of the Extension Division of the University of California has been established to serve southern California and Nevada.

A NEW INDUSTRIAL FILM SERVICE has been established for the free distribution of sound films to schools of the country by Modern Talking Picture Service, 250 West Fifty-seventh Street, New York City. Most of the films distributed through this agency have been produced under the sponsorship of private industries. They are of excellent photographic quality and are intended for use in schools to present modern industrial production methods, and the industries' point of view on the present economic order.

THE AMERICAN COUNCIL ON EDUCATION sponsored an Eastern States conference on teacher training in visual instruction at Columbia University in January. Copies of a report of the conference may be obtained from the American Council on Education, 744 Jackson Place, Washington, D. C.

THE NEW CANDID CAMERA which uses 35 millimeter motion-picture film, and the new type of filmstrip projectors, greatly reduce the cost of the production of visual teaching materials by teachers. While on vacation tours this summer, teachers may make pictures of the interesting places visited, to be projected for class use next fall. As the supply of teacher-made films grows, it becomes increasingly important that such films be exchanged among interested teachers. Any teacher interested in the establish-

ment of an exchange service might like to communicate with G. H. Marx, Linden High School, Linden, N. J.

B. H. DARROW, Director of the Ohio School of the Air since it was launched in 1929, will teach 6-week courses in the School Use of Radio at Southern Methodist University and at the University of Texas this summer.

THE PROBLEMS AND PLANS COURSE of the University of Wyoming this summer will be devoted entirely to a consideration of radio and motion pictures in schools.

INSTRUCTORS EXPECTING TO CONDUCT teacher-training courses in the school use of radio should write to S. Howard Evans, Secretary, National Committee on Education by Radio, 1 Madison Avenue, New York, for a suggested syllabus and bibliography. I. Keith Tyler, Ohio State University, Columbus, Ohio, also will send a packet of materials to instructors who request him to do so.

THE FOLLOWING BULLETINS and reprints may be obtained free by writing to I. Keith Tyler at Ohio State University:

- Aids to School Use of radio
- The Use of Radio in the Classroom
- Radio in the Elementary School
- Developing Discrimination with Regard to Radio
- The Ohio Radio Announcer.

FREE COPIES of Public Forum Visual Aids, a 31-page booklet of charts may be obtained by addressing United States Department of the Interior, Office of Education, Washington, D. C.

THE AMERICAN COUNCIL ON EDUCATION, 744 Jackson Place, Washington, D. C., announces the publication of the first two booklets in its series on Motion Pictures in Education. The first number entitled "The Motion Picture in Education: Its Status and its Needs" may be purchased from the Council for 10 cents. The second number entitled "Teaching with Motion Pictures: A Handbook of Administrative Practice" may be purchased for 40 cents.

[Concluded on page 278]

Student Employment

YALE has always been proud of her many students who defray part of their expenses by their own efforts." This declaration, made by Yale University¹ itself, may come as a surprise to many, so completely has a tradition of wealth surrounded great privately endowed institutions like Yale and Harvard. Yet Yale has always, so far as possible, provided work opportunities for financially needy, well qualified students. With the advent of its "College Plan" in 1933, a special program of student employment was put into operation for residents of the "Colleges."

The College Plan was made possible through gifts of an alumnus, Edward S. Harkness, whose idea in making provision for the Colleges was to afford undergraduate students in the university the educational and social advantages to be gained by studying and living together in small groups. In order that self-supporting students might not be deprived of these advantages and might perform their money-earning tasks with a minimum of interference with their academic work, certain of the funds were set aside to provide "useful employment" for these students. There was therefore initiated at the opening of the residential colleges the so-called "Bursary Employment Program," which provides part-time employment for upper-class students in the colleges.

Preceding the establishment of the bursary employment program, a student-faculty committee made a comprehensive survey of student employment and expenses at the university. Upon inauguration of the College Plan the Council of Masters (composed of the heads of the residential colleges), the University Bureau of Appointments, and representatives of the student body cooperated in formulating the program. Careful analyses were made of the requirements of the various jobs with respect to the qualifications, responsibilities, and experience or skill for the performance of each, and positions were classified as to rates of pay and promotion in such way as to allow appropriate recognition for demonstrated ability.

¹In "Student Self-Support," Yale University Bureau of Appointments, 1935, p. 3.

Ella B. Ratcliffe, Chief Educational Assistant, Higher Education Division, Describes Student Employment in the "Colleges" and "Houses" of Yale and Harvard

A joint committee of the Council of Masters and the University Bureau of Appointments supervises the distribution of the self-supporting students and allocates the employment funds among the residential colleges according to their relative needs. It has control also over individual assignments, rates of pay, and of the general operating rules.

Each of the nine undergraduate colleges now functioning is a complete unit in itself, having its own sleeping rooms, dining hall, reading and recreation rooms, and its own master or head who presides over the faculty members, or "Fellows," of the college. About one-third of all the bursary students perform duties in and for their own college or its faculty. The most important position is that of senior aide, who has general supervision over all bursary appointees in his college, being responsible for the satisfactory execution of their work and for rating individual performance. Under him are usually several other aides—a librarian, with a staff of student monitors; an athletic secretary; a student office manager, with typists or messengers reporting to him; and sometimes a curator or college historian. Other bursary men act as special aides to the faculty of their own or other colleges.

Yale's placement

Four hundred fifty-four bursary placements were made in 1935-36. Of these, 299, or three-fourths, demanded particular skill, usually in relation to some academic field, and hence required careful selection. Forty-four were appointments to executive positions in the colleges; others to clerical positions requiring services of a more routine nature, but nevertheless believed to be of definite educational value to the student. In other divisions of the university—scientific departments, museums, the Institute of Human Relations, the personnel office, and various departments of study, the appointees worked as librarians, catalogers, chemists, labora-

tory and research assistants; as draftsmen, assistant curators and technicians; as laboratory engineers, draftsmen, and social field investigators. In the library they worked on manuscripts, rare books, local history, and collections of various kinds. About 50 appointees aid the Fellows of the various colleges in connection with research being carried on.

The maximum time devoted to bursary employment is not expected to exceed 20 hours a week, in most cases not more than 16 hours. The base rate of pay is 50 cents an hour, but the amount of remuneration depends upon the time, experience, ability, and initiative required for the performance of the work, and students may earn from \$200 to as high—"in a few instances"—as \$715 (full tuition and board for a year) in the more responsible and specialized positions. Careful check is made periodically of each appointee's work as to quantity and quality, and deductions made for time lost unless it is made up.

Bursary appointments are made on a contractual basis. Applicants present a statement regarding their financial needs and sign an agreement relative to the duties to be performed, the hours of work, and the regulations for supervising and recording their performance. The employing colleges or departments report periodically on the work to the bursar's office, where payments, based on time actually employed, are made in the form of credits.

An estimate of the value of the work performed under these bursary appointments is given by Director Albert B. Crawford, of the Department of Personnel Study and Bureau of Appointments, in his report for the year 1935-36, in the following words:

"Probably no aspect of the residential college system has more deeply or more favorably altered the pattern of our undergraduate life than has this program of 'working scholarships', with all of its ramifications throughout the student and

faculty bodies alike. It has enabled hundreds of our ablest scholars to participate in the work of the university and share in its manifold responsibilities; it has brought teachers and students into a close and natural relationship as collaborators, and to a significant degree has bridged the gap between undergraduates of widely variant economic status. This office has even received from students of comfortable means applications for assignment to bursary work without stipend, because of the opportunities for personal development attached to many of the positions embraced by this program. Certain forms, at least, of self-support now appear to be regarded as a privilege rather than as a handicap."

Speaking of individual student accomplishments under the bursary employment program, Director Crawford, in *The Educational Record* for April, 1936, says:

"Several have proved extremely skillful in laboratory work or in the construction of experimental apparatus. Others have become so valuable to various curators that their graduation this year is deemed a major calamity! Some have become sufficiently adept at specialized work that they now plan graduate study in the same or a related field and are being strongly recommended by their supervisors for fellowships to make that possible."

According to Mr. Crawford, about one thousand Yale undergraduates earn annually a part of their expenses through term-time and summer employment. Of these, 454 are bursary appointees. As bursary positions are open only to upper-class students in the residential colleges, a still larger group of undergraduates are employed, therefore, at other jobs than those provided under the bursary plan. Many students, of course, work on jobs secured independently of the University Bureau of Appointments.

Outside of bursary positions student employment follows the usual lines. Work for board, which includes waiting on table, kitchen or pantry work; managing, supervising, or running "club tables"; checking, bookkeeping, etc., constitutes the most important single item in the student employment classification. The Associated Student Agencies also afford many money-earning opportunities. There are agencies for suit pressing, repairing and cleaning, laundry, flowers, pictures, furniture, magazines and newspapers, baggage transfer, fireplace wood, toilet articles, typewriting, and stenography. Work for room outside the university, monitorships, singing in chapel, and odd jobs both on and off the campus, such as are usual for college students, make up the remaining under-

graduate employment opportunities available through the University Bureau of Appointments.

The magnitude of student earnings at Yale may be gained by the figures for term-time employment given in the report of the Student Employment Division of the university for the year 1935-36. In that year, bursary earnings amounted to \$124,724; earnings from other work obtained through university departments, \$19,290; earnings through the National Youth Administration funds (used for graduate students only), \$33,429; through other media, \$121,234; making a grand total of \$298,677. In addition, \$64,610 was earned through work obtained independently.

Harvard's Houses

At Harvard University, whose "Houses" correspond with the residential colleges at Yale and, like them, are the gift of Mr. Harkness, a temporary student employment plan, which will probably become permanent, has been in effect in the Houses since 1932. Instead of an endowment to carry on its program, Harvard has had to depend on current income. The plan had been worked out and put into operation the fall before that at Yale became operative. It affords part-time employment for about 200 "House" students.

A little over an eighth of the students employed under the plan act as monitors, for which the pay is small. The remainder are engaged in a wide variety of tasks involving capabilities along many different lines, through which they earn from \$100 to \$300 a year. The jobs are apportioned among the Houses according to the relative number of applicants from each. Financial need, work experience, and scholastic achievement are the criteria used in making appointments. Care is exercised in selecting individuals for jobs to place them, so far as possible, according to abilities. Particularly in the more responsible positions, effort is made, as at Yale, so to place the student that his work will be correlated, if possible, with his field of major interest. When the plan was inaugurated, according to Mr. Russell T. Sharpe, director of student employment, writing in the *Harvard Alumni Bulletin* for June 1, 1934: "many departments whose budgets had been drastically reduced were faced with the prospect of losing the services of many part-time and full-time employees. To them the plan came as manna out of heaven."

The jobs enumerated in the intimate account of the plan written by Mr. Sharpe are indicative of the scope and

importance of the program of work. Among them are: Delivery twice daily of departmental mail; duty at the university information desk; collecting delinquent loans from former graduates; performing office work of many kinds in the Records Office. In the libraries they include sorting, organizing, and cataloging books and documents; collecting bibliographical data in the order department for use in making new purchases; supervising exchange shipments to and from other libraries; shelving books; presiding over delivery desks; and many other important tasks. According to Mr. Sharpe's account, self-help House students in 1 year handled 26,000 volumes and organized and arranged 75,000 pieces of uncataloged public documents printed in 15 languages.

The scientific museums engage the labors of self-help students in many important tasks. In the Peabody Museum of Anthropology the students catalog books, code anthropological measurements, and calculate indexes; mend and repair pottery; carve figures to replace missing parts; classify arrow heads and bones; and do a variety of other things. In the Museum of Comparative Zoology they do cataloging, mount and label specimens, and prepare them for shipment to other museums. In the art museum they label photographs, prints, and slides. At the observatory they aid in astronomical research and assist in experiments. There they have made measurements with the thermo-electric microphotometer, have worked on photographic plates which form part of a great systematic survey of the whole sky, and have searched the plates for meteors and measured the stars thereon to determine and to catalog their magnitude. In the laboratories they assist in research and other work, such as in the physics and physiology laboratories, constructing and setting up apparatus.

The worth which the university attaches to the work performed under the House temporary employment plan is shown in the following quotations from Mr. Sharpe's account:

"Not only has the plan freed regular employees for more important work, but it has also enabled many departments to function more efficiently and to carry out projects which would otherwise have been delayed until more prosperous days.

"The student helpers at the observatory, for example, doubled the rate of progress in the standard photometry of bright stars; they carried forward the survey of external galaxies with such rapidity that a report for the National Academy of Science was ready a year

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CCC Camps Make Summer Plans



★ WITH the approach of summer the CCC camps are arranging to take due advantage of the educational and recreational opportunities of the season. One corps area adviser reports, "We are not necessarily going to be

teaching different subjects during the summer months, but we are going to be able to use more largely and more readily those opportunities for purposeful activity which we strive so hard to graft into the winter program under more or less artificial conditions."

The summer season always brings to the camps a great number of nature study groups, hobby and handicraft clubs, field trips and hikes, agricultural projects, and organized sports. However, the basic educational program is continued without interruption.

The school in the camps is a year-round proposition. The major objectives of the program, those of making enrollees more employable and better citizens, are consistently adhered to. Enrollment in camp courses for the summer season always holds to an encouraging number. Particularly is this true in regard to such basic courses as literacy, elementary and vocational subjects. Last July there were 7,191 men taking literacy courses as compared with 8,402 during the following October; 43,682 took elementary courses in July as compared with 48,365 during October; and 124,321 were enrolled in vocational courses during July as compared with 130,650 during October.

Personal counseling

Although the camps attempt to maintain standard educational objectives throughout the year, they naturally vary their techniques and methods to meet seasonal demands. And this is particularly true of the summer months. As plans are shaping up, it appears that camp advisers are going to build their summer program around general courses, agricultural projects, arts and crafts, nature study groups, organized sports, and hobby clubs.

Howard W. Oxley, Director of CCC Camp Education, Discusses Far-Reaching Educational Plans for Camps Throughout the Country



The CCC on a field project.

The informal character of these activities makes it possible for the camp adviser to have a closer contact with each enrollee and to become better acquainted with his interests and needs. The adviser is therefore placed in a better position to personally counsel and guide the enrollee.

The First Corps Area Adviser at Boston writes, "The summer months will see guidance, particularly personal counseling, at its peak. We feel that the success of the fall and winter programs depends largely on the scope of the summer guidance program."

General classes

The Third Corps Area Adviser at Baltimore feels that the summer recreational program affords a further means to reach the enrollees in a personal way. He says "In planning to enlist the interest of enrollees and to secure their participation in the recreation program, the Camp Edu-

ational Adviser finds an increased opportunity for practical counseling and guidance because he is removed entirely from a classroom atmosphere."

Classes on social and personal problems find a favorable response during summer months. These courses are general in nature, but are conducted so as to allow a maximum of individual participation. Such subjects as health and hygiene, etiquette, and citizenship are among the foremost of this type. The number of social events in the camps during summer increases, and more outside people visit the camps. Naturally, enrollees find a greater opportunity to learn and practice good manners and wholesome social relations.

Citizenship, of course, is always a major educational activity. For the coming summer, however, special efforts are being taken by several corps areas to make the study of citizenship more vital. The Second Corps Area is developing a series

of lesson plans based on the *Building America* pamphlets, published by the Society for Curriculum Study, Columbia University. Some of these are entitled *Youth Faces the World*, *Social Security*, *Our Constitution*, and *Power*. In connection with discussions on citizenship topics, there will be field trips to power plants, newspaper offices, factories, public work projects, and government offices. Some of the enrollees will make a special study of the camp power system. Others will collect pictures, graphs, posters, newspaper clippings, and magazine articles for permanent exhibits and bulletin board display.

Each of the corps areas is making special arrangements for forum discussion groups, special lecturers, and educational films for use in connection with summer activities.

Vocational training

To increase the employability of the men, job training and related vocational instruction will continue to receive due emphasis. Job training, one of the most important phases of the educational program, does not show any decrease during summer months. Approximately 50 percent of the men during summer and winter are engaged in job training. Vocational courses, designed to supplement and broaden job training, are expected to hold up well in summer enrollment. Last July, 37.7 percent of the camp members, were taking vocational courses as compared with 40.4 percent during the following October.

Agricultural projects

The summer months will find much agricultural activity among the camps. This work will afford a variety of projects on which enrollees will be able to gain a wealth of practical experience, such as gardening, poultry raising, pig and calf clubs, and landscaping.

The Seventh Corps Area Adviser at Omaha, Nebr., writes that he is "especially stressing subjects that afford observation during their development as poultry, livestock, gardens, fruits, and general crops."

It is the belief of the corps area advisers that practical projects are the basis of agricultural training. Each of them plan, therefore, to take due advantage of every opportunity to get agricultural projects started.

Arts and crafts

Arts and crafts are always popular as informal activities. Along with the urge to be out of doors comes the desire to carve and make things out of wood, leather, metal, and clay. Last spring

and summer the Sixth Corps Area conducted a series of handicraft schools throughout Illinois, Wisconsin, and Michigan to train camp instructors in this subject. During the coming summer the Second Corps Area plans a school at Governors Island, New York, to develop approximately 150 enrollees as industrial arts instructors for the camps.



CCC Taxidermy Class.

Fairs and expositions during summer and fall months carry excellent arts and crafts displays from the camps. Last summer the San Diego Exposition and the Texas Centennial Exposition had CCC arts and crafts exhibits which attracted wide attention. This year there will be more of these exhibits at State and county fairs.

Hobby interests

Hobby activities will serve during the coming season to broaden the educational experience of camp members. Nature study and wildlife clubs will be very much in season. One of the West Virginia advisers, who is an ardent conservationist, plans to organize a fish culture club as a hobby activity for his men. Hobbies which always prove popular are photography, music, dramatics, arts and crafts, stamp collecting, scrapbooks, taxidermy, field collections, and radio construction.

Organized sports for the coming season will include those of the outdoor variety such as baseball, softball, volley ball, swimming, boxing, wrestling, hiking, tennis, shuffle board, and field meets.

Summary

One of the corps area advisers has well summarized our objectives for the summer program in the camps as follows, "The shift from indoors to out-of-doors activity in no wise means a slackening of education, but it does mean that we recognize two indisputable facts: (1) During the summer months, everyone

wants to be out of doors as much as possible and it is therefore unwise to cajole or coerce people into indoor classes which do not lend themselves to out-of-doors activity; (2) There are many phases of education, facts about life and experiences in living which are taught imperfectly and inefficiently by the indoor, theoretical method, but for which the out of doors provides the laboratory, observatory, and playground in which education can function realistically."

Student Employment

[Concluded from page 274]

earlier than planned; and they made it possible for the Observatory to undertake the long-delayed survey of the whole sky for bright variable stars.

"In the Widener Library the newly arranged Harvard archives and the classified collection of public documents stand as tangible evidence of the plan's usefulness. It has been estimated that in 1 year the temporary student employment workers at the library alone accomplished tasks which would normally have cost \$40,000."

* * * * *

"The mail service, financed by the plan, is saving the university hundreds of dollars in postage each year."

Of the values derived by the participating students, aside from the lift over financial barriers, Mr. Sharpe says:

"It has brought students into close personal touch with officers of instruction and administration. It has provided some boys with sound training in office practice which may be of great value to them in later life. It has taught students how necessary promptness, accuracy, and courtesy are in the professional and business world. Most of all, it has helped many students in their academic work, for a large proportion of the jobs were closely allied with the workers' fields of concentration. . . ."

"The plan gives employers an excellent means of spotting promising candidates for full-time work after graduation."

The regular employment program at Harvard at the present time nets students annually about \$313,000. Before the depression and until 1931-32 the amount was \$375,000, representing the returns from 2,100 jobs.

Dr. Jose M. Gallardo, formerly of the College of Charleston, Charleston, S. C., has recently been appointed Commissioner of Education of Puerto Rico, by President Roosevelt.

Statistical Thumbtacks

PERCENT OF TOTAL ENROLLMENT IN HIGH SCHOOL.—One of the significant changes that has taken place in the composition of the enrollment in public schools has been the increasing percentage of the total that is in the last 4 years of the school system. This percentage exactly doubled from 1910 to 1920 and has more than doubled again since 1920, as shown below:

Percentage of total enrollment in high school

Year	Percentage
1870.....	1.2
1880.....	1.1
1890.....	1.6
1900.....	3.3
1910.....	5.1
1920.....	10.2
1930.....	17.1
1932.....	19.6
1934.....	21.4

At present between one-fourth and one-fifth of the public school pupils are in the last 4 years.

SOURCE OF INCOME FOR CITY SCHOOL SYSTEMS.—The chief source of income for support of schools in cities of 10,000 population and more in 1934, was local taxation. Including that raised for current expenses and for debt service, 73.7 percent of the school income was from local taxation. However, the Federal Government supplied 0.1 percent, the State, 18.2 percent, and the county, 4.7 percent, and miscellaneous local sources, 2.1 percent. The larger political units, therefore, assume by far the major financial responsibility for the support of schools within their boundaries.

VARIATION IN COST OF INSTRUCTION IN DIFFERENT TYPES OF SCHOOLS.—In cities of 10,000 population and more, there is a steady increase in the cost of instruction in the higher levels of public-school education. Therefore the composition of the school enrollment with respect to the proportion in the higher levels has a direct effect on the cost of the school system. In 1933-34 the elementary pupil (excluding special schools) cost for instruc-

Emery M. Foster, Chief of the Statistical Division, Office of Education, Again Brings an Installment of Some More Important Figures

tion alone \$12.97 per year more than the kindergarten pupil. The junior high school pupil cost \$17.58 more per year than the elementary pupil. The regular and senior high school pupil cost \$13.25 per year more than the junior high school pupil. The vocational high-school pupil cost \$44.72 a year more than the other senior high school pupils. However, these vocational pupils were instructed in 1934 at a decrease of \$53.68 per year compared with their cost in 1930. This decrease would almost pay for the instruction of an elementary pupil in 1934 at the \$59.98 average cost. The table below shows the cost of instruction in 1934, the decrease compared with 1930 costs, and the percent of decrease.

Cost of instruction per pupil in average daily attendance in various types of schools, 1934

Type	Cost, 1934	Decrease 1930-34	
		Amount	Percent
Kindergarten.....	\$47.01	\$7.01	14.4
Elementary ¹	59.98	9.03	13.1
Junior High.....	77.56	16.39	17.4
High.....	90.81	31.54	25.7
Vocational.....	135.53	53.68	28.4

¹ Does not include special schools.

It should be noted that in regular senior and vocational high schools the decrease in 1934 was more than one-fourth of the cost in 1930.

SEPARATE PUBLIC HIGH SCHOOLS FOR BOYS AND FOR GIRLS.—Of the total of 24,714 public high schools in 1933-34, but 74 were for boys only and 59 for girls only. These were largely technical schools. We do not have the enrollments in these schools, but in 1930 the schools for boys only enrolled 116,189; for girls only, 94,657; and the coeducational

schools, 4,906,676. The number of segregated schools since 1910 is given below:

Number of public high schools reporting for boys or for girls only

Year	For boys	For girls
1910.....	34	26
1920.....	39	37
1922.....	37	42
1924.....	52	50
1926.....	64	59
1928.....	64	54
1930.....	70	59
1934.....	74	59

SHORT COURSE ENROLLMENTS.—College enrollments including only summer schools, extension centers and correspondence courses, in 1933-34 totaled 452,183, divided as follows:

Summer session 1933

Men.....	119,468
Women.....	124,268

Extension 1933-34

Men.....	26,355
Women.....	36,408

Correspondence 1933-34

Men.....	59,175
Women.....	86,509

Therefore in 1933-34 the colleges reached, with short courses of college grade, 43 percent as many students as were in regular sessions.

GROWTH OF REORGANIZED TYPE OF HIGH SCHOOL.—The number of reorganized high schools has increased from 11.1 percent of the total in 1922 to 28.6 percent of the total in 1934. If the pupils in junior high schools are included, the reorganized high schools enrolled 46.8 percent of the total number of high-school pupils in 1930, and 48.8 in 1934. If we consider only the pupils in the last 4 years of the school system in reorganized

schools (which is comparable with enrollments in nonreorganized or regular high schools) the reorganized schools had only 43.9 percent of these pupils in 1930 and 47 percent in 1934. Some figures by types of schools are given below:

Percentage of schools of regular and reorganized types, 1922-30

Year	Reorganized	Regular
1922.....	11.1	88.9
1926.....	19.4	80.6
1928.....	23.8	76.2
1930.....	26.0	74.0
1934.....	28.6	71.4

Percentage of all public high-school pupils enrolled in regular and reorganized schools

Year	Regular	Reorganized		
		Junior	Junior-senior	Senior
1930.....	53.2	19.0	17.9	9.9
1934.....	51.2	18.6	18.9	11.3

Percentage of all pupils in last 4 high school years enrolled in regular and reorganized schools

Year	Regular	Reorganized		
		Junior	Junior-senior	Senior
1930.....	66.1	7.3	14.3	12.3
1934.....	63.0	7.7	15.4	13.9

Electrifying Education

[Concluded from p. 272.]

THE H. W. WILSON Co., 950 University Avenue, New York, announces the publication of a Summary of Literature on the Motion Picture in Education: A Source Book for Teachers and Administrators which was prepared by Edgar Dale, Fannie Dunn, Charles Hoban, and Etta Schneider.

LONGMANS, GREEN & Co., New York, has recently published a large volume entitled "Art and Prudence", by Mortimer J. Adler, associate professor of the philosophy of law at the University of Chicago. This book deals with the moral, the political, and the aesthetic aspects of the motion picture. It is quite critical of some of the well-known studies in the field.

CLINE M. KOON

The Town Boy on the Farm



The handicap of only a city lot and a small shed did not prevent Leland Knight from raising these two calves and realizing a profit from them.

LELAND KNIGHT is a "Lone Star" Future Farmer. He belongs to the Beeville (Texas) Chapter of the Future Farmers of America. When Leland was graduated from the vocational agriculture department of the Beeville High School last June he owned 79 head of cattle, 4 horses, 5 hogs, all the implements he needed, and had formulated plans to crop 75 acres of the 475 acre farm he rents.

When Leland enrolled in the Beeville agricultural department as a freshman, he lived in town where he had none of the facilities available to the other boys in the class for conducting the supervised farm practice work required of every vocational agriculture student. Three practical farming projects are worked out annually by each student in the Beeville vocational agriculture department. It was winter before Leland and his teacher had worked out a project which he, with his limited home facilities, could undertake.

