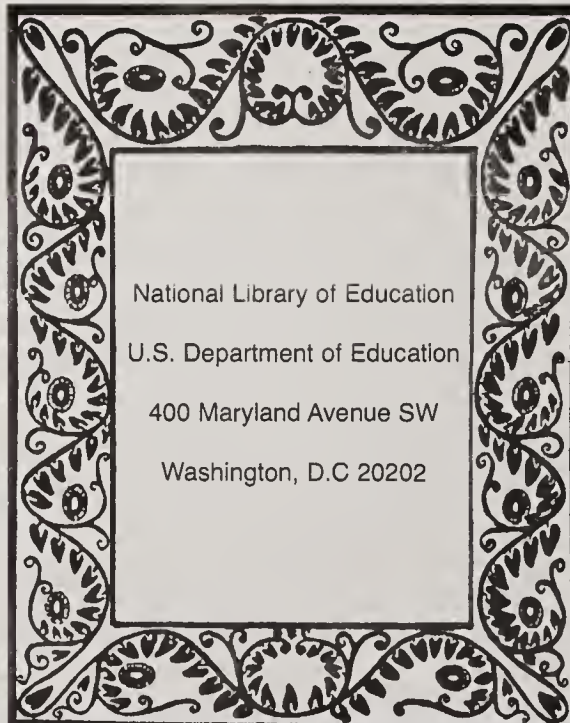


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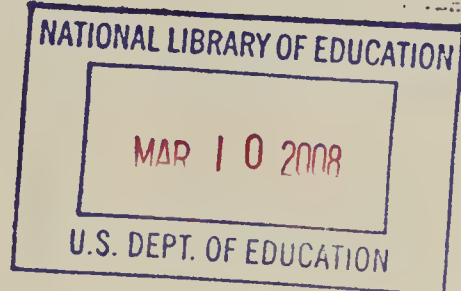
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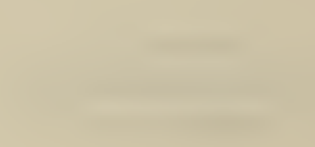
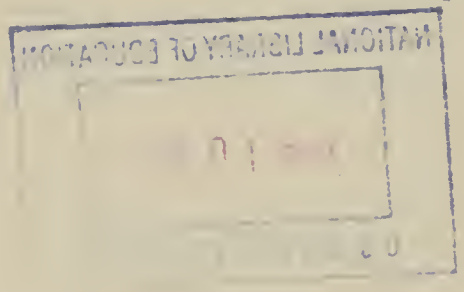


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Shorter Terms • Electrifying Education • Why the Junior High School?
How to Seek Funds for Schools • New Government Aids for Teachers

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

WRITE TO:

The Office of Education,
U.S. Department of the
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Primary Education

Elementary Education

Secondary Education

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School Finance

School Legislation

Exceptional Child
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Rural School Problems

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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 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D.C. To foreign countries, 85 cents a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D.C.

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OFFICE OF EDUCATION NEW PUBLICATIONS

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| A Review of Educational Legislation, 1931 and 1932, Bulletin, 1933, No. 2, Chapter 7 of the Biennial Survey of Education in the United States, 1930-32..... | 5 cents |
| The Art of Teaching By Radio, Bulletin, 1933, No. 4..... | 10 cents |
| High School Instruction By Mail, Bulletin, 1933, No. 13..... | 10 cents |
| Week-day Religious Instruction, Pamphlet No. 36..... | 5 cents |
| Report on 206 Part-Time and Continuation Schools, Pamphlet No. 38..... | 5 cents |
| Teachers' Problems with Exceptional Children, Part 2, Gifted Children, Pamphlet No. 41..... | 5 cents |
| Rural Elementary Education Among Negroes Under Jeanes Supervising Teachers, Bulletin 1933 No. 5..... | 10 cents |
| National and State Cooperative High-School Testing Programs, Bulletin 1933, No. 9..... | 5 cents |
| The Education of Spanish-Speaking Children—in 5 Southwestern States, Bulletin 1933 No. 11..... | 10 cents |

FREE

(Single copies only)

Legislative Action in 1933 Affecting Education, Circular No. 89.
Legislative Action in 1933 Affecting Education, Circular No. 109.
Educational Activities for the Young Child in the Home, Circular No. 86.
Kindergartens in Public Schools of Cities Having 2,500 Population or More as of June 1932, Circular No. 88.
University and College Courses in Radio, Circular No. 53.

(See inside back cover for additional free circulars)

OFFICE OF EDUCATION
United States Department of the Interior

Greeting

FRIENDS OF EDUCATION:

I GREET YOU at the opening of a school year of unexampled significance.

Nineteen thirty-three is already one of the great years in American history. This year our Nation is embarking on an adventure. This year we are giving our heart and hand, our wealth and our joint strength to defeat the depression. This year we have sworn to work together for the American dream of the good life for all.

Tremendous events are moving swiftly—too swiftly to be understood fully. But important facts are becoming clear. Education and industry can now work together toward a common objective. Industry, like education, has been pledged to the “creation and maintenance of the highest practicable standard of living.” That has been the ideal of our profession, of our churches, and of Government. Now it is the ideal of business. By organization we are resolved to make that ideal a reality.

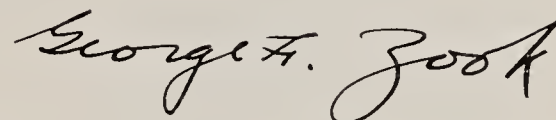
Already educators have demonstrated their ability and willingness to deal with the stern facts of the depression. They have brought their expenditures within their income and reorganized school and college

units to eliminate waste. Their efforts along this line easily compare with any similar effort in government or business.

Now with tightened belts and renewed determination we face the future. It is a great challenge. Wisely and yet speedily we must discern the conditions of personal and social life as best we can and set out in school and college to prepare boys and girls, young men and young women, yes even adults, to live in the new world.

To accomplish our purposes we shall need buildings and equipment. But more than these we shall need intelligent administrators and zealous teachers. The people want and are entitled to effectiveness, devotion, and vision in all forms of public service including the schools.

In this adventure of faith the Office of Education will do anything it can to help you. If we all work together the sun will soon shine again, brighter than ever.



U.S. Commissioner of Education.

Economy Hints

THIS PAST YEAR has been a critical one for schools of all types and in all parts of the country.

School officials have had to act rapidly. They want information on what others are doing in similar circumstances, on how savings can be made without injuring the fundamental educational possibilities. For this purpose the staff of the Office of Education has prepared a series of circulars on possible economies in school administration. They cover a variety of topics and in each case give actual reports from the field on how these particular economies are being put into operation in school systems throughout the country. The series includes the publications listed below. Single copies can be obtained free. Larger units for educational administration, a potential economy. Timon Covert. Pamphlet, No. 45.

Economies through the elimination of very small schools. W. H. Gaumnitz. Circular, No. 117.

Economies in class and school organization. M. M. Proffitt and David Segel. Circular, No. 113.

Techniques for teaching large classes. M. M. Proffitt and David Segel. Circular, No. 114.

Announcement

SCHOOL LIFE inaugurates a new feature beginning with this issue.

The article, Ten Thumbnail Sketches of Ten New Federal Agencies, appearing on pages 10 and 11, is the first of a series directly written for teacher and classroom use. Other articles on Federal services new and old especially planned for teacher use will follow.

It will be appreciated if school superintendents and principals will announce this new service to their teachers.

Correspondence courses for high school students. W. H. Gaumnitz. Bulletin, 1933, No. 13.

Operation and maintenance of the school plant. E. M. Foster and L. B. Herlihy. Circular, No. 115.

Centralized purchasing and distribution of school supplies. Timon Covert. Circular, No. 112.

Economies through budgeting and accounting. E. M. Foster and L. B. Herlihy. Circular, No. 116.

The education of teachers and the financial crisis. Katherine M. Cook. Circular, No. 110.

Economies in higher education. F. J. Kelly and David S. Hill. New York, N.Y., Carnegie Foundation for the Advancement of Teaching.

Bibliography on education during the depression, particularly emphasizing economies. Martha McCabe. Circular, No. 118.

The Children's Code

KATHERINE M. COOK

chief of special problems division, Office of Education,
shows that the NRA ban sends 100,000
children back to school

COOPERATION is credited by the President of the United States and by the Director of the NRA with achieving the moratorium on child labor now effective in industries signing the new codes. Director Johnson adds his testimony on the restriction: "The reason why this ancient atrocity could be so easily killed, notwithstanding its tenacity of life against 25 years of attack, was intrinsic in the President's idea that employers would be glad to do much by general agreement that no single employer would dare to do separately."

The general code provision relating to child labor prohibits employment of children under 16 during school hours in practically all industrial and commercial occupations. Code signers agree: "After August 31, 1933, not to employ any person under 16 years of age, except that persons between 14 and 16 may be employed (but not in manufacturing or mechanical industries) for not to exceed 3 hours per day between 7 a.m. and 7 p.m. in such work as will not interfere with hours of day school." Various codes submitted and adopted for the different industries follow the principle and the language of the general code closely. The net result will undoubtedly be the fixing of 16 as the minimum age for wage earning for practically all children, except those working on farms and as domestic servants in private homes.

It is apparent that this unexpected development has very fundamental implications for schools and school officials. They are of both immediate and long-time significance, and adjustments in school provisions and activities will have to be made.

First, there are immediate problems concerned with adequate housing, seating, equipment, etc., for the additional enrollment which should be expected and provided for this school year. Two groups which should enroll as an immediate result of the new codes are (1) children under 16 who were employed last year and will now return to school; (2) children just

"No employer acting alone was able to wipe it [child labor] out. If one employer tried, or if one State tried it, the costs of operation rose so high that it was impossible to compete with the employers or States which had failed to act. The moment the recovery act was passed, this monstrous thing, which neither opinion nor law could reach through years of effort, went out in a flash."

FRANKLIN D. ROOSEVELT.

reaching or who have recently reached an age at which they become eligible for employment and who would normally seek work. Exact data as to the number of children in these groups are not available. There are, however, at least two means of making reasonably intelligent estimates: The census data concerning child laborers in 1930, and reports received at the Children's Bureau on the number of employment certificates issued in the States.

The census of 1930 reports 197,621 children under 16 employed in nonagricultural occupations during that year. Child labor has been decreasing rapidly for more than a decade. The number of

children gainfully employed decreased slightly over 37 percent from 1920 to 1930. Undoubtedly then by 1932 there was a considerable additional decrease. This expected decrease was doubtless considerably augmented by the unemployment situation prevailing in 1932 as compared with 1930, affecting both children and adult laborers. That this was significant is indicated by a falling off of 50 percent in the number of employment certificates reported to the Children's Bureau.

However, the decrease in number of child laborers was not uniform nor universal. In some sections and in some occupations there was a definite increase. Owing at least in part to depression influences, there was a shift from older to younger employees in certain occupations. The needle trades offer an example. Considering these various factors in the situation, and using the 197,621 child laborers in nonagricultural occupations in 1930 as a rough basis of estimate, we may reasonably conclude that the schools should expect an increase of approximately 100,000 children enrolling this month and next as a result of the industrial codes.

One hundred thousand more students may seem a small number for schools to take care of, since it will be scattered among the large industrial sections, chiefly among cities. It must be remembered however, that schools have been subjected,

SHIFT of opinion on children in industry has brightened the possibilities for passage of the Child Labor Amendment to the Constitution. Recent legislation brings the total number of States approving the amendment to 15:

| | |
|---------------|--------------|
| Arizona | New Jersey |
| Arkansas | North Dakota |
| California | Ohio |
| Colorado | Oklahoma |
| Illinois | Oregon |
| Michigan | Washington |
| Montana | Wisconsin |
| New Hampshire | |



Nursery EDUCATION WISE



Some Interesting Arguments

IF NURSERY EDUCATION is challenged in your community, what reasons can you give to justify this type of training for pre-kindergarten boys and girls?

Parents acquainted with advantages of nursery school attendance for their sons and daughters submitted actual arguments in favor of nursery schools to a class in Broadoaks School of Education, Whittier College, Whittier, Calif. Dorothy W. Baruch, class instructor, compiled the parents' comments and cleverly illustrated actual difficulties which nursery school training helped to overcome.

This is what the parents said:

Association with other children his age in the nursery school corrected Dodson's shyness.

It taught Tom how to talk.

John learned how to amuse himself in the absence of his mother.



Jimmy, a bad boy, turned out to be a pretty good sort of chap after all.

Mary Jane has forgotten to suck her thumb since nursery school days.



That new baby at Jimmy's home made it almost necessary that he should have a place of his own in a world of his own kind. To nursery school he went.

Fred eats much better than he did before.

Money for Joe's food had to be earned, so while Joe's mother works, Joe spends his time "suitably" and "profitably" in nursery school.

Many other reasons children are sent to nursery schools were supplied. Some of them are: For expert advice expensive to duplicate; for health attention; for well-guided first contacts; for an environment designed especially for the young child; for playthings to develop strong bodies; for an introduction to art, literature, and music; for careful observation and study.



Roger's long unsupervised companionship periods are now supervised in the nursery school.

Robert, an only child, is relieved of his loneliness by his school companionships.



Bruce needed association with a group of children more nearly his age.

Bill's mother has learned a great deal herself from the nursery school type of training

Horace had difficulty in mixing with other children. The nursery school remedied the situation.

SUPERVISORS AID

The Fourth Yearbook of the Dayton Ohio Principals and Supervisors Association, just off the press, has much to interest educators. Advantages, disadvantages, and recommendations are listed under subjects such as departmentalization, organization with administrative and instructional units, organization for individualization, organization of the curriculum on an activity basis, management of personnel, and administration of supervision.

Public Works

ALICE BARROWS

Office of Education school building specialist shows how schools can share in \$3,300,000,000 program

THE Federal Emergency Administration of Public Works, organized under title II of the National Recovery Act,¹ is of significance to public education for these reasons: First, because under the act loans and grants are available for public school buildings, and buildings for State universities and colleges, under conditions which will be explained in this article. Second, because the increase in employment resulting from the expenditure of \$3,300,000,000 should have a direct effect upon purchasing power which, in turn, should be reflected in improved economic conditions with, it is to be hoped, better financial conditions for the school. Third, because the emphasis by the Federal Emergency Administration upon long-range planning in the development of any project is likely to have a decided influence in arousing the interest of school superintendents in the application of the principles of long-range planning to school buildings as part of a total community plan.

Purpose of Program

The purposes of the Public Works program as given in Circular No. 1, The Purposes, Policies, Functioning, and Organization of the Emergency Administration, are as follows:

"The National Recovery Act provides that the Administrator, under the direction of the President, shall prepare a 'comprehensive program of public works.' The comprehensive program is to be related to the reconstruction legislation of which the Recovery Act is a part. The purpose underlying the entire scheme is, as stated in the declaration of policy of the Recovery Act, 'to increase the consumption of industrial and agricultural products by increasing purchasing power, to reduce and relieve unemployment, to improve standards of labor, and otherwise to rehabilitate industry and to conserve natural resources.'

"The formulation of a comprehensive plan of public works thus requires consideration of the functioning of the national economy as a whole. * * * The formulation of the immediate com-

prehensive plan (which is necessary to provide employment quickly) involves the formulation of a long-range national plan to follow and be consistent with the immediate plan. To that end, the President has directed the creation of a long-range planning board.

"Obviously the purpose of the act to provide employment quickly cannot await the complete formulation of the comprehensive program. But it is possible to select projects which will be consistent with such program when formulated."

Eligibility Tests

The tests for eligibility of projects submitted to the Emergency Administration are:

"1. The relation of the particular project to coordinated planning and its social desirability.

"2. Economic desirability of the project, i.e. its relation to unemployment and revival of industry.

"3. The soundness of the project from an engineering and technical standpoint.

"4. The financial ability of the applicant to complete the work and to reasonably secure any loans made by the United States.

"5. The legal enforceability of the securities to be purchased by the United States or of any lease to be entered into between the applicant and the United States.

"*Preferences.*—Projects integrated with and consistent with a State plan are to be preferred to the isolated or inconsistent. Projects which can be started promptly are to be preferred to those requiring delay. Projects near centers of unemployment are to be preferred.

"The President is empowered to make grants to States, municipalities, or other public bodies, for the construction, repair, or improvement of any project approved by him, not in excess of 30 percent of the cost of the labor and materials employed upon such project. The terms are to be such as the President shall prescribe.

"A project of a public body approved by the Administrator will be financed on the basis of either (a) purchase of the

bonds or other obligations of the public body issued to finance the projects, or (b) lease, in that event the United States acquiring and holding title to the property until paid for its outlay (less the grant if made) through rental or payment of purchase price."

Organization

The Emergency Administration has been organized in the following manner:

Special Board of Public Works.—The President has appointed a Special Board for Public Works consisting of the Secretary of the Interior, chairman; the Attorney General, the Secretaries of War, Agriculture, Commerce, and Labor; the Director of the Budget, Henry M. Waite (Deputy Administrator), and Assistant Secretary of the Treasury Roberts.

The *Federal Administrator* is the Secretary of the Interior, Harold L. Ickes.

There is a *Planning Board* which consists of Frederick A. Delano, chairman; Charles W. Eliot, II, secretary; Wesley C. Mitchell; and Charles E. Merriam. The *functions* of the Planning Board are "to advise and assist the Administrator in the preparation of the 'Comprehensive program of public works' required by the Recovery Act, through the preparation, development, and maintenance of comprehensive and coordinated plans for regional areas in cooperation with national, regional, State, and local agencies, based upon surveys and research * * * and analysis of projects for coordination in location and sequence in order to prevent duplication or wasteful overlaps. * * *"

Regional Advisors.—There are 10 Regional Advisors whose functions are "to assist the Planning Board to formulate a plan for each region. * * * To stimulate by publicity and otherwise so far as may be within its power public interest in regional and general planning. * * * To obtain from the State Advisory Board of each region lists of projects under consideration by them and a copy of their recommendations and rejections."

State Advisory Boards.—There are 48 State Advisory Boards, with 3 members on each board. The *functions* of the State Advisory Boards are "to stimulate

¹ Public—No. 67—73d Congress.

the submission of projects, to inform the public of the classes of projects eligible for the benefits of the act, to elicit from applicants the supporting data (social, engineering, legal, and financial) necessary for the consideration of the project, to consider the project from the standpoint of local coordinated planning, social and economic desirability, provision of employment, diversification of employment, engineering soundness, and otherwise in accordance with the policies set out in article II (of the Recovery Act), promptly to submit to the Administrator with its recommendation all projects considered."

State Engineers (P.W.A.).—The Federal Administrator appoints a State engineer for each State Advisory Board. "The engineer will be appointed and directed by the Administrator and responsible to him. The engineer will be the executive officer of the Board, will organize its office, and employ and direct its personnel, receive, record, and examine all applications and report to the Board on each. * * *

"When an application (in four counterparts) is received and recorded the engineer will examine it to ascertain whether it includes all necessary engineering, financial, legal, and other information, and will elicit from the applicant further information if needed. When all needed information has been supplied the application will be listed for final examination. * * * Upon completion of the examination the engineer will submit the application to the Board, and the Board to the Administrator with its recommendation."

Services

The Office of Education, with the approval of the Emergency Administration of Public Works, is rendering service to school authorities and to the Emergency Administration in the following ways: (1) By informing school superintendents of the policies, purposes, and methods of the Public Works Program. (2) By making a study, on a national scale and with a long-range view, of school building needs of the different States. (3) By aiding the regional advisors of the Emergency Administration to get in contact with the regional councils of the National Advisory Council on School Building Problems and others interested in making regional studies of school building needs. The State Advisory Boards and State Engineers of the Public Works Administration are as follows:

Alabama: Milton H. Fies, Birmingham; Mayer W. Aldridge, Montgomery; Fred Thompson, Mobile; *S.E. (P.W.A.)*, George J. Davis, Montgomery.
 Arizona: William Walter Lane, Phoenix; Leslie G. Hardy, Tucson; Moses B. Hazeltine, Prescott; *S.E. (P.W.A.)* Howard S. Reed, Phoenix.
 Arkansas: C. E. Horner, Heleua; Haley M. Bennett, Little Rock; John S. Parks, Fort Smith; *S.E. (P.W.A.)* Alexander Allaire, Little Rock.
 California: Hamilton H. Cotton, San Clemente; Franck Havenner, San Francisco; E. F. Scattergood, Los Angeles; *S.E. (P.W.A.)* Frank E. Trask, Los Angeles.
 Colorado: Thomas A. Duke, Pueblo; Daniel C. Burns, Denver; Miss Josephine Roche, Denver; *S.E. (P.W.A.)* George M. Bull, Denver.
 Connecticut: John J. Pelley, New Haven; Archibald McNeil, Bridgeport; Harvey L. Thompson, Middletown; *S.E. (P.W.A.)* Leslie A. Hoffman, Bridgeport.
 Delaware: L. Lee Layton, Jr., Dover; Will P. Truit, Milford; William Speakman, Wilmington; *S.E. (P.W.A.)* Charles H. Fleming, Dover.
 Florida: C. B. Treadway, Tallahassee; W. H. Burwell, Miami; T. L. Buekner, Jacksonville; *S.E. (P.W.A.)* James E. Cotton, Tallahassee.
 Georgia: Thomas J. Hamilton, Augusta; Arthur Lueas, Atlanta; Ryburn Clay, Atlanta; *S.E. (P.W.A.)* J. Houston Johnston, Atlanta.
 Idaho: Beecher Hitchcock, Sandpoint; Frank E. Johnnesse, Boise; Edward C. Rieh, Boise; *S.E. (P.W.A.)* Ivan C. Crawford, Boise.
 Illinois: Carter H. Harrison, Chicago; James L. Houghteling, Chicago; James H. Andrews, Kewanee; *S.E. (P.W.A.)* Joshua D. Esposito, U.S. Court House, Chicago.
 Indiana: Lewis G. Ellingham, Fort Wayne; Otto W. Deluse, Indianapolis; John N. Dyer, Vincennes; *S.E. (P.W.A.)* Albert H. Hinkle, Indianapolis.
 Iowa: Harold M. Cooper, Marshalltown; W. F. Riley, Des Moines; W. P. Adler, Davenport; *S.E. (P.W.A.)* P. Frank Hopkins, Des Moines.
 Kansas: R. J. Paulette, Salina; Martin Miller, Fort Scott; Ralph Snyder, Manhattan; *S.E. (P.W.A.)* Robert J. Paulette, Topeka.
 Kentucky: Wylie B. Bryan, Louisville; N. St. G. T. Carmichael, Kyrock; James C. Stone, Louisville; *S.E. (P.W.A.)* Robert V. L. Wright, Louisville.
 Louisiana: James E. Smitherman, Shreveport; Edward Rightor, New Orleans; James W. Thomson, New Orleans; Walter J. Burke, New Iberia; *S.E. (P.W.A.)* Orloff Henry, New Orleans.

Maine: James M. Shea, Bar Harbor; John Clark Seates, Westbrook; William M. Ingraham, Portland; *S.E. (P.W.A.)* George M. Williamson, Portland.
 Maryland: J. Vineent Jamison, Hagerstown; W. C. Stettinius, Baltimore; Charles E. Bryan, Havre de Grace; *S.E. (P.W.A.)* Abel Wolman, Baltimore.
 Massachusetts: John J. Prindaville, Framingham; Alvin T. Fuller, Boston; James P. Doran, New Bedford; *S.E. (P.W.A.)* George R. Gow, Boston.
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 Mississippi: Hugh L. White, Columbia; Horace Stansell, Ruleville; Birney Imes, Columbus; *S.E. (P.W.A.)* George H. Wells, Jackson.
 Missouri: William Hirth, Columbia; Harry Scullin, St. Louis; Henry S. Caulfield, St. Louis; *S.E. (P.W.A.)* Hugh Miller, St. Louis.
 Montana: James E. Murray, Butte; Raymond M. Hart, Billings; Peter Peterson, Glasgow; *S.E. (P.W.A.)* Donald A. McKinnon, Helena.
 Nebraska: John Latenser, Jr., Omaha; James E. Lawrence, Lincoln; Dan V. Stevens, Fremont; *S.E. (P.W.A.)* Albert C. Arend, Omaha.
 Nevada: Robert A. Allen, Carson City; William Settlemeyer, Elko; Ed. W. Clark, Las Vegas; *S.E. (P.W.A.)* Richard A. Hart, Salt Lake City, Utah.
 New Hampshire: Harold Loekwood, Dartmouth College; Robert C. Murchie, Concord; John E. Sullivan, Somersworth; *S.E. (P.W.A.)* Harold J. Loekwood, Concord.
 New Jersey: Edward J. Duffy, Teaneck; William E. White, Red Bank; Walter Kidde, Montclair; *S.E. (P.W.A.)* Cornelius C. Veruierde, Jr., Newark.
 New Mexico: J. D. Atwood, Roswell; Henry G. Coors, Albuquerque; Miguel A. Otero, Sr., Santa Fe; *S.E. (P.W.A.)* Howard S. Reed, Phoenix, Ariz.
 New York: Peter G. Ten Eyck, Albany; John T. Dillon, Buffalo; Paul M. Mazur, New York City; *S.E. (P.W.A.)* Arthur S. Tuttle, Albany.
 North Carolina: Dr. Herman G. Baity, Chapel Hill; John Devane, Fayetteville; Frank Page, Raleigh; *S.E. (P.W.A.)* Herman G. Baity, University of North Carolina, Chapel Hill.
 North Dakota: Henry Holt, Grand Forks; Stephen J. Doyle, Fargo; Thomas Moodie, Williston; *S.E. (P.W.A.)* Harold C. Knudsen, Devils Lake.

(Turn to p. 16.)

How to Seek Funds For Schools

ALL APPLICATIONS for loans should be sent to the State Engineer (P.W.A.) of the State Advisory Boards of the State in which the project is located, and should contain the information called for in Circular No. 2, "Information Required With Applications for Loans to States, Counties, Municipalities, and Other Public Bodies." All applications should be sent in four counterparts as explained in the preceding paragraph. Additional circulars can be obtained from the State Advisory Boards or the Office of Education.

It should be clearly understood by those applying for loans that requests for loans for any form of public works will necessarily have to be considered in relation to other forms of public works in the same district; the relative need of that district against another's for immediate em-

ployment; and the promptness with which it will be possible to start on one or another of such projects. All these points have to be considered in any application for loans and therefore even though there may be great need for school buildings, or other type of public works, in a certain district, the applications for loans for such projects may not be granted if the need for some other project is greater.

Also, loans for school buildings will not be granted except on the basis of need. Therefore, it is important that school authorities who apply for loans for school buildings should first make a careful study of the school building needs of their respective cities—present congestion, number of pupils on part-time and in portables, increase in school enrollment, and estimated increase over a 5-year period, etc.—before submitting their requests for loans.

WHY the Junior High School



By EDWIN S. LIDE

THE RECENT DECISION of the Chicago Board of Education to abolish the junior high school plan of organization raises the question again of the relative effectiveness of the junior high school as against the traditional organization.

According to the National Survey of Secondary Education just completed by the Federal Office of Education, three types of investigations contributed evidence of the superiority of the junior high school over traditional types of grade organization:

First: Programs of studies for grades 7, 8, and 9 under the junior high school plan are in many respects superior to programs for the same grades under traditional plans.¹

Second: Late junior high school programs are better adapted to present-day conditions than were early junior high school programs.

Third: Objectives, methods, and materials of instruction in major subject fields such as mathematics are much better adapted to the immediate needs of junior than of senior high school pupils.²

These conclusions result from data from schools in more than 250 cities.

The first conclusion, that junior high school programs are superior to those offered under traditional organizations, is established by data from three separate investigations: A comparison of programs of studies in use in 36 cities before and after reorganization; of programs in 23 cities having both junior high school and traditional types of organization; of programs in 30 reorganized schools with those in 16 unreorganized schools.

In these three investigations, the junior high school shows superiority in the realization of seven peculiar functions as follows:

(1) *Recognition of the needs of individual pupils*, through (a) a smaller percentage of college preparatory; a greater percentage of general curriculums; (b) a 20 percent increase in the length of the classroom period, offering greater opportunities for supervised study; (c) contact with a greater number of subject fields, especially social studies, physical education, fine arts, and industrial arts.

(2) *Provisions for prevocational training, exploration, and guidance*, through greater inclusion for the junior high school of: (a) Courses giving a survey of occupations, junior business training, and general language; (b) general courses in the academic fields of English, social studies, mathematics, and science, which orient the pupil with respect to the work of higher grades; (c) courses in industrial arts and commerce; (d) provisions for guidance.

Notice

NATIONAL Survey of Secondary Education Monographs No. 5, *The Reorganization of Secondary Education* (price 40 cents), and No. 19, *The Program of Studies* (price 15 cents), deal very definitely with junior high school education. Nearly all other monographs of the secondary survey deal with some phase of junior high school organization or teaching, since the junior high school is such an important factor in our American secondary education.



(3) *Provisions for social responsibility*, through greater inclusion of: (a) Activities such as clubs, assembly, home room, etc.; (b) courses in citizenship and in other social studies; (c) courses calculated to further leisure-time interests, such as appreciation in music and art.

(4) *Provisions for the retention of pupils*, through greater inclusion of courses caring for the immediate needs of pupils such as library, journalism, public speaking, dramatics, economic and community civics, world history, general mathematics, general science, physical education, courses in commerce, fine arts, and industrial arts, etc. These enriched materials supplement or eliminate more formal courses such as grammar, spelling, ancient history, algebra, and the like.

(5) *Provisions for the needs of the early adolescent* by increasing physical and social activities.

(6) *Provision for the more gradual transition between traditional elementary- and high-school grades*, through greater inclusion of: (a) Orientation in grades 7 and 8 of the work of the higher grades; (b) guidance in making electives.

(7) *Provision for the economy of pupils' time*, through: (a) Correlation of separate courses into a general one; (b) addition of new materials and the elimination of those holding a place merely through tradition.

The second conclusion, that late junior high school programs are better adapted to present-day conditions than were the early ones is established by data from two investigations: A comparison of programs in use in 60 schools dated 1915-20, with programs in use in the same schools for the period 1929-31, and a comparison of data from 14 schools included in the Commonwealth Fund Study made by Glass in

¹ U.S. Office of Education Bulletin, 1932, no. 17, Monograph No. 19.

² U.S. Office of Education Bulletin, 1932, no. 17, Monograph No. 23.

School Crisis Facts

TIMON COVERT

specialist in school finance of the Office of Education points to trends since 1931 and prospects for 1934

ON JULY 3, 1933, the Office of Education asked State superintendents for information concerning the public school situation last winter, as compared to the year before, and the prospect for the 1933-34 school year. Thirty-three superintendents, including the superintendent of the District of Columbia public schools, replied.

A number of replies stated that the information requested for the school year 1932-33 was not available at the time of reporting, but we had asked for estimates in case the exact data were not at hand. A few answers for the year 1932-33 and several for 1933-34 are based on approximations. The following tabulation summarizes the information collected. These summaries will be analyzed by States in mimeograph Circular No. 119, which will be supplied free upon request to the Office of Education.

| | |
|--|--------------------|
| I. The effects of insufficient school funds in 1932-33 on length of school terms and children: | |
| School terms (in at least some districts) shortened: | |
| No change..... | States reporting 9 |
| Not known..... | 5 |
| Somewhat, but less than a month.... | 3 |
| One month or more..... | 16 |
| Number of children involved: | |
| None..... | 9 |
| Not known..... | 9 |
| From a few to one fourth..... | 12 |
| From one fourth to one half..... | 2 |
| Practically all..... | 1 |
| II. Prospects for opening of school and length of term in 1933-34: | |
| Schools are expected to open: | |
| On time..... | 24 |
| Late..... | 3 |
| Time not known..... | 1 |
| No report..... | 5 |
| Length of term: | |
| No change..... | 5 |
| Some will be shortened 1 month or more ¹ | 8 |
| Some will be shortened amount not specified..... | 7 |
| Uncertain..... | 4 |
| No report..... | 9 |
| III. The amount of State aids: | |
| For the school year 1932-33 as compared to those for 1931-32: | |
| No change..... | 14 |
| Increased..... | 4 |
| Decreased..... | 13 |
| No report..... | 2 |
| Change between 1932-33 and (in some cases estimated) 1933-34: | |
| No change..... | 7 |
| Increased..... | 7 |
| Decreased..... | 18 |
| No report..... | 1 |

¹ Includes replies from five States reporting that several terms probably will be shortened from a 9-month to an 8-month term which is the minimum required.

| | | |
|--|--|------------------|
| IV. Current expenditures: ² | | States reporting |
| For the school year 1932-33 as compared to 1931-32: | | |
| No change..... | | 1 |
| Increase..... | | 0 |
| Less than 10 percent decrease..... | | 6 |
| Ten to twenty percent decrease..... | | 7 |
| More than 20 percent decrease..... | | 6 |
| Data not available..... | | 10 |
| Change between 1932-33 and (estimated or proposed) for 1933-34: | | |
| No change..... | | 5 |
| Increase..... | | 0 |
| Less than 10 percent decrease..... | | 3 |
| Ten, or more, percent decrease..... | | 8 |
| Decrease, but percent not estimated.. | | 5 |
| Data not available..... | | 9 |
| V. Appropriation for the State department of education: | | |
| For the school year 1933-34 as compared to 1932-33: | | |
| No change..... | | 4 |
| Increase..... | | 0 |
| Decrease, but percent not stated.... | | 4 |
| Decrease less than 5 percent..... | | 1 |
| Decrease 5 percent or more..... | | 15 |
| Not reported or not segregated..... | | 9 |
| VI. Number of teachers employed: | | |
| For the school year 1932-33 as compared to 1931-32: | | |
| No appreciable change..... | | 4 |
| Increase..... | | 4 |
| Decrease..... | | 20 |
| No data..... | | 4 |
| No report..... | | 1 |
| For the school year 1933-34 as compared to 1932-33: | | |
| No appreciable change..... | | 5 |
| Increase..... | | 1 |
| Decrease..... | | 18 |
| No data..... | | 5 |
| No report..... | | 4 |
| VII. Number of unemployed teachers: | | |
| Persons legally qualified to teach without teaching positions (estimated): | | |
| Not more than 500..... | | 5 |
| From 500 to 2,000..... | | 3 |
| From 2,000 to 5,000..... | | 3 |
| More than 5,000..... | | 9 |
| Exact number unknown, but there are many..... | | 4 |
| Number unknown, or no report..... | | 9 |
| VIII. Teachers' salaries: | | |
| Change in 1932-33 from 1931-32: | | |
| Increased..... | | 0 |
| No change..... | | 1 |
| Decreased not more than 10 percent.. | | 10 |
| Decreased more than 10 percent..... | | 15 |
| Decreased, but percent not estimated.. | | 5 |
| No data..... | | 2 |
| Change, in prospect, for 1933-34 from 1932-33: | | |
| Increase..... | | 0 |
| No change..... | | 4 |
| Decrease not to exceed 10 percent... 6 | | |
| Decrease exceeding 10 percent..... 7 | | |
| Decrease, but percent not estimated.. 10 | | |
| No data..... | | 6 |

² Answers from three States are not included because the replies failed to state whether the percentages given are decreases or increases or they failed to give the year.

| | | |
|---|--|------------------|
| VIII. Teachers' salaries—Continued. | | States reporting |
| Method of payment: | | |
| Loss to teachers due to lack of funds for prompt payment of salaries..... | | 15 |
| Teachers paid promptly without serious loss..... | | 16 |
| No data..... | | 2 |
| IX. Legislation affecting teachers' salaries: ³ | | |
| Changes between 1931-32 and 1932-33: | | |
| No changes..... | | 29 |
| State salary schedules reduced inversely according to the salary level..... | | 2 |
| Flat reduction in salary schedules... 1 | | |
| Minimum salary rate reduced..... 1 | | |
| Recent changes which will apply to 1933-34: | | |
| No changes..... | | 21 |
| State salary schedules reduced inversely according to the salary level..... | | 3 |
| Flat reduction in salary schedules... 2 | | |
| Minimum salary rate reduced..... 3 | | |
| State board of education authorized to establish State schedule..... 1 | | |
| Automatic increases temporarily suspended..... 1 | | |
| Reduced rates for a particular city.. 1 | | |
| Minimum salary law suspended temporarily..... 1 | | |

³ Legislation of 1933 in one State included in the "no change" group limits the tax which a district may vote and prescribes a cash basis thus indirectly reducing salaries. Two or three States have not only reduced salaries but have eliminated automatic increases; these States are counted but once.

WHY THE JUNIOR HIGH?

(Continued from p. 6.)

1922-23 with data from the same schools collected for 1930-31.

The third conclusion, that courses of study are better adapted to the immediate needs of junior than of senior high school pupils, is established through analysis of courses of study in mathematics from 103 secondary schools, published since 1925.

Junior high school courses, more than senior high school courses, contain such content as: Objectives of a practical nature; specific materials related to child's needs and to future life needs; local materials; correlation with materials from other fields; psychological as distinguished from strictly logical organization; supplementary activities familiar to the pupil; procedures suggestive of individual progress; topics of local interest; suggestions for pupil use of study materials, and visual aids; suggestions for testing knowledges and skills; and attention to the mechanical make-up of courses.

SCHOOL LIFE

VOL. XIX



NO. 1

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

Secretary of the Interior - - - HAROLD L. ICKES
Commissioner of Education - - - GEORGE F. ZOOK
Editor - - - WILLIAM DOW BOUTWELL
Assistant Editors - - - (MARGARET F. RYAN
JOHN H. LLOYD)

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Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

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

SEPTEMBER 1933

*A good thing to remember
And a better thing to do,
Is to work with the RECOVERY gang
And not the wrecking crew.*

IT'S OUR HABIT

Four American college boys, the story goes, were cast away on a desert island. The first thing they did was to elect a president, vice president, secretary, and sergeant at arms.

Organization to meet needs is, indeed, an American habit. We organize to eat lunch with our friends; organize to play golf, cards, ball, tennis; organize for police protection, fire protection, insurance against damage, death or injury, learning, religion, water supply, electricity and gas, parks, streets, traffic control, books, history, genealogy, science, medical service, dancing, and charity. Children in elementary school elect Junior Red Cross officers. Oldest inhabitants hold regular meetings.

What President Roosevelt has done is to apply this unique American capacity for organization to Nation-wide needs.

We have learned to work together to provide personal and local needs. Now we are called upon to work together for the welfare of our Nation.

Cooperation is common custom in modern education. We have worked out the techniques of happy participation for the achievement of definite objectives. The teachers and pupils of America will

put their combined strength behind the effort for national recovery.

SEARCHLIGHTS

The Federal Office of Education has instituted a new parent education service, monthly releases entitled "Searchlights", for the use of parent-teacher associations, study clubs, and leaders of these groups on the problems of child life, family relationships, and the newer aspects of education. Each release will consist of short-running comments on recent books and pamphlets that throw light upon the problems and personalities of children; books that help parents solve their problem; the new education and what it does for children; fiction that reveals the problems of adolescent youth; and books for parents who want to learn how to analyze their own home problems.

EXPLORING THE TIMES

The American Library Association has invited several able men to outline for the general reader the broad sweep of events leading up to the present, and to suggest a few outstanding books and pamphlets which will help to explain the forces at work, the resulting issues and how they can be met. Five reading courses have been published under the series title "Exploring the times", designed to point the way to good reading and intelligent thinking on current problems. In each case an authority has been asked to present his own subject from his own point of view.

Authors and titles issued to date:
World Depression—World Recovery, by Harry D. Gidconse.
Collapse or Cycle?, by Paul H. Douglas.
Living with Machines, by William F. Ogburn.
Meeting the Farm Critics, by J. H. Kolb.
Less Government or More?, by Louis Brownlow and Charles S. Archer.
The price is 25¢ each or \$1 for the set of five. Full information may be had from the American Library Association, 520 North Michigan Avenue, Chicago, Ill.

SEX EDUCATION BOOKLETS

The difficult task of preparing sex education literature for children of different ages has been accomplished by Thurman B. Rice, M.D., of the Indiana University School of Medicine in a series of five pamphlets. These pamphlets have been published by the Bureau of Health and Public Instruction of the American Medical Association. "The Story of Life" is intended for boys and girls of about 10 years; "How Life Goes On" for girls of high-school age, and "In Training" for boys of high-school age. "The Age of Romance" and "The Venereal Diseases" are intended for young people beyond the high-school age. The first and second of the series are especially well done.

While these publications were not intended for classroom use, teachers will be interested in examining them with a view to answering questions put by pupils, and for recommendation to parents who desire literature on this important subject suitable for their children.

The pamphlets may be secured from the American Medical Association, 535 North Dearborn Street, Chicago, 25 cents each, or \$1 a set.—Dr. James F. Rogers.

NOW A WEEKLY

Scholastic, national high-school magazine, has become a weekly publication. There is no fundamental change of content or policy. Scholastic is a journal not only for, but partially by, high-school students. It annually sponsors national awards for meritorious work in high-school art and literature.

CREDIT DUE

Inspiration for the cover illustration on this issue of SCHOOL LIFE came from the Beginning School photograph used on the cover of a report of progress, 1921 to 1931, in Birmingham (Ala.) public schools. The illustration was prepared by Mr. Ferris of the Government Printing Office layout division.

KAINGIN

*In April I shall be in the kaingin:
I shall scamper from one log to another;
When the sun grows hot
I shall seek the shade
Behind the stump of a tree;
I shall bathe my feet
In warm ashes
As I pick my steps
Over the ash-covered ground;
I shall make my way
To the edge of the clearing
Where murmurs a stream;
There I shall wash
The ashes from my feet.*

WEATHER

*Before the rainy season comes in
Tatay Mundo will mend the roof of his
nipa house.
It will look like the old patchy trousers he
always wears
When he goes to town on Sunday mornings.*

NESTOR V. M. GONZALES,
Calapan, Mindoro, P.I.

BIOGRAPHICAL NOTE

These poems are reprinted from the *Philippine Magazine*. Of the author, the editor of the magazine says:

"Nestor Gonzales is a youth born in 1915 in Romblon, Romblon, now preparing for college, 'constantly tickled', he explains, 'by propensity for literature.'" His prose writings, also, have appeared in the *Philippine Magazine*. Poems selected for SCHOOL LIFE by Nellie Sergent, Evander Childs High School, New York City.

Shorter Terms

W. S. DEFFENBAUGH

of the Office of Education staff finds that in some cities school terms are shorter now than ever before

THIS YEAR some American cities will have shorter school terms than they had in 1930, and much shorter terms than many cities had in 1880 and earlier.

In the early days of the city school systems, sessions continued practically the year round. Vacations were short and holidays were few. The prevailing custom was to divide the school year into four terms of 12 weeks each, with a vacation of a week at the end of each term. In some cities all the vacation came in summer, with the exception of about a week at Christmas. The summer vacation was extended gradually, usually about a week at a time.

Daily school sessions were also longer than they now are. The history of the Cincinnati public schools, as recorded in early school reports, reveals a typical example.

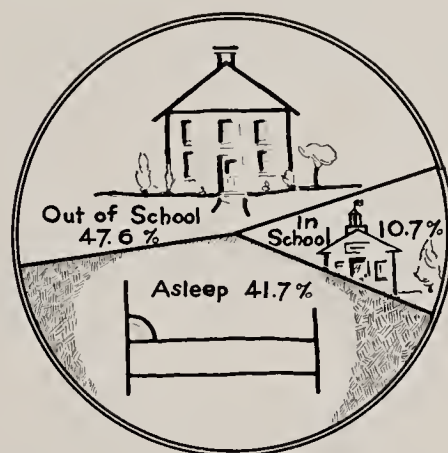
Cincinnati example

Cincinnati's common-school system was established in 1830. The legislative act requiring the council to provide for the support of the schools at public expense fixed the annual term of 6 months, but an early report in which the act was reproduced contained a footnote saying: "The public schools of Cincinnati are kept open throughout the year."

This was substantially, if not actually, true. Vacations were of 3 weeks succeeding the close of a school year. One week

TABLE 2.—Length of school term and number of days attended in certain cities, 1879-80 and 1931-32

| Cities | Number of days school was in session | | Average number of days attended by each pupil enrolled | | Average number of days out of school for each pupil enrolled | |
|------------------------------|--------------------------------------|---------|--|---------|--|---------|
| | 1879-80 | 1931-32 | 1879-80 | 1931-32 | 1879-80 | 1931-32 |
| 1. San Francisco, Calif..... | 211 | 195 | 155 | 166 | 56 | 29 |
| 2. New Haven, Conn..... | 198 | 179 | 133 | 158 | 65 | 21 |
| 3. Washington, D.C..... | 193 | 180 | 150 | 147 | 43 | 33 |
| 4. Chicago, Ill..... | 198 | 195 | 141 | 164 | 47 | 31 |
| 5. Indianapolis, Ind..... | 194 | 178 | 124 | 148 | 70 | 30 |
| 6. Atlanta, Ga..... | 175 | 176 | 111 | 141 | 64 | 35 |
| 7. Louisville, Ky..... | 204 | 172 | 138 | 141 | 66 | 35 |
| 8. Boston, Mass..... | 203 | 182 | 155 | 155 | 48 | 27 |
| 9. Grand Rapids, Mich..... | 195 | 189 | 124 | 162 | 71 | 27 |
| 10. Baltimore, Md..... | 180 | 190 | 116 | 159 | 64 | 31 |
| 11. Buffalo, N.Y..... | 199 | 185 | 155 | 159 | 44 | 26 |
| 12. Kansas City, Mo..... | 195 | 191 | 116 | 161 | 79 | 30 |
| 13. Cincinnati, Ohio..... | 205 | 184 | 155 | 158 | 50 | 26 |
| 14. Memphis, Tenn..... | 149 | 180 | 87 | 148 | 62 | 32 |
| 15. Milwaukee, Wis..... | 200 | 190 | 131 | 162 | 69 | 28 |
| 16. San Antonio, Tex..... | 200 | 176 | 118 | 148 | 82 | 28 |



during the session of the college of professional teachers in October, and 1 week, including Christmas and New Year's Day. Saturdays, Thanksgiving Days, and May Days were holidays.

In 1849 a formal rule fixed the length of the summer vacation at 5 weeks. Four years later (1853) a further extension was made, and the schools were ordered closed from the last day of June to the third Monday in August.

No substantial change was made for 7 years, but in 1860 another week was added to the vacation, which extended from the last Friday in June to the fourth Monday in August. Another 7-year period elapsed, and again (1867) the vacation period was increased, this time until the first Monday in September.

The regulation in effect in 1911 provided that the annual vacation should be from such date in June as might be designated by the board of education, to the first Monday after the first Tuesday in September. Schools were actually in operation 200 days in 1910-11, and 184 days in 1931-32.

It appears, therefore, that in this typical city, the actual reduction in school time per year has been from 233 to 184 days.

Table 1, taken in part from the Report of the Commissioner of Education for 1891-92, shows that the conditions in Cincinnati are representative of the entire country.

Of 1,000 representative cities, about 5 percent have a school term varying from

(Turn to p. 16.)

TABLE 1.—Length of school term and of daily sessions, 1841-42

| Cities | In 1841-42 or thereabouts | | In 1891-92 | | Number of days actually in session, 1931-32 (days) |
|-----------------------|------------------------------------|----------------------------------|------------------------------|----------------------------------|--|
| | Length of school term ¹ | Length of daily sessions (hours) | Length of school term (days) | Length of daily sessions (hours) | |
| New York, N.Y..... | 49 weeks..... | 6-7 | 202½ | 5 | 184 |
| Chicago, Ill..... | 48 weeks..... | 6 | 192 | 5 | 195 |
| Philadelphia, Pa..... | 251½ days..... | 7 | 201 | 5 | 186 |
| Brooklyn, N.Y..... | 11 months..... | | 202 | | 184 |
| Boston, Mass..... | 224 days..... | 2 5½-3 6 | 200 | 5 | 182 |
| Baltimore, Md..... | 11 months..... | 2 6-3 7 | 203 | 5 | 190 |
| Cincinnati, Ohio..... | do..... | 2 6-3 7 | 190 | 5¼ | 184 |
| Cleveland, Ohio..... | 43 weeks..... | | 190 | 5 | 183 |
| Buffalo, N.Y..... | 12 months..... | | 195 | | 185 |
| Washington, D.C..... | 238 days..... | 2 6-3 7 | 180 | 5 | 180 |
| Detroit, Mich..... | 259 days..... | 6 | 196 | 5½ | 177 |

¹ The exact number of days cannot be stated in all cases, because of the uncertainty as to the length of the week or the month mentioned in the original documents. It is presumed, however, that the calendar week or month was intended.

² In winter.

³ In summer.

N R A ★ H O L C ★ A A A ★ F F C A ★ T V A

Ten Thumbnail Sketches of

THE LAW ON IT

★ *EACH of the 10 new Government agencies described in this article is built on a law passed by Congress. History, civics, and current events classes will find the laws helpful in understanding the New Deal. Any of the laws listed in the accompanying thumbnail sketches can be obtained through your Congressman. Watch SCHOOL LIFE for references to other Government pamphlets useful in schools.*

STRANGE new initials are getting into the newspapers. Do you know what they stand for? Can you name the 10 new Federal agencies whose long names have shrunk to initial letters?

Do you know the purpose of each of these 10 weapons Congress has given to the President to wage the recovery campaign?

Every principal and every teacher will be eager to have pupils understand the details of the New Deal in American government. But the facts can't be found in textbooks. Not yet. To fill the need, SCHOOL LIFE supplies 10 thumbnail pictures of the 10 new agencies. Later issues will tell more about the various agencies in plain terms.

The aim of the 10 agencies is to prime the pump of national prosperity by spreading employment, by expanding credit, by trying new methods of Nation-wide cooperation on common problems.

NRA

National Industrial Recovery Administration (Public Act 67, 73d Cong.). Gen. Hugh S. Johnson, Administrator.

Purpose: To draft treaties (codes) that substitute team play for unbridled competition in business. Parties to the treaties are business owners, workers, and consumers. The chief objects are to put 11,000,000 unemployed back to work, raise wages, increase the American stand-

ard of living. The terms of the treaties are: Minimum limits for wages, shorter hours, no child labor, no profiteering. The antitrust law "sword of Damocles" is removed temporarily from above industry's head; labor's right to organize and be represented by spokesmen of its own selection is recognized. NRA cooperators display the Blue Eagle badge. Specimen codes agreed to by industries can be obtained from the NRA headquarters.

TVA

Tennessee Valley Authority (Public Act 17, 73d Cong.). Dr. Arthur E. Morgan, chairman, Washington office, Temporary Building F.

Purpose: Ever since the World War full use of the vast water-power resources at Muscle Shoals has been forestalled by failure to reach an agreement on who was to use the power, and how. Muscle Shoals and other potential water-power resources of the Tennessee River will now be the focal point of the first American experiment in developing an entire river valley as an industrial, social and economic unit. The first major project is construction of the Norris Dam at Cove Creek, on the Clinch River, about 20 miles northwest of Knoxville. It will create one of the world's largest artificial lakes. A transmission line has been authorized between the new dam and the Wilson Dam at Muscle Shoals. The Tennessee Valley Authority, of which two Morgans,

prominent educators both, are directors (Arthur E., president of Antioch College, and Harcourt A., president University of Tennessee) along with David E. Lilienthal, of Wisconsin, is empowered to make "such surveys, general plans, studies, experiments, and demonstrations as may be necessary and suitable to aid the proper use, conservation, and development of the natural resources of the Tennessee River drainage Basin." This promises to be one of the most adventurous experiments in creating a high standard of living for all the people in a given region ever undertaken.

AAA

Agricultural Adjustment Administration (Public Act 10, 73d Cong.). In charge, Henry A. Wallace, Secretary of Agriculture. Administrator, George N. Peek.

Purpose: To increase the farmer's share of the national income. This is accomplished through two principal means. One is to assist farmers, by compensatory payments supplementing their market returns, to adjust their production of certain basic agricultural commodities to the effective demand for these commodities. Such payments are made only to farmers who do adjust their production. Money to make the payments is derived from a processing tax imposed upon the commodity in question. The amount of the processing tax is limited to the difference between the current farm price of the commodity and its purchasing power, in manufactured commodities that farmers buy, during the period 1909-1914. The other principal means of increasing farmers' incomes is by establishing among processors and distributors, marketing agreements, enforced by licensing provisions when necessary, which assure a fair price to the producers of farm goods, without extortionate increases in consumers' costs.

PWA

Federal Emergency Administration of Public Works (Public Act 67, 73d Cong.). Administrator: Harold L. Ickes, Secretary of the Interior.

CCC ★ FERA ★ PWA ★ FCOT ★ RFC

Ten New Federal Agencies

CCC

Purpose: To foster employment by advancing \$3,300,000,000 for public works: Roads, naval vessels, bridges, low-cost housing projects, schools, etc. For State and local public projects approved by State engineers, State advisory boards, the National Government pays 30 percent of the cost of labor and materials outright. Loans are made to public bodies to be repaid with interest at 4 percent during the useful life of the project.

CCC

The Emergency Conservation Work Program (which directs the Civilian Conservation Corps) (Public Act 5, 73d Cong.). Robert Fechner, Director, Temporary Building No. 2, Nineteenth and D Streets.

Purpose: To give employment to 300,000 young men by hiring them on reforestation, soil erosion, flood control,

and similar projects, and in National Park development. Workers agree to send a substantial part of their wages to dependents. The Labor Department selected the young men and certified them to the Army for enrollment, examination, equipment, and transportation to camps. The Veterans Administration performed the same service for war veterans. The Forest Service and National Park Service selected the experienced men. National Park Service and Forest Service plan, assign, and supervise the work to be done.

FCOT

Federal Coordinator of Transportation (Public Act 68, 73d Cong.). Joseph B. Eastman, Commerce Building.

During the World War the Federal Government took charge of the railroads. Afterward it returned to the policy of

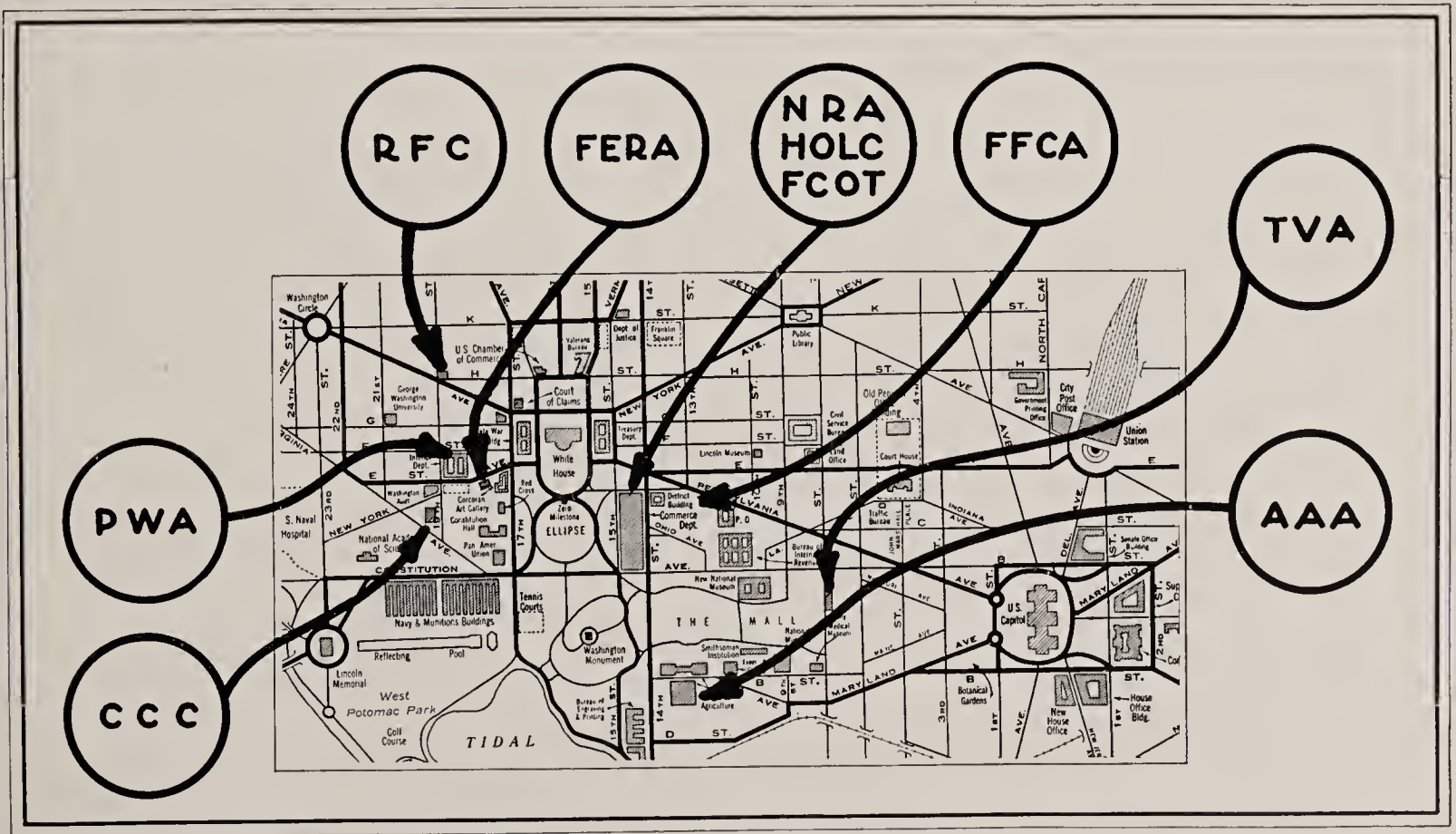
supervising rates and other fiscal problems of railroads. Now the Federal Government is again taking a hand in the administration of railroads through the Federal Coordinator who is empowered to eliminate needless competition of rail lines and to enforce other economics. Congress also instructed this new agency to make a study of our railroads for the purpose of making recommendations to the President and to Congress for legislation.

FERA

Federal Emergency Relief Administration (Public Act 15, 73d Cong.). Harry L. Hopkins, administrator, Walker-Johnson Building.

When depression first struck local private charity and local public welfare agencies assumed the burden of feeding

(Turn to p. 15.)



THE NEW GEOGRAPHY OF GOVERNMENT IN WASHINGTON, D.C.

Basic map courtesy American Automobile Association.

New State Education Laws

WHAT new educational legislation has been enacted in the several States? Ward W. Keesecker endeavors to give this information to readers, as it is reported to the Federal Office of Education. More detailed information on laws proposed or enacted is available in a series of Office of Education circulars, nos. 85, 87, 89, and 109. Single copies of these circulars are free upon request.

California

Raised the age of admission to kindergarten from 4½ to 5 years.

Provided that all school buildings must be erected according to specifications of the State Board of Architects. Known as earthquake bill.

Delaware

Appropriated \$1,500 a year until 1942 to continue to assist in the education and training of children of World War veterans who were killed or died in service.

Georgia

Appropriated \$4,564,600 for the biennium for aiding common schools and consolidated schools.

Provided for an investigation of the work of the State Textbook Commission in its letting of contracts.

Indiana

Required that textbooks on physiology and hygiene used in Grades 4 to 8 include discussion on harmful effect of alcohol and narcotics. Provided for suspension of the license of any teacher for failure to teach same.

Authorized township trustees to provide transportation for parochial school pupils along the regularly established school bus routes.

Iowa

Made agriculture, manual training and domestic science courses optional, and defined physical education as being exclusive of interscholastic athletics.

Fixed \$40 per month as a flat minimum salary for teachers with all types of certificates and all amounts of experiences.

Fixed \$1,530 as a minimum salary and \$2,400 as a maximum salary for county superintendents.

Kansas

Directed School Book Commission to reduce the price of school books * * * Revised budget law.

Maryland

Reduced salaries of all teachers, principals, and superintendents ranging from 10 to 15 percent.

Minnesota

Provided for an income tax and the creation of an income tax school fund to be distributed by State Board of Education to districts on the basis of compulsory-school-age population.

Missouri

Appropriated one third of the general revenue of the State for the support of the public schools * * *. Reduced appropriation for vocational education approximately one third of the amount appropriated 2 years ago.

Nevada

Prohibited school districts from issuing bonds that would run for a longer period than 20 years.

New Jersey

Prohibited discrimination between salary reduction of municipal employees and those of school districts.

New York

Provided for reduction of public moneys to be paid to the several school districts of the State.

Established a division of child development and parental education in the State department.

North Carolina

Appropriated \$16,000,000 for a State-wide 8-month public school term in place of the present 6-month and optional extended terms.

Ohio

Non-State aid districts shall receive during the ensuing year an amount equal to approximately \$13,000,000 in addition to local sources of revenue.

Limited borrowing of money by boards of education.

South Dakota

Passed a gross income tax to provide school districts of State approximately \$4,000,000 annually.

Provided a \$1 dog tax for school purposes.

Reduced salary of county superintendents on an average of approximately 15 percent.

West Virginia

Created a county district for school purposes. Existing magisterial school districts and subdistricts and independent districts abolished. New districts under control of county board of education. Minimum term for elementary and high schools 9 months.

Wisconsin

Reduced minimum monthly salary for teachers from \$75 to \$65.

Notice

A REVIEW of Educational Legislation, 1931 and 1932, prepared by Ward W. Keesecker, Office of Education specialist in school legislation, is just off the press. It is Bulletin 1933 No. 2, chap. 7 of the Biennial Survey of Education in the United States. Order from Superintendent of Documents, Government Printing Office, Washington, D.C., Price 5 cents.

A School Financing Handbook

TO BRING into focus the thinking of pressing problems of financial support for public education, the National Education Association joint commission on the emergency in education called a national conference of educational leaders in New York City from July 31 to August 11.

Dividing their problem among committees, the conference produced a series of reports which will be published by the National Education Association as a handbook. This volume, it is hoped, will provide local and State groups supporting education with a body of expert opinion on financing education which will prove helpful.

From the various reports has been condensed a modern charter for public school support which follows:

Charter

Believing that the financing of schools is a matter of cardinal public concern, basic to the present and future welfare of our democracy, we offer the following program for action by the American people:

Universal education.—Funds to provide every child and youth a complete educa-

tional opportunity from early childhood to the age at which employment is possible and socially desirable. This right to be preserved regardless of residence, race, or economic status and to constitute an inalienable claim on the resources of local, State and National Governments.

Lifelong earning.—Educational opportunities at public expense for every adult whenever such opportunities are required in the public interest.

Effective teaching.—In every classroom competent teachers maintained at an economic level which will secure a high quality of socially motivated, broadly trained, professional service. Lacking this, the whole school program is weakened at its most crucial point.

Equitable taxation.—For the adequate support of all governmental activities, including the schools, a stable, varied, and flexible tax system, providing for a just and universal sharing of the cost of government by all members of the community.

Public information.—Accurate, intelligible, and frequent reports to taxpayers and the public on the management of the school money so that complete understanding and constructive attitudes with

respect to school taxes and services may prevail.

School-board independence.—In every school system a board of education responsive to the will of the whole people and free to adopt and carry out truly efficient and economical financial policies for the schools.

Economical administration.—A uniform and continuous policy of honest, economical and productive spending of all school moneys.

Adequate local units.—In every community trained educational leadership and other services secured through a local unit of school administration large enough to make such services financially possible and desirable.

Community initiative.—For every school district the right to offer its children an education superior to State minimum standards and to seek and develop new methods intended to improve the work of the schools.

State Responsibility

Equalization of educational opportunity.—For every school unit which cannot maintain an acceptable program on a fair local tax, State support to make up the deficiency. Additional State support for an acceptable school program as needed to allow for the reduction of local property taxes.

Professional leadership.—Competent leadership in every State department of education so that reasonable minimum financial standards may be established and educational progress encouraged throughout the State.

Fiscal planning.—In every State a long-time financial plan for public education, comprehensive in scope, based on experienced judgment and objective data, cooperatively developed, continually subject to review and revision, and reflecting faithfully the broad educational policy of the people.

National Interest

Open schools.—For every child deprived of education by emergency conditions beyond the control of his own community and State, immediate restoration of these rights through assistance from the Federal Government to the State or community concerned.

Federal support.—To protect the Nation's interest in securing an educated citizenship through an effective and flexible public-school system, Federal support for schools in the several States without Federal control over State or local educational policies.

If America is to recover prosperity and persist as a democratic nation these essentials must be preserved.

Survey Conferences

THE NATIONAL SURVEY of Secondary Education directed by the Federal Office of Education completed its work last summer. Since then, 14 monographs prepared by survey specialists in various fields of study and research have appeared. Fourteen additional monographs are in press. See list of monographs on back cover of this issue.

Within the past year a number of educational organizations have based their programs in whole or in part on this survey, utilizing survey reports as program material. Conferences and program presentations on the National Survey of Secondary Education have been sponsored by national education organizations, State and regional school associations.

State conferences have been held under the direction of the Virginia State Education Association, the University of Illinois (conference of high school principals), Pennsylvania State Education Association, University of Pennsylvania (schoolmen's week), the University of Alabama (summer conference), and George Washington University (summer conference.)

Secondary school leaders from various States attended the regional conferences on the National Survey conducted by the Middle States Association of Colleges and Secondary Schools, the Southern Association of Colleges and Secondary Schools, the North Central Association, and Northwest Association of Secondary and High Schools.

National agencies to sponsor Secondary Survey conferences have been: The Headmasters Association, the Department of Secondary School Principals of the National Education Association, and the Department of Secondary Education of the National Education Association. At the National Education Association summer meeting in Chicago, the Department of Secondary Education gave over its 2 general meetings and 8 sectional meetings or round-table conferences to discussion of National Survey of Secondary Education reports. The program was prepared by the president of the department, Ernest D. Lewis, of Evander Childs High School, New York City, in cooperation with Chicago High School Teachers' Association.

Every effort is being made to have other State, regional, and national education organizations sponsor conferences or program presentations based on National Survey of Secondary Education findings.

Commissioner of Education George F. Zook has sent letters to presidents of State education associations urging that survey reports be given wide currency among administrators, teachers, and students of education generally. William H. Bristow, Pennsylvania State Department of Public Instruction, recently addressed a letter for the National Association of High School Inspectors and Supervisors to high-school supervisors throughout the country. He specified various ways in which State directors of secondary education can cooperate in placing the survey findings before the school and the lay public: (1) Through regional, State, district, and local conferences in which questions relative to secondary education are discussed; (2) with local study groups; (3) by individual teachers in particular fields; (4) with lay groups in evaluating procedures in local school systems and with boards of education in presenting best practices and plans; and (5) through college courses in secondary education.

For further information regarding National Survey of Secondary Education Conferences, address the Commissioner of Education, United States Department of the Interior, Washington, D.C.

PARENT-TEACHER PUBLICATIONS

Two publications useful in parent-teacher work are: "Projects and Program Making for Local Committee Chairmen," and "Handbook for Parent-Teacher Associations," issued by the National Congress of Parents and Teachers, 1201 Sixteenth Street, N.W., Washington, D.C. As companion studies, these publications are valuable guides to teachers and school administrators in promoting parent-teacher cooperation in each community. The publications cost 20 cents each, or six for \$1.

GEOGRAPHIC BULLETINS

Publication of the National Geographic Society's weekly geographic news bulletins will begin early in October. These bulletins for teachers are issued (five in each week's set) for 30 weeks of the school year. Beautifully illustrated, they embody pertinent geography facts for classroom use, such as information about boundary changes, geographic developments, and world progress in other lands. Applications should be accompanied by 25 cents to cover mailing costs of bulletins for the school year.

Education In Other Countries

JAMES F. ABEL

chief of foreign school systems division tells of education
in Palestine 1918-1933

A SKETCH MAP of Palestine is before me as I write, not the usual kind of map of that country on which are shown the boundaries of ancient dynasties or the roads traveled by some Biblical character, but a simple, artistic drawing of the Mediterranean coast line on the west, and the international boundary for Syria on the north, Trans-Jordan to the east, and Sinai to the south and southwest. Within those lines small black dots numbered for the legend, show the towns and villages provided with Government Arab schools; red dots and numbers fix the places that have Hebrew schools.

To my English-language eye most of the names are at least odd, and unpracticed as I am in the sounds of the Arabic and Hebraic languages I refuse to try to pronounce them. Arabic schools are at such places as Umm ez Zeinat, Qaryat el 'Inab, and 'Asira esh Shamāliya, and I learn that Tel Yoséf, Shivat Tsiyón, Bnei Beráq, and Yājūr have Hebrew schools. But some of the place names are familiar enough. There are Jerusalem, Nazareth, Bethlehem, and Hebron with Arab or Hebrew schools or both; and Beer-sheba district with six tribal institutions.

The map illustrates the story which the director of education of Palestine tells in his annual report of the condition of education in that little area so rich in Christian and Moslem history, and of how it has developed since 1918, into a dual school system formed on linguistic and racial bases.

The population of Palestine in 1931 was 759,952 Moslems, 175,006 Jews, 90,607 Christians, and 9,589 of other faiths. The Arab public system, enrolling in 1931-32 in the elementary schools 21,745 Moslem children, 2,610 Christians, mostly Greek Orthodox, and 482 of other beliefs, is directly administered by the Government department of education. It is mainly separate for the sexes and the girls fare relatively poorly; they number only 5,179 in the enrollment of 24,837. The Hebrew public system, enrolling 22,486 pupils of which 11,571 are girls, is mainly coeduca-

tional, and is inspected by the Government department but is directly controlled by the education department of the Jewish Agency for Palestine which has absorbed the former Zionist organization.

These two branches of the dual system differ in plan of instruction. Rural schools for Arab children have four classes; preparatory, first, second, and third. Higher classes numbered consecutively after three may be added. The Arab town schools have an elementary stage of 7 years, preparatory and one to six in ascending order; a secondary stage of 4 years, the fourth being of English matriculation standard; and a university or college stage of 3 years following matriculation. Many Arabs from Palestine attend the American University of Beirut, Syria, with the usual American freshman, sophomore, junior, and senior years. The department of education of Palestine holds the fourth year of the Arab secondary school to be equivalent to the freshman year in the University of Beirut.

The elementary school of the Jewish Agency is 8 years, classes one to eight; the secondary school (gymnasium) is also 8 years, with the classes numbered in ascending order and class one equivalent to class five of the elementary school. Graduation from the 8-year gymnasium is a condition of admission to the Hebrew University of Jerusalem, a young institution opened in 1925 and rapidly developing its program of scientific research and instruction. The fourth, fifth, and sixth classes in the Arab elementary schools are equated by the Government department with the fifth, sixth, and seventh in the Hebrew elementary schools.

Growth in the two branches has been as rapid as could well be expected. In 1919-20, the 171 Arab public schools with 408 teachers handled 10,662 pupils; in 1931-32, schools to the number of 305 employed 783 teachers for an enrollment of 24,837. Statistics of the Hebrew schools for the same years were 137 institutions with 605 teachers and 12,380 pupils, as against 256 with 1,033 teachers and an enrollment of

22,486. Amount of public money spent for education increased in like measure.

The only Government Arab school that gives a full 4-year secondary course is the Arab College at Jerusalem but 9 town boys' schools offer the first 2 years, and in Jaffa 3 years are covered. The Hebrew provision for secondary training includes 3 complete coeducational schools: Gymnasia Herzliya at Tel-Aviv, Hebrew Reali School at Haifa, and Gymnasia 'Ivrit at Jerusalem. All have sent graduates to study in universities in the United States; that at Tel-Aviv probably has here more students to its credit than any other secondary school abroad. The agency has also a boys' school, the Reali Tahkemoni, at Tel-Aviv which offers only 4 years of the curriculum.

Men teachers for the Arab elementary schools are trained in the Arab college in a fifth year, to which only secondary school graduates are admitted. Women in training for teaching attend the Women's Elementary Training College, a boarding school, with a 4-year curriculum the last 2 of which are on a level with the first 2 of the secondary school. Teachers for the Hebrew elementary schools are prepared for service in 4 training colleges; 2 of them "general" and 2, "Mizrahi". The latter are unusual in that they devote about half the time to Hebrew subjects.

Besides this public-school system, dual in nature, Palestine has in the private education field 157 Moslem schools with 9,196 pupils; 181 Christian with 17,183 pupils and these include the schools maintained by French, English, German, Italian, American, and Swedish groups; and 117 Jewish schools other than those maintained by the agency, with 11,970 pupils. Moreover, there is a considerable number of public and private technical and agricultural schools and institutions of various kinds for defectives. Nor are there lacking the sports, athletics, vacation and summer camps and courses, Boy Scouts, girl guides, and playground and clubroom activities that make up so large a part of modern organized education.

Electrifying *EDUCATION*

Radio ★ Sound Pictures ★ Recordings

BY

CLINE M. KOON

STUDENTS of educational broadcasting will welcome the announcement that Dr. Levering Tyson, Director of the National Advisory Council on Radio in Education, 60 East Forty-second Street, New York City, has issued a bulletin on What To Read About Radio.

Ohio continues to pioneer in the educational uses of radio. The latest project has been the formation of the Ohio Radio Education Association to (1) promote educational broadcasting, (2) secure financial stability, and (3) encourage group listening. Mrs. M. E. Fulk, State Department of Education, Columbus, Ohio, is secretary.

The official handbook for the annual debate: *Resolved*, That the United States Should Adopt the Essential Features of the British System of Radio Control and Operation, is being prepared by Bower Aly and Gerald D. Shively of the University of Missouri. The National Committee on Education by Radio, 1201 Sixteenth Street NW., Washington, D.C., also plans to supply information on the question.

The sixth season of the NBC music appreciation hour which is conducted by Dr. Walter Damrosch will begin October 6 at 11 a.m., over a Nation-wide network of the National Broadcasting Co. An instructor's manual and other information may be secured by addressing the National Broadcasting Co., 711 Fifth Avenue, New York City.

Mr. Eugene Coltrane, field representative of the National Committee on Education by Radio, has conducted 17 summer school conferences on the educational use of radio since June 1.

The National Association of Broadcasters has established a program service department for the exchange of radio programs and improvement of the program service of its member stations.

The N.E.A. broadcasts, "Our American Schools," which are conducted by Miss Florence Hale, editor of *The Grade Teacher* magazine, will resume on October 8 over a national hook-up of the National Broadcasting Co.

The University of Chicago recently produced two new educational talking pictures titled "Energy and Its Transformation," and "Electrostatics." Information regarding these films and how they may be obtained may be secured by addressing The University of Chicago Press, Chicago, Ill.

The bureau of publications, Teachers College, Columbia University, New York City, announces publication of Dr. Varney C. Arnsperger's dissertation entitled, "Measuring the Effectiveness of Sound Pictures on Teaching Aids." This book which is based upon an experimental study to determine the contribution of the talking picture in classroom instruction, will be of interest to many teachers and school administrators.

Teachers interested in the use of sound motion pictures in education will want to read, "The Educational Talking Picture", by Frederick L. Devereux and others, just off the University of Chicago Press.

TEN THUMBNAIL SKETCHES

(Continued from p. 11) :

and housing the unemployed. But the task became too heavy. Gradually it was shifted to the municipal governments which were forced to turn to the States for help. The National Government began in August 1932 to aid States by advancing money through the RFC. Now, through FERA, the Government is making outright grants from a \$500,000,000 fund. The money is distributed by State relief administrators to counties and cities. Use of Federal relief funds to pay work-relief allowances to needy unemployed teachers has been authorized by Administrator Hopkins.

RFC

Reconstruction Finance Corporation (Public Act 2, 72d Cong. and subsequent legislation). Jesse H. Jones, chairman, 1825 H Street.

Purpose: To provide emergency financing facilities for financial institutions, to aid in financing agriculture, commerce, and industry. This agency was created under the previous administration in order to supply Government credit to take the place of the vanishing supply of private credit. Since March, its responsibilities for loans for public works have been shifted to the Public Works Administration. The scope of its loan operations has been expanded in other directions.

FFCA

Federal Farm Credit Administration (Public Act 75, 73d Cong.). Henry Morgenthau, Jr., governor, 1300 E Street.

Purpose: To unify the activities of various Government loan agencies created to help farmers who have been struggling against 12 years of decreasing prices of products with consequent decreasing value of land. It consolidates the functions of the Federal Farm Board, Federal Farm Loan Bureau, Regional Agricultural Credit Corporations of the Reconstruction Finance Corporation, Crop Production Loan Office, Seed and Production Loan Offices formerly under the Secretary of Agriculture. Through this agency the Government tries to prevent farmers from losing their mortgaged farms and to help them finance the planting and harvesting of new crops. It also endeavors to help farmers obtain the advantages of business organization in marketing products by advancing loans to cooperatives.

HOLC

Home Owners' Loan Corporation (Public Act 43, 73d Cong.). William F. Stevenson, chairman, Commerce Building.

Purpose: This agency has been created to do for the city home owner what the Federal Farm Credit Administration was created to do for the farm owner—save him from losing his property through foreclosure of mortgages. Farm owner and city home owner have been squeezed by two powerful opposing forces, one which insists that loans and interest on loans cannot be scaled down; the other which insists that income of farmers and home owners must be scaled down in accord with lower price levels. To the squeezed home owner, the HOLC extends a helping hand by converting his private loan into a Government loan at low interest with easy terms for payment on the principal of the loan.—William Dow Boutwell.

Bulletin

TEXT of communication from Federal Emergency Relief Administrator Harry L. Hopkins to governors and State relief directors:

"Your relief commission is authorized to use Federal relief funds now available or to be made available by the Federal Emergency Relief Administration to pay work-relief wages to needy unemployed teachers or other persons competent to teach and assign them to class rooms up through the eighth grade; provided, first, that these teachers are assigned by the relief offices to appropriate educational authorities who will have entire supervision over their activities; second, provided that they are assigned only to those schools

which prior to this date have been ordered closed or partially closed for the coming school year because of lack of funds; third, this applies only to rural counties.

"State relief administrations are also authorized and urged to pay from above funds relief-work wages to needy unemployed persons competent to teach adults unable to read and write English. This applies to cities as well as rural counties. Under no circumstances should relief funds be used to relieve counties of their proper responsibility for education, nor should these activities permit the substitution of relief teachers for regularly employed teachers."

SHORTER TERMS

(Continued from p. 9)

156 to 170 days, which represents a school term of about 8 or 8½ months. Approximately 90 percent have a school term varying from 171 to 190 days, or a term of from 9 to 9½ months. Only about 5 percent have a term from 191 to 200 days, or a 10 months' term.

In only nine cities 10,000 population or more in 1931-32 was the school term from 196 to 200 days, or what might be considered 10 full months of school, counting 20 days to a school month. In 1879-80, schools in 95 cities having a population of 7,500 and over were in session 196 days or more, and several of the 95 were in session more than 200 days.

On the whole, the number of days that city schools are in session is not increasing. The number of days attended by each pupil enrolled is, however, increasing, but even with the increase in attendance, the average number of days attended is only 157.

The child who attends school 6 hours a day for 157 days is in school only 942 hours a year. Allowing 10 hours for sleep, the child's 365 days are distributed as follows: 10.7 percent in school, 41.7 percent in sleep, and 47.6 percent under home supervision.

This analysis of the school child's time emphasizes the responsibility of the home, the school, and community institutions for his all-round education. For more details on "Shorter Terms" see "Statistics of City School System, 1930-1932" Bulletin 1933, no. 2, chap. II (in press).

Reduction in the length of the school term has come so gradually that the extent of it has not been realized and is rarely discussed.

Although the length of the school term has been reduced since the early days of city school systems, the number of days attended by each pupil enrolled has increased. Data on attendance in the early days are not at hand, but compilations from the report of the Commissioner of Education for 1879-80 show that although the school term was longer in most cities than at present, the number of days attended was less. (See table 2.)

PUBLIC WORKS

(Continued from p. 5)

Ohio: William A. Stinchcomb, Cleveland; Rufus Miles, Columbus; Henry Bentley, Cincinnati; *S.E. (P.W.A.)* L. A. Bonlay, Columbus.