Half a year behind his class, he started with 100 baby chicks in February 1933. By April he had bought two calves, with money borrowed from the agricultural loan fund of the school. With only a medium-sized city lot at his disposal he kept his calves in a shed at the rear of his home. His poultry project was completed in July, with a net profit of \$5.40. This young farmer-to-be raised 91 of the 100 chicks with which he began.

Shifting his activities from the town lot to his grandfather's ranch, 25 miles away, Leland spent the summer raising a fall crop of hegari (sorghum), 17 acres in all, from which he secured a labor income of \$40.50.

One of the features of the instruction in vocational agriculture at the Beeville High School is that supervised farm practice projects are worked out on a long-time basis, with the understanding that they are to be continued from year to year and eventually become a part of the student's permanent farming program.

Leland enlarged his operations from year to year and finally, feeling the need of a greater area of land on which to conduct his projects, he rented 20 acres at the edge of town.

He showed his calves at two local and two State shows, winning a total of \$106.50 in cash premiums. He then sold these animals for \$629.46, which gave him a labor income of \$318.46 on the project. He kept on. Late in 1935 he rented a 475-acre farm—400 acres in pasture and 75 acres in cultivation.

Continuing his agricultural course, he spent part of his time on the farm, and hired a family to live on the place and look after the stock.

Leland Knight's record goes to show that with the proper initiative, industry, and stick-to-it-tiveness, even the town boy who elects to pursue the course in a high school vocational agriculture department can make a success in farming.

He has now passed his State Farmer degree as a member of the Future Farmers of America and will be a candidate for the American Farmer degree—highest in the gift of the organization—at the national F. F. A. convention in Kansas City next October.

CHARLES M. ARTHUR

Educators' Bulletin Board



New Books and Pamphlets

The Commencement Program

Vitalized Commencement Manual, 1937. Washington, D. C., National Education Association, 1937.

63 p. 25 cents. (Mimeographed.)

Includes summaries of some 1936 programs and suggestions for 1937 based on the Horace Mann Centennial.

Social Studies

The Making of the Constitution, by Gertrude Hartman. New York, N. Y., Social Science Publications, 140 East 63rd St., c1936.

104 p. illus. 75 cents, plus 5 cents postage for single copies.

A text for the pupil, illustrated with old prints. Planned as the central core of a unit of work which may be as extensive as desired. A teacher's guide is available for 25 cents per copy, postpaid.

Numbers and Numerals, a story book for young and old, by David Eugene Smith and Jekuthiel Ginsburg. New York, Bureau of Publications, Teachers College, Columbia University, 1937.

52 p. illus. (Contributions of mathematics to civilization. Monograph, no. 1.)

Describes the development of numbers and numerals through the ages; useful to teachers of mathematics and the social studies.

Safety and Consumer Education

Electric Service with Safety, by Public Relations Committee, International Association of Electrical Inspectors, 85 John St., New York, N. Y., 1936.

25 p. illus. Sample copy, free. 2 cents per copy in quantities.

An attempt to educate the public in the proper use of electrical wires and equipment in homes. Reviews the rules for safety in the use of electricity and tells how to avoid fire and shock hazards.

Forests, Trees, and Wood; information units for students in woodworking, by Francis E. Tustison. Peoria, Ill., The Manual Arts Press, 1937.

95 p. illus. 65 cents.

Units for the industrial arts course, some technical, but the outstanding objective of the units is intelligent consumption and appreciation.

Child Study

Childhood, the beginning years and beyond, in five volumes, edited by The Association for Childhood Education.

Boston, New York, Houghton Mifflin Co., 1937.

5 v. illus. \$18.00.

A group of books on child nurture by various authors. Titles are: v. 1, Health; v. 2, Play; v. 3, Nature; v. 4, Stories and Verse; v. 5, Songs from Many Lands.

Feeding Our Children, by Frank Howard Richardson. New York, Thomas Y. Crowell Co., 1937.

159 p.

The practical application of the principles of nutrition.

Teachers Organizations

Teachers Local Organizations, a manual for leaders. Washington, D. C., National Education Association of the United States, Department of Classroom Teachers, 1937.

23 p. 25 cents.

Contents: Pt. I, Local organizations, history, types, finances, activities; Pt. II, Local organizations, helps in organizing.

Visual Materials

Follett Picture-Story Series. Chicago, Follett Publishing Co., 1936.

40 p. each. Paper, 15 cents, Buckram, 60 cents, single copies. Each booklet is a unit of 40 pages, 6½ x 8 inches in size, and contains from 45 to 70 reproductions from actual photographs, with brief explanatory text.

Titles include: Picture-Story of Milk, Bread, Food, Trains, How We Travel, Indians, Wild Animals, How the City Serves its People.

Pronunciation

You Don't Say! a guide to pronunciation by Alfred H. Holt. New York, Thomas Y. Crowell Co., 1937.

165 p. \$1.50.

Informal comment on words frequently mispronounced.

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.

BOHNHOFF, EDWARD. Court cases relating to residence and tuition in public schools. Master's, 1936. University of North Dakota. 68 p. ms.

COONS, F. L. Extracurricular activities in junior and senior high schools. Master's, 1934. Boston University. 66 p. ms.

CORLETT, LAURA M. Mental hygiene and problems of college students. Master's, 1930. Boston University. 104 p. ms.

DAVIS, A. F. Curriculum and the social and economic needs of the pupils of the Daniel Hand elementary school. Master's, 1936. Hampton Institute. 57 p. ms.

DAVIS, B. F. Study of shorthand teaching: comparison of outcomes in the learning of shorthand effected by differences in teaching methodology. Doctor's, 1936. Teachers College, Columbia University. 108 p.

DETCHEN, LILY. A record and evaluation of changes in the College of the University of Louisville, September 1930, to June 1935. Master's, 1936. University of Louisville. 150 p. ms.

EDSTOFF, A. P. Elementary education in the Spanish Republic. Master's, 1936. George Washington University. 107 p. ms.

FELKER, A. M. Proposed solution for the educational problems of Snyder county. Master's, 1936. Pennsylvania State College. 123 p. ms.

FINNIE, F. R. Study of the validity of seven group intelligence tests using as a criterion the Stanford Binet. Master's, 1935. George Washington University. 74 p. ms.

FRANCES, SISTER CATHARINE. The convent school of French origin in the United States, 1727 to 1843. Doctor's, 1936. University of Pennsylvania. 246 p.

FREY, NORMAN L. Study of the school transportation costs in Lebanon and Berks counties. Master's, 1936. Pennsylvania State College. 44 p. ms.

GALT, RUSSELL. Effects of centralization on education in modern Egypt. Doctor's, 1935. Teachers College, Columbia University. 134 p.

GARNETT, RAYMOND L. Some factors in college success. Doctor's, 1931. University of Missouri. 60 p.

HUMPHREYS, JOSEPH A. Changes in certain aspects of the College of the University of Chicago following the inauguration of the new plan (1931). Doctor's, 1934. University of Chicago. 145 p.

KLOVSTAD, GEORGE S. The chemistry subject matter for integrated curriculums. Master's, 1936. University of North Dakota. 79 p. ms.

MUNKRES, ALBERTA. Personality studies of 6-years-old children in classroom situations. Doctor's, 1934. Teachers College, Columbia University. 181 p.

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RUTH A. GRAY

Vocational Summary



Ten studies

IN RESPONSE to a demand from employers and labor organizations, the trade and industrial service of the Office of Education is making a series of studies in the following trades: Painting and decorating, plumbing, metal lathing, bricklaying, paper hanging, machinist, and photolithography. At the request of the International Association of Chiefs of Police, also, a study is being made of the duties and of the training needed by police officers. The Federal Bureau of Investigation of the Department of Justice, Maj. E. W. Brown, chief of police, Washington, D. C., and chiefs of police in other cities are cooperating in this study. A bulletin on training for public and other service occupations, interpreting the language of the George-Deen Act on work in those fields is about completed. A preliminary mimeographed edition embodying the findings in the painting and decorating trade study has been mailed to directors and supervisors of industrial education in the States and to representatives of employers and labor.

The Office of Education has received cooperation in these studies from the American Federation of Labor through M. L. McDonough, secretary of the federation's building trades department, and of other organizations such as the painting and contractors' national associations, Institute for Better Plastering, and the National Association of Master Plumbers. At the request of the International Seamen's Association a study has been instituted on the need for training in maritime occupations. To assist in these studies Frank Cushman, chief of the trade and industrial service, Office of Education, has had the assistance of several special agents employed on a temporary basis. These include O. D. Adams, State director of vocational education for Oregon; L. G. Stiers, vice principal of Frank Wiggins Trade School, Los Angeles; and George E. Kaercher, who has had a wide experience in the plastering trade in Minneapolis. Bulletins incorporating the results of these studies will be distributed for use in connection with instruction in vocational schools in the various trades represented, and to instructors in evening trade extension classes.

Facing the facts

One of the few projects of its kind in the country is the agricultural experiment project carried on in the State of Washington through the cooperation of the State Division of Vocational Education and the State College of Agriculture. This experimental project grew out of a realization on the part of vocational agriculture teachers of the need for specific technical information on local agricultural problems. It is the opinion of those responsible for the vocational agriculture program in the State that a farm survey such as every vocational agriculture teacher is expected to make before setting up his instruction schedule is not sufficient to bring to light information and facts which will enable teachers to apply general principles outlined in agricultural textbooks and other publications to specific local conditions. Vocational agriculture students assist in the agricultural tests, which are planned to cover a long-time period, and in compiling the results therefrom in report, graph, and tabular form. Soil fertility experiments were planned to discover the shortages of fertility elements, the proper proportions and rate of application of elements that could be added with profit, and how to maintain fertility by using barnyard manures and green manure crops in combination with commercial fertilizers. Seed plot and variety tests on legumes have sought to determine the feasibility of growing certain legume crops, such as alfalfa and peas on local farms and the resistance of different varieties of these crops to insect pests. This experimental work is on a long-time basis. Facts and information obtained are therefore cumulative.

Upturn brings training needs

Continued increase in employment in a number of California industries during 1936 has brought about an increased demand for trained workers. According to the State director of vocational education, this increase, which has taken place in the aeronautic, food, leather, rubber, chemical, oil, clothing, metal, building, machinery, stone, glass, clay, lumber, and welding industries, has brought about an increased demand for service from vocational trade and indus-

trial schools. Local supervisors of trade and industrial education report that it has been possible to place almost all students completing trade and industrial courses. Many administrators report that there are more jobs available than there are students competent to fill them. "One of the apparent needs in our State trade and industrial education program," says J. C. Beswick, State supervisor of trade and industrial education, "is an expansion of the service which will enable us to assist in the organization and maintenance of additional local programs of trade and industrial education. The work done during the past year in assisting industrial, public, private, and other organizations to upgrade their workers, has met the demand in only a slight measure. There must be an expansion of this program as well as of the various types of educational programs which have been maintained in the past in local public schools."

An alternating plan

Gratifying results are reported from the system of practice teaching for students enrolled in the 4-year home economics course at Syracuse University. High-school teachers and principals, methods and subject-matter teachers in the college of home economics, officials of the school of education, and the New York State Department of Education cooperate in this system, which was started in 1932. Arrangements for the practice teaching activities are made in advance with schools within a radius of 20 miles of Syracuse. Student teachers are required to put in two 3-week periods of apprentice teaching during the last semester of their senior year. Before they are assigned to schools, the entire group must take 2 weeks' preliminary classroom work in residence at the university. Half of them, group A, are then assigned to schools. They return at the end of 3 weeks and their places in the schools are taken by the other half, group B. This alternation is continued until each group has been 6 weeks in residence, not including the preliminary 2 weeks of classroom instruction, and has had 6 weeks of practice teaching. While one group is in the field, the group in residence attends double periods of class work, and

at the close of the semester, the two groups combine for a week or more of classroom work in residence, during which they summarize the semester's work in preparation for examinations. The methods teacher visits each girl at least once during each school-practice period, and in addition receives reports from the cooperating teachers in the schools. The methods teacher, the cooperating teacher, and the director of practice teaching, in conference, determine the student teacher's grade. Each student pays her own expenses—transportation and board—in connection with her practice teaching. It is necessary for one of the groups to teach during the regular university spring vacation period.

A human-interest study

The story of 100 young men on farms in the northern part of Tompkins County, N. Y., is told in a bulletin, *Young Men in Farming*, recently issued by the Office of Education. These young men were classified into three groups. One group was composed of 38 young men who were fully established in farming; a second group included 44 who were partly established in farming; and a third group 19 young men who were living on farms but were not yet established in farming. The interesting thing about the first two groups was that they expressed themselves as satisfied with farming as an occupation and apparently had no desire nor intention of changing to another occupation. And this in spite of the fact that some of them were dissatisfied with the income they received from their farming operations. The study of this 100-individual group, which was limited to young men 15 to 25 years of age, was not made just to furnish material for a doctorate thesis, though the results of the study were incorporated in a thesis. It was made primarily to show the value of minute information on individual and community conditions and backgrounds as an aid in setting up vocational training in general farming or specific farming enterprises. Data covering as many as 10 years of the lives of some of the young men studied were obtained. Information was secured on the health and physical ability of those studied; their family relationships, including the number of their brothers and sisters; their liking for farming; their general and agricultural education; the farm projects in which they have engaged and their success in these projects; their earnings and savings; their credit status; their managerial ability; their civic, religious, and community interests; their probable



The group of home economics students in the Pontiac High School at tables are being served by their fellow students with food, which they have all helped to plan and prepare.

inheritances; their membership in various organizations; their standards of living; and on other factors. The experience and status of individual cases with respect to certain factors were also studied, as well as the opportunities, in the area covered, for them to become established in farming. Bulletin 188 is truly a human-interest document. It points the way for other studies of a similar nature in other States and counties. It may be secured from the Government Printing Office, Washington, D. C., at a cost of 15 cents a copy.

A new kind of rotation

An active institution is the newly acquired homemaking bungalow used by the home economics students at the Girls' Continuation School, at Pontiac, Mich. When the regular full-time students are not using it, the bungalow is occupied by adult homemaking classes. At last report, eight such groups were meeting there—two studying home nursing and hygiene; two acquiring instruction in garment making; a supper club and a luncheon club, both studying the planning, preparation, and serving of meals; a class in catering and fancy cooking; and a class of young women interested in becoming waitresses or caterers' assistants. Food classes for the regular students are held at noon. Class work consists of the preparation and serving of food consumed by students for luncheon. Students work with family size recipes, doubling or trebling them when the number to be served makes this necessary. Work programs are rotated so that by the end of 3 or 4 weeks the majority of the

students have had an opportunity to try their skill in baking, preparing meats and vegetables, making salad, setting tables and serving, and similar activities. Special luncheons and dinners are planned, prepared, and served for principals', teachers' and other meetings held in the bungalow. Miss May Person Kirby is home economics instructor at the Pontiac School.

Partners, 38—Owners, 5

C. R. Lash, teacher of vocational agriculture in Geneseo Township (Illinois) High School has compiled some interesting figures on a group of students—71 in all—enrolled in a part-time school in the care and repair of farm machinery organized by him during the school year 1936-37. The average age of the members of this group was 19 years. The average size of farms represented by the group is 167 acres. Twenty-six students live on rented farms and 45 on owned farms. The average period during which these students have been out of school is 6 years. Thirty-eight of them have completed 4 years in high school, 15 have had a partial high-school course, and 18 have attended grade school only. With respect to their present farming status, these students are distributed as follows: 19 are farm laborers, 38 are partners, 9 are renters, and 5 are owners. The average number attending all meetings of the part-time school was 91 percent of the entire enrollment. It is apparent from the figures presented that the Geneseo part-time program is not conducted on a hit-or-miss basis.

CHARLES M. ARTHUR

SCHOOL LIFE

VOL. 22



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MAY 1937

COVER-PAGE QUOTATION

"No One Place, No One People, Can See the Way Alone."

THE ABOVE STATEMENT is somewhat trite. No one place, no one people, ever has seen any very good way alone. Those places, those peoples which have tried to travel alone either of their own choice or because of natural conditions, have made the least advances in trade, science, art, literature, government—the things which make for healthful living and general social welfare. The groups which have been brought most into intercourse with others, either deliberately or by grace of good environment, have added most to the progress of the human race. In 1868 when the Japanese were waking to the fact that they could not see the way alone, the Emperor solemnly swore in the presence of his people that "knowledge shall be sought for throughout the world, so that the welfare of the Empire may be promoted." That oath and the firm resolution with which it has been carried out, accounts for Japan's swift change from a medieval to a modern nation. Turkey, Iran, and Egypt are following Japan's example.

Intelligent people know these things and the telegraph, the telephone, trans-

oceanic cables, the radio, great steamship lines, the airplane, the automobile—all are heralded as triumphs of scientific achievement because they enable men to exchange experiences and through that exchange chart for the future better paths. Every civilized nation has its foreign office to help work out the relationships common to nations, and since foreign offices can be bound somewhat narrowly by the immediate interests of their respective groups, large numbers of international organizations are set up to develop wider and more permanent plans. International conferences and congresses are held at the rate of some two hundred and fifty a year. The basal reason for international expositions lies in general recognition of that interdependence which is essential to life.

Cecil Rhodes' will, which made provision for taking young men from the British Dominions, the United States, and Germany to study in England, was acclaimed throughout the civilized world not for the munificence of the legacy, but for "the striking manifestation of faith it embodied in the principles that make for the enlightenment and peace and union of mankind." Inspired by his action, the United States and other nations used parts of the Boxer indemnity funds for scholarships. Since those days, hosts of student- and teacher-exchange schemes among and between countries have been devised and handled successfully. Some are now being urged in connection with the World War debts.

M. G. Brumbaugh, who, nearly a quarter of a century ago, wrote the quotation, "No one place, no one people, can see the

way alone", was an educator. He was thinking of the school and of the kind of school that can do most for humanity. What he wrote is more pertinent now than it was then. We shall again quote the sentence, this time not by itself but in its setting:

Intelligence, liberality, integrity, and zeal furnish the only firm foundation for human progress whether a king or a people are in control. But there is this difference. With the people in control, the possibilities for progress or retrogression are greatly increased. Only individual education combined with absolute rectitude will guarantee a progressive democracy.

In this new era, therefore, mere knowledge will no longer suffice. The people must not only know, but they must also have the power and the will to perform. The individual has so greatly increased in worth that we must put all of his possibilities in an efficient school. To do so is no light task. *No one place, no one people, can see the way alone.* He who would deal wisely with and for the school must be in touch with all.

JAMES F. ABEL, *Chief,*
Comparative Education Division,
Office of Education.

A Silver Anniversary

SCHOOL MEDICAL INSPECTION is of recent origin and some pioneers in this field are, as yet, comparatively young. Philadelphia recently celebrated the twenty-fifth anniversary of the establishment of its school health service by a testimonial dinner to Dr. Walter S. Cornell, who organized the service and is its director. Dr. Cornell has not only been Chief Medical Inspector of Schools for Philadelphia, but by his writings and through studies conducted under his direction, he has contributed to the improvement of such work throughout the country.

American Education Week

GENERAL THEME:

Education and Our National Life.

SUNDAY, NOVEMBER 7:

Can We Educate for Peace?

MONDAY, NOVEMBER 8:

Buying Educational Service.

TUESDAY, NOVEMBER 9:

The Horace Mann Centennial.

WEDNESDAY, NOVEMBER 10:

Our American Youth Problem.

THURSDAY, NOVEMBER 11:

Schools and the Constitution.

FRIDAY, NOVEMBER 12:

School Open House Day.

SATURDAY, NOVEMBER 13:

Lifelong Learning.

THE AMERICAN EDUCATION WEEK program for 1937 is built around two special observances of Nation-wide interest and certain educational issues of vital concern at the present time.

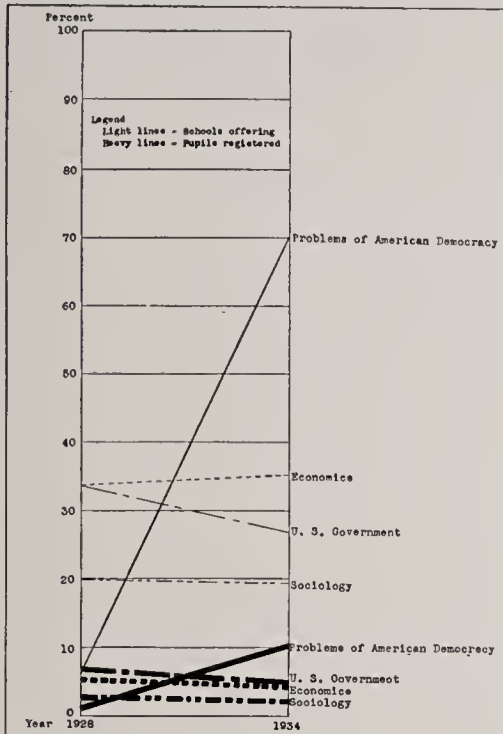
American Education Week is expected to be the final and most significant occasion of the Horace Mann Centennial. As indicated above, one day is given over especially to this celebration.

The topic, "Schools and the Constitution," is timely because the Constitutional Sesquicentennial will be in progress at that time and because of intense public interest in constitutional issues.

American Education Week is sponsored by the National Education Association in cooperation with the American Legion and the Office of Education.

Registrations in Social Studies

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



ing, but as a different approach through combining civics with other subjects.

Important rise

A fact not shown in the table is that an important rise has taken place in the number of schools offering community civics. Data available in the Office of Education indicate a 25-percent increase between 1928 and 1934, with half of the high schools offering community civics to pupils in the last 4 years of high school during 1934.

The most significant increase in any subject treated in this series of articles has occurred in problems of American democracy. The first time registrations were reported for this subject was in 1928 when 1 in every 100 pupils was taking it and 6 in every 100 schools were offering it. In 1934 registrations had grown to 10 of every 100 pupils and offerings to 70 of every 100 schools. It will be seen that the relative increases were tenfold or over.

Substantial increases are shown in both sociology and economics. During the 6-year period the offerings have increased 19 and 27 percent, respectively, while percentages in registration increases have run to 45 and 51. It is worthy of note that these two subjects can show such large gains concomitantly with the enormous increases recorded by problems of American democracy which, as usually conceived, combines the fundamentals of civics, sociology, and economics by fusing these three subjects into one course.

American democracy first

Comparing the four subjects of the table as to relative status in 1934, one finds that problems of American democracy leads by a wide margin both in number of schools offering the subject and in number of pupils registered; in 1928 it was in fourth position in offerings and registrations. Fourth place is now held by sociology. Economics is in

second place in offerings and third place in registrations while United States Government is third in offerings and second in registrations. These relative positions both as regards offerings and registrations are shown in the accompanying graph, which exhibits also the positions of these four subjects for 1928.

American history first

The social studies field as a whole displays noticeable expansion between 1928 and 1934. Problems of American democracy and world history¹ are the principal gainers. Their rises have come about partly at the expense of other social studies, but except for 2-year courses in foreign history, the declines have not been prominent. American history still retains first place among the social studies but it is being pressed for leadership by problems of American democracy. It is significant that the two subjects noticeably in the lead both deal with our American institutions and that community civics, also a study of American governmental practices, vies with world history for third place.

¹ For data on history subjects see the article appearing in the April issue of SCHOOL LIFE.

THE READER may be somewhat disturbed over the relatively small number of schools (less than one-third of the total as reported in the accompanying table) which offer courses in United States civics. One should hasten to explain, however, that these tabulations are for the last 4 years of high school. Thus the almost universal offering of civil government courses in the upper years of the elementary school and in the earlier years of the junior high school are excluded from this tabulation. Of even greater importance are the numerous courses in civil government which are fused into American history and government and into problems of American democracy. From the fact that 70 of every 100 schools in the United States offer full-year courses in American history and nearly half of the schools offer full-year courses in Problems of American democracy, it may be judged that civic information and civic ideals are taught much more often in fused courses than in courses labeled by some such name as civil government or United States government. The loss shown between 1928 and 1934 in the number of schools reporting separate courses in civil government is undoubtedly to be interpreted not as reduced emphasis on civic train-

Science next

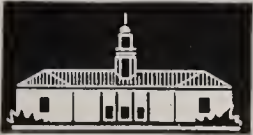
THIS is the fourth in a series of articles on registrations in high-school subjects which started with a report in the February issue of SCHOOL LIFE. Articles on registrations in commercial subjects, mathematics, and history have already appeared; next month's article will be on registrations in science.

EDITOR.

Number of schools reporting, their enrollments, and registrations in social studies other than history, 1928 and 1934

State or outlying part	Number of schools offering and pupils registered																																								
	Total number of schools reporting and total enrollments						United States civics						Sociology						Economics						Problems of American democracy																
	1928			1934			1928		1934		1928		1934		1928		1934		1928		1934		1928		1934		1928		1934												
	Schools	Enrollments	Enrollments	Schools	Enrollments	Enrollments	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered											
Continental United States.....																																									
Alabama.....	189	31,205	2,896,630	17,879	5,402,305	4,961	192,497	4,817	253,438	2,920	77,117	3,467	111,718	4,970	117,035	6,302	221,496	890	30,200	12,541	518,930	7	153	7	743	31	153	31	514	31	153	7	743	31	153	7	743				
Arizona.....	46	11,277		274	69,317	72	2,178	26	941	63	1,533	30	796	57	1,225	25	743	7	153	12,541	518,930	7	153	7	743	31	153	7	743	31	153	7	743	31	153	7	743	31	153	7	743
Arkansas.....	235	24,360		295	47,969	27	1,071	29	1,541	11	1,117	7	117	22	876	31	1,523	2	876	12,541	518,930	2	876	2	876	31	1,523	2	876	31	1,523	2	876	31	1,523	2	876	31	1,523	2	876
California.....	189	189,718		465	144,248	197	15,880	144	14,248	84	7,384	97	4,473	169	7,122	194	7,901	26	7,122	12,541	518,930	26	7,122	26	7,901	108	7,122	26	7,901	108	7,122	26	7,901	108	7,122	26	7,901	108	7,122	26	7,901
Colorado.....	169	32,948		217	58,870	52	1,379	40	1,957	58	3,345	76	1,768	54	1,472	88	2,478	12	1,472	12,541	518,930	12	1,472	12	2,478	285	1,472	12	2,478	285	1,472	12	2,478	285	1,472	12	2,478	285	1,472	12	2,478
Connecticut.....	89	33,664		98	77,206	19	1,065	11	1,259	10	286	6	251	32	1,077	44	3,355	4	1,077	12,541	518,930	4	1,077	4	3,355	75	1,077	4	3,355	75	1,077	4	3,355	75	1,077	4	3,355	75	1,077		
Delaware.....	20	4,990		26	11,283	8	573	5	1,114	3	75	2	61	5	150	7	155	1	150	12,541	518,930	1	150	1	155	4	150	1	155	4	150	1	155	4	150	1	155	4	150		
District of Columbia.....	153	30,216		176	56,446	56	2,490	51	2,499	43	760	36	949	29	693	41	1,490	1	693	12,541	518,930	1	693	1	1,490	29	693	1	1,490	29	693	1	1,490	29	693	1	1,490	29	693		
Florida.....	226	30,536		283	46,187	42	1,420	39	1,708	1	7	22	583	23	520	65	1,595	1	520	12,541	518,930	1	520	1	1,595	204	520	1	1,595	204	520	1	1,595	204	520	1	1,595				
Georgia.....	140	18,872		138	27,578	44	904	38	1,803	74	1,405	73	2,257	83	1,481	84	2,517	28	1,481	12,541	518,930	28	1,481	28	2,517	104	1,481	28	2,517	104	1,481	28	2,517	104	1,481	28	2,517				
Idaho.....	801	194,317		892	339,691	323	14,064	340	17,488	56	418	104	4,056	418	9,258	539	18,943	28	418	12,541	518,930	28	418	28	18,943	704	418	28	18,943	704	418	28	18,943	704	418	28	18,943				
Illinois.....	617	101,822		649	173,438	361	10,104	277	9,741	109	2,052	146	4,094	318	6,766	333	11,349	5	2,052	12,541	518,930	5	2,052	5	11,349	282	2,052	5	11,349	282	2,052	5	11,349	282	2,052	5	11,349				
Indiana.....	701	81,348		783	146,787	283	7,795	205	8,126	310	5,702	411	9,651	459	11,140	586	17,338	4	5,702	12,541	518,930	4	5,702	4	17,338	588	5,702	4	17,338	588	5,702	4	17,338	588	5,702	4	17,338				
Iowa.....	574	70,789		565	105,804	335	9,478	241	11,054	207	4,143	227	4,826	212	3,354	227	5,130	3	4,143	12,541	518,930	3	4,143	3	5,130	356	4,143	3	5,130	356	4,143	3	5,130	356	4,143	3	5,130				
Kansas.....	401	34,214		480	68,925	88	1,886	90	2,555	85	1,328	95	2,216	88	1,491	110	2,579	28	1,328	12,541	518,930	28	1,328	28	2,579	357	1,328	28	2,579	357	1,328	28	2,579	357	1,328	28	2,579				
Kentucky.....	209	29,057		237	46,505	82	2,437	61	2,555	2	155	11	167	28	708	36	1,339	1	708	12,541	518,930	1	708	1	1,339	210	708	1	1,339	210	708	1	1,339	210	708	1	1,339				
Louisiana.....	168	19,694		164	31,009	46	2,289	30	1,188	6	224	3	185	14	553	13	769	27	224	12,541	518,930	27	224	27	769	215	224	27	769	215	224	27	769	215	224	27	769				
Maine.....	138	27,882		199	70,818	32	2,904	18	2,053	10	221	10	410	90	4,058	121	7,659	13	4,058	12,541	518,930	13	4,058	13	7,659	146	4,058	13	7,659	146	4,058	13	7,659	146	4,058	13	7,659				
Maryland.....	283	118,662		458	246,046	66	4,532	57	7,366	7	284	10	410	90	4,058	121	7,659	13	4,058	12,541	518,930	13	4,058	13	7,659	146	4,058	13	7,659	146	4,058	13	7,659	146	4,058	13	7,659				
Massachusetts.....	556	123,259		606	234,227	195	5,812	292	14,239	79	2,713	73	2,784	255	6,540	316	14,856	8	2,713	12,541	518,930	8	2,713	8	14,856	182	2,713	8	14,856	182	2,713	8	14,856	182	2,713	8	14,856				
Michigan.....	473	79,639		545	147,311	55	3,859	32	3,063	156	4,928	99	5,477	95	3,717	109	5,821	139	4,928	12,541	518,930	139	4,928	139	5,821	522	4,928	139	5,821	522	4,928	139	5,821	522	4,928	139	5,821				
Minnesota.....	260	19,735		287	36,935	80	1,182	100	1,701	130	1,822	13	235	129	1,878	155	2,885	3	1,822	12,541	518,930	3	1,822	3	2,885	192	1,822	3	2,885	192	1,822	3	2,885	192	1,822	3	2,885				
Mississippi.....	675	82,069		592	111,774	130	4,181	82	4,979	90	2,523	60	3,169	84	2,319	70	3,593	116	2,523	12,541	518,930	116	2,523	116	3,593	564	2,523	116	3,593	564	2,523	116	3,593	564	2,523	116	3,593				
Missouri.....	158	17,843		162	26,773	70	1,662	41	1,181	90	1,417	83	1,862	92	1,497	87	1,900	16	1,417	12,541	518,930	16	1,417	16	1,900	127	1,417	16	1,900	127	1,417	16	1,900	127	1,417	16	1,900				
Montana.....	429	47,652		504	69,909	159	3,565	186	5,134	54	1,247	134	3,362	97	2,440	135	3,234	14	1,247	12,541	518,930	14	1,247	14	3,234	384	1,247	14	3,234	384	1,247	14	3,234	384	1,247	14	3,234				
Nebraska.....	212	1,914		26	2,722	6	66	9	320	6	46	6	236	3	27	2	217	2	46	12,541	518,930	2	46	2	217	22	46	2	217	22	46	2	217	22	46	2	217				
Nevada.....	112	13,368		104	24,538	24	2,164	9	227	16	367	51	1,604	37	967	53	2,136	40	367	12,541	518,930	40	367	40	2,136	39	367	40	2,136	39	367	40	2,136	39	367	40	2,136				
New Hampshire.....	172	91,362		212	203,086	23	2,200	22	2,283	8	512	13	908	78	3,661	118	9,669	4	512	12,541	518,930	4	512	4	9,669	211	512	4	9,669	211	512	4	9,669	211	512	4	9,669				
New Jersey.....	75	7,613		105	14,028	105	3,524	29	811	21	304	35	599	19	271	44	921	78	304	12,541	518,930	78	304	78	921	78	304	78	921	78	304	78	921	78	304	78	921				
New Mexico.....	712	363,470		784	531,134	83	4,770	179	12,422	6	831	12	876	182	24,750	217	7,176	4	831	12,541	518,930	4	831	4	7,176	419	24,750	4	7,176	419	24,750	4	7,176	419	24,750	4	7,176				
New York.....	471	65,784		451	89,685	83	2,623	49	2,300	5	166	38	1,161	23	826	50	1,562	4	166	12,541	518,930	4	166	4	1,562	419	1,562	4	1,562	419	1,562	4	1,562	419	1,562	4					

Educational News



In Public Schools

New Building Manual

The Oregon State Department of Public Instruction recently issued a "Manual on the Construction and Care of School Buildings." The Manual was prepared by Troy D. Walker, high-school principal, Baker, Oreg., and by D. A. Emerson and V. D. Bain of the State Department of Education, Salem.

Orientation Committee Reports

The committee on the orientation of secondary education, appointed by the department of secondary school principals in 1932, with Thomas H. Briggs of Teachers College, Columbia University, as chairman, has issued a report on Functions of Secondary Education. This is the second report of the committee, the first entitled Issues in Secondary Education having been released a year ago.

Living and Learning

The New Orleans, La., superintendent of schools has recently issued a publication, "Living and Learning," which is a photographic survey of trends in education in the schools of that city. Such activities are depicted as "Working together in a democracy"; "Practicing the rules of health and hygiene"; "Developing desirable interests for the enjoyment



Courtesy Living and Learning

of leisure"; "Preparing for the world's work"; "Serving the community"; and "Becoming good neighbors."

Educational Costs

The educational costs survey commission of Pennsylvania, created by the 1935 legislature to study the present cost and functioning of the school system to collate the results of studies made by private research agencies, has completed a summary of its activities. A summary of recommendations taken from the report appears in the March issue of Public Education, the monthly Bulletin of the Department of Public Instruction.

Rural Libraries Grow

The State department of public instruction of Nebraska expresses in the Nebraska Educational Journal appreciation of the splendid rural library project sponsored by the American Association of University Women. From reports received in January 1937, from eight branches in the State it was found that more than 2,680 books and 10,701 magazines had been collected for the use of rural communities. These books and magazines are sent out to rural communities needing literature and are passed on and on from one community to another.

Kansas Plans

The Kansas State Department of Public Instruction announces in the Kansas Teacher for March 1937, that this summer a central committee will go to the curriculum laboratory at George Peabody College to prepare materials for use in next year's work. They will prepare five or six hundred pages of mimeographed material in small bulletins which will deal with suggestions for introducing in units of work educational experiences not yet offered by the Kansas course of study and which the study groups are agreed upon need to be emphasized; such, for example, as material for studying natural resources, various phases of consumer education, and safety.

6-4-4 Superior

The 6-4-4 plan of school organization at Pasadena, Calif., was originally undertaken as an experiment. "It is time now," according to the Pasadena School Review, "to recognize that the period of

experimentation is over. The 4-year unit, on both the junior-high-school and the junior-college levels, has demonstrated a superiority over all the other forms of organization previously in existence. In the course of the secondary school history of Pasadena, there have been tried the traditional 4-year high school embracing grades 9 to 12, inclusive, and 3-year junior high school followed by the 3-year senior high school, and this in turn by an independent 2-year junior college. There can be no question but that the 4-year junior college as now organized in Pasadena has demonstrated a decided superiority over these other forms."

W. S. DEFFENBAUGH



In Colleges

Curriculum Liberalized

A revision of the curriculum liberalizing the requirements for the bachelor of arts degree at Brown University was recently announced. The revised program is the most significant change in the requirements for the A. B. degree at Brown since 1920.

The university will set up an enlarged and improved system of educational guidance, and emphasize the value of a lively interest in intellectual pursuits of the student's own choice.

Essentials of the plan are (1) provision for meeting basic requirements either independently or through college courses in English and foreign language, to be tested by proficiency rather than by accumulation of credits; (2) a minimum requirement of acquaintanceship with four broad fields of knowledge, special courses being provided in five groups—the physical sciences, biological sciences, social science, literature and other arts, and mathematics and philosophy; (3) an outline by the student himself, at the close of his freshman year, of what he conceives to be a coherent program for his last 3 years.

"We are frankly recognizing the increasing diversity of opportunity and of personal interests. It is, therefore, impossible to carry every student through the whole origin of modern knowledge and it

is unwise to limit the program of the individual student by attempting to teach all students the same thing.

"In the second place, inasmuch as the period devoted to college is the time of transition from youth and tutelage to adulthood, the undergraduate curriculum should stimulate his maturing interests and encourage him to appreciate freedom and understand the responsibility which is correlative to freedom," says the announcement.

New Group Majors

The University of Kansas is considering proposals for the offering of group majors in biological, physical, and social sciences, instead of the customary departmental major. Under present college regulations each sophomore chooses one of the 22 departments in which he will do from 20 to 40 of the 124 credit hours required for graduation. Under the proposed group majors, the student would distribute his work through several related departments as, for example, botany, entomology, zoology, bacteriology, and physiology; or chemistry, geology, mathematics, and physics in the physical science group; or history, economics, political science, and sociology in the social-science group.

The Humanities Lose

At Harvard the decided shift of student interest in the past few years toward the social sciences at the expense of courses in arts and letters, is termed unfortunate. Under this trend, the proportion of the student body concentrating in arts and letters has dropped from 42.4 percent in 1926, and 37.0 percent in 1931, to 30.1 percent last year. At the same time the proportion of students majoring in the social sciences has increased from 32.0 percent to 42.9 percent of the student body. President Conant has said, "If continued in the same direction at the same rate for another decade, this trend might well prove disastrous."

Exchange Students

Selection is being made of the Pennsylvania State College students who will attend Lingnan University, in Canton, China, next year under an exchange agreement made with that institution several years ago. Only freshmen and sophomores with a high average and superior character are considered for the scholarships.

Popular Chapel Services

Duke University has inaugurated a new deal in week-day chapel services. In recent years attendance has been voluntary and 48 percent of the students never at-

tend services. For 6 weeks the mid-day services are to be in charge of a faculty-student committee. Two students will speak in chapel each month; one program will be completely musical each month; students will preside when faculty members speak and faculty members will preside when students speak. The first service at which a student spoke was attended by 400, in comparison with the average attendance of 43 persons.

Sigma Xi at Oregon

The seventy-second chapter of Sigma Xi, national professional society in science, was recently granted to Oregon State College, recognizing the college as a major research center in pure and applied science. There are 88 active and associate members of the society on the campus at the present time.

President Praised

When Mary E. Woolley recently received the honorary degree of doctor of law from the University of Chicago, she was described as "a woman who for nearly 40 years has given leadership and wise counsel to every important movement to open new paths of opportunity to the women of her own and other countries.

"As president of Mount Holyoke College, the first institution founded for the higher education of women, she brought the pioneer spirit of Mary Lyon into the changing women's world of the twentieth century. A small college in the western hills of Massachusetts—an old college celebrating its centenary this year—became, under her vigorous administration, a progressive center of liberal thinking that spelled new and wider opportunities for women in a world where many doors were closed against them."

Another Modern Library

Work on the new \$100,000 library at St. Bonaventure College, St. Bonaventure, N. Y., the gift of friends, will commence soon. This much-needed addition to the college, made necessary by the fires of past years, will be modern in every respect, and will include some of the latest facilities for the storing, preserving, reproducing, and circulation of books. Research students will have special facilities for the use of manuscripts, incunabula, and other rare books.

Law School Recognized

Detroit City Law School became the Wayne University Law School by resolution of the board of education passed in March. Recognition of the law school as accredited by the American Bar Association was announced in January.

Hampton Institute Expands

Beginning June 15, Hampton Institute will offer work for Negro teachers in service: 11 nine-week courses on the graduate level; 22 nine-week courses for students working toward the bachelor of science degree, with vocational emphasis upon elementary, secondary, home-economics, and trade teaching; and 38 six-week courses for students working toward the 2-year teaching certificate. The 6- and 9-week terms will be concurrent. Last year the Hampton summer enrollment was 565, including 76 in the graduate group. These men and women came from 18 States, the District of Columbia, and the British West Indies.

Labor and Learning

On June 14 to 17, labor leaders throughout New Jersey will attend the Seventh Annual Institute of Labor at New Brunswick, sponsored by Rutgers University in cooperation with the New Jersey Federation of Labor and the Workers Education Bureau of America. Emphasis will be placed upon economic problems of the day as they affect labor.

Guidance Leaders Confer

Under the auspices of Syracuse University and the State Education Department, the second annual State-wide conference on Vocational and Educational Guidance will be held at Syracuse on July 23 and 24, 1937, to provide an opportunity for counselors, teachers, school administrators, and others to discuss the adjustment problems of youth. Outstanding national leaders will participate in the program for 1937. The discussions will center around the problems of guidance in the secondary school and the services of other community agencies.

WALTER J. GREENLEAF



In Educational Research

Textbook Selection

Gertrude Whipple has made a comprehensive study of the procedures used by schools in selecting school books for grades 4 to 6, inclusive. The study was made through what the author calls the correspondence-verification technique, which involves contacting the reporting person twice in order to get a more accurate picture of the situation. The result of this procedure incidentally throws light upon the validity of questionnaire returns in general.

The investigation resolved itself into the following points: (a) organization in

schools for the selection of books, (b) methods for the analysis of the books—methods for obtaining book samples and the items used in evaluation of the books, and (c) the procedures used in State textbook adoptions. This study is published by the University of Chicago Press under the title *Procedures Used in Selecting School Books*.

Scholarships and Success

One problem which universities face more or less continuously is the selection of superior students to determine eligibility for scholarship funds and many types of loans. One method of approach to this problem is that used by Edward A. Wight in a study called *Financial Assistance to Students in the University of Chicago*, published by the University of Chicago Libraries.

This study compares the careers of former students of the University of Chicago who had financial assistance in college with former students who did not receive such assistance. Comparisons were made on the basis of higher degrees earned, annual earned income, listing in *Who's Who in America*, and (for science graduates) listing in *American Men of Science*. This is one method of evaluating the selection of superior students which has not been used heretofore.

Practice and Rewards

School Learning with Various Methods of Practice and Rewards is the title of a report made by George Forlano, published by the Bureau of Publications, Teachers College, Columbia University. It reports experimental investigation of two learning problems. One is the relative value of recitation and individual study. Forlano finds that recitation is more efficient as a learning procedure than individual study alone. In this he comes to the same conclusion as Arthur I. Gates did in his original study of this subject. The other problem is the increased efficiency when success is rewarded. Forlano's contribution in these two problems lies in his adaptation of the experimental attack to the classroom situation verifying facts already fairly well established in the laboratory situation. The report is therefore of immediate importance to educators.

What They Really Like

Evangeline C. Malchow has made a fairly extensive investigation of the free reading interests of junior high school pupils. She found that boys are more interested (in order of importance) in (1) stories of animals, (2) variety and number of adventures, (3) tales of boys and girls who find themselves in mischief and

trouble, (4) stories which introduce new places, people, and customs, (5) books about war and fighting, and (6) stories about real boys. Girls are interested in (1) stories of mystery, (2) accounts of home life and family relationships, (3) stories of everyday life in affairs that are true to life, (4) variety and number of adventures, (5) tales of boys and girls who find themselves in mischief and trouble, and (6) humorous predicaments and pranks. Qualities which boys and girls like to see in their heroes and other qualities regarding books are listed. The investigation is reported in the March 1937 number of *The School Review* as "Reading Interests of Junior High School Pupils."

Praise or Blame ?

You need blame an introvert child just half as much as an extrovert child in order to get the same increased efficiency in work. However, praise does not have this differentiating result—extroverts and introverts respond with the same reaction. These interesting conclusions are heralded by George Forlano and Hyman C. Axelrod in the article *The Effect of Repeated Praise or Blame on the Performance of Introverts and Extroverts* in the *Journal of Educational Psychology* for March 1937. That this result may be borne out by other studies seems logical to the writer of this column, since introverts are more sensitive to what others say and tend to look on the dark side of things; thus they react extremely to blame because their pessimism would increase the reaction, whereas they will not tend to react in an extreme manner to praise because of the dampening pessimism.

The long-time effect of blame and praise on introverts and extroverts should probably be investigated before drawing conclusions for school practice. However, this research does point toward a differential treatment of children with different personalities.

Testing Practices Studied

The American Council on Education's new "Studies" has been inaugurated with a survey of the need of redirecting research in the testing field. This first number, Series I, Vol. I, No. 1, is called "The Testing Movement" and is a report on present practices and desirable developments in the construction and use of tests. The committee called attention to the need for *comparable* tests in the regular subject fields and for the study of aptitudes, attitudes, habits, traits, and emotions.

DAVID SEGEL



In Other Countries

World Education Conference

The Seventh World Education Conference will be held in Tokyo, Japan, August 2 to 7, 1937, under the auspices of the World Federation of Education Associations. The conference is being arranged by the Japanese Education Association, and scholars and educators from all countries are invited to attend. The program provides for 18 different sections dealing with various phases of education, and a general section where lectures will be delivered by outstanding authorities.

In addition to the conference, a program of visits to national shrines and to various ceremonies has been arranged. Most of the Pacific steamship lines are offering reduced rates and delegates will have the advantage of lower prices for living accommodations in Japan. Information may be obtained from the World Federation of Education Associations, 1201 Sixteenth Street, N.W., Washington, D. C., or from the president of the Japanese Education Association, Tokyo, Japan.

Inter-American Leaders Meet

The Third Inter-American Conference on education will be held in Mexico City from August 22 to 29, 1937. Invitations to attend are now being issued by the Secretariat of Public Education of Mexico, under whose auspices the conference will be held.

Exposition Draws Conferences

No fewer than 65 international meetings are scheduled to be held in Paris this summer in connection with the International Exposition. Among those which will probably appeal to educators are:

The International Congress of Secondary Education.....	July 18-20
The Congress of the International Federation of Teachers of Modern Languages....	July 16-28
The International Week of Primary Instruction and Popular Education.....	July 23-29
The International Conference of Higher Education.....	July 26-28
The International Congress of Design and Applied Arts.....	July 30-August 5
The Second International Congress of Mental Hygiene.....	July 19-23
The International Congress of Child Psychiatry.....	July 24-28

Madrid Meeting Shifted

The Eleventh International Congress of Psychology will be held in Paris, July 25 to 31, 1937. This meeting was to have been in Madrid in September 1936,

but because of difficulties in Spain a postponement was arranged. Requests for information should be addressed to the Secretariat General, Rue des Ecoles, Paris, France.

JAMES F. ABEL



In Other Government Agencies

National Youth Administration *Quoddy Village*

Resumption of plans for the establishment of a resident work and training project at Quoddy Village, Maine, by the National Youth Administration has been announced by Aubrey Williams, executive director.

Preparations are being made for the accommodation of approximately 1,000 boys and young men between 18 and 25, drawn principally from NYA rolls in New England, beginning June 1. They will be assigned for terms of about 3 months each, working out their subsistence and a small cash stipend on projects affording preliminary job training in various crafts and trades, according to announcement.

Camps for women

EIGHTEEN NYA CAMPS for unemployed women are now in operation in 15 States with a total enrollment of approximately



A typical group of girls enrolled in an NYA camp.

1,200 girls and young women, according to Dorothea de Schweinitz, program director.

Six additional units are in process of organization to be located in South Dakota, Mississippi (in cooperation with Alabama), New York (New York City),

West Virginia, Ohio, and Pennsylvania.

To be eligible for camp enrollment applicants must be between 18 and 25 years old and come from families certified as in need of assistance.

MARGARET F. RYAN

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SCHOOL LIFE



June 1937

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Adult Education

SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.



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Lessons of Peace



DURING the past few months I have been deeply interested in watching the development of a project here in Washington, which in my opinion, will dramatize to the Nation what *Scouting* stands for. I refer to the *Boy Scout Jamboree* encampment arising upon the banks of the Potomac River. Here 25,000 boys from hither and yon, will soon come to hold what Scouts call a *Jamboree*.

This Boy Scout Encampment will be the greatest gathering of youth for a peaceful purpose that you and I have ever seen. What a significant difference between this encampment and those encampments of 20 years ago when young men gathered in military camps to train for war! This will be a happy adventure for the boys who assemble here in the Capital City. It will be an inspiring visit to the Nation's shrines. It will be a glorious opportunity for making new friends and for creating good will and understanding. What finer way than this could be found to encourage boys to emulate the best traditions of our land!

The Boy Scout Jamboree presents a unique and workable plan for teaching *lessons of peace* in a most practical way. Should it do nothing else, it will have been worth while in bringing together the youth of the land in a setting where they may learn for themselves that boys in other parts of the country are just like themselves, with the same hopes, the same skills, the same training; and that through friendships formed around the myriad of Jamboree campfires there can be developed a national understanding and friendship which will draw all of us closer together and will profoundly influence our lives.

There are more than 32,000 Scoutmasters in the United States, serving more than a million boys, and assisted by 200,000 other men who, as committeemen and counselors, support the Scout work. I consider these men as *heroes of peace* and add their names to the Nation's roster of great heroes. I wish to pay my respects to these heroes and extend to them the thanks of the men and women of our Nation for the constructive and worthwhile activities they are helping to make possible for the Nation's boys.

J. W. Sturdenaker
Commissioner of Education.



Office of Education . . .

EACH YEAR the Office of Education issues a number of new publications based upon research in the various fields of its service. These publications vary from brief reports to extensive bulletins containing charts, photographs, and other illustrative material.

Upon release of a publication, a very limited supply is available for free distribution, and this supply is usually exhausted within a short time. By far the greatest distribution is made through the Superintendent of Documents, Government Printing Office, Washington. The Superintendent's reports show annual sales of Office of Education publications totaling well on to half a million copies.

These publications are widely used as source material both in this country and abroad, by authors, journals, publishing houses, and others. Another heavy demand comes from libraries, schools, and colleges.

The following brief reviews of a sampling of current publications indicate in a measure the varied range of subject matter presented by the Office of Education.

CONSERVATION IN THE EDUCATION PROGRAM, Bulletin 1937, No. 4, by William H. Bristow, General Secretary, National Congress of Parents and Teachers, and Katherine M. Cook, Chief, Division of Special Problems, Office of Education. Price, 10 cents.

During the past year, an initial step was taken in the Office of Education to assist school officials in introducing conservation instruction into the school program. One result is a bulletin which surveys work under way in certain elementary and secondary schools and teacher-training institutions; discusses the need for conservation instruction in the schools; and sets forth desirable objectives as generally accepted by curricular and other school officials.

The bulletin also contains a number of suggestive units developed by teachers and students which are suitable for use

at elementary and junior high school levels. Lists of sources of information and of Government and voluntary conservation agencies, together with other informative material useful to superintendents and teachers, are included in the publication.

How to Order

FOR any publication reviewed here, or for other printed publications of the Office of Education, orders should be sent direct to the Superintendent of Documents, Government Printing Office, Washington, D. C., enclosing check, postal money order, express order, New York draft, or currency (at sender's risk) to cover same.

Crucial Issues in Education, Pamphlet No. 74, by J. W. Studebaker, Commissioner of Education. Price, 5 cents.

The conflict between two principles of social organization representing democracy on the one hand and dictatorship on the other seems to be reaching a crisis throughout the world. Commissioner of Education J. W. Studebaker discusses the implications of this crisis in relation to educational policies and processes.

Emphasizing the educator's responsibilities in undergirding democracy, Dr. Studebaker writes of education in relation to such other grave situations as widespread unemployment among youth, juvenile delinquency, and threats of war. Stating that the first line of attack in the solution of these problems lies in the vitalization of education, the Commissioner urges extension of the organized learning process through the use of radio and the community forum to supplement the formal school in providing equal educational opportunity to all. Educational programs stressing conservation of natural resources, emphasizing safety,

fostering better understanding between the Americas, and popularizing the liberal arts to raise the general cultural level are suggested in the publication.

A Guide to Curriculum Adjustment for Mentally Retarded Children, Bulletin 1936, No. 11, edited by Elise H. Martens, Senior Specialist in the Education of Exceptional Children. Price, 20 cents.