Oklahoma: John H. Carlock, Ardmore; Frank C. Higginbotham, Norman; Walter A. Lybrand, Oklahoma City; *S.E. (P.W.A.)* Philip S. Donnell, Oklahoma City.

Oregon: Bert E. Haney, Portland; C. C. Hockley, Portland; Robert N. Stanfield, Baker; *S.E. (P.W.A.)* Claude C. Hockley, Portland.

Pennsylvania: Joseph C. Trees, Pittsburgh; A. E. Malmed, Philadelphia; J. Hale Steinman, Lancaster; *S.E. (P.W.A.)* William H. Gravell, Harrisburg.

Rhode Island: Hon. William S. Flynn, Providence; John Nicholas Brown, Newport; William E. Lafond, Woonsocket; *S.E. (P.W.A.)* Leslie A. Hoffman, Bridgeport, Conu.

South Carolina: L. P. Slattey, Greenville; Burnet R. Maybank, Charleston; Thomas B. Pearce, Columbia; *S.E. (P.W.A.)* J. L. M. Irby, Columbia.

South Dakota: Leon P. Wells, Aberdeen; Herbert E. Hitchcock, Mitchell; S. H. Collins, Aberdeen; *S.E. (P.W.A.)* Harold C. Knudsen, Devils Lake, N. Dak.

Tennessee: Col. Harry S. Berry, Nashville; Roane Waring, Memphis; W. Baxter Lee, Knoxville; *S.E. (P.W.A.)* Col. Harry S. Berry, Nashville.

Texas: Col. Ike Ashburn, Houston; S. A. Goeth, San Antonio; John Shary, Mission; R. M. Kelly, Longview; *S.E. (P.W.A.)* Robert A. Thompson, Fort Worth.

Utah: William J. Halloran, Salt Lake City; Ora Bundy, Ogden; Sylvester Q. Cannon, Salt Lake City; *S.E. (P.W.A.)* Richard A. Hart, Salt Lake City.

Vermont: Frank H. Duffy, Rutland; P. E. Sullivan, St. Albans; Lee C. Warner, Bennington; *S.E. (P.W.A.)* Harold J. Lockwood, Concord, N.H.

Virginia: B. F. Moomaw, Roanoke; J. Winstou Johns, Charlottesville; Robert B. Preston, Portsmouth; *S.E. (P.W.A.)* James A. Anderson, Richmond.

Washington: William A. Thompson, Vancouver; C. W. Greenough, Spokane; Roy LaFollette, Colfax; *S.E. (P.W.A.)* Gene Hoffman, Olympia.

West Virginia: D. H. Stephenson, Charleston. William P. Wilson, Wheeling; Van A. Bittner, Fairmont; *S.E. (P.W.A.)* M. Lindsay O'Neale, Charleston.

Wisconsin: Walter G. Caldwell, Waukesha; William G. Bruck, Milwaukee; John Donaghey, Madison; *S.E. (P.W.A.)* James L. Ferebee, Madison.

Wyoming: Patrick J. O'Connor, Casper; Leroy E. Laird, Cheyenne; John W. Hay, Rock Springs; *S.E. (P.W.A.)* Francis C. Williams, Cheyenne.

Regional Advisors

Region 1: (Includes Vermont, New Hampshire, Massachusetts, Rhode Island, Connecticut, Maine). Advisor, George W. Lane, Jr., Lewiston, Maine.

Region 2: (Includes New York, Pennsylvania, New Jersey). Advisor, Edward J. Flynn, New York, N.Y.

Region 3: (Includes Illinois, Indiana, Michigan, Ohio, Wisconsin). Advisor, Charles M. Moderwell, Chicago, Ill.

Region 4: (Includes North Dakota, South Dakota, Nebraska, Minnesota, Iowa, Wyoming). Advisor, Frank Murphy, St. Paul, Minn.

Region 5: (Includes Montana, Idaho, Washington, Oregon). Advisor, N. Marshall Dana, Portland, Oreg.

Region 6: (Includes California, Nevada, Utah, Arizona). Advisor, Justus S. Wardell, San Francisco, Calif.

Region 7: (Includes Texas, Louisiana, New Mexico). Advisor, Clifford Jones, Spur, Tex.

Region 8: (Includes Colorado, Kansas, Oklahoma, Missouri, Arkansas). Advisor, Viuceut M. Miles, Fort Smith, Ark.

Region 9: (Includes Mississippi, Alabama, Georgia, South Carolina, Florida). Advisor, Henry T. McIntosh, Albany, Ga.

Region 10: (Includes Tennessee, Kentucky, West Virginia, Maryland, Delaware, Virginia, North Carolina). Advisor, George L. Radcliffe, Baltimore, Md.

NURSERY-KINDERGARTEN CIRCULARS

Two new Office of Education circulars of interest to persons in nursery-kindergarten-primary education are now available. They are Circular no. 86, Educational Activities for the Young Child in the Home, and Circular no. 88, Kindergartens in Public Schools of Cities Having 2,500 Population or More, as of June 1932.

Circular 86 has been prepared in answer to numerous questions from parents living where there are no kindergartens for their 4- and 5-year old children. It tells how to equip a playroom, and a playyard, and describes uses of the equipment. It discusses the beginnings of music and art appreciation for young children, and describes certain essentials as preparation for learning to read. It also stresses the worth of taking children on excursions, and suggests places to go. The circular describes how to form habits socially acceptable and fundamental to emotional stability in young children. It concludes with a short list of books useful to parents.

Circular no. 88 gives kindergarten enrollments, attendance, and number of teachers for cities having populations of 2,500 or more.

Figures in this circular may be helpful in making State-wide and local studies. These studies could determine at what

ages children may be enrolled in kindergartens, the extent to which the population of kindergarten age takes advantage of the opportunity offered, and the effect of kindergarten attendance upon placement of children in early grades and upon progress or promotion rates of children.

Single copies of the circulars are available free from the Federal Office of Education, Washington, D.C.

FOR AGRICULTURAL TEACHING

Suggested activities for teaching in agricultural part-time schools are included in Federal Board for Vocational Education Bulletin No. 108, Agricultural Series No. 27, price 5 cents from the Superintendent of Documents, Washington, D.C. One hundred and forty-four suggestions are offered.

★ **Recent Theses in Education** ★

THE Library of the Office of Education collects doctor's and outstanding master's theses in education, which are available for consultation, and may be borrowed on interlibrary loan. A list of the most recently received theses is given each month. Additional theses on file in the Library will be found, marked with an *, in the current number of the Bibliography of research studies in education.

Compiled by RUTH A. GRAY

Library Division, Office of Education

ANKENBRAND, W. W. and DE LANCEY, BLAINE M. The faculties of liberal arts colleges and teachers colleges. A comparative study of the social-economic and educational backgrounds of the teachers in endowed liberal arts colleges, state teachers colleges, and state normal schools. Doctor's, 1932. New York University. 264 p. ms.

ARNSPIGER, VARNEY CLYDE. Measuring the effectiveness of sound pictures as teaching aids. Doctor's, 1932. Teachers College, Columbia University. 156 p.

BABB, RALPH WARREN. A resurvey of the financing of education in a city public school system, being a resurvey of the financial conditions of the Lynn, Mass., public schools 5 years after a survey by Dr. George D. Strayer. Master's, 1933. Boston University. 85 p. ms.

COOK, THOMAS R. A plan to reduce the time generally used to teach high-school literature assignments, in order to include more modern or related literature in the English curriculum. Master's, 1932. New York University. 41 p. ms.

CREEDON, MARGARET MARY. Reorganization of commercial education in the light of social needs. Master's, 1933. Boston University. 89 p. ms.

ERICSSON, FRANS A. Freshman failures and how to prevent them. A study of the relationship between test scores and scholarship marks of the freshmen at four Lutheran colleges, and an account of preventive training of failing freshmen at Upsala College. Doctor's, 1932. New York University. 187 p. ms.

GOFF, BESSIE E. The function of the dean of women as adviser to the student council with special reference to teachers colleges. Master's, 1933. Boston University. 73 p. ms.

GREGORY, ELLEN M. Home study—an inductive study of home work in a small elementary school. Master's, 1932. New York University. 66 p. ms.

HAHN, EUGENE F. An investigation of public-speaking courses for adults in California. Master's, 1933. University of Southern California. 232 p. ms.

HINCKLEY, ELMER D. The influence of individual opinion on construction of an attitude scale. Doctor's, 1932. University of Chicago. 24 p.

KUTZ, SALLY E. The newspaper as source material in health education. An analytical study of the information on public health and hygiene in three selected New York City newspapers. Doctor's, 1932. New York University. 154 p. ms.

MCCARTHY, EDWARD J. Guidance procedures below the junior high school. Master's, 1933. Boston University. 114 p. ms.

MUSGRAVE, SARAH F. General trends in the English curriculum for the subnormal child in the high school. Master's, 1932. New York University. 90 p. ms.

PITKIN, ROYCE STANLEY. Public school support in the United States during periods of economic depression. Doctor's, 1932. Teachers College, Columbia University. 143 p.

SIEGL, MAY HOLLIS. Reform of elementary education in Austria. Doctor's, 1932. Teachers College, Columbia University. 145 p.

SIGMAN, JAMES G. Origin and development of visual education in the Philadelphia public schools. Doctor's, 1933. Temple University. 211 p.

SMITH, SAMUEL. Educational experimentation in Soviet Russia. Master's, 1932. New York University. 227 p. ms.

Correspondence

NEARLY 150,000 first class mail letters and telegrams come to the Office of Education every year. Sometimes the answers are of general interest. Following are two examples:

[TELEGRAM]

NEW YORK, JULY 15, 1933.
UNITED STATES OFFICE OF EDUCATION,
WASHINGTON, D.C.

RUSH WIRE COLLECT FOR STORY ON PUBLIC JUNIOR HIGH SCHOOLS LATEST FIGURES ON TOTAL NUMBER IN UNITED STATES; ALSO NAME OF FIRST SUCH SCHOOL AND DATE OF ESTABLISHMENT. THANKS.

TIME MAGAZINE.

[REPLY TELEGRAM]

WASHINGTON, D.C., JULY 15, 1933.
TIME MAGAZINE, NEW YORK, N.Y.

BERKELEY, CALIF., ESTABLISHED FOUR JUNIOR HIGH SCHOOLS IN 1909, NOW NAMED BURBANK, EDISON, GARFIELD, WILLARD; 1,842 SEPARATE JUNIOR HIGH SCHOOLS AND 3,287 JUNIOR-SENIOR HIGH SCHOOLS IN 1930.

UNITED STATES OFFICE OF EDUCATION.

A letter received from the Gulfport City Schools is as follows:

GENTLEMEN: Several months ago I saw in School Life an article regarding the exemption of checks on school funds from the Federal tax of 2 cents on each check. I took this article to our local banker, at which time he agreed to discontinue the charge on our checks. He has not done so, however, and the magazine at this time seems to be misplaced. Will you please give me your authority for the article, and if possible a statement that would clarify the matter with my banker?

Permit me to express my appreciation for the material used in School Life, and to assure you of its helpfulness in many administrative problems.

B. FRANK BROWN, *Supt.*

To Bureau of Internal Revenue:

GENTLEMEN: Late in February of this year the Office of Education was informed by phone by a Bureau of Internal Revenue worker that public school checks were tax free. A brief announcement to this effect was conveyed to readers of School Life, official monthly journal of the Office of Education. The article is inclosed. Today we received the attached letter relative to noncancellation of the 2-cent check tax in Gulfport, Miss. The superintendent of schools asks

for our authority for the announcement, and if possible a statement to clarify the matter with his banker. This office would appreciate a reply direct to Mr. Brown from your Bureau in regard to this matter.

WILLIAM DOW BOUTWELL,
Office of Education.

DEAR MR. BROWN: Reference is made to your communication of June 22, 1933, addressed to the Office of Education, United States Department of the Interior, Washington, D.C., and subsequently forwarded to this office, relative to the tax imposed on checks, drafts, or orders for the payment of money under the provisions of section 751 of the Revenue Act of 1932.

It is stated that several months ago you saw an article in SCHOOL LIFE regarding the checks issued by and charged against school funds. It is further stated that you showed the article to your local banker and he agreed to discontinue taxing the checks in question. However, it appears that the bank is still imposing this tax. Therefore you ask to be advised in the premises.

You are advised that checks, drafts, or orders drawn by (1) officers of a State or political subdivision (2) in this official capacities, (3) against public funds (4) standing to their official credit, (5) in furtherance of duties imposed upon them by law, and (6) in the exercise of an essential governmental function, are not subject to the tax.

The Supreme Court of the United States has held, in the case of *Burnet v. Coronado Oil & Gas Co.* (285 U.S. 393) that the State has a duty with regard to its public schools, and that the performance of that duty is the exercise of a function strictly governmental in character.

It is held, therefore, that the tax imposed by section 751 of the Revenue Act of 1932 is not applicable to instruments drawn by members of the boards of directors of school districts in Mississippi acting in their official capacities in the disbursement of public funds.

On the other hand, checks drawn against receipts which are not strictly public funds, but which are deposited in separate accounts and expended under the supervision of the school board for social, recreational, or extracurriculum activities, etc., such as receipts from school or class entertainments, athletic contests, cafeterias, school hands, donations, etc., would not come within the exemption accorded checks drawn against public funds, and are, therefore, taxable under section 751 of the Revenue Act of 1932.

ADELBERT CHRISTY,
*Acting Deputy Commissioner,
Bureau of Internal Revenue.*

Have You READ

?

*Ten TIMELY Topics
Tersely Treated*

THAT "The professor is sometimes right" is President Hutchins' contention in the University of Chicago Magazine for June-July. He discusses the place of the college professor in the economic reconstruction. ¶ The June issue of Elementary English Review is devoted to the subject "Reference Books." ¶ A delightful account of Rabindranath Tagore and his school at Santiniketan appears in the May issue of El Padre, the official publication of the Santa Clara County Teachers Association. The writer, A. L. Thomsen, a retired teacher, discusses the great poet's philosophy of education, and describes a typical day at the school. ¶ The Vocational Guidance Magazine began a new volume with the June number and under a new title. The periodical will henceforth be known as "Occupations." It will be sponsored by the National Occupations Conference. The leading article is a lively discussion by Dorothy Canfield Fisher entitled "If Occupations Were Athletics." ¶ A new method for teaching the use of the library is described in High Points for June, by Marie K. Pidgeon, of Curtis High School. Her plan is to use a single thing, in this case, the horse, "as integrator of the field of knowledge in general." ¶ A marvelous new opportunity for service is described by Dr. William H. Kilpatrick in the High School Quarterly for July. In an article entitled "Education Face-to-Face with the Social Situation" he defends his belief that "we in education" can help to bring "ample comfort to all." ¶ A recent decree issued in Russia calls attention to the fact that "there has been a tendency recently to issue dull and didactic books for children." Definite steps have been taken by the Commissariat for education to improve children's books. The plan is discussed at length in the Soviet Union Review for July-August. ¶ An address by Howard Patterson, of the University of Pennsylvania, appears in Social Science for July, entitled "Educational Implications of Recent Economic Changes." The writer endeavors to establish the fact that "A comprehensive educational program in all social studies is necessary in order to

supplant individual acquisitiveness, selfishness, and indifference by socially desirable attitudes of service, conciliation, and mutual aid." ¶ A happy article on the modern method of bringing up children appears in the Atlantic Monthly for July, entitled "We Modern Parents," by Isadore Luce Smith. ¶ "When Teachers Strike" is the title of an article by Milton S. Mayer in the Forum for August. The author analyzes the situation in Chicago. His admonition is "Dig out the corruption, make graft impossible—but be gentle with the school teachers themselves," because "these men and women are dangerous beyond imagination. Simple as they often appear, they can in 5 short years and without concerted action knock the props out from under a whole generation."—SABRA W. VOUGHT.

THE CHILDREN'S CODE

(Continued from p. 2)

especially during the past year, to drastic budgetary reductions, that school building has been practically suspended, and that the teaching force has been greatly reduced although there has been an abnormally increased enrollment.

Unless conditions have changed since 1930, the sections in which the largest number of children are employed in non-agricultural pursuits are the New England, the Middle Atlantic, and the South Atlantic States. States most seriously affected are, in order of the number of child laborers employed in 1930, Pennsylvania, Georgia, North Carolina, South Carolina, New York, and Massachusetts.

Second, and equally urgent and more difficult of solution, is the problem of formulating an enriched and revised school program designed to appeal to the interests of the practically-minded children released from industry who should return and be retained in school. Not all the children in this returning group left school because of economic pressure. Many were influenced by the fact that they had little taste for the traditional school program. These erstwhile laborers will return with a realization of certain satisfactions which come from a feeling of independence, of ability to earn one's own way in life. The school to which they return must offer a stronger appeal than the one they left. Unfortunately, this acute need for revised programs comes at a time when a short-sighted policy of retrenchment has resulted in eliminating many of the very provisions and activities designed especially to meet it. Music, home economics, vocational and educational guidance, the arts and crafts, extra-curricular activities, provisions for exceptional children, and similar phases of progressive school programs—interpreted by the uninformed as fads and frills—have suffered severely in many systems through so-called "economy measures."

Changes in the school program must go beyond provisions of the kind indicated. There must be new social as well as new industrial codes. Cooperation cannot be substituted for competition as a basic philosophy in business unless it is incorporated into our social philosophy. Such a right about face attitude will not result from accident. The ultimate success of "the common covenant" to which the Nation is subscribing means that schools share the responsibility for revised social thinking through their organization, their curricula, and their teaching practices.

However, these important and immediate problems should not obscure the necessity for long-term planning to extend and make permanent the benefits of the child labor clause in the industrial codes. Laggard industrialists, careless parents, may eventually defeat the purpose of the code agreements unless the children are protected through effective legislation.

Frequently compulsory attendance laws are more or less ineffective for children older than 14 years, if the elementary school or eighth grade is completed and the child is employed. Employment at home is considered as satisfactory for exemption in many States. Child labor laws also have generally established 14 as the minimum working age. Unfortunately both types of laws are more or less indifferently enforced. Compulsory attendance laws are characterized by exemptions. Nine States protect children above 14 through child labor laws and probably 17 States (7 of the 9 are included in this number) have compulsory attendance laws which if adequately enforced will apply to unemployed children 14 and 15 years old who have not completed schools available in the home district. Obviously considering the country as a whole, attendance laws are not up to the standard set by the codes. Unless some action is taken, and that at an early date, many of the 14- and 16-year-old children released from work will not be in school even where favorable school programs are provided. There are still the child laborers in agriculture (70 percent of all child laborers in 1930) to whom protection similar to that now assured children in the manufacturing and mechanical industries should be extended.

Implied in the industrial codes then is the need for a minimum long-time program. It includes renewed efforts for compulsory school attendance laws applicable to all children up to 16 years of age, with adequate enforcement provisions in every State; protection from hazardous employment and continuation school facilities for boys and girls 16 to 18 years old, and ratification of the child labor amendment in at least 21 States in addition to the 15 which have now accepted its provisions.

New Government Aids for Teachers

Compiled by MARGARET F. RYAN, Office of Education

AMERICAN CYPRESS and Its Uses. 1932. 28 p., illus. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 141.) 5 cents. (Manual training; Economics.)

Suggestions for Teaching the Job of Controlling the Loose Smuts of Wheat and Barley in Vocational Agricultural Classes. 1932. 14 p., illus. (Federal Board for Vocational Education.) 5 cents.

Material prepared to assist teachers of vocational agriculture in training present and prospective farmers to successfully combat loose smut in the wheat and barley crops and to suggest to the teacher ways of organizing subject matter for similar instruction units. (Teacher training; Vocational guidance; Agriculture.)

Code for Protection Against Lightning. Parts I, II, and III. 1933. 93 p., illus. (Bureau of Standards, Handbook No. 17.) 15 cents.

Part I—Protection of persons; Part II—Protection of buildings and miscellaneous property; Part III—Protection of structures containing inflammable liquids and gases; Appendix A—Lightning—its origin, characteristics, and effects; Appendix B—Bibliography. (Safety education; Physics.)

Aids for Bird Students. List of publications relating to birds for free distribution by the United States Department of Agriculture. (Department of Agriculture, Bureau of Biological Survey, Mimeographed circular Bi-787.) Free.

Insect Enemies of the Cotton Plant. 1932. 29 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1688.) 5 cents.

Describes 25 cotton insect pests and their work, and gives suggestions for their control. A system of control effective against most of the insects referred to is given in summary form at end of the bulletin. (Agriculture; Entomology.)

Admission of Aliens into the United States. 1932. 205 p. (Department of State, Notes to Section 361 Consular Regulations.) 15 cents. (Americanization; Immigration work.)

Summarized Data on Tin Production. 1932. 34 p., illus. (Bureau of Mines, Economic Paper 13.) 10 cents.

Data on tin production since 1800 with sources and significance of production data, general summary, world production by periods, world production by continents and countries, and tin-producing countries. Is the sixth of a series of production studies published

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

by the Bureau of Mines, the first five of which have similar data for copper, zinc, gold, lead, and silver. (Metallurgy; Geography; Economics.)

Commercial Cabbage Culture. 1933. 59 p., illus. (Department of Agriculture, Circular No. 252.) 10 cents.

Presents a few typical practices together with some less commonly known information and principles which will afford a sound basis for successful production. (Agriculture.)

The Development of Package-Bee Colonies. 1932. 44 p., illus. (Department of Agriculture, Technical Bulletin No. 309.) 10 cents. (Bee culture; Nature study.)

Workers in Subjects Pertaining to Agriculture in State Agricultural Colleges and Experiment Stations, 1932-33. 1933. 133 p. (Department of Agriculture, Miscellaneous Publication No. 154.) 10 cents.

Directory of officers of the Association of Land-Grant Colleges and Universities, and the names of persons directly engaged in teaching, research, or demonstration in agriculture and home economics in State agricultural colleges and experiment stations. (Agriculture; Research; Library science.)

Bibliography of Indian and Pioneer Stories for Young Folks. 1931. 37 p. (Bureau of Indian Affairs.) Free.

The following multigraphed material is available free from the Bureau of Indian Affairs:

- Indian Wars and Local Disturbances in the United States, 1782-1898 (no. 14).
- Cliff Dwellings (no. 16).
- Mounds and Mound Builders (no. 18).
- Indian Citizenship (no. 20).

Indian Tribes of the United States (no. 23).

Indian Reservations (no. 24).

Maps

Tennessee River basin. Scale 1:500,000. 5½ by 3¼ feet. (U.S. Geological Survey.) 75 cents.

Indicates boundary of Tennessee River basin and boundary of principal tributary area and parts of Missouri, Mississippi, Alabama, Kentucky, Georgia, North Carolina, Virginia, and West Virginia.

Recreational areas of the United States under Federal or State Government, including Alaska and Hawaii. 3⅔ by 2½ feet. (National Park Service.) Free.

Indicates national parks, national monuments, and Indian reservations coming under the Department of the Interior, the national military parks and national monuments under the War Department, and the national forests and national monuments under the Department of Agriculture. Also indicates State parks, forests, monuments, and camp grounds, the national parks main travel highways and the principal connecting highways. Characteristics of areas by States are given on the reverse of the map.

Sectional airway maps.—Scale 1:500,000 (8 miles to the inch); size about 20 by 42 inches. (Coast and Geodetic Survey.) Price 40 cents each. In lots of 20 or more in one shipment to one address, 25 cents per copy.

Lower I-16, Birmingham; lower J-10, San Francisco; lower K-17, Cleveland; lower K-18, New York.

Strip airway maps.—Scale 1:500,000 (8 miles to the inch); width 10 inches, and of convenient lengths. (Coast and Geodetic Survey.) Price 35 cents each. In lots of 20 or more in one shipment to one address, 25 cents per copy.

No. 130. Richmond-Washington.

No. 137. Portland-Spokane.

Films

The following films are available upon application to the Bureau of Mines. No charge is made for the use of the films, but the exhibitor is asked to pay transportation charges.

The Metals of a Motor Car. 2 reels; silent.

Through Oil Lands of Europe and Africa—Germany, France, Spain, Morocco, and Algeria. 2 reels.

The Master Farmer. 2 reels. (Order from Bureau of Agricultural Economics.)

The staff of the Office of Education in the United States Department of the Interior is constantly engaged in collecting, analyzing and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries

UNITED STATES DEPARTMENT OF THE INTERIOR

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A series of mimeographed circulars on collegiate education for business by J. O. Malott, specialist in commercial education, is being published by the Office of Education. Single copies of circulars in this series are free. Address your request to the Commissioner of Education, United States Department of the Interior, Washington, D.C.

These circulars should be useful for college counseling and advising, since they contain lists of colleges offering courses in the various phases of business education, the number of instructors, number of courses offered, and number of students enrolled in each course.

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THE ART OF TEACHING BY RADIO

By CLINE M. KOON

Office
of Education
Bulletin, 1933, No. 4
92 pages
(Price 10 cents)

It is out—a brand new Office of Education bulletin on education by radio. This publication clearly sets forth for those interested in teaching by radio, or broadcasting in general, useful suggestions for—

1. Possible forms of broadcasts
2. Preparation of broadcasts
3. Enlisting and assisting listeners
4. Presentation of broadcasts

Exceptional typography makes this Government bulletin different—readable, interesting, useful. The bibliography of 91 references alone is worth the price of the publication.

(Order from the Superintendent of Documents, Washington, D.C.)

Demand Exceeds Supply

At the N.E.A. meeting in Chicago, convention delegates were very eager to inspect the monographs reporting findings of the National Survey of Secondary Education conducted by the Federal Office of Education. Sales of the monographs were heavy, and the large supply of monograph lists at the Office of Education exhibit booth was soon exhausted. Teachers and school administrators want to know about the reports of this Nation-wide investigation of high school education, and once again the complete list of 28 monographs reporting the complete story of our American secondary education is submitted for SCHOOL LIFE readers. Those starred are now off the press. Order from Superintendent of Documents, Washington, D.C., specifying Office of Education Bulletin, 1932, No. 17, together with the numbers of monographs desired. The complete set costs only \$3.80.

Monograph
No.

1. Summary. 15 cents.
2. The Horizontal Organization of Secondary Education—A Comparison of Comprehensive and Specialized Schools. 20 cents.
3. Part-Time Secondary Schools. 10 cents.
4. The Secondary-School Population. 10 cents.
- *5. The Reorganization of Secondary Education. 40 cents.
6. The Smaller Secondary Schools. 15 cents.
7. Secondary Education for Negroes. 10 cents.
- *8. District Organization and Secondary Education. 15 cents.
9. Legal and Regulatory Provisions Affecting Secondary Education. 10 cents.
- *10. Articulation of High School and College. 10 cents.
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- *13. Provisions for Individual Differences, Marking, and Promotion. 40 cents.
14. Programs of Guidance. 10 cents.
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26. Non-Athletic Extracurriculum Activities. 15 cents.
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Office of Education
United States Department of the Interior

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October
1933

Vol. XIX • No. 2



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Education—Here it Stands • The War on Want • Teachers' Salaries and Code Wages
Union of Federal Education Forces • We Face an Issue • P.W.A. School Allotments
Higher Education's Outlook • The Documents About Recovery • West Virginia's Stride

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

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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 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D.C. To foreign countries, 85 cents a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D.C.

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N.B.—The cover illustration was drawn by William Thompson
New York Academy of Design, New York City

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OFFICE OF EDUCATION NEW PUBLICATIONS

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| The Reorganization of Secondary Education, Bulletin, 1932, No. 17, Monograph 5..... | 40 cents |
| Provisions for Individual Differences, Bulletin, 1932, No. 17, Monograph 13.. | 40 cents |
| Bibliography of Research Studies in Education, 1931-32, Bulletin, 1933, No. 6.. | 20 cents |
| Laws Relating to the Release of Pupils from Public Schools for Religious Instruction, Pamphlet No. 39..... | 5 cents |
| High School Instruction by Mail—A Potential Economy, Bulletin, 1933, No. 13.. | 10 cents |
| Organization for Exceptional Children Within State Departments of Education, Pamphlet No. 42..... | 5 cents |
| Larger Units for Educational Administration—A Potential Economy, Pamphlet No. 45..... | 5 cents |
| Small City School Systems, 1930-32, Comparative Data, Pamphlet No. 46.... | 5 cents |

FREE

(Single copies only)

The Education of Teachers and the Financial Crisis, Circular No. 110.

Recent Courses of Study for Elementary and Secondary Schools, Circular No. 111.

OFFICE OF EDUCATION

United States Department of the Interior

UNION OF *Federal Education Forces*

Federal Vocational Education Functions Now Directed by the United States Commissioner of Education

HAROLD L. ICKES, Secretary of the Interior, on October 10 issued an official order transferring the functions of the Federal Board for Vocational Education to the Federal Office of Education in the Department of the Interior, under the direction of George F. Zook, United States Commissioner of Education.

The Secretary's order, effective October 10, carries out the terms of President Roosevelt's Executive order of June 10, which specified that "the functions of the Federal Board for Vocational Education are transferred to the Department of the Interior, and the Board shall act in an advisory capacity without compensation."

In announcing the transfer of the functions of the Federal Board for Vocational Education, Secretary Ickes said: "This transfer of the functions of the Board is not to be interpreted as any curtailment of the activities of the Federal Government in the field of vocational education. Both Dr. George F. Zook, the Commissioner of Education, and I have long been deeply interested in vocational education studies and efforts, and we both propose to promote the development of this highly important part of the field of education vigorously."

The Federal Board for Vocational Education came into existence as the result of the passage of the Smith-Hughes Act on February 23, 1917. This consummated the efforts, over a period of years, of a number of societies engaged in promoting vocational education. Both agricultural and industrial organizations lent their strength to the support of this measure.

A Board was organized in the late summer of 1917. President Wilson appointed

to the Board representatives of labor, agriculture, and manufacture and commerce. Ex-officio members were the Secretary of Agriculture, Secretary of Commerce, Secretary of Labor, all from the President's Cabinet, and the United States Commissioner of Education. Dr. Charles A. Prosser, director of the William Hood Dunwoody Industrial Institute,

The vocational education organization functioned as an independent office during its nearly 17 years' existence. It was responsible directly to Congress to which it made an annual report.

Secretary of the Interior Ickes has notified Commissioner Zook to proceed with the necessary organization of the Office of Education so as to provide for the inclusion of the necessary personnel of the Federal Board for Vocational Education.

The importance with which Commissioner Zook regards the transfer of functions of the Federal Board for Vocational Education to his direction is expressed in his reply to Secretary Ickes' official order which reads: "I wish to assure you that I have a deep sense of the importance of this added responsibility. I will, to the best of my ability, promote the cause of vocational education vigorously and wisely. I trust that this union of educational forces in the Federal Government will increase the effectiveness of the service which the Federal Government renders to the States and local communities in the conduct of their educational programs."

Headquarters of the Federal Office of Education is now in the Hurley-Wright Building, Eighteenth and Pennsylvania Avenue N.W., Washington,

D.C. Staff members of the office moved recently from the Department of the Interior building to provide more office space for the rapidly increasing personnel of the Public Works Administration. The Interior building was the home of the Office of Education for nearly 10 years.



The new home of the Federal Office of Education. Six floors of this building are now devoted to Federal interests in education

Minneapolis, Minn., was selected as the first director of the Board. He came to Washington in August of 1917 to assume the responsibility of organizing a staff and putting into operation the program for vocational education in accordance with the terms of the National Vocational Education Act.

Teachers' Salaries

. . . AND CODE WAGES

Thousands of Teachers Receive Less than the Minimum for Unskilled Labor

HOW do salaries of teachers in the United States compare with the wage minimums set up in the N.R.A. codes?

This is a live question.

The answer requires a preface.

Preface: Farm and factory supply the foundation of life in the United States. Above this foundation rises our elaborate structure of schools, hospitals, museums, libraries, churches. This superstructure has sagged because the economic crisis weakened the farm and factory foundation under it. To restore the foundation is the central aim of the national recovery industrial codes and agricultural agreements. The theory is that restoring the foundations will also bolster up the sagging superstructure; revive sick school, museum, hospital, and church budgets; repair salary cuts; reestablish sacrificed services.

The rebuilding of foundations is under way. Restoration of the "educational wing" of Hotel America must soon begin. Alert school officials and school board members will not want to be held responsible for having their section sag months after the rest of the structure has been reconditioned.

One of the first problems public opinion will lay before them will be the salary problem. It is a tough old problem liberally studded with many new thorns. The "New Deal" has meant—more than anything else, perhaps—new standards of reward for human effort. Therefore, school officials will be asked to determine new salary schedules in the light of the new standards for farm, factory, and store workers. To orient school officials wandering in the complicated maze of code standards, SCHOOL LIFE presents the fol-

lowing data on code wages and teachers' salaries.

What are the new minimum wages which have been set with the cooperation of the Federal Government? What are teachers' salaries?

Thus far, no code adopted by the National Recovery Administration sets minimum salaries for services comparable to teaching services. First there was the "blanket code" President's Reemployment Agreement, widely accepted in August, which set up minimums for factory and mechanical workers and "white collar" workers. For factory and mechanical workers it sets up a minimum wage of 40 cents an hour; for "white collar" workers, \$12 to \$15 per week, depending on the population of the community.

This "blanket code" is being rapidly replaced by special codes adopted by the various industries. The hosiery workers' code, for example, provides from \$13 to \$27.50 per week for various types of work in the North; \$12 to \$24.75 for similar work in the South.

Certain other compensation standards set up by the Government agencies will be of much interest to teachers and school officials, as reflecting new standards of compensation for effort.

The Public Works Board has passed a resolution determining "wage rates on all construction financed from funds appropriated by the Administrator of Public Works." The scale per hour varies for three sections:

| | Unskilled labor | Skilled labor |
|--------------------|-----------------|---------------|
| Southern zone..... | \$0.40 | \$1.00 |
| Central zone..... | .45 | 1.10 |
| Northern zone..... | .50 | 1.20 |

Skilled labor includes plumbers, electricians, steamfitters, and other craftsmen.

Now, let us turn to teachers' salaries.

Our most adequate figures on salaries are predepression—1930. If we had 1933-34 figures, they would undoubtedly be lower.

| | |
|-----------------------------------|---------|
| Median teacher salary..... | \$1,420 |
| Median city teacher salary..... | 1,771 |
| Median rural teacher salary..... | 926 |
| Median 1-room teacher salary..... | 788 |

These figures are medians and therefore do not quite give us the facts we need. Code minimums are the rock bottom wages. Industrial wages go up from the minimum. But salaries of teachers go both up and down from the median. What do we find when we explore the salaries below that paid the median rural teacher?

In the first place there is no minimum salary for teachers. The principal of a Negro school in September reported at the Office of Education that neither he nor his teachers had received a cent of salary in money since 1931. Their meager salaries were paid in warrants which were cashable at discounts of from 25 to 50 percent, if at all.

Estimates based on these percentages indicate that more than 13,000 rural white and 28,000 Negro teachers were in 1930 receiving salaries at rates lower than the present "blanket code" minimum for unskilled factory workers. This was before teachers salaries had been reduced to any extent.

Last year another study disclosed that of 45,489 white rural teachers, 6,181 received \$60 or less per month. Last year also 588 Negro teachers out of 6,722 were receiving \$25 or less per month.

(Turn to p. 38, col. 1)

36 STATES

in Washington!

What Happened When the State Superintendents of Education Met in September

STORM clouds over education brought the State superintendents and State commissioners of education hurrying to Washington on September 15, three months in advance of their regular meeting. Storm clouds and the increasing importance of the National Recovery Program to education insured a large attendance. Only 12 States failed to send representatives.

Dr. Charles A. Lee, who looks after Missouri schools and is president of the

National Council of State Superintendents and Commissioners of Education, held the busy session to two tasks—first, the emergency and what to do about it; second, the ironing out of relations between the schools and the National Recovery Program.

Bringing last-minute diagnoses and reports from practically every State superintendent in his brief case, Superintendent Lee described education's depression wounds and bruises, region by region, State by State. Then he relayed good

tidings of bold save-the-schools plans in West Virginia, North Carolina, South Dakota, Indiana, Tennessee, and Washington.

Two dramatic moments marked the meeting of State superintendents—first, when young Relief Administrator Hopkins tossed a Nation-wide, Federally-aided, adult-education program in their laps, and second, when the executive session debated the question of Federal support for schools in the emergency.

(Turn to p. 25, col. 3)



National Council of State Superintendents and Commissioners of Education: front line left to right; James M. Pringle, N.H., James N. Rule, Pa., George C. Cole, Ind., John Vaughn, Okla., Charles A. Lee, Mo., Charles H. Elliott, N.J., George F. Zook, U.S. Commissioner of Education, Elizabeth Ireland, Mont., Inez Lewis, Colo., Agnes Samuelson, Iowa, J. H. Saunders, city supt., Newport News, Va., second line; F. L. Bailey, Vt., P. F. Voelker, Mich., Mrs. Cole, W. W. Trent, W.Va., Robert Moore, Ill. (for Blair), Beverly O. Skinner, Ohio, T. H. Harris, La., Mrs. Katherine A. Morton, Wyo., H. E. Hendrix, Ariz., Sidney B. Hall, Va., top line; Bertram E. Packard, Maine, E. W. Butterfield, Conn., J. H. Hope, S.C., A. F. Harman, Ala., A. T. Allen, N.C., Jeremiah Rhodes, Tex. (for Woods), John Callahan, Wis., Charles W. Taylor, Nebr., H. V. Holloway, Del., J. H. Richmond, Ky., W. D. Cocking, Tenn., Vierling Kersey, Calif., M. D. Collins, Ga., Albert S. Cook, Md. Not in picture: W. S. Cawthon, Fla., W. T. Markham, Kans., Payson Smith, Mass., C. H. Skidmore, Utah.

The DOCUMENTS

ABOUT Recovery

AT ten minutes to one, March 4, 1933, approximately 100,000,000 Americans glued their ears to radios and listened to the historic inaugural address of President Roosevelt. Policies there enunciated have flowered into the National Recovery Program. To know this program you must read its documents. For its readers **SCHOOL LIFE** lists the fugitive free pamphlets, press releases, and circulars which best tell the story of the recovery program in the words of its authors.

"Our greatest primary task is to put people to work . . ."—Inaugural Address.¹

CIVILIAN CONSERVATION CORPS²

A Chance to Work in the Forests. 1933. 6 p. (Bull. No. 1.) A concise statement of the facts about Emergency Conservation Work.
National Emergency Conservation Work—What it is—How it Operates. 1933. 12 p. (Bull. No. 2.)
Handbook for Agencies Selecting Men for Emergency Conservation Work. 1933. 24 p. (Bull. No. 3.)
President Roosevelt's Emergency Conservation Work Program. 1933. 12 p. folder.
The National Parks and Emergency Conservation. 32 p., illus. (Office of National Parks, Buildings, and Reservations.)

NATIONAL RECOVERY ADMINISTRATION

Handbook for Speakers. 35 p.
Statement by the President of the United States of America Outlining Policies of the National Recovery Administration. 5 p. (Bull. No. 1.)
Basic Codes for Fair Competition. 5 p. (Bull. No. 2.)
The President's Reemployment Program. 9 p. (Bull. No. 3.)
What the Blue Eagle Means to You and How You Can Get It. 20 p. (Bull. No. 4.)
The Great Adventure of the NRA. Radio Address of Donald R. Richberg. (Press release.)
Code for Fair Competition for the Automobile Manufacturing Industry. 9 p. (Registry No. 1403-1-04.)
Code for Fair Competition for the Petroleum Industry. 25 p. (Registry No. 711-1-21.)
Code of Fair Competition for the Cotton Textile Industry. 23 p. (Registry No. 299-25.)
NRA—The New Deal for Business and Industry. A Bibliography, May—August 1933. 78 p. mimeog. (Available from the American Library Association, Chicago, Ill., at 75 cents a copy.)

¹ Copies of the President's Inaugural Address and his 2 radio speeches—the first on the banking crisis and the second on the fundamentals of his national recovery program—are available free at the White House.

² For additional information on these agencies see page 10, **SCHOOL LIFE**, September 1933.

NOTE.—Codes on practically every major industry are available at the NRA offices as well as numerous press releases interpreting the President's reemployment agreement.

PUBLIC WORKS ADMINISTRATION

Industrial Recovery Act. 18 p. (Public No. 67, 73d Cong.)
Purposes, Policies, Functioning, and Organization of the Emergency Administration—The Rules Prescribed by the President. 22 p. (Cir. No. 1.)
Information Required With Applications for Loans to States, Counties, municipalities, and other public bodies. 9 p. (Cir. No. 2.)
Information Required With Applications for Loans to Private Corporations (Other than Loans for Housing Projects and for Projects for the Protection and Development of Forests and Other Renewable Natural Resources. 10 p. (Cir. No. 3.)

TENNESSEE VALLEY AUTHORITY

A New National Conservation Policy—The Tennessee Valley Project. (Press release.)
Planning in the Tennessee Valley. 6 p.
Muscle Shoals. 6 p. folder. (Radio speech of Dr. Arthur E. Morgan.) How Will the Outside World Benefit From the Tennessee Valley Development? (Press release.)
Map of the Tennessee Valley Project. (See p. 19, **SCHOOL LIFE**, September 1933.)

"Hand in hand with this we must frankly recognize the overbalance of population in our industrial centers, and, by engaging on a national scale in a redistribution, endeavor to provide a better use of the land for those best fitted for the land. The task can be helped by definite efforts to raise the values of agricultural products and with this the power to purchase the output of our cities . . ."—Inaugural Address.

AGRICULTURAL ADJUSTMENT ADMINISTRATION

Agricultural Adjustment Act. 26 p. (Public No. 10, 73d Cong.)
License for Milk—Chicago Milk Shed.
A Balanced Harvest—What the Farm Act Offers the American Wheat Grower. 12 p. (W-5.)
Planned Production Means More for Your Wheat. 4 p. (W-6.)
More Than Billion-Dollar Increase in Gross Farm Income is Forecast. (Press release.) Office of Information, Department of Agriculture.)
A Program for the Corn Belt. (Press release.)
Provisions of Wheat Agreement Explained. (Press release.)

"It can be helped for preventing realistically the tragedy of the growing loss through foreclosure of our small homes and our farms . . ."—Inaugural Address.

INAUGURAL ADDRESS OF FRANKLIN D. ROOSEVELT PRESIDENT OF THE UNITED STATES

*Delivered at the Capitol
Washington, D. C.
March 4, 1933*



FEDERAL FARM CREDIT ADMINISTRATION

Farm Mortgage Loans by the Federal Land Banks and the Land Bank Commissioner. 1933. 15 p., folder. (Cir. No. 1.) Tells how and where to apply for Federal Land Bank Loans; for exchange of loans for bonds; and for loans from the Land Bank Commissioner.
Refinancing Farm Debts with a Commissioner's Loan—Some Questions and Answers. 1933. 7 p., folder. (Cir. No. 2.)
Agricultural Financing Through the F.C.A. 1933. 32 p. (Cir. No. 3.)

HOME OWNERS' LOAN CORPORATION

Home Owners' Loan Act of 1933. 14 p. (Public No. 43, 73d Cong.)
The Home Owners' Loan Corporation. 5 p. (Senate Document No. 74.) How to procure loans from the Federal Home Owners' Loan Corporation.
Loan Regulations—Home Owners' Loan Corporation. 7 p., folder. (Form 7.)
Relief for Distressed Home Owners—An Outline of the Nature, Purposes, and Provisions of the Home Owners' Loan Act of 1933. 16 p., folder.
Problems of the Home Loan Bank Board. Speech of Hon. William F. Stevenson, Chairman, Federal Home Loan Bank Board. 8 p., folder.
What is the Home Owners' Loan Corporation? Mimeographed copy of radio address of Hon. William F. Stevenson. 9 p.
Home Owners' Loan Act of 1933. Mimeographed copy of a series of articles appearing in the *United States News*, June 24th to July 22d, 1933. 17 p.

"It can be helped by the unifying of relief activities which today are often scattered, uneconomical, and unequal . . ."—Inaugural Address.

FEDERAL EMERGENCY RELIEF ADMINISTRATION

How Can the States Help? 4 p. (Copies of this Magazine reprint may be obtained from the American Legislators' Association, Drexel Ave. and 58th St., Chicago, Ill.)
Monthly Report of the Federal Emergency Relief Administration.
Rules and Regulations Governing Expenditures of Federal Emergency Relief Funds. Nos. 1, 2, 4, and 5. 4 p.; No. 3. 9 p.
Rules and Regulations Governing Medical Care Provided in the Homes to Recipients of Unemployment Relief. (No. 7. 7 p.)

(Persons interested may obtain this as well as additional material from their local relief offices.)

(Turn to p. 37, col. 2)

Education—Here it Stands

CHARLES A. LEE

State Superintendent of Education in Missouri Reports Nine Nation-wide Trends

I HAVE just received from the various State superintendents and State commissioners of education reports which indicate nine serious trends:

1. On account of lack of funds during the past school year, many schools in various sections of the Nation were forced to close with shortened terms affecting at least 2,000,000 children. Unless emergency measures are adopted during this school year, a larger number of schools will have shortened terms.

2. Teachers' salaries have been reduced as much as 40 percent. Reports indicate that in some States more than one half of all the teachers employed will not receive as much as \$400 for their services this year. Recently, at a county teachers meeting in Missouri, I asked how many would this year receive a salary of \$600. Not one hand was raised.

3. Teachers in many States are now holding unpaid warrants for last year and in some instances even the previous school year. In some cases teachers taught 8 months during the past year and received pay for only 2 months. The total amount of unpaid salaries is now in excess of \$40,000,000.

4. The number of children per teacher has increased very materially during the past 2 years. Enrollments of from 50 to 60 children per room exist in many school systems. Approximately 15,000 fewer teachers were employed last year. The number of unemployed teachers is now in excess of 80,000.

5. Abolition of child labor has thrown a heavy additional load upon the schools in many localities. While educators have always stood for the abolition of child labor and an adequate educational program for all children, it will be very difficult for some communities to care for this sudden increase in students. Commis-

sioner Zook estimates this number to be 100,000.

6. In a large number of cases the children are attending a school where the Board of Education has not been able to purchase the necessary books or instructional supplies. One superintendent reports that he has rural schools without even one textbook.

7. In many cases the health and physical education program, kindergarten facilities, and music and art have been curtailed, and in many places completely eliminated.

8. In a number of school districts the school is no longer maintained as a public school, but is organized and maintained as a private school, each parent paying so much per month for the education of his child. Last spring, while visiting a town of 15,000 population, I found that the public school was closed at the end of six months and the community was maintaining a private school charging each junior and senior high school student \$5.50 per month, and each grade-school student \$3. The superintendent reported that at least 200 children could not pay the tuition and thereby were excluded from school.

9. While we are on every hand curtailing our educational program, we are still going strong with our road-building program. Some States are raising 10 times as much for building highways as for public education. Glaring headlines recently appeared side by side on the front page of a prominent newspaper not far

from Washington. One read, \$150,000 for schools; the other, \$16,000,000 for roads.

36 States in Washington

(Continued from p. 23)

Secretary of the Interior Ickes greeted the superintendents and invited their cooperation in solving the perplexing difficulties facing the Nation; United States Commissioner of Education George F. Zook astonished them by telling the many places where the recovery program was touching education and how the Office of Education was representing the schools in the program; Assistant Secretary of the Interior Oscar L. Chapman told them about public-works funds and schools; Director Wright, of the former Federal Board for Vocational Education, delineated the educational opportunities of the relief program; Assistant Commissioner Bess Goodykoontz explained what the Office of Education has done, is doing, and expects to do to help schools meet the emergency; Supt. J. H. Saunders, Newport News, offered a tentative voluntary code; State Supt. Walter D. Cocking, of Tennessee, presented a magna charta for education, which was accepted; Dr. John K. Norton reported the conference on school financing.

The superintendents set up committees to obtain Federal emergency aid for education and work on three other tasks: 1, to smooth out the innumerable problems of using Federal relief funds for education; 2, to work out problems in connection with public-works funds for school buildings; 3, to represent education on problems of N.R.A. codes such as the textbook publishers' code.

Superintendent Lee was reelected president. Other officers elected were James N. Rule, Pennsylvania, vice president; Ernest W. Butterfield, Connecticut, secretary.

THIS article has been adapted from a radio address "The States Look at Education", delivered by Superintendent Lee, on September 16, over a Nation-wide N.B.C. network. Copies of the complete address may be secured from the Office of Education, Washington, D.C.

West Virginia's Stride

WARD W. KEESECKER

Analyzes the Law that Discards Hundreds of Small School Districts Throughout the State

THE abundance of recent State legislation affecting education portrays a cross-section of the general struggle and difficulties facing our schools during the past several months.

Drastic legal action taken by one State, West Virginia, in an endeavor to "save the schools" by replacing small districts with large counties, is reviewed for SCHOOL LIFE readers.

West Virginia's governor, by proclamation, said: "I * * * call the legislature * * * to convene in extraordinary session * * * to enact efficiency and economy legislation to make possible the continued maintenance of public education in the State: (1) By providing for the distribution of State revenue for local schools; (2) by making the county the basic school unit."

On the same day, by letter to each member of the legislature, the governor said:

"The plain facts are that local levies alone as fixed by the 'tax limitation amendment' will not permit the conduct of local schools nor the construction and maintenance of local roads. When the State assumes these 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 themselves apart for preferred treatment, merely because they enjoy the opportunities for self-development that the accident of wealth tends to bring; nor is it a time to indulge those local groups who feel that years of extravagance have given them a vested interest in certain portions of the public revenue. This is above all a time for sharing what remains, and for conserving every resource."

In following out the recommendations of the governor the legislature gave West Virginia a very prominent place in 1933 educational legislation. A county-unit system was created for school purposes

effective July 1, 1933. All magisterial school districts and subdistricts and independent school districts were abolished. The control and supervision of schools of each county were vested in a county board of education consisting of five members elected by the voters for 4-year overlapping terms, except that the State superintendent of free schools was directed to appoint the initial members of county boards to serve until their successors shall be elected and qualified. The county boards of education were empowered, among other things, to close any school "which is unnecessary" and to assign the pupils to other schools, to consolidate schools, and to provide adequate transportation for children who live more than 2 miles from school.

Qualifications

The legislature stipulated that the county superintendent of schools shall be the chief executive officer of the county board of education and that this officer shall be selected by the county board instead of election by the people, as was formerly the case. The qualifications for county superintendent were extended to require a bachelor's degree, including at least 8 hours' credit in school administration and 2 years' teaching experience.

It is significant to note that the legislature extended the minimum annual school term for all elementary schools to equal that of high schools, namely, 9 months. In order to assist in the maintenance of this term the State assumed responsibility for funds sufficient to pay 4 months' salary of every needed elementary- and high-school teacher at a stipulated salary rate: (1) For elementary teachers, \$70 to \$90 per month, varying according to types of certificates; and (2) for junior and senior high school teachers, \$80 to \$110 per month, varying according to types of certificates. Additional amounts

were allowed teachers for experience, and principals were allowed an additional amount, according to responsibility. The legislature stipulated that the number of elementary teachers to be employed shall be determined by dividing the number of pupils in average daily attendance during the preceding year by 18, in districts with an average daily attendance of 1 to 5 per square mile; by 25 in districts having an average daily attendance of 10 to 19 per square mile; by 30 in districts having 20 to 39 per square mile; and by 38 in districts having 40 or more per square mile. The total number of junior and senior high school teachers shall be determined by dividing the average daily attendance in junior and senior high schools by 23.

In order that school districts may receive additional State aid the legislature required that they show: (1) That the maximum tax is levied; (2) that the said levy, together with the State aid for 4 months teachers' salaries, is insufficient to maintain schools for the minimum term; (3) that the proportion of teachers is proper; (4) that the schedule of teachers' salaries is reasonable; (5) that the budget of contingent expenses and building enterprises is commensurate with actual needs. State aid may be withheld from a school when the average daily attendance falls below 20, or "in case the board fails or refuses to consolidate when, in the judgment of the State superintendent, consolidation is wise, or when the board fails to meet the standards established by the State board."

In order to assist in maintaining the public-school system of the State the legislature levied a license tax on all store operators, including an additional tax on all chain stores graduated according to the number of stores under the same management. The receipts collected from this tax shall be paid into the State treasury and added to the general fund for elementary schools.



PERHAPS it was our awareness of the many questions asked by mothers seeking help with their toy selections, perhaps it was our desire to supply the best materials for the child's development, perhaps it was the spirit of friendliness that seemed to permeate Chicago in its vast preparedness for the interest of the visitors to the fair.

Probably it was something of all three of these factors which urged Carson, Pirie Scott & Co. to prepare an exhibit of A Century of Development in Play Materials for the enjoyment and information it might afford visitors to our store during the fair.

Whenever we have done anything for children, we have tried to base our decisions on knowledge of the needs of the child. With that in mind we approached the National College of Education, pioneers in parent education and authorities on child guidance, and asked them to prepare this exhibit. They saw in the idea another opportunity to promote parent education, and entered into the planning and assembling with intense interest.

The visitor to the exhibit comes first to the Froebelian kindergarten room, a reproduction of one of the first preschool experiments in America. Immediately the spectator becomes conscious of the teacher of the group, he can almost imagine her saying, "Today, children, we shall make chains." One realizes the limitations of the first kindergartens, in the light of the present-day knowledge; yet as one looks at the picture of Froebel and thinks of his vision, 100 years ago, when he originated the idea of teaching children through play, one is filled almost with reverence for his achievement.

Next comes an exhibit of materials which Madame Montessori gave to kindergartens.

But in the modern kindergarten room, which comes next, the spectator is aware of the children rather than of the teacher. Someone exclaims, "What a joyful place for children to play, with an understanding teacher, and such interesting materials." There is the "boat" which the children have built.

★ *The teacher was the dominating figure of the regimented kindergarten of years ago.*

The modern school says, "Come hither, choose your work, learn."

One Hundred Years OF PLAY



GORDON L. PIRIE

They can fancy they hear the children telling of the wonderful trip they had on it the day before, interpreting in their imaginative play their "marine" activities.

The next stop is at the nursery-school room. In this room are many delightful toys, each one conforming with the standards set by educators who have made an intense study of the child's needs in their endeavor to give him a happier childhood and a broader development. In this room is another "boat", this one built, presumably, by 2- and 3-year-old children. In its construction one notes the difference between the mental development of the younger children and that of the older children who built the "boat" in the kindergarten room.

"Oh, Mother, isn't she dear!" a child exclaims, as she stands before an old-fashioned doll in the exhibit of old toys.

"Yes," says her mother, "I had one almost like that when I was a child. It had belonged to my mother when she was a child."

Here in the old-toys exhibit are toys which have delighted children during the past hundred years. Young and old bend over the cases, intense interest expressed on their faces.



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Secretary of the Interior - - - HAROLD L. ICKES
Commissioner of Education - - - GEORGE F. ZOOK
Editor - - - WILLIAM DOW BOUTWELL
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OCTOBER 1933

TWO NEW POLICIES

Commissioner Zook has inaugurated two significant policies:

1. That the Office of Education shall work in close cooperation with the Government agencies engaged in the recovery program, assisting those agencies whenever their far-flung activities touch on education and also reporting to the school world the numerous implications which the recovery program holds for education. His idea is that the Office of Education should perform a liaison service between the Federal Government and the schools.

2. That the Office of Education should sponsor conferences on educational problems. These conferences should bring to Washington experts who are working singly on important problems. In conference the experts will bring their ideas together. The combined wealth of their studies and thinking on the problem will be made available to the entire country through published reports. Commissioner Zook says, "I would like to see our conference room occupied by one such conference every week." These conferences should bring about progressive changes in educational policies.

The first conference early in August brought to Washington a score of educational leaders to exchange information on the extent of the emergency in education. They told recovery administration officials the dire conditions facing some school systems this year. As a result of re-

quests from this conference, Federal Relief Administrator Hopkins authorized the payment of relief funds to needy teachers who will serve in rural schools where local funds are insufficient, who will teach illiterate adults, conduct vocational and rehabilitation work and general adult-education programs.

The second conference, August 18, brought representatives of the regional associations of colleges and secondary schools to Washington. They decided to plan a study of standards and procedures for accrediting secondary schools which may have an important bearing on the future of American high schools. This subject is very close to Commissioner Zook's heart, since he served as chairman of the commission on higher education of the North Central Association of Colleges and Secondary Schools, which is this year completing a study of standards and procedures for accrediting colleges and universities. Commissioner Zook is a strong advocate of liberalizing accrediting methods.

On September 15 and 16 Commissioner Zook invited State superintendents and commissioners of education to Washington. Normally these officers meet in December, but the emergency in public education due to the depression prompted their convening 3 months earlier.

Other conferences recently held considered (1) the use of motion pictures in the educational program, and (2) adult education. Conferences in prospect will take up Negro education, modification of the curriculum in institutions of higher education, principles of curriculum development for mentally retarded children, and school building needs.

EDUCATION WEEK

Thirteen years ago American Education Week was first observed. Each year it becomes a larger celebration. In 1932, more than 3,000,000 persons participated. This year it is hoped that 10,000,000 homes will learn more about our schools, what they have done, what they are doing, what they plan to do.

This is a critical year for education. American Education Week next month (Nov. 6 to 12) becomes, therefore, not only a time to celebrate progress made in education during years past, but also a time for school workers and friends to bring closer together our schools and more of our citizens.

Let us remember that progress in education means progress in civilization, and let us hope that as the result of this year's American Education Week, all of us may be inspired to better carry on in our schools and for our schools and the future welfare of our Country.

SCHOOL ECONOMY HELPS

William John Cooper, former United States Commissioner of Education, is the author of *Economy in Education*, in a school economy series being published by Stanford University Press, Stanford University, Calif. Ray Lyman Wilbur, former Secretary of the Interior, the president of Stanford, is the general editor of this series. Dr. Cooper's volume cites the need and nature of public-school economy, deals with the kindergarten, elementary and secondary schools, and junior colleges, and presents suggested economies in finance, curriculum, and buildings, organization and technics, and administration and operation.

The National Education Association has published another research bulletin, *Constructive Economy in Education*, price 25 cents, with a reduction for additional copies. Order from the National Education Association, Research Division, 1201 Sixteenth Street NW., Washington, D.C.

TWO LITTLE KNOWN STANZAS OF "AMERICA"

(These stanzas, with two others, were written by the same author some time after the four original stanzas which are familiar to all Americans. They are of particular interest in connection with American Education Week programs)

Our glorious Land today
'Neath Education's sway,
Soars upward still.
Its halls of learning fair,
Whose Bounties all may share,
Behold them everywhere,
On vale and hill!

Thy safeguard, Liberty,
The school shall ever be—
Our Nation's pride!
No tyrant hand shall smite,
While with encircling might,
All here are taught the Right,
With Truth allied.

—SAMUEL FRANCIS SMITH.

ON THE RECOVERY PROGRAM

A Primer of the New Deal, is a new 64-page illustrated pamphlet for the teacher in search of information on the new activities of the Federal Government.

It has been prepared by Dr. E. E. Lewis, professor of education, Ohio State University, and is the result of a cooperative effort by a class of more than 40 superintendents who studied under him this summer.

Copies may be obtained from the American Education Press, Inc., 25 cents per copy, on orders of four or more; 35 cents each on smaller orders.

We Face An Issue

GEORGE F. ZOOK

A Message to Americans on Schools by the Commissioner of Education of the United States

THIS year more than at any time in our recent history the quality, yes, even the existence of schools in many communities, is at stake. From one State, for example, comes the shocking news that in one half the counties of the State, 178 schools cannot be opened at all during the current year. Twenty-five thousand to 30,000 children in these districts will be without any school opportunities whatever except for those which may be arranged privately. Indeed, in this State, only 1 school in 20 will be open for the full nine months.

Similar situations only a little less serious exist in a number of States. There are very few parts of the country in which schools, for want of funds, have not been compelled to shorten the school term. We find ourselves in the grip of a social difficulty from which we shall extricate ourselves only with great effort and pain.

Schools do not belong exclusively to the children, the teachers, or the superintendents. They are the common property of us all, and in the long run there must be public assent for every important change of educational policy and for every provision for financial support. What is done about the schools in this present emergency will therefore be determined around our firesides and in our public gatherings.

My plea to the men and women who earn and spend the incomes from our fields and factories, whether blessed or not with the personal care of little children, is to remember your responsibility to the youth of this land. No matter how much of this world's goods you have gained through your own efforts, you are also enjoying a great heritage of public conveniences and social institutions including our educational system which your forefathers gave to you, and which you are under deep obligation to pass

along with all possible improvements to those who come after you.

What you do for the children of the land cannot be postponed until you have indulged yourselves in other ways. It must be done now. Little children have a habit of growing up rapidly so that what we deprive them of now is lost to them permanently. Let us resolve not to make the children pay for the depression!

Long ago there were invented convenient and economical ways for people to support the educational system. For the private schools these consist of tuitions and gifts; for the public schools, taxation. I am convinced that many a person who during the last two or three years hesitated to or deliberately refused to pay taxes did not understand that within a short time such a situation would bring to a standstill all forms of public

service, including the schools. Now, with eloquent testimony on every hand, we can no longer doubt the distressing effects of nonpayment of taxes. One of the first obligations of any citizen who thinks well of his country and hence of his schools is to make every possible effort to pay his taxes.

There can be no question as to the fundamental importance of education in American life, but it will only attain its possibilities when all America, children and adults, are engaged in a great program of self-improvement for the benefit of themselves and their country. I am convinced, therefore, that in the early future appropriate provision should and will be made in our educational system for the further education of men and women as well as for boys and girls.

(Turn to p. 37, col. 3)

Recent *THESES* in Education

THE Library of the Office of Education collects doctors' and outstanding masters' theses in education, which are available for consultation, and may be borrowed on interlibrary loan. A list of the most recently received theses is given each month.

ARGABRITE, MARGUERITE B. Personality and some opportunities for its achievement through play-production activities. Master's, 1933. University of California. 407 p.ms.

BOLLIG, RICHARD J. History of Catholic education in Kansas, 1836-1932. Doctor's, 1933. Catholic University of America. 131 p.

CAMPBELL, GERTRUDE M. The content of courses of study in educational sociology in normal schools, teachers colleges, liberal arts colleges, and universities in 1932. Doctor's, 1932. New York University. 164 p.ms.

CHECK, WILLIAM V. The demand for and the supply of teachers of commercial subjects in the public high schools of Missouri for the school year of 1931-32. Doctor's, 1932. New York University. 181 p.ms.

CHEN, SHU-KUEI C. Honors and awards in American high schools. Doctor's, 1932. Teachers College, Columbia University. 162 p.

CHEN, WILLIAM K. The influence of oral propaganda material upon students' attitudes. Doctor's, 1933. Columbia University. 43 p.

—RUTH A. GRAY

★ ★ ★ "NOBODY IS GOING TO STARVE IN THIS COUN

The WAR ON WANT ★ How

IN the year 1769 the monsoon wind failed to bring rain to farms in the Ganges Valley. Consequently 10,000,000 persons died of starvation, although there was ample food in other parts of India.

In the year 1899 the monsoon again failed. But the British Government employed 4,500,000 natives on relief works and reduced deaths to a minimum.

In the United States between 1930 and 1933 the winds of prosperity failed. By March 1933 one of every four American workers saw his "fields" of labor dry up. Gaunt famine faced 18,000,000 persons.

The front line

India had her great famines amidst plenty. The United States faced more widespread want amid more widespread plenty.

How we declared war on Want and how we are winning this war is a gripping story.

We could tell the story from the viewpoint of the general headquarters in Washington, D.C. We could quote "General" Harry L. Hopkins in terms of millions of persons, of dollars, of barrels, and thousands of case workers. We could tell how his army against Want is organized.

Instead, let us go out to the front-line trenches. Suppose we interview Bill Jones, of Xenia, who has been in it now for 3 years. And we will talk with Sally Holcomb, social worker, who has Bill Jones and his family on her case list.

Bill Jones is a carpenter. He is 42 years old, married, and has 2 children, a boy 15 and a girl 12. He lives in a small, neat, white-painted cottage on a tree-shaded street. In 1929 Jones had paid off all but \$500 on the mortgage. He had \$700 savings in the bank and a \$7,000 life-insurance policy with the premiums paid up to date. Building ceased in Xenia in 1929, and Jones has had nothing but a few odd jobs at carpentry since then.

At first the Jones family lived as meagerly as possible on their savings—skimping on food and clothes to keep up

mortgage and insurance payments. In 1930 they began to borrow on life insurance. That summer their aunt and uncle, unable to pay rent, came to live with them. The garden helped. By December 1932 the life-insurance policy lapsed, the mortgage on the house had been increased to raise money for food. Jones returned disheartened and humiliated from a freight-car hopping expedition to neighboring cities in a vain search for work. It made one less mouth to feed when he was away. In January 1933 the grocer regretfully refused to extend further credit. The Jones bill stood at \$157. Jones had borrowed from his brother, too. Mrs. Jones sought work, but found none. The boy had been given a work permit to stay out of school because he had neither clothes nor shoes good enough for school.

Please do not think I am giving an exceptional picture. Reports from social workers check its accuracy as a typical example. Millions of American families have fought and struggled to maintain their standard of living. Forced back by overpowering Want, they surrendered ground little by little.

One cold day last January Mrs. Jones finally put her pride in her pocket and went to the relief agency. The agency sent Sally Holcomb. Mrs. Jones and Sally sat down together and worked out a minimum weekly budget for food and clothes and fuel. It came to \$12. So the relief agency gave the Jones family \$9.25 per week because that was all the agency could spare.

March found the Joneses greatly changed. The family that had courageously faced depression in 1930 shoulder to shoulder was no longer a solid unit. Mr. and Mrs. Jones often quarreled. A desperate feeling that he was a failure settled into Mr. Jones' very bones. The family never went anywhere. They seldom saw old friends.

In June employment picked up. But no job for Jones. Compulsory accident insurance rates are high for men above 40, so factories hire younger men. September brings promise of a new bride to be



★ HARRY L. HOPKINS *Administrator*

"WHEN you come to the problem of relief for the man, woman, and child who lives in a particular community, the first necessity is that the citizens of that community, through the social and charitable organizations of the community, meet the need to the extent first. Then we come to this second need, which is met by the local government in the additional need.

"We demand that local government shall be sufficient, if those two features do not meet the need. If that still is not enough, if the State has done its duty previously the Federal Government must step in, and, nevertheless, it is the inherent duty of the Federal Government to prevent starvation."

built with public-works funds. Jones expects to get a job. He already has been working for relief wages on the roads. And relief funds are now sufficient to cover the family needs. The four Joneses even went to a movie.

Miss Holcomb is one of approximately 20,000 social workers who are the officers and "non-coms" in the War on Want.

RY!" ★ PRESIDENT FRANKLIN D. ROOSEVELT ★ ★ ★

it is being fought—and Won!

Suggestions to Teachers

1. Invite local social workers to tell classes about relief work.
2. Ask pupils to make out minimum food and clothing budgets for a family.
3. Have class visit local relief headquarters.
4. Ask pupils to gather information on State and local relief programs.
5. Invite a speaker from the local community chest.
6. Let class report its investigation to entire school assembly or through the school paper.

Federal Emergency Relief who says:

you face the individual family, the individual locality, and the first objective and the first through the churches, the community chest, community should do their share to their utmost or objective, and that is the participation of

to its share to the utmost, and then, if that is the needs, we come to the next unit, the State. everything it reasonably should do, then because, while it isn't written in the Constitution, Federal Government to keep its citizens from

Trained in American colleges and universities, these social workers are the unsung heroes and heroines of the depression.

Miss Holcomb, like her fellow social workers, has approximately a 200-case load. This means she aids 200 families. She has to make complete records on those families. She helps them to make out budgets. She cheers them up, tries

to direct them to jobs, sees that they have medicine, food, fuel, and clothes. Finally, her job is to restore the families to a self-sustaining basis.

In 1929 the Associated Charities, largely financed by a few wealthy persons, took care of Xenia's needy. Sally Holcomb was employed to investigate and aid some 110 families. With depression came a flood of demands for assistance. To aid charity the city council appropriated funds. Soon the city began to run out of money and it called on the State government. The State soon turned to Washington. Congress in July 1932 allowed the Reconstruction Finance Corporation \$300,000,000 to advance to States for relief with the understanding that the funds were to be deducted from future Federal funds for roads.

Then on May 12 President Roosevelt signed the Federal Emergency Relief Act carrying an appropriation of \$500,000,000. The States and cities must continue to cooperate, however, by raising funds, because the Federal Government's contribution is intended only to supplement, not supplant.

In 1929 the Associated Charities paid Miss Holcomb's salary; in 1930 the city paid her; in 1931 the State paid her; in 1932 and 1933 her pay check came chiefly from the Federal Treasury. From now on the Federal, State, and city governments will share in paying her salary and for what she gives the Joneses.

Any calamity so widespread as depression unemployment cannot fail to come in contact with an activity so widespread as education. To date, this contact has been local and largely voluntary. Teachers have contributed thousands of dollars to help the needy. Parent-teacher associations have fed millions of hungry children. Home-economics departments have helped. Rural schools have been the centers from which the American Red Cross distributed flour, meat, and cotton goods. Libraries have been a welcome haven to thousands eager to make their enforced idleness yield them some profit. Schools have aided recreation programs.

Adult education to keep up the morale of the unemployed and to prepare them for new jobs has flourished in many places.

Recently education has been invited to play a leading role in the national relief program. Administrator Harry L. Hopkins has announced five ways (see November SCHOOL LIFE) of using Federal relief funds which have definite implications for education. He has paved the way for a Nation-wide adult education program with thousands of unemployed teachers and others competent instructing thousands of unemployed in hundreds of different subjects. If the States will accept the opportunity this program can be put into effect at once. Administrator Hopkins told the State superintendents that the relief problem, from a long-range view, is fundamentally an educational problem. The task is to help people learn how to live in the new world.

War still on

In a way the Federal Emergency Relief Administration is only one division of the "American Army" in the War on Want. It is 1 of 10 new Government agencies (see September School Life). The FERA has enrolled only for the period of the war. It will demobilize as soon as the recovery program succeeds in banishing abnormal unemployment.

The number of families needing relief is already falling. More than 300,000 families became self-supporting in July. Federal officials predict, however, that 3,000,000 families totaling more than 10,000,000 persons must be fed, clothed, and housed this winter. The bill will come to some \$20,000,000 per week. The War on Want, you see, is not yet over.

For Federal Emergency Relief Administration teaching aids see the article in this issue on "The Documents About Recovery." November SCHOOL LIFE will include the third article in this series.

—WILLIAM DOW BOUTWELL.

Education

IN OTHER COUNTRIES

As Reported by JAMES F. ABEL of the Office of Education

“Please wire collect, list of nations without public schools supported by taxation.”

TO answer with precision this telegram, which came recently to the Office of Education, requires that the words “nation”, “public”, and “taxation” be defined accurately, but to insist on such definition would be quibbling over a wording that is exact enough for ordinary purposes.

All public education may be thought of, without overworking the imagination, as a 3-dimension mass bounded by territorial extent, age-range of the learners, and scope of subject matter. The idea is illustrated in the accompanying drawing.

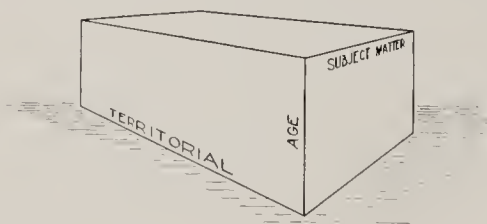
To be sure, territorial extent is an area and subject matter is itself a mass not a line, but the drawing is merely to show three of the measures of educational activity.

Of course, the mass will not be a clearly defined symmetrical body like the one in the drawing, but a shapeless form hazily and indistinctly marked, thinned down to 3 years or less in age-range of learners for some areas and built up as high as 18 or 20 years in others; and of many breadths of subject matter, from mere counting and alphabetizing to intensive research.

Its territorial boundaries, the outline of the base on which the mass rests, are infinitely irregular and shift here and there, now expanding, now contracting, as political, economic, and social conditions affect them. Tracing their shifts over the past five centuries is encouraging; they have expanded until they include most of the inhabited area of the earth.

Counting as one nation each, the British Empire, United States, Belgium, Denmark, France, Italy, Japan, Netherlands, and Portugal, and omitting the See and Church of Rome, the Statesman's Year-Book for 1933 lists 67 nations. Without question, 62 of these, or all but Abyssinia, Arabia, Bhutan, Monaco, and Nepal have public schools supported by taxation.

For Abyssinia the American consul general at Addis Ababa reported in May



1932 that there is a ministry of education and that education funds appropriated annually by the Ethiopian government are about 500,000 Maria Theresa thaler (\$110,000 at the then rate of exchange).

We find no mention of public education in Arabia but Ibn Sa'ud moves his troops with fleets of automobiles and is building good roads, and all the neighboring countries have public-school systems. Probably he will not permit Arabia to be less progressive than they are.

No accounts that we have read include any statements about education in Bhutan. Bhutan borders on the Presidency of Bengal, which has one of the best school systems in India. It would be remarkable if the education sentiment in Bengal has not to some degree crossed the boundaries into the smaller country.

The constitution of Monaco adopted January 5, 1911, and modified November 18, 1917, makes the services of instruction and fine arts one of the important cares of the government.

As to Nepal, Perceval Landon in his interesting 2-volume work *Nepal* writes:

“There is no more ardent advocate of education in Asia than the Prime Minister of Nepal. He sees that it is not merely an important but that it is a vital aid to any permanent progress, individual as well as national, and he has especially interested himself in the technical side of such instruction. * * *

“The Nepal schools are affiliated to the University of Patna, and the gratitude of Nepal to the Governments of India and Bihar and Orissa for the privilege thus extended has been freely expressed.”

All nations, according to our information, except Arabia and Bhutan have public schools supported by taxation. Those two nations may have; our data are not complete.

But how about colonies, protectorates, dependencies, and other political divisions not commonly termed “National”? Have they public-school systems? The answer is that nearly all of them have. The principle that colonizing nations must attend to education, training in the civilized arts, and to sanitation in their dependencies is so firmly established that for a nation to provide or assist education in its colonies is now a matter of course; not to do so would probably mean trouble. One need only read the *Educational Year-book 1931* and *L'Adaptation de l'Enseignement dans les Colonies*, the latter issued by the International Colonial Exposition of Paris in 1931, to understand how strong the principle is and how very widely it is applied.

The self-governing dominions of the British Commonwealth of Nations all have public-school systems that rank easily as “excellent” among those of the world. The first public money for education in India was appropriated in 1813, 120 years ago, and the school systems, enrolled more than 12 million pupils in 1930-31 and are growing rapidly.

(Turn to p. 38, col. 3)

Electrifying *EDUCATION*

Radio ★ Sound Pictures ★ Recordings

BY

CLINE M. KOON

THE October issue of the Journal of Home Economics contains an article on "Home Economics in Radio Programs", which is based upon a survey of radio programs made by the American Home Economics Association in cooperation with the Federal Office of Education. Reprints of this article may be obtained free from the editorial division, Office of Education, Washington, D.C.

The College of Fine Arts of New York University is offering fine resident courses in radio production and program building. Radio, music, music direction, drama, continuity writing, and voice production are the major subjects that are considered.

An interesting example of the use of radio in the present educational emergency may be found in the Wisconsin College of the Air which has been organized to provide home instruction for thousands of boys and girls between the ages of 14 and 21 who have been unable to continue their education because of the present depression. The broadcast instruction is free and certificates of achievement will be awarded to students who pass the examinations and satisfactorily complete the courses. The University of Wisconsin, State Department of Public Instruction, Wisconsin Press Association, and various other State agencies are cooperating in this venture.

"University and College Courses in Radio" is the title of Circular No. 53, 1933, issued by the Federal Office of Education. Courses in radio engineering, television, broadcasting, radio law, and radio in education are described and the colleges and universities offering them are listed. Copies of this circular may be secured free by addressing the editorial division, United States Office of Education.

The second State conference on education by radio in North Carolina was held at Raleigh on September 15. National and State leaders in education by radio participated in the conference which was

planned to advance the work of the North Carolina Radio School.

Dr. George F. Zook, United States Commissioner of Education, has called a conference dealing with the teaching of motion-picture appreciation and discrimination to be held in Washington, Monday October 30. Representative educators and members of several voluntary groups who have been invited to attend, will learn the results of experiments in systematic instruction in motion-picture appreciation and will develop plans for further procedure in this field.

The American School of the Air is scheduled to open the new season's series over the Columbia Broadcasting System on November 9. A teacher's manual and other advance information is available from the American School of the Air, Columbia Broadcasting System, 485 Madison Avenue, New York City.

Have You READ

?

Nine NOTEWORTHY *News Notes*

AN INTERESTING story of how the Long Beach schools carried on after the earthquake is told in the Teachers Journal, Long Beach, Calif., for June. The titles of some of the articles are: The Man Behind Long Beach's Educational Experiment, It's an Ill Wind that Blows Nobody Good, Music Earthquake-Resistant, A Garage Library, An Outdoor School.

The September number of School Arts magazine is devoted to American art.

Most of the articles and illustrations have to do with the art of the Indians including pottery, silverwork, and beadwork. There is also an interesting account of American wood carving.

"Is college worth while?" is a question asked and answered in the Forum for September by R. E. Rogers, associate professor of English at Massachusetts Institute of Technology.

Education and the American future was the subject of an address by President Glen Frank of the University of Wisconsin, at the meeting of the N.E.A. in Chicago. This address appears in the Texas Outlook and in the Pennsylvania School Journal for September.

School and Society for September 2 has a brief account of Black Mountain College, which was recently established by the members of the Rollins College faculty who were dismissed or who resigned last spring following a "disagreement as to principles" with the president of Rollins.

A new educational periodical, Oklahoma School Journal, made its appearance in August. The editor, W. Roy Welton, states that the main objective is "to build everything that benefits the cause of education."

The first of a series of articles on the story of shorthand appears in the Business Education World for September. The writer, John Robert Gregg, traces the history of stenography from the ancient Hebrews through the Greeks and Romans.

The Department of Public Instruction of the Commonwealth of Pennsylvania has begun the publication of Public Education Bulletin. Its purpose is to afford a means of direct communication between the department and school officials and citizens interested in school affairs in Pennsylvania. It will contain information on governmental activities in education.

A recreation center affording leisure-time activities for 26,700 men, women, and children during the year ending last December is described in Recreation for August. E. Dana Caulkins endorses heartily the work of the Westchester County Recreation Commission and its splendid community center.

—SABRA W. VOUGHT.

WHAT IS A Good High School?



Regional Associations Lay Plans to Find an Up-to-date Answer to an Old Question

FOR more than a quarter of a century regional accrediting agencies have been rendering a valuable and voluntary service to colleges and secondary schools. As a guide and help in doing this work standards have been developed for use in evaluating the effectiveness of these institutions. For the most part these standards have been satisfactory until the last few years. Realizing, however, that times have changed, the leaders of the different associations have begun to question and to study their own stated policies, standards, and recommendations. This is notably exemplified in the extensive study now being carried on by the Commission on institutions of higher education of the North Central Association, extending over a period of 4 years.

In keeping with this idea that a study should be made of the work already accomplished, the several secondary commissions have been considering the need for an examination of standards which they are now using in accrediting secondary schools, both public and private, throughout the Nation. The present standards are largely quantitative in nature, measuring as they do certain conditions, including physical facilities, which are thought to be conducive to the operation of an effective school. It is felt that the new standards should be qualitative in character and should set up a way of measuring or identifying the quality of the product, or of the process, or of both, in terms of the objectives of the school. This feeling of need for shift in emphasis has apparently arisen in different parts of the country and along with it the further conviction that a more effective study can be conducted if all associations pool their interests and resources in one concerted attack on the problem.