This bulletin is the outcome of a conference of specialists in the education of retarded children, called by the Office of Education to consider the problems of curriculum adjustment for this group of the school's population. On the basis of the principle that experience is the basis of learning, suggestions are presented for the development of a curricular program in keeping with the needs and capacities of children who are academically seriously retarded. Experiences in the various fields of activity or subject matter are described; possibilities for bringing them together into an integrated program are pointed out; and their contributions to the satisfaction of present and future needs of the child are indicated. Consideration is given to problems common to both residential and day schools as well as to their differentiating characteristics. Finally, emphasis is placed upon the responsibility of the State in relation to the development of the curriculum and to the entire educational program for mentally handicapped children.

Poland's Institutions of Higher Education, Bulletin 1936, No. 14, by Severin K. Turosski, Specialist in Comparative Education. Price, 25 cents.

This publication deals with 35 academic schools of university rank which are maintained by public and private effort in Poland. Its purposes are to record in English the current status of higher education in Poland and give a better appreciation of it, and to supply information that can probably be used to improve education in the United States.

• • • Publications in Review

The primary and secondary school systems leading to admission to higher institutions are outlined briefly but in sufficient detail that comparisons may be made with pre-university training in other countries. The eight classes of academic schools described are classical universities; technical institutions; schools of agriculture and veterinary medicine; schools of commerce, foreign cultures, political science, and journalism; teacher-training institutions; schools of dentistry; schools of fine arts, music, and dramatics; and schools for national defense.

The official curricula in law, medicine, pharmacy, pedagogics, and the various fields of engineering, agriculture, and commerce, are treated rather fully because they represent the best efforts of an active ministry of education to work out kinds of higher instruction that will most advantageously promote the national welfare of Poland. The administrative organization is outlined as a matter of lesser importance with no special emphasis. A short historical sketch opens the account for each institution.

Scholarships and Fellowships Available at Institutions of Higher Learning, Bulletin 1936, No. 10, by Ella B. Ratcliffe, Chief Educational Assistant, Division of Higher Education. Price, 15 cents.

At a time when financial difficulties stand in the way of a college education for many students, it is important to bring to their attention the opportunities offered through scholarships and fellowships.

This bulletin contains sections dealing with scholarships and fellowships offered at institutions supported by the State, by municipalities, and by private endowment. The data in each of these sections, arranged in tabular form, show for each institution the value of the scholarship and fellowship funds, the number of grants available, the number given free, the number which require service, the length of time they may be held, and the

number of grants available to men only, to women only, or to both sexes.

The division of the bulletin relating to scholarships at State-supported institutions contains a section on scholarships awarded under authority of State law, which gives briefly the chief provisions of the law in each State where such a law is in effect. This section also includes digests of the laws granting scholarships to citizens of the State in general and of the laws relating to scholarships for World War orphans. A short list of other publications dealing with scholarships and fellowships is appended.

Instruction in Hygiene in Institutions of Higher Learning, Bulletin 1936, No. 7, by James Frederick Rogers, M. D., Consultant in Hygiene. Price, 10 cents.

Six centuries ago Roger Bacon remarked that not more than one person in 3,000 exhibited any interest in his health, and then only when he had reached advanced years. It was not until Shakespeare's day that there appeared, in London, the first book on health written "for the comfort of students." In this country Harvard College offered its undergraduates, a hundred years ago, the first course of lectures on hygiene.

Bulletin 1936, No. 7, reviews the subject of health instruction in colleges and universities from its beginnings and offers the results of the first general canvas in this field of all institutions of higher education. Information is furnished as to whether courses in hygiene are offered; whether they are required or elective; the length of the courses, and the topics covered; the preparation of the instructor; and his material and equipment; the methods of instruction and other details.

While the tendency of late has been to make more and more of their work elective, about one-third of our colleges and universities have a required course in hygiene. Just why the other institutions do not take the subject so seriously it is difficult to say, although the author of

the bulletin hazards an explanation. However, we have certainly made progress in doing, as well as talking, about health since the pessimistic utterance of the father of modern science.

State Provisions for Equalizing the Cost of Public Education, Bulletin 1936, No. 4, by Timon Covert, Specialist in School Finance. Price, 10 cents.

This study calls attention to the consistency with which State legal documents classify public education as a function of the State government and to the inconsistency between such legal classifications and the many cases of neglect on the part of States to provide adequately for public-school support. It shows that, for the country as a whole, State governments supplied about one-fourth of the funds used by the public schools in 1934. Between 1900 and 1925, the part the States supplied decreased from 20.3 to 16 percent. Since 1925 it has increased, with a significant increase since 1930. As would be expected, there is a much wider range of variation in the percent of public-school revenue provided by individual States than in the percent provided by all States combined.

The bulletin also analyzes sources of State school revenues and shows how the State funds are apportioned. Considerably more than half of the State money for the country as a whole was appropriated in 1934 from general State funds; not quite half of the States levied general property taxes for their public-school funds; while a large number of States provided various types of taxes for the benefit of their school funds.

The study shows that in a large number of States the apportionment of State school funds was made according to the number of school children or other measure of the education load and without regard to the local ability to pay. However, legislation during the last 15 years indicates a definite attempt on the part of States to equalize school costs in their methods of distributing funds.



Graduate Work in Engineering in Universities and Colleges in the United States, Bulletin 1936, No. 8, by Walton C. John, Senior Specialist in Higher Education, Office of Education, and H. P. Hammond, of the Society for the Promotion of Engineering Education. Price, 15 cents.

This survey of engineering education on the graduate level has for its purpose the presentation of recent developments in the graduate study of engineering in more than 80 colleges or schools of engineering.

The study discusses tendencies in the administration of graduate work in engineering; the problems confronting the teaching staffs that have the responsibility of training graduate students; characteristic programs of graduate students; the evolution of cooperative and part-time graduate work; the problems relating to admission and graduation requirements, including the thesis, examination methods, and different higher degrees; the relationship of graduate work to undergraduate work; scholarships and fellowships; and the relation of graduate students in engineering to industry.

The Deaf and the Hard-of-Hearing in the Occupational World, Bulletin 1936, No. 13, by Elise H. Martens, Senior Specialist in the Education of Exceptional Children, Office of Education, et al. Price, 15 cents.

Under the Civil Works Administration, the Office of Education was authorized to carry on a project designed to throw light upon the problem of guidance for deaf and hard-of-hearing pupils enrolled in the schools. With the cooperation of a number of educators and others interested in the welfare of the deaf, a survey was made of the occupational status of approximately 20,000 deaf and hard-of-hearing adults. Attention was given to the types of occupations in which they were engaged, and to the relation between occupation followed and other factors, such as age, degree of deafness, educational achievement, vocational training and success on the job. Employers were interviewed for the purpose of securing their point of view regarding the employment of deaf or hard-of-hearing workers. Bulletin 1936, No. 13, constitutes a report of this project and of the findings accruing from it. Implications of the results are discussed as they bear upon the education and the vocational preparation of deaf and hard-of-hearing young people.

Safeguarding Democracy Through Adult Civic Education, Bulletin 1936,

No. 6, by J. W. Studebaker, U. S. Commissioner of Education. Price, 5 cents.

This bulletin is a plea for an extension of the forum technique in educating the adults of this country, of whom the great mass have gone no farther than grammar school, a much smaller number have finished high school, and a comparative few have completed college and graduate work. The Des Moines forums are pointed out as the pattern for a nationwide network of free public forums to bring about a more thorough public understanding of the vital issues confronting American democracy.

A Step Forward for Adult Civic Education, Bulletin 1936, No. 16. Price, 10 cents.

This is a study of the forum demonstration centers sponsored by the Office of Education, managed by local educational agencies, and devoted to civic enlightenment through free public discussion. It tells how the forums are managed; how leaders, subjects, and centers are selected; how speakers may be secured. It outlines plans for the future based on factual information about the first 3 months of the public forum program, and paints a comprehensive picture of the objectives of the program in adult civic education.

Public Affair Pamphlets, Bulletin 1937, No. 3, compiled by Phyllis D. Mills. Price, 10 cents.

This annotated bibliography suggests easily available readings on current social, political, and economic questions, for the use of forum patrons and leaders, debating societies, and social science classes. It lists over 600 pamphlets, giving their price, publisher, and availability upon consignment or otherwise. The contents are briefly described, with no attempt at evaluation. There are cross-references by author, title, subject, and publisher. Monthly supplements listing new material are issued in mimeographed form.

YOUTH, Bulletin 1936, No. 18.

- I. How Communities Can Help, prepared by the Committee on Youth Problems. Price, 10 cents.
- II. Leisure For Living, by Katherine Glover. Price, 15 cents.
- III. Education For Those Out of School, by H. B. Swanson. Price, 10 cents.
- IV. Vocational Guidance For Those Out of School, by Harry D. Kitson, Professor of Education,

Teachers College, Columbia University. Price, 10 cents.

V. Finding Jobs, by D. L. Harley. Price, 10 cents.

VI. Community Surveys, by Carl A. Jessen, Senior Specialist in Secondary Education, and H. Clifton Hutchins, Research Assistant to the Committee on Youth Problems. Price, 15 cents.

Despite the fact that high schools are holding an increasing percentage of students through to graduation and colleges are enrolling ever larger numbers, thousands of young people are today out of school and unemployed. Unemployment is serious for persons of any age, but the psychological effect is possibly most serious in the case of young people. This period of enforced idleness is one of the gravest aspects of the social change which results from technological development and from many other factors.

With the aid of a foundation fund, the Office of Education has conducted two studies of Youth's problems. One study had to do with what individuals and communities are doing to help Youth. Questionnaires were sent to approximately 15,000 youth and community leaders in schools, juvenile courts, Y. M. C. A.'s, boys' clubs, etc. The replies from their inquiries were compiled into the first five parts listed above. The sixth part describes methods of ascertaining the special needs of the Youth of any community.

The six parts of the bulletin give a comprehensive view of the conditions confronting unemployed out-of-school Youth and what is being done to alleviate the situation.

Authority of State Executive Agencies over Higher Education, Bulletin 1936, No. 15, by John H. McNeely, Specialist in Higher Education. Price, 10 cents.

An essential to the success of State universities and colleges is the maintenance of their control independent of the regularly constituted executive officers and agencies of State governments. For this reason the institutions have been placed in most instances under the management of specially created governing boards endowed with a virtual trusteeship over their internal affairs.

In this bulletin are presented the legal powers at present vested in State executive officers and agencies, as applicable to the institutions in each of the 48 States. The material was obtained through an examination of State constitutions, statutes, and legislative session laws. The bulletin is the first Nationwide study and analysis of the laws of the States relating to this problem.

Functional Planning of Elementary School Buildings, Bulletin 1936, No. 19, by Alice Barrows, Specialist in School Building Problems. Price, 25 cents.

This bulletin is the result of a cooperative piece of work carried to completion by the Office of Education with assistance from the National Advisory Council on School Building Problems. The study seems particularly important at the present time because of the increase in school building construction made possible through PWA grants and loans, and generally accelerated activity in the school building field. The publication contains 83 pages and is extensively illustrated with pictures of school buildings, floor plans, charts, etc.

Public Education in Alaska, Bulletin 1936, No. 12, by Katherine M. Cook, Chief, Division of Special Problems. Price, 10 cents.

A bulletin on public education in Alaska was added during the past year to the series on Education in the outlying parts of the United States. The bulletin is a brief survey of the history of education in Alaska since the responsibility for providing school facilities was delegated to the Department of the Interior by Congress in 1886 and assigned to the Bureau of Education, now the Office of Education. There is a brief review of educational conditions during the Russian régime and of the social and economic situation among the native peoples, as a background for a better understanding of the work of the schools. There is also a brief description of the Territorial school system. Chiefly, however, the manuscript is devoted to the work of the Office of Education in raising standards of living and promoting social and economic adjustment of the natives of Alaska through education.

William Torrey Harris. The Commemoration of the One-Hundredth Anniversary of his Birth, Bulletin 1936, No. 17, edited by Walton C. John, Senior Specialist in Higher Education. Price, 15 cents.

The purpose of this bulletin is to call attention to the outstanding contributions to education and philosophy of Dr. William T. Harris, Commissioner of Education between 1889 and 1906, who for nearly half a century was one of the most powerful influences in the advancement of education and philosophy in this country.

The bulletin records the tributes paid to him at a dinner in Washington on

December 9, 1935, the meeting of the Department of Superintendence at St. Louis March 24, 1936, and a gathering of friends at North Killingly, Conn., May 26, 1936.

Aviation in the Public Schools, Vocational Education Bulletin No. 185, by Robert W. Hambrook, Agent, Industrial Education. Price, 15 cents.

It's a fine thing for a boy to know how to repair his father's car or to build a model airplane. But the ability to do either or both of these things does not necessarily entitle him to employment with an air line or in an airplane factory. Hundreds of letters received by the Office of Education, the Bureau of Air Commerce, air lines, aircraft factories, and aviation schools attest the widespread and popular interest in aviation occupations. Reports from the aviation industry on the other hand show that, of the thousands who apply for employment, comparatively few are accepted. Why? Because only those who are occupationally competent and trained in the field of aviation are acceptable to the industry. Aviation occupations and the opportunities for employment in aviation are only two of the many topics discussed in this bulletin. An entire chapter is devoted to a discussion of vocational training in aviation. Those interested in the development and present status of aviation or in model aircraft work will find these topics covered also.

Home Economics Education Courses, Vocational Education Bulletin No. 187. Price, 15 cents.

Not enough attention is being given in home economics teacher-training institutions to experiences which are typical of other responsibilities besides classroom teaching, according to alumnae of teacher-training institutions reached through a survey of practices in these institutions made by Florence Blazier, head of home economics teacher training at Oregon State College.

Those reached in the study reported in this bulletin were asked by Dr. Blazier to express themselves on 76 different topics. The 115 supervisors and itinerant teacher trainers, the 85 instructors of home economics education courses, and the 437 recent graduates agreed that 11 of the 76 topics were of much value. These deal in general with the setting up of objectives and their use in determining subject matter, the development of personality and of professional standards, the coordination of home and school work, and the selection and use of illustrative material, texts, and references.

Vocational Rehabilitation of the Physically Handicapped, Vocational Education Bulletin No. 190. Price, 15 cents.

One thousand disabled persons whose records were studied by the rehabilitation division of the Office of Education were, prior to their rehabilitation, receiving yearly earnings totaling \$332,132 a year. After their rehabilitation, their earnings increased to \$1,035,780 a year. It cost the State and Federal Governments an average of \$291 per case, or a total of \$291,000, to accomplish these rehabilitations. Return on the investment—219 percent. Six hundred and ninety-six of the one thousand cases studied were earning no wage prior to being vocationally rehabilitated. Wages of the 1,000 persons after rehabilitation ranged from \$15 to \$75 per week. These and other revealing facts are to be found in this publication.

Cooperative Training in Retail Selling in the Public Secondary Schools, Vocational Education Bulletin No. 186, by Glenn Oscar Emick. Price, 20 cents.

The ability to meet people and use good English in conversing with them is important for those engaged in selling occupations, according to information developed in a study of courses offered in these occupations. The results of the study are incorporated in this bulletin.

The study also reveals many other interesting facts. It shows that no clear relationship exists between the size of a city and the enrollment in retail selling classes therein. And it contains other information on courses in retail selling occupations of special interest at this time, in view of the passage by the last Congress of the George-Deen Act, authorizing specific Federal grants for training in the distributive occupations.

Young Men in Farming, Vocational Bulletin No. 188. Price, 15 cents.

One of the interesting items covered in connection with the study of 100 young men on farms in northern Tompkins County, N. Y., the results of which are incorporated in this bulletin, was the source from which these young men secure their incomes and the things for which they spend their money. These and many other factors were studied to show the diversity of the factors affecting the ability of young men to become established in farming, and to develop facts which will help the vocational agriculture teacher in setting up his instruction program.



Secretary Ickes.

The National School Assembly

"IF anyone had told me, when I went to school, that an assembly of several millions of pupils would some day be held, I couldn't have believed him. But in these days we have to get used to enterprises that operate on a giant scale," asserted the Secretary of the Interior, Harold L. Ickes, in an address broadcast on the National School Assembly program from Washington, May 14. The program was an offering of the Office of Education Radio Project.

The following statements are further excerpts from the Secretary's address:

"I always like to speak of the great resources of America. But it gives me especial pleasure to speak of them to you, the youth of the Nation, who are the greatest resource of all. It is for you that we are trying to conserve the wealth of our land.

"I am deeply impressed by this National School Assembly program today, because you and I are now using another great natural resource, the air, for an

entirely new purpose—a Nation-wide school assembly. How stimulating it is to think that radio waves can be used to bring us all more closely together as citizens of a vast nation.

"I realize that no other Secretary of the Interior has ever had the opportunity of addressing so many young people just preparing to step into the real exercise of their citizenship, young people gathered in towns and cities and rural districts that are spread out as widely as the public domain itself. You are nearer to each other and to your Government than you could possibly be without the modern miracle of radio."

* * * *

"It has been said that Americans are a materialistic people, more interested in things than in dreams. I do not think so. We have proved that we can rally to the defense of the power and the glory of the democracy which is the American dream.

"In some other countries democracy is now being assailed. The right of the common man, of every man, to share in the rights of citizenship is threatened; faith in his ability to contribute to and preserve self-government is repudiated.

"In this country you have been learning to practice democracy almost from the day you were born—in your homes and schools, on the baseball diamond, and in every other association. For those of you who leave school this spring, the pattern of life will change. Certain trends of our social order are being challenged. I urge you to let the philosophy you have known since childhood, the philosophy of the democratic way of life, be always your philosophy."

* * * *

"I leave with you two great responsibilities. The first is the conservation of our natural resources, which means using them most effectively for the common welfare. The second is the preservation of the sturdy traditions of democracy. This is a task even more difficult than the first.

"We could not hope to live without natural resources. No more can a democracy hope to exist without intelligent and responsive citizens and voters. You have been learning a great many facts in your school years, but they will prove useless unless you make them the basis of intelligent decisions. The man or woman who does not vote, and vote intelligently, has no right to complain if his city or his national government doesn't suit him.

"And so in bidding you farewell, I make this prophecy, a prophecy for the Class of 1937: If we plan intelligently and work for the preservation of Nature's gifts and our fathers' dreams, the new era for which we all hope will surely come."

Other speakers on this unusual program were Walter L. Pitkin, of New York, who spoke on careers for young people; Edward A. Filene, of Boston, who gave the Assembly advice on how to make the most of life; and J. W. Studebaker, Commissioner of Education.

★ Public Affairs

A COMPREHENSIVE index of pamphlets in the field of public affairs, listing 660 pamphlets with annotations, prices, and additional information, has been made available by the Office of Education. Copies may be had for 10 cents from the Superintendent of Documents, Washington, D. C. A 25-percent reduction is allowed in quantities of 100 or more. Ask for Office of Education Bulletin 1937, No. 3.

A Program of Cooperative Research

UNIVERSITIES and colleges that participated in the Project in Research in Universities completed the last of their cooperative project research studies early in 1937. Specialists in the Office of Education who served as study coordinators began the task of assembling and coordinating institutional study findings, and of preparing consolidated study reports for the printer.

The Project in Research in Universities was authorized under the Emergency Relief Appropriation Act of 1935 with the Office of Education as the general directing agency. A total allotment of \$411,695 was made.

The administrative and professional staffs in Washington were organized early in 1936. Preliminary plans for the conduct of the project were completed, and outlines of cooperative research studies were prepared. Harvey H. Davis, of Ohio State University, served as associate director for 2 months during a leave of absence from his institution. Then, Joseph R. Gerberich, of the University of Arkansas and Assistant to the Director of the Education Division of the Works Progress Administration, was appointed as Associate Director. Bess Goodykoontz, Assistant Commissioner of Education, is in general charge of the project.

The announcement and preliminary plan of the project were sent by the Commissioner of Education, J. W. Studebaker, to the presidents, deans of graduate schools, and deans of education of universities and comparable institutions having organized graduate research work with a dean or director in charge. More than 90 percent of the institutions to which the announcement was sent expressed their desire to participate in the project. Not all could do so, however, since relief workers qualified for research work were not available in some WPA districts. The qualifications demanded of research workers necessarily were high, and no institution was expected to proceed unless qualified workers were available in sufficient numbers to carry through satisfactorily the research studies proposed. Sixty universities and comparable institutions located in 32 States, the District of Columbia, and Hawaii

Benjamin W. Frazier, Senior Specialist in Teacher Training, and Director of the University Research Project of the Office of Education, Reports on Project

participated actively in the project during most of the year 1936. Twenty-four other institutions took the necessary steps to qualify for active project work in case qualified workers could later be found.

Local direction

The local administration of the project in each institution was placed in the hands of a local project administrator, nominated by the president of the university. The detailed local supervision of the research work in each study was placed in the hands of a dean, professor, research director, or other staff member of the institution who volunteered for such work. One hundred forty-eight of these university officers and teachers served as institutional study supervisors. Both the local project administrators and the faculty study supervisor served without compensation. Qualified nonrelief research assistants were appointed, however, to assist them in some of the institutions where qualified relief clients could not be found.

Twenty-three studies were outlined and coordinated by staff members of the Office of Education. In addition, 10 auxiliary studies and 17 studies proposed by cooperating institutions, were coordinated by Office of Education and project staff members. The institutions completed from 1 to 14 studies each. A total of more than 165 final study reports were made by all institutions. The most important findings from these studies are being assembled and will be made available to educational workers throughout the country.

The several project studies were conducted in from 1 to 31 institutions each. Typically, each institution conducted about three studies. One institution, Ohio State University, conducted nine major coordinated studies, one auxiliary study, and four studies proposed by that institution.

The reliability and acceptable quality of the findings were safe-guarded through several means. In the first place, the universities invited to participate in the project included only accredited institutions with adequate facilities for conducting graduate research work. Many of the best-known universities in the country participated in the project. Studies for the most part were planned in advance, and some had been successfully conducted on a limited scale before the project began. The institutions and their staff members had only two incentives to undertake the considerable amount of work involved in the project. One incentive was the humanitarian desire to provide suitable employment for college-trained workers unable otherwise to find employment during the depression; the other was the desire of staff members to forward needed research in fields in which they were interested professionally. Only valid and worth-while findings were of interest to university staff members and to the Office of Education, and the institutions rarely initiated or continued work unless they were reasonably well satisfied with the research personnel and facilities that were available to them under the conditions of the project. The findings and statistical work of the local project workers were checked not only by local study supervisors but also by Office of Education coordinators.

Certain limitations were made in the types of research undertaken. Few if any studies were initiated that did not hold satisfactory promise of valid and worth-while findings. The majority of the studies were in the general field of professional education, since funds were limited and the Office of Education could be of most assistance in this field. Studies involving the services of highly expert technicians were not undertaken except in large institutions having a satisfactory supply of such workers. On the other hand, it was possible for a

number of universities to launch a Nation-wide concerted attack on several important educational investigations never before attempted in this country on such an extensive scale.

From one to six personal conferences were held by the Washington project staff members, with the local project administrator or institutional study supervisor of 92 percent of the participating institutions. Although these institutions were located from coast to coast in 28 States, but two-tenths of one percent of project funds was spent by the Washington staff for traveling expenses. This unusual record was made possible by careful scheduling of field trips; by the inclusion of participating institutions in the regular field itineraries of Office of Education staff members, and through the contribution by some institutions or institutional staff members of nonproject funds to meet traveling expenses to Washington.

Popular studies

Some of the more popular project studies undertaken included study no. 7, economic study of college alumni, conducted in 31 institutions. In this study approximately 75,000 college alumni living in all sections of the country cooperated with the universities they had attended by supplying information concerning their occupational and economic status. With the assistance of all such data, colleges and universities may proceed much more intelligently in the formulation of their objectives and program of instruction. Study no. 10, student mortality in institutions of higher education, was conducted in 25 institutions. In this study, approximately 15,000 freshmen who entered the several schools and colleges of higher education institutions of all types were followed through their college years since 1931-32. Analyses were made of the extent to which these students remained in college, their scholastic success, the causes of their withdrawal, and other facts of significance to the institution and to education in general. In study no. 14, relation between certain factors in high-school education and success in college, information was assembled from the records of 17 institutions concerning high-school and college marks and ratings, comparisons were made, and conclusions were drawn of help to high-school and college teachers and staff members. Study no. 5, economic status of rural teachers, was an integrated attack upon teacher personnel problems in that great sector of American education in which improvement is so badly needed. Other

List of Participants

INSTITUTIONS that conducted studies in the Project in Research in Universities were as follows:

University of Arkansas, Fayetteville.
 Stanford University, Stanford University, California.
 University of Southern California, Los Angeles.
 University of California at Los Angeles.
 University of Colorado, Boulder.
 University of Denver, Colorado.
 Colorado State College of Education, Greeley.
 Connecticut State College, Storrs.
 Howard University, Washington, D. C.
 University of Florida, Gainesville.
 Mercer University, Macon, Ga.
 University of Georgia, Athens.
 University of Hawaii, Honolulu.
 De Paul University, Chicago, Ill.
 Northwestern University, Evanston, Ill.
 University of Chicago, Chicago, Ill.
 University of Illinois, Urbana.
 Iowa State College of A. and M. Arts, Amcs.
 University of Louisville, Louisville, Ky.
 Tulane University of Louisiana, New Orleans.
 Boston University, Boston, Mass.
 Massachusetts State College, Amherst.
 University of Detroit, Detroit, Mich.
 Wayne University, Detroit, Mich.
 Mississippi State College, State College.
 University of Mississippi, University.
 Washington University, St. Louis, Mo.
 Montana State College, Bozeman.
 Rutgers University, New Brunswick, N. J.
 New Mexico College of A. and M. Arts, State College.
 Columbia University, New York, N. Y.
 New York University, New York.
 Syracuse University, Syracuse, N. Y.
 Polytechnic Institute of Brooklyn, Brooklyn, N. Y.
 Rensselaer Polytechnic Institute, Troy, N. Y.
 State College of A. and E. of the University of North Carolina, Raleigh.
 University of North Dakota, Grand Forks.
 North Dakota Agricultural College, State College.
 Ohio State University, Columbus.
 University of Toledo, Toledo, Ohio.
 Western Reserve University, Cleveland, Ohio.
 Oklahoma A. and M. College, Stillwater.
 University of Oklahoma, Norman.
 University of Oregon, Eugene.
 Duquesne University, Pittsburgh, Pa.
 Pennsylvania State College, State College.
 University of Pennsylvania, Philadelphia.
 South Dakota State College of A. and M. Arts, Brookings.
 University of Tennessee, Knoxville.
 Vanderbilt University, Nashville, Tenn.
 Fisk University, Nashville, Tenn.
 George Peabody College for Teachers, Nashville, Tenn.
 Texas Christian University, Fort Worth.
 Brigham Young University, Provo, Utah.
 University of Utah, Salt Lake City.
 University of Vermont, Burlington.
 Gonzaga University, Spokane, Wash.
 University of Washington, Seattle.
 Marquette University, Milwaukee, Wis.
 University of Wyoming, Laramie.

representative studies included the apportionment of State school taxes and funds, several aspects of vocational education, unit costs of higher education, and CCC Camp education.

The methods of research employed were varied, according to the nature of the 40 or more studies undertaken and the conditions under which 60 separate projects operated in the coordinated research program as a whole. The field in which most of the studies was conducted was professional education, although data were collected in some studies that applied directly or indirectly to the learned professions, agriculture, home economics, engineering, finance, public administration, hygiene and health, and other fields or subjects. The purpose of the studies was in general of a practical nature; findings were desired that would assist in the betterment of current practices. Field rather than laboratory work was stressed. Data were collected by search of documents and records available locally, and through use of inquiry forms, tests, rating scales, and other devices. Data of an objective rather than a subjective nature were desired.

The amount of funds allotted to the several cooperating institutions varied in accordance with the number of qualified relief clients available, number of institutional staff members available for study supervision, nature and scope of the studies undertaken, and other factors. Amounts ranged from a few hundred dollars to \$37,412, allotted to Teachers College, Columbia University. Transfers of funds upon inter-institutional and inter-State bases were made as needs developed and as funds were released by institutions completing authorized studies. By no means all of the requests for additional funds could be granted, since the project was conducted on a 1-year basis and no additional emergency relief funds were available when the project completed its original program. Several of the institutions, however, are continuing work with their own funds on aspects of former project studies not taken up during the life of the project.

The cooperating institutions donated to the project not only the services of the local faculty administrative and supervisory staffs, but in nearly all cases provided free housing space and met charges for maintenance and upkeep of such quarters. Very little permanent equipment was necessary, and most of this was rented. The administrative expenses of the project were kept to a figure quite comparable to those of work projects in general.

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Forums and Reading

WHAT part does reading play in public forums? What part can it play? The American Library Association, in cooperation with the Office of Education, set out recently to try to get light on these two questions. Observation trips were made to a few forum cities and inquiries sent to over 400 forum administrators and leaders and over 100 libraries. Briefly, it was learned that little reading was being done either as preparation or as a follow-up in connection with most forums, and that many forum administrators and librarians were either not conscious of the desirability of tying reading to forums or, if they were conscious of it, had developed no very effective technique.

In making the survey, we have assumed not only that the union of discussion and reading is highly desirable, but that both discussion without supplementary reading and reading without supplementary discussion are educationally deficient. If these are valid assumptions, then our examination of present-day experience seems to indicate the need of an attack in three directions:

First, there must be a definite program of publicity and education to demonstrate to forum patrons the values of reading in connection with the discussion of public questions.

Second, reading materials must be made more accessible than they now are.

Third, a much more suitable type of reading material must be provided.

Let us examine the findings of the survey under each of these three headings in some detail.

Educational publicity vital

The group of the nonreading adult public, which makes up a large section of forum audiences, needs to be made aware of the reading opportunity, and to have removed its fear that the libraries and other sources of reading material are too complicated to learn to use.

The forum leader is in a most favorable position to direct attention to reading. Next in importance is the presence at the meeting of an experienced librarian who knows the subject matter and can personally recommend and lend books.

John Chancellor, Adult Education Specialist of the American Library Association, Analyzes Their Relationship Through Survey Results

Newspaper publicity through articles by forum leaders or librarians, or interviews with them, stressing the reading opportunity, rather than merely listing books, is helpful.

Reading lists distributed at the meetings are useful as auxiliaries to these other methods of personal recommendation but are not by themselves *adequate* stimulants of interest. Their value is increased if they are annotated from the point of view of the reader; if some indication of the relative difficulty, length, and popularity of each book or pamphlet is given; if they carry a prominent invitation to ask a librarian or a forum leader for personal suggestions; and if they are attractive in format. Reading lists should be prepared cooperatively by leaders and librarians, and should ask for the reader's comment on whether he found satisfaction in any of the readings suggested.

Accessibility necessary

The educational and professional worlds are slow to recognize a principle that businessmen know—that easy availability is essential in introducing a new product. Experience in distribution of reading material to forum patrons indicates that having books and pamphlets available in the same building in which the forum is held is not enough. It must be in the meeting room or near the exit and available with a minimum of borrowing routine and restrictions. The special display in libraries of books on forum subjects is of some value but its use is mostly by regular library patrons. The reading interest of nonreaders and those who are not regular library patrons is seldom strong enough to carry over until they have the opportunity to visit the library and run down some recommended book.

A supply of duplicate copies of popular books or pamphlets equal to the demand is a vital factor in accessibility. Frequently library budgets are insufficient

to provide the necessary supply of duplicates. Experience indicates that a relatively small auxiliary provision for reading materials in the forum budget materially helps this situation and enables a much wider circulation of books and pamphlets.

Pamphlets seem, in many respects, more popular and more suited to use by public affairs forums than books. Their relative cheapness makes it possible to provide them in greater quantities than books and also necessitates less precaution against loss. But the available supply of satisfactory pamphlets is seriously limited by inadequate production due in part to the fact that low-priced pamphlets cannot be distributed through the usual book-marketing channels without a subsidy. Distribution on a quantity basis rather than a single copy basis seems essential to solve the problem. Forums and other civic education enterprises seem to have an opportunity here to create a large popular market for pamphlets and perhaps to supply a required link in the chain of distribution, buying in quantity and reselling to their own patrons who presumably are a selected interest group.

Readability the prime requisite

The provision of an adequate supply of "readable" material is obviously the most important of the three major problems. There is little use to promote interest in reading at forums or to make reading matter more easily available if our books and pamphlets are not inherently interesting and understandable to the people who are to use them. In fact, some harm may be done by such promotion.

The need for readable material in the social sciences is especially marked. The researches of William S. Gray and others at the University of Chicago indicate that most social science material—pamphlets, and magazine and newspaper articles, as

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JUNE 1937

MIND AND BODY

A SOUND mind in a sound body is a thing to be prayed for." So wrote Juvenal in one of his satires somewhere about eighteen hundred years ago and his words have echoed through the centuries to this moment. But Juvenal was not the first to formulate such a petition. Horace, a hundred years earlier cried, "Grant it to me Apollo, that I may enjoy what I have in good health. Let me be sound in body and mind." Poets only express in fitting language what their fellows also feel and this same petition, whether uttered or unexpressed, antedates history.

Different meanings are easily read into the same words and Juvenal's lines have been taken as indicating that a sound body is essential to the possession of a sound mind. Possibly in that realm where mind and body merge—the emotional life—there is much truth to this but it is not so with intellectual accomplishment. John Locke, after repeating Juvenal's petition, complained that one cannot go far with a crazy physique, but Locke himself went a long way, mind-wise, despite his asthma and other

ailments. His "Conduct of the Human Understanding" is said to have passed through more printings than any similar work of modern times. Locke was possessed of a very sound mind in a very unsound body, and some of the greatest products of the spirit have emanated from mortals whose livers or lights were in the last stages of decay.

Bernard Shaw, reacting violently against the interpretation we have mentioned, exclaims, "'Mens sana in corpore sano' is a foolish saying. The sound body is a product of the sound mind." But Shaw is only exaggerating Plato's remark, "My belief is, not that a good body will by its excellence make the soul good, but, on the contrary, that a good soul will by its excellence render the body as perfect as it can be." In other words only a person with ambitions to be someone and do something will fully appreciate the value of bodily health and will care most to maintain it.

In the past half century some 200 attempts have been made to find out by actual measurement the relationship of mind, as it reacts to educational tests and in school progress, to body, as measured by tape and scales and medical examinations. Save for conditions affecting the brain directly and where serious defects, such as deafness, shut out impressions readily acquired by others and thus influence our conventional measures of mentality, the correlation is but slight. The small or defective pupil often excels in his school work his larger and more perfect fellow. The relationship for the average scholar which does appear, hints at an underlying, causal condition producing both the inferior or the superior physique and mentality. Despite this slight relationship we should not overlook the fact that mind does its work more easily and more persistently in proportion as it is well-housed. Locke could not do all that he wished and in declining an appointment as ambassador to Germany, he said, "Supposing industry and good-will would, in time, work a man into some degree of capacity and fitness, what will they be able to do with a body that hath not health and strength enough to comply with them."

Seneca, whose days were lived between those of Horace and Juvenal, said, "First of all we must have a sound mind and one that is in constant possession of that sanity", but "be careful, without anxiety, of the body and all that concerns it."

As Karl Pearson puts it "Nature selects for physique and she selects for mentality." She shakes her genetic kaleidoscope without caring how the pieces pair. Happy they to whose lot falls both a fine mind and a superior body, but where this

does not happen we can make the most of the combination with which we are endowed.—JAMES F. ROGERS, *Senior Specialist in Health Education, Office of Education.*

THE QUEST FOR HAPPINESS

IT IS the function of the schools to give to every person, as far as it is practicable to do so, the key to unlock and claim the riches that are the commonest possession of all who are willing to pay the price. Unlike some other inheritances, this one can be claimed only by those who will prepare themselves to be worthy of it. Merely dotting our land with buildings that point their spires heavenward, or hanging the masterpieces of art on our walls, or making countless books available through a thousand libraries, or bringing the drama of the ages into every city, village, and hamlet, or making the great music available to even the humblest man, does not mean that all will be able to claim the messages that these and a myriad other sources of happiness have for them. Only those who have acquired the techniques of interpreting, who have learned the meanings of the various languages through which the messages are spoken, who have attuned their thoughts and their emotions to catch the messages that are all about us like the unsensed and uncaught radio waves which in the dead of night flood the world, only those can expect to succeed in this age-old quest for happiness.—A. J. STODDARD, Superintendent of Schools, Providence, R. I., in *Secondary Education.*

LABORATORY FOR LEADERSHIP

WE HAVE the best form of government on earth. Its strength lies in the intelligent support of the people and in wise administration through informed and sympathetic leaders. Let us stop to realize that the United States is one of the few countries in which the ideals of democracy have been made to work in the interest of the freedom and happiness of the people. Defects common to all earthly organizations are thus traceable to human weaknesses. These affect the administrative policies and procedures, but not the theory and principle of our system of government. Therein lies an opportunity for informed youth of character and patriotism to observe the operations of our system and to safeguard against faults in the administration of affairs under that system. * * *

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William D. Boutwell (left) and Shannon Allen.

Airways to Learning

UNCLE SAM has delivered nearly half a million letters from radio "fans" to the Office of Education since the establishment of its Educational Radio Project about a year and a half ago, under the direction of William Dow Boutwell.

"Such a response to programs is most gratifying," says Director Boutwell, "particularly in view of the fact that educational programs on the air have been generally considered poor risks by broadcasting companies." Mr. Boutwell cites the constant problem of trying to meet two demands at the same time, viz, the audience's demand for entertainment and the educators' conviction that such programs should offer educational material of thought-provoking values.

The Radio Project has sought to meet these demands through the cooperation of experienced persons in each field. The broadcasting companies and the educational profession have shown a fine spirit of cooperation in the development of these "airways to learning." The general policy committee of the Office of Education for the Radio Project is composed of Commissioner J. W. Studebaker, Administrative Assistant C. F. Klinefelter, and Director Boutwell.

Building the program

Like any commercial program, each of the educational series is built upon a basic idea. For instance, "Let Freedom Ring", the Monday night series, is an attempt to present dramatically the development of our civil liberties. The "Have You Heard" series seeks to make vivid the fascination of science and its accessibility to the average man. Such ideas meet a need for information that will be useful and entertaining to a wide public, and at the same time will stimulate interest.

Any proposed idea for a new series is immediately put to the test. The author is asked to prepare a statement of his

proposal which would answer such questions as: Is there a public need for such a series? Will the series be of interest to a wide group of listeners? What services in addition to the broadcast can accompany the series? How can the listener be stimulated to acquaint himself further with the subject?

With such a prospectus in hand, the Commissioner of Education calls a joint conference of specialists in radio and in education. Unless the prospectus proves to the "jury" that the proposed program will be a public service and that the method of presentation suggested is practical it is rejected. During the last year 65 prospectuses have been considered. All but seven were rejected as lacking in educational or entertainment value.

Script writers at work

If the prospectus is tentatively approved, the burden is shifted to the script writer, who prepares the first four or five scripts of the proposed series. His work is charted by certain *guideposts*, prepared by Director Boutwell, as follows:

1. The program must have unity. That is, the parts must contribute to a central idea, which in turn is a logical part of a program series.
2. The subject matter selected must be educationally important. A good test of importance is whether the fact or anecdotes would be included in the curriculum of a progressive school system.
3. The program must effectively induce a considerable proportion of listeners to explore the subject more completely by reading, by discussion, or by some other self-educative activity.
4. A summary must be included at the close of the program to fix in the listener's mind the major points brought out by the script.
5. The selection and presentation of the material must be such that the voluntary interest of "students" (listeners) will be aroused.

A prime requisite

Good scholarship should be the first requisite of every educational program. The script-writer is usually assisted by a research worker. They gather, analyze, and summarize the facts upon which the program is built.

Perhaps the writer needs to know how Lincoln's voice sounded. How was a

spelling bee conducted in 1840? Or how did the war drums of some ancient tribe beat? Trips to the Library of Congress, to the National Archives, and to many other places may throw light on the answers.

Data checked

In this way the many facts necessary to a good script are gathered together. In preparing his manuscript, the writer indicates the source of each quotation or fact. The original form of a paraphrase is carefully noted. A list of sources is attached to the script. These data are verified by specialists in the field.

Finally a committee of experts passes on the whole script. If it is stimulating and accurate in point of fact—in general, a good educational presentation—the script is approved for production.

Studio production

When the script is approved, it is sent to the New York unit of the project for production. There both the National Broadcasting Co. and the Columbia Broadcasting System provide the project with studios, sound equipment, and other elements of the highly complex business of putting a program on the air. Their greatest contribution, of course, is the time which they donate every week for the broadcasts sponsored by the project.

One of the interesting and important elements of any program is the incidental music. Usually it is drawn from the great storehouse of the world's musicians, but now and then it must be composed especially for the occasion. Rudolph Schramm, musical director of the project, frequently writes original scores for both orchestra and voices.

Listener participation

One of the criteria of a good educational program is: Does it offer the listener an opportunity to participate?





A radio committee at work.

This opportunity is provided in two ways by the radio project's series. "Visual aids" may be used by the listener while the broadcast is going on. For "The World is Yours", the program sponsored jointly with the Smithsonian Institution, a periodical of the same name giving a prospectus of the programs for the month, with pictures and charts, is mailed out in advance. Over 150,000 were requested by listeners in April alone. "Let Freedom Ring" had thousands of requests for copies of the Constitution which it offered on one of its programs.

Development of new methods

Such a response from the public indicates that the difficult problem of developing radio programs both interesting and educational, is making progress. It also points out a great field for education, still largely unexplored—education by radio. With this progress of exploration, education is being brought to the people through "airways to learning."

★ Interesting Exhibits

DID you ever see show windows in a library? You may at the Enoch Pratt Free Library in Baltimore, Md., and those who pass the library on their several errands walking or riding at various paces invariably glance in or pause for a better view.

Without losing the beauty of the traditional library building, show windows similar to those in the better department stores have been introduced on the street level of one façade. Through the use of these 12 windows to exhibit books for children and books and objects of current interest, the Pratt Library has an added opportunity to expand its influence to those who otherwise may rarely visit a library.

Inside the Pratt Library another ex-

hibit attracted considerable interest recently although it was unannounced on the bulletin board or at the entrance of the library. The magazine room of this public library on the second floor—a room about 30 by 125 feet—had been cleared of magazines, and this space was devoted to an unusual private school exhibit.

The main portion of this exhibit was a visual follow-up study of 40 of the 300 former students and graduates of the Park School of Baltimore over the past quarter century. All exhibits were the actual work of students and former students.

Compared with the out-of-school vocational and avocational work of the alumni are specimens of their in-school activity to show the carry-over of school interest and activity. Work shown included research in natural and social sciences, fine and commercial art, literary and scholarly writing, engineering, various phases of play production, music, dancing, advertising, photography, and hobbies. The exhibit did not represent the entire alumni, as only that work which could be displayed visually was presented. It is the first attempt coming to our attention to visualize a long-time follow-up study.

ANDREW H. GIBBS

Editorials

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"We need in all the affairs of life, to study and appreciate the written and the unwritten code of ethics that should be observed by all tourists on the highway of life. Yes, we need to create an attitude that is willing to share the road with fellow-travelers and thus mutually help others in their pursuit of the goal of life.

"In Washington, the 'road maps' are made at the direction of the Congress. This great law-making body is chosen to represent the American people. Ordinarily, it is thus a mirror of the country's thinking. Under our democratic system, all power is vested in the people. It is their right and privilege to prompt the action of Congress. Therefore, unless their ideals are reflected by the Congress, the people themselves, through the ballot box will, when informed with regard to the conditions and needs of their country, make speedy changes in their chosen representatives. The Congress is the greatest map-making, that is, law-making, body in the entire world. But its actions are not always final. For example,

local courts interpret and through the procedure of appeal, Acts of the Congress may finally be interpreted by another great body which we call the Supreme Court of the United States.

"Then, the execution or enlargement of these 'road rules' is directed in Washington through the Executive Departments, under the personal responsibility of the President. * * *

"In the intellectual quality of our leadership, we are probably not superior to the great figures which stand out in the history of older nations. The difference is that our country offers a wider distribution of educational opportunities. The result of this is more widespread knowledge and ability to think. This educational equipment is far more universal in the United States than ever before in the history of any nation. Not only is it the essence, but the bulwark of democracy."

Excerpts from a recent radio address of Hon. DANIEL C. ROPER, Secretary of Commerce, to the Boy Scouts of America.

BENEFITS RECEIVED

"THE most important thing among many benefits I have received from my enrollment in the CCC is the development of physical fitness, mental alertness, social responsibility, moral discipline, and the growth of standards of conduct that are indispensable. What have I got out of the CCC? A more abundant life; a severe grounding in the fundamental principles that govern the conventions of life; a more liberal, widened attitude of many aspects of the world; a realization of any capabilities that I may own and a freer expression of my talents; perhaps, most of all, a more solid, appreciative understanding of the rules that control the game of life and the application of the oldest and most divine philosophy one can inculcate: 'Do unto others as you would have them do to you.'"

Thus wrote a CCC enrollee, Phil O'Donnell, who last month won first prize in a national CCC essay contest. Recently the Nation celebrated the fourth anniversary of the Civilian Conservation Corps. For more than 3 years the educational work of enrollees in all camps has been directed by the Office of Education.

SCHOOL LIFE, official organ of the Office of Education, comes to you 10 months of the year for \$1. With a subscription you also receive MARCH OF EDUCATION, the Commissioner's news letter.

Salary Trends in Rural Schools

THE RECENT CRISIS in education is now approaching that stage in its development when educators both individually and by group action are attempting to make a dispassionate appraisal of just what did happen in our schools during the recent depression. Especially are they interested in determining what, if any, structural weaknesses have been laid bare in the educational system, in the hope that they might know where and how to make adjustments or to build along sounder lines.

In keeping with this general tendency to re-examine our school system in the light of weaknesses thus revealed, it is my purpose to discuss here some of the aspects of the present salary situation in our schools. Since so large a portion of the annual school budget is devoted to instruction, it is clear that the salary situation has many implications for the whole system of public-school finance; and since salary problems are particularly critical in the schools located in rural and sparsely settled communities, chief emphasis will be given in this article to the rural aspects of the problem.

The first point to which attention of the reader is directed is the widely observed practice, both before and since the depression, of basing salaries upon the size of the school served and upon the type of the community. *In common practice, the smaller the school and the more sparsely settled the community, the less is the pay received by the teachers.* To be sure, the disparities between the salaries paid in one-room schools and those paid in larger schools are less marked in States in which larger portions of the financial support for schools come from State or county, rather than from local sources; but even in these, almost without exception, the smaller the school the less the salary paid.

Statistics illustrate

A few statistics will suffice to illustrate this situation. For the Nation as a whole, data reported to the Office of Education for 1930 showed that the median salary for teachers employed in one-room schools was \$788; for two-room schools it was \$829; for those located in

Walter H. Gaumnitz, Senior Specialist in Rural Education Problems, Discusses the Salary Situation with Chief Emphasis Upon Rural Aspects of the Problem

the open country employing three or more teachers, it was \$1,017; for schools of the same size located in villages and towns, it was \$1,157; and for cities of more than 2,500 population, it was \$1,771. Note in passing that salaries in the city schools were nearly two and one-half times as great as in one-room schools.

Data from three States will serve to show substantially the same situation in individual States. For one, let us take California. The schools of this State, long known for the excellent salaries paid to teachers, showed the following salary medians, in the order indicated, by size of schools: \$1,360; \$1,482; \$1,557; \$1,559; and \$2,249.¹ Now let us look at data for Arkansas, which State has consistently ranged low in salaries. For 1930 this State reported the following salaries, respectively, by size of schools: \$477; \$537; \$674; \$796; and \$967.¹ New York, which is well known for its carefully organized program for equalizing school support, and in which one would expect to find comparatively small disparities, shows nevertheless the same general tendency to pay lower salaries as schools become smaller. This may be seen from the following figures: \$992; \$1,166; \$1,421; \$1,459; and \$2,652.¹

Greatest cuts

Similar data gathered in recent years support the generalization stated above and have revealed also that *when reductions must be made in school budgets, the greatest cuts are made in the salaries of teachers who are already receiving the lowest pay.* Retrenchments in school expenditures appear to follow an ancient truth: "From him that hath not shall be taken away even that which he hath." For the Nation as a whole, the last 5 years have seen a reduction of 34.4 percent from the extremely low median salary shown above as paid in one-room schools in 1930; for two-room schools the reduction was 25.2

percent; for schools of three or more teachers located in the open country it was 20.5 percent; for village or town schools of the same size it was 17 percent; and for the city schools it was 10.1 percent.

With few exceptions, the tendency among States is to make the largest reductions in salaries of the lowest paid teachers who are employed in the smallest schools. Again, by way of illustration, comparison of salary medians for California, Arkansas, and New York for 1930 and 1935² reveal that, except for minor irregularities, the generalization holds. For California the following salary cuts were reported in percents for the respective sizes of schools listed above: 11.2, 9.5, 12.1, 4.1, and 14.7; for Arkansas they were 46.8, 40.0, 34.6, 39.9, and 30.4; and for New York they were 10.3, 13.0, +1.2³, 2.1, and +1.9.

Another aspect of this situation may be shown by ranking the States first in descending order according to median salaries in one- and two-teacher schools and second in ascending order according to salary reductions. Such a comparison of rankings indicates that States which pay the highest salaries show also the smallest percentage of salary reductions. It appears on further investigation that, in States in which support comes from local sources, salary cuts are more drastic than in those which draw on State and county funds.

Recent data, though incomplete, indicate that salaries have increased both in urban and in rural communities. Generally speaking, however, it appears that school authorities in charge of the larger schools have responded more quickly to improved economic conditions than those of rural communities. It therefore seems probable that salaries of rural teachers are now improving somewhat. Compared to their urban colleagues, however, these

² Data for city schools are based upon figures from 1934.

³ + indicates increase in salaries during the period in question.

¹ Average; median not available for city schools.

teachers are probably in a less favorable salary position at present than they were in 1935.

Disparities need correction

The facts in the case are unequivocal. In prosperous times the prevailing policies of education work out in such a manner that the public invests on an average $2\frac{1}{2}$ times as much to procure a desirable teacher for the larger urban schools as it does to procure one for the smaller rural schools. In times when retrenchments have to be made, the conditions responsible for this outcome tend further to widen this disparity. At the present time the average city teacher receives more than $3\frac{1}{3}$ times as much as the average teacher now employed in the 138,542 one-room schools scattered over the country. Granting that the cost of living and related factors justify paying somewhat lower salaries to rural teachers, the disparities revealed are unjustifiably disproportionate.

It is clear that a democratic system of education cannot become a reality when in normal times the teachers of some of our schools must maintain themselves at so great a disadvantage as these figures indicate. That, in times of economic strain, these same poorly paid teachers should also be called upon to bear the greatest burden necessitated by retrenchments, is almost unbelievable. Professionally trained teachers cannot be expected to be attracted to nor remain long in the smaller rural schools unless ways and means are found to place them in a more equitable position as concerns salaries.

Forums and Reading

[Concluded from page 297]

well as books—rate either “difficult” or “very difficult” in phraseology, vocabulary, etc., and probably also in concepts.

Fortunately, some first attacks on the problem are being made. There have been some fairly successful attempts to produce readable material in the social sciences in the pamphlet field and to a lesser extent in the periodical field. A “readability laboratory” to analyze, rewrite, and produce understandable manuscripts in serious subjects on an experimental basis has been created in a large university, and promising cooperative relationships with interested publishing houses have been established.

Library and forum

There are examples from many parts of the country and many different sized com-

munities of the advantages accruing from a joining of the resources of these two informal adult education agencies—forums and libraries. Libraries of varying kinds and sizes have been hosts to varying kinds and sizes of forums and discussion groups. The meeting rooms of some libraries have accommodated the small, follow-up discussion groups connected with large forums. The adult education departments of some city libraries have acted as recruiting agencies in the formation of such discussion groups. Other libraries have established information bureaus to help independent groups to secure local leaders, lecturers, and library representatives at meetings. Many libraries have sponsored “reading groups”, either in connection with forums or independently, which meet in small informal gatherings to read and discuss books or current topics as treated in specific books.

The use of branch library buildings in large cities or community libraries in small towns and villages is especially noteworthy. There is an increasingly evident trend for such library units to become centers of a variety of informal education and cultural interests in outlying city neighborhoods and in small communities. The simpler routine, the lack of crowds and hurrying, the informal and friendly atmosphere of such library units, make them more and more favored as locations for forums, study clubs, musicales, lectures, exhibits, etc. In the small town and village their opportunity to act as cultural outposts in fostering such opportunities is increasingly important.

Unfortunately, library resources and reading material distribution in rural areas to supplement the recent developments of discussion groups on economic problems among farmers, are relatively weak in many areas. However, the United States Department of Agriculture and the State agricultural extension departments promoting these rural discussion groups have been unusually prompt in developing their bulletin and pamphlet service to meet the special needs of their discussion groups. Cooperative action between the agricultural extension agencies and library agencies in the areas concerned has begun also.