This idea of a cooperative attack on problems confronting these associations is by no means new. As early as 1928 a plan

AUGUST 19 was warm, even by Washington, D.C. standards. Nearly a score of coatless men sat around a long table in a hot second-floor room of the Department of the Interior. They had come the day before from as far north as Portland, Maine; as far west and south as Texas. By afternoon these gentlemen, who were representatives of the regional associations of United States colleges and secondary schools, had agreed to plan a study which may have a profound effect on American high schools. The major section of their joint statement is here printed.

for a study of secondary schools holding membership in regional agencies was developed by the National Committee on Research in Secondary Education and approved by a number of these organizations. However, before the plan could be put into operation, authorization was made by Congress for the National Survey of Secondary Education. It was felt that the cooperative study should await the results of the National Survey; the project for a cooperative study by the associations was therefore postponed. The idea was revived at the annual meeting of the Middle States Association in November 1931, when a resolution was passed proposing the appointment of a commission to study secondary school and college relations, this commission to include representatives of the several regional associations. The project was deferred because of the pressure of the economic situation.

The first effort in the direction of a cooperative study of standards was suggested by the National Association of Officers of Regional Associations at their fifth annual meeting in Washington, February 1932. A resolution was adopted that each regional association appoint representatives to meet as a committee for the discussion of a study of secondary-school standards. Subsequently each

association was approached by the officers of the national association; all of them expressed definite interest and willingness to cooperate except the Western Association, from which no reply was received. It was thought wise, however, to delay the promotion of this project until the results of the National Survey of Secondary Education and the study of standards of institutions of higher education in the North Central Association were available.

By the spring of 1933 these two projects were well advanced, and the North Central Association at its session in April of that year authorized the chairman of the commission on secondary schools to appoint the 20 State chairmen as a committee on the study of standards for accrediting secondary schools. From this general committee the chairman appointed a subcommittee of five to act as an executive committee and to be the representatives of the North Central Association to work in cooperation with other regional associations. A small amount of money was appropriated by the North Central Association for use in getting the study started.

This committee of five and representatives of the Southern Association and the Middle States Association met in Chicago on July 3, 1933, at the time of the N.E.A.

meetings, to consider the possibility of working together. Dr. George F. Zook, now United States Commissioner of Education, met with this group. Before the day's discussion had closed it was clear that everyone present felt the need for enlisting the interest and active support of all regional associations of colleges and secondary schools and possibly the help of other agencies. Definite need was felt for making the study on a Nation-wide basis. As a next step Commissioner Zook, at the request of the group, agreed to call together at an early date in the Office of Education representatives of all the regional associations. The call was sent out, and the response received to the invitation was immediate and enthusiastic. On August 18 and 19 the following men met in Washington to organize and plan a program:

NEW ENGLAND ASSOCIATION, Arthur W. Lowe, Portland High School, Portland, Maine.

MIDDLE STATES ASSOCIATION: Richard M. Gummere, William Penn Charter School, Philadelphia; E. D. Grizzell, University of Pennsylvania, Philadelphia; Karl G. Miller (for George W. McClelland), University of Pennsylvania, Philadelphia; Walter J. O'Connor (for William M. Lewis), Georgetown University, Washington. Unable to attend—William A. Wetzel, Trenton.

SOUTHERN ASSOCIATION: J. Henry Highsmith, State Department of Public Instruction, Raleigh, N.C.; Joseph Roemer, George Peabody College for Teachers, Nashville, Tenn.; Wm. R. Smithey (for W. A. Bass), University of Virginia, Charlottesville.

NORTH CENTRAL ASSOCIATION: J. T. Giles, State Department of Public Instruction, Madison, Wis.; Carl G. F. Franzen, University of Indiana, Bloomington; A. A. Reed, University of Nebraska, Lincoln; M. R. Owens, State Department of Education, Little Rock, Ark.; G. E. Carrothers, University of Michigan, Ann Arbor.

Associations invited to send delegates but not represented at the meeting: Western Association and Northwest Association.

Present in addition to those representing regional organizations: George F. Zook, United States Commissioner of Education; Carl A. Jessen, Office of Education; E. J. Ashbaugh, Miami University, Oxford, Ohio, chairman National Committee on Research in Secondary Education; D. H. Gardner, University of Akron, member of the Committee on the Revision of Standards for Higher Institutions of the N.C.A.; J. W. Diefendorf, University of New Mexico, Albuquerque, State chairman for the N.C.A. in New Mexico.

Proposals

Results of deliberation by this group are briefly summarized in the following 10 proposals formulated toward the close of the meeting:

It is proposed—

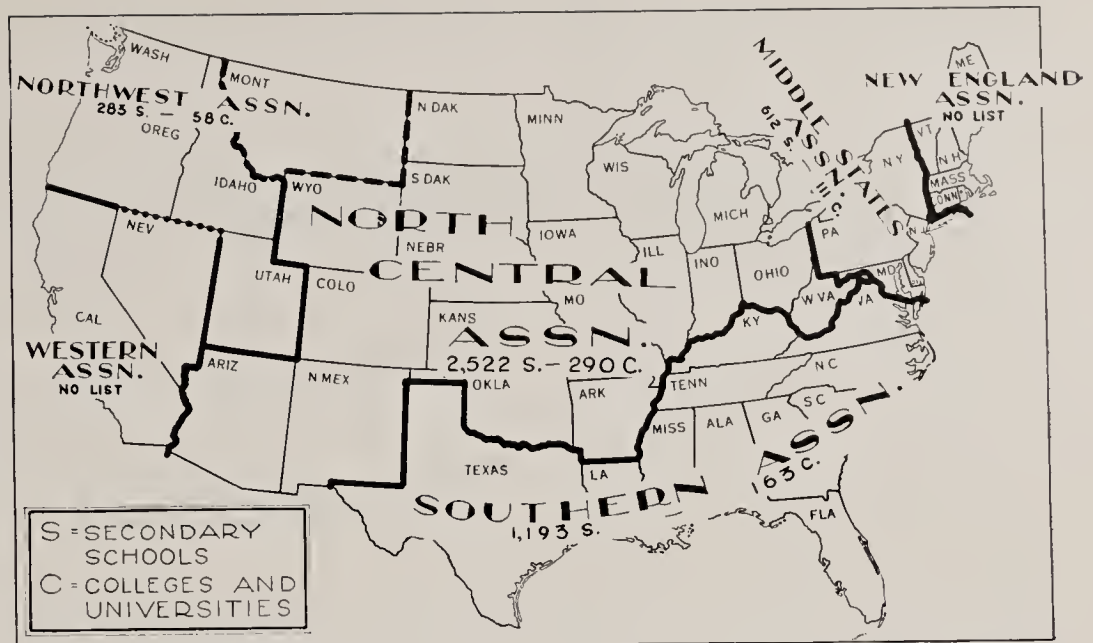
1. That the regional associations of colleges and secondary schools shall enter into a cooperative study of standards and procedures for evaluating secondary schools.

2. That present standards and procedures of the various regional associations be continued in effect until new and/or revised standards and procedures are formulated and adopted by these associations.

3. That the new standards be derived by—

A. Testing all old standards and retaining such part or parts of them as prove valid and satisfactory.

(Turn to p. 38, col. 2)



Illustrated by Andrew H. Gibbs

ABOUT THE MAP

HIGH schools, colleges, and universities, like humans and birds, flock together. Organized educational companionship began at Boston 48 years ago. Now there are six flocks, as shown above. Many of our high schools, colleges, and universities take pride in belonging to one. Montana's institutions take pride in belonging to two.

What a member expects from membership in a regional association varies from the good fellowship and exchange of ideas at an annual dinner to the equivalent of an AAA rating in Moody's.

To educators abroad, education in the United States at first inspection looks like chaos. They see 127,000 independent school districts. They see 1,486 colleges and universities. They see 48 different State systems. But if they look deep enough they will discover under this chaotic surface pattern a strong fabric of unity. To the weaving of this underlying fabric of unity the voluntary regional associations of secondary schools and colleges have greatly contributed.

The associations

New England Association of Colleges and Secondary Schools

The oldest. Organized in 1885, it meets annually in Boston, where representatives renew friendships, dine, hold conferences, and hear instructive addresses. This association does not accredit schools. President, William E. Wing, Deering High Schools, Portland, Maine; secretary, George S. Miller, Tufts College, Medford, Mass.

Middle States Association of Colleges and Secondary Schools

Second oldest. Organized in 1892. For many years its name included "and Maryland", but recently the association adopted Maryland as a middle State. Not until 1928 did this association issue a list of member institutions which met stated standards. Two Canal Zone schools are enrolled. President, William M.

Lewis, Lafayette College; secretary, George W. McClelland, University of Pennsylvania. Of its two commissions, secondary schools and higher institutions, E. D. Grizzell, of Pennsylvania, is chairman of the first; Adam Leroy Jones, Columbia University, the second.

North Central Association of Colleges and Secondary Schools

Cornerstone, 1895. Beginning quite north and central with Indiana, Illinois, Iowa, Michigan, Missouri, Ohio, and Wisconsin, this association's territory now stretches west to the Idaho border, east to Harpers Ferry, and south to Nogales, Ariz. It embraces 20 States. Flying the banner of accredited membership in this association are more than 2,800 schools enrolling more than a million young men and women. It probably has the most extensive accrediting and research program. Among important figures at its annual Chicago meetings are Henry N. Wriston, Lawrence College, president; Arthur W. Clevenger, high-school visitor for University of Illinois, executive secretary. There are three commissions—secondary, George E. Carrothers, University of Michigan, chairman; higher, H. M. Gage, Coe College, chairman; unit courses, Thomas M. Deam, Joliet, chairman.

Southern Association of Secondary Schools and Colleges

Also 1895. Accrediting is considered very important among Southern schools. This association will meet in Nashville, December 7-8. W. P. Few, Duke University, is president; Guy E. Snavelly, Birmingham-Southern College, secretary; T. Henry Highsmith, University of Virginia, chairman; Joseph Roemer, Peabody, secretary, of its secondary school commission; W. D. Hooper, chairman, higher education commission.

Northwest Association of Secondary and Higher Schools

1918. It is the youngest to issue a list of accredited schools. Alaskan, Hawaiian, and Nevada schools are on its list, although not represented on its executive committee. Henry M. Hart, Lewis and Clark High School, Spokane, president; Paul S. Filer, Spokane, secretary; meeting, Spokane, April.

Western Association of Secondary Schools and Colleges

This association is new. It is a nonaccrediting organization composed of approximately 100 institutions. E. C. Moore, University of California, president; A. J. Cloud, San Francisco, secretary.

Higher Education's Outlook

HENRY G. BADGER

Interprets Reports from 348 Colleges and Universities In the United States¹

SHARPLY declining revenues from virtually every source, and indebtedness that is decreasing only slightly, present a prospect for the coming year that is far from pleasing to universities and colleges throughout the country. Reductions in salaries for administrative and teaching personnel, dismissal of staff members, suspension—even abandonment of building programs—and the discontinuance of all activities that can be dispensed with appear no less imperative for the coming year than they were for the one just closed.

Early in July 1933 approximately 750 institutions of higher learning of various types were asked for a statement of certain of their financial operations for 1932-33, and their tentative budgets for 1933-34. Some questions were also asked regarding tuition rates, indebtedness, and salary scales.

Up to August 22, replies had been received from 348 institutions: 210 colleges and universities (64 publicly controlled and 146 privately controlled); 104 teachers colleges and normal schools, all publicly controlled, and 34 public and private junior colleges. Every State was represented. The findings, here set forth, are

TABLE 1.—Total number of staff members, institutions of higher education, 1932-33 and 1933-34

| Item | Type of institution | | | | |
|-------------------|---------------------------|---------|--------------------------------------|-----------------|----------------------|
| | Universities and colleges | | Teachers colleges and normal schools | Junior colleges | All schools replying |
| | Public | Private | | | |
| Number of schools | 63 | 134 | 93 | 31 | 321 |
| Staff members: | | | | | |
| 1932-33 | 11,883 | 7,995 | 5,220 | 589 | 25,687 |
| 1933-34 | 11,282 | 7,683 | 5,043 | 579 | 24,587 |
| Decrease: | | | | | |
| Number | 601 | 312 | 177 | 10 | 1,100 |
| Percent | 5.1 | 3.9 | 3.4 | 1.7 | 4.2 |

¹ Economic Outlook in Higher Education for 1933-34, Circular 121. Single copies free from Office of Education.

TABLE 2.—Indebtedness of institutions of higher education, 1932 and 1933

| Item | Type of institution | | | | |
|---|---------------------------|--------------|--------------------------------------|-----------------|---------------------------|
| | Universities and colleges | | Teachers colleges and normal schools | Junior colleges | All institutions replying |
| | Public | Private | | | |
| Number of institutions | 18 | 106 | 6 | 17 | 147 |
| Amount of indebtedness: | | | | | |
| 1932 | \$5,374,772 | \$40,238,144 | \$698,848 | \$1,395,488 | \$47,707,252 |
| 1933 | 4,990,259 | 39,705,295 | 583,619 | 1,601,505 | 46,880,678 |
| Percent of change, 1932-33: | | | | | |
| Increase | | | | 14.8 | |
| Decrease | 7.2 | 1.3 | 16.5 | | 1.7 |
| Schools reporting no change in indebtedness, 1932 to 1933 | 2 | 17 | 0 | 1 | 20 |
| Increasing indebtedness: | | | | | |
| Number of schools | 14 | 45 | 3 | 6 | 58 |
| Percent of increase | 25.2 | 7.5 | 2.9 | 77.2 | 10.6 |
| Decreasing indebtedness: | | | | | |
| Number of schools | 12 | 44 | 3 | 10 | 69 |
| Percent of decrease | 16.1 | 4.9 | 64.9 | 15.8 | 6.6 |

¹ Does not include one publicly controlled university which borrowed from its own endowment for building purposes.

a composite of schools reporting. They are to be understood as a preview of 1933-34 made before the school year was actually under way.

In seven of every nine institutions reporting, revenues for educational and general purposes and for capital outlay are expected to be lower this year than in 1932-33. These decreases in revenue will be spread over a wide range. One teacher-training institution expects to receive as little as 30 percent of its 1932-33 revenue. Approximately one third of the institutions expect decreases of not more than 10 percent.

Among the public universities and colleges, the range is from a decrease of about 50 percent to an increase of about 10 percent. Private universities and colleges range from a decrease of about 60 percent to an increase of more than 20 percent.

Institutions of higher education will have as a whole about 30 percent less money available for educational and general and capital purposes in 1933-34 than they had in 1929-30. The median decrease for public universities and colleges will be 38 percent; for private universities and colleges, 20 percent; for

teacher-training institutions, 32 percent; and for junior colleges, 25 percent.

This decrease in revenue is expected to occur generally in receipts from national, State, and local governmental sources, in income from productive funds, in private benefactions, and in miscellaneous receipts. It will not be so marked in student fees as there is a tendency, among teacher-training schools in particular, to increase tuition rates. Reductions in expenditures, therefore, appear inevitable. Building programs are as a rule quiescent.

Expenditures for educational and general purposes, not including capital outlays, will be lower in 1933-34 than in 1932-33 in five of every six institutions of higher education reporting. The median decrease for public universities and colleges will be 10 percent; for private universities and colleges, 6 percent; for teacher-training schools, 13 percent; for junior colleges 5 percent; and for all schools reporting 9 percent.

These reductions in expenditures will affect the personnel in two ways: (1) By reducing their number, and (2) by reducing the salaries of those retained. Table 1 shows that a net decrease of about 4 percent in total number of administra-

tive and instructional officers is anticipated from 1932-33 to 1933-34. This decrease will be more apparent among large schools than small ones, where the tendency seems to be to retain the teaching force, but to reduce salaries.

Salary reductions are frequently made on the basis of the actual salary received by the person concerned rather than on his academic rank. The reduction is sometimes at a uniform rate on all salaries, but more commonly it is on a sliding scale: A certain percent off the first \$1,000 of basic salary, a larger percent off the second \$1,000, a still larger percent off the third, etc.; or a certain percent off the entire salary, the proportion increasing as the salary increases. In a few instances the reductions appear to have been planned on the basis of so much money off certain salaries and have resulted in a greater proportionate reduction for the small salaries than for the larger ones. An occasional school reports no decrease in salaries, but a voluntary contribution from each staff member, based on his salary. This contribution is usually set aside for student aid, unemployment relief, or some similar purpose.

Expenditures for research will in many instances be reduced. Extension and correspondence work will also be affected in many schools, and will be put strictly on a self-supporting basis in others.

Despite drastic retrenchments it appears that only 69 institutions of higher education were able to reduce their indebtedness during the school year 1932-33. (See table 2). Only 6 of 104 teacher-training schools reported indebtedness in either 1932 or 1933.

THE DOCUMENTS

(Continued from p. 24)

"It can be helped by national planning for the supervision of all forms of transportation and of communications and other utilities which have a definitely public character . . ."—Inaugural Address.

Work of the Federal Coordinator of Transportation. (Press release.)

Interpretation of Sec. 7 (b) of Title I of the Emergency Railroad Transportation Act, 1933. (Press release.)

Purpose of the Emergency Railroad Transportation Act, 1933. (Press release.)

Application of the National Industrial Recovery Act to the Railroads. 13 p., Mimeo.

"In our progress toward a resumption of work we require two safeguards against a return of the evils of the old order; there must be a strict supervision of all banking and credits and investments; there must be an end of speculation with other people's money, and there must be provision for an adequate but sound currency . . ."

—Inaugural Address.

RECONSTRUCTION FINANCE CORPORATION

Reconstruction Finance Corporation Act as Amended and Other Laws and Documents Pertaining to Reconstruction Finance Corporation. 1933. 66 p.

Reconstruction Finance Corporation—Its Powers and Functions. 1933. 12 p. (Cir. No. 4, rev.)

Rules and Regulations Under the Securities Act of 1933. 8 p. (Federal Trade Commission.)

Securities Act of 1933. (Public Act No. 22, 73d Congress) (Federal Trade Commission.)

Services of the RFC 7 p. (Address of Jesse H. Jones.)

Watch SCHOOL LIFE for mention of the new publications of the emergency agencies.

—MARGARET F. RYAN.

Oklahoma City, Okla.—The allotment of \$133,000 was made to the Oklahoma City Board of Education for construction and repair of school buildings and recreation centers at various points in the city. The allotment represents 30 percent of the cost of labor and materials.

Shawnee, Okla.—A grant of \$15,000 was made to the Board of Education, Independent School District No. 93, Shawnee, to aid in construction of a 1-story brick school building. The allotment is 30 percent of the total cost of labor and materials.

Tappahannock, Va.—An allotment of \$12,000 was made to the county school of Essex County, Va., to construct a 12-room school building with auditorium; 2-story brick and concrete construction. This is 30 percent of the total cost of this project.

Iowa City, Iowa.—A grant of \$57,000 to the State University of Iowa City, Iowa, to aid in the construction of a dormitory unit and repairs to present dormitory and memorial building. The allotment represents 30 percent of the cost of labor and material for this work.

Other applications for Public Works allotments for school buildings are being received and there will doubtless be many other school systems receiving aid in the near future.

WE FACE AN ISSUE

(Continued from p. 29)

As men and women again find themselves gainfully employed and are thus able to supply themselves with the necessities of life, we are faced with a great crisis which will test the quality of our citizenship more than anything which we have yet encountered. We shall have an opportunity to demonstrate whether we wish the advantages of education for ourselves and our children enough to pay for them. We are now being called upon to decide whether we will retain and develop those evidences of culture and civilization which alone make life worth living. We are confronted with a choice as to whether we will spend the great amount of leisure time which is being thrust upon us in idle dissipation or whether we will use it in a great program of self-improvement.

Those who know the history and the heart of America can never doubt what course the American people will take. In this critical emergency the schools and colleges stand ready to serve as the chief agency of social progress. Out of trial and adversity we can yet have, we shall yet have, through a broadened educational system, opportunities for a better, fuller life than any with which the American people have so far been blessed.

P. W. A. School Allotments

REPORTS of eight allotments of Public Works Administration funds for public school buildings are as follows:

Augusta, Ga.—The loan and grant of \$710,000 is to the Board of Education of Richmond County, "Augusta," Ga., for construction of 10 schools. The grant based on 30 percent of the cost of labor and materials amounts to approximately \$174,000. The balance, a loan, is secured by 4 percent General Obligation Bonds maturing over a period of 25 years. Public Works Administration examiners found the project very desirable, and it has been approved by referendum vote in the district. Work can begin in 30 days and be completed in 180 days employing 100 men for the duration of construction.

Nobel County, Ind.—An allotment of \$3,700 to Albion School Township, for

additions to existing school buildings was made. This allotment is a grant of 30 percent of the cost of labor and materials estimated at \$10,250 on a project for which the total cost will be \$12,255.88. No loan was requested. The school township will pay the balance of the cost from other funds.

Washington, D.C.—Howard University received \$948,811 for building and repair purposes. The university received an allotment of \$70,000 additional for the construction of a new chemistry building.

Raleigh, N.C.—An allotment of \$168,000 was made out of P.W.A. funds for 3-story apartments adapted to house State employees and teachers and students of the State university. These apartments will be built by a limited dividend corporation organized by a group of Raleigh citizens.

TEACHERS' SALARIES

(Continued from p. 22)

In 1930 the Office of Education found salaries in the lower brackets as follows:

| States | Percent of rural teachers receiving \$300 or less per year | | Percent of rural teachers receiving \$500 or less per year | |
|--------------------------------|--|-------|--|-------|
| | White | Negro | White | Negro |
| Alabama..... | 0.1 | 60.0 | 21.7 | 79.2 |
| Arkansas..... | 3.6 | 28.1 | 29.5 | 66.2 |
| California..... | | | .3 | |
| Connecticut..... | | | .7 | |
| Florida..... | .6 | 27.1 | 10.3 | 59.1 |
| Georgia..... | 3.1 | 79.7 | 45.3 | 93.3 |
| Idaho..... | | | .1 | |
| Illinois..... | | | .9 | |
| Iowa..... | | | .4 | |
| Kansas..... | | | .3 | |
| Kentucky..... | | .2 | 22.9 | 19.1 |
| Louisiana..... | | 51.9 | 1.7 | 87.0 |
| Maine..... | | | 4.9 | |
| Maryland..... | | .1 | | 8.0 |
| Minnesota..... | | | .1 | |
| Mississippi..... | .5 | 79.0 | 15.0 | 95.1 |
| Missouri..... | .3 | 1.8 | 7.2 | 24.8 |
| Montana..... | .1 | | .9 | |
| Nebraska..... | | | .7 | |
| Nevada..... | .1 | | .1 | |
| North Carolina..... | .9 | 5.0 | 8.7 | 62.9 |
| North Dakota..... | | | .1 | |
| Oklahoma..... | | .2 | .3 | 10.2 |
| South Carolina..... | | 57.5 | .2 | 93.5 |
| Tennessee..... | 1.5 | 10.2 | 15.4 | 58.6 |
| Texas..... | .1 | 6.7 | 4.6 | 61.2 |
| Utah..... | | | .3 | |
| Virginia..... | | 11.2 | 12.2 | 72.4 |
| West Virginia..... | | | 2.0 | |
| Continental United States..... | .2 | 34.1 | 3.6 | 65.0 |

School terms in rural communities have been cut as much as 50 percent in many counties. In one State 50 percent of the counties reported curtailments in term length. If a teacher signs a contract to teach 8 months for \$500 and then the term is cut in half, she must live somehow on \$250 for the year or find another job.

Last winter, when depression clouds were darkest, legislatures in a number of States fixed certain limitations on salaries and incomes for schools and colleges. Iowa's last legislative session is an example. The State teachers' salary law was amended to reduce the minimum wage for all teachers to \$40 per month, and to eliminate the sections relating to the usual increases based on qualifications and experience.

Now we have data on code wages and teachers' salaries. How can we compare them?

Unskilled factory workers in plants operating under the President's reemployment agreement receive a minimum of 40 cents an hour. If such a factory worker labored steadily for a 35-hour week he would receive \$14; for a month \$56; for 36 weeks equivalent to a teacher's normal school year, \$504. From the figures above it appears that at least 41,000 rural teachers are paid less than the blanket code minimum for unskilled labor. As a matter of fact \$504 is twice as much as several thousand teachers in public schools are now receiving.

But it is scarcely fair to compare teachers who must expend many years of time and effort in preparation for their tasks to unskilled laborers on whom no such demands have been made. In the absence of any salary scales for professional workers, we turn to the rates for skilled workers on public-works contracts. The lowest rate for plumbers, electricians, steamfitters, etc., is \$1 per hour. Working 8 hours per day 5 days a week, a plumber would at this rate earn \$40 per week, \$160 per month, \$1,440 for 36 weeks, equivalent to a teacher's year. By consulting the salary medians we find that \$1,440 is \$20 more than the median salary for city and rural teachers in 1930. It is far more than the average for rural teachers, which is \$926.

What will be the effect of these new contrasts in compensation for various kinds of service?

One illustration of what may happen is reported by Supt. Joseph H. Saunders, of Newport News, Va.: "Recently I asked the manager of a 5-and-10-cent store if he employed any teachers. 'Yes', replied the manager, 'there is a girl with 4 years' teaching experience. We pay her more than she was paid for teaching school.'"

If teacher salaries stay low, and salaries in other occupations remain relatively high, the problem of unemployment among teachers may soon disappear. Those out of work will be applying for other kinds of work than teaching. The present situation may also develop into a period not unlike that following the World War when many of the best teachers left the low-paid teaching profession to enter more highly paid industrial and trade positions.

WHAT IS A GOOD HIGH SCHOOL?

(Continued from p. 35)

B. Evolving new standards through research.

4. That procedures for evaluating secondary schools on the basis of all standards shall be developed through careful experimentation.

5. That on the basis of the new and revised standards and procedures for evaluation of secondary schools, a program of stimulation for further growth shall be initiated and developed.

6. That for the purposes of carrying forward this program the greatest possible use should be made of the existing machinery of regional associations.

7. That this proposed program be presented to all the regional associations of colleges and secondary schools with a view to securing their cooperation and support.

8. That a careful statement of the proposed study be prepared and presented to some foundation in order to secure

adequate funds with which to carry on the program.

9. That, since uniform standards are not likely to meet the needs of each region, all standards must be adapted by the different associations to the conditions of their own territories.

10. That there shall be established at this time two committees . . . from regional associations. These two committees may invite representatives of other organizations to sit with them as consulting members. The representatives on the general committee shall be named by the respective associations. The members of the executive committee shall be named by the general committee.

SURVEYS OF NEGRO EDUCATION

The Journal of Negro Education for July is devoted to a survey of Negro higher education. This issue is the second in a series of yearbook numbers published by the College of Education, Howard University, Washington, D.C. The first was devoted to a critical survey of the Negro elementary school. Dr. Ambrose Caliver, Federal Office of Education specialist in the education of Negroes, contributed a chapter on Negro college students and the needs of personnel work, as part of the picture of Negro higher education, for the last quarterly issue.

EDUCATION IN OTHER COUNTRIES

(Continued from p. 32)

Of the smaller areas of the Commonwealth, few if any lack public school facilities of some kind or other. An advisory committee of experts aids the British Colonial Office in formulating colonial education policies. Only recently (1931-32) a Colonial Office Commission surveyed and reported on problems of secondary and primary education in parts of the British West Indies.

The French Government takes much pride in skillfully developing education systems suited to indigenous peoples. Belgium expends annually more than 10 million francs on education in the Belgian Congo and public and private schools there enroll about 400,000 pupils. Under Netherlands rule a remarkable system of schools is maintained in the Dutch East Indies. Italy seeks "to harmonize the instruction of the natives with their social development and with the general progress of each colony". Japan provides schools in Chosen, Manchuria, Formosa, Kwangtung, and most of the Pacific Islands under its mandate. Greenland, the only colony of Denmark, has good schools.

The principle of public education supported by taxation now applies in theory at least to most of mankind.

New Government Aids FOR TEACHERS

★ *Compiled by MARGARET F. RYAN*

SCIENCE Serving Agriculture. 1933. 42 p., illus. (Department of Agriculture.) 5 cents.

A pamphlet prepared for distribution at the Century of Progress Exposition, Chicago, 1933, telling how the work of the Department of Agriculture touches the lives of individuals in scores of ways. Science; Civics; Agriculture.)

Preservation of Leather Bookbindings. 1933. 8 p., illus. (Department of Agriculture, Leaflet No. 69.) 5 cents.

Seven formulas for dressings for bindings; suggestions as to the application of dressings and treatment of vellum bindings and the lacquering of powdery bindings. (Library science; Chemistry.)

Employed Boys and Girls in Rochester and Utica, N.Y. 74 p. (Children's Bureau, Publication No. 218.) 10 cents.

One of the several studies undertaken to find out the kinds of work open to boys and girls and the effect of age and education upon their occupations and stability of their employment. (Sociology; Vocational guidance; Part-time education.)

Sundials. 1933. 6 p., illus. (Bureau of Standards, Circular No. 402.) 5 cents.

Gives instructions for the construction of a horizontal sundial, with drawings showing the method of laying out the dial. It also gives a table showing the equation of time, some mottoes that have been used on sundials, and a bibliography on the subject. (Mathematics.)

The National Parks and Emergency Conservation. 1933. 33 p., illus. (Office of National Parks, Buildings, and Reservations.) Free.

Science, civics, and geography teachers will find much useful material in this bulletin written by Isabelle F. Story, Chief, Division of Public Relations of the Office of National Parks, Buildings, and Reservations especially for the men employed in the C.C.C. camps located in the National Park areas.

The Monetary Use of Silver in 1933. 142 p. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series—No. 149.) 10 cents.

Detailed information on the legal provisions relating to silver, on the position of silver in the reserves of banks of issue, the circulation of silver coin, the attitude of foreign countries toward silver, and the possibility of increased use thereof without new legislation. Covers not only foreign countries, but includes a detailed description of the position of silver in the United States currency system. (Economics; Geography.)

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

A Study of the Deterioration of Book Papers in Libraries. 1933. 7 p. (Bureau of Standards, Miscellaneous Publication No. 140.) 5 cents.

One of a series of investigations concerning the preservation of written and printed records which is being made at the Bureau of Standards with the assistance of a fund granted for the purpose by the Carnegie Corporation to the National Research Council. (Library science; Chemistry.)



Courtesy Office of National Parks, Buildings, and Reservations

Scenes such as this one surround workers in CCC camps established in National Park areas. See reference to "National Parks and Emergency Conservation."

The A B C of Foster-Family Care for Children. 50 p. (Children's Bureau, Publication No. 216.) 5 cents.

Intended for the use of all who receive for care children who cannot remain with their own families, and as a special aid to officials of children's homes, poor-law officials, and others engaged in placing children in foster-family homes. (Sociology; Child welfare.)

Analysis of Special Jobs in Farm Forestry. 45 p. (Federal Board for Vocational Education, Bulletin No. 169, Agricultural Series No. 44.) 10 cents.

Timber farming for profit, including woods management and tree planting of marginal, submarginal, and idle lands. (Forestry; Vocational guidance.)

Care of Food in the Home. 18 p. (Department of Agriculture, Farmers' Bulletin No. 1374.) 5 cents.

Information on the forms and causes of food spoilage. Suggests methods for keeping foods in good condition. (Home economics.)

Mineral Investigations in the Alaska Railroad Belt, 1931. 1933. Pages 119-135 of Mineral Resources of Alaska, 1931. (Geological Survey Bulletin 844-B.) 5 cents. (Geology; Geography.)

Blackberry Growing. 1933. 17 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1399.) 5 cents.

Directions are given for propagating, planting, cultivating, pruning, and training blackberries. Principal varieties are described. (Agriculture; Geography; Nature study.)

Mineral Resources of Alaska, 1930. 1933. 454 p., illus. (Geological Survey Bulletin 836.) 75 cents.

Contents: Mineral industry of Alaska in 1930; Administrative report; Notes on the geography and geology of Lituya Bay; The Kantishna District; Mining development in the Tatlanika and Totatlanika Basins; the Tatonduk-Nation District; Index. (Geography; Geology; Mineralogy; Economics.)

Seasonal Variation of Average Growth in Weight of Elementary School Children. 1933. 23 p., illus. (Public Health Service, Reprint No. 1561.) 5 cents. (Public Health; Health education.)

Commercial Subjects in Rural High Schools. 1933. 14 p. (Federal Board for Vocational Education.) 5 cents.

The staff of the Office of Education in the United States Department of the Interior is constantly engaged in collecting, analyzing, and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries

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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 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D.C. To foreign countries, 85 cents a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U.S. Department of the Interior, Washington, D.C.

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OFFICE OF EDUCATION

United States Department of the Interior



Electrified Language Teaching



CLINE M. KOON

Specialist in Education by Radio

ELECTRICITY was swiftly adapted to the problem of artificial light. Soon it was applied to the problems of power, of transportation, of communication, and entertainment.

We have been slow in applying the magic of electricity to the problems of education. The next 10 years, however, will undoubtedly see a rapid development along this line.

Suppose we press a button and light up before our eyes electrified teaching of foreign languages as it may be done a few years hence.

The class assembles and is given preliminary instructions and directions by means of a loudspeaker. This speaker is connected with a phonographic recording at some central point in the school system. By means of additional loudspeakers in other schools and other rooms in the same school, all students studying a language receive the same lesson at the same time. The screen lights up and the television teacher appears to instruct the class, along with thousands of other similar classes throughout the country.

The distant teacher has at his command, of course, all the aids that research studies and scientific experimentation have indicated are needed. He is a past master of the art of teaching the language. He carefully times his procedure as the lesson progresses, and skillfully uses teaching tools as they should be used. Close-up photography enables him to show details of tongue placement and lip formations needed to produce diffi-

cult sounds. At appropriate times he tunes in actual situations, a family at dinner, a person making a purchase, or similar activity in the foreign country whose language is being studied. With such examples he will illustrate points he is making. Words that come in over the air appear at the bottom of the screen so that students may associate sight and sound of words at the same time. A teletype machine records the lesson and duplicate copies are available for each student as soon as the lesson is completed.

Each desk is equipped with a miniature recording device that enables students to record any parts of the lesson they do not understand and desire to hear again. Laboratory-library exercises follow the more formal presentation of the lesson. Students work in small individual rooms just off the main laboratory-library. Each student practices making records from the lesson manuscript and groups of students play and criticize these recordings. The library has a rich supply of

phonograph records in and about the language. Bright books with many colored illustrations, most of them actually prepared in the native country of the language being studied, portray the life and customs of the country. There are grammars in the library, but not so many as in the past. Periodically, several classes of students attend foreign-language talking-picture shows to review and supplement the course. Television broadcasts directly from the foreign country are received in the homes of the students. Variety and realization of rapid progress in mastering the language keep the interest of the student keen. Learning a language becomes a real joy.

Our dream is over. There are practical problems to be considered. Were the school of tomorrow to use all of the sight and sound aids considered above, the classroom teacher would still be indispensable. Provision would have to be made for individual differences. Personal guidance would still be necessary for some students. Pupils' errors still would have to be corrected. Instruction would still have to be localized and synchronized with experiences and lives of pupils. Poor reception may occur occasionally and that would have to be taken into consideration. New scientific tools may open up horizons and arouse students' intellectual curiosity—they may greatly improve modern language instruction and other kinds of instruction, but they will never replace the classroom teacher. In fact, the better the instructor, the more efficient use she can make of the aids science has produced as educational tools.

SCHOOL LIFE, as official organ of the Office of Education, has been devoted chiefly to reporting the work of this unit of Government. With the uniting of the staffs of the Office of Education and the Federal Board for Vocational Education, SCHOOL LIFE becomes the mouthpiece for the combined Federal interests in education.

F E R A Funds for Education

THOUSANDS of letters from school officials and teachers asking for information about the Federal Emergency Relief Administration's educational program have recently reached the F.E.R.A. headquarters, the Federal Office of Education in Washington, and State F.E.R.A. offices throughout the United States.

Superintendents and principals faced with the problem of caring for the largest school enrollments in history, with fewer teachers to bear the burden, want to know how they can get aid. Unemployed classroom teachers, and those unpaid for months and in some cases years, want to get jobs or want warrants cashed. What does the Federal emergency relief educational program hold for them?

And those hundreds of thousands of unemployed persons, factory workers, high-school and college graduates, the men and women on the street, fathers and mothers, big sisters and brothers, with more leisure time on their hands than ever before, they, too, ask the question, what is this emergency-relief proposition?

Thousands of questions have already been asked. Thousands more will continue to be asked. The Federal Office of Education, through *SCHOOL LIFE*, presents to its readers throughout the United States typical questions asked. The answers have been supplied by the F.E.R.A., headquarters in Washington.

1. Are Federal Emergency Relief Administration funds for schools? No; they are for relieving the unemployment situation. The funds may be used to pay relief wages to persons qualified to teach—persons who are on relief roles.

2. What do they teach? The F.E.R.A. specifies that work-relief wages be paid to needy persons qualified to teach (1) rural elementary schools; (2) illiterates; (3) rehabilitation classes for physically handicapped; (4) vocational education; (5) general adult education, and (6) nursery schools.

3. How can unemployed teachers get Emergency Relief teaching jobs? Teachers in need of relief register on State relief roles. State and local relief agencies compile lists of candidates for teaching positions from the relief register. State and local school authorities select qualified teachers from these lists.

4. Who will work out plans for using Federal relief funds for instruction serv-

★ ANSWERS to Questions Which Clarify the Federal Emergency Relief Educational Program

ices? State departments of education in consultation with other State and local educational leaders draw up the plans. The program is discussed with State Emergency Relief Administrators, and then with the F.E.R.A. headquarters in Washington. The Federal relief office must approve all programs submitted.

5. Can the F.E.R.A. in Washington employ teachers direct? No. That is a State and local matter.

6. Is the Emergency Relief money only for teachers' salaries? Yes. No money goes for teaching materials or other school administrative costs.

7. Which rural schools can be supplied teachers paid from relief funds? Schools in districts having communities no larger than 2,500 population according to the 1930 census, and of these only those which were closed on or prior to August 19, 1933, or have shortened terms.

8. Can college students, compelled to give up their studies because of lack of funds, get loans from the F.E.R.A. to continue their college work? No.

9. Who administers the educational programs financed by Federal relief funds? Supervision and control of these programs is under the State Department of Education.

10. Must classes taught by work-relief teachers be held in public-school buildings? No; they can be held in Y.M.C.A. or Y.W.C.A. buildings, club rooms, hotels, or elsewhere, but they must be held under public auspices or control.

11. What is a work-relief wage? This is decided by local emergency relief

administrations. In New York City the weekly wage is \$15.

12. Is membership in such classes limited to unemployed adults? No; classes are open to employed persons as well as those unemployed. Teachers, however, must be qualified by experience in their field of instruction, and in need of relief.

13. Does this mean that persons other than experienced teachers needing relief will be employed by the F.E.R.A. to teach? Yes; for instance, an experienced engineer, on relief roles, may be given a job to teach other persons interested in engineering. The same applies to persons expert in other fields, on relief roles.

14. If a State or city program to organize classes under the F.E.R.A. rules and regulations has not been approved, can a person in that city or State get work-relief wages for teaching? No; the State or city program must be approved before work-relief teaching jobs are given. Generally, however, public demand makes it necessary that cities or States get programs approved.

15. How many months shall rural school districts be entitled to have instructional services paid out of relief funds? The number of months representing the difference between the months of school planned for this year and the months of school operation in 1930-31.

16. What school districts may organize classes for illiterates to be taught by needy unemployed teachers paid from relief funds? Any school district, city or rural, in a State which has had its program approved by State and Federal Emergency Relief headquarters.

17. When may classes be held? At any hour of the day or evening.

Since the preparation of this article the C.W.A. (Civil Works Administration) has taken over many functions of the F.E.R.A. See December *SCHOOL LIFE* for details of Civil Works program.

18. How many States have applied for F.E.R.A. funds for education? Thirty-six States to date.

THE EDUCATIONAL work relief program lifts the relief program out of the mere supplying of food and clothing into something which is constructive and purposeful. Its benefits to education are incidental, but they may nevertheless have permanent implications of the greatest significance.

—GEORGE F. ZOOK.

From Textbooks to Pins

HOW WILL the recovery program in industry affect school budgets? During the 1931-32 school year American school boards paid \$87,934,909 to thousands of different industries for school supplies and equipment which ranged from pins to printing presses.

Now all American industries are coming under the N.R.A. codes which will materially change their relations to their customers. Hours will be shortened, wages will go up, unfair methods of competition will be eliminated.

Will this mean higher prices?

No one knows yet, but the latest information from authoritative sources, vague though it may be, indicates that prices may go up from 25 to 30 percent.

But one thing is certain!

As the N.R.A. marches on in its attempt to defeat the depression, and as many proposed codes arrive daily in Washington, it becomes apparent that in the near future everything in the way of supplies that will go into a school building, classroom, or school basement will carry the impress of a code.

From kraft paper to typewriters, from steel lockers to microscopes—all industries which produce products that schools use are now busy proposing codes of fair competition to the National Recovery Administration for approval.

In the near future codes will cover not only instructional supplies, but such items as floor polish, baseball bats, paper towels, desks, water fountains, and cafeteria equipment.

According to the Educational Market, published by the Educational Press Association, "mountains of supplies and equipment are consumed every year by the schools. In Los Angeles alone, more than 21,000 separate articles are required to operate the schools."

It is estimated that the number of industries which supply school materials, and which have proposed codes, runs into many hundreds and will soon reach the thousand mark.

Regulation of these industries now becomes the gigantic task of the N.R.A. Each industry is required to propose regulations which would "effectuate the policy of the National Recovery Act, by reducing unemployment * * * eliminating competitive practices * * * and otherwise rehabilitating the industry."

★ ALL supplies and Equipment—in Fact Everything a School Buys—Will be Affected by the N.R.A.

Twelve proposed codes concerned primarily with school supplies and equipment are now available in printed form from the Superintendent of Documents at Washington, price 5 cents each. Standard methods of establishing prices and control of production seems to be the general demand of all industries. The National School Supply Association would establish a national control committee to regulate the production and distribution of school supplies and equipment.

The National Text Book Publishers Council in a code submitted by its chairman, H. H. Hilton, Newark, N.J., proposes that publication of a "so-called special edition of a textbook, representing slight changes in content for the purposes of affecting a disproportionate reduction in price, shall be considered unfair practice."

Other significant proposed regulations of the textbook publishing industry follow:

SEC. 3. It shall be unfair competition for any member of the textbook publishing industry to sell, offer, or contract for sale or adoption, directly, or indirectly * * * any product of the industry at a lower price or at a greater reduction than listed * * * by its publisher, or on more favorable terms than provided for in the code.

SEC. 4. On and after January 1, 1934, an exchange allowance may be made as follows: When an old, displaced, complete, basal, elementary, and/or high-school

textbook of the same subject and grade is received in exchange for a new and different textbook introduced in its stead, an additional discount of not in excess of 5 percent of the list price of the new book purchased may be allowed.

SEC. 5. Inasmuch as the sending of sample textbook for examination is a recognized part of the promotional work of the industry, it is agreed that such samples shall be sent complimentary only to school boards, school officials, teachers, and other persons charged with the responsibility of adopting textbooks or recommending the same for adoption. Desk copies, sets of books for trial class use or demonstration purposes * * * shall be charged at regular prices.

SEC. 5. It shall be unfair competition for any member of the industry after opening of public competitive bids to revise his bid * * * and after an adoption has regularly been made, to interfere with the execution of a legal contract based upon such adoption.

SEC. 9. It shall be unfair competition to increase the price of any textbook or series sold after the effective date of the code by more than may be necessary by actual increases in production. * * *

A public hearing for the stationery, tablet, and school paper manufacturing industry code was held on October 5. At that time W. W. Saumberland, of Cleveland, Ohio, disclosed that the industry would consider it an unfair method of competition for any manufacturer to sell below his own cost, and that each member would be required to file with the code authority price lists and terms of sales.

Through the National Guild of Academic Costumers the academic costume industry, proposed a code of ethics which prohibits "the payment or allowance * * * to student or faculty members of rebates, discounts, free caps, gowns, or other gifts * * *." That code, as do all others, provides also for shorter hours, abolition of child labor, and increase in wages.

Other industries manufacturing school supplies which have proposed codes are:

| Industry | Association |
|--|---|
| Wood-cased lead pencil industry. | Lead Pencil Institute. |
| Ink and adhesive industry.. | Ink and Adhesive Manufacturers Association. |
| Artists and drawing materials dealers. | Artists Material Association. |
| Loose leaf and blank book industry. | National Stationers Association. |
| Desk accessory manufacturing industry. | Do. |
| Blotting paper industry..... | American Paper and Pulp Association. |
| Kraft paper industry..... | Do. |
| Typewriters and office machine industry. | National Typewriter and Office Machinery Dealers. |

—BEN P. BRODINSKY.

THE NICKELS and dimes which schoolboys and girls spend every day for tablets and notebooks mount up to many millions of dollars a year. In 1928, tablet and notebook sales amounted to \$40,000,000. In 1932, sales had dwindled to \$24,000,000. According to the Stationery, Tablet and School Paper Manufacturing Association, drawing up its N.R.A. code, the business which supplies our Nation's school children with paper and tablets gives work to 6,000 persons in 19 States of the Union. Their estimated payroll, \$7,000,000 in 1928, was \$6,000,000 in 1932.

EDUCATION on 42nd Street

“. . . COME and hear those tramping feet

On the avenue, I'm taking you to:—

Forty-second street . . .”



THE WEST END of one of the best-known streets in the United States is bright with flashing electric lights; the east end is bright with a new lamp of knowledge.

Five minutes east from Broadway along Forty-second Street is the Central School of Business and Arts. Here education is "packing them in" by the thousands every day in a way to make theater owners green with envy.

A Broadway showman's idea of success is to hang out the S.R.O. sign. Standing room only is a daily experience in New York's new free day classes for men and women.

"We don't dare tell much about our classes in the newspapers," Mr. Oakley Furney, director of the program, told me. "If we did we would have 50,000 adult students on our hands instead of 18,000. We can't find space for any more."

What is this new venture in education which is meeting with such tremendous success?

It is an experiment in adult education. It has particular interest for everyone because New York's program or something like it can be organized and carried on with Federal funds in every State of the Union. Already 36 States have applied for funds to start adult-education programs under authorization and with funds from the Federal Emergency Relief Administration.

New York's Emergency Educational Program began last fall; December 1, 1932, to be exact. Examining its relief roles, New York found hundreds of unemployed teachers and experts in various technical fields. It was an obvious waste of ability to give such persons pick-and-shovel relief work. Also, New York dis-

covered that thousands of unemployed men and women wanted to use their enforced idleness to fit themselves for the new job waiting just around the corner.

To get together teachers who wanted to teach and adults who wanted to learn, the State Emergency Relief Administration allotted \$30,000 for an experimental two-month program in New York City with two purposes, "(1) to provide 'made work' employment for men and women with excellent training and experience in

urgent need of financial assistance; and (2) to provide additional educational opportunities for thousands of unemployed young people, homemakers, and others."

The experiment received an overwhelming response. Hundreds of applications for permission to teach, thousands of applications from those who wanted to learn, buried the officials in charge. They were almost snowed under with problems of finding space, working out payrolls, registration, obtaining supplies, supervision, and a million details. But they worked day and night. Some of them are still working day and night. To open a whole new field of education on a shoestring requires top-speed work and long hours of overtime.

So warmly was the experiment welcomed that the State relief administration decided to increase the money allocations and extend the scheme up State. At present more than 1,500 unemployed adult experts are teaching in New York for "made work" wages. Their 40,000 students are mostly unemployed persons over 18 years of age. The program requires \$165,000 of relief money per month.

Depression and the N.R.A. forced continuation pupils into regular high schools. With the exodus of high-school boys and girls at 2:30 o'clock every afternoon the tide of men and women flows into many school buildings. Some classes for adults are held in the morning, but most meet in the afternoon. This also leaves mornings free for job hunting.

The Central School of Business and Arts at 214 East Forty-second Street is one of many centers that now welcome men and women hungry for education. The

NEW YORK calling Dr. Wilson", said an Albany telephone girl one autumn day last fall. "This is Hopkins", said the voice. "We can find work for the flannel-shirt people on relief down here, but we don't know what to do with the white-collar workers. How about starting some schools for the unemployed taught by the unemployed?" "Certainly", said Dr. L.A. Wilson, assistant commissioner for vocational and extension education, New York State. Out of that telephone conversation grew the remarkable New York emergency program of adult education. The Hopkins on the telephone was Harry L. Hopkins, then relief administrator for New York City, now relief administrator for all of the United States. Recent rulings by Administrator Hopkins permit the use of Federal relief funds for adult education and other educational services using able persons now on relief rolls.

centers are distributed all over the sprawling metropolis, Brooklyn, Bronx, Staten Island, and elsewhere. Some classes meet in the buildings of cooperating agencies, Y.M.C.A.'s, settlement houses, etc. But the majority meet in public schools.

A large smoke-stained U-shaped building, the Central School of Business and Arts spreads its two arms in welcome. Entering, one comes upon a large busy lobby crowded with men and women, some studying at long tables, others waiting to consult 6 or 8 counselors (part of the relief staff) who help newcomers register. On the right is a tiny kitchen. Some of the unemployed are hungry for food as well as education. "We feed 150 every day," says a staff member. Off in another corner men and women cluster around a long table intently watching a stocky, blond young man. A class in Russian, I am told. There is a big demand for Russian because of prospects of Russian recognition which may in turn open up New York jobs to those familiar with the language. These unemployed people are on their toes watching for opportunities for reemployment.

Counselors' desks face two large portable blackboards. Subjects offered are listed; shorthand (from beginning work to high speed), bookkeeping, dictaphone, business English, Spanish, Spanish shorthand, salesmanship, public speaking, advertising lay-out, mimeographing, sculpture, Italian, jewelry, woodcarving, wood-block cutting, fashion designing, portrait painting, life drawing, water color, landscape, office machines, journalism, dentist's office assistant, public speaking, vocabulary improvement, French, German.

One of the counselors erases a small square after a subject.

"What does that mean?" I asked.

"Section filled up. No room for any other students."

Most of the squares are blank. This enormous school is running up to capacity. A counselor regretfully tells a young woman to come back later. There is no room in the classes she asks to enter. But she may be able to find another course at another center. The variety of courses offered is amazing. It varies from ballet dancing at the Dancers Club to gardening and poultry at the Bronx Botanical Gardens (farming is popular); from oriental rugs to traffic management; from photography to how to buy printing; from antiques to tailoring; from choral work to fencing; from Czech to counterpoint; from child care to foods and clothing.

Methods of teaching are often quite different from usual classroom procedure. Earnest adults require a different approach. In sociology, economics, history, and civics the conference method used so successfully in vocational education for training foreman, is meeting with considerable success. The method is akin also to the seminar.

Alexander S. Massell is principal of the busy Central School of Business and Arts. Under his gracious guidance I visited room after room. Every class was filled to overflowing. The students were largely young people 18 to 25 years of age. Some were older. Everyone was working as if his life depended on it.

"That teacher," said Principal Massell as we left one class, "had a \$15,000 job. He is an expert in his line. At the moment he is glad to get a \$15 per week work relief teaching job. Students hang on his words."

Everywhere we went I noticed persons standing near classroom doors. "Why is that," I asked.

"They are eager to get a good seat," said the principal. "They come long before class time."

Soon I understood the importance of a "good seat." Classroom chairs were filled. Students squeezed themselves into window ledges. Others perched on tables.

Everywhere in the United States there must be adults who are equally eager for education. To visit one of these schools makes one wonder why we spend millions on young people, many of whom cut classes and dodge work, and yet spend almost nothing for those so anxious to learn.

In one class we entered a young man was writing shorthand on the blackboard. "Where is the teacher?" asked Principal Massell.

"The teacher didn't come," replied the young man, "so I am being the teacher today."

What a difference from college classes that rush out if the professor is 5 minutes late.

Principal Massell stopped a young man on a stairway.

"What are you studying?" he asked.

"Typewriting."

"Got a job?"

"Yes, substitute in the post office. They told me they would keep me on if I learned typing."

Many of the adult students have no jobs; others have jobs which they can hold only if they learn an additional skill. Depression has required many a stenographer to double as telephone girl or mimeographer. So they come back to school.

Before the free school for men and women opened this fall the individuals selected from the relief rolls to be teachers were brought into a training session. Many had had years of practical experience in their line of work but none in teaching. They took a two-weeks course in teaching methods. Not enough to be sure. But the testimony from all sides is that many emergency instructors are proving excellent teachers. They are engineers—civil, mechanical, electrical, chemical, and structural, artists; designers, musicians, nurses, accountants. Most of them are college graduates. Forty American and foreign institutions are represented. More than 50 had had previous experience in college or university teaching.

In New York City "relief" teachers receive \$15 per week. Their schedule calls for 22 hours per week, 15 for teaching, 7 for preparation of lessons, teacher-training conferences, and organization of courses. Up State the rate is \$12. Some are engaged for clerical counseling and administrative duties.

In New York City and Albany the Emergency Educational Program is directed by representatives of the State department of education. The public-school system and voluntary organiza-



tions cooperate. The schools themselves are run by the regular administrative staffs, thus Principal Massell has simply added responsibility for the adult school to this regular task of operating the high school. Elsewhere, in Buffalo, Rochester, Syracuse, and other cities, management is vested entirely in the local school system.

"Other States contemplate entering this field", I said to Mr. Furney, State department director of the program in New York City. "What difficulties would you urge them to watch for?"

"Two; first, to do a real good job there should be a complete and separate staff for supervision and direction. Although our selections of teachers have been better than 75 percent satisfactory, the teachers

need at least 2 weeks intensive training and in-service training after that. Secondly, there should be a financial provision for carrying on the work and for supplies. In New York City \$3,500 was earmarked for supplies. Five percent of educational relief funds set aside would adequately cover both supervision and supplies."

Classes for adults are but one phase of the Emergency Educational Relief Program in New York.

For those who want additional information on the remarkable program New York has carved out in a brief space of time, the Office of Education can supply a mimeographed statement by Dr. L. A. Wilson, director of the educational relief program for New York State, and other material.

—WILLIAM DOW BOUTWELL.

Child Labor Ruling

SINCE September 1, 1933, when the 16-year minimum age clause of the President's Reemployment Agreement became effective, many boys and girls of 14 and 15 have had to give up jobs which they had been holding. In some cases these children had gone to work to assist their families, at a time of acute distress. Unemployment, sickness, or death of the principal adult bread-winner and sometimes a combination of these catastrophes, had placed the burden of support upon the younger members. Cases have been brought to the attention of the Children's Bureau through letters and appeals from children and their families, in which the children's earnings, although amounting to only a few dollars a week, cannot be spared without a further lowering of the family standard of living.

Unless something is done to mitigate cases of real hardship there will be a tendency for employers and local compliance boards to exempt individuals from the flat age limit. Some exemptions have in fact already been granted locally, a policy which, if continued, would soon undermine the standard set up, and would lead to the employment of many children under 16. If some exceptions are made on the grounds of family necessity, or length of the child's employment, or nearness to the 16th birthday, it soon becomes impossible to draw any lines and the process of cutting under and breaking down N. R. A. standards has begun.

Through the cooperation of the Children's Bureau, the Federal Emergency Relief Administration, and the Labor Advisory Board of the N. R. A. a policy for dealing with these cases has been worked

out. The N. R. A. compliance boards have been instructed to carry out literally the 16-year age minimum, which was intended to provide employment among adults, and release children to continue their education. The Federal Emergency Relief has, however, recognized the fact that a hard and fast application of this policy will produce some cases of great hardship, and has therefore instructed all State emergency relief administrations, and through them all local relief agencies, to cooperate with the schools in locating such cases. Upon investigation, if it is found that the earnings of the minor are essential to maintaining a decent standard of living in the family, it is suggested that assistance be granted to the family, either in the form of work relief for some adult member of the family now unemployed, or through a direct relief grant sufficient to make up the deficiency in the family budget. By prompt action it is hoped that assistance can be rendered before these families are reduced to the kind of destitution which would ultimately force them to apply for relief.

The number of cases in which the minor's earnings will prove to be a major source of support will not be very large and as the reemployment of adults increases, this number will rapidly diminish. It is a temporary emergency problem which will not add greatly to the relief burden but one which is of extreme importance to the maintenance of N. R. A. standards.

CLARA M. BEYER,
Director, Industrial Division,
Children's Bureau.

Recent Theses

THE LIBRARY of the Office of Education collects doctors' and outstanding masters' theses in education, which are available for consultation, and may be borrowed on interlibrary loan. A list of the most recently received theses is given each month. Additional theses on file in the library will be found, marked with an (*), in the current number of the *Bibliography of Research Studies in Education*.

BOGHER, ELBERT W. G. Secondary education in Georgia, 1732-1852. Doctor's, 1932. University of Pennsylvania. 452 p.

DAGGETT, J. R. A study of the leisure time activities of 200 junior high school pupils of Westfield, N.J. Master's, 1932. New York University. 28 p. ms.

DENNISTON, OLIVE N. L. A renaissance in high-school composition through creative writing. Master's, 1932. Boston University. 74 p. ms.

FREDERICK, ORIE I. Two standardized check lists for the organization of secondary schools, one for junior high school grades and one for senior high school grades. Doctor's, 1932. University of Michigan. 64 p.

GRILLO, FRANK C. Secondary education in Italy. Master's, 1933. Boston University. 95 p. ms.

HARMON, FRANCIS L. The effects of noise upon certain psychological and physiological processes. Doctor's, 1932. Columbia University. 81 p. (*Archives of psychology*, no. 147.)

KNIGHT, MARION E. The certification qualifications of directed teaching applicants of West Virginia University. Master's, 1933. West Virginia University. 111 p. ms.

LONG, CLOYD D. A comparison of teacher's knowledge of arithmetic and ability to teach the subject. Master's, 1933. West Virginia University. 26 p. ms.

MARPLE, BERTHA F. An attempt of an English teacher to serve the other departments by training ninth-grade pupils in reading certain materials of science, social studies, and mathematics. Master's, 1933. West Virginia University. 48 p. ms.

MILLER, ELMER J. A study of the reading interests of eleventh-grade students with special attention to the effect of these reading interests upon the students' reading vocabularies. Master's, 1932. New York University. 97 p. ms.

OLIVER, STANLEY C. A survey of the ability of school districts to support schools. Doctor's, 1932. Teachers College, Columbia University. 134 p.

PAUL, VERA A. Present trends of thought on oral reading. Master's, 1932. University of Iowa. 58 p.

PAYNE, CHARLES K. An inquiry into the theory and applications of elementary statistical techniques in education. Doctor's, 1932. New York University. 299 p. ms.

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SPARLING, EDWARD J. Do college students choose vocations wisely? Doctor's, 1932. Teachers College, Columbia University. 111 p.

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WADIA, B. K. Communication as education. Doctor's, 1932. Teachers College, Columbia University. 193 p.

WISSEMAN, CHARLES L. Correspondence study on the secondary school level. Doctor's, 1932. New York University. 153 p. ms.

YOURMAN, JULIUS. Children with problems. A mental hygiene study of maladjustment in the elementary schools of New York City. Doctor's, 1932. New York University. 2 vols.

—RUTH A. GRAY.

Have You Read?

★

UNDER the title "Adventurous personality" Dr. Philip W. L. Cox, of New York University, writes a most engaging article on the junior high school, which appears in *Ohio Schools* for September. Instead of conventional scholarship the ideal junior high school provides more of the adventure and joy needed by boys and girls who are about to embark on the business of life.

Dean Christian Gauss, of Princeton University, writing for *New York Times Magazine*, September 24, discusses the relation of the present economic condition to higher education. Under the title "The new deal re-echoes in the college" he shows that the real aims of education are being clarified by the needs of daily life.

School and Society for September 23 reports an interesting investigation made by Dr. Robert C. Angell, at the University of Michigan. The title is self-explanatory: "The trend toward greater maturity among undergraduates due to the depression."

That the lost art of conversation may be taught in connection with the English courses in high school, is discussed by Jessie Frances Fair in the *English Journal* for September. She shows how the work was carried on in one school as the "cultivation of an art which all are entitled to enjoy."

School Arts Magazine for October devotes a considerable space to the Century of Progress. Many illustrations depict works of art and the handicrafts displayed.

The American Shorthand Teacher begins a new volume under a new name with the September number. An editorial note discusses the history of the periodical showing how its name has been changed from time to time to indicate the increasing breadth of its scope. The new title, "The business education world", and the table of contents of this first number of the new volume, promise much for the future.

A portrait of Dr. Zook, United States Commissioner of Education, with a brief account of his interest in the Federal public works program and its relation to the construction of educational buildings, appears in this number.

Norman Foerster writing under the caption "Education leads the way" in

the *American Review* for September, reviews critically the book on education entitled "The educational frontier," edited by William H. Kilpatrick.

The inspiring radio address which was made last May by President Glenn Frank on "Liberalizing education and the liberalizing arts" appears in *Wisconsin Journal of Education* for September. In this address President Frank discussed the role of music in the life of the time.

The *Library Journal* for September 15, has several articles on the place of the

library in education for leisure, and the contribution it can make to vocational guidance. There is included an annotated bibliography on occupations, which covers a very wide range of subjects.

An excellent account of the Dublin meeting of the World Federation of Education Associations, appears in *School and Society* for September 16. The writer, W. Carson Ryan, Jr., is director of education of the United States Office of Indian Affairs.

—SABRA W. VOUGHT.

Electrifying Education

★

THE OHIO School of the Air opened its fifth season September 18 over radio stations WLW and WOSU. For further information address Mr. B. H. Darrow, director of educational broadcasting, Ohio State Department of Education, Columbus, Ohio.

The Wisconsin School of the Air began its present season of school broadcasts over radio stations WHA and WLBL on September 25. For further information address Prof. H. B. McCarty, program director, WHA, Madison, Wis.

The North Carolina Radio School opened its fourth season's broadcasts on October 16 over radio station WPTF. Other radio stations in North Carolina plan to broadcast these programs also. For further information address Miss Hattie Parrott, State Department of Education, Raleigh, N.C.

The radio music course sponsored by the University of Michigan and the State department of public instruction also opened its fall session on October 16 over radio station WJR. For further information address Dr. Joseph E. Maddy, School of Music, University of Michigan, Ann Arbor, Mich.

Information about the Standard School Broadcast of the Pacific Coast may be obtained by addressing the National Broadcasting Co., 111 Sutter Street, San Francisco, Calif.

Information about the Cleveland public schools broadcasts may be obtained by addressing the program director, radio station WTAM, Cleveland, Ohio.

Miss Judith C. Waller, Merchandise Mart, Chicago, Ill., can supply information about the WMAQ educational broadcasts.

Teachers are invited to report to us ways in which they are using radio in their classrooms.

In order to meet the demand for information on the national debate question, "Resolved, That the United States should adopt the essential features of the British system of radio control and operation", the Office of Education has prepared "A selected bibliography on the radio systems of the United States and Great Britain." Copies may be obtained free by addressing the Editorial Division, Federal Office of Education, Washington, D.C.

A conference on the motion-picture appreciation experiment being conducted by several national organizations was held at the Federal Office of Education, October 30. Information about this experiment may be obtained by addressing Dr. Edgar Dale, Bureau of Educational Research, Ohio State University, Columbus, Ohio.

The Motion Picture Research Council held a reorganization meeting in New York City, September 27. Dr. A. Lawrence Lowell is chairman.

Mr. William Lewin of the National Council of Teachers of English is continuing and expanding his rather elaborate experiment in the utilization of current photoplays as text material for the study of English in high school. Mr. Lewin is an instructor in the Central C. & M. T. High School, Newark, N.J.

"Visual Aids in Education" is the title of a mimeographed list recently issued by the extension division, Brigham Young University, Provo, Utah.

—CLINE M. KOON.

SCHOOL LIFE

VOL. XIX



NO. 3

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NOVEMBER 1933

TO MERGE OR NOT TO MERGE

A recent Office of Education publication, *School Administrative Units*, Pamphlet No. 34, shows that our Nation's public-school system is composed of 127,000 separate and independent units. The author, Mr. Deffenbaugh, shows that we have one school board member for every two teachers. In 12 States there are actually more board members than teachers.

It is difficult to grasp the full significance of Mr. Deffenbaugh's totals. All businesses engaged in wholesale selling of farm and factory products number about 170,000. We have therefore only 43,000 fewer school districts than we have wholesale businesses handling the entire distribution of products of the United States. The average number of school districts in every county of the United States is 41.

Education, these figures seem to show, has set itself against the major currents of American life. While businesses, railroads, and banks merge, while farmers join cooperatives, while national associations rise and thrive, our school districts carry on as independently as the principalities of medieval Europe. The Atlantic & Pacific Tea Co. operates stores with one board of directors. Our 109,000 rural district common schools operate with 109,000 boards.

We are rapidly approaching the time when the advantages and disadvantages of school district municipality must be carefully weighed. Among the advantages are these: That it is the historic way of managing schools in the United States; that it produces schools closely adjusted to the wishes of parents; that it represents our best example of democratic government. Against these are the disadvantages: That a multitude of separate school districts that served a pioneer society are not adapted to modern America; that schools are often poor and ignorant where parents are poor and ignorant; that poor schools deny that equality of opportunity in life which is democracy's fundamental guarantee to every child; that the system perpetuates our most expensive and inefficient schools.

No matter which side one takes, it does seem that a State with a few school boards, and a sister State of the same size with thousands of school boards cannot both be right.

GOOD HOUSEKEEPING'S STAND

GUEST EDITORIAL

In any community the first person to find reemployment should be the teacher; the first business to set going is the school. It is unthinkable that, while there is money to build roads and reforest the hills, there should be children in any appreciable number denied the one thing we have promised all children—a good and free education.

WILLIAM FREDERICK BIGELOW,
Editor Good Housekeeping.

Roosevelt on Education

FROM *an address of the President delivered by radio from the White House to the Third Annual Women's Conference of Current Problems meeting in New York City, October 13.*

I AM TOLD that I speak not only to the Conference on Current Problems but to colleges and universities throughout the country, many federations of women's clubs, almost two thousand organizations interested in education, public and private schools and State educational associations, numbering among their members many of the educational leaders of America. I mention this because, I want to enlist your support in the fight we are making on the depression. When this fight is won, your problems will be solved. You can help your Government—Federal, State, and local—and we in Government want your help.

It is true, unfortunately, that the economic depression has left its serious mark not only on the science and practice of education but also on the very lives of many hundreds of thousands of children who are destined to become our future citizens.

Every one of us has sought to reduce the cost of government. Every one of us believes that the cost of government, especially of local government, can be reduced still further by good business methods and the elimination of the wrong kind of politics.

Nevertheless, with good business management and the doing away with extravagance and frills and the unnecessary elements of our educational practices, we must at the same time have the definite objective in every State and in every school district of restoring the useful functions of education at least to their predepression level.

We have today, for example, a large surplus of so-called qualified teachers—men and women who even if we had full prosperity would and probably should be unable to find work in the field of education. Even today we are turning out too many new teachers each year. That is just as much an economic waste as building steel rail plants far beyond the capacity of railroads to use steel rails. It goes without saying that we should have enough teachers and not a large excess supply. It goes also without saying that the quality of our teaching in almost every State of which I have knowledge can be definitely and distinctly raised. The main point is that we need to make infinitely better the average education which the average child now receives, and that, through this education, we will instill into the coming generation a realization of the part that the coming generation must play in working out what you have called "this crisis in history." This crisis can be met, but not in a day or a year, and education is a vital factor in the meeting of it.

Iowa's Testing Program

OF THE MANY cooperative testing projects on the secondary school level found in the different States, the one sponsored by the University of Iowa and directed by Dr. E. F. Lindquist is typical of the best. This testing project is called the "Iowa academic contest." It is essentially an achievement testing program covering the fundamental (academic) high-school subjects. It uses the new type short-answer questions. In this program all the high schools of Iowa are invited to participate. Large numbers of them do (45,293, or 36 percent of all Iowa high-school students participated in the project in 1932).

Each school entering the contest on a competitive basis has to agree to give the tests to all students taking the subjects listed. The subjects are: Algebra, general science, first-year Latin, second-year Latin, geometry, biology, world history, American history, American literature, English literature, physics, economics, American Government, and English correctness. The English correctness test is to be given to all students in each high school. Schools score the test papers and send the results to the contest director. They receive back from the director reports by which it is possible for each school to determine, [a] how its own *general level* compares with the level of attainment of schools in its own geographical district and with all participating schools of the State, [b] how its average achievement in each subject tested compares with similar measures obtained from other schools, [c] how its relative achievement in any one subject compares with that in any other, and [d] how the achievement of any individual student in any subject compares with his own achievement in other subjects or the achievement of other students, both in his own school and in all participating schools of the State.

Schools compete for the average rank in all subjects in each of the districts in which the State is divided and the individual students ranking highest in the district contest become eligible to enter the State contest at the State university.

From a study of the testing program of Iowa and the testing programs of other Middle Western States it seems probable that *competition* is the motivating power which makes them successful. Actually the competitive feature is not the one in

★ DAVID SEGEL *Explains how Cooperative High School Project Promotes Scholarship and better Teaching*

which the directors of cooperative testing programs are interested. In the case of the Iowa program this is attested by Dr. Lindquist's statement: "Its fundamental purposes, in addition to providing superior measuring instruments to the high schools of the State, are to encourage better scholarship and to accelerate improvement in the content and methods of high-school instruction. The competitive features of the project, while contributing significantly to the realization of these ends, are of secondary and incidental importance."

In the Iowa testing project the tests are constructed always with the idea in mind that students should be required to think before answering a test item. The use of such tests probably has a far-reaching effect on the teaching process in the schools that take the tests. The fear that tests may stereotype instruction is unjustified when such tests are used. In fact when such tests are used the teacher realizes that an understanding of the subject by the students means not rote memory, but ability to reason from the facts. In this case teaching ability, as evidenced in arousing student enthusiasm about a subject, is of more importance than the ability to keep student noses to the grindstone in learning facts to be repeated verbatim. This kind of teaching is closest to our modern conception of good teaching. This is because the instilling of the right *attitudes* makes the student free to reason with and wonder about the subject matter at hand and therefore when he is faced with a question in this field which requires a new attack he is often able to make it.

There are many other valuable uses to which the test results from the Iowa cooperative testing may be put. The use of the test results (a) in determining school marks, (b) in the guidance of the individual student and, (c) in determining the general level of attainment in the various subjects. There are plans afoot to increase the efficiency of the Iowa testing program by adding a general

mental test. If this is done it will increase still more the value of the program by making possible a better means for evaluating instructional programs.

Thus the Iowa academic contest is most probably an important educational procedure for heightening the general level of secondary teaching among the high schools of Iowa, not alone because of the fact that subject matter is being tested, but because of the redirection of teaching. The amount of cooperative testing will probably increase coincident with an understanding of its values.

N.R.A. IN SCHOOLS

N.R.A. ruling is against the use of schools for propaganda purposes. It does not feel that it is within its province to forbid local action. However, the N.R.A. does not believe that it or any other Federal authority should be responsible for pressing on the attention of school children such questions as this. It is, of course, very difficult to draw the line between forthright propaganda and implied propaganda. An effort has been made to get this organization to endorse certain so-called N.R.A. primers to be used in the instruction of school children. Such endorsement has been consistently and emphatically refused.

—Official N.R.A. statement.

PREVENTION OF ATHLETIC INJURIES

Deaths and serious injuries mar each season of football and are not unknown to other athletic sports. In an attempt to reduce these unfortunate occurrences, a committee of the National Collegiate Athletic Association recently published a handbook on the "Prevention and care of Athletic Injuries", which should be of interest to all directors and coaches of athletic sports. The handbook may be secured from the Princeton University Press, Princeton, N.J., at 15 cents per copy, the cost of publication.

—Dr. James F. Rogers.

N R A CODES

WHAT *They Are* — HOW *They Are Made* — And WHY

ANOTHER big parade is under way. It is the parade of American Industry to Washington. Each day four to eight units arrive in the Capital. They come bringing codes. They come to take part in public hearings on codes—the steel masters, the hotel keepers, the motion-picture magnates, the cotton weavers, the coalmen, the glass, aluminum, paper, fertilizer, furniture manufacturers; the makers and sellers of thousands of things we use, wear, ride in, look at, and laugh at every day.

Washington is a city of parades. But never has Washington seen anything to equal the N.R.A. parade. American industry—4,000 different industries—marching to the capital to pledge their allegiance to make America a better place to live—a land that banishes unemployment, banishes child labor, increases leisure, and guarantees a living wage for work—a land in which labor and management settle problems cooperatively and industry is planned for the greatest good of the greatest number.

Teachers and pupils want to know about the N.R.A. They write hundreds of letters to Washington asking thousands of questions. Every industry that pupils study in geography—iron and steel, transportation and communication, silk, cotton, wool, coal, oil, and hundreds of others—is affected by N.R.A. codes. Civics—how can one study our Government without studying one of the greatest changes in the operation of our Government since the drafting of the Constitution? Naturally teachers want to know about the N.R.A.

To help teachers and pupils SCHOOL LIFE hereby undertakes to answer briefly these questions:

What is the N.R.A.?

What are N.R.A. codes?

How are codes made?

How does the N.R.A. affect education?

What is the N.R.A.?

“Plan” is a common word. Teachers plan the school day and week and year.

We plan expenditures with budgets. We plan houses and trips. We plan our family's future with insurance. City planning grows in favor. To plan is to substitute order for disorder.

We have long made personal plans, business plans, municipal plans, and State plans. Finally—on June 16, 1933—Congress voted the National Industrial Recovery Act, which for the first time in years of peace permits *national planning* of the orderly production and distribution of the necessities and even the luxuries of life in America.

There are at least two ways to plan; for immediate needs and for long-time needs. The National Recovery Act is a double-headed plan; it is designed to relieve immediately the national emergency “productive of wide-spread unemployment and disorganization of industry, which burdens interstate and foreign commerce, affects the public welfare, and undermines the standards of living of the American people.” But in relieving the emergency the law creates a program which its drafters believe may lay a new and sounder foundation for American trade and industry.

The law's dual purpose is clearly shown in the radio speech President Roosevelt delivered the night he signed it.

“The law I have just signed”, he declared, “was passed to put people back to work—to let them buy more of the products of farms and factories and start our business at a living rate again. This task is in two stages—first, to get many hundreds of thousands of unemployed back on the pay roll by snowfall and second, to plan for a better future for the longer pull.”

Of the second “stage”, he said:

“Throughout industry the change from starvation wages and starvation employment to living wages and sustained employment can, in large part, be made by an industrial covenant to which all employers shall subscribe * * * This is the principle that makes this one of the most important laws that ever came before Congress because, before the passage

of this act, no such industrial covenant was possible.”

The aims of these “industrial covenants” (codes) were declared to be—

1. “Provide for the general welfare by promoting the organization of industry for the purpose of cooperative action among trade groups.” This relaxes the Government's 33-year old Sherman anti-trust law policy.

2. “Induce and maintain united action of labor and vision.” This demands that the workers or their representatives shall have final say on what the plans shall include.

3. “Eliminate unfair practices.” Codes are agreements by which an industry may draft effective rules to promote its own good but industry publish inaccurate advertising. Approval of a code by the industry is hereby declared unconstitutional for the industry. Violating the “rules” means

What are

There are three types of plans or “covenants”, as they are called. One is a voluntary covenant with industries and trades. Another is a license for the sale of goods and services. A third is a license for the sale of foods and farm products. “Licenses” are issued to industrial groups which cannot reach a satisfactory covenant.

“Code” seems a new word on everyone's lips nowadays. The Federal Trade Commission has passed a law (creating the Federal Trade Commission) which hereby declared unlawful.

To adopt codes of fair competition industrial conferences and fifty industries have adopted such codes establishing a code of conduct, subject to approval by the Commission.

These codes were a step toward planning—a short-cut to antitrust laws. The N.R.A. changes this hesitant step

Suggestions to Teachers: Helpful documents—National Industrial Recovery Act No. 67, Seventy-third Congress, Second Session, as amended by the President of the United States of America. Policies of the National Recovery Administration. No. 1, 5 cents. Copies of codes (see back cover) are available. See Documents of the Recovery in SCHOOL LIFE. Have pupils secure copies of codes proposed and adopted by various industries. Address N.R.A., Washington, D.C. each. ★ Let classes hold mock code hearings. Committees of students representing labor, consumers, and business should plan, conduct, and report on hearings and research, and legal divisions of the codes. ★ Pupils inquire into effect of N.R.A. on local conditions, rates, and prices of goods. ★ Give a unit on the





TYPICAL CODE HEARING — THAT FOR THE HOTEL INDUSTRY

ment under adequate governmental sanctions and super-
 vives must be heard when plans are drawn and that Uncle
 shall see that the plans are carried out.
 fair practice in industries. For the first time an industry
 It may, for example, require that no company in the
 ce by the Government makes the rules listed the law or
 ing fine or punishment.

N.A. codes?

ent calls them: codes, agreements, and licenses. "Codes"
 ents" are voluntary covenants with farmers and handlers
 covenants imposed by the Government on agricultural or
 voluntarily.

It is not new in American Government. In 1914 Congress
 said, "unfair methods of competition in commerce are

were inaugurated by the Commission in 1919. One hundred
 government in a business, drafting rules of business con-
 at step made with an anxious look over the shoulder at the
 abng bold stride toward planning. Compacts that the Govern-
 ment frowned on as "conspiracies" 12
 months ago are now "covenants" depart-
 ure from which may bring a fine of \$500
 per day.

You may think of codes as a set of rules
 submitted by a group of young athletes
 to a coach. The coach (Uncle Sam)
 changes a few of the rules and adds some
 others to insure the safety of the players
 and the public. The coach also acts as
 referee to see that the rules are enforced.

Industries draft their own codes. But
 ultimate decision on what the codes con-
 tain rests with the Federal Government.
 "The President", declares the law, "may,
 as a condition of his approval of any such
 code, impose such conditions (including
 requirements for the making of reports
 and the keeping of accounts) for the pro-
 tection of consumers, competitors, em-

ployees, and others, in furtherance of
 public interest." The President, more-
 over, may from time to time modify any
 code. Once approved, a code has the
 force and effect of a Federal law.

"Codes of fair competition may be con-
 sidered the beginning of the development
 of a planned economy for the United
 States", recently declared an N.R.A.
 official. "For these codes are concerned
 not merely with wage and hour provisions
 but also with the fundamental economic
 problems of production control, market-
 ing, and pricing. The Recovery Admin-
 istration is a landmark in the movement
 of industrialism away from *laissez faire*
 toward that planned society which it is
 clear must develop if we are to control
 our destiny in the future."

**What are the steps in
 drafting a code?**

Step 1: A trade association (example,
 National Automobile Chamber of Com-
 merce) calls a convention of the repre-
 sentatives of the companies engaged in
 the particular industry to consider draft-
 ing a code of fair competition. A com-
 mittee drafts a tentative code following
 suggestions for codes issued by the N.R.A.
 and fills out an application to the N.R.A.
 for its acceptance.

Step 2: The association (it must repre-
 sent at least 65 percent of the industry)
 submits the proposed code to the Control
 Division, N.R.A., which registers the
 document and accompanying facts about
 the state of the industry.

Step 3: The draft goes to the Code
 Analysis Division which may make help-
 ful suggestions to the drafters.

Results

★ **ALREADY** the results of the
 N.R.A. are beginning to be evident.
 More than 3,000,000 of the unem-
 ployed have been put back to work.
 Payment of wages in industry at
 levels below \$12 per week has been
 practically wiped out. The nation-
 al average rate of pay per hour
 is going up; the number of hours
 worked per week is going down.
 Membership in labor organizations
 that are now empowered to repre-
 sent employees in collective bar-
 gaining with employers has shot up.
 Membership in the American Fed-
 eration of Labor increased from
 3,000,000 to 5,000,000 in a few
 months. Facts that have never
 been available on American industry
 before are rolling into the Depart-
 ment of Commerce Building.
 Economists and statisticians are
 digging into this mass of material
 to discover facts on which still
 sounder plans for American industry
 can be drafted.