In the next few years it seems probable that a greater consciousness of the value of reading as an important supplementary aid to discussion will spread rapidly, and that forums may give a strong impetus to the movement to provide social-science reading materials which will be both understandable and interesting to a large section of the population who now read little or nothing in such fields.

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The Government Printing Office has released more of its free price lists. They are: *Animal industry*—farm animals, poultry, and dairying, no. 38; *United States National Museum*—contributions from United States Herbarium, National Academy of Sciences, Smithsonian Institution, no. 55; *Standards of Weight and Measure*—tests of metal, thermometers, concrete, iron, electricity, light, clay, metric system, no. 64; *Pacific States*—California, Oregon, Washington, no. 69.

College Entrance Requirements

FIFTY years ago, when the universities and colleges set their own examinations for admission, there was no set of standard examinations that all students might take. Each college determined the fitness of applicants by testing students in certain tool subjects which were believed to be necessary for pursuance of college work. Because no two of these institutions maintained the same requirements, preparatory schools were hard pressed to prepare individual students or groups of students for different colleges and at the same time maintain satisfactory work for those who did not intend to go to college.

“Committee of Ten”

As early as 1871 the University of Michigan began to inspect and accredit high schools with a view to accepting graduates of approved schools without examination. The famous “Committee of Ten”, the forerunner of the college entrance examination board, began a system of cooperation between colleges and secondary schools in 1892. In 1900 a group of eastern college representatives met and agreed to accept board examinations as full substitutes for their own, and in 1901, the first entrance board examinations were held at 67 points in the United States and two in Europe. Nearly a thousand candidates presented themselves, and as a whole the results of the first examinations were satisfactory.

From that time on more and more colleges accepted these examinations in lieu of other requirements. Until 1916 the participating colleges required every applicant to take a separate examination in each subject required for admission; this system is now known as plan A. Beginning in 1916, comprehensive examinations were devised and each applicant was encouraged to take four comprehensive examinations at the end of the high-school course; this system is known as plan B. At that time Harvard, Princeton, and Yale gave up their own examinations and turned all candidates for admission over to the board. In 1919 Vassar, Smith, Mount Holyoke, and Wellesley gave up the certificate method of admission and sent their candidates to the board.

Walter J. Greenleaf, Specialist in Higher Education, Office of Education, Describes Development of Various College Entrance Requirements and Present Status

Aptitude test

The scholastic aptitude test, a kind of psychological test, was established in 1926 when the board endeavored to improve the character of its examinations as measuring instruments. In general, high scores on this test indicate that a student has ability to do scholastic work of high order. On the basis of this test alone, some institutions admit students without any other examination.

Last year (June 13-20, 1936) college board examinations were held at 339 centers and administered to 14,449 candidates who came from 1,896 secondary schools. The section of the country from which these students came is of interest: New England and Atlantic States, 10,971; Southern Division, 1,797; North Central Division, 1,797; Western Division, 450; Territorial Dependencies, 41; foreign countries, 150; and unknown, 4.

One reason for the prominence of this standard in the East is that many colleges in that section limit the number of students admitted on a basis of capacity of institution, which takes into consideration, plant, budget, staff, dormitory space, and other factors. In general this means limiting the size of the freshman class, as for instance in Harvard where freshman classes are limited to 1,000 students; Yale, 850; Dartmouth, 600; Bowdoin, 160; and others that restrict the size of student bodies to the number which they are equipped to handle efficiently. From a large group of applicants such institutions choose only the better qualified students.

Next June (1937) board examinations will be held in many towns and cities throughout the United States. Applicants for admission to college must generally file applications with the director of admissions at the chosen college by April of the year in which they intend to enter. Further details concerning the June examinations may be obtained from the college entrance examination board, 431

West One Hundred and Seventeenth Street, New York City.

Units required

These examinations cover the subject requirements of the 15 units generally demanded for college entrance. A “unit” is interpreted as a year’s study in any subject in a secondary school, constituting approximately a quarter of a full year’s work. A 4-year secondary school curriculum represents not more than 16 units of work. The average college requirements for entrance, as determined by one study, include: English, 3 units; mathematics, $\frac{2}{3}$ unit; social studies, $\frac{1}{2}$ unit; natural science, 1 unit; foreign language, $\frac{2}{3}$ unit; and electives to make up 15 units.

The manifest advantages of the board examinations as stated in their thirty-sixth annual report for 1936, are that—

They are uniform in subject matter.

They are uniformly administered.

They are held at many points to meet the convenience of students at one and the same time.

They represent the cooperative effort on the part of a group of colleges, no one of which thereby surrenders its individuality.

They represent the cooperation of colleges and secondary schools in respect to a matter of vital importance to both.

By reason of their uniformity, they aid greatly the work of the secondary schools.

They tend to effect a marked saving of time, money, and effort in administering college-admission requirements.

Admission-without-examination

Examinations are not the only means of entering college however. For a long time other methods have been in use. The National Survey of Secondary Education found that 23 percent of 517 colleges and universities accept students on a basis of the high-school diploma as a single criterion, most frequently in the

[Concluded on page 316]

Office of Educa

AT the left is the Commissioner of the third floor of the new Interior the right is the Assistant Commissioner Assistant Commissioner for Vocational left, and the picture immediately below Klinefelter. The chief of the Department

Other pictures show the entrance to the cataloging room, and the reference alcove

The Office of Education occupies part of the building, which is located within a block between Eighteenth and Nineteenth Streets Northwest in Washington, under the administration of the Department of the Interior. It houses the Office of the Solicitor, the Office of Education, the Bureau of Indian Affairs, Bureau of Reclamation, Bureau of Land Management, Division of Names, Bureau of Mines, Petroleum Administration, and the National Park and Planning Commission, and the

This beautiful building is simple and elegant throughout. It has elevators and a cafeteria for breakfasts and luncheons.

An outstandingly beautiful part of the building houses more than 250,000 books and a

[Concluded]



on's New Home

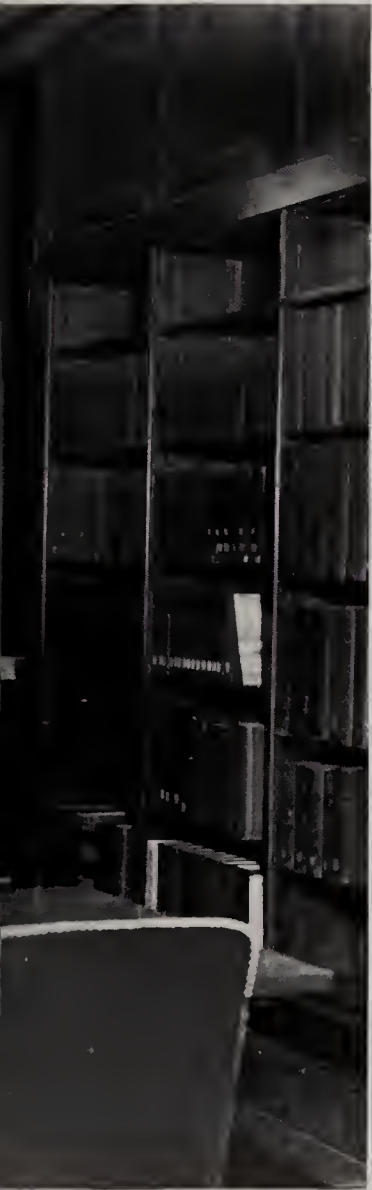
...ation, J. W. Studebaker, in his office on
...Department Building, Washington. At
...Education, Bess Goodykoontz. The
...ducation, J. C. Wright, is next on the
...his is Administrative Assistant C. F.
...s library is Sabra W. Vought (below).
...he auditorium, the reading room, the

...of the first, second, and third floors of
...k of the old Interior Building between
...It is the first major Federal Govern-
...ed, designed, and built by the present
...Secretary of the Interior, the Office of
...the General Land Office, the Office of
...National Park Service, Division of Terri-
...of Grazing, Division of Geographic
...nservation Division, National Capital
...Commission of Fine Arts.

...modern in design. It is air-conditioned
...ators. A large cafeteria serves both

...building is the library, which already
...at number of periodicals on the shelves

page 307]



New Government Aids for Teachers

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

WILLIAM H. BRISTOW and KATHERINE M. COOK are coauthors of *Conservation in the Education Program*, Office of Education Bulletin 1937, No. 4, now off the press. The purposes of this bulletin are, first, to provide school officials and others interested with information concerning progress so far made in introducing conservation into the school program; and, second, to stimulate further progress through a description of instruction practices which have been successfully followed in a number of school systems. For your copy send 10 cents to the Superintendent of Documents.

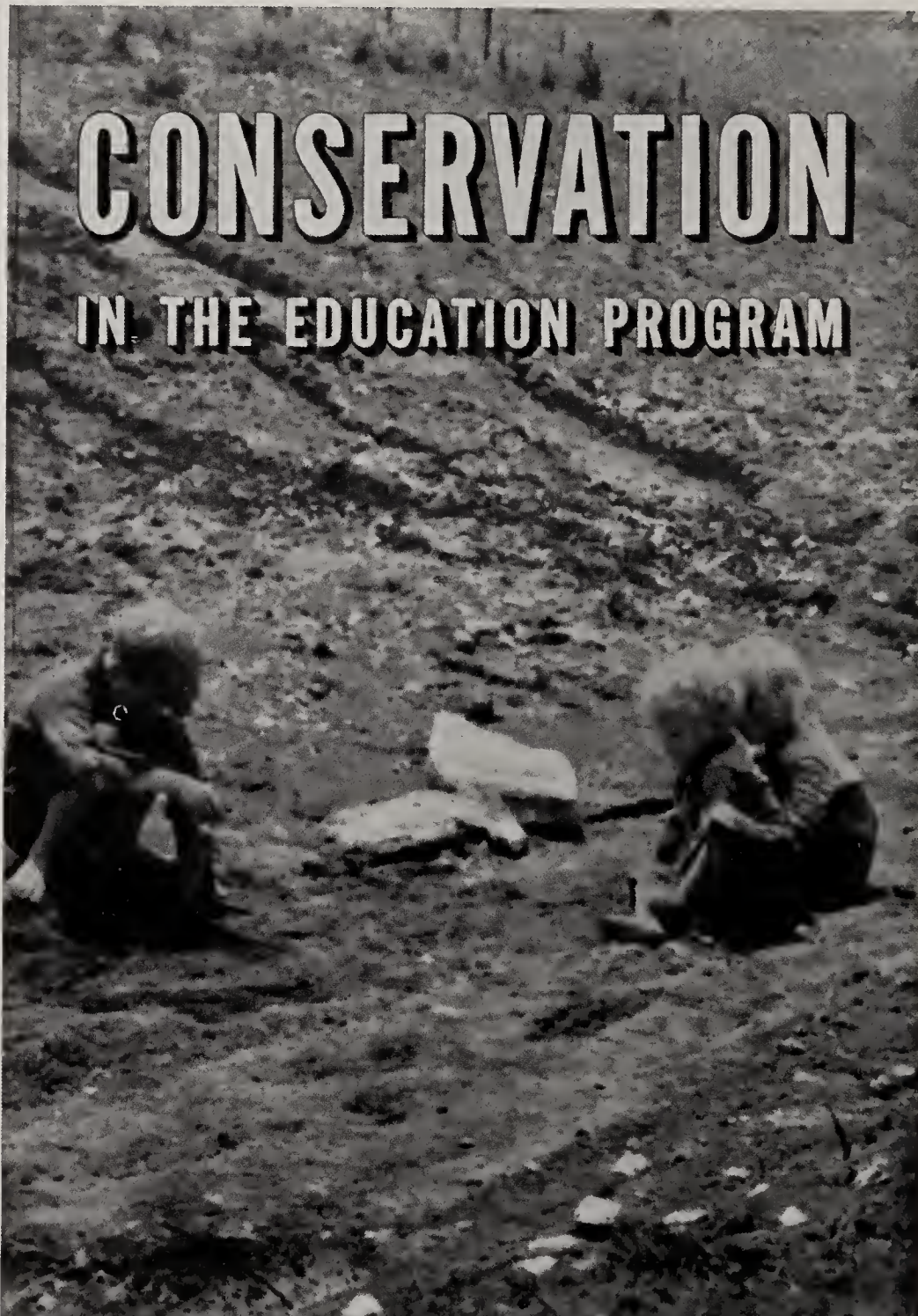
Thirteen recipes for serving rice alone or in combination with meats, fish, milk, cheese, eggs, vegetables, and fruits are given in *Cooking American Varieties of Rice*, Department of Agriculture Leaflet No. 112, priced at 5 cents.

Cultivation, packing, and shipping bulbs, breeding, etc., of the tulip, which is today the most popular and most extensively used, in the United States at least, of any of the spring-flowering plants, is described in *Tulips*, Department of Agriculture Circular No. 372 (10 cents).


Directions for the construction of sundials, tables for the equations of time, and mottoes are given in *Sundials*, a Bureau of Standards publication selling for 5 cents.

Washington: City and Capital, second of the larger volumes of the American Guide Series being prepared by the Federal Writers' Project of the Works Progress Administration is now available from the Superintendent of Documents at \$3 a copy.

Containing more than 400,000 words and 1,100 pages, it reviews the capital's historic background, presents a critical interpretation of its cultural and social



**CONSERVATION
IN THE EDUCATION PROGRAM**

UNITED STATES DEPARTMENT OF THE INTERIOR
OFFICE OF EDUCATION  **BULLETIN 1937, No. 4**

aspects, and outlines various tours which may be taken in and near the city.

A separate section of the book lists all of the Government departments, agencies, and bureaus and discusses their various functions. More than 100 photographs, detailed floor plans of important buildings, and numerous maps are included in the volume. Three large color maps of the city are to be found in a pocket attached to the back cover.

Printed on good-quality paper, the edition is attractively bound in cloth. Although planned primarily for visitors, this book should become a popular source-book for students of government and the history of the Capital.

This is only one of the volumes of the American Guide Series now being compiled by the Federal Writers' Project. Functioning on a Nation-wide scale the project is preparing guidebooks for each of the States and many localities, the sum total of which will constitute a "portrait of America", according to Henry G. Alsberg, national director.

Attention of SCHOOL LIFE readers is again called to the *Daily Revised Manual of Emergency Recovery Agencies and Facilities Provided by the United States Government* issued by the National Recovery Council. This simplified textbook of Federal activities, which enables one to use directly the emergency services which the Government has established, sells for \$1.50.

Films and Maps

The Department of Commerce has a new series of maps designed for high-speed flying. These millionth-scale maps are drawn to a scale of about 16 miles to the inch. Seventeen of them will cover the entire country.

Each map will show six times as much territory as the present sectional maps, which are drawn to a scale of 8 miles to the inch. The present maps cover a territory about 325 miles east and west and 150 miles north and south. Only 25 of the contemplated 87 sections have been completed.

The flyer will see the location of cities and towns, highways, railroads, power transmission lines, rivers and lakes, landing fields, airway lights, radiobeacons, lighthouses, elevation of the terrain, and dangerous obstructions.

The Pittsburgh Experiment Station of the Bureau of Mines has available in both 16- and 35-millimeter sizes a two-reel, silent film entitled *Making of V-type*

Automobile Engines. The story opens with the arrival and unloading of an ore boat and the storage of the iron ore. These scenes are followed by others showing the charging and tapping of the blast furnaces, the handling of molten iron, charging electric furnaces, adding alloys, building molds, casting molten metal, etc. Finally, the engine is put together on the assembly lines, tested, and placed in the chassis of an automobile.

Schools, churches, clubs, civic and business organizations, and others may borrow the film by applying to the Pittsburgh (Pa.) Experiment Station, United States Bureau of Mines. No charge is made for the use of the film, but the exhibitor is asked to pay transportation costs.

MARGARET F. RYAN

New Home

[Concluded from page 305]

and in the stacks. The reading room is paneled in dark walnut. There are six levels of stacks. These stacks and shelves have an estimated capacity of 400,000 volumes. The general public is invited to use the library's facilities and books may be taken out by qualified students, teachers, and research workers.

The chiefs of the various divisions and services of the Office of Education have large, comfortably furnished offices and their respective staff members are located nearby. Near the Commissioner's office on the third floor are the Assistant Commissioner's offices, and the administrative offices.

The Office of Education together with other bureaus of the Department shares in a museum in the new building which when completed, will show something of the work of the entire Department. The Office also shares in an art gallery on the seventh floor which will exhibit some of the best work of art students throughout the country.

As a matter of historical interest, the Department of Education, which was established by act of Congress in 1867, was changed in name to that of Office of Education and made a part of the United States Department of the Interior in 1868. Some years later its name was again changed, this time to that of the Bureau of Education, which it remained until recent years when the title of 1868—*Office of Education*—was restored.

For the past 4 years the Office of Education has been located in rented quarters. In its seventieth year of service it happily falls heir to its share of the new Department of the Interior building.

A Program of Cooperative Research

[Continued from page 296]

The project operated under an Executive order requiring that at least 90 percent of all persons employed on a work project be taken from the public relief rolls. Although some institutions were unable to initiate projects because of this regulation, the project as a whole was able, except for very brief periods when local projects were being organized or closed, to maintain the required ratio throughout the life of the project. During some months the ratio was exceeded materially. In the case of no project was a request for exemption to the required 9-to-1 ratio of relief to nonrelief labor necessary.

The number of paid workers on the project varied from month to month. The total number of paid relief and nonrelief workers was 473 on September 17, 1936. The ratio of relief to nonrelief workers on that date was better than 12 to 1. These figures do not include, of course, more than 200 local project administrators, study supervisors, graduate students, and others who served part time without compensation.

Former graduate students, college graduates, and former college students were employed when they were available from the public relief rolls. A few workers with the doctor's degree, somewhat more with the master's, and a considerable number with the bachelor's degree were employed. Most of the employees had attended college for some time. The exceptions were chiefly typists and clerks who had business college training, or experience in business and related vocations. Relief workers were paid security wages ranging from approximately \$50 to approximately \$100 per month, depending upon their occupational classification, the size of the city in which they were employed, and the geographical area in which they were located. They worked a maximum of 40 hours per week. Since they were selected insofar as possible because of their special qualifications for the work, it was no surprise that the local project administrators reported that, with very few exceptions, they could testify to the faithful and conscientious service of these employees. Through the employment of these workers and the consequent redirection of their activities along lines for which they had talent or liking, the project achieved a major objective in capitalizing an otherwise unutilized social resource.

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Vocational Summary



Air Corps offers varied courses

YOUNG men who have an ambition to enter the field of aviation will be interested in the opportunities available for those who qualify for education and training in the United States Air Corps. Five Air Corps schools are in operation. Two of these—Randolph Field for primary pilot training, and Kelly Field for advanced pilot training—are located at San Antonio, Tex. These two fields together constitute the Air Corps Training Center. The other three schools are located as follows: Maxwell Field, for tactical training, at Montgomery, Ala.; Chanute Field, for technical and mechanical training, at Rantoul, Ill.; and Wright Field, for aeronautical engineering, at Dayton, Ohio.

At the Air Corps Training Center the flying cadet receives an intensive 1-year course in pilot training, is required to put in 330 odd-hours of pilot time, and gets a thorough ground training. The student who completes this training may then be assigned to active duty for 3 years with an Air Corps tactical unit, after which he may be promoted to first lieutenant for an additional 2 years. Desirable and profitable employment in some phase of commercial aviation is generally available to the Army-trained pilot upon release from the Air Corps.

Applicants for cadet training should be physically and mentally fit, unmarried, between 20 and 26 years of age, and should have completed at least one-half of a recognized college course; or they may show the required education by passing an examination on specified college subjects.

Enlisted men may pursue one of the following courses at the Air Corps Technical School, at Chanute Field: Airplane and engine mechanics, aircraft armor, machine shop work, aircraft welding, sheet metal work, parachute rigging, photography, radio operation, radio repair, clerical work (supply and technical), and airplane maintenance engineering.

While most men enrolled at the Chanute Field Technical School are selected from those already in the Air Corps, about one-fourth are selected from high-school graduates who apply to the commanding officer for this training.

Vermont and Kansas accept

The legislatures of Vermont and Kansas have recently passed laws accepting the terms of the Federal rehabilitation act, which provides for Federal grants for the vocational rehabilitation of disabled persons. The Vermont legislation provides for the financial support of the State program of rehabilitation, which will probably be started at the beginning of the next State fiscal year. The Kansas legislation accepts the terms of the Federal rehabilitation act but appropriation of adequate funds will probably not be considered until the next biennial session of the legislature. Legislation has been under consideration in Delaware, but no information has been received as yet as to the final action on this matter. With the acceptance by Kansas and Vermont, 47 States, the District of Columbia, the Territory of Hawaii, and the Island of Puerto Rico are now cooperating in this Federal-State program.

A \$4,100,000 pay roll

A weekly pay roll of approximately \$82,600 and a yearly pay roll of more than \$4,100,000 is represented in the wages of 6,113 graduates of part-time and all-day vocational trade and industrial schools in 13 North Atlantic States, a study made by a special regional committee shows.

Two thousand and sixty-three graduates of part-time courses in 47 different trades and 9,259 graduates of all-day courses in 43 different trades were covered in the study made during the fiscal year 1935-6 and presented at the annual conference of supervisors and teacher trainers at Asbury Park, N. J., last month. Trades for which these graduates were trained range from auto mechanics to millwork, commercial art, ceramics, nursing, watchmaking, silver-smithing, cosmetology, and template making.

Seventy percent of those trained in part-time schools and 59 percent of those trained in all-day schools were placed in the occupations for which they were trained. The average weekly wage for part-time graduates is \$13.64 and of full-time graduates \$13.45. Attention is called to the fact that the maximum

wage for the part-time graduates as revealed by the study is \$39.29 and of full-time school graduates \$25.00. The higher range of pay for part-time school graduates is accounted for, of course, by the fact that they are drawn from those who have been employed for varying periods and have acquired experience and skill in their work.

Graduates of part-time courses in trade and industry increased 24 percent since 1930 and the number of those placed was approximately the same. The rate of placement dropped 17 percent; and wages for these graduates declined 34 percent. Graduates of full-time courses increased 82 percent; the number placed 58 percent; the rate of placement dropped 4 percent; and wages for those graduates declined 21 percent.

The study of "what becomes of the trade school graduate," from which these data have been developed, is a continuing one which was started in 1929. The committee in charge is composed of Walter B. Jones, supervisor of trade and industrial education, Pennsylvania, chairman; A. B. Anderson, supervisor for trade and industrial education, Delaware; Daniel H. Shay, supervisor for trade and industrial education, Massachusetts; and J. G. Spofford, teacher trainer for trade and industrial education, New Jersey. G. A. McGarvey, agent for trade and industrial education, Office of Education, cooperated in the committee's study.

Conducts community sale

Annual profits of more than \$4,000 on supervised farm practice programs, and sales of approximately \$15,000 worth of livestock and farm machinery are reported by a part-time vocational agriculture group in Hinton, Okla. This group—15 in all—most of whom are former students of the Hinton vocational agriculture department and members of the Future Farmers of America, is composed of young men who have finished full-time school and are located on farms in the community. It meets twice a month under the leadership of the local vocational agriculture teacher to discuss problems presented by group members.

The principal project of this group is the biweekly community sale which it conducts at the Hinton Fair Grounds.

These sales were started 2 years ago. The group members do all the work in connection with sales, even acting as auctioneers. Sales are conducted on a commission basis.

These young men are learning a lot of things. In the beginning they tried to handle clerical work in connection with the sales and make all settlements. But experience taught them that it was better to employ a representative of the local bank, an experienced sales clerk, to do this work.

Members of the group completed 18-farm-improvement projects last year. Recreational and entertainment programs are a part of their activities. A string band, made up of their own members, furnishes music for their dances and parties.

Speaking of records

Seventy-eight percent of the 72 graduates of the vocational agriculture department of the Iowa Falls, Iowa, high school are engaged in farming or other agricultural work or attending college. Forty of the seventy-two graduates, a recent survey shows, are now on farms, eight operating their own farms. Twenty-nine are in farming with their fathers. Three are working as farm hands. Eight are employed in agricultural industries other than farming, one is farm-manager for an insurance company, one operates a portable feed mill, one sells farm implements, one works in a hatchery, two work for a packing company, and one is a cow tester. Eight are in college, 10 are employed in nonagricultural occupations, 3 are in CCC camps. The occupation of two graduates is unknown, and one graduate is not living. Here is a record worth studying.

Just one more thing

Homemaking teachers whose pupils find the home project report irksome and look upon it as "just another thing to do," will be interested in a novel plan followed by Miss Alfreda Skillin, director of home economics in Thornton Academy, Saco, Maine.

"My biggest problem in connection with projects," she states, "is to induce students to make their project reports as interesting as possible. Since the actual project work done by students is usually of a high grade I felt we should do something to encourage the written work. So I enlisted the cooperation of the English teacher, Mrs. Abbott. Homemaking pupils are required to keep the record of their project work in diary form. Eventually these notes are written up as a report and passed in to Mrs. Abbott who



Training Center for United States Air Corps.

grades them on spelling, correlation of ideas, paragraphing, and other factors. Students are given credit on this report for two of the compositions regularly required of English pupils. I correct the reports for originality and expression, and record of results and accomplishments. Incidentally, Mrs. Abbott and I have found that reports formulated with this double objective in mind, give both of us a fairly good picture of the home life and associations of the students. The reports are neat and interesting and the students like this plan of combining instruction in homemaking and English."

Forehanded

Prospective itinerant teacher trainers in home economics education for Negroes from eight States attended a special intensive training course at Tuskegee Institute, Tuskegee, Ala., from April 5 to June

5. This course, which was arranged through the joint cooperation of the Institute, the Alabama Department of Education, the General Education Board, and the Office of Education, grew out of a need for better qualified itinerant teacher trainers, which it is expected will develop with the allotment of funds authorized under the George-Deen Act, effective July 1. Candidates for this course were chosen on a selective basis by State superintendents of education, supervisors of home economics, and directors of education for Negroes. The expenses for the course were covered by scholarships provided by the General Education Board.

Classwork, observation activities, participation in teacher-training work in selected schools, and a study of actual problems facing teacher-trainers, were combined in the Tuskegee course.

CHARLES M. ARTHUR

CCC Contributes to Human Conservation



IN A recent statement before a congressional committee, Robert Fechner, Director of Emergency Conservation Work, stated: "With no disparagement to the huge work accomplishments of the CCC nor

to its collateral economic and relief aspects, I feel that the creation and preservation of human values has been and continues to be the signal service of the CCC to the Nation "

The truth of the director's statement is certainly borne out by the accomplishments of the Corps. Almost 2 million young men have been members of the CCC since its inception over 4 years ago. They came from all walks of life—farms, small towns, and cities. Many came from families that had never known anything but poverty, from homes where living conditions were unwholesome and insanitary. Others were from families once moderately prosperous but now victims of the depression.

Many had had few, if any, educational opportunities. A number had become disheartened over what the school had to offer them and had dropped out. Most of the men were undernourished. Months or years of idleness had stifled their ambitions, sapped their energies, and left them indifferent or hostile to every wholesome influence. Crime among young people was definitely on the increase. These hundreds of thousands of young men were a potential menace to the future of the country.

Soon after its inception, the CCC began to show results as a builder of men, and it has continued to add to this record of achievement. The camps supplied a new and wholesome environment for thousands of undeveloped youth. The hard work in the open air, the rugged life close to nature, the abundance of good, plain food, the association with enrollees, officers, and supervisors, the pride in doing an honest day's work, recreational and educational opportunities—all these factors contributed to their physical, mental, and moral change. Not only did most of them pick up from 10 to 15 pounds in

Howard W. Oxley, Director of CCC Camp Education, Describes Its Services to the Nation's Young Men and to American Education

weight, but their attitude toward life and surrounding conditions became better. A majority of them showed a greater desire to plan intelligently for their future, by choosing a vocation and preparing for it.

Educational accomplishments

The educational program in the camps has faithfully served to help make the CCC the builder of men that it is. Since 1933 over 50,000 illiterates have been taught to read and write; more than 300,000 enrollees have been better grounded in grade-school subjects; over 200,000 have pursued high-school courses, while 50,000 have taken college courses. Systematic instruction on CCC work projects has developed the vocational skills of over 1,000,000 men and has taught them the value of regular work habits and efficient management.

Upon reviewing the contributions of the CCC educational program, we find that it has focused public attention upon the unpreparedness of modern youth, has demonstrated the educational usefulness of the work project, and has applied on a Nation-wide basis progressive methods and techniques in educating enrollees.

Unpreparedness of youth

The fact that the CCC has found approximately 2.7 percent of its enrollment illiterate and approximately 38 percent on the elementary school level indicates in graphic fashion the unpreparedness of a sizable cross section of American youth. Add to this statement the fact that over three-fourths of the enrollees never received any systematic vocational training before reaching camp nor had many of them thought seriously of their occupational plans for the future. When we recall that the average age of the enrollee is around 20, we further recognize the extent of youth's retardation and lack of adjustment.

Use of work project

In demonstrating the educational usefulness of the work project, the camps

have made a contribution not only to the men but also to the field of general education. The camp situation has restored a good deal of what had been lost through the formalization of education. It supplies an opportunity to get back to a natural type of education.

With the rise and formalization of the schools, there occurred a separation between the content of education and the work-a-day world, a separation between learning and doing. The separation of education from work is undesirable, first because education without application becomes academic and formal, and second because work without thought and study becomes drudgery. CCC education, in making use of the camp work project, restores the connection between learning and doing which has been overlooked in so much of our schooling.

To achieve the best possible results for each man, CCC education has made use of progressive methods and techniques. The counseling and guidance of each enrollee forms the foundation of the program. It is a student-centered program with the needs, abilities, and interests of the individual enrollee dictating the nature and content of the curriculum. This approach necessitates a very close relationship between the instructor and the learner. The instructor is constantly watching the progress of his student throughout his camp experiences to determine the type of work for which the youth is best fitted and to help him develop his preparation accordingly.

CCC classes are conducted on a discussion basis, with each participant feeling free to contribute a thought or an idea at any time. Films, slides, radio programs, charts, graphs, and shops are used to enrich and extend class work. Instructional materials, in large part, have been prepared by educational advisers or cooperating colleges and universities so as to meet the problems and interests of the men. Full use is made of all phases of the camp situation to broaden the contacts and experience of the men.

Planning for the future

Having come through four years of testing, the Civilian Conservation Corps now awaits further development as a



CCC class in bookkeeping.

permanent part of this country's educational and human conservation program. The Corps' future and the possibilities for building youth into manhood through it should be a matter of major concern to everyone. The camps should be more closely integrated with the system of American education. Together, the schools and the camps can do much to supplement each other's activities and offer a wider variety of practical education.

To my mind, one of the greatest services which the camps on a permanent basis can perform is to take a large number of out-of-school and unemployed



CCC workshop.

youth each year and prepare them for employment and good citizenship. *The Herald News* of Fall River, Mass., has well put the case as follows: "Nobody can doubt, however far the revival of industry may go, there will always be a large group of young men who are floundering around in search of employment, without any definite ideas of their own and perhaps without much ambition to get settled at steady work. For such as these the opportunity to enlist in a CCC camp would be a blessing. The regularity of living, the discipline of the organization, the training that would come from the work to which they are put could not fail to give them a new outlook upon life and turn them free, at the end of their enlistment, with a better idea about getting private employment and what is necessary for keeping it."

Electrifying Education

TWO HUNDRED AND THIRTY PERSONS from all over the country attended the Eighth Annual Institute for Education by Radio held at the Ohio State University, May 3-5, 1937. Among the subjects emphasized were, the educational responsibility of radio, the training of broadcasters and studio techniques. Among interesting statements made at the institute are the following:

"We might treasure a few periods of silence."—GLADSTONE MURRAY, *Director*, Canadian Broadcasting Corporation.

"The more college teachers we can get before the microphone, the better for their teaching, and the better for the service of their institutions."—J. LEWIS MORRILL, *Vice-President*, Ohio State University.

"By its very nature radio (1) must operate on and through the public domain and (2) it must be publicly regulated. For these reasons the public will never relinquish its control of radio, and for the reasons stated above, this control will probably tend to increase rather than to diminish. This policy and trend are expressed in the announced determination of the public through Congress to insist that radio be operated in the people's 'interest, convenience, and necessity.' The severity of governmental controls will be lessened in the degree in which the radio industry makes controls unnecessary."—JOHN W. STUDEBAKER, *United States Commissioner of Education*.

COPIES OF THE PROCEEDINGS of the Institute may be ordered at \$3 each from Dr. Josephine MacLatchy, Ohio State University, Columbus, Ohio.

THE CORDON Co., 225 Lafayette Street, New York, recently announced the publication of a new textbook in visual education entitled, *Visualizing the Curriculum*, which has been written by Charles F. Hoban, well known authority in the field of visual education, his son, Charles F. Hoban, Jr., associate in motion picture education of the American Council on Education, and Assistant Professor Samuel B. Zisman of Texas Agricultural and Mechanical College. This column contains 300 pages and 140 illustrations. It may be purchased directly from the publisher for \$3.50 a copy.

THE CALIFORNIA ASSOCIATION for Adult Education, 311 State Building, Los Angeles, Calif., has recently released a 17-page mimeographed report of *A Radio Experiment* in adult education, which makes a genuine contribution to this interesting field.

TEACHERS INTERESTED in summer school courses in visual education should examine the list of summer school courses in visual education in the June 1937, issue of the *Educational Screen*.

THE AMERICAN COUNCIL ON EDUCATION announces that the proceeding of the First National Conference on Educational Broadcasting which was in Washington last December have been published as a 350-page volume entitled *Educational Broadcasting—1936*; and may be purchased from the University of Chicago Press, 5750 Ellis Avenue, Chicago, for \$3 per copy.

A RECENT INQUIRY DISCLOSES that 56 radio programs prepared from scripts furnished by the Office of Education were broadcast by 36 stations in 26 States during a single week. Teachers or radio station managers who are interested in obtaining copies of these free scripts for dramatic productions over the air, should communicate with the Educational Radio Script Exchange, Office of Education, United States Department of the Interior, Washington, D. C.

FOR AN EDUCATIONAL VACATION this summer the national parks cannot be surpassed. Intimate acquaintance with scenic beauty, with forests and with wildlife afford inspiration and an understanding of the meaning of the historical, geologic, and biologic features of these superlative areas which have been reserved as the birthright of every citizen. Guided trips afield, lectures, museums, and natural trails are free to the public and greatly help in making a vacation worthwhile.

INFORMATION, MAPS, AND PUBLICATIONS helpful in planning your trip are available through the National Park Service, United States Department of the Interior, Washington, D. C.

CLINE M. KOON

Education in Burma

BURMA, whose political connection with India was severed on April 1, has been influenced greatly by the educational policies of the Government of India. The famed Macaulay Minute of 1835 committed India to a plan of English education and gave rise to the oriental-occidental controversy which has been waged in Hindustan for more than a century. While today there is a growing tendency to vernacularize education in the Indian Empire, few critics of the existing system deny the desirability of continuing the use of English for higher schools. At the same time, champions of native culture in both India and Burma have protested against the process of Anglicization thus set in motion, and have stood firmly for a system of education conducted in the language of the sons of the soil.

The Burmese are Mongolians akin to the peoples of western China and neighboring Siam rather than to the Aryans of India. One of the most striking features of life in this charming land is the universal prevalence of the Buddhist religion whose benign influence no one in Burma can escape. Buddhism provides Burma with its indigenous school system, the monasteries. Nearly every Burmese son spends some time under the palm trees bathed in the drowsy influence of one of the 20,000 monastic schools found usually near some tinkling pagoda. Some remain in school only a few days, others wear the yellow robe a lifetime. Here a rudimentary knowledge of the Burmese language and literature, gained from a study of the Thibongyi (great basket of learning) and the oral repetition of Burmese letters and Buddhist principles, is given the novice. Added to this is much picturesque misinformation in the fields of geography, mathematics, and elementary science. Those who remain to become monks frequently become learned Pali scholars.

Imported systems

In addition to the monastic system, Burma has three imported systems of education: First, the secular vernacular system; second, the Anglo-vernacular system; and third, the English schools. It is the only province of Britain's Indian

John Leroy Christian, Former Principal of the Meiktila Technical School, in Burma, Describes the Current Educational Scene in That Province

Empire which affords education for boys and girls in their own language until they finish high school. But, strange to say, these vernacular schools are the most unpopular in the province. They have been criticized as lifeless, leading nowhere ex-

cept to the vernacular teaching profession. Graduates from vernacular high schools cannot enter the university, where the instruction is conducted in English. The same is more or less true of the Anglo-vernacular high schools. It is possible, however, for graduates from this second system who pass high in the provincial examinations, to be certified for matriculation at Rangoon University. English schools in Burma, provided originally to train subordinates for the public service or children whose mother tongue was English, have lost many of their former distinctions and now accept students from all groups.

Fees charged

Schools in Burma have one common characteristic—nearly all of them charge fees. Most of them receive a government grant-in-aid. Little free schooling is available and there are no laws to compel anyone to attend school. Despite the lack of these incentives, 721,000 students are registered in public and private schools out of a population of some 12,000,000 in Burma proper. These are in addition to the numbers in the ordinary village monasteries.

All registered schools are subject to control by the Director of Public Instruction through his staff of inspectors. Examinations for the entire province are set in the Rangoon secretariat. The provincial authorities control English and Anglo-vernacular schools; local bodies control vernacular schools; the monastic schools are subject to little control by anyone.

Survey committee

The Government of Burma in 1934 appointed a group known as the Campbell Committee to survey the educational scene in Burma. Their report, which has appeared recently in the press, proposes a remodeling of the entire educational

Extending Education

OF ALL the Provinces and States in India, Burma and Cochin have the highest percentages of literacy. The former is the largest in area (233,492 square miles) of India's Provinces, has a population of 14,667,000, is separate geographically from India, and differs in races and customs so much from India that it will soon have a separate constitution. Over 17 vernaculars are spoken, but about three-fifths of the people use Burmese, one of the Tibeto-Chinese family of languages. The chief religion is Buddhism; the Hindu, Moslem, and Christian faiths have fair representation.

Cochin is one of five States brought into relation with the Government of India through the Madras States Agency. It is a small area (1,480 square miles), mainly coastal, lying along the southwestern point of the Indian peninsula. It has a population of 1,205,000. The principal languages are Malayalam and Tamil, both of which are Dravidian tongues. About one-fourth of the people are Christians. The other religions are mainly Hindu and Moslem.

These articles come from widely different sources. They are expressive of the strong efforts being made to extend education throughout India.

structure. The scheme, which will probably be adopted in its entirety, would have all schools in the province following the same course of study from standards one to nine (when the average student will reach the age of 15). At this point a division is proposed between those who wish to enter handicraft and vocational schools and those who wish to proceed to the university. Those who elect the university will spend 3 years in pre-university schools with special emphasis on English. All schools will introduce English as a second language from the fourth standard, and all English students will be required, as at present, to have a knowledge of Burmese before entering the university. Radical changes in curricula will be made. Some exceptions in language requirements will doubtless be necessary for the schools established by the various racial and religious communities in Burma.

Education of women has made greater progress in Burma than in any province of India. Burmese social customs approximate those of western nations. Women have long enjoyed the franchise, property rights, and independent careers. Of the 2,000 students in Rangoon University during the present year, one-fourth are women.

The university

The apex of Burma's educational system is the university incorporated in 1920 with a nucleus of two colleges. Now it has four constituent colleges, three of them grouped on a magnificent university estate of 400 acres on the outskirts of Rangoon. The estate has its own public utilities, beautiful playing fields, and considerable frontage on Kokine lakes for water sports. The cost of the estate and buildings was about \$6,000,000, and construction took almost 6 years. Some 200 degrees are granted annually.

The Medical College, established in 1930 near the center of the city of Rangoon, has a wealth of clinical material in the adjoining general hospital with 540 beds and the maternity hospital with 250 beds. The Training College for teachers has a faculty of 22 members. University College, the largest unit, grants degrees in arts and sciences, including forestry and law. Associated with it is the Burma Oil Co. College of Mining and Engineering, endowed with \$500,000 by that company. The principal of University College is the first Burman to hold the post. The second unit is Judson College, managed by the American Baptist Mission Society.

Public Education in Cochin

A SYSTEM of State education was first set up in Cochin in 1818 by a proclamation establishing vernacular schools in several of the provinces (territorial units of administration). These were closed in 1833 and reopened as taluq or district schools in 1835. English schools were opened at Trichur in 1837 and at Ernakulam and Trippunithura in 1845. Additional ones were started in 1873 in the other important centers: Irinjalakuda, Chittur, Kunnankulam, and Mattancherry. An education code to place the Department of Education on a sound footing and shape the general policy of the Government in matters of education was enacted in 1911. It was revised by a special committee of leading educationists and public men in 1921 and this revision is now being followed.

The very liberal system of grants-in-aid and other provisions embodied in the code led to the opening of many new schools of different grades in all parts of the State under private management, and there are at present 456 institutions of the kind. The educational institutions, including those under Sirkar (public) management, number 637 in all, of which 3 are first-grade colleges, 1 Sanskrit college, 47 high schools, 58 lower secondary schools, 509 primary schools, including night schools, and 19 special schools, with a total enrollment of 165,972 (97,018 boys and 68,954 girls). The institutions under Sirkar management have 54,810 pupils on their rolls, and those under private management, 111,162.

The expansion of elementary education among the masses has been receiving the special attention of the Government and with gratifying success. An insistent demand for more schools and the sympathetic enforcement of the various provisions of the code have induced private individuals and agencies to open new schools in all parts of the State. Where private enterprise was lacking, the Government stepped in and established new schools. Almost all children of school-going age are under instruction. The 509 primary schools, including night schools and the primary departments of secondary schools, have a total enrollment of 143,735 (82,024 boys and 61,711 girls). Of these, 44,767 are in Sirkar and

98,968 in private schools. To eradicate illiteracy from even the most distant corners of the State, a "compulsory primary education act" is being enacted. The Government, however, is relying more on its efforts to take education to every door than on compulsion, to secure universal primary education.

Secondary education has of late made considerable headway. The 47 schools, 25 of which are Government institutions (18 for boys and 7 for girls), and the remaining 22 under private management (16 for boys and 6 for girls), have a total of 6,488 pupils (4,663 boys and 1,825 girls) attending the high-school classes. Of these, 3,549 are in Government institutions and 2,939 in private schools. All these schools afford instruction in a number of optional subjects useful in a practical way to the candidates after their school career, such as agriculture, needlework, embroidery, dressmaking, house-keeping and nursing, shorthand and typing, etc. The lower secondary classes of all the schools have a total strength of 13,507 (8,639 boys and 4,868 girls). Of these, 6,085 are in Sirkar institutions and 7,422 in schools under private management.

The three first grade colleges, Maharaja's College, Ernakulam; St. Teresa's College, Ernakulam; and St. Thomas' College, Trichur; have a total strength of 1,315 (1,031 boys and 284 girls). Maharaja's College is coeducational and is one of the largest institutions of the kind in South India. St. Teresa's College is exclusively for women, and St. Thomas' College for men. Maharaja's College is a Government institution; the other two are private, but St. Teresa's College receives an annual teaching grant from the Government.

In the matter of education for women, the State has been making rapid progress. About 81 percent of the girls of school-going age are under effective instruction. There are 72 primary schools, 15 lower secondary schools, 13 high schools, and 1 college intended for them exclusively, with over 70,000 girls attending. Girls are still allowed the half-fee concession which has been withdrawn by many of the other Indian States.

[Concluded on page 314]

Registrations in Science

STUDIES of registrations in secondary school subjects conducted and reported upon by the Office of Education at intervals since 1890 reveal that the percentage of the total enrollment taking science subjects has gradually tended toward lower levels over the last 40 years. At no time has there been any marked or sudden decrease, although the fluctuations in certain subjects have at times been pronounced. During the early period of these studies physics, physical geography, and physiology were the leaders, but their supremacy has been erased as new science subjects have taken over much of their content and many of their registrants. At the present time physics is the only one of these three subjects which has a large number of pupils registered in it.

The leader in the science group over the last 15 years has been general science. In 1934 it was offered in 71 percent of the schools and was taken by 15 percent of the pupils. (See attached table.) Next comes biology with 63 percent of the schools offering it and 12 percent of the total number of pupils registered for it. Physics is third in number of schools offering the subject with chemistry in fourth place, but in registrations chemistry is ahead of physics. These relative positions are the same which these four science subjects occupied in 1928.

Taking all four subjects together, 38.8 percent of the total number of pupils enrolled were taking one or another of them. Within the science registration itself, nearly two-fifths were taking general science, less than one-third was studying biology, one-sixth was pursuing chemistry, and one-eighth was registered in physics.

During the 6-year period under consideration, biology made the greatest relative gains in number of schools offering it, with chemistry second. In registration gains the two subjects were close together. General science was third in percentage increases both in schools offering and in pupils registered. Physics was very definitely in fourth position in both particulars.

Noticeable variations appear among States in the emphasis placed upon the different science subjects. Taking as criterion the proportion of the total num-

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

THE article on Registrations in Science follows similar articles on commercial subjects, mathematics, history, and social studies other than history which have appeared in successive issues of *SCHOOL LIFE* beginning with the February number. The series will be completed in future issues.

While data for 1928 as well as for 1934 are given in the table accompanying the article, the reader who is interested in trends over a longer period of time will want to refer to earlier studies of comparable nature made every five years over a 25-year period, and reported upon in the Annual Reports of the Commissioner of Education from 1890 to 1915. The two latest studies, before the present one, were published in the Biennial Surveys of Education for 1922 and 1928.—EDITOR.

ber of schools which offer each science subject one discovers the following ranges: In general science from 6.5 percent of Indiana schools offering the subject to nearly 90 percent of the schools of Pennsylvania and North Carolina giving courses in it; in biology from about 30 percent in the District of Columbia and Nevada to 85 percent in Minnesota and Wisconsin and to over 90 percent in North Carolina; in chemistry from less than 9 percent in Iowa and Oklahoma to nearly 70 percent in Connecticut and New Jersey; and in physics from 12 and 13 percent in Arkansas and Virginia to between 75 and 80 percent in Iowa and Wisconsin.

In registrations somewhat smaller although significant variations among States may be observed. The greatest range occurs in general science, where the percentage of the total enrollment registered in the subject varies from 2.4 in one

State to more than 23 in another State. In biology the range is from less than 9 percent to more than 20 percent; in chemistry from 2.3 to 7.3; and in physics from less than 2 to more than 11.

Certain States apparently have been more insistent on building up registrations throughout the science departments in high schools within their territory than have others. Moreover, some States have developed high percentages of registration in one or more science subjects while other sciences still are offered in few schools or are taken by few pupils. Arkansas, Indiana, Iowa, Michigan, and Virginia offer interesting contrasts of this kind. (See page 320 for table.)

Public Education in Cochin

[Concluded from page 313]

Physical culture, games, and sports are receiving special attention, and pupils are encouraged to take part in the annual interschool sports and tournaments. A special staff of medical officers is employed for the medical inspection of school children.

The expenditure on education has rapidly mounted, but the State has never stinted education. The annual amount is over 1,850,000 rupees, which represents about 19 percent of the total revenue of the State. About 7 percent of this is spent on college education, 20 percent on secondary, and the major portion, over 50 percent, on primary education. Even this liberal expenditure is becoming increasingly inadequate to meet the growing needs of a rapidly increasing population. At the same time, to allot more than 20 percent of the national income for education is obviously impossible when there are other public services to finance. And efforts for the future will probably be to secure the most advantageous distribution among the several grades of education of the funds that are available.

—From a voluntary report made by the American Consulate at Madras, India.

Statistical Thumbtacks

Age of college freshmen

A RANDOM sampling study of 15,000 freshmen entering college in September 1931 in 25 institutions, now in progress as a university research project, shows half of one percent (0.5) to be 15 years of age or under, 5.5 percent to be 16 years of age, 25.3 percent to be 17 years of age and the remainder, 68.7 percent, to be 18 years of age or over.

Preparation for teaching in special fields

Students graduating from curricula preparatory to teaching or other educational work, 1933-34

Curricula	Number of graduates from—		
	Universities and colleges	Teachers colleges and normal schools	Total
PREPARATION FOR TEACHING			
Agriculture:			
Men.....	717	161	878
Women.....	10	17	27
Home economics:			
Men.....	2		2
Women.....	2,314	773	3,087
Commerce and business:			
Men.....	437	239	676
Women.....	788	473	1,261
Industrial arts:			
Men.....	398	643	1,041
Women.....	29	43	72
Physical education:			
Men.....	874	431	1,305
Women.....	938	461	1,399
Public-school art:			
Men.....	82	95	177
Women.....	611	314	925
Public-school music:			
Men.....	333	167	500
Women.....	1,071	427	1,498
OTHER EDUCATIONAL WORK			
School administration:			
Men.....	528	173	701
Women.....	144	71	215
School supervision:			
Men.....	53	31	84
Women.....	110	28	138
Educational research:			
Men.....	104	2	106
Women.....	155	1	156

Emery M. Foster, Chief of the Statistical Division, Office of Education, Brings Another Installment of Important Figures

The Office of Education requests higher education institutions to report biennially the number of persons graduated during the year who have prepared to teach in certain special fields. The tabulation of these data shows whether the preparation was done in a department or school of a university, college, or junior college, or in a teachers college or normal school whose chief business is training teachers. The accompanying table shows 12,848 persons who graduated in 1933-34 had specialized to teach in one of the six fields of agriculture, home economics, commerce and business, physical education, public-school music, and public-school art.

In addition 1,400 persons who graduated in 1933-34 had specialized in either school administration, school supervision, or educational research.

These data are taken from chapter IV, Statistics of Higher Education, 1933-34 and show that, except for industrial arts, a larger proportion of teachers for these special fields were prepared in schools and departments of universities and colleges than in teacher colleges and normal schools.

Graduates in education

Of the 74,612 degrees granted in 1933-34 by schools of arts and sciences, 3,817 were for specialization in education or teaching. Of the 82,207 degrees granted by professional schools of all types, 32,227 were for specialization in education or teaching. Of this total, 156,819, the number for specialization in education or teaching was 36,044. This does not include 18,749 persons finishing non-degree teacher-training courses in junior colleges and normal schools.

These data indicate something of the extent to which the training of teachers is conducted in professional schools existing for that purpose.

Degrees with specialization in education or teaching 1933-34

School	Degrees		
	First	Masters	Doctors
Arts and sciences:			
Total degrees.....	64,149	8,506	1,957
Education.....	3,098	610	109
Professional:			
Total degrees.....	71,612	9,760	835
Education.....	26,690	5,370	167
All schools:			
Total degrees.....	135,761	18,266	2,792
Education.....	29,788	5,980	276

A Program of Cooperative Research

[Concluded from page 307]

Plans for publishing project findings call for the printing of many of the major study reports in a series of Office of Education publications. Most of the printed reports are expected to be available for distribution within the next few months. In the case of many studies of special local interest, publication on nonproject funds has been undertaken by the institutions. Numerous articles utilizing local project findings will appear from time to time in periodicals with National, State or local circulation, thus making such findings more widely available. Some of the data collected will be combined with materials collected independently of the project by the universities or by the Office of Education, and will be used in the regular publications of these agencies. Since a major purpose of the project was to secure and make available materials that would assist in advancing educational practices in the participating institutions, as well as in the country as a whole, the institutions are using the data in State school improvement campaigns, provision of instructional materials, determination of institutional policies, and in related ways.

College Entrance Requirements

[Concluded from page 303]

southern region among the teachers colleges and normal schools; and 63 percent accept students on the basis of the presentation of a high-school transcript, most frequently in the Middle West and West regions.

With different standards of entrance in different sections of the country, there is a tendency for students of a certain section to remain in that section by choosing a local college. Outstanding universities and colleges, in an effort to build up cosmopolitan institutions, desire national representation in their student bodies.

At Harvard

In order to attract men from the more remote sections of the country, Harvard has admitted *without examination* since 1922, men who stood in the highest seventh of their secondary school classes. The catalog states: "Ordinarily, a candidate for admission demonstrates his fitness to do college work by his record in the examinations conducted by the college entrance examination board, but students from rural schools in the smaller centers of population and from larger schools in the West and South who have done their school work exceptionally well may be admitted without examination under the highest seventh plan." Experience has also shown that the majority of these candidates apply for scholarships and other financial aid.

At Yale

At Yale all examinations for admission are administered by the college entrance examination board. "Only when a candidate of superior ability presents an unusually fine school record, or under certain extenuating circumstances, will the board require fewer than four entrance examinations."

At Princeton

Princeton has found that in the matter of geographical distribution, "It is true that our undergraduate body today includes residents of 46 States, Hawaii, Puerto Rico, and several foreign countries, but it is equally true that more than 60 percent of the present undergraduates live within 125 miles of Princeton. The fact that few other universities can claim better distribution is no ground for complacent acceptance of this situation, for in past years we could lay juster claim to the title of a national university."