Step 4: Representatives of the trade
 association then discuss the code infor-
 mally with the Deputy Administrator
 (there are 13) in charge of the particular
 sector of industry.

Step 5: Copies now go to each of the
 Advisory Boards; Labor, Industrial, and
 Consumers, and to the Research and
 Planning Division.

Step 6: The association makes a written
 request for a public hearing on the sug-
 gested code. N.R.A. sets a date giving
 notice to all interested.

Step 7: Persons who wish to make state-
 ments at the hearing make application for
 permission.

Step 8: Representatives of employers
 and employees meet in Washington. The
 Deputy Administrator, surrounded by
 N.R.A. advisors for labor, industry, con-
 sumers, legal division, and research, hears
 the statements, asks pointed questions to
 bring out vital facts.

Step 9: The deputy assisted by his ad-
 visors, prepares a report on the code to
 Administrator Hugh Johnson. Johnson
 passes on the report, recommends it to
 the President.

(Turn to p. 60, col. 2)

Education in Other Countries

FOUNDED in 970 A.D. and now 963 years old, Al-Jami-El-Azhar (University of Al-Azhar) at Cairo, Egypt, the oldest university in the world and the great center of Islamic learning, is undergoing reforms intended to bring it more in line with modern university practice and teaching and at the same time retain the respect and admiration in which it has been held for centuries by Moslems all over the world.

Until 1872 no laws regulated study at Al-Azhar; the student chose his own subjects and his professors and remained in the University as long as he liked. From that year on various laws and regulations were adopted. The present reforms were begun in 1930 by Law No. 49 which divided instruction at Al-Azhar into four stages or sections: Primary, of 4 years and open to boys 10 to 15 years of age; secondary, 5 years; higher, 4 years; and specialization, 2 or 3 years, according the lines of study pursued.

The curricula in the primary and secondary sections are equivalent to those of the Egyptian Government schools except that more extensive study of Arabic and religious subjects takes the place of foreign languages. The three faculties of the higher section are Arabic language, Mohammedan law, and the principles of religion. Specialization beyond the higher section, as provided by the latest of the reform laws, No. 37 of 1933, is either by profession or by subject matter.

If by profession, it may be in Mohammedan law, preaching and spiritual education, or lay teaching, and each leads to the diploma of Ulema. Specialization by subject is more advanced than that by profession; it is closed by the diploma of Ulema with the title of Oustax (master). Its purpose is to train university and higher school professors. Including teaching experience, the duration of study for the Oustax is at least 10 years.

Al-Azhar is enjoying the special favor of King Fouad I. Since his accession to the throne, its budget has been quadrupled and its buildings made suitable and adequate. The hope is that, without affecting its religious character and traditions, it may be raised to the level of the best of modern universities.

★ **JAMES F. ABEL**, *Chief of Foreign School Systems Division, Tells of Reforms at the Oldest University in the World*

New books

Great Britain Board of Education: Education in 1932, being the report of the board of education and the statistics of public education for England and Wales. London. His Majesty's Stationery Office. 1933. 199 p.

This official annual report is encouraging. Education in England and Wales is making good progress regardless of financial difficulties.

Bureau International d'Éducation: Le Bureau International d'Éducation en 1931-1932. Troisième réunion du Conseil. Genève. Bureau International d'Éducation. 1932. 228 p.

Contains a statement of the Bureau's activities in 1931-32, an account of the third meeting of the Council, and brief surveys for 25 countries of the main education happenings of the year.

Great Britain Board of Education: An outline of the structure of the educational system in England and Wales. Educational pamphlet No. 94. London. His Majesty's Stationery Office. 1933. 46 p.

This little nine-penny pamphlet is heartily welcome to all students of comparative education. Clearly and briefly it outlines the education system in England and Wales, a system that is very difficult for foreigners to grasp. The three appendices are approximate statistics of public education, historical notes, and an explanation of the grant system.

Japan Department of Education: Fifty-fifth annual report of the Minister of State for Education for the second statistical year of Showa (1927-28). Tokyo. Department of Education. 1933. 523 p.

The Department of Education of Japan yearly publishes in the English language this comprehensive statistical and descriptive report. Though it usually appears from 2 to 4 years late, it is a valuable record.

Palestine Department of Education: Annual report 1931-32. Jerusalem. Printing and Stationery Office. 1933. 52 p., tables.

The most complete and best report the Department has issued. Contains good historical and descriptive accounts of education in Palestine, and many excellent tables and graphs.

As special visitor at the Annual Assembly of Faculties at University College, Lord Meston asked whether the organization of the college life of the student might not have something to teach the world at large and believed that its predominating merit of furnishing the widest measure of happiness to the community provided an excellent lesson. Education anywhere, he stigmatized as dust and ashes unless it brought happiness with it and declared that if he were a multimillionaire with complete control over the academic institutions of the country his first act would be to institute a Chair of Happiness in every university. He believed that 90 percent of present unhappiness and troubles were due to lack of sense of proportion.—*School Government Chronicle*, August 1933.

The flexible diversity of English education is much more an effect of the social stability that is produced by a long history than a proof of superior administrative finesse.—*F. Clarke*, in *Year Book of Education*, 1933.

Educational discussion would be spared much aimless futility if a final quietus could be given to the illusion that there is an inherent superiority in either a centralized or a localized system, regarded purely from the standpoint of its form.—*F. Clarke*.

The problems raised by the reorganization of education in China are, at bottom, the very same as those the Western nations have had to solve—and have not, for the most part, yet solved.—*League of Nations' Mission of Experts*.

True science is neither a collection of practical results that allow of the material domination of the world, nor a vain intellectual ornament; it is the very life of the mind in its secular and never yet achieved effort at adaptation to reality.—*League of Nations' Mission of Experts*.

The New Deal and Education

I AM GOING to speak quite informally relative to a number of acts which have been passed by the Federal Government and their implications for education. In many instances, though not in all, these acts have implications in the field of education that we hardly dreamed of at the time they were passed.

No one knows whether these acts or any part of them will have many, if any, permanent features. But it would be a very strange emergency if it did not last over for a period of time and if out of it there should not come a number of fairly permanent changes.

Codes

As all of you know, the President's reemployment agreement, sometimes referred to as the blanket code, has several divisions which affect education. One of the first is, the familiar statement that industry and manufacturing concerns may not employ persons under 16 years of age. This provision has thrown out of employment a rather large number of people from the age of 14 to 16. These individuals are either back in the schools or on the streets. We hope that a considerable number of them are back in the schools. If they have been out of school any length of time, they present a real problem.

C.C.C. job

One of the things which has distressed me most of all is to find that at the time these young people are coming back to schools there is a tendency to throw out of the curriculum subjects which are especially useful to individuals of that kind. I refer to vocational courses, including those in home making.

There are a number of persons from 16 to 18 years of age who are also thrown out of employment not directly through the operation of codes but rather because the first opportunities for employment have been given to men and women with families. They are wandering about the country at the present time on railway freight trains or any other devices which they can use. This is one of the most distressing aspects of the situation. It is, however, being attended to in part by the Civilian Conservation Corps.

Provisions of the National Recovery Administration sharply limit the hours of work in industry and trade. This means

★ **GEORGE F. ZOOK**, *Commissioner of Education*
Points out the Implications New Government Measures Have for Schools

a great spread of more leisure throughout the country. Millions of workers have from 3 to 5 hours more of leisure each day than they had some decades ago. Implications growing out of this situation are, of course, tremendous. For that reason we must be ready to make provision for the education of adults in our public educational system as never before. We have assumed throughout the years, both educators and laymen, that education was largely for children and young people. We must now increase greatly our provision for adult education.

At the present the average life of the individual is from 15 to 20 years longer than it was a few decades ago. This is another reason for educating adults for the wise use of leisure time.

Adult education

I think of the problem of adult education from two points of view. First is the vocational. Vocations are changing rapidly these days. There is a constant necessity for individuals to adapt themselves to new fields of work. What a man learned in his profession 15 to 20 years ago is practically out of date today. But certainly as important as the vocational is the cultural and civic aspect of adult education. Today we find ourselves in the midst of civic and social problems far more intricate than ever before. We must prepare ourselves. Today such instruction is largely incidental, through newspapers, movies, and radio. With all due respect it seems very clear that all of these agencies have commercial interest which does not enable them to present facts of American and international civic life in a comprehensive way. The school system must supplement these incidental means of education.

Student jobs

One of the other aspects of the code situation which caused some trouble was the fact that private colleges and private schools were under the operation of the

codes. That meant that these institutions would be compelled to adopt the wages and hours of industry. Through the joint efforts of the American Council on Education and the Federal Office of Education a short time ago the N.R.A. was induced to make a ruling to the effect that private colleges and universities and all charitable institutions not operating for profit would be exempted from codes.

Funds available

One other matter under the codes has not yet been settled. It is highly desirable that exceptions on scale of wages be made for college students working on a part-time basis. Unless this is done thousands of students will be unable to attend institutions of higher education this year. I had a letter recently from the Recovery Administration saying they are going to consider this problem sympathetically.

School administrators of the country have not fully realized that it is possible to secure through the Public Works program money to aid in the erection or improvement of public school buildings. May I emphasize that Secretary Ickes is anxious to have these projects come in at the earliest possible time. The Federal Government supplies the cost of constructing the building, 30 percent as a gift, and the other 70 percent as a loan to the State or municipality. Another provision in the Public Works Act allows the Federal Government to supply the entire amount of money and lease the building to the community or State.

An interpretation from the Public Works Administration specifies that private colleges are not eligible for these projects. The act states that institutions under public control, or those which have received public aid, are eligible. Some institutions under private control do receive some aid from public sources.

One is tempted to wonder whether the program of constructing school buildings through assistance from the Federal

Government may be permanent. It was just 100 years ago this year that the British Government made the first grant from national funds to aid education. That grant was £20,000 for assisting certain communities to construct school buildings.

In view of the very considerable difficulty which many States are having in regard to the program of school buildings, I invited a selected group of people to the United States Office of Education in October for a special conference on the matter of school buildings. Important problems were discussed.

Emergency relief

I shall not attempt to say a great deal about the Emergency Relief Administration. As has been referred to, Mr. Hopkins sent out on August 19 a statement to governors of the several States to the effect that relief funds might be used for two purposes—the employment of needy persons for teaching in rural elementary schools which could not be supported, and second, to teach unemployed illiterate adults. Later announcements extend this field of emergency relief service to include general and vocational education for adults, rehabilitation, instruction for unemployed high-school postgraduates, and establishment of nursery schools.

The Relief Administration realizes that it is far better for people to be employed in some way or other, either as teachers or learners, while they are on relief, rather than to be idle. I recently visited a school for unemployed adults in New York City which has been conducted through the aid of relief funds. I was thrilled to see what is going on. I have not for a long time seen men and women who have seemed to be any more eager to learn than those attending adult classes in New York City.

T.V.A. experiment

There is another interesting piece of work going on at the present time known as the Tennessee Valley Authority. At the head of that organization is Mr. Arthur Morgan. This is what he hopes to secure out of the Tennessee Valley Authority:

“The plan is to select intelligent and teachable young men from rural communities and to combine work with a training program. In this way twice as many workers can be taken off the unemployment lists. While half of them are working on a short week, the other half will receive training in hygiene and sanitation, in home management, and in some skilled calling they can use later. After 3 or 4 years spent in building this great dam, these young men and their wives should be far better adapted to a new order.”

It seems very clear that we are apparently at the beginning of an era where social changes are apt to take place. The changes have many implications for education. The fact that many social institutions were being devitalized and gradually going down has made us want to do something about the depression. That

seems to be the real reason back of the recovery program. It seems to me very clear that the hope of revitalizing, readjusting, and bringing back to full vigor again all of our social institutions including schools is in the background of the Administration's program.

Motion Picture Conference

MORE than 30 representatives of various governmental, educational, and motion-picture agencies, at the invitation of George F. Zook, United States Commissioner of Education, attended a conference September 25 in the Department of the Interior Building. They endeavored to prepare a composite report on the use of educational motion pictures in the United States, for submission to the International Congress of Educational and Instructional Cinematography to be held in Rome next April. The representatives expressed themselves at length and interestingly on efforts made and planned to make motion pictures serve more effectively the aims of education.

Among the subjects discussed were the educational influence of the motion picture, its service in health and vocational training, the motion picture as a factor in national unity and international understanding, and the systematic use of motion pictures in schools.

Dr. C. F. Hoban, representing the department of visual instruction of the National Education Association, said, “Educators have not taken the degree of interest in motion pictures that they should.” In his opinion three steps must be taken: (1) To reach and sensitize school administrators; (2) to see that school budgets make provision for motion-picture equipment and films; and (3) to train teachers in the techniques of visual instruction.

Work of the National Congress of Parents and Teachers to stimulate increased use of noncommercial films for educational and recreational purposes was explained by Mrs. Robbins Gilman.

Dr. Edgar Dale of the Payne Fund reported that 2 of every 3 children in a typical city attend “movies” once a week, and that research shows motion pictures have a lasting effect on children's attitudes. The place of the motion picture in the growing field of adult education, with its different ramifications, was also stressed.

The effectiveness of the motion picture in vocational instruction gives motion

pictures a unique opportunity in this time of employment readjustment, said Mr. C. F. Klinefelter, of the former Federal Board for Vocational Education. He said that with 8,000,000 men out of work, a theatrical film produced with the aid of high-grade vocational counselors on how to get a job would break all box-office receipts.

Other Federal Government representatives gave reports of their experience with motion pictures. Mr. Leslie C. Frank of the Public Health Service described how films were now used to inform the public how to control and prevent the spread of communicable diseases. Miss Alida C. Bowler of the Children's Bureau, Miss Mary V. Robinson of the Women's Bureau, and Mr. Raymond Evans of the Department of Agriculture, told of the use of motion pictures by their respective agencies.

The conference frequently referred to the need for closer cooperation of the various agencies interested in the production, distribution, and use of educational films. Resolutions urged that the Federal Office of Education should serve as a national center for the collection and dissemination of information about non-theatrical films, and should take steps to promote motion-picture instruction in public-school curricula throughout the country. Commissioner Zook and Assistant Commissioner Miss Bess Goodykoontz of the Office of Education presided at the conference.

Other in attendance were:

Governor Carl Milliken of the Motion Picture Producers and Distributors of America; Mr. Leon J. Bamberger, R.K.O. Distributing Corporation; Mr. William A. Reid, Pan American Union; Mr. Canon Chase, Federal Motion Picture Council; Mr. Carter Barron, Motion Picture Theatre Owners of America; Dr. V. C. Arnsperger, Erpi Picture Consultants; Miss Mary Beattie Brady, Religious Motion Picture Foundation; Col. Frederick L. Devereux, Erpi Consultants; Mr. W. H. Maddock, Eastman Teaching Films; Dr. Kathryn McHale, American Association of University Women; Mrs. J. K. Pettengill, National Congress of Parents and Teachers; Dr. Amos Shumaker; Dr. Cline M. Koon, and Andrew Gibbs, Office of Education; Dr. H. C. Bryant, and Mr. Earl A. Trager, Office of National Parks, Buildings, and Reservations; Miss Sallie A. B. Coe, Bureau of Reclamation; Mr. N. B. Golden, Department of Commerce; and Mr. Martin F. Leopold, Bureau of Mines.

Adjusting Lives

HAVE YOU completed the study of my case?" asked a well and modishly dressed young woman of about 25, as she was admitted into the presence of Miss Asia, her counselor, at the Adjustment Service, New York City.

Miss Asia looked up at the attractive face with the sparkling brown eyes and surveyed the very becoming dress of red trimmed in black velvet which the young lady was wearing and answered, "Yes, miss, sit down." The counselor continued, "I believe that there are employment opportunities for you in certain positions in retail selling, especially in the dress-goods department." The client fixed her eyes on the counselor, her face became animated, and only once did she ask Miss Asia to repeat a statement.

"Your test results," said the counselor, "indicate that you have a rather remarkable ability in color discrimination and that your interests in general are similar to those of persons in commercial and business pursuits. These traits together with the information you furnished about yourself in the preliminary interview and on the blank forms you filled in when you registered at the Adjustment Service, lead me to think that the interests and abilities which are necessary for the success you made in your former position with the cleaning and dyeing firm before you lost your hearing, can be capitalized on for success in a few special positions in the large department stores. For example, your successful experience in matching colors, in passing on the qualities of textiles for dyeing purposes, in studying styles, and in waiting on customers will stand you well in hand for certain positions of responsibility in store work. This recommendation is in accord with the results of your tests and with opinions as to your abilities as expressed by others here at the service who have studied your case."

"But how can I sell goods", asked the client, "when I am so dependent on lip reading to understand what people say? I will need to increase my proficiency in this before I can feel assurance in carrying on much conversation."

"Perhaps you may," responded the kind-faced and intelligent counselor, "but the progress you have made in lip reading according to the report of your instructor is most encouraging. Moreover, our med-

★ **MARIS M. PROFFITT**, *Guidance and Industrial Education Specialist of the Office of Education, New York* does it

ical advisers who examined you state that you have sufficient hearing left to enable you, when properly fitted with an acousticon, to understand conversation in a normal tone of voice under favorable conditions.

A possible position

"Hannanmaker's Department Store has a selected list of out-of-town customers who buy through correspondence. The women on this list purchase good merchandise but are quite discriminating as to what they want and are exacting in having their wants filled in accordance with their wishes. The store also has a number of wealthy city customers for whom it provides an assistant shopper to go with the customers from one department to another, sees to it that they get prompt attention, and assists them in making their selections. Your ability as revealed by your work experience and by the tests and interviews which have been conducted at the service indicate that you may enter upon such duties and be trained on the job for efficiency in that line of work, provided an employment opportunity is found."

"How can I secure employment of the kind you mention?" queried the young lady. "Who will help me to get such a job with Hannanmaker's? The employment manager must be convinced that I can render service in such an unusual type of work that would result in a profit to the store."

"Yes", said Miss Asia, "that is always the most difficult problem. Our service is affiliated with a number of public and philanthropic employment agencies which frequently take cases on request from us. In your case, probably the reports and the recommendations of this service will be of material assistance to you in obtaining employment. You come back in 2 or 3 days as I think Dr. Bawkins, our adviser of training, wants to make a few suggestions relative to your taking some instruction in a course of retail merchandising which the State is offering

and which he thinks would be helpful to you. Our adviser of recreational activities, Dr. Bowling, who has studied your case, would also like to talk with you. He thinks that you would enjoy belonging to a recreation group devoted to swimming and card playing, which meets once a week at the XYZ House. In the forms which you filled in when you enrolled at our service, you expressed a fondness for swimming and an interest in playing bridge. The group at the XYZ House is composed of very fine girls, most of whom are sales persons in the nearby department stores."

"I would just love to do both of those things, Miss Asia, and I will be back any time you say." The client arose to go, hesitated a moment, and shifting her eyes for just a moment from Miss Asia's face, remarked, "I hope neither the class in merchandising nor the recreational group meets on Wednesday night. You know after I lost my hearing, my boy friend and I planned to be married. At that time he had a good position with an auditing company but business soon became so bad that the firm had to lay off almost all its accountants. He finally succeeded in getting a night job washing cars at a garage and Wednesday night is the only night in the week that he doesn't have to work. If I can only get a job like the one you speak of, I think we will be able to get married. Just as soon as business picks up, which will be soon, he will be able to get his position back with the auditing firm."

As she was leaving, the counselor said, "Come back next Thursday, and don't forget that even after you are in employment, you may come back any time, for a case at the Adjustment Service is never closed."

A typical case

The above is only typical of what occurs daily at the New York Adjustment Service in achieving its aims to assist unemployed persons to adjust themselves to the social economic situa-

tions which surround them. The service is an outgrowth of the Minnesota Employment Stabilization Research Institute. Dr. M. R. Trabue who developed the program of diagnosis at the Minnesota Institute was called to the New York Adjustment Service to organize the Division of Diagnosis. The director of the service, Dr. J. H. Bentley, takes as his point of departure for the work he has planned for the service, the Biblical text, "Man does not live by bread alone." He says: "Food and shelter are common claims that man shares with the animals; but if men are to survive this depression as *persons*, more must be done than to provide only the means of physical well-being. Men's spirits must be sustained. Courage and faith in themselves and their fellow men must be preserved * * *. The situation demands a morale-building service."

Three problems are recognized and provided for in the program of the service: (1) The vocationally maladjusted, (2) the vocationally well-adjusted according to past conditions, but whose former occupations have now disappeared owing to changes in industry, (3) persons demoralized by idleness. To carry on this program there is a staff of 120, more than 100 of whom were unemployed before entering the service. Even the counselors were taken from the ranks of the unemployed and were trained by the service for their duties. The service program is organized to provide: (1) Educational guidance and information as to educational training opportunities, (2) recreational guidance and information as to recreational opportunities, (3) medical and psychiatric examination and advice, (4) testing, and (5) individual counseling. The service was made possible by a grant of \$100,000 from the Carnegie Corporation to the Emergency Unemployment Relief Committee. The relief committee provided \$88,000 for salaries of staff members.

Procedure

The procedure usually followed for a client, as reported by Dr. Bentley, is: [1. *Registration.*] At this time the client is advised as to the kind of service rendered. [2. *Initial interview.*] Information is obtained by the counselor relative to the client's general background of experience. [3. *Testing program.*] The client is given tests, if recommended by the counselor. Medical and psychiatric examinations may be included. [4. *Case study.*] The counselor studies test results and information obtained by interviews and forms filled in by the client. The counselor frequently consults the heads of different divisions of the organization for advice on special phases of his study of the client's case. [5. *Special information.*] "Before seeing the client

again, the counselor secures special information on all available opportunities suitable for the client. He may consult the librarian of the service who has on file a large amount of information on occupations, the New York Adult Education Council, the Employment Assistance Bureau, or the Personnel Research Federation." [6. *Counseling or planning interview.*] The counselor discusses with the client all information on his case and makes suggestions as to opportunities that may be open. Out of this grows a plan for the client. [7. *Putting the plan into operation.*] If the client needs further educational or vocational training he

is advised where it may be obtained; if work is needed, he is sent to the Employment Assistance Bureau. [8. *Follow up.*] "Contact is maintained with the client to determine whether the plan adopted is the best one possible, and is or is not succeeding. If unsuccessful, further help is offered."

During the approximately 7 months the service has been in existence, almost 8,000 persons have received this type of helpful service that will assist the individual, according to Dr. Bentley, "to choose, among many opportunities, those which will bring him most surely to his chosen goal."

P W A Funds for Schools

ALLOTMENTS totaling \$7,200,956 for 31 school-building projects have been made, up to the time of going to press, from Federal Public Works Administration funds. Nineteen States, including the District of Columbia, will proceed immediately to build, enlarge, or improve schools.

As a result of these allotments, 29,395 man-months of direct labor will be provided. Assuming 7 months to be the average period of construction on each project, more than 4,000 men will go from relief rolls to pay rolls, P.W.A. announces.

As these allotments are mostly in the form of grants, and represent only 30 percent of the cost of labor and material, the total expenditures for school building will probably be more than \$10,000,000.

Announcement of eight previous allotments appeared in October SCHOOL LIFE. School-building allotments recently announced by Public Works Administrator Ickes follow:

Charlottesville, Va.—A grant to the University of Virginia to construct an art museum. . . . \$38, 000

Prince Georges County, Md.—Loan and grant for construction of new school buildings. . . . \$408, 000

Miller County, Mo.—Loan and grant for construction of consolidated high school. . . . \$48, 000

Union, Iowa.—Grant to independent consolidated school district to aid in construction of new school building. . . . \$3, 000

Nelson County, Va.—Grant for aid in construction of one school building. . . . \$11, 000

Portsmouth, R.I.—Loan and grant for additions to grade-school buildings. . . . \$90, 000

Whittingham, Vt.—Grant for public school building. . . . \$1, 400

Lockland, Ohio.—Grant to city school district for construction of grade-school building. . . . \$50, 000

Alma, Ga.—Grant to Alma high-school district, for construction of school building. . . . \$6, 700

Baltimore, Md.—Grant to aid in construction of additions to four existing school buildings. . . . \$124, 000

Shanandoha County, Va.—Grant to county school board to aid in construction of school buildings. . . . \$27, 000

Dinwiddie County, Va.—Grant to aid in improvement of school facilities. . . \$3, 800

Lena, Ill.—Loan and grant for construction of school buildings. . . . \$70, 000

Battle Ground, Wash.—Grant to aid in construction of 2-story 8-room junior high school addition to present building. . . . \$6, 400

Vancouver, Wash.—Grant to aid in construction of addition to high school. . . . \$35, 000

Buffalo, N.Y.—Loan and grant for construction of new Kensington High-School building. . . . \$1, 198, 900

Washington, D.C.—Grant for National Training School for Boys. . . \$1, 344, 480

Indian Hill, Ill.—Grant for construction of school building. . . . \$141, 000

BOOK HINTS

That "the greatest service the elementary school can render to children is to teach them to read" is the text of the Twelfth Yearbook of the Department of Elementary School Principals. Increasing attention on the part of educators is being paid to the elementary school library and this yearbook devotes its entire space to the subject, thus evincing the first official interest in libraries to be shown by the Department since 1925.

The preface states clearly that the volume is not written for librarians but rather to give practical help to elementary principals in solving the problems of how to get and use books as aids to classroom work. Its 10 chapters are made up of articles prepared by principals, librarians, and educationists, discussing every phase of the subject, but laying special stress on the cultivation of good reading habits in children.

FOR NURSERY SCHOOLS

The following is the text of a letter addressed on October 26, 1933, to all State Emergency Relief Administrators:

It has been brought to my attention that young children of preschool age in the homes of needy and unemployed parents are suffering from the conditions existing in the homes incident to current economic and social difficulties. The educational and health programs of nursery schools can aid as nothing else in combating the physical and mental handicaps being imposed upon these young children.

Furthermore, the nursery school program includes the participation of parents. In this way it serves to benefit the child from every point of view and parents are both relieved from their anxieties resulting from the worry of inadequate home provisions for their young children and are included in an educational program on an adult level which will help raise their morale and that of the entire family and the community.

To supply this need, the rules and regulations of the Federal Emergency Relief Administration may be interpreted to provide work relief wages for qualified and unemployed teachers, and other workers on relief who are needed to organize and conduct nursery schools under the control of the public-school systems. All plans for organizing, locating, and supervising the nursery schools shall be subject to the approval of the local superintendents of public schools and of the local relief administrators. Food supplies may be provided under the authorization of October 4 relating to child feeding programs. Completed plans shall be sent to the State superintendents of public instruction and to the State relief administrators in accordance with State procedures to obtain needed authority to proceed. Moneys granted for general relief to each State and those specifically designated for work relief in education may be used for this project.

The National Association for Nursery Education and the Association for Childhood Education offer assistance to both the public school authorities and relief administrators. They may be immediately helpful to you in examining the work relief rolls to discover qualified workers for the nursery schools.

Recognized institutes of research in child development, located throughout the country, stand ready to give needed advisory and supervisory services to help safeguard the educational program and assure adequate provisions for the nursery school work. The United States Office of Education may be called upon for information and assistance.

Announcement of this nursery school project will be sent to the superintendents of local and State public schools and to the officers of national organizations whose interests would prompt them to take the initiative with the local school authorities in starting the work.

HARRY L. HOPKINS,
Federal Emergency Relief Administrator.

"TYPEWRITER" HOLIDAY

Christmas vacation in Quincy, Mass., will be 1 day longer this year. One day's school in this city of 75,000 population costs \$7,500. Without funds to finance the purchase of new typewriters for commercial departments in the city schools, it was decided to prolong the Christmas vacation 1 day to save this amount. Typewriters will cost only \$2,000. Saving, \$5,500.

SCHOOL BUS RECOMMENDATIONS

School Busses, their safe design and operation is the title of an 11-page leaflet just issued by the National Safety Council, Inc., 20 North Wacker Drive, Chicago, Ill. Since so many children are transported to and from school daily by busses, such a publication is important to school officials. The council was aided in preparation of the publication by State commissioners of education, commissioners of motor vehicles, insurance companies, bus and bus body manufacturers, and other authorities. Single copies of the leaflet are free. Quantity prices are: 2 to 99 copies, 12 cents each; 100 to 499 copies, 10 cents each; 500 to 999 copies, 8 cents each; and over 1,000 copies, 7 cents each.

Religious Instruction

THE OFFICE of Education has recently completed a survey of public-school cooperation in week-day programs of religious education. Nearly one fifth of the 2,043 superintendents of public-school systems in cities having a population of 2,500 or more report either that they release pupils from school to attend classes of religious instruction or that they have done so in former years. These classes are organized and directed by churches or religious organizations. Pupil attendance at the classes is always elective and a written request from the parent for the pupil's release is required.

A majority of the classes are held in churches or in "centers" of religious education to which the children go when they leave the schools. However, classes are conducted within school buildings in about one fourth of the cooperating school systems which reported on housing. When this plan for housing is followed the religious education teachers come to the school buildings and pupils electing the classes are taught either in the regular classrooms or in auditoriums while those not electing the work are active with other studies.

There are three general types of administration through which the classes operate: First, each church assumes responsibility for its own parishioners and its own program of work without relation to that of any other church; second, a group of churches forms an advisory council through which problems of individual

churches may be cleared, but each church administers its own school; and third, an interdenominational type of administration is effected through a "council" which is often represented by a director or a secretary. This last type of administration is most frequently reported, though in many cities there is a combination of the "individual church" and "council" types of administration.

Details of this survey and a directory of cities in which the school systems report cooperation in the program of week-day religious instruction are included in Pamphlet No. 36 of the Office of Education.¹ A supplementary pamphlet, no. 39,² quotes from laws of the several States relating to the release of pupils from public schools for religious instruction. These statements of law include the State legislative provisions, judicial decisions, and opinions of attorneys-general.

The survey focuses attention entirely upon the administration of the classes and no evaluation has been made of the curricula used. The classes are one means of providing more time for religious education and of making it possible for the churches to enroll a larger proportion of the youth in the city than the Sunday schools are now able to reach.

—MARY DABNEY DAVIS.

¹ Pamphlet No. 36, Week-Day Religious Instruction, by Mary Dabney Davis, Senior Specialist in Nursery-Kindergarten-Primary Education, Office of Education, Department of the Interior, Washington, D.C.

² Pamphlet No. 39, Laws Relating to the Releasing of Pupils from Public Schools for Religious Instruction, by Ward W. Keesecker, Specialist in School Legislation, Office of Education.

Adult Education Conference

TO SMOOTH the way for the adult education program authorized by the Federal Emergency Relief Administration, United States Commissioner of Education George F. Zook invited more than two-score adult education leaders to a conference in Washington, D.C., October 11.

Meeting in the Office of Education, the conferees agreed that many school teachers and persons experienced in other fields, but now unemployed, could well teach other unemployed adults. However, they reported, many needy persons will not register as "destitute" to be placed on relief rolls, and Administrator Hopkins' order from F.E.R.A. headquarters states specifically that only those on relief rolls can receive work-relief wages for teaching other men and women desiring instruction.

"The process of qualifying for work relief should be made easier for many who are on the thin edge of poverty and yet who refuse to be labeled as paupers", said Dr. L. A. Emerson, West Side Branch Y.M.C.A., in New York City. It was pointed out that "persons who should be on relief should be placed on relief."

Dr. L. R. Alderman, Office of Education advisor on the F.E.R.A. adult education program, said that Pennsylvania now has 500 teachers on relief rolls. This State, incidentally, is the first to receive F.E.R.A. funds for a State program of adult education. State Superintendent Hall, of Virginia, explained how his State secured from each school superintendent the number of teachers unemployed not now on relief lists, the type of work they could do, and type of classes they could organize.

New York City's program of adult education (see p. 44) received much attention.

Dr. Wright, of the former Federal Board for Vocational Education and now Assistant Commissioner for Vocational Education in the Federal Office of Education said, "We as educators must think in terms of giving relief to people who are in need of relief." He pointed out that more people are on relief than is generally believed—40 percent of families in 5 large southern cities are on relief rolls.

"This is the grandest opportunity that has come to education in centuries", said

★ LEADERS Discuss Problems Arising from F.E.R.A. Order Authorizing Federal Funds for Adult Education

Dr. Charles R. Mann, of the American Council on Education. He urged, however, there should be a "certain relaxation" in the interpretation of the term "destitute" so that "this enormous national experiment may be steered successfully."

Because of the interest in extending the adult education program of the F.E.R.A. for C.C.C. camps throughout the United States, Commissioner Zook invited Mr. Robert Fechner, Director of Emergency Conservation Work, to speak to the conference. Mr. Fechner expressed hope that additional educational opportunities will be offered the young men in these camps this winter when nights are long and they have considerable leisure time in their newly illuminated barracks.

That there is an urgent need for teaching of adult persons was clearly brought out in two statements, one to the effect that 20,000 shirtmakers in a large city had asked for some kind of instruction, and another that several hundred hosiery workers in another city want to learn something other than hosiery making.

The conference discussed teacher-training at length. Teachers who understand working people and community problems are needed. They should be constantly trained to serve class members efficiently. "It takes from 6 weeks to 2 months to train counselors for positions of this kind," one conferee said.

Health education, vocational education, mental treatment, correspondence education, reading courses, and other subjects entered into the day's discussion.

The conference resolved that adequate personnel and facilities for aiding and supervising the F.E.R.A., adult-education program be furnished the Federal Office of Education.

Those in attendance were: Morse A. Cartwright, American Association for Adult Education; L. A. Emerson, West Side Branch Y.M.C.A., New York City; Ray Fife, Supervisor Vocational Agriculture, State of Ohio; A. B. Hall, Brookings Institution, Washington, D.C.; Sid-

ney B. Hall, Virginia State Superintendent of Education; Rev. George Johnson, National Catholic Welfare Conference; Clarence S. Marsh, University of Buffalo; Carl H. Milam, American Library Association; Spencer Miller, Jr., Workers' Education Bureau of America; James A. Moyer, Division of University Extension, State of Massachusetts; Frank S. Persons, United States Department of Labor; R. I. Rees, American Telephone & Telegraph Co.; Robert O. Small, Division of Vocational Education, State of Massachusetts; J. W. Studebaker, Superintendent of Schools, Des Moines, Iowa; J. C. Wright, Assistant Commissioner for Vocational Education, Federal Office of Education; Dr. George B. Zehmer, Director, Extension Division, University of Virginia; J. L. Kercher, California Workers' Education Bureau; George C. Cole, State Superintendent of Education, Indiana; and Charles R. Mann, American Council on Education.

—JOHN H. LLOYD.

P.T.A. PLAN

What definite activities will parent-teacher associations promote during this year to relieve the educational emergency? Mrs. Hugh Bradford, president of the National Congress of Parents and Teachers, summarizes these activities as follows:

"We expect to keep ourselves informed of school budgets and school needs."

"We expect to support legislative programs to obtain emergency relief for the schools."

"We hope to work with educators in stabilizing State support for education."

"We hope to assist in keeping up enrollment of schools by giving aid to children who otherwise would be unable to attend school."

"We are also planning to give at our parent-teacher meetings such information as school patrons and other taxpayers need to arouse in them a sense of responsibility for the schools."

New Government Aids For Teachers



THE PUBLICATIONS LISTED *May be Purchased from the Superintendent of Documents, Washington, D.C. Stamps or Defaced Coins are Not Accepted. If*

More Convenient, Order Through Your Local Bookstore.

HOW to Take Fingerprints. 1933. 9 p., illus. (Department of Justice, United States Bureau of Investigation.) 5 cents. (Civics.)

Children's Progress, 1833-1933. 1933. 22 p., illus. (Children's Bureau.)

Some of the important steps taken to reduce the death rate among babies; to educate parents in the care of children; to help children who are dependent, delinquent, or physically or mentally handicapped; and to protect the child worker are shown by word and illustration. (Sociology; Child health.)

The Pan American Union—Its Organization and Purpose; Its Building; Its History; Its Activities; and Its Field. 1933. 12 p., illus. folder. (Pan American Union.) Free. (Civics; Geography.)

Price List: No. 73. Handy Books. (Government Printing Office.) Free.

Agricultural Part-time Schools—Methods of Organizing and Conducting Part-time Schools. 1933. 21 p. (Federal Board for Vocational Education.) 5 cents. (Vocational education; Teacher training.)

Causes of Illness in 9,000 Families Based on Nation-wide Periodic Canvasses, 1928-31. 1933. 26 p., charts. (Public Health Service.) 5 cents.

Minor respiratory conditions were found to be the most frequent causes of illness resulting in loss of time from work or school. (Public Health.)

What Builds Babies? 1933. 8 p., folder. (Children's Bureau, Folder No. 4.) 5 cents. (Home economics; Child care.)

Studies of the Nutritive Value of Oysters. 1933. 30 p., charts. (Bureau of Fisheries.) 5 cents.

After experimentation it was found that the oyster is equalled or excelled only by liver in the amounts of iron and copper that it furnishes to the diet in an average serving. (Home economics.)

Women at Work—A Century of Industrial Change. 51 p., illus. (Women's Bureau.) 5 cents. (Civics.)

Proposed Codes of Fair Competition: 637-C Book Manufacturing Industry; 637-D Textbook Publishing Industry; 886-B Printing Equipment Industry. (National Recovery Administration.) 5 cents each.

Code of Fair Competition for the Periodical Publishers Industry. 1933. 10 p. mimeog. (National Recovery Administration.) Free.

Iron and Steel Industry and Trade of India. 1933. 23 p. (Bureau of Foreign and Domestic Commerce.) 5 cents. (Economics; Geography.)

Effectiveness of Vocational Education in Agriculture. 1933. 19 p., charts. (Federal Board for Vocational Education, Bulletin No. 82, Agricultural Series No. 13.) 5 cents.

A study of the value of vocational instruction in agriculture in secondary schools as indicated by the occupational distribution of former students. (Vocational education; Agriculture.)

Hurricane Warning Service. 1933. 4 p. (Department of Agriculture, Weather Bureau.) Free.

Did you know that the Weather Bureau displays at many coastal points flags by day and lanterns by night as a warning of hurricanes? This pamphlet describes the Weather Bureau's reporting and warning service; the nature and behavior of tropical storms; and the importance of public cooperation. (Civics; Nature study.)

Whooping Cough—Its Nature and Prevention. 1933. 4 p. (Public Health Service, Supplement No. 106, Public Health Reports.) 5 cents. (Public health.)

Milk for the Family. 1933. 30 p. (Department of Agriculture, Farmers' Bulletin No. 1705.) 5 cents.

Every school child should learn—what milk contributes to the well-balanced diet; how much milk the family needs; something about the grades and quality of milk; why milk is commercially pasteurized; what milk to select for the baby; how to care for milk and cream at home; the value of milk in its various forms; and the many ways to use milk and its products. (Home economics.)

Congressional Directory. Official Congressional Directory for the use of the United States Congress, Seventy-third Congress, first session, beginning March 9, 1933. 1933. 696 p. Cloth, \$1.

Valuable reference book for high-school and college libraries containing biographical sketches of the Vice President, Senators and Representatives from each State—their terms of service, etc. A directory of the standing committees of the Senate and House of Representatives; official duties of each of the Government departments, bureaus, and independent offices and commissioners; foreign diplomatic and consular offices in the United States and in the foreign service of the United States. Contains much additional useful information. (Library science; Civics.)

Charts

Charts of world production, imports and exports of major minerals of industry, 1929. 1933. 3 pages. 10 charts. (Commerce Department.) 5 cents.

Information on coal, petroleum, iron and steel, manganese, copper, lead, and zinc.

—MARGARET F. RYAN.

Educational Meetings



PLACES and dates of meetings of the larger educational associations will be reported in *SCHOOL LIFE* starting with this issue as an added service to *SCHOOL LIFE* readers. The following national, sectional, and State meetings scheduled during December and January are to be held at the places stated:

National

- American Association for the Advancement of Science. Boston, December 27-January 2.
- American Association of Commercial Colleges; National Association of Accredited Commercial Schools; National Commercial Teachers Federation. Cincinnati, December 27-29.
- American Association of Teachers of Italian. St. Louis, Mo., December 28-30.
- American Association of Teachers of Spanish. Cleveland, December 27-28.
- American Association of University Professors. Philadelphia, December 29-30.
- American History Association. Urbana, Ill., December 27-29.
- American Nature Study Society. Boston, December 27-30.
- American Philological Association. Washington, D.C., December 27-29.
- American Political Science Association. Philadelphia, December 27-29.
- American Society for the Study of Disorders of Speech. New York City, December 28-30.
- American Statistical Association. Philadelphia, December 27-29.
- American Student Health Association. Chicago, December 28-29.
- American Vocational Association. Detroit, December 6-9.
- Association of American Colleges. St. Louis, Mo., January 18-19.
- Association of American Geographers. Evanston, Ill., December 26-28.
- Association of American Law Schools. Chicago, December 28-30.
- Association of Business Officers of Preparatory Schools. Special meeting at Columbia University Club, December 16.
- Botanical Society of America. Boston, December 26-30.
- College Physical Education Association. Chicago, December 27-28.
- Geological Society of America. Chicago, December 28-30.
- Linguistic Society of America. Washington, D.C., December 29-30.
- Modern Language Association of America. St. Louis, Mo., December 28-30.
- Music Teachers National Association; National Association of Schools of Music. Lincoln, Nebr., December 27-30.
- National Amateur Athletic Federation of America, Women's Division, December 28-29.
- National Association of Teachers of Speech. New York City, December 27-29.
- National Collegiate Athletic Association. Chicago, December 29.
- National Committee on Education by Radio. Washington, D.C., January 15.
- National Council of Geography Teachers. Chicago, December 26-27.
- National Council of Teachers of English. Detroit, November 30-December 2.
- National Federation of Modern Language Teachers. St. Louis, Mo., December 27-28.

Sectional

- Association of University and College Business Officers of the Eastern States. Rochester, N.Y., December 8-9.
- Central Association of Science and Mathematics Teachers. Chicago, December 1.
- College Conference on English in the Central Atlantic States. Atlantic City, December 2.
- Eastern Association of College Deans and Advisors of Men. Atlantic City, December 2.
- Middle States Association of Colleges and Secondary Schools. Atlantic City, December 1-2.
- Northeastern Association of Colleges and Secondary Schools. Boston, December 8-9.
- Northeastern Association of Teachers of English. Springfield, Mass., December 8-9.
- Northeastern Association of Teachers of Mathematics. Boston, December 2.
- Southern Association of Colleges and Secondary Schools; Southern Commission on Higher Institutions. Nashville, Tenn., December 4-8.

State

- Adult Educational Association of Southern California. Los Angeles, December 20.
- Illinois State Teachers Association. Springfield, December 27-29.
- Association of Kentucky Colleges and Universities. Lexington, January 13.
- High School Principals Association of Massachusetts. Boston, January 13.
- Educational Research Association of New York State. Syracuse, December 27.
- New York Associated Academic Principals. Syracuse, December 27-29.
- New York State Association of Elementary School Principals. Syracuse, December 27-29.
- Oregon State Teachers Association. Portland, December 27-29.
- Pennsylvania State Teachers Association. Philadelphia, December 27-29.
- Elementary Principals and Supervisors Association of Texas. Austin, November 29-December 1.
- Texas State Teachers Association. Austin, November 30-December 2.
- Virginia Education Association. Richmond, November 29-December 1.

N.R.A. CODES

(Continued from p. 51)

Step 10: Representatives of the industry may make a further statement to the President.

Step 11: The President, after making any further changes in the code he deems advisable, issues an Executive order approving the code.

Step 12: The code replaces the temporary "blanket code" which was widely adopted as a "stop gap" measure in July and August.

If you read typical codes (see list on back cover of *SCHOOL LIFE*) you will find that they lay down for the "great game of American industry", sets of rules. The rules for each industry vary more or less from the rules of other industries. Each

code sets forth: (1) Its purpose; (2) definitions of important terms used in the code; (3) labor provisions including a guarantee that "employees shall have the right to bargain collectively", and a ban on child labor; (4) hours of work; (5) rates of pay; (6) trade practices approved and disapproved; (7) creation of a "code authority", which is a representative committee of the industry.

This code authority must see that the provisions of the code are carried out.

How does the N.R.A. affect education?

Since education is not an industry and learning not a product of the soil, neither the N.R.A. nor A.A.A. program includes plans for schools. Yet education is profoundly affected by the N.R.A. Civics and history courses and textbooks will have to be brought up to date. The child-labor ban included in all codes puts 100,000 more young people, it is estimated, on our high-school doorsteps.

Schools and colleges purchase upward of \$87,000,000 worth of instructional supplies each year. Companies producing and selling these supplies are adopting codes which will ultimately affect school budgets.

Even greater will be the indirect effects of the N.R.A. on education. Shorter working hours shift to the schools responsibility for educating for use of leisure. Substitution of cooperation for competition as a national objective will emphasize the importance of schools educating children for cooperation. Expert observers agree that the closely knit social and economic life envisioned by the recovery program can only be maintained successfully by a highly educated citizenry. The National Recovery Administration will make schools more important to America than ever before.

—WILLIAM DOW BOUTWELL.

P.W.A. FUNDS

(Continued from p. 56)

El Paso County, Colo.—Loan and grant to school district no. 11 for construction of high school and renovating adjacent buildings \$938,000

Longview, Tex.—Grant to aid construction of 6-room primary school buildings \$2,400

Central Point, Mo.—Grant to aid in construction of 1-room elementary school building \$700

Wilmington, Del.—Grant for construction of high-school building . \$435,000

Watch November *SCHOOL LIFE* for additional allotments to school systems.

Technical and Trade Schools

- Do you know that most technical and vocational schools in the United States are less than 25 years old?
- Do you know what caused the swift rise of these schools to an important place in American education?
- How many public, and private technical and vocational schools are there in this country? What is their enrollment?

These questions and many others pertaining to America's technical and trade school education are answered in a new Office of Education Pamphlet, No. 44, just issued by the Government Printing Office in Washington.

Prepared by Maris M. Proffitt, specialist in guidance and industrial education in the Federal Office of Education, this publication is "*Technical and Trade Schools.*" It is available for only 5 cents.

Pamphlet No. 44 tells also the entrance requirements to these schools, the value of buildings, grounds, and endowments, and the location of 160 technical and trade schools.

WELCOME!

To those 4,000 educators and friends of education who have recently resubscribed or have entered new subscriptions to SCHOOL LIFE, we extend a hearty welcome. SCHOOL LIFE'S circulation is now higher than it has ever been. With the cooperation of those now receiving its unique service, this official journal of the Federal Office of Education should become even more popular, and therefore more serviceable. Tell your co-workers and friends of our schools about SCHOOL LIFE. Send them a year's subscription (50 cents) as a Christmas gift. Orders mailed at once to the Superintendent of Documents, Washington, D.C., will bring them the first of 10 issues just before Christmas.

SOURCEBOOKS

of the *New Social Order*



As code after code arrives at N.R.A. headquarters in Washington, a new chapter in American history is being written. These codes represent the new political and economic policies of our Nation, and would make the most extensive cyclopedia on industrial geography ever compiled. In high-school and college classes of geography, civics, economics, and sociology the codes will be discussed and studied. They will be valuable library sources in colleges and universities for professors and research specialists. Every progressive person will want to be acquainted with these texts of the new social order.

The codes so far approved by the President are listed below for SCHOOL LIFE readers.

LIST OF CODES APPROVED BY THE PRESIDENT

| | Code No. | | Code No. |
|--|-----------|---|-----------|
| 1. Automobile Manufacturing Industry..... | 1403-1-04 | 25. Photographic Manufacturing Industry..... | 1649-1-01 |
| 2. Motor Vehicle Retailing Trade..... | 1403-32 | 26. Cast Iron Soil Pipe Industry..... | 1128-01 |
| 3. Boiler Manufacturing Industry..... | 1103-01 | 27. Rayon and Synthetic Yarn Producing Industry..... | 259-01 |
| 4. Boot and Shoe Manufacturing Industry..... | 904-1-65 | 28. Salt Producing Industry..... | 140-1-01 |
| 5. Builders' Supplies Trade Industry.... | 1013-3-02 | 29. Ship Building and Ship Repair Industry..... | 1408-1-01 |
| 6. Men's Clothing Industry..... | 216-1-06 | 30. Textile Bag Industry..... | 203-1-01 |
| 7. Coat and Suit Industry..... | 215-1-10 | 31. Textile Machinery Manufacturing Industry..... | 1333-1-08 |
| 8. Corset and Brassiere Industry..... | 220-1-02 | 32. Legitimate Full Length Dramatic and Musical Theatrical Industry..... | 1748-04 |
| 9. Cotton Textile Industry..... | 299-25 | 33. Transit Industry..... | 1741-1-08 |
| 10. Electric Storage and Wet Primary Industry..... | 699-1-05 | 34. Underwear and Allied Products Manufacturing Industry..... | 275-1-03 |
| 11. Electrical Industry..... | 1308-10 | 35. Wall Paper Manufacturing Industry.. | 410-1-02 |
| 12. Fishing Tackle Industry..... | 1657-1-03 | 36. Wool Textile Industry..... | 286-04 |
| 13. Artificial Flower and Feather Industry..... | 1603-02 | 37. Banker..... | 1707-02 |
| 14. Gasoline Pump Manufacturing Industry..... | 1326-01 | 38. Saddlery Manufacturing Industry.... | 915-01 |
| 15. Hosiery Industry..... | 241-02 | 39. Women's Belt Industry..... | 902-1-01 |
| 16. Iron and Steel Industry..... | 1116-02 | 40. Luggage and Fancy Leather Goods Industry..... | 907-1-01 |
| 17. Lace Manufacturing Industry..... | 244-01 | 41. Lime Industry..... | 1026-01 |
| 18. Laundry and Dry Cleaning Machinery Industry..... | 1399-1-10 | 42. Knitting, Braiding, and Wire Covering Machine Industry..... | 1333-1-02 |
| 19. Leather Industry..... | 930-1-01 | 43. Glass Container Industry..... | 1022-1-03 |
| 20. Linoleum and Felt Base Manufacturing Industry..... | 1635-1-01 | 44. Ice Industry..... | 126-01 |
| 21. Lumber and Timber Products..... | 313-1-06 | 45. Retail Lumber, Lumber Products, Building Materials, and Building Specialties..... | 313-04 |
| 22. Motion Picture Laboratory Industry..... | 1748-1-11 | | |
| 23. Oil Burner Industry..... | 1125-01 | | |
| 24. Petroleum Industry..... | 711-1-21 | | |

Copies of these codes are available from the Superintendent of Documents

Government Printing Office, Washington, D.C.

Price 5 cents each

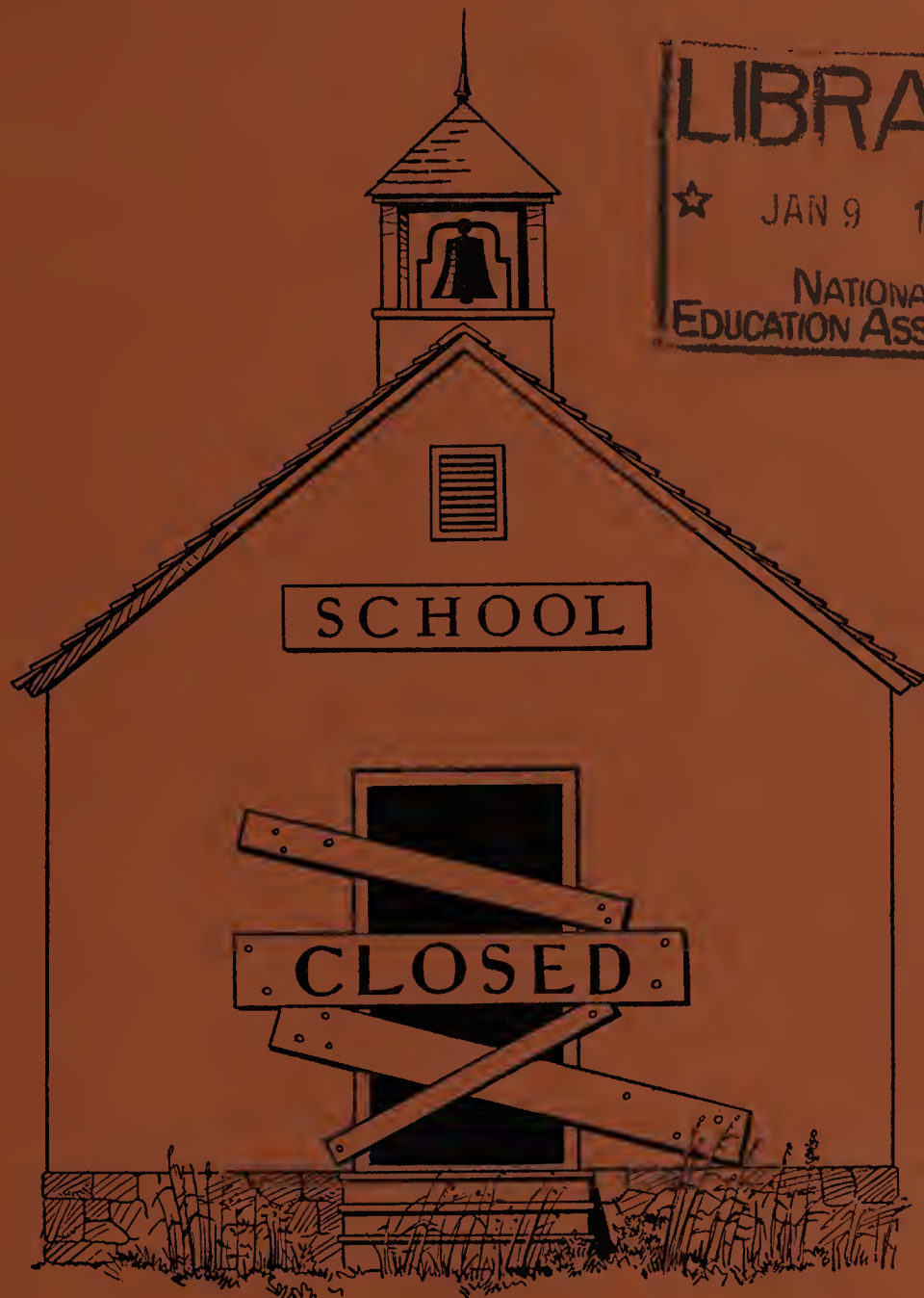
SCHOOL LIFE



December

1933

Vol. XIX • No. 4



IN THIS ISSUE



THIS HAPPENED IN 1933—WHAT IN 1934?

Why Modern Education? • The Deepening Crisis in Education • Enter CWA
Are We a Nation of 12-Year-Olds? • 500 Codes Analyzed • To Save The Schools
Catholic Seminaries • Vocational Summary • Soviet Education • PWA Allotments

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

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- Educational Tests and
Measurements
- Foreign Education
- Adult Education
- Agricultural 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 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D.C. To foreign countries, 85 cents a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U.S. Department of the Interior, Washington, D.C.

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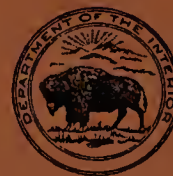
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★ January School Life will carry a summary of emergency educational programs and all other projects having direct bearing on education inaugurated by the National Recovery program. ★

NEW CIRCULARS

(Single Copies Free)

- Operation and Maintenance of the School Plant, Circular No. 115.
- Economies Through Budgeting and Accounting, Circular No. 116.
- Public Education During the Past Year and Prospects for the Coming Year, Circular No. 119.
- Legislative Action in 1933 Affecting Education, Circular No. 122.



OFFICE OF EDUCATION
DEPARTMENT OF THE INTERIOR

Why Modern Education?



BY HAROLD L. ICKES

Secretary of the Interior



HOW MANY of us have stopped to consider what would be the result if all the schools of America were to be closed tomorrow and kept closed for one full generation?

The effect would be startling. We would have a country made up almost entirely of illiterates. Culture would have disappeared. Science would be merely a word of Latin origin. In the course of a generation we would have gone back literally hundreds of years as to all the essentials that distinguish this period from that of the Dark Ages.

The higher the civilization of a country and the more complex its life, the broader and the higher and the more universal must be the education of the people in order to maintain that civilization. In a low stage of civilization education as we have developed it today was not necessary. All that the youth just emerging from savagery into barbarism needed to know to prepare him to be a good member of his tribe was a knowledge of how to hunt and fish. Later, in a higher state of civilization, it was essential for him to be trained to till the soil and to take care of his flocks. Thence, on up through advancing stages more and more education was needed to fit him for the life that he was called upon to live.

Gradually more and more people began to acquire the rudiments of learning, but they were indeed rudiments. When finally the value of an education came to be realized by the people, schools were established to teach boys and girls to read and write. What scattered schools there were, were kept open for only 3 or 4 months a year, and few indeed were the

children who studied more than the three R's. It was still considered that the most valuable part of the education of the youth of the land was to be gained through experience on the farm, in the apprentice shop, or on board ship, because we were a nation of farmers and artisans and sailors. The three R's were considered merely as finishing touches to the

EVEN in these days of tremendously pressing problems, to my mind the most important question of all is, What are we going to do about our schools? That education should be universal goes without saying. By education I mean more than the three R's. I believe that every child should be given all the education that he can reasonably absorb. This does not mean that all children should spend an equal number of years in school or that all should take the same courses. It means that everyone in order to have the best chance possible for a happy and full life should have every bit of education that he is capable of receiving and of using to advantage.

He should have this not only for his own sake but for the good of the whole. The intelligence of a nation is the sum of the intelligences of all of its citizens. Intelligence is the product of education and education is the greatest national asset that we have.

practical education received outside of the school. There was a college here and there to educate the few for the learned professions. It is probably safe to say that the college education of those early times was not the equal in depth and extent to the education that the modern child can receive in an up-to-date high school.

But life never stands still. Life became more complex as commerce and industry developed rapidly and contested with agriculture for supremacy. As a result of our industrial and commercial development, social, political, and economic problems became more numerous and difficult of solution, so that in course of time it became manifest that all the children of all the people should receive at least a common-school education. A noncompulsory school system gradually gave way to a compulsory one.

There never was a time in the history of America when education was so vital to us as a nation and so essential to us as citizens. Yet strangely enough the friends of education are finding it necessary to go through the land in order to educate the people on the importance of education. Perhaps we have taken our education too much for granted. Like air and light and water, we have come to assume that it is a natural element; that it will always be with us; that it was ours when we were children for the taking; and that it will be theirs for our children in their turn for their taking.

It is unhappily true that friends of education and believers in democracy must be on the alert as they have never had to be in the past in order to preserve

unimpaired this essential tool of democracy. There is an enemy within the gate. It is being urged that we have spent too much money on education; that we are over-educated; that the schools are full of frills and fads and fancies that do our youth more harm than good; that all the education that is necessary for our children is a grounding in the three R's.

Those who thus counsel us would turn back the clock for more than a hundred years. They do not seem to realize that civilization and education go hand in hand; that in fact education is the foundation rock upon which our civilization has been built. Weaken or destroy the foundation and the building erected thereon will totter or fall. It stands to reason that if the universal education that supports and justifies our civilization is undermined, our civilization itself will suffer to a corresponding degree. Retrogression will follow if we allow our educational system to slip back to what some people apparently are willing it should revert to. Such a highly complex civilization as we have built up requires highly trained intelligences for its maintenance and further development. No one would thrust an intricate and highly sensitized machine into the hands of a man just emerging from the jungle and expect him to operate it.

So intimately is the general education of the people related not only to their own happiness and well-being but to the prosperity and security of the country that the importance of maintaining and developing our educational system ought not to require argument. It is by means of an educated people that material wealth is increased. None will deny that the value of the people to the Nation is vastly greater than it was a century ago. This increased value is due to the fact that they have become more universally intelligent as the result of education. And it should be borne in mind that if our production and accumulation of material wealth is greater in the degree that our education is more universal and of higher quality, with a falling off in education our material prosperity would diminish correspondingly.

We accumulate wealth; we can pass on to each succeeding generation tangible property in any form. We can even to some extent transmit native ability. But we cannot bequeath an education to our children. The most we can do is to provide them with the means for an education. Every babe that is born into the world is as ignorant as its most remote ancestor. It can neither write nor read. It has only rudimentary mental processes. It merely has reactions and responses to external stimuli. If abandoned to its own

fate on an uninhabited island, if it survived at all, it would grow up to be a totally illiterate man and an ignorant one, except as it might learn certain facts of life from its environment and from its experience. Since it is necessary to recreate in each generation those processes of education which the preceding generation enjoyed, we must continue to provide schools and teachers and all the essential tools that go to furnish and equip the mind.

We have been made sadly aware during these last few years of the necessity of economy. With our private incomes sharply diminished, with our means of livelihood cut off, with less pay forthcoming for the same amount of work, we have had to pinch and scrimp to make both ends meet. If this condition has been true in our private affairs, it has also been true as to those common enterprises which we maintain by the taxes that we pay to government. Our schools have suffered along with everything else. Hundreds of thousands of children are either being denied educational opportunities entirely or they are able to attend school only on a part-time basis. Thousands of schools have been closed. Equipment has been deteriorating and replacements of essential tools for education have been lacking.

I do not deny that of necessity some economies must be made in our schools. But we are going too far in that direction. Our schools ought to be the last to feel the pinch of economy, just as they ought first to experience the return of prosperity. Undoubtedly the educational tree needs some pruning. There may be some dead and decayed branches that ought to be cut off. But if such pruning is necessary it should be done scientifically, by experts. It serves no good purpose of economy and it is immensely damaging to our educational system to slash into a budget regardless of whether we are cutting into a vital spot or not.

No nation in these times can hope to survive, to say nothing of progressing in the arts and the sciences, in commerce, in trade, or in industry, unless it is composed of a well-educated citizenry. Least of all can a democracy, depending, as it must depend, upon an informed public opinion for the selection of its leaders and the framing of its laws hope long to endure unless it consists of a highly and universally educated electorate. The individual American must be educated not only that he may be able to enjoy a happier and fuller life; he must be educated in order that, in cooperation with other educated Americans, he may do his part toward sustaining and upbuilding an intelligent and beneficent and capable government.

Here and There



CALIFORNIA is taking precautions to make school buildings earthquake-proof. Buildings are being examined by State engineers. It has been found that when most structures were erected, little account was taken of seismological disturbances. The revised State code for school buildings is specific in requiring school buildings to possess necessary stiffness to withstand earthquake shocks.

Cuts in Revenues: The problem before the Minneapolis (Minn.) Board of Education for 1934 is how to meet a cut in revenue from \$8,545,000 in 1931 to \$5,950,000 in 1934. Recourses: Reduction of the school year to 7 months; shortening the school day. Closing some elementary schools has been suggested.

N.R.A. in Schools: San Francisco Board of Education resolved to endorse the National recovery program . . . Tulsa, Oklahoma, evening schools are conducting a series of free lectures on the New Deal called "Your Tomorrow." . . . In Washington, D.C., teachers are using the "Thumb-nail Sketches of New Federal Agencies" in September *SCHOOL LIFE* to get acquainted with the new trends. . . . The Civic Education Service is also cooperating with the Board of Education in bringing information about the N.R.A. to pupils and teachers. Articles on the Recovery Administration published in *The American Observer* and *Junior Review* are discussed in classrooms.

Leisure-time School: Jobless high-school graduates are praising Miss Harriet A. Harvey, high-school teacher of Racine, Wis. Without any money, but with the assistance of the library and cooperation of idle teachers, Miss Harvey established the first Leisure Time School in the United States. The school is now in its second year.

School Costs Down: This year the schools in Kansas City, Mo., are operating at a cost of \$74 per pupil. This is a 30 percent reduction from the operating cost per pupil in 1928. The average daily attendance has increased about 2,000 pupils.

New Feature: Reports from city schools throughout the United States is a new *SCHOOL LIFE* feature. It will appear each month. Superintendents and school officials are welcome to send city and State school bulletins and news notices to the editor.

Enter C W A

ON WEDNESDAY, November 15, a new initial and new impetus—C.W.A.—was added to the National Recovery program. The inauguration ceremony took place in the Mayflower Hotel ballroom in the presence of more than 500 mayors, governors, and relief directors.

C.W.A. stands for Civil Works Administration.

C.W.A. is \$400,000,000 of P.W.A. funds to be spent by February 15.

C.W.A. is wages and materials to get things done.

C.W.A. is employment for real wages instead of relief or work relief for grocery orders.

C.W.A. is short-time public projects, repairs, and improvements.

C.W.A. is a challenge to the enterprise and imagination of school officials. If they are on the job; if they can think of things their schools need and C.W.A. can supply; if they will camp on the trails of local and State C.W.A. men; schools can greatly benefit from this new Government program. (See list in box.)

C.W.A. was announced on Wednesday. By Thursday Commissioner Zook mailed to 7,135 city, county, and State superintendents and heads of State institutions of higher education a 6-page letter describing C.W.A.

"It is the purpose of the Civil Works Administration", said Administrator Hopkins, "to take all able-bodied persons now receiving relief and to put them at work on regular jobs at regular wages. There are about 2,000,000 of them. As fast as these people are taken off the relief rolls and put on the civil works pay rolls, the next phase is to provide jobs for 2,000,000 more unemployed not on the relief rolls.

"This program lifts millions of workers and their families from the level of relief to the real way to social and economic recovery, not only for individuals, but for the Nation. It raises their manner of living from charity to self-sustaining consumers of goods earned by their own labor. For others who have been unemployed, but who have managed along somehow without relief, it means real income and improvement in their living standards.

"Their increased income will flow from their hands into many channels of trade

★ WHICH Means Wages Instead of Grocery Orders, Repairs to Schools, and Improvements for Playgrounds

and industry wherever they live. Their work will achieve lasting benefits for their communities through myriad improvements."

What will the new C.W.A. mean to education?

Where do the previously announced educational projects for adults, closed rural schools, vocational education, rehabilitation and nursery schools, fit into the new C.W.A. set-up?

These questions are answered in detail in two letters sent by Commissioner Zook to public-school and college officials, November 16 and 23.

The reader will find it convenient to think of Mr. Harry L. Hopkins as a dual administrator. He is still administrator of the Federal Emergency Relief Administration. He is also administrator of the Civil Works. All State relief directors are now F.E.R.A. and C.W.A. administrators.

F.E.R.A. continues most of its former relief activities. C.W.A. inaugurates new activities and takes 2,000,000 persons off F.E.R.A. rolls and puts them on C.W.A. pay rolls.

Educators are concerned with both the F.E.R.A. and C.W.A.

Continuing under the F.E.R.A. is the emergency educational program using unemployed teachers for adult, illiterate, and vocational education, rehabilitation, nursery schools, and closed rural schools.

Repairs and improvements of schools and school grounds come through the C.W.A. channels.

Eligible C.W.A. Projects

SCHOOL building repair jobs, such as painting, paper hanging, electrical wiring, roof repair, furniture repair, construction and repair of school playgrounds and equipment, modernization of sanitary facilities.

But the emergency educational program has been changed and liberalized. As we go to press, Administrator Hopkins has authorized the following new rules superseding those announced in earlier issues. They are:

1. Emergency educational programs organized under State plans already approved or to be approved as eligible for use of relief funds, *will remain on these funds* (F.E.R.A.) and not be transferred to Civil Works Administration.

2. The present procedure governing the preparation, submission, and approval of State plans remains in full force and effect.

3. No change has been made in the educational projects for which Federal funds have been authorized. These include (1) rural elementary schools, (2) classes for adult illiterates, (3) vocational education, (4) vocational rehabilitation, (5) general adult education, and (6) nursery schools, all to be under the control of the public-school system.

4. No change has been made in the rules and regulations governing eligibility of teachers for work on educational projects.

5. The *salaries of teachers* are amended and liberalized so that the daily or hourly wage is equal to that customarily paid in the community for similar work, and will provide a weekly wage sufficient to permit a reasonable standard of living.

6. Under the conditions now governing emergency educational programs, they are considered specialized work projects and special grants earmarked for education will be made to the States as heretofore.

7. The number of teachers and other persons paid from unemployment relief funds and the obligations incurred under this program during any given month should be reported under work-relief on Federal Emergency Relief Administration form 10A.

It is important to keep in mind the new set-up of the national program for relieving unemployment. Mr. Hopkins as ad-

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500 Codes Analyzed

A STUDY of N.R.A. code provisions' relation to training for the various occupations indicates changes may be necessary in programs for trade and industrial education as a result of these provisions. In order that those responsible for vocational education in the field of trade and industry may be in a position to adjust their programs to provisions of the codes, the Federal Office of Education has made a brief analysis of the codes.

The analysis shows, among other things, that the tentative codes gave little attention to the needs of "learners", apprentices, and students in industrial trades during their learning period of employment. The more recent codes, however, contain definite provisions covering training during an initial period of employment. "Beginners," "inexperienced help," "learners," "apprentices," and "students" are some of the terms used to designate those serving an initial period of employment. Frequently these terms are used loosely and without differentiation.

Study of 500 codes

A study of 500 N.R.A. codes shows that the length of the period of training ranges from 2 weeks to 5 years. Thirteen of the codes, for instance, provide for training periods of 2 or more years in duration.

The analysis shows that—

Two codes, or 0.4 percent, specify a training period of 5 years.

Two codes, or 0.4 percent, specify a training period of 4 years.

Four codes, or 0.8 percent, specify a training period of 3 years.

Five codes, or 1 percent, specify a training period of 2 years.

Four codes, or 0.8 percent, specify a training period of 12 months.

Sixteen codes, or 3.2 percent, specify a training period of 6 months.

One code, or 0.2 percent, specifies a training period of 4 months.

Twenty codes, or 4 percent, specify a training period of 10 weeks.

Two codes, or 0.4 percent, specify a training period of 9 weeks.

Thirty-eight codes, or 7 percent, specify a training period of 60 days.

Thirty-six codes, or 7.2 percent, specify a training period of 6 weeks.

★ FAR-REACHING Effects of N.R.A. Pacts on Trade and Industrial Education Revealed by Office of Education Study

Three codes, or 0.6 percent, specify a training period of 30 days.

Two codes, or 0.4 percent, specify a training period of 2 weeks.

In making provision for a learning period most codes specify a minimum wage scale of 80 percent of the regular minimum wage, which must be paid at the expiration of the learning period.

Under the codes regularly indentured apprenticeship programs, not organized in cooperation with the public schools, need make no changes for apprentices indentured before August 1, 1933. The machine-tool industry specifies that the maximum wage rate shall not "apply to or affect any employee apprenticed to any employer by an indenture made in pursuance to the law of any State in the United States or by a regular contract under any apprentice system established or maintained by any employer."

In some codes, however, the specified short period of training may eliminate efficient apprenticeships. The lithographic industry, for instance, specifies a training period of 6 weeks duration, and the master engravers industry, a training period not to exceed 60 days. Such specifications

may eliminate regular long-time apprenticeships while the codes are in operation. Apprentices under 16 are automatically eliminated by all codes and in some cases all persons under 18. Where the minimum wage rate specified is higher than can be paid an apprentice, the employer will naturally eliminate such employees.

Codes covering apprenticeship programs, organized in cooperation with the public schools, and providing 4 to 8 hours' class work each week, eliminate all apprentices under 16 years of age, and in the so-called "hazardous industries", those under 18. The cast-iron soil-pipe industry specifies that no person under 18 years of age shall be employed in foundry operations which might be termed hazardous. A similar provision governs the gas cock industry code and other codes.

Elimination of longer periods of training may lower the efficiency of some programs in operation at present. The cast-iron soil-pipe industry, which is a specialty gray iron foundry industry, provides for only 3 months' training period which could not, of course, take the place of a 2- or 3-year foundry apprenticeship program.



WORKERS NEED AMPLE TRAINING

Part-time apprenticeship programs carried on under State legislation need not be affected by codes if the standards of apprenticeship are superior to those included in the codes. State provisions regarding age limits and standards in training take precedence over provisions in codes.

Cooperative part-time programs under which individuals are training on a half-time basis, that is half day about, day about, week about, etc., may be seriously affected by codes if the minimum wages specified are much higher than the wages paid in cooperative part-time programs, as employers will not pay much more than they are paying at present for students of this class. Students under 16 will naturally be eliminated as will some under 18.

Boys and girls in general continuation, part-time classes are affected most by the N.R.A. codes. This group, which embraces persons between the ages of 14 and 16, will be out of employment during regular day-school hours. Only 43 codes out of 500, or 8.6 percent, provide for employment of minors between the ages of 14 and 16 for 3 hours a day, between 7 a.m. and 7 p.m. in work not interfering with day school. All other codes eliminate persons under 16, and in a certain proportion of cases, persons under 18, from employment.

Full-time school

As has been shown, only 8.6 percent of the codes permit the employment of minors between the ages of 14 and 16, in work not interfering with day school. Even the codes which allow such employment state specifically that they are not to be employed in manufacturing or mechanical work. Consequently, this group will either be in school or, if they are not required by law to attend school, will be idle. In all probability, the industries eliminating the 16 to 18 age group are not of sufficient number to make any great difference in the attendance in day school. The N.R.A. program will result in increased attendance in full-time trade and industrial classes of boys and girls who, having reached the eighth grade and lacking interest in general education, will, if required to attend school, probably enroll for vocational training.

Spreading of employment through maximum-hour provisions in codes will necessitate the training of more persons in the skilled and semiskilled trades. This training may be given in the all-day trade school.

Cognizant of the need of regular apprenticeship programs, a number of industries have specified a definite apprenticeship period in their codes. The machinery and tool industry code provides for a 3-year apprenticeship program, the last year to

be spent in "production work for short periods only in order to become proficient in that particular kind of work." The machine-tool industry, although making no definite statement regarding pay or period of learning, refers to regularly indentured apprentices established or maintained by an employer. The trade book-binding industry has provided for a 4-year period of training for male apprentices and a 2-year period for bindery women. The electrical contracting industry makes no mention of apprenticeship, but implies a 3-year period of training. The heating, piping, and air conditioning industry

classifies apprentices as "learners of the trade who are to undergo a definite course of training to fit them for their work as journeymen" and then makes provision for 5 years of apprenticeship. The painting, wall paper, and decorating industry, a division of the construction industry, makes provision for a 4-year apprenticeship. The photoengraving industry in its code provides for a 5-year training period.

No details are given in regard to training programs except as to duration and rate of compensation during different stages.

—R. W. HAMBROOK.

P W A School Rulings

THE DEPUTY Administrator of Public Works recently made some rulings in answer to questions in regard to school building projects under the Public Works Administration which will be of interest to all school administrators. These rulings were made in answer to questions submitted by the National Council on Schoolhouse Construction to the United States Commissioner of Education, who in turn requested the Deputy Administrator, Col. Henry M. Waite, to make rulings on the points raised. The questions raised by the National Council and the answers of the Deputy Administrator are as follows:

Question: Must applications for school-building projects be submitted by January 1, 1934?

Answer: The resolution of the special board limiting allotments to those projects before it, prior to January 1, was not intended to exclude other projects, but to expedite submission. If the P.W.A. fund is not exhausted by such allotments, the projects of a later date will be considered.

Question: May the leasing feature be used on a successive 1-year lease basis in States where long-term leasing is prohibited by State regulations?

Answer: If long-term leasing is prohibited by State law, this Administration will not evade such law by making 1-year leases renewable at expiration.

Question: May the leasing feature be used on a short-term rather than a 30-year basis, providing the short-term lease provides for amortization or construction cost less the Federal grant?

Answer: There is no requirement that the lease be for 30 years. In fact, the shorter the term the better. The 30-year basis is the maximum term.

Question: Will successive 1-year leases be permitted provided that responsible groups of local citizens will underwrite and guarantee complete amortization of construction cost less the Federal grant?

Answer: The objection to 1-year leases with renewals is that such arrangements are evasions of State statutes in States where long-term leases are not lawful. Hence the guaranties of citizens will not cure the objection to the defect.

Question: Does the Public Works Administration propose to set aside specific allowances for the various States?

Answer: The Public Works Administration will not make specific allotments to States.

Question: Will the Public Works Administration allow a 30 percent grant on a school building project when the 70 percent is being obtained through legal local loans or current taxation?

Answer: The Public Works Administration will purchase the bonds of a political subdivision, issued to obtain funds for the construction of school buildings and will allow the grant in such cases, provided that the United States is reasonably secured, i.e., that the legislation back of the bonds is pursuant to local law and that the political subdivision will be able to retire the bonds.

Question: Will districts in good financial condition be barred from the Public Works Administration grants and loans because they have already reached their legal bonding limitations?

Answer: Only those bonds will be purchased which are enforceable obligations. Bonds issued in excess of legal limitations are not enforceable obligations.

Question: Will grants and loans be denied because of delinquent taxes?

Answer: Grants and loans will not be denied because taxes are now delinquent.

Question: Will unencumbered delinquent taxes be accepted as collateral for Federal loans?

Answer: The act requires that the United States be reasonably secured. If taxes are delinquent to such an extent that it is obvious that the political subdivision will not be able to retire them, then the United States is not reasonably secured.

Question: May extensive repairs, alterations, improvements be encouraged by allowing a 30-percent grant and permitting the school districts to spread their 70 percent of the repair expense over a 5-year period through loans by the Public Works Administration?

Answer: The P.W.A. will make a 30 percent grant. The loan may be amortized over a 5-year period, not to exceed the life of the improvement.

Question: Is the cost of a project considered to be the cost to the contractor or the cost to the owner? Are fees for professional services to be included in the total cost of a project when determining the 30 percent Federal grant?

Answer: Fees for professional services are not labor, within the meaning of section 203a. The purport of the remainder of question 10 is not understood. If you will indicate what P.W.A. circulars used the words "cost of a project", I will be able to answer this question.

Question: When 30-percent grants and 70-percent loans are allowed for new construction, may equipment be included?

Answer: The cost of equipment for new buildings may be included in the amount of the loan requested.

Question: May equipment for existing school buildings be financed by 30-percent grants and 70-percent loans?

Answer: As the act, section 202, makes projects for the improvement of public buildings includable, projects solely for the equipment of existing school buildings may be financed by the Administration. However, it is not the policy of the Administrator to finance the purchase of equipment not connected with construction. The purpose of the act is to promote employment. This purpose will not be accomplished by mere purchase of equipment already fabricated. If the project requires the construction of equipment, then it is within the policy of the Administrator.

—ALICE BARROWS.

New P W A Allotments

WITH \$2,113,000 to the Office of Indian Affairs for the construction of day schools in the Navajo and other jurisdictions leading the list, 40 new allotments for school building projects totaling \$8,639,425 were announced by the Public Works Administration. The total allotments of P.W.A. funds for school purposes now amount to \$17,887,892. (See October and November SCHOOL LIFE.)

Allotments to the Indian Office will put 3,240 children into new day schools, of whom at least 2,400 have never attended school. More than 1,000 other children will be transferred from boarding schools to day schools, thus reducing the 1935 Indian Office budget by \$264,000, it is reported.

In accepting a loan and grant of \$50,000 for the repairs of college buildings, the State of Utah announced that students will be employed to do the work.

The new P.W.A. allotments for school-building construction and repairs to schools are:

Office of Indian Affairs, Department of the Interior.—Construction of Indian day schools \$2, 113, 000

Framingham, Mass.—Loan and grant for alterations at the State Teachers College \$34, 000

Bedford County, Pa.—Grant to aid in construction of 6-room, one-story high-school building \$7, 000

Mansfield, Conn.—Grant to aid in construction of four-room grade school \$5, 700

Circle, Mont.—Allotment to aid in construction of school buildings . . \$40, 000

Shallotte, N.C.—Allotment to aid in building a school \$3, 500

Beloit, Wis.—Allotment to aid in building a schoolhouse \$550, 000

Manchester, Ky.—Allotment to aid in building a schoolhouse \$5, 600

Millwood, Wash.—Allotment to aid in construction of school \$7, 800

Sumas, Wash.—Allotment for building a schoolhouse \$4, 100

Salt Lake City, Utah.—Allotment to aid in building a schoolhouse . . . \$300, 000

Moab, Utah.—Allotment for building a school \$130, 000

Brentwood, Mo.—Loan and grant for construction of two-story grade-school building \$63, 250

Albuquerque, N.Mex.—Grant to Board of Education to aid in construction of 2-story, 17-classroom school building \$24, 500

State of Utah.—Loan and grant to improve buildings at Utah State Agricultural College, University of Utah, Wever Junior College, Snow Junior College, Branch Agricultural College, and Dixie Junior College \$50, 000

Auburn, Maine.—Grant to aid in construction of fireproof two-story school building, 18 classrooms and auditorium \$34, 500

Trenton, N.J.—Loan and grant for construction of one-story gymnasium building \$26, 000

Saffordville, Kans.—Grant to Board of Education, school district no. 4 to aid in construction of six-room and auditorium school building \$7, 900

Alexandria, Va.—Loan and grant for construction of three-story and basement high school; repairs to existing building for Negroes \$300, 000

Utica, N.Y.—Loan and grant for construction of three school buildings \$1, 295, 000

Van Zandt County, Tex.—Grant to Edom Independent School District No. 93 to aid in construction of one-story frame school building \$600

Stevens County, Minn.—Grant to independent school district no. 1, to aid in construction of eight-room grade school and addition of gymnasium, auditorium, to high school \$21, 000

Atlanta, Ga.—Loans for apartments and dormitory for Georgia Tech students \$2, 600, 000

Pullman, Wash.—Grant for construction project on State College buildings \$198, 000

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To Save The Schools

ANY PROLONGED economic crisis is certain to result in an increasing demand for reform or at least a change in the method of the administration of public affairs.

Abundance of recent State legislation affecting education reveals a cross-section of the widespread struggles over school problems in the emergency. Some quite promising legislation, and some that may be quite the opposite, has been enacted.

During the year a number of extraordinary legislative measures were enacted which embody principles and ideas advocated for many years by numerous educators. For example, since the beginning of statehood in practically all of our States both legal and educational doctrines have regarded education as a State function; and yet State responsibility has been confined mostly to matters of administration rather than financial support of education. It is only in comparatively recent years that the State has assumed any sizeable amount of financial responsibility for education. Delaware was the first State to assume major responsibility for the support of public education. This was in 1922. At present the state department of Delaware provides approximately 88 percent of all the funds expended for public education in that State.

The next State to assume major responsibility on the part of the State for the support of education was North Carolina. In 1931 that State assumed complete financial responsibility for a 6-month school term throughout the State. In 1933 the legislature of North Carolina followed the doctrine of State responsibility for the support of education still further and assumed full responsibility for an 8-month school term throughout the State at State expense. It is important to note that this State program is to be maintained without the levying of any ad valorem tax on real estate. In 1933 the North Carolina legislature declared that "all school districts, special tax, charter, or otherwise, as now constituted for school administration or for tax levying purpose, are * * * nonexistent" and forbade the levying of taxes in such districts for school purposes except for vocational, agricultural, and home economics, and for the maintenance of schools of a higher

★ WARD W. KEESECKER *Reports How State Legislators Struggled With School Problems in the Emergency.*

standard than those provided for by the State (not to exceed 180 days) and upon the approval of the State school commission.

For the purpose of administering the 8-month State-wide school term the legislature created a State school commission consisting of the Governor as ex-officio chairman, the Lieutenant Governor, State treasurer, State superintendent of public instruction, and one member from each congressional district (10) to be appointed by the Governor. The new State school commission is vested with all the powers and duties previously exercised by the State board of equalization which was abolished.

From the State of Washington, out on the Pacific coast, comes the following cheerful educational news:

"The legislature just closed has given us some of the most progressive educational measures ever enacted in this State. Indeed, more important school law has been written during the last 60 days than has been passed during an entire decade. This has been primarily due to two things. First, the educational forces of the State have stood as a unit, with all of their friends cooperating in support of the school measures introduced. Second, the Governor of our State has stood squarely back of his promises to improve our school conditions. The first is a mark of higher attainment in professional attitude. The second is the fulfillment of a man's unqualified faith in the worth of public education. * * *"—(N. D. Showalter, State superintendent of public instruction.)

In the outstanding "barefoot school-boy law" Washington provided greater equalization of public-school support by increased contributions from the State. The legislature provided for a levy and distribution of State funds on a basis of 25 cents per day for each day's actual attendance in the elementary school,

with an increased amount for junior and senior high school attendance.

The maximum period for which attendance may be counted in the apportioning of State and county funds is 180 actual school days. In order to provide for the increased proportion of school costs assumed by the State and also for the State school fund which was reduced by the operation of the 40-mill tax limit measure, the legislature provided for a business and occupational excise tax. The excise tax authorized a sales tax on all forms of business and occupations and is estimated to raise approximately \$8,000,000. All proceeds will go to the State current school fund. A tax was also levied upon chain stores, 90 percent of the revenue of which shall be paid into the State current school fund.

Another outstanding example of assumption of responsibility for State support of education appeared in Indiana. The legislature made the State responsible for the major support of education. It stipulated that the minimum annual salary for all public elementary-school teachers and all public high-school teachers shall not be less than \$800 and \$1,000, respectively; and directed the State to reimburse each school employing corporation \$600 per teacher on the basis of 1 teacher for each 35 pupils or major fraction thereof in average daily attendance in grades 1 to 8, and 1 teacher for each 28 pupils or major fraction thereof in average daily attendance in grades 9 to 12. A State tax was imposed on intangible property, 10 percent of the receipts of which is to be paid into the general fund of the State, and of the remaining 90 percent one fourth is to be paid into the county general fund and three fourths to the school corporations of the county.

Furthermore, the Indiana legislature enacted noteworthy provisions with re-

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Vocational Summary

AMONG readers of *SCHOOL LIFE* are some of the 33,000 readers of the old Vocational Summary published by the Federal Board for Vocational Education in the years 1918 to 1921, and discontinued when the work of the Board was reorganized in August 1921.

It is now proposed to resume publication of information similar to that carried in the old Summary, covering developments of interest to vocational administrators and teachers.

This new Summary, even as was true of the old one, is born in war times—in the war being waged against unemployment and impairment of family welfare. Vocational education's responsibility is greater in this new war than it could be in any other kind of war, since the new war must be waged by training for work and for safeguarding the home, which is the *particular job of vocational education*.

Readers of *SCHOOL LIFE* are requested to contribute to these columns material which will be of interest to their fellow workers. Our interests are common, and each of us needs the guidance, philosophy, and help of all of us. So we shall do our part in the new deal for education.

J. C. WRIGHT, *Assistant Commissioner for Vocational Education.*

REHABILITATION

THE Wagner-Peyser Act for the promotion of the national employment system provides for cooperation between State rehabilitation and employment services. The obvious intent of this provision of the act is to insure that in the operation of the Federal and State employment services the interest of the physically handicapped will be adequately safeguarded.

Owing to the somewhat limited scope of the rehabilitation service as determined by law and policy, many physically handicapped persons who would apply for placement service would not be eligible for rehabilitation. Such persons are obviously subject to placement rather than rehabilitation service. In setting up the cooperative program, therefore, a definite understanding has been reached between the Office of Education, which is responsible for the administration of the rehabilitation program, and the Department of Labor, which is responsible for the administration of the employment program, to insure coordination of responsibilities and functions, to the end that the common objective—satisfactory

placement of disabled persons in remunerative employment—may be accomplished.

Analyzing the future goal of the movement to rehabilitate physically and vocationally, persons disabled in industrial accidents or otherwise, Oscar M. Sullivan, president of the National Rehabilitation Association says: "In the field of employment it does not seem to be asking too much to expect for the handicapped opportunities at least equal to those of the generality of the population. . . . Few seem to have grasped that even in a period of diminished employment the handicapped should have their proportional share. . . . If the handicapped can get from the various governmental branches—local, State, and National—their fair share of employment, their title to proper treatment by private business and industry will be enormously strengthened."

Additional funds made available by the Federal Emergency Relief Administration for the purpose of supplementing and expanding the regular program for the vocational rehabilitation of disabled persons, will enable the States to give service to thousands of handicapped persons who would otherwise remain a burden upon State and Federal Governments. Several States have already initiated special programs under the additional support provided through these funds.

AGRICULTURE

THE Office of Education is cooperating with the Agricultural Adjustment Administration of the Department of Agriculture in the preparation of text material to be used in acquainting classes of adult farmers with necessary information in regard to the acreage reduction program covering cotton, wheat, tobacco, corn, and hogs. A folder entitled "The Utilization of Land and Labor Affected by the Cotton Acreage Reduction Program", Miscellaneous 1481, for use by instructors of evening classes for farmers has already been distributed.

"Financing the Individual Farm Business" is the title of a folder, Miscellaneous 1486, prepared by the Office of Education in cooperation with the Farm Credit Administration and distributed to teachers of day classes for farm boys and evening classes for adult farmers. This folder covers the problems incident to farm financing and gives information as to the sources and methods of financing available to farmers through the Farm Credit Administration.

Maurice Dankenbring, of Sweet Springs, Mo., was selected by a committee composed of Dr. R. A. Pearson, president of the University of Maryland; Horace Bowker, president of the American Chemical Co., New York City; and F. M. Simpson, of the commercial research department of Swift & Co., Chicago, as the member of the Future Farmers of America who has shown the greatest achievement during the past year. For his accomplishment Maurice, who was selected from a list of 77 eligibles, was awarded the title of Star American Farmer and presented by the Kansas City Weekly Star with a check for \$500 at the sixth annual convention of the Future Farmers of America in Kansas City, Mo., November 21. The Future Farmers of America, which has a membership of 68,000 boys in 3,000 chapters in 46 States, the Territory of Hawaii, and Puerto Rico, is composed of boys studying vocational agriculture in the United States.

Reports from State supervisors of vocational education show that a total of 286,319 acres of land were under cultivation in the fiscal year 1932-33 by boys enrolled in vocational agriculture courses in high schools throughout the country in connection with the supervised farm practice work required. Of this amount, 267,896 acres were in field crops, 14,105 acres in truck crops, and 4,318 acres in orchard and small fruit crops. Livestock projects carried on by these boys, also, involved 4,165,046 animals, including beef and dairy cattle, sheep and hogs, poultry and horses, as well as 4,892 colonies of bees. Of special significance is the fact that the boys who conducted these projects—most of them on their home farms—secured a high-school education and in addition prepared themselves to become farmers. The labor income of 127,997 boys who completed their projects totaled \$4,318,000.

HOME ECONOMICS

HOME economics staffs in several of the Negro teacher-training institutions in the South are setting up lists of the objectives for teacher-training programs. When completed these objectives will be studied for the purpose of determining which of them can best be attained by major emphasis on classroom instruction and which by emphasis on summer projects to be scheduled between freshman and sophomore, sophomore and junior, and junior and senior years.

Members of the home-economic staff of the Negro teacher-training institution at Prairie View, Tex., are making a study to determine: (1) What kind of information a home-economics teacher should have concerning each home represented in her home-economics class; (2) how to get that information; (3) how to organize it when obtained; and (4) how to make use of it in the modification of the course of study so as to insure that it will function in the home life of the student.

As a part of their regular program practically all instructors teaching home economics in vocational schools in North Carolina carry on classes in various phases of homemaking for women in the community. One teacher follows the plan of organizing her former pupils who are now married and living in the community, into a club, which meets regularly at the school.

Forty high-school graduates are this year enrolled in the Essex County School

of Agriculture, in Massachusetts, in a 1-year course in homemaking. The course was developed as a result of a demand on the part of high-school graduates, some of whom expect to enter training for nursing and others of whom are engaged to be married and expect to put their training to practical use in their own homes.

The preliminary results of a study of the standards of living of 10 rural communities of Puerto Rico made under the direction of the Supervisors of Home Economics and Social Work of Secondary Rural Schools are reported in an article published in the October issue of the Puerto Rico School Review. The study shows among other things that the average size of family for the high level is 6.9, the average weekly income \$18.05 and the average weekly expenditure \$14.05; and for the low level the average size of family is 6.7, weekly income \$2.45 and weekly expenditure \$2.51. The study was undertaken to give those entrusted with the home economics education program on the Island information upon which to base their courses, and to supply social workers with data on which to base norms for different income levels in their communities.

That home economics for high-school girls is more than a fad or a frill is borne out by a recent survey in Missouri. These figures show that 74 percent of the students enrolled in vocational classes in home economics in Missouri high schools are actually making use of the knowledge acquired in these courses. Of this group, 37 percent are married and conducting homes of their own, 36 percent are help-

ing at home in some capacity and approximately 1 percent are engaged in wage-earning pursuits allied with homemaking. The significant fact is that the entire 74 percent are now making use of the knowledge and training secured in their home-economics courses.

"Making the Most of the Food Dollar", "Eradication of the Common Cold", and "Budgeting and How to Make it Function", are among the subjects on which instruction is given in special classes for adult homemakers known as "Homemakers' Specials", sponsored by the State Board for Vocational Education in various towns in Illinois since 1927. These "Homemakers' Specials" are not set up on a hit-or-miss basis. A study is made of the local situation, plans for the meetings are drawn up, and every effort is made to acquaint women in advance with the nature and purpose of the classes. Some communities combine these Homemakers' Specials with short courses or evening courses in agriculture, thus providing opportunity for study and information for both men and women.

TRADE AND INDUSTRY

HOW changing conditions may affect vocational schools is illustrated at the Central Needle Trades School in New York City, where 6,000 persons are attending classes, mostly on a leisure-time basis. Only 600 of this number belong to the preemployment group who are preparing themselves through full-time attendance for future employment in the needle trades. The remaining members of these classes are employed workers who find it necessary, because of constantly changing conditions in the industry, to secure training which will enable them to keep abreast of these changes and thus equip themselves to meet employment requirements.

At the request of the State Superintendent of Public Instruction Dr. N. D. Showalter, of Washington, and City Superintendent of Schools Worth McClure—the Office of Education will assist in making a vocational education survey of Seattle in January 1934. Frank Cushman, chief of the Industrial Education Service, and James R. Coxen, regional agent for Industrial Education for the Pacific States, have been designated by the Assistant Commissioner for Vocational Education to render this assistance to the State of Washington.

[Continued on page 81]



DR. J. C. WRIGHT

SCHOOL LIFE

VOL. XIX



NO. 4

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DECEMBER 1933

★ Say It Isn't So

"RADIO programs get worse and worse, it seems to me," a broadminded educator recently said to a radio program director. "I don't believe people want to listen to the trash that fills the air; this half-baked kidding and simple-minded crooning."

What the radio program director replied is what practically all radio and motion-picture people reply to such charges: "You know the average intelligence of the American public is 12 years old. That's our audience. We give them what they want."

"How about that alibi?" I asked Dr. Segel, Office of Education specialist in tests and measurements, "Will it hold water?"

"Certainly not," he said, "That is a hangover from the Army Alpha tests given during the World War."

"Well, let's put a bomb under that myth," I suggested. And that is how the article, Are We a Nation of 12-Year-Olds? on page 78 came to be written.

Please notice what Dr. Segel found by examining the results of a number of studies. The average American attains greatest intelligence, that is capacity to learn, between the ages of 20 and 25. General learning ability drops off toward 50 but the average does not fall below 16 years.

But Hollywood and Radio City think only in terms of mass audiences. What about the mass?

Ninety-seven percent of the adult population, 16 to 50 years of age, has intelligence above the 12-year-old level.

Nearly 50 percent are above 18 years in learning ability.

As a New Year's present to the American people we hereby release them from a 12-year-old inferiority complex. The mass of adult Americans have an adult intelligence. Moreover, they continue to have an adult intelligence through the major span of their lives.

★ Score: 42 to 0

THE following item appears in the November 17 issue of the Princeton Alumni Weekly sent us from a campus famous for two structures especially erected to house debating societies:

Faculty members and students have learned a great deal about the ins and outs of the N.R.A. at two open forums sponsored by the *Princetonian*. Profs. C. R. Hall, E. S. Corwin, E. W. Kemmerer, and D. A. McCabe spoke on various aspects of the subject, ranging from the historical background of the act to its effect on labor questions. . . . The word "forum", however, proved to be a misnomer this time, because both meetings broke up when the speakers had completed their talks. The audience evidently believed that the ground had been so well covered that questioning was superfluous, and the points so convincingly made that argument would be feeble.

Dorothy Canfield Fisher recently suggested that what academie life needed was a little athletic spirit. Applying this formula to the forum reported above, we tentatively chalk up the Princeton score: Professors 42; students 0.

★ Teachers of 1791

A WRITER of the times thus describes the schoolmasters of 1791, their methods of teaching, and the conditions under which they worked:

The country schools, through most of the United States, whether we consider the buildings, the teachers, or the regulations, are in general sorry hovels, neither windtight nor watertight; a few stools serving in the double capacity of bench and desk, and the old leaves of copy books making a miserable substitute for glass windows. The teachers are generally foreigners, shamefully deficient in every qualification necessary to convey instruction to youth, and not seldom addicted to gross vices. Absolute in his own opinion, and proud of introducing what he calls his European method, one calls the first letter of the alphabet *aw*. The school is modified upon this plan, and the children are advanced, are beat and cuffed to forget the former mode they have been taught, which irritates their minds, and retards their progress. The quarter being finished, the children lie idle until another master offers, few remaining in one place more than a quarter. When the next schoolmaster is introduced, he calls the first letter *a*, as in *mat*—the school undergoes another reform, and is equally vexed and retarded. At his removal, a third is introduced, who calls the first letter *hay*. All these blockheads are equally absolute in their own notions, and will by no means suffer the children to pronounce the letter as they were first taught, but every three months the school goes through a reform—error succeeds error—and dunce the second reigns like dunce the first.

★ State Publications

During the past few months a number of publications of more or less general interest have been issued by the departments of education of various States.

Bulletin no. 19 of the California department of education is entitled "The evaluation of arithmetic textbooks." From New Mexico comes "Teaching a standard English vocabulary." Texas has issued a bulletin on "Negro education in Texas." Oregon has one on "Tobacco, alcohol, and other narcotics." Iowa has issued a bulletin on "Vocational education in Iowa", and Virginia has published "Vocations for women; an analysis of requirements."

Several publications deal with textbooks. Delaware issued an official list of high-school textbooks and prices. Texas published a list of free textbooks.

Book lists for school libraries have been issued by Tennessee, West Virginia, Michigan, Maine, and Wisconsin. Bulletins on the celebration of special days have been issued by several States: Arizona, Rhode Island (Constitution day, Arbor day, Lincoln's birthday), Illinois (Memorial day, Peace day, Arbor day, Bird day), Wisconsin (Memorial day).

Florence C. Fox

✦ ON September 30, Florence C. Fox, retired from the Office of Education, after a service of nearly 19 years. She left Washington to make her home with her sister in Bay City, Mich., looking forward to care-free years among acquaintances, to the companionship of her favorite authors, and to making additions to her long list of publications. But this was not to be, for she died on October 17, following an accident.

Miss Fox entered this Office as a specialist in educational systems. She had gained a wide reputation as a teacher and as a teacher of teachers. She was highly successful because her theory and practice were based on an extraordinary understanding of the mind of the child, an understanding evidenced by his absorbed response to her personal presence as an instructor and his appreciative reception of her presentation of subject material in literary form. The publications of this Office on methods and manner of instruction for elementary children, bearing her name, have been sought for, not only in this country but abroad, and her passage from material existence has not erased her influence on the ways and means of education.

Soviet Education

THE RUSSIAN communists believe in education. As soon as possible after they gained political control by the revolution of 1917, they began providing schools for the masses, then some 70 percent illiterate, of the Russian people. Throughout the 15 years of communist administration the education project has been as important a part of the scheme for developing a successful socialistic government as have the drives for industrial reconstruction and State farming about which we have heard so much. The famous 5-year plan sets definite advances that must be made annually in education and culture. One of the goals is the complete eradication of illiteracy which by 1930 is reported to have been reduced to 33 percent.

Aims

But the kind of education that had been provided in imperial Russia and that in use in the "capitalistic" countries was and is not the sort of human training in which the communists have faith, so they entered upon and are conducting one of the largest and boldest experiments in education known in modern times or indeed in any time. Stated very briefly that experiment has the following main characteristics:

All education agencies are under the direct control of the Communist Party or the Soviet Government and are used to teach young and old the principles and practices of socialism; they are to train this and coming generations to defend and carry to success the cause of the revolution. No secrecy attends this policy of indoctrination; it is open and purposeful. The communists hold that education and politics, in the broad meaning of the term, cannot be kept separate and to assume that they are so is merely hypocrisy.

They bring to this education service not simply organized schools. Museums, art galleries, research institutions, theaters, the press, the cinema, the radio, in fact all the cultural influences of society except the home and the church are included in and a part of one great organization. The basal belief for this is that education is life, not separate from or a preparation for life.

On that belief rests also the intensely practical nature of the teaching and the

★ JAMES F. ABEL, *Foreign Education Specialist, Tells of the "Largest and Boldest Experiment in Education Known in Modern Times"*

close connection of the school with industry. Under the term "polytechnization" of education each school is or is to be attached to a factory, a farm, or some other

producing unit. In it the primary pupils learn for cultural purposes the conditions of life and machinery and methods of

[Continued on page 80]

| | | | | | | | |
|------------------------------------|---|------------|--|--|--|--|---|
| ABOVE 22 YEARS | RESEARCH INSTITUTES AND HIGHER COURSES | | | | | | |
| 17-22 YEARS | UNIVERSITIES AND HIGHER SCHOOLS | | | | | COMMUNIST UNIVERSITY | |
| 15-17 YEARS | SECOND DIVISION OF SECONDARY SCHOOL AND SPECIAL COURSES | TECHNICUMS | | | WORKERS' FACULTIES | ADULT SCHOOL OF SECOND GRADE | SOVIET PARTY SCHOOL OF SECOND GRADE |
| 12-15 YEARS | | | | | | FIRST DIVISION OF SECONDARY SCHOOL | VOCATIONAL SCHOOL |
| 8-12 YEARS | PRIMARY SCHOOL | | | | ADULT SCHOOL OF FIRST GRADE | SCHOOL OF POLITICAL LITERACY | |
| 3-8 YEARS | KINDERGARTEN AND OTHER PRE-SCHOOL INSTITUTIONS | | | | SCHOOL OF THE LIQUIDATION OF ILLITERACY | | |
| UNDER 3 YEARS | NURSERY | | | | | | |
| EDUCATION OF CHILDREN AND YOUTH | | | | | EDUCATION OF ADULTS | | |

The DEEPENING CRISIS in Education

THE DEPRESSION reached our schools later than it did industry, trade, and agriculture. It is causing greatest havoc in the schools after recovery has been inaugurated in other departments of our national life. Here are some casualties of the crisis in education:

One hundred thousand more children are this year denied all educational opportunities because of closing schools.

Shortened school terms will put at least another million additional children on learning rations close to the level of mental starvation.

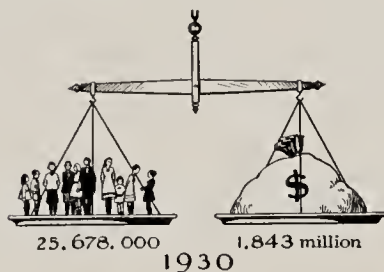
One of every two cities has been compelled to drop some important school service.

One of every three teachers must work this year for less than the "blanket code" minimum for unskilled labor.

Twenty-five thousand teachers have been dropped, while a million more pupils have come into the schools.

Two hundred thousand certificated teachers are unemployed.

Two hundred and fifty-nine school districts in 29 States have been compelled to default on bonds.



The number of pupils per teacher is being increased—in 5 States there are on the average more than 40 pupils per teacher.

Children without schools

One hundred thousand children are deprived of educational opportunity this fall because of the closing of schools due to lack of funds.

More than 1,650,000 children, 6 to 13 years old, are not in school in normal years.

Also there are 521,000 children, 14 and 15 years old, without schooling in normal years.

That makes a total of 2,280,000 American children of school age according to most compulsory education laws.

They ought to be in school, but they are not.

Nearly 2,000 rural schools in 24 States failed to open in 1933.

Many private and parochial schools are closing. Approximately 24 Catholic schools have closed, affecting 3,000 children.

Sixteen institutions of higher education have been discontinued since last year.

Estimates indicate that 1,500 commercial schools and colleges have closed.

In some communities free public schools have of necessity become tuition schools, admitting only those children whose parents can pay the rate asked. For example, in one town of 15,000 population, grade-school tuition was reported as \$3 per child per month; high-school tuition, \$5.50 per month. In this town at least 200 children whose parents could not pay the tuition charges were being denied an education.

School terms shortened

Because of lack of available funds 1 of every 4 cities has shortened its school term.

Seven hundred and fifteen rural schools are expected to run less than 3 months this year.

Reductions in length of terms in rural schools are being made in face of the fact that the terms have been far from adequate; in 1930, rural schools for 1,500,000 children were open 6 months or less.

New reductions of term in city schools have come on the heels of a constant succession of reductions. Terms in practically every great American city are today 1 or 2 months shorter than they were 70 to 100 years ago.

Inadequate school terms for American children stand in sharp contrast to the school terms common for children in European countries: United States, 172 days (city, 184 days; rural, 162 days); France, 200 days; Sweden, 210 days; Germany, 246 days; England, 210 days; Denmark, 246 days.

Prospects for the coming school year: *Michigan*: 90 percent of schools will

shorten terms. *Nebraska*: 15 percent of schools will cut at least 1 month. *Missouri*: 1,600 rural schools face early closing.

Salaries going lower

Most people have a vague idea that teachers' salaries are low. Few know how low they are. Almost no one realizes how low they have gone by comparison with other standards. For example: An unskilled factory worker laboring for a year at the *minimum* "blanket code" rate would receive \$728, which is little enough.

One of every four American teachers is now teaching at a rate of less than \$750 per year.

Prospects for early closing of schools make it possible to predict that 1 of every 3 teachers will this year receive for expert services less than \$750.

Two hundred and ten thousand rural teachers (about one half) will receive less than \$750.

More than 84,000 rural teachers will receive less than \$450.

One of every 13 Negro teachers receives \$25 per month or less.

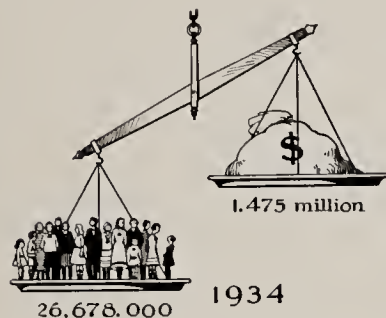
In at least 18 States teachers are being paid in warrants cashable at discounts ranging from 5 percent up.

Recent State reports on teachers' salaries: *Arizona*: Reduced 20 to 40 percent. Additional reductions probable this year. Teachers have lost 10 percent in discounting warrants. *Colorado*: Reductions range from 5 to 20 percent. More lost through discounting warrants. *Iowa*: One half of all teachers (1933-34) will receive \$750 per year or less; legal minimum now \$40 per month. *Kansas*: Reduced perhaps to the extent of 30 percent. *Louisiana*: Reduced 10 to 40 percent—average, 20 percent. *Michigan*: Have been reduced, and will be reduced as much as 60 percent unless more aid is provided. Warrants have brought additional losses. *Missouri*: 1 teacher in 4 in rural communities taught last year from 1 to 4 months without pay. Three fourths of elementary teachers will receive less this year than the "blanket code" minimum for unskilled factory labor. Ten percent of rural teachers have contracted to teach for less than \$320 this year. *Nebraska*: Salaries reduced 40 percent. *Oklahoma*: Salaries reduced ap-

proximately 24 percent. *Tennessee*: Salaries down 25 percent this year.

Curtailed school services

Due to lack of available funds schools have been compelled to drop overboard services of long recognized value in building better citizens. Here is what happened since 1930 in about 700 typical cities: 67 reduced art instruction, 36 eliminated it; 110 reduced the music program, 29 eliminated it; 81 reduced the physical education work, 28 eliminated it; 65 reduced home economics work, 19 eliminated it; 58 reduced industrial art in-



struction, 24 eliminated it; 89 reduced health service, 22 eliminated it.

One of every two cities has had to reduce or eliminate one or more services by which the schools have been helping future Americans to be healthier, to be abler home makers, more competent contributors to the life of their communities, and more intelligent users of the new leisure.

More children—less money

Seven hundred and twenty-eight thousand more children were enrolled in high school in 1932 than 1930.

Elementary schools enrolled 115,000 fewer children in 1932 than in 1930 (first decrease on record).

Net gain: 613,000 pupils. This is more than the entire population of Montana. It is more than the combined population of Atlanta, Des Moines, and Salt Lake City. It is more than were enrolled in all our public high schools in 1900.

Today 93 of every 100 city children enroll in high school; 55 of every 100 rural children do likewise.

Abolition of child labor in industry by the N.R.A. puts another 100,000 children on the high-school doorstep.

Any industry faced with rapid increase in business would expect an increase in total operating costs. Schools, forced to carry an increased burden, are required to carry on with less funds.

Our Nation's schools are endeavoring to give adequate instruction to an army of pupils increased since 1930 by more than 1,000,000 pupils on current expenses decreased about \$368,000,000.

To teach 25,600,000 public-school pupils the United States 3 years ago spent \$10,600,000 (current expense) per school day. This year the schools are teaching a larger number of children on \$8,500,000 per school day, a decrease of \$2,100,000 per day (about 20 percent).

There never was such a demand for educational opportunity as there is today. Because of more children and less money it has never been so difficult to satisfy that demand.

Fewer teachers

Approximately 200,000 certified teachers are unemployed.

City schools employ today 18,600 fewer teachers, it is estimated, than in 1931.

Thousands more have been dismissed from private schools and colleges.

If we decided to operate city schools today with the same number of pupils to a teacher that we had in 1930, it would be necessary to hire more than 26,000 additional teachers.

If we decided to provide education for the 2,280,000 children 6 to 15 years of age not now in school, it would be necessary to add 76,000 teachers.

Thus, if the United States were really determined to give all of its children the minimum essentials of a modern education it would be necessary to engage one half of all certified teachers now unemployed.

Businesses that increase take on more help; school enrollment has increased more than a million since 1930, but the number of teachers, city and rural, has decreased 25,000.

Teachers are unemployed, but classes grow larger. One State has an average of 44 pupils per teacher. The average for 5 States is more than 40.

Teachers are unemployed despite the fact that more than 1,500,000 children will this year be taught for 6 months or less.

Why schools lack funds

Schools are the most completely local of American public services. To support them the most completely local source of income—real estate (farms, homes, stores, factories, etc.)—has been taxed.

Depression, crushing local real-estate values, is in turn crushing education. Paying for schools is difficult because of:

1. *Top-heavy mortgages.*—Fixed payments due on mortgages on farms and homes have become heavier and heavier burdens as incomes declined. As a result many a citizen has been forced into this bitter dilemma: Shall I save my home or farm or shall I save the school?

2. *Tax delinquencies.*—Many citizens have been unable to pay taxes. Delinquencies in taxes for schools run as high as \$100,000,000 in a single State.

3. *Tax limitations.*—Alarmed at the prospect of losing their homes or farms because of failure to pay taxes, citizens have secured legislation sharply limiting the tax rate on real estate and thereby the amount which can be raised to pay for schools.

4. *Closed banks.*—Closing of banks was an added blow. School funds frozen in banks in one State total \$15,000,000.

5. *Lower assessments.*—Decrease of real estate values brings a decrease in assessed values for taxing purposes, which brings a decrease in the amount which a given tax rate will provide for schools.

6. *Differences in wealth.*—A tax of \$10 on every \$1,000 of property for school support would produce \$58 per child in one State; \$457 in another. Thus States stagger under unequal burdens in trying to maintain equality of educational opportunity.

School patrons have turned to State governments for help. A few States have come to the rescue of hard-pressed school districts. In most cases relief and other needs prevent States from rendering assistance to schools.

Sources

Facts on the crisis in education are derived from a recent Office of Education poll of State superintendents of schools (Circular No. 119) and city superintendents (Circular No. 125); the biennial surveys of education; National Education Association study of salaries of rural schools teachers and principals; advices from foreign education authorities (Bulletin, 1933, No. 14, *The Effects of the Economic Depression on Education in Other Countries*); 1930 United States census; a recent National Education Association study of rural schools; reports from the Bond Buyer; and other sources.



Catholic Seminaries

CATHOLIC seminaries in the United States are of two kinds, major seminaries and preparatory seminaries. The major or theological seminary provides courses in Holy Scripture, philosophy, theology, etc., and gives young men immediate preparation for ordination. In some cases, especially in institutions conducted by religious orders, part of the course is studied in one seminary and the remainder is pursued in another seminary conducted by the same order. Students are admitted to major seminaries only after they have received the necessary preparation in preparatory seminaries or colleges.

The preparatory seminary is a classical college. The chief difference between the preparatory seminary and the regular college lies in the distinctly ecclesiastical purpose of the former, which, as a rule, admits only those who intend to enter the sacred ministry. The curriculum of the preparatory seminary usually covers 4 years of high-school work and the 2 lower years of the college classical course. Preparatory seminaries will be discussed more fully in a later article. The present discussion will deal only with major seminaries.

Major seminaries

The 1932 Biennial Survey of Catholic Colleges and Schools, conducted by the Department of Education of the National Catholic Welfare Conference, shows that there are 93 major seminaries in the United States.

Seminaries may be divided according to the type of control into two classes—the secular and the religious. The former are destined for the training of the secular or diocesan clergy; the latter for the training of the clergy of the various religious orders. Secular seminaries are usually conducted by diocesan priests, under the direction of the bishop, although several of them are in charge of religious congregations. The religious seminaries are conducted by members of the religious bodies to which such institutions belong.

Of the 93 major seminaries in the United States in 1932, 16 are conducted by diocesan clergy, 1 by diocesan clergy and a religious order, and 76 by religious orders. Thirty religious congregations and socie-

★ **JAMES E. CUMMINGS**, *Statistician, Department of Education, N.C.W.C., Describes Important Sector in Catholic Educational Program*

ties are represented in those seminaries conducted by religious orders. Sixty-one of these seminaries were given over exclusively to the training of candidates of the various religious orders, 23 to the training of secular priests, and 9 to the training of students for both fields of religious work.

An examination of the reports received from the 93 major seminaries in 1932 shows that 52 have departments of philosophy and theology, 25 have only a department of theology and 16 have only a department of philosophy. Of those that have a theology department 67 give the full 4-year course, 3 give a longer course, and 7 do not give the complete course. As already explained, the entire course in some cases is not taken in any one seminary. In seminaries that have a department of philosophy 48 give a 2-year course and 20 give a longer course.

The following information received from several of the seminaries will prove helpful in gaining an understanding of the seminary curriculum.

“The curriculum of St. John’s Seminary, Little Rock, Ark., covers a period of 12 years: The course of philosophy 2 years, the course of theology 4 years and the course of humanities 6 years.”

“Besides the regular courses the students of theology of the Sulpician Seminary, Washington, D.C., follow courses in education and sociology at the Catholic University of America, 3 periods a week for 4 years.”

“The students of The Viatorian Seminary, Washington, D.C., pursue their theology at the Catholic University of America. In our institution they take work in liturgy, preaching, ascetical theology and church music.”

“St. Mary’s Seminary, Lemont, Ill., sends the clerics after 3 years philosophy to the University of Ljubljana, Jugoslavia, for theology and to learn the

Slovenian language because our Commissariat of the Holy Cross is for the Slovenian immigrants.”

St. Mary’s Seminary, Baltimore, is conducted by the Sulpicians, a society of secular priests founded especially for training the clergy. The Catholic University of America, which also enrolls divinity students from all parts of the United States, has intrusted to the Sulpician Fathers, under the general supervision of the rector and vice rector, the spiritual direction and care of the theological students.

The Pontifical College Josephinum, Worthington, Ohio, is not diocesan. It is national and trains priests for needy dioceses without expense to the diocese. It also specializes in German for the benefit of any diocese requiring priests who can speak German.

With the exception of St. Paul Seminary, St. Paul, Minn., which was endowed by Mr. and Mrs. James J. Hill, the seminaries are dependent upon the diocesan collections for their support. Here and there burses have been established, and special funds secured; but, in general, the expenses are defrayed from the yearly offerings. Students from other dioceses who attend a diocesan seminary are supported by their respective bishops. Religious seminaries are, of course, supported by the respective religious orders.

Courses

The length of the curriculum of the diocesan seminary was definitely fixed by the Third Plenary Council of Baltimore: “In all seminaries the course of study shall embrace not fewer than 6 years, 2 of which shall be devoted to the study of philosophy and 4 to that of theology.”

“The regular course of study of Dominguez Seminary, Compton, Calif.,

comprises 5 years of theology and 3 of philosophy."

"After 3 years of philosophy and fundamental theology the students of the Dominican House of Studies, River Forest, Ill., are sent to the Dominican House of Studies, Washington, D.C., where the theological course is completed and the students are ordained."

"With the Passionist Fathers the entire course is not taken in any one monastery. The class of students at St. Gabriel's Monastery, Des Moines, Iowa, are in their third year of theology."

In the 93 seminaries the instruction staffs included 341 religious and 211 secular clergy in the department of theology. Fifteen lay teachers were also included in this department. The department of philosophy included 287 religious-order priests, 118 secular priests, and 27 lay teachers. Excluding dupli-

cates the total number of instructors in the major seminaries in 1932 was as follows: Religious-order clergy 580, secular clergy 267 and lay teachers 36. The grand total of 883 instructors was practically the same as in 1930 when 886 instructors were reported.

In 1932 the number of students enrolled in courses in theology was 4,928. Of this total 1,665 were students training for religious orders and 3,263 were students training for the secular clergy. A total of 2,891 students were enrolled in courses of philosophy. This total included 1,463 religious-order students and 1,428 aspirants to the secular priesthood. Excluding duplicates the total number of students training for religious orders was 3,045 and for the secular clergy 4,682. The grand total of 7,727 students in 1932 was an increase of nearly 100 students over the total of 7,632 in 1930.

Recent Theses



THE LIBRARY of the Office of Education collects doctors' and outstanding masters' theses in education, which are available for consultation, and may be borrowed on interlibrary loan. A list of the most recently received theses is given each month. Additional theses on file in the library will be found, marked with an (*), in the current number of the *Bibliography of Research Studies in Education*.

BLEDSON, LUTHER E. The permanent cumulative record on the junior college level. Master's, 1933. West Virginia University. 72 p. ms.

BOWLER, SISTER MARY M. A history of Catholic colleges for women in the United States of America. Doctor's, 1933. Catholic University of America. 145 p.

BRODIE, ELBRIDGE C. A study of teacher certification in Texas. Doctor's, 1932. New York University. 171 p. ms.

EASON, THOMAS D. History of teacher certification in Virginia. A review of the laws and regulations from 1870 to 1932. Master's, 1932. New York University. 149 p. ms.

EMME, EARLE E. A study of the adjustment problems of freshmen in a church college. Doctor's, 1932. University of Chicago. 125 p.

GERSTMAYER, EVA E. A study of the relative value of test-determined supervisory aid versus non-test-determined supervisory aid in the supervision of primary reading. Master's, 1933. Johns Hopkins University. 108 p. ms.

HAAGE, CATHERINE M. Tests of functional Latin for secondary school use based upon the recommendations of the Classical investigation. Doctor's, 1932. University of Pennsylvania. 192 p.

HAWKES, HOWARD G. Some late developments in organization and administration of health education. Master's, 1933. Boston University. 51 p. ms.

HOPKINS, THOMAS W. Educational standardization and the foreign child. Doctor's, 1932. New York University. 276 p. ms.

KATSH, ABRAHAM I. Some changing theories of the nature of measurement with special reference to its value in education. Master's, 1932. New York University. 102 p. ms.

KNIGHT, CHARLES B. A history of early education in Roxbury, New Hampshire. Master's, 1933. Boston University. 220 p. ms.

KRAMER, GRACE A. The effect of certain factors in the verbal arithmetic problems upon children's success in the solution. Doctor's, 1933. Johns Hopkins University. 106 p. (Studies in education, no. 20.)

MERRILL, J. VEY. Public school publicity. Master's, 1932. Boston University. 110 p. ms.

NELSON, THOMAS L. Comparison of the achievement of pupils in schools of 1 or 2 teachers with that of pupils in schools of 8 or more teachers. Doctor's, 1932. University of California. 141 p. ms.

RAZRAN, GREGORY H. S. Conditioned responses in children: a behavioral and quantitative critical review of experimental studies. Doctor's, 1933. Columbia University. 121 p. (Archives of psychology, no. 148.)

—RUTH A. GRAY.

N O C—A New Service



RECENT economic changes and the present economic crises have greatly emphasized the need for more and better information relating to the varied phases of vocational guidance and vocational education, and for a better distribution of the best information already available; likewise, for the creation of some agency of Nation-wide scope equipped to address itself specifically, and in a comprehensive way, to the general problem of occupational adjustment. The National Occupational Conference (N.O.C. for short) has been formed to meet a timely and urgent need.

The conference is a cooperating group of leaders in education, vocational guidance, personnel work, and allied activities, with representatives from industry, business, and labor, who are vitally interested in the task of helping youth and adults to orient and adjust themselves in a changing occupational world in which occupations not only change their character but are born or die overnight, thus altering—so to speak—the occupational map. A central office has been established to serve as a clearing house of information on occupations, occupational trends, and guidance techniques, methods, and programs.

While the conference is especially concerned with those kinds of information that will be most useful to the "working counselor", it seeks also to assist school and college administrators and teachers, and social agencies and organizations of

miscellaneous description, through its informational and consultative services. Besides gathering and disseminating data which exist (and this implies, of course, a continuing process), the plan of action includes extension of the existing stock of knowledge. This means the encouragement of sponsorship of fresh surveys and researches, a number of which have already been undertaken for the purpose of filling gaps or of evaluating present procedures. Further, the National Occupational Conference offers its aid in coordinating research in the occupational and guidance field.

At the Northeastern Conference on Vocational Guidance, the first of several regional conferences projected by N.O.C., the vocational counselors and the teachers and administrators of guidance who participated rated as among the highest in importance of a hundred recommendations prepared in discussion groups, one that called for "the development of ways and means of assembling and distributing current information on occupational distribution and trends, with special reference to changes in the absorptive capacity of different occupations." Studies of occupational supply and demand, and of the possibilities of predicting tomorrow's supply and demand, are in progress under N.O.C. auspices. Other important investigations in which the conference is directly or indirectly concerned relate to

[Continued on page 84]

Have You Read?

“DO THE school principals of the United States read?” asks Jesse H. Newlon in “The Principal’s Professional Library” in *School Executives Magazine* for October. He reviews briefly the popular choice of magazines and books, and suggests means of broadening the scope of professional and nonprofessional reading.

Mary Dabney Davis, of the Federal Office of Education, presents in *Childhood Education* for October a review of existing legislation showing the increase of State laws affecting young children.

Contrary to our usual custom we should like to cite the entire contents of the *Journal of Adult Education* for October as worthy of attention for its particularly stimulating and worth-while articles. To specify the interesting articles would be to copy the table of contents.

The *Minnesota Journal of Education* for November contains an article on “Salaries and the cost of living”, written by Walter Crosby Eells, of Stanford University.

How “the new school year begins” in Russia is described in *Soviet Union Review* for October.

Three of the general magazines for November carry interesting articles on the school situation. In the *Atlantic* is a “Spasmodic diary of a Chicago school-teacher”, covering the dates March 28 to September 8, 1933. Mrs. Avis D. Carlson has contributed to *Harpers* an article entitled “Deflating the Schools”, pointing out what has been done to schools in various States. “But it is a crying shame”, she concludes, “that the children have to foot the bill.” How the “richest country on earth” has been treating its schools is reported in *Cosmopolitan* by Helen Christine Bennett in an article entitled “The little red school-house is in the red.”

The *National Student Mirror* published by the National Student Federation (218 Madison Avenue, New York City) issued its first number in October. Its aim is to afford to students and other thinking people a means of expression and a source of information and to help to develop a healthy public opinion.

The Los Angeles City School District has issued as its School Publication No.

235, a survey of the school library system of Los Angeles. It is a symposium by librarians, giving “the best experience of many school librarians over a period of 30 years in the fifth city of the United States.”

“Rapidly aging young man” is what Milton S. Mayer calls President Robert Maynard Hutchins in a brilliant article in *Forum* for November. He discusses the University of Chicago and its development in the past 4 years as well as the part played by President Hutchins.

A large part of *Education* for October is devoted to the subject of music in the school, the music teacher, the junior high school band, public support of school music, music camps, and music pedagogy of the future.

The leading article in *Occupations* for October is by Secretary of Labor Perkins, “Whose responsibility?” She shows that “the gospel of the New Deal is applied specifically to the problem of occupational guidance, training, and adjustment.”

—SABRA W. VOUGHT.

South Africa Speaks

E. G. MALHERBE, *education director, visited our schools, and compares effects of depression on education in both nations for SCHOOL LIFE.*

IT SEEMS to me when viewing your emergency measures toward national recovery in the United States, from the point of view of an outsider—a visitor from one of the remote corners of the earth, South Africa—that two things stand out clearly in your present situation.

In the first place, that the depression hit the whole economic structure of the country and therefore needed measures on a national scale in order to bring the Nation on the road to economic recovery.

The second thing that strikes me is that at a time when a long-sighted policy of rehabilitation (i.e., through both an extended and an intensified program of education) is most urgently needed, the existing State machinery which ought to make that program possible has lamentably broken down. Instead of stepping up the educational program, I find here to my horror, that schools have been closed to such an extent that hundreds of thousands of school children are locked out; that thousands of teachers are without work and that of those who are teaching about one fourth earn a lower wage than the minimum laid down by the N.R.A. for unskilled laborers. This seems to me to indicate the utter breakdown of the principle of the self-sufficiency of the States to care for the education of the Nation’s children. And if you regard education as one of the measures of recovery, it seems to me that you should be logically consistent and request the Federal Government to step into the breach and to help out on education, just as it is doing on other matters.

Though we have in South Africa been hit by the depression just as much as the United States, we have to a large extent spared our educational system the shock of the blow, simply because our political structure was different. Just as the child in the mother’s womb is more carefully insulated and protected than almost any other part of the mother’s body, so the South African political structure (framed somewhat on British lines) has an educational system pretty well insulated from exterior shock because it is regarded as vital for the continuation of its life as an organic society. Our national or Union Government subsidizes the four Provinces, which have absolute control over primary and secondary education, to the extent of about \$80 per pupil in average attendance. Actually the Provinces spend more than this amount, according to their power to tax themselves. Let it be pointed out, however, that the Union Government does not in consequence of this subsidy exercise any control whatsoever over primary and secondary education—though it could if it wanted to—theoretically the constitution has given the Union Parliament power to legislate in any field affecting the welfare of the South African people. I mention this because it does not seem to follow, as many people seem to fear, that your Federal Government should necessarily control education in the States merely because it subsidizes it.

When the depression came the resources of the poorer Provinces, of course, petered out and teachers’ salaries were cut—but never more than 10 percent. Now it is 5 percent less than it was. Some, but only a relatively few, teachers

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were declared redundant owing to increasing the per teacher quota of pupils in the urban schools. Even then the average salary per teacher remained over £300 per annum, i.e., about \$1,500. So that, when I view the American situation I think that we as teachers in South Africa have been relatively fortunate. And the reason for this seems to be that it was because our Provinces had the backing of the nation's resources to help them out. The \$80 subsidy from the Union remained unimpaired—the solid rock to take the shock of the depression and saved the weaker Provinces from being overwhelmed by the wave of depression when it did strike us, just as it has struck you.

Our educational system is far from perfect. I can dilate for a long while on its shortcomings, but by means of our peculiar financial and administrative organization we did at least save our children from what would otherwise have been a disastrous calamity and our teachers from a humiliation which could have damaged the prestige of the teaching profession in an almost irrevocable way.

I cannot help feeling that the logic of circumstances will yet drive you in this country to do the sensible and just thing by your Nation's children, viz, to give at least every child an opportunity to participate (to the extent that he can profit) in the financial resources of the richest Nation in the world.

★ New Courses

Pennsylvania department of public instruction announces the completion of courses of study in science, and the social studies. The science course may be used in 12 grades. The social studies course is for grades 7, 8, and 9. Material included in the courses is part of a curriculum revision program in Pennsylvania public schools organized under the direction of William H. Bristow, deputy superintendent, department of public instruction.

★ Mort Gets Medal

Dr. Paul R. Mort, professor of education and director of the School of Education, Teachers College, Columbia University, was awarded the Butler Medal of the University this year. He received the medal in silver in recognition of his leadership in the study of financing of public education, particularly for his report on State Support for Public Education. This report resulted from the National Survey of School Finance which Dr. Mort directed for the Federal Office of Education.

Higher Education's Roster



IN THE United States, 1,466 institutions of higher education are in operation according to the Educational Directory, 1934 (Bulletin 1934, no. 1, part III).* This number is fewer by 20 than the number listed a year ago. One institution closed in each of the following States—Arkansas, Illinois, Kentucky, North Carolina, Texas, Virginia, and Wisconsin, 2 each in Georgia and Nebraska, and 4 each in Missouri and New York.

The accompanying table reveals the classification of the 1,466 institutions of higher education. Twenty-six percent are under State support and control; 8 percent are under municipal control or a part of the public-school system; 21 percent are privately managed, and 45 percent are supported by church denominations.

The classification "colleges and universities" refers to those institutions which require for admission graduation from a

The "independent professional schools" are those not connected with any university, but which offer professional work, particularly in law, theology, medicine, engineering, music, etc. These 203 institutions do not, as a rule, offer arts and science courses but confine themselves more or less to professional training.

"Teachers colleges" are for the most part State institutions offering 4-year curricula leading to a degree. These institutions and the normal schools prepare most of the elementary teachers in the United States, and a considerable fraction of the high-school teachers as well. The teachers colleges number 160, of which 12 are for Negro students. Ninety-seven "normal schools" offer 2 or 3 years of college work but do not grant degrees.

"Junior colleges" are 2-year institutions offering college work but not granting the bachelor's degree. Students who attend these institutions must transfer

Classification of institutions of higher education, 1934

| Type of institution | State | | | City or district | | | Private | | | Denominational | | | Total |
|-----------------------------------|-------|-------|---------------|------------------|-------|---------------|---------|-------|---------------|----------------|-------|---------------|-------|
| | Men | Women | Coeducational | Men | Women | Coeducational | Men | Women | Coeducational | Men | Women | Coeducational | |
| Colleges and universities: | | | | | | | | | | | | | |
| White..... | 6 | 8 | 80 | 1 | 1 | 9 | 18 | 29 | 75 | 71 | 90 | 221 | 609 |
| Negro..... | | | 10 | | | 1 | | 1 | 6 | 2 | 2 | 23 | 45 |
| Independent professional schools: | | | | | | | | | | | | | |
| White..... | 8 | | 8 | | | | 18 | 3 | 68 | 61 | | 34 | 200 |
| Negro..... | | | | | | | | | 1 | 1 | | 1 | 3 |
| Teachers colleges: | | | | | | | | | | | | | |
| White..... | | 8 | 125 | | 2 | 3 | | 2 | 6 | | 1 | 1 | 148 |
| Negro..... | | 1 | 9 | | | 1 | | | 1 | | | | 12 |
| Normal schools: | | | | | | | | | | | | | |
| White..... | | 3 | 41 | 1 | 5 | 6 | | 22 | 6 | 1 | 1 | 2 | 88 |
| Negro..... | | | 6 | | | 1 | | | | | | 2 | 9 |
| Junior colleges: | | | | | | | | | | | | | |
| White..... | 2 | | 61 | | | 88 | 9 | 31 | 17 | 13 | 39 | 81 | 341 |
| Negro..... | | | 1 | | | 1 | | | 1 | | 1 | 7 | 11 |
| All institutions: | | | | | | | | | | | | | |
| White..... | 16 | 19 | 315 | 2 | 8 | 106 | 45 | 87 | 172 | 146 | 131 | 339 | 1,386 |
| Negro..... | | 1 | 26 | | | 4 | | 1 | 9 | 3 | 3 | 33 | 80 |
| Grand total..... | 16 | 20 | 341 | 2 | 8 | 110 | 45 | 88 | 181 | 149 | 134 | 372 | 1,466 |
| Summary: | | | | | | | | | | | | | |
| Number of institutions..... | | 377 | | | 120 | | | 314 | | | 655 | | 1,466 |
| Percentage..... | | 26 | | | 8 | | | 21 | | | 45 | | 100 |

standard secondary school (or equivalent), offer a 4-year curriculum leading to a bachelor's degree, and include liberal arts studies in their offerings. There are 609 of these institutions primarily or exclusively for white students, and 45 for Negro students only.

their credits and continue in a 4-year college if they desire a bachelor's degree. Of the 352 junior colleges listed, 11 are for Negro students, and of the remainder 151 are supported by public funds. Of the 1,386 higher educational institutions that white students attend, 209 are men's colleges, 245 are women's colleges, and 932 are coeducational institutions.

—WALTER J. GREENLEAF.

* Now available from the Superintendent of Documents, Washington, D.C., Price 5 cents. Lists addresses and names of presidents and heads of departments of universities.

Are We a Nation of 12-year-olds?

THE assertion that the men and women of the United States have the same intelligence as that of 12-year-olds has been made continuously for the last decade. In many instances, if not in most, the person making the assertion is using it as an argument for lowering the educational or cultural level of whatever he is promoting. The educational and cultural level of newspapers, magazines, movies, and radio presentations have, no doubt, been to some extent lowered by those in charge of these activities, on account of the weight of this oft-repeated and widely disseminated assertion.

It happens that *the assertion is not true*. Most of the persons making the assertion have probably been sincere in their statement of it. This false knowledge has been bandied about for such a long time that it has become universal knowledge. Educators should do their best to counteract all forms of propaganda which use this false premise.

We shall present in very brief form reasons why the statement is untrue.

The statement that the intelligence of the adults of this country was about that of 12-year-olds came about through a misinterpretation of the data obtained from the intelligence testing carried out in the Army during the World War. There are several factors at work which brought about this misinterpretation. Only the most important however will be mentioned here. The mental ages obtained on the intelligence tests used in the Army were based on equivalent mental ages found on the individual Binet intelligence test. This Binet test however underrates adult intelligence. It does this because in its standardization a more or less select group was used in the upper-year levels. Therefore the results on the Army testing as far as mental ages are concerned are good only in a comparative way. That is, a soldier who obtained a mental age rating of 14 was better than one receiving a mental age rating of 13. But neither of the scores can be interpreted to mean that the two soldiers had the intelligence of 14- and 13-year-olds, respectively. All that is known from the Army testing is that each individual actually rated a higher mental age than he was given

★ DAVID SEGEL, *Specialist in Tests and Measurements, Explodes the Popular Myth, Declaring that The Assertion Is Not True*

credit for by the test. How much higher we cannot tell from the Army data alone.

[Later researches have shown positively that the intelligence of the adults of this country will average considerable above that of 12-year olds. We shall mention two researches of the mental ability of adults in comparison with that of children. There are other researches which give additional evidence of the type we present here. Thorndike¹ had individuals of different ages from 10 to 45 tested on a great variety of mental tasks showing ability to learn. Similarly Jones and Conrad² had individuals of ages 10 to 50 tested for ability to learn by using the Army Alpha Intelligence Test. The mean results from these two studies have been drawn into a curve as shown below

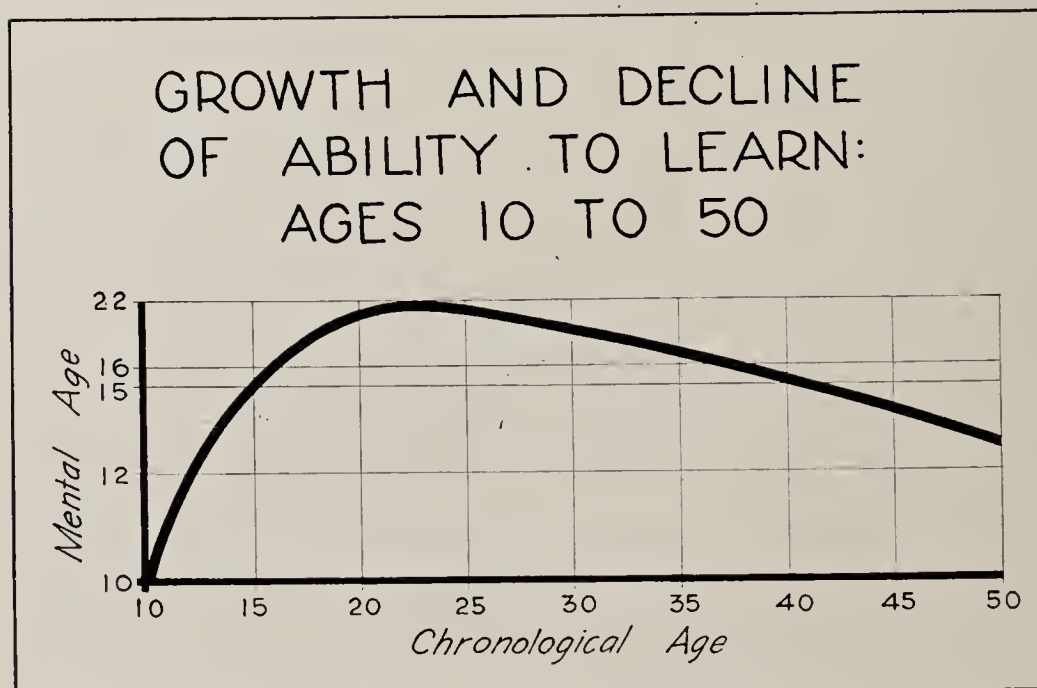
¹ Thorndike, Edward L. *Adult Learning*. Macmillan Co., 1928.

² Jones, Harold E. and Conrad, Herbert S. *The Growth and Decline of Intelligence: A Study of a Homogeneous Group between the Ages of Ten and Sixty*. Genetic Psychology Monographs. Vol. XIII. No. 3, March 1933.

representing the growth in ability to learn from the age of 10 to 50.

This figure shows that the line of growth in ability to learn rises rather sharply until about the age of 15 or 16, then rises less and less sharply until about the age of 22 or 23. From this age the curve begins to drop, at first very slowly, and then more and more pronounced but never precipitously. This curve shows that the ability to learn increases until the early twenties. The mental age of the adults of the early twenties (20-25) is therefore above that of any age group in the teens. This particular group of adults has a mental age according to these researches of almost 10 years above that postulated by those who claim that our adults have the mental age of 12-year olds. At no age level does the average mental age obtained from these two investigations fall to that of the 12-year olds.

It will be noted from the curve that the differences in intelligence scores between the mental ages after 16 become less and



less. Just how much these differences mean in absolute standards cannot be determined from the data in these investigations. It is possible that a small increment of ability at these higher levels means much more for society as a whole than a larger increment at a lower level. The concept of mental age in itself is not one which is being defended here. Above the age of childhood it becomes merely a mental rating. It is used in this discussion as a device for showing that the popular and universal notion about the mental age of adults is wrong.

According to these researches then, the mental age, as far as ability to learn new material is concerned is considerable above that of 12-year olds. The adult population has an *adult intelligence and not a childish intelligence.*

In order to show this more clearly, an approximation of the numbers of adults of various mental ages has been made. This is given below. By adults is meant men and women of the ages 16 to 50. This adult group includes 75 percent of the adult population 16 years and over and represents the most

active years of a person's life. The number of persons living at various ages was obtained from the 1930 census. In getting at the percent of adults at different mental age levels we have postulated that the deviation from the average level at each age is of the same proportionate amount. This means, for example, that at the chronological age of 21, while the average mental age is 21, there will also be groups having the mental ages of 22, 23, 24, etc., in diminishing amounts, as well as groups having mental ages of 20, 19, 18, etc., in diminishing amounts.

By an inspection of this figure it will be seen that only 5 percent of this adult population have a mental age of 12 years or less, whereas 71.8 percent have a mental age of adults, i.e., 16 years or over. [The average mental age of the men and women of this country according to this method of calculation is 17.7. *This average shows that the popular notion that the average man or woman has the mind of a 12-year old is very very erroneous.*]

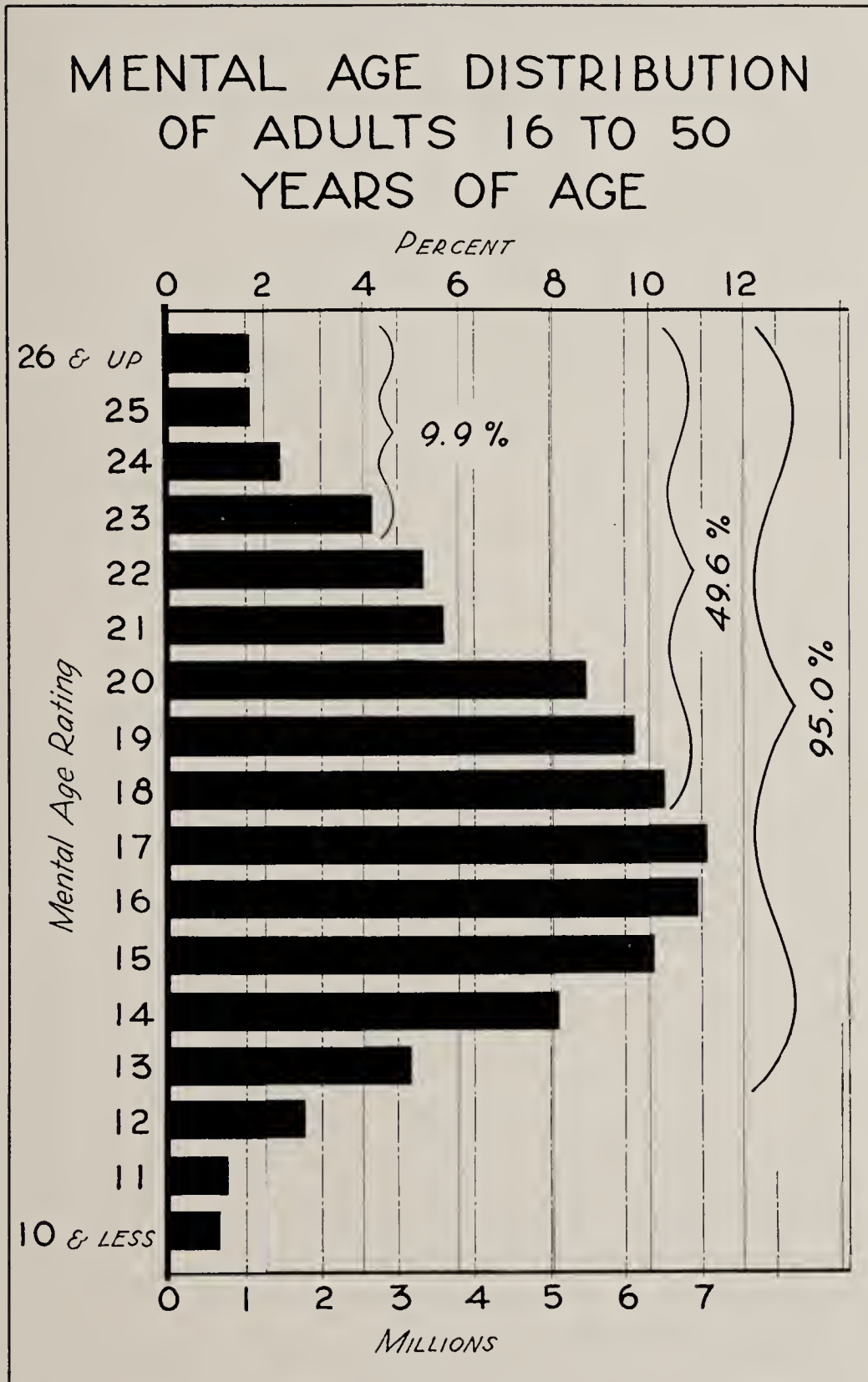
For the every-day practice of living, due to the factor of experience, the ability of a man in those things he practices more or less continuously, does not begin to decline in the twenties. It is probable that the increase in all-around ability—not just ability to learn in a new situation—counteracts the tendency of the curve shown in the first figure so that instead of going down it goes up for some time after the twenties. It is possible that this all round ability does not begin to decline until quite late in life.

To Save The Schools

[Continued from page 67]

spect to State administration of education. "A feeling has existed for a long time that the State board of education was too large, had too many persons on it not directly interested in education and too many ex officio members."—(*Indiana Teacher*, May 1933, p. 10.) The legislature sought to remedy this situation by providing for a new State board consisting of 9 members—the Governor, Lieutenant Governor, and the State superintendent as ex officio members, and 6 additional members appointed by the Governor, 4 of whom shall be actively engaged in educational work. The old board had 7 ex officio members. Abolition of ex officio members from State boards of education is a tendency observed in educational legislation of recent years.

The limits of this article will not permit a review of all notable legislation affecting education in 1933. Legislative action in one other State, West Virginia, was given special attention in October SCHOOL LIFE.



Soviet Education

[Continued from page 71]

work in that unit and its relation to other units. Actual vocational training comes later in the technicums and factory schools where the boy or girl divides the time between study and productive labor. The institutions of higher education are expected to furnish the expert technicians who will bring to fruition the national economic plans and policies.

The organization of instruction is shown in the accompanying diagram taken from Dr. Albert Pinkevitch's book entitled, "The New Education in the Soviet Republic." The markedly distinctive feature is the complete system of education for adults which is designed to make them literate, lead them by progressive steps into communistic beliefs and activities, and give them such technical training as will make them socially useful workers. It opens the way for an illiterate adult to attain university training. In that part of the organization arranged for children and youth, preschool training

has an unusually prominent part. Nursery schools must be connected with every factory and plant and are built to satisfy the needs of the child and his working mother. The creche cares for the infant for 10 or 11 hours of the day, more hours than the mother is at work, and even this early in life an attempt is made to give the children ideas of collective social living.

In a country where men and women have the same juridical and economic rights, coeducation is a matter of course. Separate schools are almost unknown in the Union. The teaching of religious faiths is prohibited in all State and public schools. The education system is multilingual; each of the 152 nationalities in the Union has the right to establish instruction through its own language. The central authorities encourage and help the minorities to develop their mother tongues and native literatures. Education is not compulsory throughout the Union but the plan is to make it so very soon.

The Soviet authorities report 7,000,000 children in preschool institutions; 24,000,000 in elementary schools; 1,437,000 in

workers' faculties and in technicums or technical high schools; 1,200,000 in factory apprenticeship schools; 506,000 taking workers' training courses; 115,000 in the party schools and communist universities; 500,000 in higher schools; and 30,000 workers in scientific institutions. If there are no duplications in these data, the total is 34,788,000.

The total figure for the United States is around 30,818,000 divided into preschool, 770,000; elementary, 23,482,000; secondary, 5,512,000; and collegiate, 1,154,400. The population of the Soviet Union was estimated for 1931 at 161,000,000; that of the Continental United States was 122,775,000 in 1930.

For those who may wish to read further about education in the Soviet Union, the following listed books are suggested:

CHARQUES, R. D. Soviet education. London. The Hogarth Press. 1932. 48 p.

CONUS, Dr. E. Protection of childhood and motherhood in the Soviet Union. Moscow. State Medical Editorship. 1933. 118 p.

COUNTS, GEORGE S. The Soviet challenge to America. New York. The John Day Co. 1931. 372 p.

HARPER, SAMUEL N. Civic training in Soviet Russia. Chicago. The University of Chicago Press. 1929. 401 p.

KANDEL, I. L. Comparative education. New York. Houghton Mifflin Co. 1933. 922 p.

PINKEVITCH, ALBERT P. The new education in the Soviet Republic. New York. The John Day Co. 1929. 404 p.

SOVIET UNION SOCIETY FOR CULTURAL RELATIONS WITH OTHER COUNTRIES. The School in the U.S.S.R. (Vol. I-II, 1933 of V.O.K.S.) Moscow International Press. 1933. 172 p.

WOODY, THOMAS. New minds: new men? New York. The Macmillan Co. 1932. 528 p.

Educational Meetings

American Academy of Political and Social Science. Philadelphia, January 5-6.
American Association of Junior Colleges. Columbus, Ohio, February 23-24.
American College Personnel Association. Cleveland, February 22-25.
American Educational Research Association. Cleveland, week of February 24-March 1.
American Medical Association, Council on Medical Education and Hospitals. Chicago, February 12-13.
Associated Guidance Bureau. New York City, February 3.
Association of American Colleges. St. Louis, Mo., January 18-19.
Camp Directors Association. New York City, February 22-24.
Head Masters Association. Cambridge, Mass., February 9.
National Association for Research in Science Teaching. Cleveland, February 25-27.
National Association for the Study of the Platoon or Work-Study-Play Organization. Cleveland, February 27.
National Association of High-School Inspectors and Supervisors. Cleveland, week of February 24-March 1.
National Association of Officers of Regional Standardizing Agencies. Cleveland, week of February 24-March 1.
National Association of Secretaries of State Teachers Associations. Oklahoma City, February 5-10.
National Association of Teachers Agencies. Cleveland, week of February 24-March 1.
National Committee of Bureaus of Occupations. Cleveland, week of February 24-March 1.
National Committee on Education by Radio. Washington, D.C., January 15.
National Committee on Research in Secondary Education. Cleveland, February 26.

National Council of Childhood Education. Cleveland, week of February 24-March 1.
National Council of Education. Cleveland, week of February 24-March 1.
National Council of Supervisors of Elementary Science. Cleveland, week of February 24-March 1.
National Council of State Superintendents and Commissioners of Education. Cleveland, week of February 24-March 1.
National Council of Teachers of Mathematics. Cleveland, February 23-24.
National Education Association. Cleveland, February 24-March 1:
Department of Classroom Teachers.
Department of Deans of Women.
Department of Elementary School Principals.
Department of Rural Education.
Department of Secondary School Principals.
Department of Superintendence.
Department of Supervisors and Directors of Instruction.
Department of Teachers Colleges.
Department of Vocational Education.
Municipal Normal School and Teachers College Section.
National Occupational Conference. Cleveland, February 21-24.
National Society for the Study of Education. Cleveland, week of February 24-March 1.
National Society of College Teachers of Education. Cleveland, February 24-28.
Secondary Education Board. Lakeville, Conn., February 16-17.
State Teachers Magazines, Inc., Cleveland, February 27.
Association of Kentucky Colleges and Universities. Lexington, January 13.
High-School Principals Association of Massachusetts. Boston, January 13.
Nebraska Association of School Boards and Executives. Hastings, Nebr., January 23-24.

Enter CWA

[Continued from page 63]

administrator now draws on two sources of funds: 1, Public Works funds which must be spent in accordance with the Public Works section of act 67, Seventy-third Congress; 2, F.E.R.A. funds (\$250,000,000) made available by act 15, Seventy-third Congress.

Mr. Hopkins will spend P.W.A. money for civil works projects according to P.W.A. rates of pay and hours of work. He will spend F.E.R.A. funds for educational projects, direct relief, and purchase of meat, wheat, etc., according to F.E.R.A. rules and regulations.

Mr. Hopkins still expects cooperation on the part of States and localities in handling relief problems. Although the Federal Government is taking a larger responsibility, this does not mean that State and local governments are relieved of their responsibilities. Thus school boards will probably have much greater chance to benefit from the C.W.A. if they will show a willingness to share the responsibilities and share the expenses.

Mr. Hopkins announced that State relief administrators and their staffs will be sworn in as Federal officers.

Effect of a Survey

IN JUNE 1932, when the National Survey of School Finance was brought to a premature close as a Government project because funds for its completion were not appropriated, a number of important studies had been outlined and were under way. In order to salvage as much of this work as possible it was decided to point out and briefly describe these and other important unsolved problems in the field of school finance. Consequently one of the final reports of the Survey is entitled "Research Problems in School Finance."¹

It was thought that a report of this nature prepared by eminent authorities would be of assistance to persons engaged in general school administrative work, would direct attention to the basic problems which confront legislatures and

¹ Other reports of the Survey are: Bibliography on Educational Finance (U.S. Office of Education Bulletin, 1932, No. 15), Government Printing Office, Washington, D.C., 20 cents per copy; and State Support for Public Education, American Council on Education, 744 Jackson Place N.W., Washington, D.C., \$2 per copy. The report entitled "Research Problems in School Finance" is now being reprinted and may be obtained from the American Council on Education at 75 cents per copy in paper and \$1 in cloth binding.

boards of education in their difficult task of providing school funds, and would promote research on important phases of the problem. Accordingly it was thought that new courses in school finance would be offered in universities and colleges, or that courses previously offered in educational administration featuring school finance would be modified and that many individual projects would be undertaken by graduate students in this field. This Office is interested in knowing the results.

On July 3, 1933, a letter containing the following paragraph was sent by Dr. William John Cooper, who was then United States Commissioner of Education, to 105 universities and colleges offering graduate work in education:

"In order to determine the extent of research work completed or in progress on problems suggested by this report, I am asking you to kindly fill in such of the enclosed forms as necessary to give us this information. There are, as you will see, two different forms: One calls for infor-

[Continued on page 82]

One of the fields to which vocational training has been extended in the last few years with good results, is that of home industries or handicraft. Special attention has been given by the Office of Education to training in these occupations in New Hampshire, Massachusetts, New York, and North Carolina. Courses have been established in these States for training in craft work in wood, leather, metal, basketry, and textiles. These classes are especially appropriate in a time like the present when many persons, especially in smaller communities, are seeking ways of earning some money through work which can be done at home. Particular emphasis is directed in such classes to practical applied design and to methods of placing the articles produced on the market. Hand-made furniture, hand-hammered copper and brass articles, andirons, fireplace equipment, special fabrics woven on hand looms, and hand-made and hand-decorated pottery are among the things produced in these handicraft work centers. Classes in handicrafts frequently fit admirably into programs of vocational training in small towns and rural communities.

GENERAL

Courses in school finance offered, or modified, as a result of school finance survey

| School | New course | Modified course | Name of course | Modified by— |
|--|------------|-----------------|--|--|
| Alabama State University | | X | School finance | Emphasizing budgetary procedures and public information. |
| Arizona State University | | X | do | Using materials from report. |
| Bucknell University | X | | Public-school finance | |
| Colorado State University | | X | Cost and financing of education. | Adaptation to present tax situation. |
| Fisk University | X | | City-school administration | |
| Kansas State Teachers College (Emporia) | | X | School finance | Including all materials made available. |
| Kansas State University | | X | Educational finance | Study of new sources of revenue, economies in financing schools, better budgeting and reporting. |
| Maine State University | X | | School finance and school plants. | |
| Miami University | | X | School finance | |
| Michigan State College | | X | School administration | New approach and revised materials. |
| New York University | | X | Business and financial administration of public education. | To be modified |
| Do | | X | Financial problems of colleges and universities. | Do. |
| Ohio State University | | X | School finance | |
| Oklahoma Agricultural and Mechanical College | | X | Public-school finance | Study of national survey results. |
| Pennsylvania State College | | X | School finance | Using new materials. |
| Purdue University | | X | School budgets and accounting. | |
| Rochester University | X | | Public-school business administration. | |
| South Carolina State University | | X | Public-school finance | Following rather closely survey report. |
| Teachers College, Columbia University | X | | The organization of State support for public schools. | |
| Temple University | | X | State-school finance | Using latest information, especially concerning legislation in Pennsylvania, New Jersey, and Delaware. |
| Tennessee State University | | X | School administration, school finance. | |
| West Virginia State University | | X | Public-school finance | Placing more emphasis on sources, taxation, State support, and economies of school finance. |
| Wyoming State University | X | | The school budget | |

The total enrollment in vocational classes in agriculture, trade, and industry, and home economics for the fiscal year ended June 30, 1933, was 1,031,571, a decrease as compared with the previous year of 26,667. Most of this decrease is in trade and industrial courses—and more particularly in continuation classes. This is explained by the fact that these classes are intended primarily for boys 14 to 16 years of age who are employed and are taking instruction in part-time classes in subjects pertaining to their occupations. The consistent increase in enrollments in all-day vocational classes shown by State returns is doubtless due to the resort to these classes of boys and adults who have been unemployed and have returned to the all-day schools to prepare themselves for future employment. Decreases shown for enrollments in evening classes in agriculture and home economics are accounted for by lack of funds required to maintain these classes.

The number of persons in the United States disabled through industrial accidents or otherwise who were rehabilitated, given vocational training where necessary for occupations in which they could engage, and placed in permanent employment for the fiscal year ended June 30, 1933, was 5,613.—CHARLES M. ARTHUR.

Electrifying Education

HIGH-SCHOOL debaters will be interested in the announcement that the National Association of Broadcasters, National Press Building, Washington, D.C., has recently issued a 176-page book on "Broadcasting in the United States", which is intended to be a defense of the broadcasting system in the United States. Copies may be obtained free from the association.

In response to numerous requests, the Federal Office of Education has issued a select list of "References on Radio Control and Operation."*

Teachers of the Pacific coast will be interested in the new series of broadcasts on the history of education which is now on the air. The Affiliated Teachers Organization of Los Angeles has planned these broadcasts to show the parallel advance of our living standards and education. The programs are being dramatized by feature motion-picture players from the Metro-Goldwyn-Mayer Studios and the Fox Film Corporation.

A general list of "Catalogs of Non-theatrical Films" has been issued recently by the Office of Education.*

"Government Departments Which Have Motion-Picture Films for Free Distribution" is the title of another sheet now available.*

An examination of college radio programs indicates the popularity of drama, book reviews, modern language, music appreciation, agriculture, and home economics.

James G. Sigman's dissertation entitled "Origin and Development of Visual Education in Philadelphia" has been published recently by Temple University.

Miss Vida B. Sutton is now broadcasting "The Magic of Speech" series for the sixth year. This popular series is on the air at 2:00, eastern standard time, Friday

* May be obtained free of charge from the Editorial Division, Office of Education, Washington, D.C.

afternoons over a coast-to-coast network of the National Broadcasting Company.

The Progressive Education Association is cooperating with the American School of the Air in presenting a series of weekly radio interviews on social-economic problems over a national network of the Columbia Broadcasting System. These broadcasts are on the air every Friday afternoon at 2:30, eastern standard time.

Members of high-school motion-picture clubs and amateur photographers will enjoy *Movie Makers*, the monthly magazine of the Amateur Cinema League, 105 West Fortieth Street, New York City.

—CLINE M. KOON.

★ Aims in Education

FOLLOWING are paragraphs from a radio dialog between Louis McHenry Howe, secretary to President Roosevelt, and Walter Trumbull, newspaper correspondent, on an N.B.C. hookup November 18:

Mr. Trumbull: Mr. Howe, you have covered the cases of almost everybody, it seems to me, except the teachers. I have been told that there are a great many teachers who are now unemployed.

Mr. Howe: Well, Walter, assistance has been found for them in a somewhat different manner. Not only that—the ability to teach has in itself created some new jobs.

Mr. Trumbull: Just what do you mean, Mr. Howe?

Mr. Howe: Walter, the investigators in the large centers discovered that there were other things the unemployed needed almost as badly as they did food and clothing. They needed courage, companionship, a common interest. So a system of classes has been worked out and now, instead of having nothing to do except sit around and think about their worries, they can use their time to advantage. It works this way, Walter. Say, for instance, that a group of unemployed wishes to learn something about carpentry, or geography, or cabinetwork, or philosophy—it doesn't make any difference what. Some person always can be found in a group who is fitted to teach one of these things if enough others are interested to learn it. These classes have been regularly organized and the teachers put on a salary. None of them gets a very big salary, but it certainly helps. The teacher is earning something of present value and the pupils are learning something of future value—something interesting they never before have had time to study. This is, of course, only one idea of many for employing idle teachers. The relief administration now has a regular educational department with a personnel borrowed from the United States Office of Education.

Mr. Trumbull: That's fine, Mr. Howe. It always has seemed to me that the new deal should furnish an opportunity for education for those who never have had a chance to study much—or even to go to school at all.