This year, for the first time, Princeton has adopted rules to provide for the student who has not prepared for college board examinations. A candidate may qualify for admission without examination if he has satisfactorily completed a course of study in a school which does not prepare for examinations as offered by the college entrance board. However, he must (1) have been in that school for at least 2 years, (2) show a record of exceptional achievement and promise, (3) have the unqualified endorsement of his principal or head master, and (4) have taken such basic subjects as will permit him in due course to meet the requirements for a Princeton degree.

According to the Princeton Alumni Weekly, December 4, 1936, "In the last 6 years the emphasis in deciding college admission has definitely changed from a study of marks in college board examinations to a critical analysis of school

achievement. College board results are useful in checking against school records, but Princeton is almost alone among the men's colleges in requiring college board examinations of all candidates. From the time that Princeton adopted the college board examinations, our scholastic standards rose, but at the expense of national distribution. Colleges in the South and West have never required the board examinations, and naturally the schools in these regions have not made their curricula conform to requirements in which but a small percentage of their students are interested."

While the new "Admission-without-examination" plan in Princeton applies only to students whose records are superior, the university expects to gain a wider field of choice of freshman, a higher scholastic level, a better geographical distribution, and a fairer claim to national representation.



F. F. A. News Bulletin

The National Board of Trustees of the F. F. A. met in Washington, D. C., April 30 to May 5, inclusive. Revision of the constitution of the organization and making plans for the tenth convention celebration were the chief items under consideration. Visits to many points of interest in and around the Nation's capital were made. Those attending were Joe Black, Wyoming; Phelon Malouf, Utah; Julian Pierce, Kentucky; Roy Martin, Texas; Clark Nicholson, Maryland; Elmo Johnson, Tennessee; Henry C. Groseclose, Virginia; J. A. Linke and W. A. Ross of Washington, D. C.

WEST VIRGINIA

Robert Brown of Kingwood chapter is the editor of the West Virginia F. F. A. News. He has served 2 years as chapter reporter, and one as chapter president. Robert also holds the degree of State Farmer and served as a delegate to the Ninth National Convention.

IOWA

The Iowa Association now includes 92 chapters and over 2,500 members which is a 29 percent increase over last year.

The State band composed of 100 pieces from 40 chapters appeared at the State convention held at Ames, May 13-14.

TENNESSEE

Orders for 11,000 locust trees were obtained from farmers by the Ripley chapter and three shipments of fruit trees for home orchards were distributed at cost to citizens of the locality, by the members.

OREGON

In a recent attractive illustrated publication entitled "Vocational Education in Oregon" four full pages appeared which included 21 pictures of vocational agriculture and F. F. A. activities.

INDIANA

Six F. F. A. chapters in Morgan County have combined their efforts on a county-wide basis. They meet regularly and have formulated a definite program of work to be carried out on a cooperative basis.

MISSOURI

The Drumm Institute chapter located at Independence recently sponsored a field day for 11 neighboring chapters. The principal events included competition in dairy and livestock judging.

NEW MEXICO

Governor Clyde Tingley was awarded the degree of Honorary State Farmer at the State convention held April 10-12 at Las Cruces. The Governor, who was the banquet speaker, addressed the 300 members assembled from all parts of the State. J. Phelon Malouf of Utah, national vice president of the F. F. A. from the western region, also participated in the convention activities.

W. A. Ross.

Educational News



In Public Schools

Junior Academies of Science

Junior Academies of Science have developed steadily during the past 10 years and are now reported in the following 10 States: Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Minnesota, Pennsylvania, Texas, and West Virginia. There are undoubtedly other States that have such organizations. The science clubs which had previously existed in many high schools were brought together by the State academies as junior academies of science. The meetings of the junior academies, held in connection with those of the adult groups, are managed almost entirely by high-school students, although the sponsors, usually high-school science teachers, sometimes present parts of the program.

Through the State academies, the junior academies of science have been assisted regularly by the American Association for the Advancement of Science. The general secretary of this organization, Dr. Otis W. Caldwell, reports: "There are now thousands of high-school students who are members of their local science clubs and who, through the affiliation with the Junior Academy, gain benefits from the meetings of the adult scientists. Also, the adult scientists in my opinion gain very great benefits through their association with the younger people. It is astonishing to see the quality and seriousness of some of the work done by the younger scientists. It is my opinion that adults have greatly underestimated the capacity and interest in scientific matters on the part of these younger people."

Safety Manual Issued

Highway Safety, a Manual for Secondary Schools, is a recent publication of the Ohio State Department of Education. In a letter to the department, the Governor of Ohio says: "Ohio is entering upon the most extensive program ever undertaken by the State in a campaign of safety on streets and highways. It is highly important that the youth of our State be taught the proper use of motor

vehicles, for the conditions we desire for tomorrow must first be taught in our schools. I wish to commend the Department of Education for its farsightedness and its progressive attitude in instituting this course of instruction in our secondary schools."

Safety Training Camp

The Public School News, Indianapolis, Ind., reports: "The first Schoolboy Traffic Officers' Training Camp will be held at the Boy Scout Reservation, northeast of the city, just prior to the opening of school this fall, under the auspices of the Indianapolis Safety Education Council and the Indianapolis Council of Parents and Teachers. The dates have been tentatively set as August 30-September 3. A 4-day period of training in safety practices, life saving, first aid, and supervised recreation designed to prepare the traffic officers for leadership in the schoolboy safety patrol squads next year is being planned by committees under the direction of William A. Evans, chairman of the Safety Education Council. A staff of physical education teachers and other teachers experienced in camping and in boys' work will be selected to have charge of the camp. The Indianapolis Police Department, the Indianapolis News, and other organizations affiliated with the Safety Education Council will cooperate in the camp project. Each school affiliated with the Safety Education Council has been urged to send to the camp the two boys who will serve as the captain and lieutenant of next year's traffic squad. Expenses of the camp are to be met by local parent-teacher associations or other interested school agencies and will be \$5 per boy.

Studies British Finance

Fletcher Harper Swift, professor of education in the University of California, will leave for England on July 1 under a grant from the Carnegie Foundation, to survey the financing of English and Welsh public educational institutions. Upon the completion of this study, he will visit other European countries for the purpose of acquainting himself with recent developments in education.

Challenging New Report

"A Survey of School Buildings, Grounds, and Equipment in South Carolina" is the

title of survey report recently issued by the State Superintendent of Education of South Carolina. The report was compiled by the Division of School House Planning with the help and cooperation of the State planning staff. State Superintendent James H. Hope says: "This report contains the most complete data ever assembled on school buildings in the State. By virtue of this fact we are in better position now than ever before to remedy unsatisfactory conditions. This task presents a real challenge to the people of the State in general and to the members of the general assembly in particular. The report has served to bring forcefully to our attention the urgent need of a State equalizing fund for constructing and equipping school buildings in the weak school districts throughout the State."

Louisiana Looks at Her High Schools

The Louisiana State Department of Education has recently issued a bulletin entitled "Louisiana High-School Standards, Organization, and Administration." This publication covers all the recent modifications affecting the objectives of secondary education, the State accreditation of high-schools, the State program of studies, the suggested curricula, the requirements for graduation, the standards for school plants and equipment, and certain general regulations governing the approved high-schools of the State.

Arkansas Retirement Law

As a result of legislation recently enacted, Arkansas joins the ranks of States having a retirement law for teachers. Present teachers are given a year in which to decide whether they wish to join. Membership is automatic for new teachers. The teachers' contribution of 4 percent of their salaries is to be matched by the State and retirement is permissible at sixty.

Washington School Support

Public school support in the State of Washington is now shared by three taxing units: (1) the State, contributing 25 cents a day per pupil, now constituting about 60 percent of total current support; (2) the county, contributing 5 cents a day, now approximately 10 percent of the total;

and (3) the school district, contributing whatever amount the school board may determine up to 10 mills (or more by vote of the people), a share which averages about 15 cents a day, or the remaining 30 percent of the total. These figures are from the *Washington Education Journal* for January 1937.

W. S. DEFFENBAUGH



In Colleges

Land-Grant Colleges Broadcast

Selection of the Pennsylvania State College to broadcast the June 16 program of the land-grant college radio series was recently announced. Each month one of the land-grant colleges presents a 1-hour program. A variety of musical selections and informative speeches is achieved through the use of material from the institution in charge. Last year 12 colleges and universities participated. The general theme this year is: "How the land-grant college aids in meeting changing conditions."

Liberal Arts March On

Reed College (Oregon), now entering its second quarter-century, plans to continue to give broad training in the liberal arts and sciences, according to announcement: "The college is well aware that a good many educators are at present composing swan songs for the liberal arts college. Reed holds, however, that only a peculiarly persistent myopia can account for the failure to see that * * * there is a desperate need of broadly trained minds and wills to cope with problems which respect no lines of specialization—a need which it is the special mission of the college of liberal arts to satisfy."

Summer Personnel Courses

The summer session of New York University will offer courses for educational and vocational counselors, advisers of boys and girls, personnel officers, deans of men and women, club leaders, social workers, teachers, school administrators, counselors in the field of adult education, and others interested in personnel problems on any age level.

New Way to Place Graduates

"Who's Who Among University Trained Teachers" is the title of a bulletin just issued by students of the University of Kentucky who are trained for teaching jobs, and who will be graduated this year. The bulletin contains their pictures, brief sketches of their education

and training for teaching and aspirations for a position in which to serve the youth of the State.

Open to the Public

An "extra-curricular" program of study of United States history, open to both college students and the general public, with competitive examinations and prizes, was recently inaugurated by Harvard University.

Summer in the Orient

A field study course in China and Japan designed to give American school teachers a first-hand acquaintanceship with the culture of the Orient, will be offered this summer by Teachers College, Columbia University.

Research Foundation Established

Organization of the new Ohio State University Research Foundation has been completed with the election of officers and directors. The foundation was incorporated last November to bring about closer cooperation between the university and industry, particularly in making the university's laboratory and research facilities more helpful in solving problems of industry.

Friends of Medieval Studies.

Fifteen members of the Cornell faculty, representing the departments of German, embryology, classics, architecture, English, Romance languages, music, history, and philosophy, have organized to foster further research in the field of medieval studies, which has since the foundation of the university received considerable attention.

Millard Fillmore College.

The University of Buffalo Evening Session, located at 25 Niagara Square, will henceforth be known as Millard Fillmore College, since the term *evening session* is no longer descriptive of the work being done by its students.

Tutorial System Modified.

A change in tutorial instruction for undergraduates in Harvard College will be effective next academic year, as all students are not equally capable or desirous of profiting by it. In those departments where the situation warrants it, the tutorial system may be so modified that juniors and seniors may either pursue the present plan (plan A) or may receive a modified or less intensive form of tutorial instruction known as plan B. The faculty council has approved the principle that the tutorial function should be distributed among the members of the faculty as widely as practicable.

Cathedral Dedicated.

One hundred and fifty years of growth from a log cabin to a steel and stone skyscraper are marked by the University of Pittsburgh this June, which dedicates its famous Cathedral of Learning in culminating the celebration of its one-hundred and fiftieth anniversary. The building, which cost 10 million dollars, contains 375 rooms, including 91 classrooms, 67 laboratories, 52 research laboratories, 13 large lecture rooms, 15 departmental studies, 78 offices, three floors devoted to the university library, 3 floors for the school of law, 1 floor for the department of fine arts, the Faculty Club, and several student lounges.

WALTER J. GREENLEAF



In Educational Research

Mental Age and Reading

In an article on The Necessary Mental Age for Beginning Reading, in the March issue of the *Elementary School Journal*, Gates shows that the mental age at which successful reading may take place varies according to many factors, such as (a) the skill of the teacher, (b) the amount of preceding preparatory work, (c) the materials used, (d) the type of teaching, and (e) the frequency and treatment of such special difficulties as visual defects of the pupil. Upon the basis of these findings he discusses the need for study of how the pupil is to be taught and what materials are to be made available. The mental age cannot be disregarded; on the contrary, it should be used diagnostically.

Statistics and Education

Walter S. Monroe and Max D. Engelhart have written a new book called "The Scientific Study of Educational Problems." It is issued by the Macmillan Co. This book ranks with Good, Barr and Scates' *Methodology of Research in Education*, previously mentioned in this column. Monroe and Engelhart's book emphasizes the mathematical or statistical attack on educational problems. The application of statistical formulas to educational problems is extensively made.

Two Stimulating Studies

In the Dodge Commemorative Volume edited by Walter R. Miles (*Psychological Monographs*, vol. XLVIII, Whole No. 212-1936) are several studies which have some application to educational procedures.

Walter F. Dearborn describes a school experiment with the Dearborn-Langfield portable tachistoscope, an apparatus which exposes words or phrases for short periods of time. By the use of this apparatus, pupils with various types of reading difficulties were discovered. For example, some pupils tend to reverse words, some tend to read the ends of words accurately but improvise the initial portion of the word, some read so fast that they substitute similar words, such as "conference" for "circumstance."

Frank N. Freeman gives a report on the intellectual development of children shown by repeated testing over a long period of time. His conclusions are important, since few studies of the same children over a period of time have been made. Surprisingly, he finds that the rate of physiological maturing does not influence the rate of intellectual maturing. Other studies have usually found more or less correlation between these two types of growth. If further studies show Freeman to be correct in his conclusions, it will be necessary for the school to examine its instructional practices carefully, since the type of school program now advocated so strongly—the activity program—is based on the assumption that physical and mental traits mature more or less together.

Purdue Reports on Attitudes

H. H. Remmers has edited *Purdue Bulletin* (Vol. XXXVII, No. 4, December 1936) on Further Studies in Attitude, Series II. Twenty-one studies are reported. Typical subjects are: Children's Attitude Toward Law as Influenced by Pupil Self-Government; the Effect of Printed Social Stimulus Material Upon the Attitudes of High School Pupils toward the Negro; attitudes toward Certain Proposed Social Actions as Affected by Defined Educational Content; the Validation and Application of a Scale of Attitude Toward Any Vocation; the Construction and Evaluation of a Scale to Measure Attitude Toward Any Proposed Social Action.

Language Objectives Change

The Modern Foreign Language Study revealed that there was a great discrepancy between the objectives and attainment in modern language instruction in secondary schools. The aim of instruction in modern foreign languages had been universally fourfold in character—to learn to speak, write, understand, and read in the foreign language. As a result of the Modern Foreign Language Study, many leaders were inclined to change this list of objectives of foreign language study for most high-school students to one objective—to learn to read the foreign

language. Marguiette M. Struble has analyzed the efficiency of various books in French for satisfying this one objective. Her article is called "The Construction of French Reading Material for Second Year High School" and is published in the *Journal of Educational Research* for February 1937.

DAVID SEGEL



In Other Government Agencies

National Youth Administration

NYA Aids Farm Youth

Agricultural and homemaking training courses for sons and daughters of tenant and other low-income families are to be made available through a Nation-wide project of the NYA in cooperation with the Department of Agriculture and various State agricultural schools and colleges, according to Aubrey Williams, NYA executive director.

Farm youth who have been unable to get more than an elementary schooling may now engage in "work and learn" projects of from 1 to 3 months' duration at agricultural institutions near their homes. They will be given practical instruction in basic farming and home economics subjects while working on projects on the school or other public property.

Tuition, subsistence, and other costs will be worked out on projects consuming approximately one-half time, with allowance made for monthly cash payments of \$5 each. In many cases the work project will consist of the building of workshops and cooperative dormitories where students can live with maximum economy.

Office of Indian Affairs

New Book Truck

Reading matter, motion pictures, and lantern slides are now available to the dozen or more Southern Arizona day schools every fortnight by means of a new Indian Service book truck.

Adult Education for Indians

An adult education program carried on under ECW auspices at the Rosebud, S. Dak., Indian Agency reaches approximately 20 communities on the Rosebud Agency. A similar program is carried on at the Yankton Reserve.

San Juan's Own Reader

School Days in San Juan, the fourth of the series of readers for Indian children

edited by Rose K. Brandt, is now available for distribution to Indian schools in a very limited edition. (See page 189, *SCHOOL LIFE*, February 1937). Indian children under the direction of Rhoda Tubbs, a former teacher in the San Juan Day School, prepared the text; the linoleum block prints used for illustrations were made by students of the Santa Fe School; and the printing was done by students of the Haskell Institute Print Shop.

MARGARET F. RYAN



In Other Countries

Expedition to Peru

A British scientific expedition is visiting Lake Titicaca, Peru, for the purpose of making zoological, botanical, chemical, and entomological studies of the lake and the region immediately surrounding it. The studies will cover all aspects of the flora, the fauna, the conditions of life, and the origin of the lake. The expedition, known as the Percy Sladen Expedition of Cambridge University, is being financed from the Percy Sladen Trust, left to that university by the famous scientist who died in 1909.

Belgian Art Studies

A university vacation course will be organized for the first time at Brussels from July 7 to August 12, 1937. Its main object is the study of old Flemish art and modern Belgian art. It will include also lectures on civilization, history, folklore, and Belgian literature, carillon and its technique, tapestry, and lacework.

This course of study is organized under the auspices of the Ministry of Public Instruction by a body of professors selected from among the four Belgian universities. Instruction will be augmented by guided visits to museums and the chief art centers. All lectures will be held in French; students will have at their disposal English, German, and Dutch speaking tutors.

For further information and a detailed program, apply to the Secretariat des course universitaires de vacances, Ministère de l'Instruction publique, 42, rue de Louvain, Brussels.

University of Habana Reopens

The University of Habana, Cuba, reopened March 29, 1937, and classes were resumed for the first time since the strike movement of March 1935. The largest number of students on record for an opening day attended the ceremonies. A large majority of those present attended classes.

JAMES F. ABEL

Number of high schools reporting, their enrollments, and registrations in science subjects, 1928 and 1934

State or outlying part	Number of schools offering and pupils registered in																					
	Total number of schools reporting and their total enrollments						General science						Biology			Chemistry			Physics			
	1928		1934		Enrollments		1928		1934		1928		1934		1928		1934		1928		1934	
	Schools	Enrollments	Schools	Enrollments	Schools	Enrollments	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered
Continental United States.....	14,725	2,896,630	17,879	5,402,305	9,845	507,038	12,709	814,927	7,686	393,391	11,277	655,010	4,783	204,694	6,662	342,659	7,346	198,402	8,476	282,820		
Alabama.....	189	31,205	274	66,317	98	6,263	37	6,441	113	4,598	198	8,905	130	3,547	167	5,462	102	2,426	131	3,751		
Arizona.....	46	11,277	55	15,301	29	1,406	31	1,371	30	1,514	36	2,312	34	900	40	1,269	28	499	35	666		
Arkansas.....	235	24,360	295	47,969	165	5,216	213	8,019	100	3,512	196	6,668	40	1,171	43	1,386	49	945	28	838		
California.....	385	189,748	465	346,552	294	24,445	301	27,786	252	19,649	308	33,755	269	17,698	288	23,314	230	7,261	266	11,472		
Colorado.....	169	32,948	217	58,870	113	4,316	150	6,677	87	3,769	113	6,452	94	3,487	119	5,144	102	2,570	118	2,503		
Connecticut.....	89	35,664	98	77,206	78	7,168	86	12,580	60	5,050	71	11,430	54	2,597	67	5,635	52	2,047	63	4,436		
Delaware.....	20	4,990	26	11,283	19	1,556	10	1,357	20	1,010	21	1,758	13	1,256	15	1,813	5	276	9	585		
District of Columbia.....	16	13,896	24	30,673	10	2,228	10	1,883	6	1,432	7	2,604	6	1,256	8	1,813	6	752	7	749		
Florida.....	153	30,216	176	56,446	125	6,119	141	9,242	84	3,153	113	6,502	50	1,258	75	2,866	59	964	64	1,816		
Georgia.....	226	30,536	283	46,187	179	6,633	226	9,426	158	5,770	214	7,663	78	2,607	84	3,232	102	2,315	83	1,717		
Idaho.....	140	18,872	138	27,578	113	3,737	98	4,298	80	2,701	92	4,681	66	1,811	61	2,522	75	1,682	69	1,806		
Illinois.....	601	194,347	892	339,691	566	42,554	601	65,234	313	10,594	505	25,851	228	11,765	261	21,393	524	14,965	571	25,112		
Indiana.....	617	101,322	649	173,438	115	4,459	42	4,148	384	13,782	481	28,211	85	4,426	136	7,087	376	9,761	394	16,927		
Iowa.....	701	81,348	961	146,787	562	15,903	788	25,823	299	7,546	475	20,021	54	2,104	70	3,450	536	11,315	733	16,927		
Kansas.....	574	70,789	565	105,804	407	10,384	413	13,031	220	7,517	278	11,088	65	2,760	71	3,845	381	6,188	323	6,166		
Kentucky.....	401	34,214	480	68,925	221	7,196	329	13,680	182	3,917	291	8,665	48	1,819	54	2,690	128	2,571	109	3,056		
Louisiana.....	209	29,057	237	46,505	179	7,712	200	11,341	151	5,274	189	7,220	148	3,711	162	3,661	49	1,394	33	927		
Maine.....	168	19,694	164	31,009	124	3,326	118	4,800	62	1,390	89	3,312	92	2,072	89	3,294	78	1,333	88	2,207		
Maryland.....	138	27,882	199	70,818	112	6,034	165	13,182	88	5,153	142	10,918	58	2,716	107	3,043	54	2,761	82	3,500		
Massachusetts.....	283	118,662	458	246,046	225	20,876	260	34,967	136	6,654	183	21,521	156	8,383	190	19,179	156	9,526	180	14,250		
Michigan.....	556	123,259	606	254,227	229	12,325	148	22,900	278	13,676	412	31,617	267	12,883	322	21,376	298	7,962	322	11,459		
Minnesota.....	473	79,629	545	147,314	399	18,862	486	23,899	280	13,813	467	22,489	249	6,181	341	12,133	253	5,576	219	9,236		
Mississippi.....	260	19,735	287	30,935	172	4,114	208	6,121	119	2,238	222	3,338	33	643	96	1,741	53	826	37	613		
Missouri.....	675	82,069	592	111,774	443	15,265	459	18,735	101	4,065	231	14,298	68	3,184	79	4,358	190	4,061	163	4,659		
Montana.....	158	17,843	162	26,773	117	3,196	113	4,640	64	2,112	85	3,654	45	1,072	64	1,986	82	1,425	90	1,813		
Nebraska.....	429	47,652	504	69,909	277	7,925	365	11,726	145	3,569	254	7,669	65	1,556	86	2,514	262	4,486	266	5,185		
Nevada.....	22	1,914	26	2,722	15	364	19	598	7	106	8	319	9	140	10	214	13	164	9	137		
New Hampshire.....	112	13,368	104	24,538	36	2,859	15	1,052	28	792	39	1,757	42	1,154	50	1,835	48	1,371	54	1,583		
New Jersey.....	172	91,362	212	203,086	135	18,203	183	38,574	127	11,347	159	25,722	118	6,672	147	12,209	118	6,847	145	11,701		
New Mexico.....	78	7,613	105	14,028	59	1,378	81	2,246	19	566	55	1,780	21	653	36	1,131	29	401	34	868		
New York.....	712	363,470	784	531,134	525	23,204	525	47,833	614	98,012	356	30,914	303	26,925	461	19,335	493	21,907	480	16,894		
North Carolina.....	471	55,784	451	89,685	420	20,816	405	20,816	379	11,916	412	18,280	88	2,116	104	4,120	171	2,924	258	6,048		
North Dakota.....	324	17,048	487	33,734	132	2,897	272	7,221	65	1,738	210	6,529	51	1,018	89	2,496	44	745	66	1,272		
Ohio.....	824	170,720	1,235	412,074	685	41,346	978	68,994	535	25,118	859	53,646	294	10,907	555	28,540	467	12,399	705	22,084		
Oklahoma.....	417	48,845	615	105,643	259	8,422	477	18,370	95	3,491	145	14,044	29	1,517	53	3,482	83	2,063	118	2,927		
Oregon.....	196	33,503	225	50,635	155	6,977	183	9,427	99	4,601	141	8,195	39	2,042	52	2,816	68	1,835	68	2,680		
Pennsylvania.....	864	214,308	998	494,715	763	61,319	896	99,445	672	30,240	794	68,995	456	19,197	622	38,089	512	17,638	614	27,311		
Rhode Island.....	18	12,799	37	36,424	16	3,815	30	6,468	7	553	12	2,481	14	1,135	18	2,267	10	1,055	15	1,472		
South Carolina.....	121	14,377	185	31,742	90	3,071	155	7,522	67	2,012	142	5,478	35	1,058	55	1,844	38	1,634	54	1,379		
South Dakota.....	252	21,399	258	32,447	193	4,662	206	6,577	87	2,259	122	3,853	53	1,331	56	1,613	127	1,920	96	1,710		
Tennessee.....	288	30,609	366	62,090	154	5,468	264	9,975	141	4,616	195	6,993	98	2,585	193	4,720	69	1,812	87	2,064		
Texas.....	463	88,820	798	193,716	291	10,552	689	27,741	182	6,976	451	17,069	134	5,172	250	10,939	215	4,933	306	8,611		
Utah.....	53	15,269	89	39,686	21	1,409	22	3,103	36	2,770	60	5,327	23	1,164	38	2,458	25	912	30	1,477		
Vermont.....	69	6,667	77	13,852	36	1,712	41	1,466	15	386	45	1,752	28	495	46	1,282	26	395	36	469		
Virginia.....	265	39,504	363	81,417	207	9,149	312	14,735	185	8,546	276	13,490	135	3,867	228	6,822	28	921	46	1,469		
Washington.....	262	59,833	309	106,915	198	10,805	239	17,026	139	4,849	198	12,057	109	5,326	178	10,120	165	5,228	166	7,045		
West Virginia.....	202	27,889	257	71,255	164	6,588	226	11,279	138	3,775	195	13,706	110	2,632	170	5,530	43	882	77	1,637		
Wisconsin.....	360	76,618	492	148,823	326	18,411	430	29,194	205	9,662	420	26,673	83	5,289	136	10,819	303	7,839	389	13,774		
Wyoming.....	69	7,747	74	13,722	45	1,215	60	1,958	32	792	40	1,328	16	412	20	867	25	175	30	666		
Outlying parts of the United States	11	265	13	1,062	8	132	6	137	7	106	11	186	3	56	5	87	7	49	8	118		
Alaska.....																						
American Samoa.....																						
Canal Zone.....	2	192	2	967	2	148	2	154	1	24	2	90	1									

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