Mr. Howe: Yes, Walter, I don't think most of us realize that there are over 4 million persons in this great and enlightened country who are totally illiterate and 8 million more whose knowledge of reading and writing is so small that they are near illiterates. To them all literature is practically a series of closed books—the greatest writers of all time mean nothing to them even as names. A great many of us do not write the letters that we should, but these people cannot send or read a single word of news, or joy, or sorrow. Their outlook on life naturally is limited. They have to depend only on what they see or hear in their immediate surroundings. Until education is a thing which is possessed by all, no country ever can really reach its peak or realize its latent possibilities.

Effect of a Survey

[Continued from page 81]

mation regarding the courses in school finance which are being offered or planned, or courses which have been modified as a result of suggested topics, and the other asks concerning individual studies being undertaken under your direction or in your school."

Of the 40 replies to the questionnaire, 18 schools report no new or modified course of study as a result of the survey report; 15 report that a course has been, or will be, modified; 1 reports 2 courses to be modified; 6 report the introduction of a new course.

The accompanying tabulation is a summary of the information concerning these new or modified courses in the field of school finance for graduate students as reported by 22 colleges and universities.

Twenty-six research studies were reported in progress in answer to the second part of the questionnaire, while one State university reports "many studies have been undertaken by graduate students through the suggestion of the National Survey of School Finance." Eight of the twenty-four studies are doctors' dissertations, 6 are masters' theses, 4 are reported as university bulletin chapters, and 8 are reported without classification. These projects are distributed in special fields as follows: 5 (each State-wide in scope) on "the effects of the economic situation on the schools"; 9 on various phases of "administering school finance"; 4 on "budgetary and accounting procedures"; 2 on "custody of school funds"; 2 on "State school support systems"; and 1 on each of the following subjects—"high-school tuition", "junior high school costs", "financing vocational education", and "economics in tax collections."—TIMON COVERT.

New Government Aids For Teachers



U. S. ARMY AIRCRAFT



THE PUBLICATIONS LISTED *May be Purchased from the Superintendent of Documents, Washington, D.C. Stamps or Defaced Coins are Not Accepted. If More Convenient, Order Through Your Local Bookstore.*

LABOR Through the Century, 1833-1933. 46 p., illus. (Bureau of Labor Statistics, Bulletin No. 597.) Free

A series of 40 pictures in miniature portraying the history of American labor, its progress and its problems, since 1830. Most of the pictures of the earlier periods are reproductions or adaptations of authentic contemporary prints before the days of photography. Some of these are Currier & Ives lithographs, some are drawings in early issues of Harper's Weekly, and some are undated prints of a still earlier period. (Civics; Sociology; Lithography.)

What are Labor Statistics For? 12 p., illus. (Bureau of Labor Statistics, Bulletin No. 599.) Free.

Pictorial charts, popularly treated, presenting selected types of facts and figures of interest which the Bureau is organized to collect. These charts are amplified by text. (Civics; Sociology.)

Radio Address of President Roosevelt from the White House, Sunday, October 22, 1933. 6 p. (White House.) Free.

Consumers' Guide. Vol. I, No. 4. Illus. Mimeog. 24 p. (Agricultural Adjustment Administration.) Free.

A biweekly bulletin to aid consumers in understanding changes in prices and costs of food and farm commodities and in making wise, economical purchases. Tells where your milk money went and how to select your Christmas turkey; discusses the cotton tax, the price of milk, butter, eggs, bread, potatoes, hens, lamb, steak, pork chops, lard, rice, and prunes; and gives wheat facts. (Civics; Home Economics.) Free.

National Recovery Administration. Summary of Permanent Codes Adopted to August 30, 1933. pp. 518-550, Monthly Labor Review, Vol. 37, No. 3, September, 1933. (Bureau of Labor Statistics.) 20 cents.

National Recovery Administration. Code for fair competition for—

Motor Bus Industry—No. 1741-4-03.

5 cents.

Mutual Savings Banks—No. 1707-03.

5 cents.

Stock Exchange Firms—No. 1710-03.

5 cents.

Toy and Playthings Industry—No.

1660-01. 5 cents.

Duck Raising. 1933. 22 p., illus. (Department of Commerce, Farmers' Bulletin No. 697.) 5 cents.

The following mimeographed publications of the Air Corps of the War Department are available free to teachers:

Airplanes of the Army Air Corps, No. U-978.

The U.S. Army Air Corps, No. U-938. Air Corps Training. No. U-936.

Pictures

The Present Types of Army Air Craft twenty-four illustrations mounted on one sheet, each illustration 2¼ by 1½ inches. (See illustration on this page for layout.) Free to teachers. (Air Corps, War Department.)

Films

Swiss Cheese—Made in America. (Bureau of Dairy Industry.) (1 reel.)

Methods used at the Grove City, Pa., creamery, operated with Government cooperation, making cheese of a kind formerly largely imported.

The Horse and Man. (Bureau of Animal Industry.) (1 reel.)

An acknowledgment of the horse's part in the conquest of the New World, and in modern American life. Indian ponies, cow horses, plow horses, cavalry mounts, race horses, hunters, truck horses, and bucking bronchos.

Maps

Topographic Map of the Proposed Mammoth Cave National Park, Kentucky. 34 by 26 inches. (U.S. Geological Survey.) Price, 30 cents.

Three groups of features are shown on this map: (1) Water, including lakes, rivers, dams, marshes, and other bodies of water; (2) relief, including mountains, hills, valleys, and other features of the land surface; and (3) culture (works of man), such as towns, cities, roads, railroads, trails, and boundaries.

Weather Map. Daily weather map of United States published at Washington, D.C., containing forecasts for all States east of Mississippi River belonging to Washington forecast district, June 1-30, 1933. Each 19 by 24 inches. Daily except Sundays and holidays, \$3 a year; 25 cents a month. Maps containing these forecasts are issued daily, except Sundays and holidays, at New Orleans, La.; Denver, Colo.; Chicago, Ill.; San Francisco, Calif.; and other field stations. (Weather Bureau.)

—MARGARET F. RYAN.

NOC—A New Service

[Continued from page 75]

the techniques and methods of individual analysis and of job analysis, and to the measurement of results of particular forms of guidance activity and the evaluation of local guidance programs.

Though the National Occupational Conference recognizes the need for increased knowledge, useful alike to the counselor and the social planner, its main effort is directed toward helping, now, all those who want help in helping others with their personal occupational problems. This is largely a matter of gathering and disseminating the best information available on every subject from the use of aptitude tests to the organization of guidance in rural schools, and of keeping it up to date. The field service, for which there is no charge, functions by mail, by office consultation, and by visits (on request) to institutions and agencies which will pay expenses incident to travel. Its resources include a large collection of book, pamphlet, and file material. Special mention should be made of the 9,000-title bibliography kept up to date, and classified by 550 different occupations, which is in daily use in answering questions. This will shortly be published.

The conference has taken over the field service function of the National Vocational Guidance Association, with which it cooperates. The Vocational Guidance Magazine, formerly issued by the Association at Harvard University, is now published by the National Occupational Conference, in a new and enlarged format, under the name of Occupations, the Vocational Guidance Magazine. This appears monthly from October to June, inclusive, and constitutes a running record of events and developments in the field indicated by its title, as well as a forum for discussion of theories and practices. The publishing program embraces also a series of pamphlets, the first of which, *Occupational Trends in New York City*, prepared for Adjustment Service, New York City, by Walter V. Bingham, has already appeared. Leaflets or circulars containing occupational information for students and parents are contemplated.

The executive committee of N.O.C. is headed by Robert I. Rees, assistant vice president of the American Telephone & Telegraph Co. The other members are Morse A. Cartwright, director, American Association for Adult Education; Harold F. Clark, professor of education, Teachers College, Columbia University; Harvey N. Davis, president, Stevens Institute of Technology; J. Walter Dietz, superintendent of Industrial Relations, Kearny Works, Western Electric Co.; Franklin J. Keller, director, National Occupational Conference; Wesley A. O'Leary, assistant commissioner of education in charge of Vocational Education in New Jersey; James E. Russell, dean emeritus, Teachers College, Columbia University; L. A. Wilson,

assistant commissioner for Vocational and Extension Education, State of New York. The chairman of the advisory technical committee, comprising leading psychologists, is Donald B. Paterson, professor of education, University of Minnesota.

Dr. Keller, as director of the conference, is assisted by Robert Hoppock and Raymond G. Fuller. Fred C. Smith continues as editor of the magazine, and Willard E. Parker is bibliographer. Headquarters are at 522 Fifth Avenue, New York City.

New PWA Allotments

[Continued from page 66]

Lava Hot Springs, Idaho.—Loan and grant to common-school district no. 30 for alterations and additions to school \$42,600

Mountain Grove, Mo.—Loan and grant to consolidated school district no. 3 to aid in construction of school building. \$71,000

Bethel, Kans.—Grant to school district no. 34 for school building. \$2,200

Wilkin County, Minn.—Grant to independent school district no. 1, to aid in construction of school building. \$53,100

Tippecanoe County, Ind.—Loan and grant to Lauramie School Township, to complete school building. \$15,000

Lena, Ill.—Reallotment for school building construction. \$47,600

Pembine, Wis.—Loan and grant to school district no. 1 to aid in construction of school building. \$35,000

Normal, Ill.—Grant to aid in construction of a children's school. \$14,445

Carrollton, Ky.—Loan and grant for a school heating plant \$12,000

Sheboygan, Wis.—Loan and grant to aid in construction of school building. \$307,630

Sanborn County, S.Dak.—Grant to Forestburg Independent Consolidated School District to aid in construction of schoolhouse \$6,600

Codington County, S.Dak.—Grant to Prairie Queen School District No. 2 to aid in construction of school building \$900

Richland County, S.C.—Grant to Olympia School District No. 4 to aid in construction of school for Negro students \$2,700

Conesville, Iowa.—Grant to board of education of the school township, to aid in construction of school building. \$4,800

Pittsylvania County, Va.—Grant to county school board to aid in construction of school buildings. \$42,400

Montgomery County, Md.—Grant to board of education for construction of 15 school buildings. \$160,000

Total \$8,639,425

—BEN P. BRODINSKY.

Correspondence

NEARLY 150,000 first-class mail letters, and telegrams, come to the Office of Education every year. Sometimes the answers are of general interest. Following is an example:

DEAR SIR: I graduated from the ——— High School in May 1932 at the age of 17. I had wanted to go on to school somewhere very much, but was financially unable. My father and I then planned a method that by both of us saving, I could go to school this year. But due to a decrease in father's salary, sickness, and the store in which I worked going out of business, I will not be able to go again this year. If you know of any person or organization from whom I could borrow the money, I appeal to you for help. I would repay the money in 3 or 4 years' time. In case of my death, I have sufficient insurance to cover the borrowed amount of money.

Signed (B.E.B.)

DEAR MR. B.: The Federal Government has made no provision for funds to aid college students.

Most colleges maintain student loan funds of varying amounts. Application for these funds is made on a special blank provided by each college. The dean of men or the dean of women usually administers these funds.

Many agencies besides the colleges maintain loan funds for college students. Some of these funds are available only upon recommendation of the college or colleges participating in the fund. The following ex-

amples are given: The Harmon Foundation, 140 Nassau Street, New York, N.Y., in 1922 established a fund to be loaned to students in affiliated colleges. The Knights Templar Educational Foundation in 1922 established a fund to aid juniors and seniors upon recommendation of the college and home community. Denominational loan funds are available to many church members. The Methodist Episcopal Church Student Loan Fund, 740 Rush Street, Chicago, is one of the largest of this type. These and other student loan funds are detailed in *Self-Help for College Students*, United States Office of Education Bulletin 1929, no. 2, pages 11 to 22. This bulletin may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D.C., for 15 cents. It should be remembered, however, that recently there has been a severe drain on all student loan funds.

Many colleges and universities aid deserving students by means of scholarships and fellowships. The conditions of award are varied. Scholarship funds are frequently raised by States, counties, college alumni, and clubs for the purpose of sending to college high-school graduates of proved ability. Application should be made to the dean of the college by which the scholarship or fellowship is granted. Scholarships maintained in 402 colleges and universities in the United States are detailed in Bulletin 1931, no. 15, *Scholarships and Fellowships*. This bulletin may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D.C., for 15 cents.

New Education Publications

• To be in the foreground of educational thinking and practice, you should read Government publications. The Federal Office of Education regularly publishes the results of educational research by experts. It is easy and inexpensive to be well informed. Order any of the low-cost Office of Education publications listed below from the Superintendent of Documents, Washington, D.C.

• When jobs are few and applicants many, the selection and appointment of teachers is a vital problem. A new National Survey of Secondary Education monograph discusses Nation-wide practices of teacher selection and appointment.

The Selection and Appointment of Teachers
Bulletin 1932 No. 17, Monograph 12
Price 10 cents

• There are in the United States 282 continuation schools. What is the status of these schools in which a third of a million pupils are enrolled? What is their contribution to education? Monograph No. 3 of the National Survey of Secondary Education just off the press has some vital information.

Part-time Secondary Schools
Bulletin 1932 No. 17, Monograph 3
Price 10 cents

• Complex and varied is America's system of education. The smaller secondary schools play an important part in this system ministering to three fourths of a million pupils. The latest information regarding these schools may be read in:

Smaller Secondary Schools
Bulletin 1932 No. 17
National Survey of Secondary Education
Monograph 6. Price 15 cents

• Helping more than 5,000,000 boys and girls with their many problems is just another big job the schools have. How are schools accomplishing this? How are they guiding high-school pupils to better living? See

Programs of Guidance
Bulletin 1932 No. 17, Monograph 14
National Survey of Secondary Education
Price 10 cents

• Eyes are a man's most precious possession. The informed teacher can conserve vision and prevent blindness. How is she to do it? What help can she give to the child of impaired vision?

Teachers' Problems with Exceptional Children
Part 1, Blind and Partially Seeing Children
Pamphlet No. 40. Price 5 cents

• The Vocational Education Division of the Federal Office of Education makes some startling comparisons of the earnings of farmers who received vocational training with those who did not.

The Earning Ability of Farmers Who Have Received Vocational Training
Vocational Education Bulletin No. 167
Agricultural Series No. 43, 1933
Price 5 cents

• Homemaking now has a philosophy. The bulletin below discusses this philosophy, and explains practices followed by vocational homemaking schools. Ways and means for evaluating these practices are suggested.

The Home Project in Homemaking Education
Vocational Education Bulletin No. 170
Home Economics Series No. 16, 1933
Price 15 cents

• A new bulletin discussing forms, files, and procedures employed in supporting, controlling, and accounting for the operation of a vocational rehabilitation service.

Office Procedure in Vocational Rehabilitation
Vocational Education Bulletin No. 171
Vocational Rehabilitation Series No. 22, 1933
Price 10 cents

• Here's a brief nontechnical discussion of the main processes in the pulp and paper industry, the jobs involved in these processes, and the need for training in these jobs. Gives some definite suggestions for organizing and operating training programs in this industry.

Vocational Training for the Pulp and Paper Industry
Vocational Education Bulletin No. 168
Trade and Industrial Series No. 49
Price 20 cents

• From New Zealand to Iceland and back to Tripolitania—How are 51 different nations of the world supporting education in the world-wide economic crisis? What can the United States learn from other peoples in financing education? The answers appear in:

The Effects of the Economic Depression on Education in Other Countries
Bulletin 1933 No. 14. Price 5 cents

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 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D.C. To foreign countries, 85 cents a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U.S. Department of the Interior, Washington, D.C.

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
- Vocational Education
- Parent Education
- Physical Education
- Rehabilitation
- Teacher Education
- Health Education
- Industrial Education
- Educational Tests and
Measurements
- Foreign Education
- Adult Education

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N.B. The cover illustration was prepared by Miss Phoebe Hyatt, Abbott
School of Fine and Commercial Art, Washington, D.C.

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★ Future issues of SCHOOL LIFE will continue
to report how the National Recovery Program
touches on education ★

NEW CIRCULARS

(Single Copies Free)

- Economies in Class and School Organization. Circular No. 113
- Techniques for Teaching Large Classes. Circular No. 114
- The Negro and the Emergency in Education. Circular No. 123
- City Schools and the Economic Situation. Circular No. 124
- Per Capita Costs 1932-1933. Circular No. 125
- Preliminary Report Land-Grant Colleges and Universities, Year Ended June 30, 1933.



OFFICE OF EDUCATION
United States Department of the Interior

Education in the Recovery Program



THOSE of us who were in Washington during the World War find in the Capital today a driving spirit akin to that which gripped the city in the days of 1917 and 1918. Lights burn in Government offices late at night as hundreds of workers, ignoring regular hours, make common cause in the War against Depression.



In this "War" the Federal Office of Education is, of course, enlisted. Recovery needs education's aid. Education is likewise in need of help from the recovery program. One of my first acts as United States Commissioner of Education was to call a conference of leaders to consider the potentialities and the implications of the recovery program for education.



To determine the principal emergency needs in the United States and then meet those needs with practical, direct, and swift action is the essence of the recovery program. It is the common underlying purpose of the various new "administrations", "corporations", "authorities", and "boards" which have been set up.



The task of the Office of Education in this great national effort is twofold; first to keep educators and citizens informed of the implications which the

various emergency enterprises have for schools and school children; second, to cooperate with the recovery program agencies, N.R.A., P.W.A., C.W.A., etc., to direct as much of their resuscitating power as possible to the schools, which, like so many of our social institutions, have suffered severely in the Depression.



Effects of the recovery program in the school field are beginning to become clear. Millions in P.W.A. and C.W.A. funds are going to benefit schools. Creation of the Federal Emergency Educational Program under the F.E.R.A. will employ 40,000 unemployed teachers. An educational program in the Civilian Conservation Camps will serve 300,000 young men. The staff of the Office of Education takes satisfaction in cooperating in these and other emergency projects that touch elbows with education.

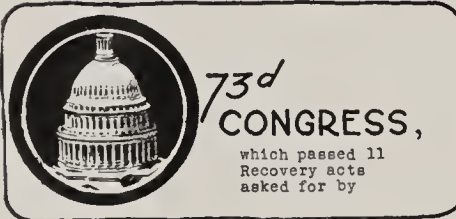


The following pages summarize the extent of the impact of the National Recovery program on Education. They are designed to give educators a panoramic view of education as it is in the recovery program today.

Handwritten signature of George F. Zook.

Commissioner of Education.

EDUCATIONAL TOUR of the RECOVERY PROGRAM.



NEC

NATIONAL EMERGENCY COUNCIL, which is the liaison agency for the whole Recovery program, and which is organizing local councils to which it is expected school people can address questions instead of writing to Washington, D. C.

NRA

Or NIRA (National Industrial Recovery Administration) which banished child labor in industry; drafts codes affecting all supplies schools buy; sets up training standards for apprentices; eliminates private schools from codes; and which intensifies the school problem of helping Americans to use their greatly increased leisure time to advantage.

TVA

TENNESSEE VALLEY AUTHORITY, whose employees combine work and study preparing themselves for other jobs after the two great Tennessee River dams are completed.

AAA

AGRICULTURAL ADJUSTMENT ADMINISTRATION, which is enlisting vocational education to aid farmers adjust themselves to the new farm product control program.

ECW

EMERGENCY CONSERVATION WORK (Called CCC--Civilian Conservation Corps by War Department) which is the greatest informal practical education program ever undertaken by the Federal Government. The Office of Education is selecting 1,500 camp educational advisers who are helping to prepare the 300,000 young men to meet the problems which will face them in the work-a-day world to which they will return.

SAB

SCIENCE ADVISORY BOARD, a group of distinguished scientists who are surveying the scientific services of the Federal Government and making recommendations.

FSHC

FEDERAL SUBSISTENCE HOMESTEADS CORPORATION, Department of the Interior, which has \$25,000,000 with which to develop communities in which workers can combine industrial and small scale farming work and thus achieve a redistribution of population on a better economic basis. New type schools will probably be community centers on these projects.

THE PRESIDENT,

who launched the Recovery program through more than 20 new Federal agencies, many of which are important to education.

OFFICE OF EDUCATION

Advises Recovery agencies on educational aspects of the programs; informs educators of Recovery program authorizations important to schools; lends staff to develop CCC and Emergency Education Program under FERA.

FERA

FEDERAL EMERGENCY RELIEF ADMINISTRATION, which received \$500,000,000 from the RFC for cooperative measures with States and communities for relief of the needy. Having transferred 2 million persons from relief rolls to CWA projects, the FERA still has among its services:

TRANSIENT CAMPS AND SERVICE CENTERS: There will be over 200 all over the United States, where itinerants will receive food, lodging, and opportunities for work and training.

EMERGENCY EDUCATIONAL PROGRAM, which is hiring 40,000 needy teachers to:

1. Teach rural schools which would have to close due to lack of funds;
2. Teach illiterates to read and write;
3. Teach adults in any courses which would be useful to them;
4. Teach anyone in need of vocational education;
5. Teach anyone in need of rehabilitation training due to physical handicaps;
6. Teach and organize nursery schools.

WOMEN'S DIVISION, which is creating jobs for needy women, including schools of instruction in sewing and cooking.

L. R. Alderman, Chief, Service Division, Office of Education, is in charge of this FERA work, assisted by numerous other Office of Education staff members. Programs drafted under these authorizations by the State departments of education have been approved.

CWA

CIVIL WORKS ADMINISTRATION, which is managed by Harry L. Hopkins, who also directs FERA, but is financed by FWA (\$400,000,000). CWA is paying wages to 4,000,000 workers (2,000,000 from relief rolls; 2,000,000 from employment offices) for short-time, non-contract type of public work projects, among which are repairs and redecoration for schools and libraries, improvement of playgrounds, building of playground apparatus, etc. Its Public Works of Art project calls for employment of needy artists to decorate walls of public buildings such as schools, libraries, and colleges.

PWA

PUBLIC WORKS ADMINISTRATION, which received \$3,300,000,000 for allotment to public works among which are schools, colleges, and libraries which have been granted more than \$20,000,000 on either of two terms: 1. 30 percent gift from Federal Government, 70 percent from local sources; 2. entire cost borne by U. S. and building leased to community.

NPB

NATIONAL PLANNING BOARD, part of PWA, prepares a comprehensive program of public works. An allotment of \$250,000 for a comprehensive survey of public works needs, including school plant needs, has recently been made.

FHC

FEDERAL ROUSING CORPORATION, created by PWA to undertake slum clearance and large scale housing operations. The plans will include provisions for nursery schools, playgrounds, and other educational needs.

Illustrated by ANDREW H. GIBBS

New Federal Agencies

IN SEPTEMBER, SCHOOL LIFE presented "Ten Thumbnail Sketches of Ten New Federal Agencies." This article seemed to help readers understand the work of the National Recovery Program. This is a program to get things done that need to be done. That is why it is made up of "administrations", "corporations", "authorities", and "boards." Because it appeared that more things had to be done, additional new Federal agencies have been created since September. Many are subsidiaries of the original major agencies.

Following are thumbnail sketches of 16 agencies in addition to the 10 listed in the September issue. Those 10 were:

N.R.A.—National Recovery Administration, industrial codes for industrial planning.

T.V.A.—Tennessee Valley Authority, developer of hydroelectric power of the valley and the valley as an economic unit.

A.A.A.—Agricultural Adjustment Administration, agricultural agreements for planning farm production.

P.W.A.—Public Works Administration, \$3,300,000,000 for cooperative building of public works to diminish unemployment.

C.C.C.—Civilian Conservation Corps, employment of 300,000 young men for reforestation.

F.C.O.T.—Federal Coordinator of Transportation, which works for a balanced development of all forms of transportation.

F.E.R.A.—Federal Emergency Relief Administration, which cooperates with States for relief of needy.

R.F.C.—Reconstruction Finance Corporation, the Government's "Bank" for lending and giving money to relieve depression's strain.

F.F.C.A.—Federal Farm Credit Administration, coordinates all Federal efforts to aid farmers through loans.

H.O.L.C.—Home Owners Loan Corporation, through loans, helps city people to save their homes.

C A B

Consumers' Advisory Board (subsidiary of the N.R.A.). Mrs. Mary H. Rumsey, chairman, Commerce Building.

★ TWENTY-SIX *Thumbnail Sketches of Government Organizations Created to Carry on the Recovery Program*

Purpose: The C.A.B. is one of the three advisory bodies, (Labor, Consumer, Industry) which act as counsels during the preparation and administration of the N.R.A. codes of fair competition: I. In the precode phase the Consumers' Board sends representatives to the code hearings to request that all provisions harmful to consumers interests be stricken out; II. After approval by the President, which makes the codes law, the Board observes their effect in actual practice. If they are not giving the consumer the protection originally intended, the Board will suggest revisions; III. A long-range program of consumer education. The Board believes that the consumer is not sufficiently awake to the industrial processes which determine price and quality in the goods he buys, nor to the means by which better standards and more economical distribution can be attained.

C C

Consumers' Counsel (subsidiary of the A.A.A.). Frederick C. Howe, director, Agriculture Building.

Purpose: Paralleling C.A.B., protects the consumers' interests in the trading and marketing agreements made by the A.A.A.

C C C

Commodity Credit Corporation (administered by the A.A.A. with money furnished by the R.F.C.). (Created under the laws of Delaware, Oct. 17, 1933.) Lynn P. Talley, president, 1825 H Street.

Purpose: To carry out provisions and accomplish the purposes of the several acts of Congress, particularly the A.A.A. and the N.R.A. The C.C.C. is essentially a lending institution. Under its charter it has the power to buy, hold, sell, lend upon, or otherwise deal in such commodities as may be designated from time to time by the President of the United States. Up to date the C.C.C. has made loans on cotton and corn.

C S B

Central Statistical Board (subsidiary of the N.R.A.). (Executive Order No. 6225). W. W. Riefler, chairman, Commerce Building.

Purpose: To formulate standards for and to effect coordination of the statistical services of the Federal Government.

C W A

Civil Works Administration (Executive Order No. 6420-B). Harry L. Hopkins, Administrator, Walker-Johnson Building.

Purpose: To work cooperatively with States in giving real wages instead of mere subsistence level work-relief. Most previous F.E.R.A. activities became Civil Works financed by \$400,000,000 advanced by P.W.A.; educational projects, direct relief, and transient camps are still financed from the original F.E.R.A. funds. Civil Works are financed from P.W.A. funds. For administrative purposes, F.E.R.A., and C.W.A., are one agency of which Hopkins is the head.

E C

Executive Council (Executive Order No. 6202-A). Frank C. Walker, executive secretary, Commercial National Bank Building.

Purpose: This council composed of heads of the chief Recovery agencies coordinates the work of the new governmental agencies.

E H F A

Electric Home and Farm Authority, Inc. (Subsidiary of the T.V.A.). Arthur Morgan, chairman.)

Purposes: (1) It will assist in financing consumers in the purchase of low-priced electrical appliances; (2) it will seek electric rate reductions through withholding participation in its benefits unless rates are brought into line; (3) it will seek to hasten the general acceptance of electrified homes and farms; (4) it will endeavor to reduce the cost of collections on credit sales of appliances; (5) it will seek to help design appliances best adapted to the needs of consumers.

F A C A

Federal Alcohol Control Administration (Executive Order No. 6474), Joseph H. Choate, Jr., chairman and director, Transportation Building.

Purpose: To carry out the provisions of the six codes and marketing agreements already negotiated by the code authorities for the alcohol industry and to make necessary interpretations.

F D I C

Federal Deposit Insurance Corporation (act of Congress, Public, No. 66, 73d Cong.), Walter J. Cummings, chairman, National Press Building.

Purpose: To protect depositors from losses in case of bank failures. Banks invest a prescribed amount in F.D.I.C., which pays depositors of banks forced to close. Begins January 1, 1934.

F S H C

Federal Subsistence Homesteads Corporation (new unit in the Department of the Interior) (sec. 208, title II, Public Act No. 67, 73d Cong.) M. L. Wilson, director, Hurley-Wright Building.

Purpose: To act as an administrative agency in aiding the redistribution of the overbalance of population in industrial centers. Twenty-five million dollars was allotted for making loans for and otherwise aiding purchase of subsistence homesteads. Money collected as repayment of the loans will constitute a revolving fund to be administered as directed by the President for the purposes of this section of the Recovery Act. "Stranded" industrial population groups, "over-aged" workers, shorter work day and work week, cyclical employment, seasonal industry, decentralization of industry, "stranded" agricultural communities, suburban living, and better housing, are some of the more specific problems with which this organization will deal.

F S R C

Federal Surplus Relief Corporation (subsidiary F.E.R.A.). Suggested by the president and incorporated under the laws of the State of Delaware. Harry L. Hopkins, chairman, Walker-Johnson Building.

Purpose: To purchase and receive surplus commodities and to distribute them among States. In doing this the corporation has a double purpose. By purchasing large quantities of commodities, it removes surplus from the market, thus aiding producers who seek to sell. By distributing the commodities among the States, the Corporation aids the needy and the destitute and raises the standard of relief.

N E C

National Emergency Council (Executive Order No. 6433-A) Frank C. Walker, Acting Executive Director, Commercial National Bank Building.

Purpose: To coordinate and make more efficient and productive the emergency activities of the Government in the National Recovery Program, such as N.R.A., A.A.A., and F.E.R.A. The Council will have a central information bureau, with branches in every State and county, to convey information to the general public.

N L B

National Labor Board (subsidiary of the N.R.A.) (Executive Order No. 6511). Senator Robert F. Wagner, chairman, Commerce Building.

Purpose: To mediate disputes or controversies between employers and employes; settle strikes and trade disputes. This Board consists of members of the Labor Advisory Board and the Industrial Advisory Board. Thus both the employers and employees are jointly represented on this Board.

N R S

National Reemployment Service. Walter Burr, Associate Director, National Reemployment Service, Department of Labor building.

Purpose: A Nation-wide system of approximately 2,400 free, public employment offices to recruit workers for P.W.A. and C.W.A. projects, and to serve private industry in placement of people in jobs. Local employment agencies are associated with the national headquarters of the United States Employment Service in Washington. The N.R.S. is also compiling and analyzing employment statistics to serve reemployment and the Recovery Program.

P E H C

Public Works Emergency Housing Corporation (subsidiary of the P.W.A.) (Executive Order No. 6470). Robert D. Kohn, director, Interior Department building.

Purpose: To speed the work of building low-cost housing projects and slum clearance. It is the intention of the P.E.H.C. to take the initiative in slum clearance and low-cost housing projects in the interest of unemployment relief and recovery only in cases where local agencies are unable or unwilling to act promptly.

S A B

Science Advisory Board (Executive Order No. 6238). Karl T. Compton, Chairman, 2101 Constitution Avenue, Washington, D.C.

Purpose: To deal with specific scientific problems of the various Government departments and to coordinate the scientific activities of the Government.

Here and There



Students Petition: Junior and senior high school students recently wrote to President Roosevelt: "As students in the public high schools of Minneapolis, we respectfully suggest that the emergency in education means curtailed opportunities for young people. The National government should consider the relative value to the country of boys and girls as against public roads and buildings. We need help and ask for government aid in proportion to our need."

News from Canada: Although the Province of Saskatchewan suffered severe crop losses due to drought in 1930, 1931, 1932, and 1933, the average number of days during which schools have been operated has been in the neighborhood of 200. In 1931, which was possibly the worst year financially in Canada, more schools were open for more days than in any previous year. In 1932, the average number of school days per child in Saskatchewan was 197.

Rosenwald Fund: According to the 1933 report of the Julius Rosenwald Fund, 5,357 new schoolhouses in 883 counties of 15 Southern States have been erected since 1913 by the Fund. In addition to its special interests in Negro welfare and medical economics, the Fund is aiding in the development of a county-wide library service, rural and urban, Negro and White, and is awarding fellowships for special studies in mental and social sciences.

Wyoming: Because of an oversupply of teachers, the number of high schools maintaining normal training classes has dropped in this State from 22 in 1932 to 9 in 1933. . . . The State division of special education is making a survey of Wyoming communities to find children with hearing defects. With the help of the audiometer, many children needing medical attention have been detected. . . . The Wyoming Education Association sponsored a State-wide spelling contest.

Records: Pennsylvania has developed a system of cumulative pupil personnel records for elementary and secondary schools. Such records indicate the degree to which curriculum practices meet the needs of the pupils for whom they are intended. They form a basis for remedial and diagnostic teaching, and help the pupil organize his personal program to make his education more effective.

11 Important Acts

LAST spring the Seventy-third Congress enacted 11 bills requested by the President to carry out the recovery program outlined in his inaugural address. These acts, itemized in December Nation's Business, daily affect the lives of every American citizen.

| | |
|---|-----------|
| No. 1. Emergency Banking Relief | March 9. |
| No. 2. Maintenance of Government credit | March 20. |
| No. 5. Unemployment Relief (reforestation) | March 31. |
| No. 10. Emergency Agricultural Relief (A.A.A.) | May 12. |
| No. 15. Federal Emergency Relief | May 12. |
| No. 17. Tennessee Valley Authority | May 18. |
| No. 22. Supervision of Traffic in Securities | May 27. |
| No. 43. Relief of Home Owners | June 13. |
| No. 67. Industrial Recovery (N.R.A. and P.W.A.) | June 16. |
| No. 68. Railroad Reorganization | June 16. |
| No. 75. Federal Farm Credit Coordination | June 16. |

Since March 4

TO HELP SCHOOL LIFE readers understand Mr. Hopkins' double-barreled job, to make clear to them what he has done and plans to do for schools, teachers, and children, we will link the F.E.R.A., the C.W.A., Mr. Hopkins, and his good works on the thread of time as follows:

March 4: President Roosevelt in his inaugural address said: "Our greatest task is to put people to work. . . . It can be helped by the unifying of relief activities which today are often scattered, uneconomical, and unequal . . ."

May 12: Public Act No. 15, passed by Seventy-third Congress, signed by the President. It says: ". . . The Congress hereby declares that the present economic depression has created a serious emergency, due to widespread unemployment and increasing inadequacy of State and local relief funds, resulting in existing or threatened deprivation of a considerable number of families and individuals of the necessities of life, and making it imperative that the Federal Government cooperate more effectively with the several States and Territories and the District of Columbia in furnishing relief to their needy and distressed people . . ."

"The Reconstruction Finance Corporation is authorized and directed to make available out of the funds of the corporation not to exceed \$500,000,000, in addition to the funds authorized under title I of the Emergency Relief and Construction Act of 1932, for expenditures under the provision of this act upon certification by the Federal Emergency Relief Administrator. . . ."

May 22: Harry L. Hopkins, former relief director for New York City, assumes office as Administrator for the Federal Emergency Relief Administration. He takes over a remnant of funds left in the relief section of the R.F.C. and begins to organize the F.E.R.A.

June 14: To a conference of Governors and State relief directors President Roosevelt said: "The Emergency Relief Act is an expression of the Federal Government's determination to cooperate with the States and local communities with regard to financing emergency relief work. It means just that. It is essential that the

★THE *Chronological Record of the Development of the Federal Emergency Educational Program*

States and local units of government do their fair share. They must not expect the Federal Government to finance more than a reasonable proportion of the total. It should be borne in mind by the State authorities and by the 5,000 local relief committees, now functioning throughout the land, that there are 4,000,000 families in need of the necessities of life."

August 8: Conference of leaders in education called by United States Commissioner of Education George F. Zook at Office of Education drafts requests for adapting F.E.R.A. and other Recovery Program agencies to relieve crisis in education. Hopkins attends.

August 19: Harry L. Hopkins announces authorization permitting payment of F.E.R.A. funds to teachers and other qualified persons on relief to teach in rural schools which would otherwise be closed due to lack of funds and to teach classes of illiterates.

September 15-16: Harry L. Hopkins, Secretary of the Interior Harold L. Ickes, and others address an advance meeting of the State superintendents in the Department of the Interior auditorium. Hopkins announces an extension of the F.E.R.A. educational authorization to include classes for general adult education, vocational education and rehabilitation.

September 15: Dr. L. R. Alderman, chief, service division, Office of Education, named liaison officer in charge of F.E.R.A. emergency educational program assisted by C. F. Klinefelter, division of Vocational Education, and Hilda Smith of Bryn Mawr.

September 26: State Departments of Education invited to submit plans and budgets for putting the educational program authorization into effect.

October 11: Conferences of leaders in adult education called by Commissioner Zook to consider problems and potentialities of educational plans of the F.E.R.A.

and the C.C.C. One of the chief objections to the F.E.R.A. program cited was that teachers and professional people in dire need are loath to swear to destitution and therefore are not to be found on relief rolls and cannot be hired for work-relief teaching positions.

October 23: Administrator Hopkins adds another authorization to the emergency educational program permitting use of F.E.R.A. work relief funds "for qualified and unemployed teachers, and other workers on relief who are needed to organize and conduct nursery schools under the control of the public-school systems." The National Association for Nursery Education and the Association for Childhood Education offer assistance in developing the nursery school program. Dr. Mary Dabney Davis, specialist in nursery-kindergarten-primary education, Office of Education, named as liaison officer to develop plans.

November 10 and 27: Commissioner Zook calls conferences of the National Advisory Committee on Emergency Nursery Schools to develop plans for the proper use of Administrator Hopkins' nursery school authorization.

November 10: Morse A. Cartwright, Arthur E. Bestor, Jerome H. Bentley come to the Office of Education on a part-time voluntary basis to advise on the development of the adult education work.

November 15: Creation of C.W.A. (Civil Works Administration) announced by Hopkins before meeting of governors and mayors. To a question, "Are repairs to schools civil works?" Hopkins answered, "Yes."

November 16: Commissioner Zook sends a letter to all city, county, and State superintendents of schools reporting the provisions of the new C.W.A. stressing the importance for schools.

November 23: Position of the emergency educational program in the new

[Continued on page 95]

F E R A Education Program

THE TERM "Emergency Educational Program" is now used to cover the authorizations by Harry L. Hopkins, F.E.R.A. Administrator, for the use of Federal relief funds for certain educational activities. Following are the authorizations and official interpretations of authorizations issued by Administrator Hopkins.

August 19: To pay work relief wages to needy unemployed teachers or other persons competent to teach and assign them to class rooms up through the eighth grade.

1. Such needy unemployed teachers are assigned by relief offices to appropriate educational authorities who have entire supervision over their activities.

2. Teachers are assigned only to those schools which prior to this date have been ordered closed or partially closed for this year because of lack of funds.

3. This applies only to rural counties.

To pay relief work wages to needy unemployed persons competent to teach adults unable to read and write English. This applies to cities as well as rural counties.

September 20: State Emergency Relief Administrations, in formulating and carrying out the educational work-relief as indicated on August 19, will be guided by the State departments of education, which, in turn, will work with smaller units in the State school systems or with other educational agencies. State departments of education may call upon the Federal Office of Education for assistance when working out plans to submit to State Emergency Relief Administrations.

State departments of education will observe the following policies in making proposals for F.E.R.A. funds for education:

Work-relief for rural teachers

1. Only persons certificated by the State Emergency Relief Administration as in need of relief may be employed as teachers.

2. The amount to be paid each teacher so employed shall be determined by the State Emergency Relief Administration.

3. Rural counties refers to rural communities as defined by the Bureau of the Census.

4. Ordinary school term shall be interpreted to mean the length of term the school was maintained during the school year 1930-31.

★ OFFICIAL Authorizations Which Govern National Emergency Projects to Employ 40,000 Teachers

5. Emergency relief teachers shall use the same buildings, equipment, and other facilities as would be available to a regular teacher if supported by regular school funds.

6. Only districts, State, county, or local, which have manifested sincere efforts to raise adequate funds for support of schools may be granted emergency relief teachers.

7. Selection and entire supervision of emergency relief teachers will be within jurisdiction of those who employ and supervise regular teachers.

Work-relief for teachers of adults unable to read and write English

1. Only persons certified as in need of relief may be employed as teachers. Amount of pay to each teacher shall be determined.

2. Only needy unemployed persons approved by State departments of education may be employed on F.E.R.A. funds to teach.

3. State departments are expected to prepare State-wide plans of organization to employ adequate numbers of properly qualified persons competent to teach adults unable to read and write English.

4. Classes may be held during any hours of the day or evening. Facilities made available by schools, churches, clubs, or other agencies, if approved by the public-school authorities may be used for this instruction. The administration must be under the public-school authorities, however.

Suggestions

State departments of education should work out a practical plan of work relief in rural schools or should organize work-relief projects for needy unemployed persons competent to teach adults unable to read and write English, and submit sufficient information to make administration of plans possible. It is suggested that county and/or city superintendents of schools appoint teachers from the regular staff to organize classes of reasonable size; that they then request the local Emergency Relief Administration to furnish from the unemployed relief list names of teachers competent to instruct the classes so organized.

September 26: To use F.E.R.A. funds for employment of needy unemployed persons on relief qualified to teach or render other types of necessary service for approved projects which include education and training of:

1. Unemployed adults in need of vocational training or adjustment to make them employable, many of whom are, and will continue to be, unemployable without this training.

2. Unemployed adults who are physically handicapped and need additional training in work opportunities.

3. Unemployed and other adults who are in need of further general educational opportunities to fit them to take their part as self-supporting citizens.

October 4: To institute a program of child feeding in the schools for the children of families now on relief lists who are attending school, where examination indicates under feeding and malnutrition . . . Limited to one meal per day.

Child-feeding programs are entirely under direction of local emergency relief committees, or authorized agents.

October 23: To provide work relief wages for qualified and unemployed teachers, and other workers on relief who are needed to organize and conduct nursery schools under control of the public-school systems:

1. All plans for organizing, locating, and supervising nursery schools shall be subject to approval of local superintendents of public schools and of local relief administrators.

2. Completed plans shall be sent to the State superintendents of public instruction and to State relief administrators in accordance with State procedures.

3. The Federal Office of Education may be called upon for information and assistance. Recognized institutes of research in child development, located throughout the country, stand ready to give needed advisory and supervisory services to help safeguard the educational program.

November 23: Salaries of teachers amended and liberalized so that daily or hourly wage is equal to that customarily paid in the community for similar work, and will provide a weekly wage sufficient to permit a reasonable standard of living.

December 7: Persons to be employed in emergency nursery schools must be selected from those in need and include first a professional staff qualified to conduct the educational program; second, other persons necessary in the program for children and parents in the equipping and operation of the physical plant.

[Continued on page 105]

The Program in Action

THE emergency educational program differs as the 48 States differ. Each State department of education submits a plan and a budget for using the six authorizations making up the program listed on page 90.

The State plan and budget go to Dr. L. R. Alderman, chief of the Office of Education service division, who has been loaned to Administrator Harry L. Hopkins, to help education make maximum use of the F.E.R.A. and C.W.A. powers and funds. Dr. Alderman and his assistants check over the State plans and budgets to determine if their proposals and expenditures are in line with Administrator Hopkins' rules and regulations. When approved, the State plan and budget go into immediate effect.

C. F. Klinefelter, Office of Education vocational education expert, is assistant to Dr. Alderman. Dr. Mary Dabney Davis, Office of Education specialist in nursery-kindergarten-primary education, has been loaned to the F.E.R.A. to help work out the State nursery school programs. Dr. Ambrose Caliver, specialist in Negro education, is also at work in the F.E.R.A. ironing out school problems.

Advisory services

To help States work out the emergency educational programs the Office of Education has developed advisory services.

Representatives of the vocational education division have been in contact with practically every State department of education helping on preparation of plans.

Three leaders in adult education—Jerome H. Bentley, director, Adjustment Service, New York City; Morse A. Cartwright, director, American Association for Adult Education; and Arthur E. Bestor, president, Chautauqua Association, are acting as an advisory committee to Commissioner Zook on development of adult-education programs.

Since parent education is one phase of adult education, the National Council of Parent Education has appointed an advisory committee to Doctor Zook to assist in the development of parent-education programs.

Mimeograph letters interpreting the latest developments have gone out in a steady stream to school officials.

★ HOW the Federal Emergency Education Projects are being Developed in Cooperation with the Office of Education

SCHOOL LIFE has been largely devoted to reporting and explaining the latest recovery program activities.

Numerous conferences of education leaders in adult education, nursery schools, and other sectors of the educational world have been called at Washington by Commissioner Zook to help direct these emergency programs into the most promising channels.

Following are brief descriptions of what is being done under the six authorizations. These descriptions are fragmentary because the first State reports are not yet in.

Adult education

The Emergency Educational Program of the F.E.R.A. includes two exclusively adult education projects; 1, employment of needy teachers or other qualified persons to teach adults unable to read or write; 2, employment of needy teachers or otherwise qualified persons to conduct classes to help unemployed and other adults improve their general education.

New York was first in the field a little more than a year ago with an extensive program which employs about 1,500 teachers and enrolls more than 40,000 adults. (See November SCHOOL LIFE.)

Typical of what other States are doing is West Virginia's program. Of a total allotment of \$38,000 per month, \$13,200 is earmarked for teaching adults to read and write, \$10,000 for general education. These funds will pay 330 teachers, who will instruct about 5,000 adults to read and write, and 250 teachers to conduct general education classes for another 5,000 adults. State Superintendent W. W. Trent urged all communities to locate any individuals unable to read or write. They are invited to attend the classes which have been organized at various centers with the object of learning to read and write with facility equal to that of a normal fifth-grade child.

Classes in English instruction, handicrafts, social and economic problems,

avocational pursuits, vocational guidance, and discussion groups for workers are among the types of instruction West Virginia has started in the general education sector of its program.

In some centers the forum type of approach exemplified in the Des Moines plan reported in SCHOOL LIFE, May 1933, is being developed.

Vocational education

The authorization for vocational education provides for employment of those in need of a job who can qualify as teachers of agriculture, trade and industry, commerce, and home economics.

Vocational education instructors provided for under the plan are selected by State directors or supervisors of vocational education, school superintendents or others designated by the State Department of education. Persons selected for teaching positions are given a week or more of intensive training in vocational education principles, in methods of teaching, and in organizing and conducting classes.

In the field of trade and industry, instruction is being given in manipulative skills, and in technical subject matter and related subjects, such as trade mathematics, drawing, blueprint reading, and elementary science related to the trades. The emergency education program provides for the teaching of any subject matter in which instruction is desired by unemployed adults to make them employable.

The course of instruction in home economics includes subject matter organized around every day homemaking problems. Particular emphasis is given to family budgets; the purchase, preservation and preparation of nourishing foods; economical buying and making over of clothing; health problems, and similar subjects of special interest to homemakers under present-day economic conditions.

Much of the vocational agriculture being developed under the emergency plan is in the nature of classes for those in outlying sections of cities and in suburban areas who desire to supplement their incomes by raising vegetables, poultry, and other farm products which can be done on a small scale, and for adult farmers who desire information concerning the agricultural adjustment and agricultural credit programs now being carried out by the Government. The work in this field is designed to meet the real need for training in agriculture for groups not reached by the regular established program.

Rehabilitation

In 1932 more than 398,000 persons in this country became permanently disabled through accident—in the factory, on the farm, in the street, or in the home—or from disease. One in every five of this number, or 79,000 men and women, were unable to return to their jobs or to enter their chosen vocations. These disabled persons, doubly handicapped—injured and unemployed—do not ask for charity. What they do ask is opportunity for economic independence. And it is with this disabled group that the program of vocational rehabilitation, set up under the Federal act of 1920, is concerned.

The additional funds made available for vocational rehabilitation purposes through the Federal Emergency Relief Administration have provided for a much needed expansion of this rehabilitation program. Relief funds may be used for all purposes for which the regular vocational rehabilitation funds are used—for employing case workers and clerical assistants, for tuition for the training of persons who are being vocationally rehabilitated, for books and supplies, for transportation and travel of case workers and trainees, and for artificial appliances necessary for physical rehabilitation of the disabled. One other item—the maintenance of a handicapped person during the period of his training—may be paid for out of the emergency relief funds. This latter item, for which no expenditure may be made under the Federal rehabilitation act, provides for the maintenance where necessary, of a handicapped person and his family while he is in training.

No new organization has been necessary in expanding the vocational rehabilitation program under emergency relief funds. Selection of case workers is already under way in a number of States. These workers are chosen by State directors and State and local supervisors of vocational rehabilitation, from a list of those on relief rolls whose background and experience warrant their con-

sideration for rehabilitation case work, or for clerical or other positions created by the emergency program. The salary or compensation for such positions is the prevailing pay for similar service under the present rehabilitation program.

Under the emergency plan prospective case workers are given a short intensive course in rehabilitation principles and policies either at the State capital or at some other convenient place. Each worker is then assigned to a special territory—a city, a county, or several counties. He is accompanied for the

first few days by a staff worker until he becomes familiar with the duties expected of him. More than 100 case workers had been employed by December 1.

When it is understood that at the close of the fiscal year ending June 30, 1933, more than 30,000 disabled persons were in process of rehabilitation under the permanent program, and that many others who were in need of rehabilitation could not be taken care of under this program with funds available, the opportunity for service opened up by the emergency relief funds will be appreciated.

Answers to Your Questions

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HOW can an unemployed teacher obtain emergency work?

File application with nearest public employment office. Register name and report the urgency of need for work at the public employment office and also to nearest county or city superintendent of schools. Visit the nearest local relief office and C.W.A. headquarters and inquire what types of educational civil works or other work-relief activities are being developed which might have openings.

How can funds for school-building repairs be obtained through Federal agencies?

Through the C.W.A. Send your application to the nearest local C.W.A. officials. Give detailed statement as to nature and extent of repairs and improvements to schools and school grounds desired, and the estimated cost. If your project is approved, the C.W.A. will pay the full cost of labor, but each State C.W.A. determines the percentage of cost of materials which will be paid by the C.W.A.

Through the P.W.A. Send your application in quadruplicate to the State advisory board of the P.W.A., stating in detail the nature and extent of the repairs and improvements, and the estimated cost. If the application is approved, the State advisory board must send it to Washington for final approval. If it is approved in Washington, the P.W.A. will make a 30-percent grant for the cost of labor and material.

How can Government funds be obtained for the construction of school buildings?

Through the P.W.A. Send application in quadruplicate to the State advisory board of the P.W.A. in accordance with

the rules and regulations of Circular No. 2 of the Public Works Administration. After the State advisory board approves the project it must be sent to Washington for final decision. If the project is finally approved, the P.W.A. will make a 30-percent grant and a 70-percent loan of the cost of labor and materials. If the local community is unable to finance the project, the P.W.A. will take the land by eminent domain, erect the building, and lease it to the school authorities, who are then under obligation to pay for the building on the installment plan over a 30-year period.

What is the emergency educational program?

Authorizations by which \$2,000,000 of Federal funds per month are being used to engage 40,000 unemployed needy teachers to instruct: (1) Children in rural schools otherwise closed; (2) adults who cannot read or write; (3) persons in need of vocational education; (4) persons in need of rehabilitation training; (5) adults who want general education; (6) emergency nursery schools.

Where can a puzzled educator turn for answers to other questions about educational aspects of the National Recovery Administration?

To the Federal Office of Education, which is keeping in touch with all recovery agencies. Address United States Commissioner of Education George F. Zook, Washington, D.C.

How can an educator keep abreast of developments of educational aspects of the National Recovery program?

SCHOOL LIFE, official journal of the Federal Office of Education, prints each month, recent recovery program news of importance to educators.

Emergency Nursery Schools



MARY DABNEY DAVIS

*Specialist in Nursery, Kindergarten, and
Primary Education*



A YOUNG ARTIST

EARLY in October the head of the women's division of the Federal Emergency Relief Administration invited the Office of Education to advise regarding the possibilities of organizing nursery schools for the twofold purpose of employing women and of relieving the distress of mothers and young children in homes suffering from current economic and social difficulties. It was decided jointly by the Federal Emergency Relief Administration and the Office of Education that emergency nursery schools, under the control of public-school systems, should become the sixth educational project to be authorized by the relief administration and sponsored by the Office of Education. Commissioner Zook has confined the emergency education projects which he has been asked to sponsor to those educational services for which the public schools have not heretofore assumed responsibility. Consequently the emergency nursery school program is designed to provide an educational program for children of preschool age but is not to be interpreted as offering an opportunity to restore any educational opportunities for young children that have been eliminated by school administrations during the present economic difficulties. Commissioner Zook assigned the specialist in nursery-kindergarten-primary education, of the Office, to be responsible for developing the educational program of the Emergency Nursery Schools.

On October 23, 1933, Mr. Harry L. Hopkins issued an announcement that

the rules and regulations of the Federal Emergency Relief Administration might be interpreted to employ qualified and needy teachers and other workers in need of relief to organize and conduct nursery schools under the control of the public-school systems.

To assure an adequate educational program the Emergency Nursery School project received the sponsorship of three professional organizations interested in the education of young children—the National Association for Nursery Education, the Association for Childhood Education, and the National Council of Parent Education. From these three organizations a National Advisory Committee on Emergency Nursery Schools was formed. This Executive Committee consists of the following members:

For the National Association for Nursery Education—Dr. Abigail Eliot, Nursery Training School of Boston and secretary and treasurer of the National Association for Nursery Education; Dr. Lois Hayden Meek, director Child Development Institute, Teachers College, Columbia University.

For the Association for Childhood Education—Miss Edna Dean Baker, president National College of Education, Evanston, Ill., and President of the Association for Childhood Education; Dr. George Stoddard, director Child Welfare Research Station, University of Iowa, Iowa City, Iowa.

For the National Council of Parent Education—Miss Edna N. White, director Merrill-Plamer School, Detroit, Mich., and chairman of the National Council of Parent Education; Mr. Ralph Bridgman, executive director National Council of Parent Education.

For the Office of Education—Dr. Mary Dabney Davis, ex officio.

The services of the committee were offered to the Office of Education to aid in developing the Emergency Nursery

School program and were accepted by Commissioner George F. Zook.

The advisory committee has held 3 conferences—2 in November and 1 in December. At these conferences members of the committee and their consultants were oriented with related phases of the relief program, of the Federal Emergency Relief Administration and with the work of the different emergency educational programs.

The committee realizes the opportunity which this project offers to integrate the active interest of the many professional and social organizations concerned with the education and development of children of preschool age. It has, therefore, solicited the names of the officers of social and professional organizations concerned with this project who are located within the different States. It is expected that plans for the development of the nursery school project within each State will have the cooperation of these workers.

Types of services now being offered through the advisory committee are publications and personal assistance. The following publications have already been prepared in mimeographed or printed form:

1. Suggested Form for a Supplement to State Emergency Educational Plans to Cover the Organization of Emergency Nursery Schools.

2. A Form to Guide Local Superintendents of Schools in Planning for Emergency Nursery Schools.

[Continued on page 105]

Bloody Angle Camp

BLOODY ANGLE near Spotsylvania Court House, Va., is the site made famous during a Civil War battle when the little stream which runs nearby was tinged with human blood. Today the site is a national park, and there is located on this historic ground a Civilian Conservation Corps camp—one of the 1,466 camps now established throughout the United States. It was my privilege to be an overnight guest in this camp which was one of several visited by a group from the Federal Office of Education.

From the road to the camp, the trenches used during the Civil War could be plainly seen. One of the work projects of the camp boys is to clear out the underbrush and wild growth so that the contours of the trenches can be readily viewed from the automobile road which follows them for several miles. High ricks of timber and brush at intervals along the road testified to the strenuous work already done.

The camps are more or less standardized, and it takes but a short time to make a tour of the quarters. There is a mess hall, a T-shaped building with the customary tables and benches arranged in two long lines with an aisle through the middle; the wing is given over to the kitchen and storeroom. A headquarters building houses the staff and their offices. The recreation building, when completed, will be the gathering place, or club room, for the men. The infirmary is supplied with five army cots. Five barracks each housing 42 men are ready for occupancy. A bathhouse, with hot running water all day, is given over to washing facilities and showers. A drilled well with a pump and high water tank furnishes the water supply.

The camp itself was busy with activity. Civilian carpenters were putting on the finishing touches to the barracks, frame buildings into which the boys will move from their tents. Cooks were preparing the evening meal. Kitchen police (K.P.'s) were heating big cans of water so that each man could scald his own mess kit after eating; this was done in an open shed close to the mess hall. One man was stoking the fire at the bathhouse to heat the water and keep the building warm.

★ WALTER J. GREENLEAF *Describes a Typical CCC Camp Embraced in the New Educational Plan*

A visit to the infirmary revealed that three boys were in bed recovering from colds—one had cut his ankle and was being treated by a competent camp doctor and a few had bruises which called for sympathy rather than treatment.

Visitors' quarters proved to be an Army tent with wood flooring; army cots supplied with plenty of blankets, sheets, a puff, and a pillow; and a Sibley stove with the pipe running out through the

canvas. Many of the boys who seemed not to mind the cold and inconveniences of a tent preferred to remain in them throughout the winter rather than move into the barracks.

The evening meal provided in the long mess hall recalled Army experiences, but somehow differed due to the civilian atmosphere of the camp. Boys with mess kits filed past the cooks and were helped generously to a hot supper, while the officers were waited on at one end of the hall—the camp commander, the medical officer, two army lieutenants, and the for-esters. The food is wholesome and well prepared. It is purchased locally by bids at a daily cost of 39 cents per man. A few electric bulbs shed a "dim religious light" over the gathering, but the clatter of 200 hungry boys dispelled any church illusion.

While the recreation hall is being completed the mess hall is used for recreational purposes. In one corner the boys were purchasing candy and tobacco from the canteen. In another corner some were gathered about the traveling library which furnished novels, detective stories, and nonfiction. A weak battery radio furnished spasmodic music for a few patient listeners. A blackboard gave evidence of the use of the mess hall as a classroom. Everybody was discussing the boxing event which was taking place in town that night with several of the men in the contest.

That evening in headquarters tent we fed the stove with wood, and learned about camp administration and about C.C.C. campers, their habits, interests and problems. Each camp enrolls 200 men in the beginning. The few that drop out during the period of the camp are not replaced. Bloody Angle Camp was composed of 194 men between the ages of 18 and 25, except a few local men who were older. Twenty-four men are termed "overhead"—that is they manage the camp while the others are at work on projects. There are 2 first cooks who work on shifts, 2 second cooks, 2 stewards,

There are 1,466 C.C.C. camps in the United States.

Twelve States provide more than 42 camps each.

Twenty-four States maintain from 16 to 42 camps each.

Ten States have from 2 to 13 camps.

These camps provide for 300,000 young men and veterans.

The Government order of 250,000,000 board feet of lumber to reconstruct the camps for winter was the largest order ever placed at one time.

Over \$1,150,000 has recently been approved for an educational program in the camps.

The benefits of the camps to the community are:

1. *Relief*—over \$40,000,000 has been paid, thereby cutting down State appropriations.
2. *Health*—the average camper has gained 7 pounds, and has grown $\frac{1}{4}$ inch in height.
3. *Forests*—1,000,000 acres have been fireproofed; 68,000 dams have been constructed; 1,000,000 acres covered in insect control.
4. *Expenditures*—merchants and manufacturers have benefited by receipt of \$50,000,000 spent for food, machines, and equipment.

CCC MEN AT WORK



8 kitchen police, 2 clerks, 2 workers on camp construction, 1 police of grounds, 4 workers on the woodpile, 1 electrician, and 2 first-aid assistants to the doctor. Five percent of the total camp enrollment receive \$45 per month, and 8 percent receive \$36 per month, while the remainder are paid \$30. Most of the men allot as much as \$25 per month to their dependents, and a few send home more, but others save their money on "deposit", which is compulsory if not otherwise allotted.

Records show the men to be typical healthy boys, half of whom come from farms, and the other half are just out of school or with a little experience as unskilled laborers. Only four were unable to read or write. Forty-three indicated various stages of schooling through the sixth grade. Fifty-three finished their schooling during the seventh or eighth grades. Seventy-three had been to high school and 35 were graduates. Four had had some college work. They are interested in all of the activities that live schoolboys of similar ages engage in—football, basketball, bowling, boxing, and other seasonal sports, and these sports are provided in the camp. During their spare time the boys have constructed ball courts by digging out the ground, rolling and laying off the fields—no small job in itself after a hard day's work. Many had offered to take part in camp entertainments, and those with talent revealed their specialties—songs, minstrel shows, dancing, black-face acts, shows and plays, harmonica, guitar, mandolin, etc. One boy, a barber, with an eye for business, wrote: "Not interested in nothing. Every hundred haircuts, one free." The boys like to dance, and have entertained between six and seven hundred visitors at

their dances. Some enjoy the movies. Trucks take them to town two or three nights per week if enough wish to go. They cut their own wood supply for fuel. Their shoes are fixed by the local shoemakers under contract.

The men leave camp for work at 8 a.m. They may go either nearby where they are able to return for the noon meal, or 10 or 12 miles away from camp, in which case their dinner is sent out to them. They line up for roll call in sections, each section in charge of a forestry foreman who is responsible for his group during the day. They appeared properly clothed for outdoor life. Warm remade Army clothing, heavy underwear, leather mittens, wool socks, and other necessary work clothes are drawn from the camp storekeeper, the equivalent of the Quartermaster in the Army. Because they were warm, well fed, well housed, and routinized in their work and habits, they appeared happy and grateful even in early morning light.

The men work hard. They cut out old trees, saw and split logs, clean up underbrush and burn it, and in general develop the national park. One group was splitting a log which was fully 2 feet in diameter. Some were opening fire breaks. Another group was tending brush fires. Another at the forge was sharpening axes and other woodsman's tools.

By 4:30 in the afternoon most of the boys are back in camp, and after supper the time is their own until "lights out". In order that they may utilize this free time to best advantage, President Roosevelt has recently approved an educational program which will broaden and strengthen the educational work now being carried on under the direction of the War Department.

Our special task was to learn what could be done by way of education in the camps. Obviously with camp routine such as it is, the program must be largely an evening project, and the visiting committees were unanimous in their beliefs that such work must be carried out informally rather than attempt to duplicate school room procedures.

To carry out this program, the Federal Office of Education has appointed Clarence S. Marsh of the University of Buffalo as a general educational director for the United States and is charged with the appointment of nine corps area educational advisers, and for each camp, a camp educational adviser. An assistant educational leader will be chosen from among the enrolled men. To aid the camp advisers in their new duties, the Office of Education is issuing a handbook of suggestions, with the approval of the War Department.

The development of an educational program in each camp will depend on the discovered interest of the men themselves. The adviser will build around the educational work now in progress, expanding it by means of individual counseling, and guidance, and stimulation. Without doubt he will promote such activities as round-table conferences, extension activities, correspondence study, camp-fire activities, individual reading and study, and hobbies which are educational in nature. He will depend largely upon nearby educational institutions, clubs, churches, and individuals to give lectures and act as leaders in discussion groups. He will not be expected to overburden himself with class teaching.

Since March 4

[Continued from page 89]

F.E.R.A.-C.W.A. set-up clarified by supplementary rules announced by Hopkins and sent by Commissioner Zook to all superintendents.

December 5: Dr. Ambrose Caliver, Office of Education specialist in Negro education, appointed part-time specialist in the F.E.R.A. to aid in projects involving Negro education.

December 6: It is announced that \$2,000,000 per month through May has been set aside for the emergency educational program and that a total of 40,000 teachers will be engaged. Under the new provisions nearly all States will be able to recruit more teachers than were planned for originally.

December 19: Hopkins allots \$86,278 for a Federal C.W.A. project under direction of Office of Education for an occupation survey of the deaf and hard of hearing.

Public Works for Public Schools

THE United States Government is now moving in three ways to aid the schools in regard to their physical plant: First, through the Public Works Administration, grants and loans are being made for public-school buildings and for buildings for State colleges and universities; second, a long-range study of school building needs under the direction of the Office of Education is to be carried on in connection with a comprehensive plan of the Planning Board of the P.W.A.; and third, through the Civil Works Administration, funds have been made available for school building repairs and improvements.

The Federal Emergency Administration of Public Works was created under the National Recovery Act, passed on June 16, 1933. The Secretary of the Interior, Harold L. Ickes, was appointed Federal Administrator of Public Works on July 8, 1933. From that date until the latter part of August the majority of projects approved were Federal projects. By August, State advisory boards and State engineers were organized to handle applications from the States for loans and grants. Each State advisory board had three members, with the exception of Louisiana and Texas, which had four.

Realizing that, as soon as the State advisory boards were organized, it would be possible for school officials to make requests for grants and loans for school building projects, the Office of Education mailed to all State, city, and county superintendents, and presidents of State universities and colleges, full information in regard to the operation of the Public Works program so far as it affected school buildings. It offered its services to public-school officials in furnishing information and expediting the consideration of applications for school building projects.

From August 12 to December 22, 1933, requests for information were received from 200 State, city, and county superintendents of schools, presidents of colleges and universities, architects, and citizens located in 36 States. Up to December 6, grants and loans for school buildings amounting to \$20,370,860 had been made to 116 cities and 17 counties in 41 States. Loans for school building were also made to the State of Utah and the State of

★ ALICE BARROWS *Explains What the PWA and a National Survey Mean to Public Education in the United States*

Florida. In addition, an allotment of \$2,113,000 was made to the Office of Indian Affairs for Indian schools.

An analysis of the correspondence with school officials shows that it falls into two main groups: First, questions in regard to the conditions under which grants and loans are made by the P.W.A. and the method of applying for funds; and second, comments in regard to the operation of the Public Works Program and suggestions for changes so far as the program affects school building projects. The following are some of the questions and answers on the Public Works Program:

Grants and loans

Ques. Are school buildings eligible for grants and loans from the P.W.A. and under what conditions?

Ans. Buildings for public schools and State universities and colleges are eligible for grants and loans from the P.W.A. Private schools and colleges may receive a loan, but not a grant. Each project must meet the following tests of eligibility:

“1. The relation of the particular project to coordinated planning and its social desirability. 2. Economic desirability of the project, i.e., its relation to unemployment and revival of industry. 3. The soundness of the project from an engineering and technical standpoint. 4. Financial ability of the applicant to complete the work and to reasonably secure any loans made by the United States. 5. The legal enforceability of the securities to be purchased by the United States or of any lease to be entered into between the applicant and the United States.”

Ques. How should applications be made to the P.W.A. for grants and loans?

Ans. Application should be made in quadruplicate to the State Advisory Board and State Engineer (P.W.A.) in accordance with the regulations given in Circular No. 2 of the Public Works Administration.

Circulars No. 1 and No. 2 can be secured from the Office of Education as well as from your State Advisory Board. If the application for a grant and loan is approved by the State Advisory Board, it is then sent to Washington for final approval.

Ques. If a project is approved what will be the amount of the grant from the Federal Government?

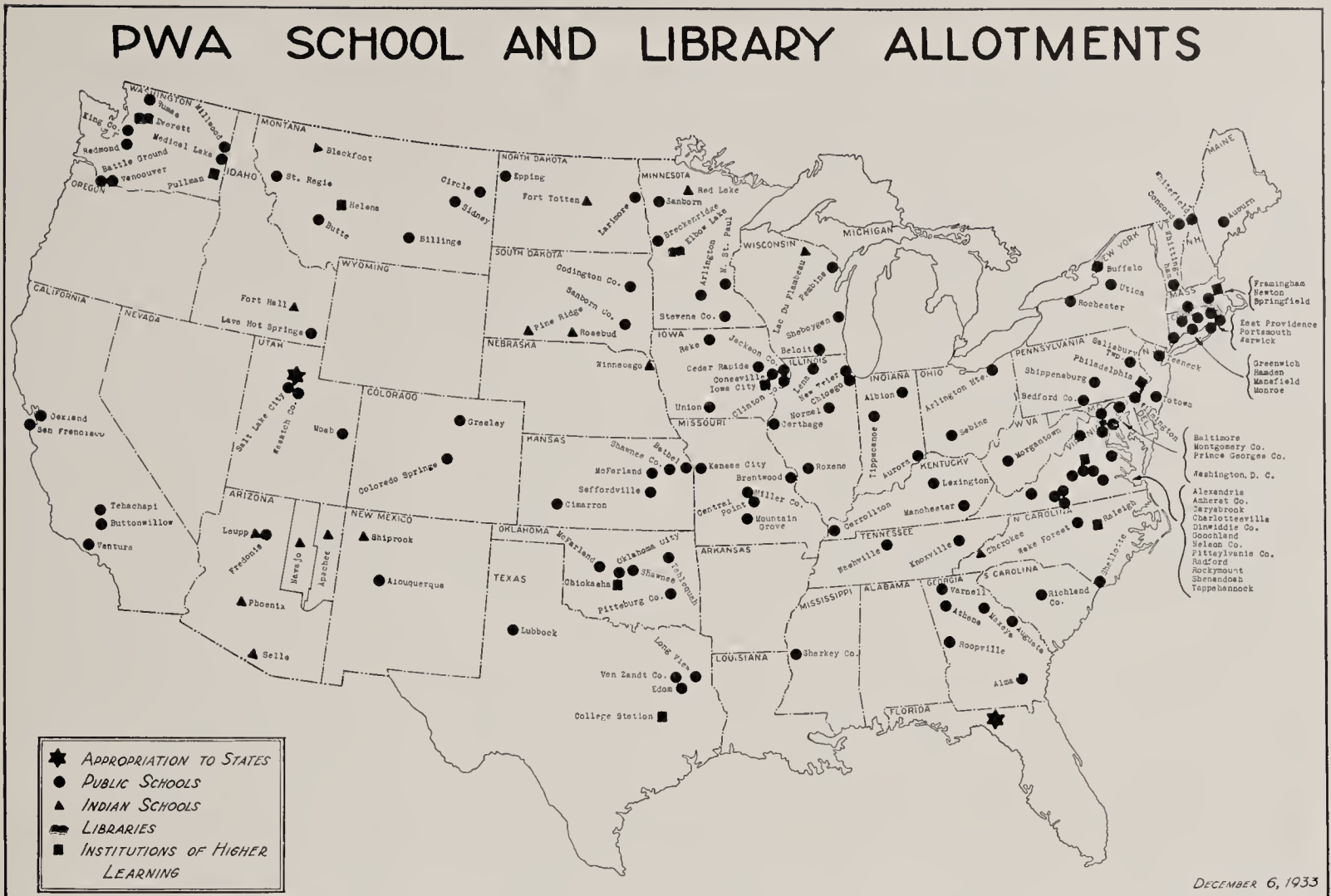
Ans. The President is empowered to make grants to States, municipalities, or other public bodies for the construction, repair, or improvement of any project approved by him, not in excess of 30 percent of the cost of the labor and materials employed upon such project. (See Circular No. 1, Public Works Administration, p. 8.) The community may obtain a loan for the remainder of the cost of the project from the P.W.A. at 4 percent interest, or, if it prefers, it may raise the remaining proportion of the cost by outside borrowing, or by an appropriation.

Ques. Will the Federal Government build a school building and lease it to the community?

Ans. According to a recent statement of policy by the legal division and the Federal Administrator, “Where a community has no borrowing power but can convey the site of the project to the United States and has the power to make a lease upon terms which will permit repayment of the loan with interest within the useful life of the project, then the United States will enter into a leasing arrangement through the instrumentality of a corporation formed or to be formed. This method is available to municipalities only where they may legally enter into such leases.

“In the case of sovereign States of the Union which have no borrowing power, aid will be extended on the leasing basis if the property can be conveyed free and clear and if the project when constructed is adapted to Federal or other use in the event of repossession.

PWA SCHOOL AND LIBRARY ALLOTMENTS



—Map by ANDREW H. GIBBS and BEN P. BRODINSKY

“Where a community has borrowing power, it must issue its bonds. In such a case, the P.W.A. will not enter into the leasing arrangement. The fact that the applicant states that the voters will not authorize a bond issue is immaterial; the matter must be submitted to the electorate if that is required by law.

“In considering leases such as those of the P.W.A., which are in effect installment purchase contracts, it must always be borne in mind that such a lease constitutes a debt by the law of almost every State and that consequently the arrangement is within the constitutional restrictions.”

Ques. Will the P.W.A. allow a 30 percent grant on a school building project when the 70 percent is being obtained through legal local loan or current taxation?

Ans. Yes, grants will be made to supplement funds raised elsewhere as well as in connection with P.W.A. loans.

Ques. When 30 percent grant and 70 percent loans are allowed for new construction, may equipment be included?

Ans. The cost of equipment for new buildings may be included in the amount of the loan requested.

Ques. May equipment for existing buildings be financed by 30 percent grant and 70 percent loan?

Ans. It is not the policy of the Administrator to finance the purchase of equipment not connected with construction. The purpose of the Act is to promote employment. This purpose will not be accomplished by mere purchase of equipment already fabricated. If the project requires the *construction* of equipment then it is within the policy of the Administrator.

Funds for repairs

Ques. Will the P.W.A. allow a grant of 30 percent of the total cost of the school building repair program?

Ans. Yes. The application for the 30 percent grant for school building repairs must be made to the State Advisory Board and approved by that Board before it can be considered in Washington. The applicant must show that funds for the 70 percent of the cost of labor and materials are available. On the other hand, if the municipality can supply the materials, it may be more advisable to make application to the C.W.A. for funds for school building repairs.

Ques. Can funds for school building repairs be secured also from the C.W.A., and under what conditions?

Ans. Funds may be secured for school building repairs through your State and local Civil Works Administration. If the project is approved, the C.W.A. will pay the total cost of labor on the project, but each State C.W.A. may determine the percentage of cost of materials to be paid for by the C.W.A. The reason the C.W.A. does not pay the total cost of materials is that the purpose of the C.W.A. is to put people to work; therefore, C.W.A. funds must be spent, so far as possible, for labor. The contribution of the States and local communities is to furnish the materials. If application for funds for school building repairs is made to the C.W.A., the request can be granted by the State C.W.A. without forwarding the application to Washington. If application for funds for repairs is pending before the P.W.A., such application cannot be transferred to the C.W.A. except through the P.W.A.

What happens to your application after it leaves the State advisory board

Letters received from school superintendents and presidents of colleges and universities not only called for definite

information on the points enumerated, but they were also illuminating in their comments on some of the difficulties encountered in securing funds. One point to which the majority referred was the delay in getting information on the status of any given project. It was evident that there was little understanding of the steps that must be taken before any given project is approved and the funds made available. Therefore, it may be helpful to those in the field to know just what happens to their projects after their State advisory boards approve them.

1. As soon as the application arrives in Washington, copies are sent to the Engineering, Legal, and Finance divisions of the P.W.A. for examination.

2. If all these divisions approve the project, it is then sent to the Deputy Administrator and the Administrator.

3. If the project is approved by them, the Projects Division prepares a resolution of approval for the Special Board of Public Works.

4. If the Board approves the project it goes to the President.

5. If the President approves it, the applicant is notified of that fact, and the docket is turned over to the legal division for the preparation of the bond purchase contract, or a grant agreement.

6. This agreement is mailed to the applicant and it must then be voted upon by the municipality or governing body, depending upon the provisions of the State law.

7. The municipality has to supply the documents called for in the contract which constitute the bond transcript.

8. Then the bond transcript is forwarded to P.W.A. headquarters at Washington with a requisition for funds.

9. After the transcript has been checked by the Legal and Accounting divisions and found correct in every particular, the funds are made available by the P.W.A. through the nearest Federal Reserve bank.

A careful study of the foregoing shows that the real delay comes through the loan factor in any application and the State laws governing loans. As soon as the application is put upon a loan basis the whole process is slowed up; and the slowest loan is a municipal loan. There must be resolutions passed by the governing body of the city, an election by the people to authorize bonds, and a resolution by the governing body of the city adopting the bond purchase contract. The fact is that State laws over a century have been restricting in every way the borrowing power of the municipality. The result is that when an emergency occurs and the Government wishes to make loans quickly to States and municipalities

to relieve unemployment, it is not possible to do so.

The National Recovery Act requires that all loans made by the United States be reasonably secured, but under the State laws many formalities must be complied with before these loans can be reasonably secured. The technical shortcomings which will render invalid an issue of municipal bonds seem almost incredible to the lay mind. But the Public Works Administration must take the State law as it finds it. The Federal Government has no power to grant exemptions from the rigorous provisions of State law. Therefore, since the Public Works Administration is required by act of Congress to insist upon a reasonable security for its loans, each detail of the State law must be carefully examined and complied with.

Certain State legislatures, for example, New York, Virginia, Rhode Island, and New Jersey, to some extent, have cut the Gordian knot by passing enabling acts to permit their communities to secure the benefits of the Public Works Program without the close insistence upon legal formalities previously required. Where this has been done it has been relatively easy to put men back to work. But in those States where hard and fast constitutional provisions prevent speedy loans, it is extremely difficult to put men to work quickly.

In other words, the chief reason for the delay in speeding up non-Federal projects is the 70 percent loan, not the 30 percent grant, coupled with the fact that the laws of the States and municipalities make it extremely difficult to make State and municipal loans.

The letters received from school officials indicate that they are well aware of these facts. For example, the comment most frequently made was that the 70 percent loan provision made it impossible for them to make application for needed school plants. They pointed out that the communities that needed aid most for their school building programs had already exceeded their debt limit, or that, because of State laws and regulations, it would be impossible to vote a bond issue at the present time. Apparently, the opinion of the majority was that it would be impossible for school authorities to help put men to work through erection of school plants unless the amount of the grant was very considerably larger. The percent suggested varied all the way from 50 to 100 percent. Throughout the correspondence, the sympathetic interest and support of the Public Works Program by school officials has been most striking, and their suggestions were made always in the spirit of endeavoring to help in expediting the program.

Long-range Study



THE Office of Education is not only interested in assisting school officials in their efforts to secure funds for school building projects, but it is at present planning a long-range study of school plant needs which it is hoped will be of definite practical value in the carrying out of another Public Works Program, if there is such a program. Or, if there is not another Public Works Program, the study should be of importance to the States in long-range planning of school plant needs.

With this purpose in view, the United States Commissioner of Education called a conference on October 23 and 24, of representatives of the National Advisory Council on School Building Problems, a group of experts in school building problems which serves in an advisory capacity to the Office of Education in all matters affecting school plant problems. As a result of this conference, the Commissioner of Education submitted to the Secretary of the Interior a "Proposal for a Nationwide, long-range study of school plant needs as part of a comprehensive survey of public works needs."

In submitting this proposal it was pointed out that recent social and economic changes, coupled with the conscious effort of the present administration to control and direct those changes for the better living of the masses of the people, have suddenly brought to the public schools the responsibility for providing a richer, more flexible education not only for children but for adults, an education which will enable them to meet the conditions of a rapidly changing civilization with intelligence, social vision, alertness, and pragmatic common sense.

If education is to meet this new responsibility, then the school plant must be very different from what it was in the days when a school building consisted of nothing but classrooms in which children were taught the three R's.

For these reasons, the Office of Education, in cooperation with the National Advisory Council on School Building Problems, submitted to the Federal Administrator of Public Works the following proposal:

1. That a Nation-wide, long-range study of school plant needs for public schools be undertaken in order (1) to work out a school plant program for the next 5-year period, (2) to estimate the cost of such school plant programs for each State, and the employment made available through such programs.

2. That this long-range study of school plant needs be made as part of a comprehensive survey of the possible development of the physical plant for community living in the light of probable trends in community life.

3. That the long-range, comprehensive study of the community needs with respect to the physical plant, including the survey of school plant needs, be made by the Public Works Administration under the authority of the present act to develop a comprehensive plan of public works, and that the work be organized as follows:

a. That the Federal Administrator of Public Works appoint a Federal Technical Director of a comprehensive survey of public works for community living; regional technical directors who shall have charge of organizing a comprehensive survey for each region, of selecting the technical experts in the different fields to be covered by the survey, and of directing their work so that the surveys in the several regions shall be comparable in aim and method. The number of Regional Directors should be determined by the Federal Technical Director after he has worked out the comprehensive, Nation-wide plan.

b. That grants be made by the Public Works Administration for the salaries of the Federal technical director of the comprehensive survey, and of the regional directors of the regional comprehensive surveys, together with sufficient funds for clerical assistance.

c. That the cost of the actual surveys in the several regions and States within the regions, exclusive of the services of the technical directors, both Federal and regional, shall be borne by the States through contribution of the services of the technical experts in each State who are appointed by the Regional Directors to carry on these surveys.

d. That it shall be the duty of the Federal Technical Director to recommend specific action as to Public Works projects as soon as the facts disclosed indicate a reasonable certainty of the desirability of any specific project, even though the comprehensive survey of a given region has not been completely finished.

On November 23, the Special Board for Public Works approved an allotment of \$250,000 to the National Planning Board of the P.W.A. for a comprehensive survey of Public Works needs, and it was stated that the plans for a long-range study of school plant needs would be referred to the National Planning Board and would be included in its program for which the appropriation had been made. These plans for a school plant survey are now under consideration by the National Planning Board.

More P W A Allotments

LOANS (L.), grants (G.), and loans and grants (L. & G.) are still being made to schools from P.W.A. funds.

| | |
|---|-----------|
| <i>Wasatch County, Utah.</i> —(L. & G.) Repairs to Charleston and Central schools..... | \$9,800 |
| <i>Hamden, Conn.</i> —(L. & G.) Construction of a two-story high-school building..... | \$700,000 |
| <i>Shawnee County, Kans.</i> —(L. & G.) Construction of high-school building in school district No. 35.. | \$93,500 |
| <i>Lexington, Ky.</i> —(L. & G.) Alterations and additions to school buildings..... | \$132,648 |
| <i>Philadelphia, Pa.</i> —(L.) Construction of library building for Temple University..... | \$550,000 |
| <i>Cimarron, Kans.</i> —(L. & G.) Construction of school building in Consolidated School District No. 1.. | \$101,400 |
| <i>Cedar Rapids, Iowa.</i> —(G.) Independent School District for construction and repairs of school building..... | \$160,000 |
| <i>Chickasha, Okla.</i> —(L. & G.) Construction of dormitories at Oklahoma College for Women..... | \$162,000 |
| <i>State of Florida.</i> —Allotment for school rebuilding program to repair damages caused to schools in 19 different counties..... | \$75,000 |
| <i>Warwick, R.I.</i> —(L. & G.) Construction of a junior and senior high school..... | \$450,000 |
| <i>Billings, Mont.</i> —(L. & G.) Construction of additions to existing high schools..... | \$400,000 |
| <i>Medical Lake, Wash.</i> —(L.) Alterations of school buildings in School District No. 325..... | \$4,300 |
| <i>Larimore, N. Dak.</i> —(L. & G.) Construction of grade and high school..... | \$20,000 |
| <i>Sharkey County, Miss.</i> —(L. & G.) Repairs to school building..... | \$6,746 |
| <i>Monroe, Conn.</i> —(G.) Construction of school building..... | \$14,300 |
| <i>Mansfield, Conn.</i> —Reallotment for a grade school..... | \$5,700 |
| <i>Greenwich, Conn.</i> —(G.) Construction of additions to high-school buildings..... | \$165,000 |
| <i>Concord, Vt.</i> —(G.) Construction of 2-classroom school building..... | \$2,900 |
| <i>Fredonia, Ariz.</i> —(L. & G.) Construction additions to a school building in School District No. 6..... | \$14,000 |
| <i>Rozana, Ill.</i> —(G.) Construction of additions to Edison School in School District No. 103..... | \$1,800 |
| <i>Amherst County, Va.</i> —(G.) Construction of additions to high school..... | \$1,600 |
| <i>Sabina, Ohio.</i> —(L. & G.) Construction of additions to existing school buildings..... | \$38,000 |
| <i>Shippensburg, Pa.</i> —(L. & G.) Construction of additions to existing school building..... | \$75,000 |
| <i>Whitefield, N.H.</i> —(L. & G.) Construction of combined high- and grade-school building..... | \$114,504 |
| <i>Teaneck, N.J.</i> —(L. & G.) Construction of school building with kindergarten and combined auditorium and gymnasium..... | \$215,000 |
| <i>Everett, Wash.</i> —Construction of library..... | \$23,600 |
| <i>Elbow Lake, Minn.</i> —Construction of library.. | \$5,000 |
| <i>Helena, Mont.</i> —State University buildings.. | \$300,000 |
| <i>Varnell, Ga.</i> —Construction of school buildings..... | \$14,285 |
| <i>Pittsburg County, Okla.</i> —School..... | \$500 |
| <i>Goochland, Va.</i> —Construction of high school.. | \$12,800 |
| <i>Springfield, Mass.</i> —Construction of additions to 2 buildings at Technical High School..... | \$96,000 |

| | |
|--|-------------|
| <i>Epping, N. Dak.</i> —Construction of additions to school building..... | \$4,400 |
| <i>Jackson County, Iowa.</i> —School improvements | \$1,000 |
| <i>Ventura, Calif.</i> —School improvements..... | \$5,100 |
| <i>Chicago, Ill.</i> —Construction of school buildings..... | \$1,326,000 |
| <i>Van Zandt County, Tex.</i> —School..... | \$1,000 |
| <i>Clinton County, Iowa.</i> —School..... | \$76,500 |
| <i>King County, Wash.</i> —Additions to school buildings and construction of school gymnasium..... | \$54,000 |
| <i>Newton, Mass.</i> —(L. & G.) Additions to school buildings..... | \$248,400 |
| <i>Newton, Mass.</i> —(L. & G.) Extensions to Frank A. Day Junior High School..... | \$60,700 |
| <i>Roopville, Ga.</i> —(L. & G.) Construction of classrooms and auditorium..... | \$12,000 |
| <i>Arlington, Minn.</i> —(G.) Construction of grade- and high-school building..... | \$28,100 |
| <i>Mareys, Ga.</i> —(G.) Remodeling school building.. | \$1,100 |
| <i>Carthage, Ill.</i> —(L. & G.) Construction of a two-story addition to existing high school..... | \$82,000 |
| <i>Rochester, N.Y.</i> —(L. & G.) Construction of high school..... | \$1,490,000 |
| <i>St. Regis, Mont.</i> —(G.) Construction of school building..... | \$12,000 |
| <i>College Station, Tex.</i> —(G.) Repairs to campus of Agricultural and Mechanical College of Texas.. | \$10,500 |
| <i>Newton, Mass.</i> —(L. & G.) Construction of a six-room addition to existing school building..... | \$148,800 |
| <i>North Saint Paul, Minn.</i> —(G.) Aid in construction of 14-classroom school building..... | \$17,000 |
| <i>Butte, Mont.</i> —(L. & G.) Construction of three-story high school..... | \$800,000 |
| | \$8,343,883 |

—BEN P. BRODINSKY.

★ Merger in Virginia

THE Cooperative Education Association of Virginia and the Virginia Congress of Parents and Teachers at their respective annual conventions in Richmond, November 27–29, decided to merge into one organization and to unite with the National Congress of Parents and Teachers. Henceforth, this newly merged organization will be known as the Cooperative Education Association, the Virginia Branch of the National Congress of Parents and Teachers.

Dr. William T. Sanger, president Medical College of Virginia, was elected president of the new organization and Mrs. S. C. Cox, past president of the Virginia Congress of Parents and Teachers, became first vice president.

The Federal Office of Education was represented by Ellen C. Lombard; the National Congress of Parents and Teachers by Mrs. B. F. Langworthy, first vice president, and Frances Hays; and the National Education Association by Charl O. Williams.



C ★ W ★ A

THIRD of the Federal Emergency enterprises which contribute to improving physical properties of public schools is the Civil Works Administration, better known as C.W.A.

C.W.A. probably has given school systems more practical aid than any other new Governmental agency. Newspaper clippings, editorials, and letters filtering in reveal that thousands of schools are bright with fresh paint, new steps, and new fences because of C.W.A. By the time this reaches readers C.W.A. funds will be nearly exhausted. But it is worthwhile to explain C.W.A. since President Roosevelt may ask for its extension.

The Civil Works Administration entered the Recovery program by an Executive order of November 9 issued by President Roosevelt. The Recovery program is a flexible program. In the case of Civil Works it "flexed" to overcome limitations of two other emergency agencies; Federal Relief and Public Works. Weighing the worth of relief work, Administrator Harry L. Hopkins said: "Four and a half million families last winter received an average of 50 cents a day per family. Nobody likes it. Let no one say that the people that have been administering relief in the United States like it. It is unthinkable that that system should be continued any longer than it absolutely has to be. The President has decided that insofar as it is humanly possible it shall be wiped out and in its place men able and willing to work on relief rolls and other millions not on the relief rolls shall be given a job on public works at a fair wage so that they can be self-supporting, independent Amer-

ican citizens." The Public Works Administration, due to understandable delays in making and performing large contracts, was unable to deliver the full power of its blow against depression in early winter.

Correcting the limitations of both agencies with one stroke, the President created the Civil Works Administration. From Federal Relief the C.W.A. took its staff including Mr. Hopkins. From Public Works it took \$400,000,000 and authority to spend money for wages on short-time, noncontract public projects.

Some of the first reports on C.W.A. projects benefiting schools appear in neighboring columns.

The object of C.W.A. is the employment of 4,000,000 persons; 2,000,000 from relief rolls; 2,000,000 through the National Reemployment Service which was expanded to 2,500 registration offices.

These persons can be employed on "All public works projects . . . carried on either by the public authority or with public aid to serve the interest of the general public . . . provided that (1) they are socially and economically desirable, and (2) they may be undertaken quickly. All Civil Works projects must be carried on by force account (day labor), and not by contract."

All Civil Works projects must be submitted to local Civil Works Administrations, which submit them to State Civil Works Administrations, with recommendations for approval or disapproval. State C.W.A. officials may approve projects within limitations prescribed by the Federal C.W.A. office.

In carrying out Civil Works projects operating departments of public bodies are used except where the Civil Works Administration directly carries out the projects.

The 30-hour week is required. Minimum wages are: Skilled labor: Southern zone, \$1; central zone, \$1.10; northern zone, \$1.20; unskilled labor: Southern zone, 40 cents; central zone, 45 cents; northern zone, 50 cents.

Staffs of all State Civil Works Administrations are sworn in as Federal officials.

On the question of whether C.W.A. funds could be used for materials as well as wages, Administrator Hopkins declared: "These funds of ours are not limited to wages, they can be used for materials as well as wages. . . . But here is the crux of this thing on money. If we are going to get 4,000,000 men to work, local communities, counties, and States are going to have to put up some of this money. . . . It (C.W.A.) will be completely successful only if we get the full and complete cooperation of counties and cities . . . in terms of providing materials wherever possible and their share of the wages if they can do it."

C.W.A. was announced November 15. On the following day Commissioner Zook sent a copy of Rules and Regulations No. 1 to every city, county, and State superintendent and the heads of public institutions of higher education. On November 23 he sent out another statement clarifying the position of the previously announced Emergency Educational Program and suggesting the types of school projects eligible under C.W.A.

Two types of projects are important to schools; 1, those for repair or improvement of schools, school grounds, and equipment; 2, surveys and clerical projects in which workers are hired to work on records in libraries and schools, to make special census investigations, etc.

Valuable aid the first type may provide, is revealed in the following suggested projects which State Superintendent W. W. Trent of West Virginia listed for the information of county superintendents:

School sanitation: A county-wide project for improvement of school toilets; improvement of school grounds by proper drainage, grading, and filling.

General repair and fencing of all school lots.

Building of shelters at bus stops.

General repair of school buildings: Elimination of cross lighting; repair of floors, plastering, blackboards; steps to buildings; roof repairs and painting; repair of school furniture; remodeling, cutting doors, windows, etc.; electric wiring; rebinding library books for all schools in county.

Drilling of wells on school grounds.
 Installing water systems in school buildings.
 Repair of heating systems.
 A general project designed to provide suitable play equipment on all playgrounds.
 Gymnasiums: Lay new floors and re-finish old floors.
 Extension of roads toward inaccessible buildings to bring them within reasonable distance of transportation.
 Completion of unfinished buildings.
 Build one or more bus garages at bus terminals with lumber from discarded buildings.
 Set out shrubbery and beautify school grounds.

Provide for undernourished children; community providing food while C.W.A. employs women to prepare and serve it.

Build concrete walks.

Build retaining walls.

Making school furniture: Reading, library, and home economics tables, book shelves, stage equipment, bulletin boards.

Reading a list like this, one can readily understand that millions of C.W.A. dollars and hours of labor have been expended on schools.

—WILLIAM DOW BOUTWELL.

★ Negro Education

ALTHOUGH it is assumed that Negroes shall share proportionately in all the benefits derived from the many recovery projects of the Federal Government, frequently this ideal is not realized. This is especially true with reference to education. This situation often results from a lack of information or initiative on the part of Negroes themselves and those having charge of their education, and frequently from adoption of policies which fail to take into consideration the peculiar condition of the Negro.

Since the inauguration of the emergency educational program, the Federal Office of Education, through the senior specialist in the education of Negroes, has furnished information on the program to Negro education leaders, and has offered advice and suggestions to the Federal officials formulating policies.

Copies of rules and regulations of the Public Works Administration and of the Federal Emergency Relief Administration, together with interpretations of policies and other statements, have been sent as issued to State directors of Negro education, members of the National Advisory Committee on the Education of Negroes, presidents of colleges, and others helpful in disseminating information to interested groups.

These activities were carried on unofficially until December 5, since which time the senior specialist in the education of Negroes for the Federal Office of Education has been consulting with the F.E.R.A., and has been appointed a part-time specialist in Federal emergency relief work involving Negro education.

Because of the inadequacies which exist in Negro education with respect to term length, buildings, and teachers' salaries; the high illiteracy of Negroes and their

generally backward condition socially and economically, it is important that State and local leaders take the initiative in securing full information concerning the various educational relief projects, in contacting local and State school, relief, and public-works officials, and in every way possible endeavor to have Negroes receive an equitable share of the benefits to be derived from the various recovery measures.

—AMBROSE CALIVER.

C W A Aids Schools



COOPERATION of school authorities throughout the United States with the National Recovery program to put men to work on C.W.A. projects is revealed in first reports of C.W.A. expenditures received at Washington.

School projects being financed by Federal funds under the Civil Works plan range from grading of school grounds and repair of school buildings to employment of school nurses, teachers, and persons to do research. In one city seven condemned school buildings are being razed.

Lincoln, Nebr.—School buildings in 15 counties being repaired.

Boston, Mass.—Employing 500 persons to teach in night schools, for clerical work and other duties. Alterations to Essex County Training School.

Little Rock, Ark.—Painting and repairing Park Hill, Clendenin, and Woodrow Wilson Schools.

Fayetteville, Ark.—Razing old South School and constructing new school for Negroes to replace Henderson.

Wilmington, Del.—Work on University of Delaware athletic field, P. S. Dupont School, and grading at Kenton and Clayton Schools.

Omaha, Nebr.—Employing 57 women to bring public-school records up to date. Employing 21 women to teach health and first aid in public schools. Employing 76 supplementary public-school teachers and 8 school nurses. Employing 21 teachers of vocational education and retraining.

Marianna, Fla.—Sidewalk, road and building repairs at Boys Industrial School and girls school at Ocala.

Jacksonville, Fla.—Addition to Landon High School and grammar school.

Wilmington, Del.—Historic buildings survey; repairing books, plastering, painting fence at public library.

Madison, Wis.—Employing 1,100 at University of Wisconsin on C.W.A. projects.

Florida.—Counties of Polk, Hernando, Glades, Hamilton, Columbia, Suwanee, Martin, Alachua, and Okeechobee—repairing school buildings.

Bismarck, N.Dak.—Digging eight test pits in new soil for Bismarck School Board.

Jacksonville, Fla.—De Funiak Springs, school repairs Gadsden County, \$21,466 for schools and playgrounds.

New York City.—2,000 skilled and unskilled workers in public schools, helping out in lunch rooms, etc.

Six hundred boys from 16 to 18 years of age, orphans, discharged from local institutions, getting work in public schools as office boys for principals.

One thousand university graduates start work on research in various colleges and universities, including specialists in chemistry, biology, geology, and architecture.

School census workers to be augmented from 1,500 to 4,800.

Three hundred and fifty start to work in public libraries doing rebinding, re-cataloging, indexing.

One hundred and fifty men and women employed as lecturers and guides at Children's Museum, Brooklyn.

Several thousand women to be placed in jobs in children's nurseries.

Providence, R.I.—Painting schools in Cranston, Coventry, Barrington, North Providence.

Cleaning projects in schools of East Providence and Bristol, R.I. Wrecking seven condemned school buildings. All Providence school buildings being repaired.

Lincoln, Nebr.—Plastering and redecorating University of Nebraska College of Medicine and Hospital.

On Education

WHAT do President Roosevelt, his Cabinet, his advisers, and Mrs. Roosevelt think about education?

Following are excerpts from speeches or statements on education by prominent members of the present administration of the United States Government.

"So intimately is the general education of the people related not only to their own happiness and well-being but to the prosperity and security of the country that the importance of maintaining and developing our educational system ought not to require argument. . . ."

"Education is as essential to us intellectually and morally as light and air are to us physically. We cannot develop to our fullest capacities as individuals equipped to get all that is good and worth while out of life except through education."
—HAROLD L. ICKES, *Secretary of the Interior and Administrator of Public Works*.

"With the situation as it exists today, I believe there are cultural and philosophic things which can be taught in agricultural colleges which will be of greater significance during the next 30 years than anything of the sort taught in the universities and regular colleges. I want to see our future agricultural leaders prepared to meet in congressional committees and in planning councils with the best minds from other groups to devise the schemes which will make it possible for the people of the United States to enjoy the natural abundance which is so easily theirs."
—HENRY A. WALLACE, *Secretary of Agriculture and Administrator of the Agricultural Adjustment Act*.

"In a country where the people rule, they must be enlightened in order to rule wisely and well. It is the task of the teacher to enlighten them, and hence it depends upon the teacher whether or not this country shall have good government in the next generation. In what finer way can one serve one's country?"

"From the foundation of the Republic, public education has rightly been regarded as one of the most important governmental activities. If the Government is to be strong and wise and just, as a good government must be, the citizens who comprise that government must be strong mentally and morally, and they must be healthy,

★ OPINIONS of the President, His Cabinet, Mrs. Roosevelt and Presidential Advisers

intelligent, and so educated as to be capable of understanding, defending, and perpetuating our American institutions."
—GEORGE H. DERN, *Secretary of War*.

"In the end the success of every school is dependent upon the teacher. Magnificent school structures, splendidly equipped rooms, are but dead objects until illumined by his personality. Scant and barren rooms can be made to glow with his enthusiasm and gleam with his genius. All that surrounds him is but an environment of which he is the soul; the books to the children are mere rubbish until their interpreter reveals their wonderful treasures. Ambition lies dormant in the young mind until some teacher fans the fires of aspiration and makes them flame with the hope of achievement."
—CLAUDE A. SWANSON, *Secretary of the Navy*.

"In the field of education the Federal Government can render service and can stimulate activity. Upon the States rests the duty of assuring to each child a fully adequate education to the limit of his or her capacity. Upon the local community rests the obligation to hire such persons, build such schools, and adopt such procedures as will not only enable the future adult to commune with his fellows, but will enable him to discover those occupations which will yield him the joy and satisfaction of successful effort,

and will assure him of the skill which will make him a well-paid worker. In other words, the city, the town, the county, or other local unit must set up, if it is fully conscious of its *government responsibility*, adequate systems of vocational guidance and vocational education. The obligation of providing fully for the occupational adjustment of every individual is one which, especially in these days of economic readjustment, cannot long be shirked."
—FRANCES PERKINS, *Secretary of Labor*.

"It is interesting to reflect that this profession we call 'education' must be readjusted to every important era. We have a right to expect that educators will prepare those under their charge for the duties and responsibilities peculiar to the times. . . . The era following 1929, and in which we are now launched, will need that educational service which will enable the individual better to control his thinking and his actions and thereby to guide others in protecting against the excesses of greed and preferential treatment."
—DANIEL C. ROPER, *Secretary of Commerce*.

"Education and democracy are natural partners. Without the former, representative government cannot stand. The pillars of democracy are secure only when resting upon the high qualities of the individual citizen."
—JAMES A. FARLEY, *Postmaster General*.

Mrs. Franklin D. Roosevelt, herself a teacher and an active participant in educational and social-welfare activities, says:

"I have always felt that in this country where so much depends upon universal education not only for the happiness of the people but for the safety of our form of government, it was a pity some way had not been devised by which the interests of every one could be focused on public education."

Directors of other emergency agencies, including the E.C.W., F.E.R.A., N.R.A., R.F.C., and the T.V.A., have also expressed themselves:

OUR present educational provisions do not meet the needs of all children up to 16. Newer, more vital, more significant types of preparation for satisfactory living must be evolved in our school system, so that if we prohibit the employment of children up to 16, we may at the same time provide fruitful experiences to fill these years and turn out more valuable citizens to the State and to industry when they do enter on their productive years.

—President Roosevelt.

"It is the hope of the President that the educational program, by emphasizing forestry, agriculture, and like subjects, will assist the men in readjusting themselves to a new mode of living—to country life instead of city life—and to assist them in improving themselves educationally and vocationally. A great number of the young men in these camps (C.C.C.) arrived at working age at a time when there were no jobs. Many of them have had meager educational advantages. We propose to give these men a chance at an education and to furnish them vocational guidance which will aid them to earn a living."—ROBERT FECHNER, *Director of Emergency Conservation Work*.

"We are prepared to provide teachers to local authorities to teach in rural schools and to provide teachers to teach persons in America who cannot read or write English. . . ."

"There must be educational opportunities not only for the physically handicapped and adults but for hundreds of thousands of people who will never go back to work. We have on our hands a large number who will never be employed again and many who will go back on a short work week. There is a responsibility for developing a program for leisure time. After all, we are going to acquire some new values. The day for people to make enormous sums of money is over. A new situation has developed. School people will have to teach something more than making a living."—HARRY L. HOPKINS, *Administrator, Federal Emergency Relief*.

"At no time in the history of mankind have the facilities for acquiring knowledge been so freely placed at the disposal of both men and women, boys and girls alike, of all classes. The enlightened world, after centuries of progress, has concluded that every child is entitled to the opportunity for education. Failure to grasp this opportunity is one of the greatest handicaps to which anyone may subject himself, no matter what line of endeavor he may intend to enter."—JESSE H. JONES, *Chairman, Reconstruction Finance Corporation*.

"In a rapidly changing world with a rapidly increasing body of significant human knowledge, education cannot be static. Neither can the best balance of educational elements be achieved by causal efforts at detail revision of the curriculum, or by following 'inspiration' or 'hunches', or public pressure, or student interest. It is a matter of educational engineering. We must undertake to make an inventory of life. We must try to catalog the issues that, in fact, make it up, and we must try to give true weight to these various elements. Our efforts,

of course, will be very awkward and very imperfect, but very much better than no effort to face the question as a whole."—ARTHUR E. MORGAN, *Chairman, Tennessee Valley Authority*.

And, lastly, we quote from the United States Commissioner of Education, himself:

"We seem to be on the eve of one of the greatest social changes in the history of the country. Out of the rapid procession of events it is difficult for anyone

to select those which mean little and those which have significance for the long future. But whatever they are and whatever may be the direction in which they point, they are bound to affect in a very vital way the conduct of our educational system. Indeed, as has been true in all recent decades, each significant change in our manner of life will add new responsibilities to our schools which will make them play not less but a greater part in our scheme of life."

Where They Went to College



THE PRESENT administration leaders of the United States Government could organize a university club all by themselves.

Many institutions of higher education have contributed to the making of the careers of the "official family".

Following is a list of administration leaders and the institutions they attended, served in some capacity, or from which they received honorary degrees:

PRESIDENT ROOSEVELT

Harvard University, A.B., 1904. Columbia Law School, 1904-07. Overseer Harvard University, 1918-24. Trustee Vassar College, Cornell University.

CORDELL HULL

National Normal University, Lebanon, Ohio, 1889-90. Lebanon, Tenn., Law School, L.B., 1891.

HENRY MORGENTHAU, JR.,

Cornell University, 1909-10; 1912-13.

FRANCES PERKINS

Sociologist, Mount Holyoke College, A.B., 1902, University of Pennsylvania, Columbia University, M.A., 1910. Lecturer in Sociology, Adelphi College, 1911.

JESSE JONES

Southwestern University, Georgetown, Tex., LL.D. (Hon.), 1925. Southern Methodist University, Dallas, Tex., LL.D. (Hon.), 1927.

H. A. WALLACE

Iowa State College, B.S., 1910; M.S.A. (Hon.) in Agriculture, 1920. Lecturer, Des Moines (Iowa) Forum for Adult Education, 1932.

G. H. DERN

Fremont (Nebr.) Normal College, University of Nebraska, 1893-94.

CLAUDE A. SWANSON

Randolph-Macon College, Virginia Polytechnic Institute, A.B., 1885. University of Virginia, LL.B., 1886.

HAROLD L. ICKES

University of Chicago, A.B., 1897. J.D., *cum laude*, 1907.

DANIEL C. ROPER

Duke University, A.B., 1888. National University, Washington, D.C., LL.B., 1901. Tusculum College, LL.D. (Hon.), 1927. Bryant Stratton College, M.B.A.

JOSEPH B. EASTMAN

Amherst College, A.B., 1904. LL.D. (Hon.), 1926. Holder of Amherst Fellowship, 1905.

HUGH S. JOHNSON

Oklahoma Northwestern Normal School, 1901. U.S. Military Academy, 1903. University of California, A.B., 1915. J.D., 1916.

LEWIS DOUGLAS

Amherst College, 1916. Massachusetts Institute of Technology, 1916-17.

JAMES FARLEY

Packard Commercial School, New York City, 1906.

HOMER S. CUMMINGS

Yale University, Ph.B., 1891, LL.B., 1893.

ARTHUR E. MORGAN

President Antioch College since 1922. University of Colorado, D.Sc. (Hon.), 1923.

WILLIAM I. MYERS

Cornell University, B.S., 1914. Ph.D., 1918. Professor Cornell University since 1914. Awarded International Education Board Fellowship to study cooperative farming abroad.

HARRY L. HOPKINS

Grinnell College, B.A., 1914, Grinnell, Iowa. P.B.K.

The VOCATIONAL Summary



Home Economics · Agriculture

Rehabilitation

Trade and Industry

The report of a committee appointed by the Division of Vocational Education of the State of Indiana to survey the educational needs of C.C.C. camps in that State contains interesting information concerning courses preferred by the men in these camps. Preferred subjects include, in the order of their preference: Electricity chosen by 492 men, general business by 378, forestry by 298, shop mathematics by 266, agriculture by 206, journalism by 127, and mathematics by 103. Ten other subjects—mechanics, aviation, bookkeeping and commerce, auto mechanics, chemistry, carpentry and woodworking, and bird study follow. Other subjects in which courses were requested are drafting, commercial art, printing, civil engineering, public speaking, economics, and social studies, civil-service work, radio, Bible study, science, and music. The educational status of camp members ranged from two men of second grade education to 445 men of twelfth grade status, and 61 men who had had the advantage of one or more years in college. The educational needs of these men as indicated by the committee's report are: Vocational training to improve efficiency on the job; general education; and constructive training to meet their educational needs.



More than 2,850 members of the Future Farmers of America—the national organization of boys studying vocational agriculture in the United States—registered at the Eighth Annual Congress of Vocational Agriculture students and the Sixth Annual Convention of the F.F.A.,

held in connection with the American Royal Livestock Show in Kansas City, November 17 to 24.

One of the high spots in the F.F.A. convention was the public-speaking contest, in which four candidates, chosen in district and State elimination contests, competed for honors. Judges for this contest included President F. D. Farrell, Kansas State College; R. C. Pollock, general manager of the Livestock and Meat Board, Chicago; and George Melcher, superintendent of schools, Kansas City, Missouri. First place in the contest was awarded Albert W. Richardson, of the Reading (Mass.) Chapter of F.F.A., whose subject was, "Why Be a Farmer?" Raymond N. Malouf, of Richfield (Utah) Chapter, captured second place for his discussion of the subject, "Leadership, the Urgent Need of Agriculture." Third prize went to Joe E. Brummell, Troy (Mo.) Chapter, who spoke on the subject, "Stabilizing the Purchasing Power of Money in a Solution of the Farm Problem." "The Machine Age and Its Effect on American Agriculture" was discussed by William Guidry, Breaux Bridge (La.) Chapter, who won fourth place.

To show that they know a thing or two about judging farm products, the boys present at the congress and convention put on 3 contests—1 in meat identification, 1 in all classes of livestock, and 1 in sheep judging. High man in the all-livestock contest was J. T. Allison, Lexington, Ky., who in addition to several minor prizes received a \$300 scholarship from the Merchants' Association of Kansas City. Team winners in the all-livestock compe-



dition were Kentucky, first, and Kansas, second. The Dundee (Ill.) team captured first honors in the meat-identification contest, and the high individual in this contest was Russell Kelahan, of the Dundee team.

First-place winners in other contests were as follows: Sheep judging, Maurice Dankenbring; swine judging, Arvin Rivers, Noble, La.; cattle judging, Forrest Dubois, Woodland, Calif.; horse judging, Orville Lhotka, Bagley, Minn.

In the F.F.A. chapter contest, Park River N.Dak., captured first prize of \$300.

Election of officers of the F.F.A. for the ensuing year resulted as follows: President, Bobby Jones, of Radnor, Ohio; first vice president, Alex Alampi, Williamstown, N.J.; second vice president, Robert Stewart, Miles City, Mont.; third vice president, Morrison Loewenstein, Kearney, Nebr.; fourth vice president, Marion Winge, Lyons, Ga.; and secretary, Carl Shopbell, Dansville, Mich.



(See illustration.) Maurice Dankenbring, of Sweet Springs, Mo., who, for his achievements as a vocational agriculture student, as a Future Farmer of America, as a practical farmer, and as a leader in organization and community affairs, won the title of star American farmer for 1933 and received a prize of \$500 from the Weekly Kansas City Star; and his Jersey calf—Japs Pretty Lass—who won first in her class in the vocational division and second in her class in the Junior Dairy Show, Missouri State Fair in 1931.

The effect of N.R.A. codes on vocational-training problems in industry is clearly emphasized in a recent study made in Wisconsin by the Trade and Industrial Service of the Office of Education. The study shows that the codes have increased the responsibility of supervision in industrial plants; that they will increase cost of production unless the effects of shorter hours and minimum wages are counterbalanced by increased efficiency; that a thoroughly trained personnel is necessary to insure such efficiency; and that they have increased the possibility of unemployment for men who are not efficient workers. The Wisconsin study indicates that the codes will impose special training responsibilities upon industries which have often been regarded as semi-skilled. The training problems with which such industries must cope under the codes include: Breaking in new men on the job; breaking in men transferred or promoted; related or extension instruction to improve efficiency; foreman training; and training of foremen or key men in how to instruct men on the job.

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The value of a knowledge of conditions in helping the home-economics teacher to develop an effective course of instruction has been demonstrated by the results achieved from a home-survey plan followed by a number of teachers in the Pacific Coast States. In these surveys, which were informal in character, and have in each case been confined to the pupils of one class group only, information concerning family income, composition of the family, and food practices and habits in the home, has been secured through home visits by teachers, informal talks with pupils, the use of simple check sheets to be filled out by pupils and mothers, and in other ways. The results of the surveys were enlightening. In one community, for instance, 67 percent of the families were raising fruit and 80 percent were growing vegetables in their gardens, and all of these families had cellars or caves for storing such foods. In spite of these conditions, 38 percent of the families were not including any fruit or vegetables other than potatoes in their daily diet, and 50 percent of them were not including either fresh fruit or green or leafy vegetables. Although dairy products were important in this community, and 81 percent of the families had cows, less than half of the children were drinking milk more than once a day. In another community very similar conditions were uncovered. Although fruits and vegetables were leading crops, and a majority of the families were raising fruit and growing vegetables, nevertheless,

nearly half of the families were using no fruits or vegetables other than potatoes in their daily diet and 92 percent of them were including neither fresh fruits nor green or leafy vegetables. Dairy products were important in this community also, and 40 percent of the families had cows. Nevertheless, less than one third of the children were drinking milk more than once a day. Such data as these are now being compiled to indicate special needs for instruction. Care must, of course, be exercised by the teacher in interpreting the data, but in the above instances, at least, certain lines of instruction would seem to be clearly indicated for particular emphasis, and there is no apparent reason to suppose that conditions in these communities were exceptional.

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Mr. W. A. Ross, formerly specialist in agricultural education in the Federal Board for Vocational Education, resigned his position to become supervisor of rehabilitation for the District of Columbia.

Mr. Ross, who is a graduate of Colorado Agricultural College and holds a master's degree from that institution, has been successively teacher of agriculture and superintendent of schools at Center, Colo.; rural school inspector, State supervisor of agricultural education, and State supervisor of vocational rehabilitation for the State of Wyoming; and specialist in agricultural education.

—CHARLES M. ARTHUR.

FERA Education Program

[Continued from page 90]

1. The program should be of immediate use in relieving parents from their anxiety due to inadequate home provisions for their young children, and should be permanently beneficial both to the parents and to the community.
2. Children may be admitted to emergency nursery schools between the ages of 2 and the local legal age for school entrance. Emergency nursery schools do not restore, however, any educational activities for young children eliminated by the school administrations.
3. Emergency nursery schools may be developed as: (a) units for preschool children within elementary schools; (b) laboratories for courses in care and education of preschool children in high schools, normal schools and colleges; (c) units in urban and rural areas in need such as mining, factory, and mill districts.

December 21: Authority is hereby given to allow a sum not to exceed 5 percent of the allotment earmarked for education to be used by any State for teaching supplies, where local communities are unable to provide them, in such classes as are set up in such emergency educational programs. This permission does not extend to the purchase of permanent equipment.

Emergency Nursery Schools

[Continued from page 93]

3. Estimated Unit Costs of Equipment for Emergency Nursery Schools.

4. Suggested Training Program to Prepare Partially Qualified Teachers for Emergency Nursery Schools.

5. Bulletin of Information, No. I, Administration and Program of Emergency Nursery Schools.

6. Bulletin of Information, No. II, Housing and Equipment of Emergency Nursery Schools.

The committee also has under way forms of a suggested enrollment card for each child entering emergency nursery schools and a record form, analysis of which will provide an approximate picture of the status of preschool children from needy and unemployed families. As needs arise other publications will be prepared.

The second type of service is in the form of assistance to be given upon the request of State superintendents of public instruction. Through funds received for this purpose the committee is developing a program with the cooperation of Commissioner Zook and the State superintendents and commissioners of public instruction to give assistance where it is acceptable and needed through State and regional workers. As Dr. Zook said in a letter of December 16 to State school officers, "The nursery school is a relatively new addition to the educational program and is highly specialized in nature. I have brought this fact to the attention of the advisory committee on emergency nursery schools, knowing their desire for successful development of the present program. The committee asks me to remind you that the several institutes of research in child development located throughout the country stand ready to assist you. The committee has also secured funds with which assistance can be given in setting up the nursery-school program in the States which care to make use of this service." Dr. Zook also suggested that in setting up the State programs "the supervisor of elementary education would be of especial help in this part of the emergency education program. For the nutritional and other home aspects of the nursery school program the home economics supervisor would be of especial help, with such coordination between the two as will provide desirable emphasis on both school and home relationships."

At the present time reports are showing that in at least 30 states emergency nursery schools are being organized or plans are under way.

SCHOOL LIFE

VOL. XIX



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 - - - GEORGE F. ZOOK
Editor - - - WILLIAM DOW BOUTWELL
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(JOHN H. LLOYD
Art Editor - - - - - GEORGE A. MCGARVEY

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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."

JANUARY 1934

ADVICE TO HARVARD FRESHMEN

GUEST EDITORIAL

In my opinion, one of the greatest values of a university education is that for 4 years one is living in a free and vigorous intellectual atmosphere. A spirit of tolerance based on reason is in the air. Dogmas are courageously examined, compared, attacked, defended. Of course, it would be quite erroneous to believe that the members of a university are free from prejudices. Such a condition would be impossible, perhaps even undesirable. But if the academic community is in a healthy condition, there should be among its permanent members intelligent men with assorted prejudices and with a tolerant point of view. Thus the student may have a wide choice of opinions. May I suggest that your college career is an excellent time to cultivate a tolerant, skeptical spirit? No one need worry lest he have too few prejudices.

Students are often worried about the relation of their field of concentration to their future vocation. Such worries are based on an erroneous idea of a university education. Except for a few special requirements, for some of the professions, it is of relatively little importance which

one of our fields of concentration you decide upon, provided you choose a subject which you may thoroughly enjoy. For many of you who will go out into the world of affairs, the last 3 years of your college life may be the only time when you will have the privilege of indulging in a whole-hearted interest in some purely intellectual activity. If you are fortunate enough to have the experience of a real intellectual passion, you will, to my mind, have gained what is best in a university education.

In the course of your work you will be led to study with men who are devoting their lives to some branch of learning. They are the intellectual descendants of the long line of earnest scholars who have accumulated and preserved what are the most priceless possessions of our race today. If you understand their enthusiasms, you will have gained an insight into the forces which have civilized the world.

JAMES B. CONANT,
President, Harvard University.

Electrifying Education

IN ADDITION to the splendid educational broadcasts of several collegiate institutions that own radio stations, many other universities and colleges broadcast educational series, both for adults and children. For example, the University of Michigan broadcasts several series of programs over Station WJR in Detroit. On Sunday afternoons at 2:30 o'clock the "Parents Program" is put on the air. During the present school year the "Reconstruction of our School System" is being discussed. Current problems are presented on Thursday evenings at 10 o'clock. The following series for schools are broadcast at 2 p.m.: Mondays—Instruction in playing string and band instruments; Tuesdays—Astronomy; Wednesdays—Art; Thursdays—Physical education; and Fridays—Vocational guidance. Further information may be secured from Prof. Waldo Abbot, director of broadcasting, The University of Michigan, Ann Arbor, Mich.

Beginning Saturday evening, February 3, from 8-8:30 eastern standard time, the National Advisory Council on Radio in Education, in cooperation with the American Federation of Art, the General Federation of Women's Clubs, and approximately 100 museums, will present a series of broadcasts entitled "Art in America" over the WJZ coast-to-coast span of the National Broadcasting Co. A very attractively illustrated book is being prepared for interested students who want to study this series.

The American School of the Air Teachers Manual and Classroom Guide, 1933-34, is a very artistic and useful 61-page booklet which should be in the hands of every teacher that uses the American School of the Air programs. Free copies may be secured by addressing

Miss Helen Johnson, Columbia Broadcasting Co., 485 Madison Avenue, New York, N. Y.

The RKO Radio Picture "Little Women", starring Katharine Hepburn, from the immortal story by Louisa May Alcott, is a motion picture of unusual merit. Its phenomenal success as a box-office attraction reflects not only the fine dramatic treatment of this lovely story, but also the good taste of the American public in patronizing such a wholesome picture.

Teachers who are interested in visual instruction will want to read "Visual Instruction: Its Value and its Needs", by Dr. F. Dean McClusky, and published by the Mancall Publishing Corporation, 7 West Forty-fourth Street; New York, N. Y.

The third volume of "Radio and Education—1933" may be purchased from The University of Chicago Press, Chicago, Ill. The fourth volume of "Education on the Air—1933" may be purchased from the Ohio State University, Columbus, Ohio. These attractive books should be in the library of every student of educational broadcasting.

People interested in learning about the British Broadcasting System will want to read the 1934 edition of the B.B.C. Yearbook which may be purchased from the British Broadcasting Corporation, Broadcasting House, London.

All nine volumes of The Payne Fund Studies on "Motion Pictures and Youth" are now available from The MacMillan Co., New York, N. Y.

—CLINE M. KOON.

New Government Aids For Teachers



THE PUBLICATIONS LISTED *May be Purchased from the Superintendent of Documents,*

LABOR Legislation, 1931 and 1932. 1933. 186 p. (Bureau of Labor Statistics, Bull. No. 590.) 15 cents.

Part 1. Digests and summaries of certain classes of laws affecting labor, among which are included vocational education, schools for employed children, child-labor amendment to the United States Constitution, vocational rehabilitation—State and Federal cooperation, old-age pensions, and rates of wages of employees on public works. Part 2—Text and abridgment of labor laws by States. (Civics; Legislation; Sociology.)

Report of the Commission to Study the Proposed Highway to Alaska. 1933. 116 p., illus. (Department of State, Conference Series No. 14.) 25 cents.

Includes data made available through the cooperation of the Canadian committee, supplemented by the more detailed knowledge as to the American section of the road furnished by the Alaskan Road Commission. Gives a detailed and illustrated description of the route, justification for the project, and facts on the present state of development. Contains a folded map of North America showing the proposed routes connecting Panama with Fairbanks, Alaska. (Geography; Engineering.)

Executive Orders: Administration of the Emergency Conservation Work, No. 6223; Purchase of National Park Lands, No. 6237; Designating the Federal Power Commission as an Agency to Aid the Federal Emergency Administrator of Public Works, No. 2651; Federal Emergency Administration of Public Works, No. 6252; Establishment of the Federal Alcohol Control Administration, No. 6474; Organization of Executive Agencies, No. 6166. (Department of State). Free.

The Agricultural Adjustment Act and Its Operation. 1933. 13 p. (Agricultural Adjustment Administration.) Free. (Civics; Agriculture; Sociology.)

Information Regarding Applications for Loans from the Reconstruction Finance

Washington, D.C. Stamps or Defaced Coins are Not Accepted. If More Convenient, Order Through Your Local Bookstore.

Corporation for the Purpose of Paying Processing Taxes, Compensating Taxes, and Taxes on Floor Stocks Under Section 19 (C) of the Agricultural Adjustment Act of 1933. 2 p. (Reconstruction Finance Corporation, Circular No. 9.) Free. (Civics; Finance; Agriculture.)

Questions and Answers for the Home Fireman. 1933. 34 p. (Bureau of Mines.) 5 cents.

Kinds, sizes, and weight of coal and coke, manufactured briquets, wood, oil, and gas, and composition and kinds of burning fuels. (Homemaking education.)

Report of the Virgin Islands Agricultural Experiment Station. 1933. 21 p., illus. (Department of Agriculture, Office of Experiment Stations.) 5 cents. (Geography; Economics; Agriculture.)

Small Concrete Construction on the Farm. 1933. 38 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1480.) 5 cents.

Describes methods of building a few simple concrete structures useful on the farm, such as feeding floors, barn floors, walks, curbs, steps, tanks, and troughs. By following the rules outlined in Farmers' Bulletin No. 1279, "Plain Concrete for Farm Use", and the directions given in this bulletin, anyone should be able to build the small structures described.

Descriptions of Airports and Landing Fields in the United States. 1933. 180 p. (Department of Commerce, Aeronautics Branch, Airway Bulletin No. 2.) Free.

Airports and landing fields are presented alphabetically by States and the descriptions have been standardized to facilitate reference and use. (Aviation; Geography.)

Price List: No. 72, Publications of Interest to Suburbanites and Home-Builders. (Government Printing Office.) Free.

Mineral Resources, Part 2: Natural gas in 1931, p. 349-372, 5 cents; Coke and by-products in 1931, p. 373-414, 5 cents; Coal in 1931, p. 415-510, 10 cents. (Mineralogy; Geography; Geology; Economics.)

Films

Although the following films are not new, they still have value for the classroom teacher and may be borrowed free from the Bureau of Mines, Washington, D.C., except for the cost of transportation:

Through Oil Lands of Europe and Africa—Italy, Hungary, the Danube, and Rumania. (3 reels.)

Through Oil Lands of Europe and Africa—Poland, Greece, and Egypt. (4 reels.)

Through the Oil Fields of Mexico. (3 reels.)

The Story of Lubricating Oil. (2 reels.)

Maps

Craters of the Moon National Monument, Idaho. Scale, 1:31680. 25 by 32 inches. (U. S. Geological Survey.) 20 cents.

On the reverse side of the map are seven figures illustrating the detailed description of the monument. The area gets its name from the close physiographic resemblance to the surface of the moon as seen through a telescope.

—MARGARET F. RYAN.

Have You Read?

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THE BACKWARD college library is the subject of an article by J. I. Wyer, of the New York State Library, which appears in *School and Society* for November 11. Dr. Wyer discusses briefly the development of college libraries and their attempt to fulfill their function in spite of inadequate support and lack of appreciation by administrative officers.

"Half-truths for 30,000,000", appearing in *New Outlook* for November, examines the textbooks used in the schools and finds them not only out of date but misrepresentative of the subjects they are designed to teach.

Under the title "Spending three billions", Harold L. Ickes, Secretary of the Interior, in the *University of Chicago Magazine* for November, tells of the plans and accomplishments of the Federal Public Works Administration, over which he presides.

An account of the Schools of Italy reprinted from "My Autobiography" by Benito Mussolini, appears in the *High School Journal* for November.

The December Forum contains a symposium on the subject "The Trouble with the Colleges", which gives the reactions of a number of distinguished educators to the challenging question in the September number "Is the College Worth While?" by R. E. Rogers.

A recent issue of "Leads" an informal news letter published by the American Library Association, has for its subject "The Significance of the School Library." Many pertinent quotations and excerpts from well-known authorities make this publication a valuable source of publicity material for school librarians and teachers who are interested in promoting library service in the schools. A copy may be secured from the American Library Association (520 North Michigan Ave., Chicago, Ill.) for 50 cents in stamps.

A brief and appreciative article on the Federal Office of Education appears in the *Ohio Teacher* for November. The author, Olga A. Jones, pays a tribute to Commissioner Zook and urges the hearty cooperation of the schools of the entire Nation in his work.

"Integrating Library and Classroom Through the Library Assembly" is discussed in *Teachers College Record* for November, by Anne T. Eaton, librarian of Lincoln School. Several possible programs are outlined and lists of recommended books are given.

The *Journal of Educational Sociology* for November is devoted to the subject "Negro Education" giving especial emphasis to the work of Tuskegee Normal and Industrial Institute. The writers, a group of Negro professors mainly from Tuskegee, set forth educational problems in relation to race adjustment.

—SABRA W. VOUGHT.

Meetings

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American Association of Colleges of Pharmacy and Pharmaceutical Examining Boards, District No. 2. Baltimore, Md., March 12-13.

American Association of Technical High Schools and Institutes. Cleveland, February 26-28.

American College Personnel Association. Cleveland, February 22-25.

American Council on Education. Washington, D.C., February 10.

American Educational Research Association. Cleveland, week of February 24-March 1.

American Medical Association, Council on Medical Education and Hospitals. Chicago, February 12-13.

Associated Guidance Bureau. New York City, February 3.

Association of Virginia Colleges. Roanoke, February 9-10.

Camp Directors Association. New York City, February 22-24.

Head Masters Association. Cambridge, Mass., February 9.

National Association for Research in Science Teaching. Cleveland, February 25-27.

National Association for the Study of the Platoon or Work-Study-Play Organization. Cleveland, February 27.

National Association of High-School Inspectors and Supervisors. Cleveland, week of February 24-March 1.

National Association of Officers of Regional Standardizing Agencies. Cleveland, week of February 24-March 1.

National Association of Secretaries of State Teachers Association. Oklahoma City, February 8-10.

National Association of Teachers Agencies. Cleveland, week of February 24-March 1.

National Committee of Bureaus of Occupation. Cleveland, week of February 24-March 1.

National Committee on Research in Secondary Education. Cleveland, February 26.

National Council of Childhood Education. Cleveland, week of February 24-March 1.

National Council of Education. Cleveland, week of February 24-March 1.

National Council of State Superintendents and Commissioners of Education. Cleveland, week of February 24-March 1.

National Council of Supervisors of Elementary Science. Cleveland, week of February 24-March 1.

National Council of Teachers of Mathematics. Cleveland, February 23-24.

National Education Association. Cleveland, February 24-March 1.

National Occupational Conference. Cleveland, February 21-24.

National Society for the Study of Education. Cleveland, week of February 24-March 1.

National Society of College Teachers of Education. Cleveland, February 24-28.

Secondary Education Board. Lakeville, Conn., February 16-17.

Southern Wisconsin Teachers Association. Madison, February 9-10.

Recent Theses

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THE LIBRARY of the Office of Education collects doctors' and outstanding masters' theses in education, which are available for consultation, and may be borrowed on interlibrary loan. A list of the most recently received theses is given each month. Additional theses on file in the library will be found, marked with an (*), in the current number of the *Bibliography of Research Studies in Education*.

BEACH, FRED FRANCIS. The custody of school funds: an appraisal of systems of school fund custody with particular reference to New York State. Doctor's, 1933. Teachers College, Columbia University. 159 p.

DRANSFIELD, J. EDGAR. Administration of enrichment to superior children in the typical classroom. Doctor's, 1931. Teachers College, Columbia University. 108 p.

DRENNAN, GRACE. History and present status of cooperative education in the high schools of the city of New York. Master's, 1932. New York University. 60 p.ms.

ELLIOTT, EUGENE B. A study of the supply of and demand for teachers in Michigan. Doctor's, 1933. University of Michigan. 247 p.

GILBERT, LUTHER C. An experimental investigation of eye movements in learning to spell words. Doctor's, 1931. University of Chicago. 81 p.

HORWITZ, MAX. Legislation and legal status in the tax-supported high schools of the State of New York. Doctor's, 1932. New York University. 237 p.ms.

JORDAN, FLOYD. The social composition of the secondary schools of the Southern States. Doctor's, 1933. George Peabody College for Teachers. 101 p.

LEMAN, GRANT W. A study of factors in the development of professional adjustment service with special reference to graduates of a State teacher-training institution which supplies secondary-school teachers to a supervised service area. Doctor's, 1932. New York University. 259 p.ms.

MCCABE, JANE A. Visual instruction in the teaching of junior high school history. Master's, 1933. Boston University. 230 p.ms.

MCHUGH, MARGARET M. The relation between reading difficulties and the rate of achievement in geography in the third grade. Master's, 1932. New York University. 81 p.ms.

NELSON, E. H. The present status of the health and physical education program in the one-room rural schools in Pennsylvania, with special reference to the children who present behavior problems. Doctor's, 1932. New York University. 91 p.ms.

PATTON, MINER T. A study of some New England junior colleges. Master's, 1933. Boston University. 77 p.ms.

PERCIVAL, HARRY F. An experimental study of the value of a uniform system of marking in three normal schools of one State. Doctor's, 1933. Harvard University. 261 p.ms.

STEELE, ERNEST C. The treatment of the school system as a social institution in civics textbooks used by the secondary schools of California. Master's, 1931. University of California. 109 p.ms.

STEVENSON, PERRY L. A historical study of the methods of teaching as used by eminent university and college teachers. Doctor's, 1932. New York University. 181 p.ms.

STEVENSON, ROBERT L. The function of art education in the junior high school. Master's, 1933. Boston University. 114 p.ms.

—RUTH A. GRAY.

NEW PUBLICATIONS

OF THE FEDERAL OFFICE OF EDUCATION

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The only complete authoritative survey of the effects of the depression on education in the United States has been made by the Federal Office of Education. A lively, liberally illustrated leaflet concentrates facts on the educational crisis that keep pouring into the Office. Order by hundreds.

THE DEEPENING CRISIS IN EDUCATION

Leaflet No. 44. Price 5 cents
(\$3.75 per 100)

Enlarging units for school administration and finance is one of the most difficult tasks facing the United States. A new Office of Education pamphlet shows the dollars and cents savings from such reform.

LARGER UNITS FOR EDUCATIONAL ADMINISTRATION— A POTENTIAL ECONOMY

Pamphlet No. 45. Price 5 cents

The mailman brings lessons to hundreds of high-school pupils. Instruction by mail not only enriches the high-school curriculum but saves money. The following bulletin on this subject is another publication in the Office "school economy series."

HIGH-SCHOOL INSTRUCTION BY MAIL— A POTENTIAL ECONOMY

Bulletin, 1933, No. 13. Price 10 cents

Day laborers, brokers, and actors send their children to the same high school. What problems does the high school face because of its heterogeneous population? What are the characteristics of this population? A new National Survey of Secondary Education Monograph sheds some new light on these questions.

THE SECONDARY-SCHOOL POPULATION

Bulletin, 1932, No. 17. Monograph No. 4
Price 10 cents

For students and other persons interested in the education of native and minority groups, the bibliography listed below is invaluable. It contains nearly 600 titles and lists material on the education of Negroes, Indians, and other peoples.

THE EDUCATION OF NATIVE AND MINORITY GROUPS A Bibliography, 1923-1932

Bulletin, 1933, No. 12. Price 5 cents

Health—the first of the "cardinal objectives" in education! What attention is it receiving in the higher grades during which pupils grow faster than ever and need sane instruction in hygienic habits? The Office of Education consultant in health education has made a careful survey of the problem.

HEALTH INSTRUCTION IN GRADES IX TO XII

Pamphlet No. 43. Price 5 cents

In 1907 there were practically no trade schools. In 1933 more than 200 schools offered trade and vocational subjects. The phenomenal growth of these schools and their status in our country is discussed by a new Office pamphlet.

TECHNICAL AND TRADE SCHOOLS

Pamphlet No. 44. Price 5 cents

With evidences of the dawn of a new era in Negro education, more and accurate facts about Negro students are required. Approximately 1,800 Negro college freshmen supplied facts about their interests, characteristics, achievements, and ambitions. The findings are most interesting.

A BACKGROUND STUDY OF NEGRO COLLEGE STUDENTS

Bulletin, 1933, No. 8. Price 10 cents

In deep of depression, more than ever, an intelligent public opinion is vital for greater support of our high schools. How can the schools be interpreted to the public so that taxpayers can understand and be sympathetic to the ideals and practices. This new National Survey of Secondary Education Monograph will be useful to school officials.

INTERPRETING THE SECONDARY SCHOOL TO THE PUBLIC

Bulletin, 1932, No. 17. Monograph No. 16
Price 10 cents

How are Negro schools under Jeanes supervising teachers faring? How adequate are these schools and how do they answer the needs of 45,000 pupils? Some startling facts are revealed in a new bulletin prepared by the Office of Education specialist in the education of Negroes.

RURAL ELEMENTARY EDUCATION AMONG NEGROES UNDER JEANES SUPERVISING TEACHERS

Bulletin, 1933, No. 5. Price 10 cents

Order from Superintendent of Documents, Government Printing Office, Washington, D.C.

1933

OFFICE OF EDUCATION

1933

Bulletins, Pamphlets, Leaflets

| BULLETINS | | | BULLETINS | | |
|-----------|--|----------|-----------|--|---------|
| No. | | Price | No. | | Price |
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| 2. | Biennial Survey of Education, 1930-1932. (7 Chapters): | | 15. | The Functional Planning of Elementary School Buildings. Alice Barrows. (In press). | |
| | I—Statistics of State School Systems, 1930-1931. (In press). | | PAMPHLETS | | |
| | II—Statistics of City School Systems, 1930-1931. (In press). | | 34. | School Administrative Units With Special Reference to the County Unit. Walter S. Deffenbaugh and Timon Covert..... | 5 cents |
| | III—Statistics of Universities, Colleges, and Professional Schools, 1930-1931. (In press). | | 35. | State Guidance Programs. Maris M. Proffitt . | 5 cents |
| | IV—Statistics of Nurse-Training Schools, 1930-1931..... | 5 cents | 36. | Week-day Religious Instruction. Mary Dabney Davis..... | 5 cents |
| | V—Statistics of Private Elementary Schools, 1930-1931..... | 5 cents | 37. | Religious Education Bibliography, Jan.-Dec., 1932..... | 5 cents |
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SCHOOL LIFE



February

1934

Vol. XIX • No. 6



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Teaching Buyers Buying • Education for 300,000 • Vocational Summary

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON



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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 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D.C. To foreign countries, 85 cents a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U.S. Department of the Interior, Washington, D.C.

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The illustrations for the article *Home-made and Hand-made* were prepared by Frank A. Staples, State Director New Hampshire League of Arts and Crafts.



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OFFICE OF EDUCATION

(United States Department of the Interior)

Federal Aid : Six Proposed Steps

LETTERS, resolutions, and petitions requesting Federal assistance to school systems in distress have been coming to the Office of Education in a steady stream.

Due to the widespread public interest in this question, the United States Commissioner of Education called a small conference of educational and civic leaders to discuss the problem on November 4, 1933.

This conference found that many groups were in agreement on the need. So they formed a Federal Advisory Committee on Emergency Aid in Education, named State Superintendent James N. Rule, of Pennsylvania, chairman, and appointed a committee to draft a program for consideration at a subsequent session.

On November 27 the conference, now enlarged to include representatives of other interested organizations, met at Brookings Institution in Washington. One entire day was devoted to consideration of proposals. Changes were recommended to the drafting committee.

Proposed program

On January 6 a revised six-step plan was presented. Carrying minor changes, this plan received an almost unanimous vote. Two delegates declined to subscribe to step 3.

The committee was requested to continue in an advisory capacity to Commissioner Zook on future school problems.

A special and independent legislative committee was later created, under the chairmanship of State Superintendent James H. Richmond, of Kentucky, to draft legislation embodying the proposed program, and to present it to the Administration leaders and Congress.

Following is the committee's approved program:

1. The emergency problem of keeping elementary and secondary schools open on as nearly normal a basis as possible during the school year 1933-34 should be met by a Federal appropriation of \$50,000,000 to be allocated according to emergency needs in the several States. This sum may be provided in one of two ways: (a) By a special provision in the Relief Act, or less preferably, (b) by a separate Federal appropriation. In either case such appropriation shall be admin-

★ NATIONAL and Civic Groups Unite on Plan Which Requests Emergency Help for Education

istered preferably by a board of which the United States Commissioner of Education shall be chairman and executive officer.

2. In view of the fact that the inability of many communities adequately to maintain schools is certain to continue during the fiscal year 1934-35 a Federal emergency appropriation or allocation of not less than \$100,000,000 should be made available beginning July 1, 1934; this appropriation or allocation to be distributed in an objective manner, determined by a board of which the United States Commissioner of Education shall be chairman and executive officer, and based upon reasonable evidence of needs and resources.

3. The instability of education support even in the abler States and communities, due to the shrinkage of local ability to support schools during the depression, constitutes an aspect of the present emer-

gency of such proportion as to endanger the effectiveness of the schools throughout the Nation. The fundamental relief which is necessary in order that public educational institutions may be adequately supported can be secured only through the adoption of additional measures for Federal emergency aid to education during 1934-35. The situation is so critical in education that the people are justified in using Federal funds to insure the normal operation of schools. Accordingly, it is recommended that a substantial sum be distributed from the Federal Treasury to the various States to assist them in meeting this phase of the emergency.

It is the sense of this conference that the method of distribution should provide, first, that a flat sum objectively determined be distributed to all States; second, that a supplemental sum objectively determined but weighted to meet the needs of the poorer States be included in the distribution; and third, that the method of distribution be stated in the statutes, provided that a contingent fund not to exceed 10 percent of the amount so provided for 1934-35 be reserved for distribution to States and local units to meet exceptional and unforeseen needs under the direction of a board of which the United States Commissioner of Education shall be chairman.

4. Local funds should be released for school maintenance by (a) refinancing school district indebtedness or such municipal or county indebtedness as may have been incurred in behalf of the schools; (b) providing Federal loans to school districts or to municipal or county corporations, where (in the case of the latter) the loan is to be used for educational purposes: *Provided*, That in both instances the loan shall rest on the security of delinquent taxes, frozen assets in closed banks, or other acceptable securities.

5. Out of any new appropriations made for Public Works not less than 10 percent should be allocated for buildings for

Late Bulletin

TWO authorizations of great importance to education have been announced by Federal Relief Administrator Harry L. Hopkins as we go to press:

1. Educational allotments will be increased to maintain elementary and secondary schools in communities up to 5,000 population for the normal school term, where local districts had already made maximum but unavailing efforts to keep their schools in operation.

2. State relief administrations may provide part-time jobs at colleges and universities for needy students up to 10 percent of the regular enrollment.

Both authorizations are in addition to the \$2,000,000 per month for the six-point educational program previously approved. The latter is expected to help 100,000 young men and women.

[Continued on page 128]

Here and There



COURT RULING: "The maintenance of a public-school system is a matter of State concern. The duty of providing education cannot be effectively discharged by the school board unless it has the power to provide school funds."—Minnesota Supreme Court decision of December 18, 1933, which gives the Minneapolis school board the right to levy taxes without submitting budget to the local Board of Estimate and Taxation.

SAFE DRIVING: To instruct high-school motorists in safe driving, Erie, Pa., public schools are using a highway safety text with members of eleventh and twelfth grades.—Minutes of Board of Directors.

PARENTS GO TO SCHOOL: "Ideas have a chance in Des Moines." The public forums held in the city schools are growing in popularity. Able lecturers stimulate thinking on vital problems. Examples: "Political, economic, international aspects of national recovery"; "Russia and the Central European Scene." . . . "The Adult Education School of Albion, Nebr., enrolls 230 students—business and professional people, farmers, hired men, and all. . . ."—Nebraska Educational Journal.

TENT SCHOOLS: Los Angeles schools will be held under canvas. The board has purchased 2,000 tents to be used as class rooms, and school administration offices . . . Berkeley, Calif., will also use tents for schools, "as a tentative measure", until school buildings are improved . . . Miami, Fla., will utilize tents, too, this winter, to house additional pupils.

EXAMPLE: Michigan legislature has passed a law appropriating \$15,000,000 from the sales tax, liquor license fees, and other sources for the use of the schools throughout the State.

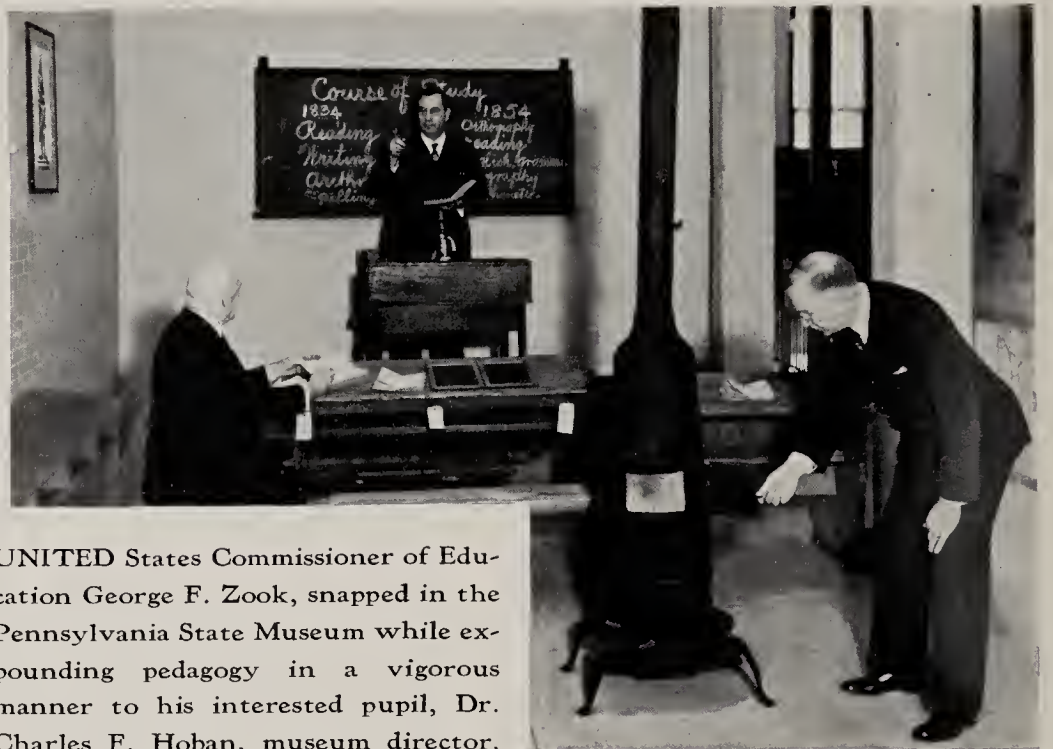
FOR THE DEFENSE: The Board of Education of Chicago has printed "Our Public Schools Must Not Close", a pamphlet designed as a reply to protests against its "economy program."

SERVICE AS USUAL: The Superintendent of Schools in Allentown, Pa., in his 1933-34 report says that owing to the devoted, unselfish service of the board of directors, together with the support of the public-spirited citizens of that city, it has been made possible to continue, but in a somewhat economic manner, the same type of public-school activities as in the past. These activities according to the report,

include such subjects as art, music, industrial education, home economics, physical education, Americanization, open-air school, and night commercial school.

HEADLINES: Starving Teachers Forced to Borrow, Pay 36 Percent.—*Cleveland Plain Dealer* report on down-State counties. Board Adopts Salary Reduction Plan for 1934; \$500 Exemption Retained to Lighten Cut on Low Salaries.—*School Bulletin*, Minneapolis, Minn., Dec. 14. Military Training Case Denied Review—United States Supreme Court Refusal

Acts to Uphold Requirement at Maryland University. School Tax Change Urged for New Jersey—Repeal of State Property Levy for Schools and Raising of the Entrance Age Suggested.—*New York Times*, from Trenton N.J. School of Adults to Exhibit Work—Free Classes as a Relief Measure, Turn Out Wide Variety of Objects—22 Teachers Employed.—*New York Times*. Entry of Scholars in Public Service Praised by Butler.—*Washington Herald*. School Situation Worries Kansas—Many Rural In-



UNITED States Commissioner of Education George F. Zook, snapped in the Pennsylvania State Museum while expounding pedagogy in a vigorous manner to his interested pupil, Dr. Charles F. Hoban, museum director, while Pennsylvania's Superintendent of Public Instruction, Dr. James N. Rule, takes advantage of the opportunity to see how the old type "cannon" stove heated the 1-room school of 100 years ago. Furnishings are classroom pieces gathered from various parts of Pennsylvania which actually were used in schools of a century ago. Benches were hewn from heavy timbers, desks are age-worn and deeply initialed by users. The teachers' desk and bell were found only after a long search by Dr. Hoban. Old books, slates, double-seater chairs, and the blackboard on which may be seen courses of study for 1834 and 1854 complete the exhibit. The collection is to be a feature of Pennsylvania's celebration of the one hundredth anniversary of the signing of its free school law, during Pennsylvania Education Week, April 1 to 7, 1934.

stitutions Are Closed and More are Likely to Follow Suit.—*New York Times*.

STUDENTS WITHOUT MONEY: Students without money to go to college are receiving university instruction in Minneapolis public schools, through the good offices of the University of Minnesota.

SALARIES NOSE DIVE: Comparisons of salaries in Illinois show that the number of teachers receiving less than \$400 annually rose from 164 in 1931 to 343 in 1933; those receiving \$400 to \$800 rose from 5,675 to 11,549; those receiving \$2,000 to \$3,000 dropped from 12,048 to 10,616.—*Educational Press Bulletin*, January 1934.

PASSING ON THE FACTS: The above facts were gleaned from city and State school bulletins, news notices, and letters which are received daily in the Office of Education. Superintendents and school officials are invited to send material for use in this column to the editor.

—BEN P. BRODINSKY.

Education Bills Before Congress

DURING the first session of the Seventy-third Congress *SCHOOL LIFE* carried brief digests of bills relating to education that were introduced in Congress, as well as subsequent action on such bills. This practice will be continued during the present session.

Among the most noteworthy of the bills introduced during the present session are H.R. 6533, providing for Federal aid to weak school districts; H.R. 6367, authorizing and directing the Reconstruction Finance Corporation to make loans on teachers' salary warrants; and S. 2119, authorizing the appropriation of \$3,750,000 annually for the further development of vocational education. The last-mentioned bill is intended to permit the continuance of the work carried on under the George-Reed Act which expires on June 30, 1934, and to provide additional funds for trade and industrial education.

The bills introduced to the present time are as follows:

H.R. 6174.

To extend to the Territory of Alaska the benefits of the Adams and Purnell Acts in behalf of agricultural experiment stations and the Capper-Ketcham Act for the further development of agricultural extension work; authorizes annual appropriations to carry into effect the provisions of this bill, as follows: For agricultural experiment station for the fiscal year 1935, \$10,000; 1936, \$15,000; 1937, \$20,000; 1938, \$25,000; 1939, \$30,000; 1940, \$35,000; 1941, \$40,000; 1942, \$45,000; 1943, \$55,000; 1944, \$65,000; 1945, \$75,000; and thereafter a sum equal to that provided for each State and Territory under said Adams and Purnell Acts. For agricultural extension work for the fiscal year 1935, \$5,000; 1936, \$10,000; 1937, \$15,000; 1938 and annually thereafter, \$20,000. (Introduced Jan. 3, 1934, by Mr. Dimond of Alaska and referred to Committee on Agriculture.)

H.R. 6367

Authorizes and directs the Reconstruction Finance Corporation to accept at full face value for a loan all teachers warrants regularly issued and due for teachers' salary in the United States from January 1, 1933, to January 1, 1934, the rate of interest on such loans not to exceed 3 percent per annum. (Introduced Jan. 4,

★ LEWIS A. KALBACH *Summarizes Legislation Affecting Schools Presented in the House and Senate*

1934, by Mr. Glover of Arkansas and referred to Committee on Banking and Currency.)

H.R. 6469

Authorizes the expenditure from the appropriation for public work of \$50,000 for cooperation with the public-school board of Wolf Point, Mont., in the construction, extension, and betterment of the public school building at Wolf Point on condition that all the school or schools maintained in said building shall be available to all Indian children of school age of the Fort Peck Indian Reservation on the same terms, except as to payment of tuition, as other children of said school district and that accommodations in said building to the extent of one half its capacity shall be available for such Indian children. (Introduced Jan. 5, 1934, by Mr. Ayers of Montana and referred to Committee on Indian Affairs.)

H.R. 6533

Declares the public schools of the United States a proper subject for Federal aid; authorizes and directs the Secretary of the Interior to allocate to such public schools as are unable to maintain their regular school terms such sums as are sufficient to maintain such terms as they were maintained on an average for the school years of 1931, 1932, and 1933; such funds shall be used only for payment of regular teachers' salaries in such schools and shall be allocated to said schools upon a fair and equitable basis and shall be administered by the Secretary of the Interior through the Office of Education; no department of Government shall exercise any control, authority, or supervision over the curriculum or management of any of said schools; necessary funds to be made available from appropriations made or which may hereafter be made to carry out the provisions of the National Recovery Act; provides that all warrants for teachers' salaries regularly issued between July 1, 1932, and July 1, 1934, shall be considered as eligible for loans by any department or branch of Government as designated by the Secretary of the In-

terior at their full face value at a rate of interest not to exceed 1 per centum per annum. (Introduced Jan. 8, 1934, by Mr. Swank of Oklahoma and referred to Committee on Education.)

H.R. 6554

Authorizes one professor of physics at the United States Military Academy. (Introduced Jan. 8, 1934, by Mr. McSwain of South Carolina and referred to Committee on Military Affairs.)

H.R. 6570

Authorizes Reconstruction Finance Corporation to make loans to public-school districts, such loans to be made through the purchase of bonds issued by the board of education; further security may be required in the form of a first lien upon real property of such school districts not used for school purposes; loans to be made for a period not to exceed 10 years at such rates as the Corporation may approve; such time limit may under certain circumstances be extended. (Introduced Jan. 8, 1934, by Mr. Sabath of Illinois and referred to Committee on Banking and Currency.)

S. 1977

Authorizes an appropriation of \$40,000 for the purpose of cooperating with the public-school board of Brockton, Mont., in the extension and betterment of the public-school building at Brockton, provided the school shall be available to all Indian children of the Fort Peck Indian Reservation, Mont., on the same terms, except as to payment of tuition, as other children of said school district and that accommodations in said building to the extent of one half its capacity shall be available for such Indian children. (Introduced Jan. 4, 1934, by Mr. Wheeler of Montana and referred to Committee on Indian Affairs.)

S. 2042

Same as H.R. 6554. (Introduced by Mr. Sheppard of Texas and referred to Committee on Military Affairs.)

[Continued on page 129]

Aiding the Deaf

THERE are today in the United States, according to the 1930 census, more than 57,000 totally or almost totally deaf people. In our schools there are about 300,000 children whose hearing is so seriously impaired that they need special educational attention. On the basis of group tests of school children and drafted men, it is estimated that several million adults and children are seriously handicapped in their educational and vocational progress because of impaired hearing or total deafness.

One of the major functions of the school program organized for the deaf and hard of hearing is to guide them into vocations in which they can be gainfully employed despite their handicap. To determine the types of occupations for which such handicapped may be successfully trained and to discover employment possibilities for them under Civil Works and Public Works Administrations the Federal Office of Education has launched a survey.

C.W.A. Project

Made possible by C.W.A., this project has been organized by Assistant Commissioner of Education Bess Goodykoontz to throw light upon the obstacles in the way to gainful employment of the deaf and hard-of-hearing, and the means to remove those obstacles. This survey will be carried on simultaneously in 27 States and the District of Columbia.

Organized attempts to aid people who know very little or nothing of the world of sound date back to the beginning of the nineteenth century. About 1805, young Thomas Gallaudet, in recognition of his good work with a deaf little girl, was sent to England by his neighbors to "acquire the art of instructing the deaf and dumb."

By 1865 there were 24 State schools and one institution for the higher education of the deaf—Gallaudet College. In the years following, the brilliant work of Alexander Graham Bell, the development of the oral method of speech, and the establishment of the Volta Bureau are landmarks in a history of successful research to bring efficient communication within the reach of the deaf. In 1931

★ NATIONAL Survey Launched with CWA Funds to Disclose Occupations Open to Handicapped

Harvard University conferred the degree of Doctor of Philosophy upon a deaf man, who took a 2-hour oral examination, reading the lips of his professors; but only a few years ago a deaf young man of 25 years was discovered in a Massachusetts asylum for dangerous delinquents where he had been placed because no one knew what else to do with him.

Cooperation

Through its specialist in the education of exceptional children, Dr. Elise H. Martens, the Federal Office of Education has kept in touch with the developments in the education of the deaf. The present survey is being carried on under the immediate direction of Dr. Martens and Herbert E. Day, the latter being called to the Office of Education for the special purpose of assisting with this project. Distinguished workers in the field, representing national organizations devoted to the interests of the deaf, have volunteered to act as an advisory committee: Howard McManaway, president, American Association to Promote Teaching of Speech of the Deaf; Elbert E. Gruver, superintendent, Pennsylvania Institution for the

Deaf; John E. Kratz, chief, Vocational Rehabilitation Division, Federal Office of Education; Miss Betty Wright, executive secretary, American Federation of Organizations for the Hard-of-Hearing; Norman McManaway, assistant superintendent, Volta Bureau, and Percival Hall, president of Gallaudet College and chairman, Executive Committee of the Conference of Executives of American Schools for the Deaf.

Findings of this survey may have a direct bearing upon the educational program of 200 public and private schools for the deaf, enrolling about 20,000 persons. In 27 States and the District of Columbia 44 busy executives and others interested in the welfare of the deaf and hard-of-hearing have volunteered their services as coordinating agents between the Federal Office and the field. Under their direction 322 field workers, coming from the ranks of unemployed teachers, nurses, and social workers, will make contacts with deaf and hard-of-hearing all over the country, and with their employers, to secure much needed information for an analysis of their occupational history and problems.

—BEN P. BRODINSKY.



A deaf child conducting a school orchestra of deaf children in San Francisco.

Nazi Education

WHAT changes the National Socialist regime has actually made in education in Germany has been asked so often of the Zentralinstitut für Erziehung und Unterricht (Central Institute for Education and Instruction), Berlin, by Germans abroad and by foreign educators, that the Institut recently published a comprehensive survey of the subject.¹ The survey is based on the decrees issued by the Reich's Ministry of the Interior and the Prussian Ministry of Science, Art, and Education. Since the Zentralinstitut is a semi-official body, we summarize the article as an authentic and fairly complete statement of the situation.

Instilling in German youth love for and intense loyalty to their race and Fatherland and teaching them to work for the common good of the German people rather than for themselves as individuals, are the main purposes of the changes. A decree of March 17, 1933, ordered that the worth of German culture must be made a part of all history and geography teaching. A supplement issued by the Ministry of the Interior gave directions for the content of the history textbooks.

Students that do not know Germany from personal contact are, by decree of June 7, 1933, forbidden to join student trips abroad. The Zentralinstitut has charge of setting up an inter-German pupil exchange whereby children from one section may visit and stay in homes in another, especially Berlin, the capital, and much stress is laid on trips into East Prussia so that the union with it may be kept alive and vigorous. Moreover, the children must be taught much of the economic and spiritual needs of the 20 millions of Germans living in other countries. To that end the Institut is publishing a series of monographs on Germans in Transcaucasia, in Mexico, in Palestine, and in other countries.

Pacifist-international teaching paid the German dead of the World War too little honor, the Nazis believe, so by decree of February 25, 1933, the teaching staff is ordered to keep constantly before the children the mighty deeds of their heroes of the war, and to remind youth and

¹ von Schumann, Hans Joachim. Die nationalsozialistische Erziehung in Spiegel der Erlasse. In Pädagogisches Zentralblatt, Heft 9/10, 1933.

★ JAMES F. ABEL *Summarizes an Official Reich and Prussian Article on the Subject*

maidens that the soldiers went to their death out of a boundless love of folk and of Fatherland.

Highly individualistic development, lack of school discipline, and sex education given by the teacher to an entire class or the whole student body as a unit are no longer acceptable. Individual methods of instruction often made the children suffer from a strong self-overrating and the sense of decree of May 15 is that they shall again be trained in obedience and respect for their parents. A pronouncement of January 31, 1933, while it emphasizes that as much as possible corporal punishment is not to be used, gives the teacher full responsibility for the necessary discipline and insists that he be upheld even though he may have punished unjustly or without sufficient grounds. Decree of April 18 makes it the duty of the parents to instruct their children in

sex matters; the school is relieved of that task and members of the staff act only as advisers to the fathers and mothers.

That no profession may be oversupplied with workers, the decree of April 25 provides that the number of students in it may be fixed in advance. Also it limits the percent of Jewish students to the percentage of Jews in the population.

The sharpest change has been in teacher training. The normal school is no longer a "Pädagogische Akademie", because those two words are foreign; it is a "Hochschule für Lehrerbildung" and its business is not to train world citizens who will educate the youth in international ideals but teachers who shall be a real Fatherland binding force and rouse in the young people a genuine German folk-consciousness. Future teachers must know German rural life and know it at first hand by living and working among and with the country people. A new rural Hochschule was opened at Lauenburg in the exposed border district of Pomerania on June 24 to train typical national-socialist teachers and to be a bulwark against the foreign influences to which the northeast Germans are exposed. The students wear the brown shirt. The institutions at Beuthen, Bonn, Dortmund, Elbing, Frankfurt on the Main, and Halle on the Saale will be reoriented to conform to the plan of that at Lauenburg.

The secondary schools, by decree of April 24, return to programs which emphasize study of the German language, German history, and geography of the Fatherland. The former cadet schools at Köslin, Potsdam, and Plön, which had been changed into "modern" institutions in which the individual would be brought to the fullest development of his personality, are again changed, this time into schools wherein the pupil is taught unselfish cooperative work for the national community and trained in war sports. These pupils are destined to be leaders in

[Continued on page 129]

Our Presidents

THE yacht *Sequoia* docked at the old colonial town of Chestertown, Md., at 10:30 on the morning of October 21, 1933, and the Governor of Maryland escorted the thirty-second President of the United States, amid cheering crowds, to the front of the flag-bedecked administration building of Washington College, where he received the honorary degree of Doctor of Laws from an institution which George Washington helped to found. This occasion¹ automatically turns attention to the interests our Presidents have had in education.

Nineteen of the thirty-one Presidents have been college graduates, 4 attended college, 5 studied law, and 3 had few educational opportunities. The last 9 Presidents have either graduated from or attended college.

Six Presidents were also college presidents, 4 were college professors, and 9 were on boards of trustees of higher educational institutions.

Of the nine universities founded before the Revolution² Harvard and William and Mary—the two oldest universities in the country—contributed 4 Presidents each; Princeton contributed 2, and Yale 1. Leland Stanford Junior University (now Stanford University) is the only institution west of the Mississippi which can count a President among its graduates. Virginia—native State of 8 Presidents—benefited most when Presidents felt the urge to do something for education.

The educational background and interests of each of the Presidents—23 of whom were lawyers, 1 a planter and surveyor, 1 a tailor, and 1 a mining engineer—will be found in the accompanying table.

Washington expressed himself by both word and deed when it came to the question of education. Through his beneficence Alexandria Academy, now part of the Alexandria public-school system, became one of the first schools in Virginia to provide free instruction.

Property bestowed by Washington on Liberty Hall Academy yields an annual income of \$3,000 to Washington and Lee University. Liberty Hall Academy, now

★ THEIR Education and Interests in Education Tabulated in Convenient Form for Ready Reference by Margaret F. Ryan

Washington and Lee University, received its first important gift from Washington.

The Virginia Legislature in 1784, presented him with a number of shares in a canal company in recognition of his services in the Revolution. Washington refused to accept these for his own benefit, but after some years of delay his attention was called to Liberty Hall Academy to which he soon afterwards gave them. The name of the institution was changed to Washington Academy and later changed to Washington and Lee University.

In his first message to Congress Washington suggested that science and literature might be promoted by "the institution of a national university" and in 1796 he

definitely recommended the establishment of such an institution. The project for a national university was revived in 1806 when Jefferson was President, but nothing came of it.³

Although to Jefferson has gone most of the credit for being the "father of the public-school system", Washington in a letter to Governor Brooke of Virginia, dated March 16, 1795, wrote "The time is therefore come when a plan of universal education ought to be adopted in the United States."

³ True, Alfred Charles. A History of Agricultural Education in the United States, 1785-1925. (U.S. Department of Agriculture, Miscellaneous Pub. No. 36.)

[Continued on page 123]



HOEDT STUDIOS, INC., PHILADELPHIA

President Roosevelt being congratulated by Dr. Gilbert W. Mead, President of Washington College at Chestertown, Md., on receiving an honorary degree of Doctor of Laws.

¹ Dr. Gilbert Wilcox Mead was inaugurated as president of Washington College at the same time.

² Harvard, William and Mary, Yale, Princeton, University of Pennsylvania, Columbia University, Brown, Rutgers, and Dartmouth.

| | | |
|--------------------------------------|--|---|
| George Washington..... | Honorary degrees conferred on him by Harvard College, 1776; Yale College, 1781; Pennsylvania College, 1783; Washington College, Chestertown, Md., 1789; Brown College, 1790. | Established Alexandria Academy and was original member of board of trustees; chancellor of William and Mary; interested in establishing a national university; in military education and in Indian education. Trustee of Washington College, Chestertown, Md. |
| John Adams..... | Graduated from Harvard, 1755..... | Taught school at Worcester, Mass.; first American statesman to incorporate in a State constitution a provision for public education. |
| Thomas Jefferson..... | Attended William and Mary; received degree of doctor of civil laws from William and Mary College, 1782. | Member of Board of Visitors at William and Mary; on board of trustees of Albemarle Academy (later called Central College); founder and rector of the University of Virginia; known as the "father of the common school system"; interested in local circulating libraries. |
| James Madison..... | Graduated from Princeton..... | On board of trustees of the University of Virginia with Jefferson and Monroe. |
| James Monroe..... | Attended William and Mary..... | On board of trustees of the University of Virginia with Jefferson and Madison. |
| John Quincy Adams..... | Graduated from Harvard, 1787; studied in Paris, Leyden, and Amsterdam. | Taught rhetoric at Harvard. |
| Andrew Jackson..... | Studied law at Salisbury, N.C. | |
| Martin Van Buren..... | Studied law. | |
| William H. Harrison..... | Graduated from Hampden-Sidney, Va. | |
| John Tyler ¹ | Graduated from William and Mary, 1807.... | Rector and Chancellor of William and Mary. |
| James Knox Polk..... | Graduated from the University of North Carolina, Chapel Hill. | |
| Zachary Taylor..... | "Few scholastic opportunities." | |
| Millard Fillmore ² | Studied law..... | Taught school in Buffalo; first chancellor of the University of Buffalo; refused a proffered degree from Oxford University in 1855 on the ground he possessed no literary or scientific attainments to justify his accepting it. |
| Franklin Pierce..... | Graduated from Bowdoin, Brunswick, Me., 1824. | |
| James Buchanan..... | Graduated from Dickinson College, Carlisle, Pa., 1809. | |
| Abraham Lincoln..... | Self-taught; studied law..... | Approved and signed the bill establishing the National Academy of Science, Mar. 3, 1863. Approved and signed land-grant college bill, July 2, 1862. |
| Andrew Johnson ³ | No education; learned how to write from his wife whom he married at the age of 19. | Signed bill creating the Office of Education, Mar. 2, 1867. ⁴ |
| Ulysses S. Grant..... | Graduated from United States Military Academy, 1843. | |
| Rutherford B. Hayes..... | Graduated from Kenyon College, Gambier, Ohio; studied law at Harvard. | Trustee of the Slater Fund (for encouragement of industrial education among the Negroes of the South.) |
| James A. Garfield..... | Graduated with distinction from Williams College, Williamstown, Mass., 1856. | Teacher of Latin and Greek at Eclectic Institute, Hiram, Ohio (now Hiram College); president of Eclectic Institute, 1857-61; lecturer and trustee at Princeton. While U. S. Senator framed the bill for establishment of a national department of education (now Office of Education). |
| Chester A. Arthur ⁵ | Graduated from Union College, Schenectady, N.Y., 1848 | Taught school at Pownall, Vt.; interested in Indian education. |

¹ President Harrison died Apr. 4, 1841, 1 month after his inauguration. He was succeeded by John Tyler.

² Millard Fillmore was vice president to Zachary Taylor and became president in July 1850, upon Taylor's death.

³ Lincoln was elected to the presidency in 1860 and reelected in 1864. He was shot at Ford's Theater, Washington, D.C., by John Wilkes Booth, an actor, and died the next day. Johnson was elected vice president in 1864 when Lincoln was reelected and succeeded to the presidency on the death of Lincoln, Apr. 15, 1865.

⁴ The Office of Education was first created a "department" in 1867; it was made an "office" of the Interior Department in 1869; in 1870 it was made a "bureau"; and in 1929 it was again called "Office of Education."

⁵ After Garfield was shot by Charles J. Guiteau in a railroad station in Washington, Sept. 19, 1881, Arthur succeeded to the presidency.

[To be continued in March SCHOOL LIFE]

SCHOOL LIFE

VOL. XIX



NO. 6

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE
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Commissioner of Education - - - GEORGE F. ZOOK
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FEBRUARY 1934

CAN EDUCATION CATCH UP WITH THE PARADE?

Education has been so busy binding up its wounds for the last two years that it has been unable to keep up with the American procession.

And how the procession has moved!

With bands playing forte, the line of march turned left around a corner leaving Education sitting on the curb trying to assuage its financial blisters.

But if Americans are going to march on a new street, Education must be there. And near the front!

Three articles in this issue describe new enterprises designed to bring sectors of education abreast of our swiftly advancing times.

1. Education for 300,000. We have known that summer camps provide a valuable kind of education beyond the reach of high schools. Under the C.C.C., camps will be more nearly full-time schools not mere short courses.

2. Teaching buyers buying. Miss Baylor tells why home-making education must grow up. Yankee ancestry is not enough to "equip" a buyer to enter the modern market place.

3. Home-made and Hand-made. If school people are half as clever as they think they are they will dive into the new and entrancing field of fireside occupations.

It would be regrettable, indeed, if educators fasten their attention exclusively on finance and salary problems. Let us have enough imagination to anticipate needs for knowledge and discover new methods of meeting those needs.

JUST WHAT YEAR IS THIS?

We thought we lived in the year 1934 until we read the following description of a typical rural school by Charles Clement, a Friends social worker in the soft-coal region. Since reading it we are not sure. It may be 1834. Jackson, not Roosevelt, may be President.

A typical rural school is "a one-room building with a roof so leaky the rain has to be caught in buckets. There are 40 to 60 children and one teacher armed with a stick to keep order. There may be one or two textbooks for all the boys and girls in the seventh or eighth or fifth and sixth grades. The children sit two to a desk. They have no paper to write on. The teacher stumbles over hard words when he reads aloud from the Bible. He's had only the same kind of schooling himself."

THE PERSONAL TOUCH

The educational profession stands far above any other in the personal touch which accompanies its service to the Nation. I remember some years ago up in the Okanogan, a 10-year-old school boy at Conconully wanted his teacher's picture. The teacher didn't have a picture, so she brushed Johnny rather brusquely aside.

The next day Johnny came around to the teacher's desk with a nickel and 5 pennies. His mother had told him that the teacher could get a snapshot taken at a certain place for 10 cents. Johnny wanted that picture.

"But why, Johnny," the teacher asked, "are you so anxious just to have my picture?"

"Because," said little Johnny, "because, Miss Anderson, you taught me to read."

—Attorney FRANK FUNKHOUSER,
Spokane, Wash.

★ Family Party

SECRETARY of the Department of the Interior, Harold L. Ickes, and Mrs. Ickes, were guests of honor at a dinner held on January 5 in Washington, to mark the union of the Federal Office of Education and the Federal Board for Vocational Education.

More than 140 members of the merged staffs, and out-of-town and Washington, D.C., guests were present at the Shoreham Hotel. Oscar L. Chapman, assistant secretary of the Interior, in charge of the Office of Education, presided. Short talks were made by Secretary Ickes, Commissioner of Education, George F. Zook, and Assistant Commissioner for Vocational Education, J. C. Wright and Assistant Commissioner, Bess Goodykoontz.

The United States Department of Commerce issues a monthly bulletin on current releases of nontheatrical films which contains valuable information for teachers who are interested in educational films.

ANNIE BIGGART

☆

*She did not wish to scrub the floors
she scrubbed,
But never shirked.
She never knew how many clothes
she rubbed,
She merely worked,
And so, because her windows
faced the back,
And parks were far,
And she could barely see the
trolley track
(Much less a star),
She hung dim cheesecloth curtains
up instead,
And swept the floor;
And when the penny rose she bought
is dead,
She'll buy one more.*

☆

EVELYN WERNER
Evander Childs High School
New York

BIOGRAPHICAL NOTE.—Evelyn Werner is of Russian ancestry, but was born in New York City, where she has attended school. She is interested in music and plays the piano well. During the past year she has been president of the Poets' Club of Evander Childs High School. She is also outstanding in scholarship. "Annie Biggart" is a study of a next-door neighbor. Selected for SCHOOL LIFE by Nellie Sargent.

Education for 300,000

EDUCATION, training, and guidance have been placed within reach of 300,000 young men in the Civilian Conservation Corps by action of the Federal Government.

President Roosevelt has instructed the Office of Education to act in an advisory capacity to strengthen and broaden the educational plans carried out under the immediate direction of the War Department. Educational advisers are being appointed to each of the 1,468 C.C.C. camps to assist the officers in charge in providing a program of instruction designed to help the enrolled men to reenter the work-a-day world equipped for the duties of citizenship.

To carry out this program the Office of Education has cooperated in the preparation of a handbook for camp educational advisers published by the War Department.

Dean Clarence S. Marsh, of the University of Buffalo, has been named educational director of the C.C.C. and he has established headquarters in the Office of Education. On January 18 nine men, all experienced in educational and camp work, were named field educational advisers with headquarters in the nine corps areas.

Dean Marsh was born in Peoria, Ill. He was graduated from Northwestern University, to which he returned for post-graduate work, remaining for 11 years, first as registrar and later, from 1919-23, as assistant dean of the School of Business.

In 1923 he went to the University of Buffalo to organize the Evening Session, an adult education enterprise. In 1927 he organized the School of Business Administration there and recently held three positions: Dean of that School, dean of the Evening Session, and director of the Summer Session.

In 1930-31 he was president of the adult department of the National Education Association; he is a member of the executive council of the American Association for Adult Education; in 1932-33 he was president of the Association of Collegiate Schools of Business. He is past president of the Buffalo Kiwanis Club and, during a 6-months' leave of absence, conducted a survey of adult education in the city of Buffalo, sponsored by the Carnegie Corporation. This survey has become a model for many cities.

★ DIRECTORS and Advisers Selected to Launch Uncle Sam's Largest Peacetime Training Program in 1,468 CCC Camps

The nine corps area educational advisers are: Kenneth Holland, New York City, First Corps Area, New England. Mr. Holland was graduated from Occidental University and received his master's degree from Princeton University. He gave important testimony before a Senate committee when C.C.C. camps were under consideration. He has observed at first hand and has lived in somewhat similar camps in Germany, Holland, Wales, and Switzerland. He has first-hand knowledge of educational efforts now going on in C.C.C. camps.

Thomas Nelson, New York City, Second Corps Area, New York, New Jersey, and Delaware. Mr. Nelson was graduated from Otterbein College and continued his studies at Teachers College, Columbia University. He has been senior educational secretary of the united Y.M.C.A. schools and helped to develop the A.E.F. University immediately after the war as school officer in the Sixth Division of the Regular Army. Mr. Nelson has been actively connected with the American Association for Adult Education in New York City.

Thomas Gordon Bennett, St. Leonard, Md., Third Corps Area, Pennsylvania,

Maryland, and Virginia. Dr. Bennett was graduated from Western Maryland College and received his doctor's degree from Teachers College, Columbia University. He has been district supervisor of schools in the Philippine Islands, industrial supervisor in the school department of Puerto Rico, county superintendent of schools in Maryland, and has studied school systems in Japan, China, and Switzerland.

Carroll A. Edson, New Bergen, N.J., Fourth Corps Area, North Carolina, South Carolina, Georgia, Florida, Alabama, Tennessee, Mississippi. Mr. Edson is a Dartmouth graduate and received his master's degree from Teachers College, Columbia University. He formerly served in executive capacity with the Boy Scouts of America in Philadelphia, Chicago, Jersey City, and at the national office in New York City. He has had much experience as a camp director, and as an organizer of training courses for scoutmasters. He was an officer in the World War, and is a major in the Infantry Reserve. Recently he has been assistant director of the New Jersey Transient Training Camps, in charge of the educational and welfare programs.

Nat T. Frame, Morgantown, W.Va., Fifth Corps Area, Indiana, Ohio, Kentucky, and West Virginia. Dr. Frame is a graduate of Colgate which also gave him a doctor's degree. He has served as Director of Extension Service of the Department of Agriculture, University of West Virginia, district governor, Kiwanis International, and vice president, West Virginia Conservation Commission. At the present time he is president of the American Country Life Association. Dr. Frame has voluntarily given much time to the formation of educational programs in C.C.C. camps.

Malcolm G. Little, Madison, Wis., Sixth Corps Area, Wisconsin, Illinois, Michigan. Mr. Little was graduated from Clark Col-

COMMISSIONER ZOOK says: "I look upon the C.C.C. educational program as one which may prove of the greatest significance in the expansion of adult education. If the conservation camps continue we may be able to develop a program which will be a new departure in American education. It may point the way to the development of methods of instruction and of counseling of people who are attempting to prepare themselves for new vocations."

[Continued on page 130]

PWA Grants Double

PUBLIC Works Administration allotments for school buildings in practically every State totaled \$47,732,355 up to January 10. This was revealed by exclusive information supplied the Federal Office of Education for SCHOOL LIFE readers.

From December 7 to January 9, inclusive, 157 additional PWA school building allotments were made, largest of which were \$4,283,000 to Fort Worth, Tex., \$2,500,000 to New York City, \$2,000,000 to Boston, Mass., and \$1,220,000 to Jamestown, N.Y. The allotments have been as small, however, as \$500, the amount of a grant to Liberty Hill, Tex.

New allotments made since the reports given in January SCHOOL LIFE are as follows:

| | |
|----------------------------------|-----------|
| Benson, Vt. | \$122,000 |
| Stillwater, Okla. | 450,000 |
| Fayetteville, Ohio | 84,000 |
| Louisville, Ky. | 230,000 |
| Warren, Tex. | 40,800 |
| Broadalbin, N.Y. | 175,000 |
| Butte, Mont. | 320,000 |
| New Bedford, Mass. | 500,000 |
| Tehachapi, Calif. | 43,000 |
| Fortune, Mo. | 1,800 |
| Redan, Ga. | 17,000 |
| Raeford, N.C. | 56,000 |
| Yadkin County, N.C. | 199,000 |
| Brook, Okla. | 1,000 |
| Overland, Mo. | 60,000 |
| Gawer, Mo. | 4,500 |
| Cedar Rapids, Iowa | 6,000 |
| Lane, Kans. | 11,000 |
| Jamestown, N.Y. | 1,220,000 |
| Cole County, Mo. | 3,000 |
| Madison County, Ill. | 194,000 |
| Arlington, Tex. | 60,000 |
| Lynne, Conn. | 6,000 |
| Pine Island, Minn. | 22,000 |
| Starr County, Tex. | 59,000 |
| Radcliffe, Iowa | 4,000 |
| New London, Conn. | 44,000 |
| Burke County, N.C. | 170,000 |
| Windsor, Conn. | 10,000 |
| Washington County, Okla. | 2,000 |
| Cambridge, Minn. | 20,000 |
| North Cove, N.C. | 68,000 |
| Nebo, N.C. | 33,500 |
| Pleasant Garden, N.C. | 34,717 |
| MeDowell County, N.C. | 30,481 |
| Glenwood, N.C. | 24,000 |
| Afton, Okla. | 26,398 |
| Gambier, Ohio | 52,000 |
| Walnut, Miss. | 17,000 |
| Lake County, Ill. | 350,000 |
| Readsboro, Vt. | 30,000 |
| Tulsa County, Okla. | 26,000 |
| Westfield, N.J. | 275,000 |
| Renton, Wash. | 4,000 |

★ ALLOTMENTS for School Building in Practically Every State Totaled Nearly \$50,000,000 in January

| | | | |
|--|-----------|--------------------------------------|------------|
| Pullman, Wash. | \$14,000 | Clearwater, Calif. | \$5,000 |
| Custer County, Okla. | 162,000 | Los Angeles County, Calif. | 19,000 |
| Tolt, Wash. | 12,000 | Excelsior, Calif. | 21,000 |
| Graham, Tex. | 91,000 | Buffalo, N.Y. | 600,000 |
| Richmond, R.I. | 75,000 | Spanish Fork, Utah. | 250,000 |
| Lawrence, Kans. | 110,000 | Mansfield, Conn. (amended) | 19,000 |
| Au Sable Forks, N.Y. | 234,000 | Petersburg, Va. | 262,000 |
| Houston County, Tex. | 6,000 | Harrisonburg, Va. | 140,000 |
| Haverhill, Mass. | 260,000 | Fredericksburg, Va. | 360,000 |
| St. Louis County, Mo. | 328,000 | Cedartown, Ga. | 17,000 |
| Littleton, N.H. | 42,000 | Bristow, Okla. | 9,000 |
| Linn County, Iowa. | 17,000 | Stearns, Ky. | 9,000 |
| Van Buren, Ark. | 87,000 | Colby, Kans. | 175,000 |
| Diekenson, N.Dak. | 154,000 | McKenzie, N.Dak. | 28,000 |
| Enfield, Conn. | 30,000 | Chenango and Madison, N.Y. | 115,000 |
| Liberty Hill, Tex. | 500 | Franklin County, N.Y. | 80,000 |
| Claymont, New Castle, Del. | 27,000 | Park County, Wyo. | 90,000 |
| Morgan, Utah | 94,620 | Oklahoma County, Okla. | 40,000 |
| Fairfax County, Va. | 43,000 | Hanover, Va. | 31,600 |
| Aceomaek County, Va. | 20,200 | Delmar, Del. | 26,400 |
| Hillsboro, Ohio | 175,000 | Fort Scott, Kans. | 116,000 |
| Maneta, Va. | 9,000 | Southold, N.Y. | 275,000 |
| Beaverdam, Ohio | 58,000 | Fort Worth, Tex. | 4,283,000 |
| New York City. | 2,500,000 | Warren County, N.Y. | 140,000 |
| Bellevue, Wash. | 4,000 | Parker County, Tex. | 7,000 |
| Swarthmore, Pa. | 90,000 | Henry County, Mo. | 50,600 |
| Catskill, N.Y. | 365,000 | Dover, Del. | 9,000 |
| Corvallis, Oreg. | 307,750 | Brown County, S.Dak. | 66,000 |
| Cedartown, Ga. | 11,500 | Franklin, N.H. | 33,000 |
| Helena, Mont. | 510,000 | Hardwick, Vt. | 12,500 |
| Miles City, Mont. | 77,000 | Fairhaven, N.J. | 86,000 |
| Tuscaloosa, Ala. | 155,000 | Meeeklenburg County, N.C. | 438,000 |
| Utah County, Utah. | 56,000 | Lexington, Ky. | 297,700 |
| Pearl River County, Miss. | 15,000 | Gilmore, Iowa. | 27,700 |
| Smyrna, Del. | 73,000 | State of Massachusetts. | 30,000 |
| St. Louis County, Mo. | 122,000 | Terre Haute, Ind. | 98,000 |
| Shelby, N.C. | 11,000 | Portales, N.Mex. | 4,000 |
| Elizabeth City County, Va. | 16,000 | Magnolia, Del. | 19,000 |
| Galveston, Tex. | 200,000 | Fox Point, Wis. | 24,000 |
| King County, Wash. | 8,000 | Montgomery County, Va. | 44,500 |
| Kent County, Del. | 19,000 | Cherokee County, Iowa | 37,000 |
| Shenandoah County, Va. (amended) | 16,000 | McPherson, Kans. | 49,000 |
| Salt Lake City, Utah. | 626,500 | Cole County, Mo. | 275,000 |
| North Hempstead, N.Y. | 350,000 | Pierce County, N.Dak. | 1,000 |
| Conway, Ark. | 136,000 | St. Louis County, Mo. | 195,000 |
| Monticello, Ark. | 96,000 | Mercer County, Pa. | 25,000 |
| Little Rock, Ark. | 500,000 | Kingfisher County, Okla. | 44,000 |
| Cape Girardeau, Mo. | 156,000 | Roberts County, S.Dak. | 5,000 |
| Toppenish, Wash. | 12,000 | Raymondville, Tex. | 4,000 |
| Passaic, N.J. | 96,000 | Brigham City, Utah | 175,000 |
| Greenleaf, Kans. | 25,000 | Carbon County, Utah. | 293,000 |
| Huntington, N.Y. | 550,000 | Little Silver, N.J. | 88,000 |
| Boston, Mass. | 2,000,000 | Custer, S.Dak. | 55,000 |
| Kern County, Calif. | 81,000 | Hanover, N.H. | 185,000 |
| Siskiyou County, Calif. (amended) | 900 | De Soto Parish, La. | 5,000 |
| Los Angeles County, Calif. (amended) | 310 | Hamilton County, Ohio | 100,000 |
| Los Angeles County, Calif. (amended) | 1,700 | | |
| Los Angeles County, Calif. (amended) | 4,000 | Total | 26,257,036 |
| Los Angeles County, Calif. (amended) | 860 | Previously allotted | 21,475,319 |
| Los Angeles County, Calif. (amended) | 12,000 | | |
| Clearwater, Calif. | 3,000 | Grand total | 47,732,355 |

Teaching Buyers Buying

WE WOULD save and encourage the slowly growing impulse among consumers to enter the industrial market place equipped with sufficient organization to insist upon fair prices and honest sales.—*President Roosevelt.*

This statement in the President's annual message to Congress is recognition that the consumer is assuming a place of greater and greater importance. It is also a challenge to schools to "equip" and train the consumer that he may ably play his new star role in our economic system. Education for consumership is not a new problem for education, but it is a more insistent and broader problem than ever before.

Education for consumership raises three questions: First, Who are consumers? second, What do they buy? third, How much do they have for buying?

We are all consumers. But the housewife is our leading consumer.

From the American family pocketbook there will pour this year about 15 billions of dollars. Investigators estimate that from 85 to 90 percent of this sum will be spent by women. They go still farther and declare that the spending of the remaining 10 percent will be influenced by women. These facts give a partial answer to the question, Who are consumers in need of educational "equipment" to enter the market place?

28,000,000 homemakers

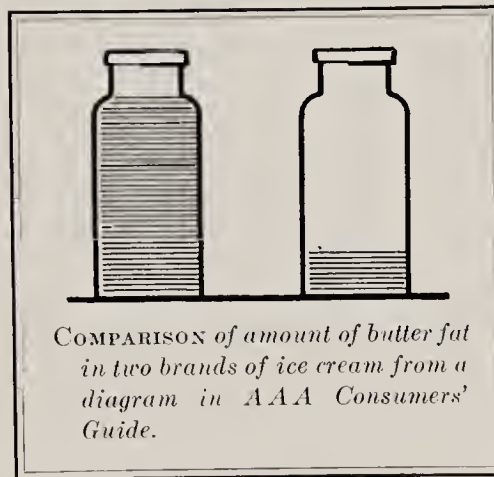
It has been further estimated that of the 42,000,000 women in the United States, 28,000,000 are homemakers. Approximately 1,200,000 of these homemakers are recruited annually through marriage. The latter are young women, many of them fresh from the classroom. We should face the fact that expenditures by our 28,000,000 homemakers are a *controlling influence in our economic and social order*—for good or bad. It is of great social consequence that these expenditures be made wisely. It is a function of the public schools to help homemakers learn to do this.

While all homemakers have problems constantly arising in the selection, purchase, and utilization of supplies, limitations on income have increased their problems many fold. The following is

★ ADELAIDE S. BAYLOR *Suggests Changes in Courses to Enable Schools to Equip Consumers to Enter the Market Place*

probably a fair interpretation of some figures on the extent of this limitation as reported in an article in the September 1933 Journal of the American Statistical Association, by Louis Bader:

"In the 5 years 1928 to 1932, our national income fell off, it has been estimated, by one half—roughly from \$84,000,000,000 to \$42,000,000,000. The average income



per family accordingly fell from \$2,900 to \$1,400. This precipitate decline in our national income undoubtedly pushed an increasing number and proportion of families into the extremely low income groups. Assuming the same distribution of families by incomes in 1932 as in 1928, the number of families with incomes of \$2,000 or less increased, it has been estimated, from 16,000,000 in 1928 to 23,000,000 in 1932. That means three fourths of all families. Income per family for this large group probably averaged below \$1,000 in 1932."

For families living on such meager incomes, expenditures for the plain necessities of food, rent, fuel, light, and clothing consume a very large proportion—often the entire family income.

The question then that faces schools is: Are those completing homemaking courses and parent-education courses prepared to buy skillfully what they can buy? Do

they know how to select vegetables, meats, and dairy products? Can they distinguish between good and bad bargains in shoes? Are they prepared to make good judgments in buying or renting houses and the purchase of furniture? Are they intelligent about the best ways of heating homes? Do they know whether electricity and gas and telephone rates are too high or too low? Are the words "premium", "endowment policy", and "term" as applied to insurance just so much Greek? Family budgets provide the outline for a curriculum in consumer education.

For many years it has been accepted that training should be given at public expense to fit youth and adults for productive employment and for playing their role in the distribution of products. It has also been recognized in the last half century that the training for effective participation in home and family life, through the teaching of home economics, is a function of the public school, but only in rare situations has consumer education been made more than a very incidental part of the program. With the rise of consumer importance under the operations of the N.R.A. and the A.A.A., more of this type of education is being introduced into the homemaking program with better methods and practices and more effective outcomes. But these are small beginnings. There is place for this type of education in all home-economics programs, and, of course, instruction in consumership should permeate the whole school.

Information on consumption and materials dealing with consumer problems are being compiled with surprising rapidity. From these sources content material may be selected and adapted to both youth and adults for organization into instructional units for school purposes. Such materials deal with what is implied in the President's address when he would hasten the day for consumers to be so

HAND-WOVEN bed spreads in the guest room, a lovely bowl of distinctive design and glaze in the living room, a hand-made rug in the hall, alluring hand-carved figures of animals in gift shops—these are the outward evidences of the rising tide of a movement that is both old and new in America.

It is as old as the spinning wheel and whittling; yet is so new that it has not



settled down to one name. Some call it the "home industries" movement. Others call it "fireside occupations", or "arts and crafts."

Born of necessity, this growing handicraft movement is blessed with numerous proud godparents. Popular interest in American folk arts and crafts has helped. New partiality on the part of Americans for "hand-made", "hand-wrought", "hand-woven", and "finished and decorated by hand", products has turned a stream of dollars in this direction. "Made in New Hampshire", and "Made in the Southern Highlands", is developing a pulling power equal or superior to "Made in Japan, France, Germany, Czechoslovakia, or Italy."

Bright future

The home industries movement is on the threshold of a bright future. While many extravagant claims are in circulation it is true that in a number of States the amount taken in from the sale of these articles has doubled over the previous year; that the number of producing centers has increased; and that the number of shops selling these products has apparently grown in the past 2 years.

Gratifying as have been the financial returns to the workers from the sale of these articles, what is more important from a social and economic point of view is the answer to the question: What is the meaning of this turning, in a machine age of mass production, to the simple arts of our forefathers? Have the tastes of American people changed to the extent of creating this situation or does it come from the worker who, having more leisure at his disposal, is making use of this

opportunity to satisfy a desire of doing something in the creative field? More likely economic necessity has compelled many to take up another line in order to supplement a meager income. Sometimes social agencies have pointed to home industries as one path to recovery.

It is impossible to answer these questions in a satisfactory manner. We can, however, mention some of the local, State, and Federal organizations that are promoting this movement. We can give a brief description of some of the successful programs of "home industries", "fireside occupations", "arts and crafts"—various terms currently used for this type of work—and point out their educational significance.

Band together

Individual craft workers are found in every community. As the numbers increase, these individuals band together into groups to exchange ideas on methods of production, to improve design, and to create new markets for their products. Some of these groups organize into leagues, guilds, or associations and set up rules and regulations covering membership, approval of product, and marketing. As the centers increase, State and regional organizations form. This is true in New Hampshire, where Governor Winant a few years ago appointed a State commission which founded the League of New Hampshire Arts and Crafts, with its avowed objective the developing of the educational and economic values of arts and crafts. And it is also true in the South, where the Southern Highlands Handicraft Guild, embracing craft centers of a number of States, has set up a co-operative organization to which craftsmen and handicraft producing centers are



eligible if their work measures up to the guild's standard in quality, design, and workmanship.

Mrs. Roosevelt aids

What has been said of New England and the South is in part true of New York. During the past year New York has made a comprehensive survey of craft work possibilities, not only for the rural sections

Home-made a

Fireside Occupatio

By G. A. M

Agent, Trade and

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but also for the larger urban centers. Funds for conducting this survey were furnished to the State Relief Work Bureau by Mrs. Franklin D. Roosevelt and craftsmen out of work have been employed to carry on the project. The legislature has been asked for a subsidy to be used by a State education department in organizing this program on a State-wide basis. In other sections of the country organizations covering certain districts or the State as a whole have been started.

In Morgantown, W. Va., handicraft work shops have been set up for unemployed miners by the American Friends Service Committee in connection with relief work. These efforts have been so successful that the promotion of craft work is to be expanded to other coal-mining communities within this committee's sphere of social service.

Visiting shops

Interesting as are these instances of home industry revival among the descendants of early Americans, let us glance for a moment at what is proposed for the first Americans. Recently Secretary Ickes appointed an advisory committee to study and make recommendations concerning the whole problem of Indian arts and crafts in relation to the economic and cultural welfare of the American Indian. Said the Secretary: "Weaving, pottery, basketry, jewelry, and other arts and crafts of the American Indians are a cultural heritage which the



d Hand-made

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Industrial Education

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American people cannot afford to lose. It is our hope that out of the study of the committee will come plans for protecting the existing products from competition of machine-made imitations and for improving and expanding their markets."

To get a more definite idea of how craft work is carried on let us visit a number of workers in their homes or shops. Winter is a good time to visit these craft shops, especially in the New England States, because many craft workers, living on farms or in small villages, have other duties during summer months.

Let us start out from Concord, headquarters of the New Hampshire League of Arts and Crafts, to visit the home of the wood carver at the edge of the city. Our guide, the State director of this league, Frank A. Staples, who made the sketches illustrating this article, informs us that the wood carver's last job was that of a modeler in a silverware manufacturing plant. Having learned wood carving in his youth, however, he has returned to this occupation to earn his living. His success attracted others and so he has been employed by the league to give instruction. Entering his home shop we find a half a dozen neighbors busily at work carving small animals in native maple and birch, decorating small boxes, earving various objects, a model of the village meeting house, and claw feet for Colonial furniture. The master craftsman goes from one to another, helping

here with a bit of instruction on how to handle the gouge, adding there a finishing touch. It is hard to tear oneself away but we must hasten on to Andover.

Andover is a weaving center. A local carpenter made the hand looms not only for the small group at work in his village, but also for weavers in other centers. He keeps busy throughout the year making looms. We find the weaver at work in a front room of an old New England home. Looms and other needed equipment almost fill the spacious room. Here the instructor is a Swedish girl trained in the art of weaving in her own country. Her job is to train groups of weavers in different sections of the State, spending about 6 weeks in a center and living in the homes of her learners.

Pie baskets

Continuing with our trip we pass through Sandborton, Laconia, Meredith, all centers where groups are sewing, weaving, and making furniture, to the home of a country basket maker. We find him in his shop, where baskets have been made for generations from ash cut down in the neighboring woods. Previously he and his brothers made baskets for farmers in this section. Now it is more profitable to make his beaten ash strips into New England pie baskets for the summer tourist.

Our handieraft Odessa brings us next to another weaving center, Sandwich. Outside the town an Oregon shepherd herds the sheep that produce the wool that is dyed with native roots and barks, carded and spun by hand, and knit or woven into wearing apparel, and readily disposed of at the village shop.

In the evening we stop at Wolfeboro, where a group of pewter workers are using



WEAVER'S COTTAGE
PENLAND N.C.

a classroom to receive instruction from an expert silversmith. Products being hammered out reveal that the group has acquired considerable skill in making reproductions of Colonial pewter.

Now let us travel to the Southern States included in the Southern Highland Handicraft Guild, where we see much of the same type of work carried on that we found in New England. Asheville, N.C.,

is the business center of this organization. Here also are a number of craft shops where the products of the local craft workers are on display.

We go on to the Allenstand Cottage Industries, one of the larger shops in this center, and observe such quaint things as Cornelius and Mazie the Husk twins. Quilts, coverlets, bedspreads, furniture,



and other miscellaneous articles fill the shop to overflowing.

On the outskirts of Asheville is the "Spinning Wheel", a typical mountain log cabin, fireplace and all, which is used as a sales shop. In the rear of the cabin is the weavers' shed, where the visitor watches a number of girls operating hand looms. And, of course, it would not do to leave Asheville without visiting the Biltmore industries, and the silver and wood earving shops at Biltmore Forest. Craftsmen turn out homespun, silver trophies, and replicas of early American furniture. In the hills near Asheville we stop for a moment at a typical mountain potter's home, the Pisgah Potteries. Who can fail to admire the quaint shapes and beautiful glazes produced from the native clays?

Penland comes next. Here is a group of women in their weavers' cottage receiving instruction in new designs. Some of these women have walked as far as 10 miles from their mountain homes to receive this instruction. At Crossnore a large community shop serves as a center for weaving and rug making and a school for women workers.

Tyrone is the toy-making center. Boys and men earve interesting local animals. A pair particularly appealing depicts the mad and sober mules. Stopping at Brasstown gives the handicraft tourist an opportunity to see groups making woven bags and blankets.

Leaving these mountain centers we go on to Cherokee Indian Reservation. Their craft products include blow guns, bows and arrows, and Indian games and bead novelties, all following the old tribe

[Continued on page 131]

equipped with information as to demand fair prices and honest sales.

Like all education that trains for homemaking, these materials will call for special classroom methods and numerous projects that will not only give students information, but will furnish practice in discharging actual consumer responsibilities under the conditions in which these operate at their level and in their own homes.

Usable materials

Available information must be organized into usable school materials. Youth and adults must be trained to assume an aggressive attitude in demanding standardization of purchasable materials for home consumption adapted and stated in intelligible language and form, and honest advertising.

The teaching of home economics occurs in three types of schools:

1. All-day or full-time schools. In this type of school the older pupils do much shopping not only for their own families, but for the neighbors. It is possible to study with them their experiences in shopping. In one instance where this was done a study was made of the buying experiences of 2,354 fifth- and sixth-grade girls approximately 11 years of age. Observations were made at 14 stores where these children purchased at grocery counters 142 articles 2,914 times. As a result of this study it was recommended that in the school from which these pupils came, a home-economics course be offered, containing material on such phases of buying as: Facts concerning foods most frequently purchased, information about grocery stores, money management and distribution of the food dollar, sources through which purchasing is carried on, what one should know about weights and measures, what one should know about package versus bulk buying, a few facts about Government regulations, advertising—how it is carried on—buying superstitions, and the economic values of foods.

Simple content, projects, studies, group discussions, committee assignments and the like are avenues through which to give this type of instruction. In many instances, much more responsibility may be placed upon home-economics pupils than is done today, by having selecting and purchasing committees for school furnishings and supplies. Pupils can participate more largely in the making of school-supply budgets.

Through home projects, an integrated part of the vocational program in home economics, girls from 14 to 16 years of age in the schools are introducing very different practices for expending family incomes that have reduced the costs of

Suggestions for Teachers

HAVE your name placed on the mailing list for publications of the Consumers' Council, N.R.A., and the Consumers' Advisory Board, A.A.A.

Be familiar with present facilities for Government protection of the consumer and proposed legislation.

Use class projects frequently to develop judgment in buying articles for school and classroom.

Use typical home-buying problems, with classes to determine standards and specifications needed for different products.

Arrange to have purchases made by pupils for themselves and their families serve as exercises in education for consumership.

Know local market conditions: (1) Factors influencing them, (2) brands and qualities available, (3) changes in prices.

Study practices of purchasers in your locality which influence prices.

foods, clothing, house furnishing, but not reduced their values in promoting family welfare.

Under the operation of the new codes, the minimum age for employment is made 18 years, and this means that thousands of youths now employed will be forced back into full-time school and need just this type of education.

2. Part-time classes. To these classes employed youth return for from 2 to 4 hours a week in many States, and even for half-time in one State, for instruction.

Pupils in these classes will be older than heretofore, because the younger ones are no longer employed and are back in full-time school. These older youth are experienced and more or less independent of home control in the expenditure of their earnings, thus offering a rare opportunity for consumer education.

3. Adult classes in home economics are organized for homemakers. Rare indeed is the opportunity in these classes for consumer education with those who really have the Nation's pocketbook in their hands.

But consumer education as a part of the Nation's public-school program does not stop here. The level of education never rises above the level of teacher ability, and therefore, hundreds of teacher-training institutions must provide in their

training of home economics teachers for a special type of content that deals with the consumer. These prospective teachers must be given a new point of view on the value of and need for consumer education, and trained in methods of teaching a content that will function in the discharge of consumer responsibility.

The United States Government is today playing a most important part on behalf of the consumer. The N.R.A. has a consumers' advisory board, and the A.A.A., in the United States Department of Agriculture, a consumers' counsel. The consumers' counsel publishes a valuable bulletin entitled "The Consumer's Guide", that now has a wide distribution. The Bureau of Home Economics in the United States Department of Agriculture is also contributing to the welfare of the consumer.

In the years of amassing wealth, all interest centered on production and all ways were cleared for the producer. Now that financial depression has come in spite of or because of this emphasis on production which has resulted in the amassing of wealth in the hands of a few, the recovery program has found the consumer to be a most important factor in our economic and social life.

William S. Hard in his article entitled "Gypping the Chiseler", in the November issue of *Today*, declares that 2 months ago the field was held in Washington by "price protection", but now the field is held by "consumer protection." In his opinion, the consumers' divisions of the N.R.A. and the A.A.A. were perhaps, as some would say "background after thoughts", but they certainly now are "foreground center thoughts."

For some time to come, no-doubt, the rights of this group to protection will remain in the foreground, but it cannot always do so, or we shall be as badly unbalanced, economically and socially, as we were with production only in the foreground.

We need a balanced and cooperative procedure of production, distribution, and consumption all working for national welfare if the recovery is to be realized as its leaders anticipate and hope. Production and distribution are not the only fields for improvement. Unfair practices can be also charged to consumers. It is fervently hoped, as we stress consumer education in the public schools, the fairness and honesty of the consumer in all his dealings will be made an objective of instruction. All three—production, distribution, and consumption—must progress together, not alone, for economic welfare, but with the ultimate goal of social welfare.

Our Presidents

[Continued from page 114]

Military education also interested Washington. Probably his last letter⁴ was the one written 2 days before his death to Alexander Hamilton stressing the importance of establishing a military academy.

When difficulties with the Indians confronted Washington he proposed articles to the Senate which included the sending of agents among the Indians to teach them the arts of civilization. This action, in the opinion of John, probably marks the beginning of a Federal program of Indian education.⁵

Adams

John Adams in his "Thoughts on Government" expressed his idea of education in the following words: "Laws for the liberal education of youth, especially of the lower classes of people, are so extremely wise and useful that, to a humane and generous mind, no expense for this purpose would be thought extravagant."

Jefferson

Jefferson, like Washington, took an active interest in education. Upon his election as Governor of Virginia in June 1779 he became a member of the Board of Visitors of William and Mary College and put into operation many of his educational ideas, including the first honor system, the first elective system of studies, and the first school of modern language and of law which he established in 1779.

In a letter to Joseph C. Cabell, dated January 14, 1818, Jefferson wrote: "A system of general instruction which shall reach every description of our cities from the richest to the poorest, as it was the earliest, so will it be the latest of all the public concerns in which I shall permit myself to take an interest."

Jefferson was elected to the Board of Trustees of Albemarle Academy on March 23, 1814. This led to the organization of Central College and afterwards the University of Virginia. Five members of the first University of Virginia board of trustees included Jefferson, James Madison, and James Monroe.

On May 5, 1817, Jefferson was elected rector of the college. He drew most of the sketches for the buildings with his own hands. Until his death in 1826 Jefferson was the dominating and directing power of the university not only evolving the entire system of education introduced, but actually devising to the minutest detail every feature of construction and administration. It is said that he rode over to

⁴John, Walton C. Educational Views of George Washington. (Office of Education, Washington, D.C.)

⁵Ibid.

the site of the University of Virginia every day while the buildings were being constructed, and when he could not leave Monticello he would observe the progress of the work from the northwest side of his mountain-top home, through a telescope, which is now among the treasures of the university.

Jefferson was proud of his educational achievements. The epitaph on his tombstone which he wrote himself reads: "Here was buried Thomas Jefferson, author of the Declaration of American Independence, of the Statute of Virginia for Religious Freedom, and Father of the University of Virginia."

Madison

James Madison in a letter to a friend wrote: "Popular government without popular information or the means of acquiring it is but a prologue to a farce or a tragedy, or perhaps both."

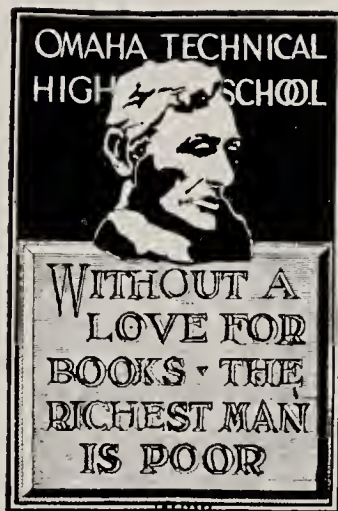
Jackson

Andrew Jackson, who was liberal in his attitude towards grants of public lands,

★ Library Bookplate

THE library of the Technical High School in Omaha, Nebr., has its own bookplate. On it is the face of Abraham Lincoln and this quotation: "Without a love for books the richest man is poor."

The bookplate is reserved for the books in the case for illustrated books and for special book gifts. It was designed by one of the students and chosen through a contest on bookplates held in 1925 by the school's Art Club.



This information is given in an article on "Bookplates" in the 1933 book week edition of *Tech News*, a semiweekly publication of the school. The special library edition is the work of the students in journalism.

—EDITH A. LATHROP.

signed the act of January 29, 1827, donating lands in Kentucky for an asylum for the deaf and dumb. The act also had the affirmative vote of James Buchanan and James K. Polk, then in the House of Representatives.

Buchanan

"Education lies at the very root of all our institutions," wrote James Buchanan. "It is the foundation upon which alone they can repose in safety. Shall the people be educated? Is a question not of mere policy, but it is a question of life and death, upon which the existence of our present form of government depends . . . Ought common schools to be established by law for the education of the people? . . . There is no other effectual method of imparting education to all but by means of public schools."

Lincoln

Lincoln signed the land-grant college bill July 2, 1862, providing for donations of public lands to the several States and Territories which may provide colleges for agriculture and mechanic arts, after President Buchanan had vetoed it. The story goes that one of the ardent sponsors of the bill asked Lincoln for his support. Lincoln is said to have replied: "If I am elected I will sign your bill for State universities."

In an address he made March 9, 1832, to the people of Sangamon County, Ill., Lincoln said: "Upon the subject of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject which we as a people can be engaged in."

Garfield

To Garfield has been attributed the oft-quoted expression: "A pine bench with Mark Hopkins at one end of it and me at the other is a good enough college for me."⁶

"The doctrine of 'demand and supply' does not apply to educational wants", said Garfield in a speech in the House of Representatives, delivered June 8, 1866. "Even the most extreme advocates of the principle of *laissez faire* as a sound maxim of political philosophy admit that governments must interfere in aid of education. We must not wait for *wants* of the rising generation to be expressed in a *demand* for means of education. We must ourselves discover and supply their *needs* before the time for supplying them has forever passed."

⁶MacLean, George E. I Knew Mark Hopkins. *SCHOOL LIFE*, 17: 184-185, June 1932.

[To be continued in March *SCHOOL LIFE*]

The VOCATIONAL Summary



Home Economics · Agriculture

Rehabilitation

Trade and Industry



APPRENTICE TOOL MAKER

UNDER approved N.R.A. codes and legislative instructions and requirements in many States, the minimum age of employment has been advanced, with the result that boys and girls between the ages of 14 and 16, and in some cases between 14 and 18, are facing the prospect of not being able to find or of not being permitted to accept employment. In this group are many youths who are not susceptible of education in the regular high school academic course, but for whom some form of educational procedure must be provided. Studies made by students of the summer course for teachers at Colorado Agricultural College in the past 2 years indicate that for this group a form of industrial arts course providing for practical application of such essentials as English, mathematics, history, and the sciences—chemistry, physics, and biology—and leading to a high-school diploma, might be satisfactory. Under such a system the student would learn mathematics by applying arithmetic to the working out of practical problems; English by making a written report of the way in which he prepared and carried out his project; public speaking by describing his plan to the class; science by applying scientific principles to his project. Such a system would provide for students who cannot benefit from further academic instruction, or specifically from vocational training. An industrial arts course of the type indicated is under trial in one California city at the present time.

State reports analyzed

A mimeographed digest of reports of State boards for vocational education for the year ended June 30, 1933, to the Federal Board for Vocational Education, now the vocational division of the Office of Education, is available for distribution. In addition to an introductory section which reviews briefly the developments and achievements for the year in the field of vocational education as a whole, this digest contains specific reviews of the developments in the fields of agricultural, trade and industrial, home economics, and commercial education, and also in the field of vocational rehabilitation. Statistical tables included in the digest contain data from the different States on expenditures of Federal, State, and local money under State programs, enrollments in vocational classes of different types—evening, part-time, and all-day classes—as well as figures on the number of disabled persons retrained and returned to self-supporting employment or rendered other vocational rehabilitation services.

Home management

Differences of opinion have existed in the past with respect to the organization of home-management courses for high-school girls. Some States have even omitted home-management units entirely. A study of home-management courses undertaken in January 1932 by the vocational division of the Office of Education shows that even in some States where home-management courses have been omitted, material aimed to develop managerial ability has been included in other

units. Some States recognize a need for home-management courses but feel that those offered in the past have not functioned effectively. The present study is being continued with the cooperation of college and high-school teachers to determine a better basis for selecting content in management for different school levels and for developing more effective methods of organizing and teaching home management.

Codes and training

There is no reason to believe that the N.R.A. codes will affect the vocational training of workers adversely. This is the conclusion reached by a committee of the American Vocational Association which met in the Office of Education early in January to discuss this subject. It was agreed by the committee that the immediate purpose of the codes is to give employment to those now unemployed, and that as more individuals are placed in employment the need for valid training programs will become more important. This is true, the committee explains, because of the numerous changes which have taken place in industry as a result of which it will be necessary to retrain men for the new type of jobs which will be available in the upturn. The committee lays special stress on the fact that in the more recent codes, training for apprentices and learners is provided for, and that modifications have been made in the earlier codes to provide for definite periods of worker training. Attention was directed by the committee to the fact that State vocational education divisions are ready to render assistance to industry

in drawing up training provisions for codes not yet approved and in suggesting modifications in the training provisions of codes already approved, to fit State or local situations which have arisen since these codes were signed. The committee took particular pains, also, to explain that both the national and district officers of the N.R.A. are cooperating with the public schools to the fullest extent in an effort to provide in the codes for the training of young people preparing to enter industry, and to protect training programs which were in existence prior to the adoption of the codes.

Rehabilitation pays

The average beginning weekly wage of all persons vocationally rehabilitated in Michigan during the fiscal year ending June 30, 1933, was \$15.56. A report from the vocational rehabilitation division of that State shows the average prerehabilitation wage of the 458 persons rehabilitated in Michigan during the year was 92 cents. In other words, the wages of rehabilitated persons averaged more than 16 times their wages prior to rehabilitation. Further evidence of the value of rehabilitation is the statement in the Michigan report that while the average cost of the services involved in rehabilitating 458 persons was \$183.21, the average earning power of these persons during the first years of their employment was \$809.12 or 4.41 times the cost of rehabilitation. Careful studies made in Michigan show that the average cost of rehabilitating a person there is equal to about two thirds of the cost of supporting one unemployed person for one year. Each rehabilitated person has on an average 1.5 dependents. Through each rehabilitation, therefore, 2.5 persons are made self-supporting at approximately one fourth what it would cost each year to support them through charity.

Broader training

Many attempts are being made to organize courses that meet the changing vocational needs of the younger group of workers who have been returned to the full-time schools through the operation of the N.R.A. codes. A group of educators who have been pioneering in these efforts met in Detroit in December to exchange experiences and to attempt through discussion to arrive at some common objectives. It was agreed that emphasis should be laid upon broader training through a greater variety of experiences with different processes, tools and equipment, rather than training for developing greater skills in special fields. As an illustration of the way in which this

can be accomplished the group cited a course in metal fitting carried on in Detroit. In this course the boys learn the various devices and methods of fastening metal parts together, and the use of hand tools and simple machines necessary in fitting and assembling metal products, and are not expected to acquire a high degree of skill in any one of the metal trades. As another illustration of an attempt to meet the need of this younger group of workers the educators cited a plan followed in Indiana under which training is given in a group of related trade skills instead of in one special skill. Instead of work only in a machine or sheet metal group, the workers receive training for short periods in several related metal shops where they get experience in all phases of the metal trades, special emphasis being laid upon the one that proves most desirable for the individual student.

Assisting AAA

Two new circulars have been prepared by the Agricultural Service of the Office of Education on the teaching procedure to be followed by vocational agriculture teachers in assisting adult farmers enrolled in evening school classes to utilize land and labor affected (1) by the wheat-acreage-reduction program, and (2) by the corn- and hog-reduction program. These circulars were prepared in cooperation with members of the staff of the Agricultural Adjustment Administration. They contain detailed suggestions for presenting these plans to farmers enrolled in evening schools, as well as a complete list of reference material giving helpful facts on the wheat and corn-hog adjust-

ment programs. The circulars have been distributed to State directors and supervisors of agricultural education, and to agricultural teachers in the wheat and corn-hog areas.

New AVA official

Mr. L. H. Dennis, for 21 years associated with the Pennsylvania Department of Public Instruction and more recently with the Michigan Department of Public Instruction, has been appointed Executive Secretary of the American Vocational Association, Inc., with offices in the Denrike Building, Washington, D.C.

After graduating from the Bloomsburg, Pa., State Normal School, Mr. Dennis was connected with Pennsylvania public schools for 10 years, serving successively as high-school principal in Orangeville, Trevorton, Northumberland, and Sunbury. During this period he continued his studies at Bucknell and Cornell Universities.

In 1909 he entered Pennsylvania State College, and was graduated in 1912. He became associated immediately with the Pennsylvania Department of Public Instruction, and in the years following served successively as specialist in agricultural education, State Director of Vocational Education, and for 8 years as Deputy Superintendent of Education.

Before going to Michigan early last fall under appointment as Assistant Superintendent of Public Instruction in charge of secondary schools and vocational education, Mr. Dennis completed work for a master's degree awarded him at Teachers College, Columbia University.

Mr. Dennis has been associated with vocational education in its broader national aspects since its inception. He is past president of the National Association of State Directors of Vocational Education. In 1923, he was elected president of the Department of Vocational Education and Practical Arts of the National Education Association. In 1924-25 he was appointed to the Pennsylvania Rural Life Commission. He was President of the National Society for Vocational Education when that organization was merged with the Vocational Education Association of the Midwest to form the American Vocational Association, in 1926.

The American Vocational Association, which Mr. Dennis will now serve as its Executive Secretary, is devoted to the promotion of vocational education in this country. It comprises a nation-wide membership of approximately 10,000 vocational teachers, administrators, and others interested in the development of vocational education.

—CHARLES M. ARTHUR.



L. H. DENNIS

The Textbook Code

WHEN the N.R.A. law was passed, prompting industries to organize, Secretary G. L. Bucks, of the National Textbook Publishers' Council, wrote to General Johnson:

. . . More than 20 States, under State statute, select uniform textbooks . . . and by laws . . . exert restriction which would prevent normal cooperation such as provided for under the N.R.A. It is obvious, therefore, that the industry undertakes to carry out the provisions of the N.R.A. under some threat or peril.

In order to qualify for bidding, Mr. Bucks pointed out, the members of the industry have maintained a position of studied disassociation. Textbook publishers have been "individualists" by law. For example, the school laws of Indiana read:

No bid shall be considered unless (it) be accompanied by the affidavit of the bidder that he is in no wise, directly or indirectly, connected with any publisher or firm now bidding for books . . . and that he is not a party to any compact . . . or scheme whereby the benefits of competition are denied to the people of the State.

The laws of Missouri require the publisher to file a sworn statement that he has no understanding or agreement of any kind with any other publisher . . . with the design to control prices on such books.

Big business

Before drawing up a code, the industry demanded assurance that restrictions "be removed sufficiently to permit publishers to carry out the purposes of the N.R.A. without withdrawal of the business license and without penalty of forfeiture of extensive bonds which have been required . . . as a guarantee of the performance of their contractual relationships with these States."

Textbook publishers finally proposed a code which was unanimously adopted in August by the newly formed Textbook Publishers' Council. The council represented 77 percent of the total industry by volume, which in 1930, according to a statement submitted at Washington, consisted of 60 concerns, employing more than 5,000 men and women. The annual sales were reported to be \$45,000,000.

The Office of Education is informed that this code was hurriedly prepared to meet N.R.A. requirements that no amendments of the President's Reemployment Agreement would be made unless an industry had filed a proposed code. The August

★ THE Revised Draft of Which Differs Sharply From the First—Superintendent Richmond's Comments

draft should be regarded, according to textbook publisher spokesmen, as tentative.

The proposed code, like all others, was designed to increase employment and establish adequate wages and fair hours of labor. The maximum hours proposed were 40 a week. Minimum wages ranged from \$15 to \$12 a week. Provisions of major interest to education were reproduced in November *SCHOOL LIFE*. Copies of this code draft, no. 501-06, can be obtained from the Superintendent of Documents, 5 cents each.

Revision

At a meeting of the National Council of State Superintendents and Commissioners of Education held in Washington in September, the proposed code "was read with concern", and a committee, headed by State Superintendent James H. Richmond of Kentucky, was appointed to represent schoolmen in subsequent negotiations.

A committee of the National Textbook Publishers' Council has been at work on a revision of the first proposed code. Committee members have interviewed numerous school officials. Early in January they attended a preliminary N.R.A. con-

ference. Deputy Administrator John J. Connolly presided. Representatives of the consumer, industrial, and labor advisory boards, and the planning and research and legal divisions attended. This conference resulted in a number of proposed changes, most of which are reported to be technical in nature. The next step will be the public hearing on the proposed code, which will be held about 10 days after a revised copy is received in Washington.

Copies of the code as revised have been sent by the Council to Commissioner Zook and other educators. Some sections show marked variations from the August draft. One of the most interesting is the proposal to create a Public Relations Board "with adequate representation of the consumer and of the Industry and with such representation of the Administration as may be agreed upon the Public Relations Board shall be further specifically charged with the responsibility of investigation, study, and recommendation of policy with respect to the nature of public relations having to do with the Industry, and affecting the public interest."

Rule No. 10

School boards and educators will be particularly interested in article VII, Trade Practice Rules. Provisions in the present draft differ markedly from the language in the early proposed code quoted in November *SCHOOL LIFE*.

Of the first 17 trade practice rules, all except a few are the usual provisions to be found running through all codes, prohibiting inaccurate advertising, false billing, secret rebates, bribing, etc.

Rule 10 on Price Listing-Uniformity of Purchase Privilege-Special Edition Differential, is an attempt to deal with the Scylla and Charybdis of textbook publishing; namely, the divergent viewpoints of a State which expects economies from mass purchases and the claim of small communities that they should not be expected to pay more for school books just because they are small.

ONE UNHAPPY result of reduced expenditures for educational purposes is that thousands of children are using textbooks which have become not only unsightly but also unsanitary. This was reported at a conference on better hygiene in handling books used in common in schools, called by United States Commissioner of Education George F. Zook. The conference urged that the relatively small outlay for textbooks and other materials handled by children not be reduced, and that facilities for cleanliness of school children be made ample.

RULE 10. Price listing—uniformity of purchase privilege—special edition differential

Within 10 days after the effective date of the code, each publisher shall file with the governing board the title, author or authors, and list price of each regular edition offered for sale or adoption in the United States and intended for elementary or secondary school use; also the maximum wholesale discount f.o.b. publisher at which the said regular edition is so offered for sale and adoption; and, thereafter, before the same shall be offered for sale or adoption in the United States, the title, author or authors, list price and maximum wholesale discount f.o.b. publisher of each regular edition intended for similar use, not previously filed, shall be similarly filed. A list price, filed as herein provided, may not be changed within the calendar year for which it is filed without first filing with the governing board announcement of such change 10 days before such change becomes effective.

In a competitive bid, for which a State board of education or other public body advertises, a publisher may offer a special edition at a lower list price, or on a lower list price basis, than the list price as filed with the governing board for the related regular edition, provided the unit manufacturing cost of the special edition is less than the unit manufacturing cost of the related regular edition; but the ratio of the list price established for the special edition to the list price of the related regular edition may not be less than the ratio of the unit manufacturing cost of the special edition to the unit manufacturing cost of the related regular edition. For the determination of comparative unit manufacturing cost, the following principles and limitations shall be observed:

(a) The comparative unit manufacturing cost of a regular edition shall be based on a run of at least 10,000 copies in the case of a regular edition intended for use above the elementary grades, and at least 25,000 copies in the case of a regular edition intended for use in the elementary grades.

(b) The comparative unit manufacturing cost of a special edition shall be based on a run of a quantity reasonably estimated to meet the initial requirements of average State-wide use, or the quantity estimated to meet the needs of first-year distribution under the adoption for which bids are advertised.

(c) Unit manufacturing cost shall be restricted to include the expense of paper, presswork, and binding (including binding materials) for textbooks printed from plates owned by the publisher. The basis for determination of such manufacturing costs as represent fair cost shall conform to the provisions of codes in effect with respect to the industries which furnish the given materials and services involved in the manufacturing of the textbooks affected. The basis of comparative costs shall be current comparative costs in the open market on respective quantities involved in keeping with provisions (a) and (b) above.

(d) The publication of, or permission to publish from a publisher's plates, a special edition entailing manufacturing changes, or changes in content, for the purpose of effecting reduction in list price greater than would be possible in adhering to the above principles and limitations, shall be considered unfair competition. Nothing in this rule, however, shall be construed to prohibit the adaptation of a regular edition of a textbook to the grade or course of study requirement of any State, city, or district school system, or to other reasonable adoption requirement, or to the educational needs they serve.

(e) If at any time after the effective date of this code a publisher enters into a contract with a State for State-wide basal adoption and use of a special edition, the related regular edition of which has been offered for general sale in compliance with the filing provisions as hereinbefore recited, he shall, within 10 days after the date on which the award of contract is made, file with the governing board the title, author or authors, the list price of the given special edition and the net contract price therefor as provided in the given contract of adoption; and shall furnish the governing board a statement setting forth the exact difference with respect to content and manufacturing specifications between

the related regular edition and the given special edition as contracted for; also a clear statement as to the nature of the contract price, i.e., whether a contract retail price or a contract wholesale price f.o.b. publisher, etc., and all other conditions of sale and distribution under which the given special edition is sold or is to be sold at the given contract price shall be clearly stated. Upon request of the Code Authority, the given publisher shall file with the governing board a copy of the given special edition for which a contract of adoption is awarded. The governing board may require that special editions listed with it, as herein provided, shall be included in their respective publishers' official current price lists and catalogs issued from time to time; but this requirement may be exercised only when made to include all publishers having special editions listed with the governing board. A list price, filed as herein provided, may not be changed within the calendar year for which it is filed without first filing with the governing board announcement of such change 10 days before such change becomes effective.

(f) Where either a regular or a special edition of a textbook is adopted for use under a State contract of adoption at a contract price other than a net wholesale price f.o.b. publisher's regular or optional shipping point, the determination of net wholesale f.o.b. publisher-contract price shall be made by deducting from the given contract price the excess of the cost of distribution service entailed in the said contract price over and above cost of delivery f.o.b. publisher's regular or optional shipping point.

(g) The maximum wholesale discount f.o.b. publisher at which a regular edition may be filed or offered for sale and adoption, and/or the maximum wholesale discount f.o.b. publisher at which a special edition may be offered for adoption and sale, shall not be in excess of 25 percent of list.

(h) All listing procedure as herein provided for the first calendar year in which the Code shall be in effect shall be repeated for each succeeding calendar year, with all conditions and requirements remaining the same.

RULE 12. Exchange allowance

After the effective date of the Code, except as to existing unexpired contracts, an exchange allowance may be made as follows: When an old, displaced, complete, basal elementary and/or high-school textbook of the same subject and grade is received in exchange for a new and different basal textbook introduced in its stead, an allowance not to exceed 5 percent of the list price of the new textbook purchased may be made for the displaced textbook, in addition to a maximum discount of 25 percent of list; or a total deduction not to exceed 30 percent of list may be made to include both wholesale discount and allowance for the displaced textbook. New and salable basal textbooks of the same subject and grade may be accepted dollar's worth for dollar's worth, but the credit for any one textbook shall not be in excess of the net charge for the new textbook introduced. The number in the aggregate of the new and old textbooks accepted for exchange shall not exceed the number of new textbooks purchased. All textbooks subject to exchange must be delivered f.o.b. point of shipment to the member of the Industry or his agent making the exchange before any credits shall be allowed.

Rule 18 is concerned exclusively with college textbooks. It has been accepted by a practically unanimous vote on the part of college-textbook publishers.

The Office of Education asked State Superintendent Richmond to submit his observations on the proposed code for publication in *SCHOOL LIFE*. Following are his comments:

[Continued on page 131]

The Colleges



Scholarships

Bryn Mawr College (graduate school) has recently announced 41 fellowships and scholarships for 1934-35. Candidates for fellowships must have completed a year of graduate work at some college or university of good standing, and candidates for scholarships must be graduates of some college or university of acknowledged standing, but need not have done graduate work.

Negro Students

At a conference on colleges for Negro youth held at Washington, January 4-5, 1934, 112 Negro colleges out of 118 reported that 38,274 students of college grade were in attendance in 1932-33; 16,631 students were specials and 21,643 were regular undergraduates, of whom 9,461 were freshmen and 2,713 were seniors. Endowment in 114 institutions totaled \$33,338,324 and value of plant, grounds, and equipment \$62,909,582.

Depression Housekeeping

At Kansas State College of Agriculture and Applied Science, a group of eight young men, during the year 1932-33, did all of their own work of cooking, laundering, and housekeeping, with an individual expenditure of \$210 to \$213 each. This covered college fees, textbooks, rent, board, even clothes purchased while in attendance.

Students as Risks

Experience with student loans granted by the Harmon Foundation reveals that 50 percent of the student borrowers will liquidate their indebtedness promptly in accordance with the terms of contract; 25 percent need only a formal notice now and then, and a minimum amount of follow-up; 10 percent will require regular follow-up with special letters; and the remaining 15 percent require careful study and intensive follow-up. (Trends and Procedure in Student Loans, Harmon Foundation, \$1.50.)

Registration Trends

As pointed out by Dr. Raymond Walters, current student enrollments in three professional fields—law, medicine, and divinity—have shown slight increases over last year, while the heaviest decreases are in the large fields of graduate study, education, and engineering; and in the smaller schools and departments, architecture, journalism, music, and pharmacy.

—WALTER J. GREENLEAF.

Have You Read?

RECREATION for December devotes considerable space to the question of the new leisure. Whether Americans want their leisure controlled even by a committee appointed under the N.R.A. is delightfully and humorously discussed, while several serious articles add value to the symposium.

"Why Colleges? Why Colleges?" is the provocative title of the leading article in December *Occupations*. Dr. I. M. Rubinow declares that vocational guidance is the most important function of a college, and perhaps the most neglected. In the following article Dr. Karl M. Cowdery, under the title "The guidance of youth in the colleges" shows that much is being done already. But both writers agree that much more should be done.

Development of training for librarianship, with a brief outline of the course of study given at the Columbia School of Library Service, is given in *Columbia Alumni News* for December 15.

Accessibility of dictionaries is the subject of an article by J. B. Spatz in the *Wisconsin Journal of Education* for December. For the past 10 years the writer has "given special attention to the apparent lack of use of the most important reference book in the school room, the dictionary."

"An educational program for relief and reconstruction" is discussed in *School and Society* for December 23 by Dr. George F. Zook, United States Commissioner of Education. He hopes that "we can go forward on a program which will aid the several States and communities not only to regain their losses in education during these recent years, but to elevate it to greater service and greater public esteem than ever before in our history."

The *Junior-Senior High School Clearing House* for December, under the chairmanship of Paul S. Lomax, is devoted to the subject "Business Education."

An address by the Hon. Harold L. Ickes, Secretary of the Interior, on the subject "Negro Education" appears in *Southern Workman* for December.

With Dr. C. C. Peters as issue editor, the *Journal of Educational Sociology* for December is devoted to "Penn State experiments in character education." Sixteen investigators participated in these

experiments which deal almost exclusively with the question of the influence of instruction upon character development.

Childhood Education for December has for its theme "Art in the new school." A study outline and a bibliography help to make this issue a practical handbook for the elementary teacher.

—SABRA W. VOUGHT.

★ Finance Conference

WHAT economies may be effected in a consolidation involving an entire county? How large is it economically feasible to make an attendance area? What constitutes a satisfactory basis for determining transportation costs, under a plan of partial State aid? Where should the ownership of transportation equipment be placed.

These and similar questions of particular importance to school administrators at the present time will receive consideration at a conference in the Cleveland Public Auditorium February 27 on problems relating to the financial implications of the consolidation of schools and the transportation of pupils.

Commissioner Zook called this conference after hearing expressions from 200 individuals in close contact with the administration of these phases of public education.

Federal Aid

[Continued from page 109]

schools, colleges, and other educational enterprises. Such grants shall be available provided that an approved survey has been made, and that the survey shows the need for the buildings. In cases where such surveys have not already been made these surveys shall be made under the direction of the Office of Education through a decentralized regional organization. The cost of these surveys shall be charged to the Public Works appropriation for school plants. We recommend that the grants for such projects be made on a 100 percent basis. In administering this fund major attention should be given to the needs of the rural schools.

6. A Federal appropriation or allocation of \$30,000,000 should be provided to assist students to attend institutions of higher education for the period ending July 1, 1935, by (a) special provision in existing acts, or (b) by a separate federal appropriation. This fund should be administered by the United States Office of Education.

Meetings

National

- American Association of Colleges of Pharmacy and Pharmaceutical Examining Boards, District no. 2. Baltimore, Md., March 12-13.
- American Association of Collegiate Registrars. Cincinnati, Ohio, April 17-19.
- American Association of Collegiate Schools of Business. St. Louis, Mo., April 26-28.
- American Association of Dental Schools. Chicago, Ill., March 19-21.
- American Chemical Society. St. Petersburg, Fla., March 25-30.
- American Philosophical Society. Philadelphia, Pa., April 19-21.
- American Physical Education Association. Cleveland, Ohio, April 18-21; Eastern Section: Atlantic City, April 4-7; Mid-West Section: Cleveland, Ohio, April 17-21.
- American Red Cross. Washington, D.C., April 9-12.
- National Association of Penmanship Teachers and Supervisors. Indianapolis, Ind., April 18-20.
- National Organization for Public Health Nursing. Washington, D.C., April 22-26.
- Progressive Education Association. Cleveland, Ohio, March 1-4.
- Society of State Directors of Health and Physical Education. Cleveland, Ohio, April 18.

Sectional

- Classical Association of the Middle West and South. Memphis, Tenn., March 29-31.
- Conference of Southern Mountain Workers. Knoxville, Tenn., March 20-22.
- Eastern College Personnel Officers. Poughkeepsie, N.Y., March 23-24.
- Eastern Commercial Teachers Association. Boston, Mass., March 28.
- Private Schools Association of the Central States. Chicago, Ill., March 17-18.
- Southern Society of Philosophy and Psychology. Birmingham, Ala., March 30-31.
- Western Arts Association. Detroit, Mich., March 21-24.

State

- Alabama Education Association. Birmingham, March 22-24.
- Public School Officials of California. Alameda, March 15-17.
- Michigan Education Association. Lansing, March 30-31.
- South Carolina Teachers Association. Columbia, March 8-9.
- Tennessee College Association. Nashville, March 28-29.
- Tennessee State Teachers Association. Nashville, March 29-31.

Miscellaneous

- Brown University Teachers Association. Providence, R.I., March 17.
- Harvard Teachers Association. Cambridge, Mass., March 17.
- Schoolmen's Week (University of Pennsylvania). Philadelphia, March 14-17.

Education Bills

[Continued from page 111]

S. 2103

Authorizes Reconstruction Finance Corporation to make loans to any corporation, trust, foundation, congregation, organization, or association organized under the laws of any State or Territory and operated for religious purposes to aid in financing the operation and maintenance of institutions for religious instruction and worship at a rate of interest not to exceed 4 per centum per annum; loans may be made for a period of 5 years and real estate owned by any institution authorized to borrow shall be deemed adequate security. (Introduced Jan. 8, 1934, by Mr. Capper of Kansas and referred to Committee on Banking and Currency.)

S. 2119

Authorizes the appropriation for the fiscal year 1935 and for each year thereafter of \$3,750,000 for the further development of vocational education, one third of the sum to be allotted to the States and Territories on the basis of farm population and to be used for salaries of teachers, supervisors, and directors of agricultural subjects, one third on the basis of rural population to be used for salaries of teachers, supervisors, and directors of home-economics subjects, and one third on the basis of nonfarm population to be used for salaries of teachers, supervisors, and directors of trade and industrial-education subjects; authorizes an annual appropriation to the Office of Education, for vocational education, of \$100,000 for administrative and research work in connection with the carrying out of the above provisions. (Introduced Jan. 10, 1934, by Mr. George of Georgia and referred to Committee on Agriculture and Forestry.)

Nazi Education

[Continued from page 113]

the National Socialistic state, and their teachers are chosen with special care from persons filled in thought, feeling and will with Nazi ideas.

That graduates (abiturients) of the secondary schools may know practically the purposes of the new State, a voluntary work semester (Werkhalbjahr) was announced in January of 1933. The abiturient of last Easter before entering a university or taking up a profession could join a camp of the voluntary work service (Freiwilligen Arbeitsdienst, or F.A.D.). Here he is to spend 4½ months of some 6½ hours daily of physical outdoor labor with pick and shovel, mingling with men of all classes, and engaged in clearing, draining, and improving lands,

building roads, and doing other things not for himself but for the common good. No work camp may have as members more than one third abiturients and academicians for one of its main aims is to foster community life by bringing together many kinds of people. The work semester is voluntary, but an abiturient, having once entered upon it, must complete the term and live the entire time at the camp. He is under no expense except for his round trip fare and that is at one half the regular third class rate.

Having stayed his term in the F.A.D., he goes for 1½ months to the land sports. Here his training begins with an examination of the physical skill he has gained in the work camp and is continued in organized marches and movements over different kinds of terrains, in country craft, in land exercises and in shooting with small caliber weapons. A performance examination closes the course of instruction.

Girl graduates also may enroll in the work semester and take up activities suited to them. They do not engage in the land sports.

Regional associations of United States colleges and high schools have voted their support of a proposed plan to study high-school standards and accrediting procedures. Such a Nation-wide study will probably be launched in the near future. Regional associations which have approved of the study are: North Central Association of Colleges and Secondary Schools, New England Association of Colleges and Secondary Schools, Southern Association of Secondary Schools and Colleges, Middle States Association of Colleges and Secondary Schools, and the Northwest Association of Secondary and Higher Schools, representing a total of 4,600 high schools in 47 States, the District of Columbia, Alaska, and the Canal Zone.

American high schools are now placing more emphasis on reading foreign languages in the early courses than on writing or speaking them as has been the traditional practice, according to findings of the National Survey of Secondary Education. This fact is reported in Federal Office of Education Monograph "Instruction in Foreign Languages", just issued by the Government Printing Office; price 10 cents. "The foreign language situation in the junior high school is still in a chaotic state", according to the monograph.

Recent Theses

THE LIBRARY of the Office of Education collects doctors' and outstanding masters' theses in education, which are available for consultation, and may be borrowed on interlibrary loan. A list of the most recently received theses is given each month. Additional theses on file in the Library will be found, marked with an, * in the current number of the bibliography of research studies in education.

ASH, FRANK H. A study of how well public high-school seniors understand elementary business training. Master's, 1932. New York University. 65 p. ms.

BELMAN, HARRY S. The evaluation of occupational studies. Master's, 1933. University of Wisconsin. 106 p. ms.

BYRENS, FLORENCE C. An experiment in the relative value of certain compositions for use in the senior high school music appreciation class. Master's, 1933. University of Southern California. 239 p. ms.

CAMPBELL, JOHN B. The progress that children of foreign parents make in silent reading by the use of remedial measures in grades 5 and 6 of the Exeter Borough schools. Master's, 1932. Pennsylvania State College. 35 p. ms.

COPENHAVER, LACY B. A study of the disciplinary problems referred to a grade school principal during a period of 3 years. Master's, 1932. University of Oregon. 130 p. ms.

CRUICKSHANK, GRACE W. A survey of the private schools for girls in the United States. Master's, 1933. University of Southern California.

DUDLEY, L. LELAND. The school and the community: a study of local control in the public schools of Massachusetts. Doctor's, 1932. Harvard University. 176 p. (Harvard studies in education, vol. 22.)

FAIR, LAURA. Migrants as a social and educational problem in New Jersey. Master's, 1932. Rutgers University. 40 p. (Rutgers university bulletin, series 8, no. 11a. Studies in education no. 3.)

FINK, EUGENE D. History of the development of industrial education and of industrial arts education at the Oswego State normal school. Master's, 1933. New York University. 158 p. ms.

GAZLAY, CHARLES E. A study of specific teaching combinations of teachers in New York State secondary schools during the school year, 1932-33. Master's, 1933. University of Syracuse. 222 p. ms.

HIGGINS, SISTER M. XAVIER. Reducing the variability of supervisors' judgments: an experimental study. Doctor's, 1933. Johns Hopkins University. 112 p. ms.

ISAACS, MERVIN. Professional accountancy training in collegiate schools of business. Doctor's, 1933. Teachers College, Columbia University. 152 p.

LINDSAY, JAMES A. Annual and semiannual promotion with special reference to the elementary school. Doctor's, 1933. Teachers College, Columbia University. 179 p.

MACKINTOSH, ELIZABETH L. A study of individual responses of children to science experiences in the nursery school. Master's, 1933. Boston University. 87 p. ms.

MERINAR, ELMER K. A study of the status of the elementary school principal of West Virginia. Master's, 1933. West Virginia University. 72 p. ms.

—RUTH A. GRAY.

Education for 300,000

[Continued from page 117]

lege and received his master's degree at Columbia University. He has had several years of business experience, was 10 years a high-school principal, and served for several years as head of the department of extension teaching in the University of North Carolina. At present he is absent on leave as assistant dean of university extension in the University of Wisconsin. In the Sixth Corps Area he voluntarily gave much assistance to camp commanders in setting up educational programs.

Silas M. Ransopher, New York City, Seventh Corps Area, North Dakota, South Dakota, Minnesota, Nebraska, Kansas, Iowa, Missouri, and Arkansas. Mr. Ransopher was graduated from the Kansas State College of Agriculture. He was engaged in electrical engineering work with various public utilities and served as a major of the First Field Signal Battalion, A.E.F. After the war he was director of trade and industrial education in the University of Texas, president and general manager of the Planters and Merchants Mills, sales promotion manager of the Mohawk Carpet Mills, and more recently has been a consulting specialist for chemical industry along the Texas Gulf Coast. He was for 3 years closely associated with Dr. J. C. Wright, now assistant commissioner for vocational education.

L. W. Rogers, Austin, Tex., Eighth Corps Area, Arizona, New Mexico, Colorado, Oklahoma, Texas. Mr. Rogers was graduated from Southwestern University and received his master's degree from the University of Texas. He has taken additional graduate work at Teachers College, Columbia University. Mr. Rogers has served as high-school teacher, coach, principal, and city school superintendent. In the State Education Department of Texas he was successively rural school supervisor, first assistant superintendent, and then State superintendent. He has served on the editorial staff of one of the large Texas newspapers. He is a member of the board of directors of the National Education Association, and is chairman of the finance and budget committee of that organization.

J. B. Griffing, San Bernardino, Calif., Ninth Corps Area, California, Oregon, Nevada, Washington, Idaho, Montana, Utah, Wyoming. Mr. Griffing, a graduate of Drake University, received his master's degree from Columbia University and has taken further graduate work at the University of Southern California. He has been a high-school principal in Idaho, head of the Department of Agriculture in the Tempe Normal School, Tempe, Ariz., director of extension in the

University of Nanking, Nanking, China, and president of the San Bernardino Junior College, San Bernardino, Calif. In the last position he developed adult education programs which attracted much favorable attention. In the Ninth Corps Area Mr. Griffing has voluntarily given much assistance to C.C.C. camp commanders in setting up educational programs.

★ Health Publication

SPYGLASS, the quarterly publication issued by the American Child Health Association, 450 Seventh Avenue, New York City, as a classroom help in the teaching of health information along with general information, is entering its second year with a growing list of subscribers.

Nonsalaried Service

A LITTLE over five million dollars' worth of nonsalaried service was donated to institutions of higher education in 1931-32, according to reports received at the Office of Education. The accompanying table summarizes these reports by type and control of institution.

As might be expected, more than 95 percent of the \$5,102,905 is reported by 134 institutions under private control. This includes a large amount of administrative, teaching, and other service of members of religious orders. In one liberal arts college it includes several weeks of service in landscaping the campus, performed without charge by a member of the board of trustees; in a private dental college it includes some \$10,000 worth of free work of faculty members in the dental clinic.

Nearly a quarter of a million dollars' worth of contributed service is reported by seven publicly controlled institutions. One of these definitely identifies its amount of \$150,000 as pertaining to its

medical school and hospital. Another institution reports \$80,000 without explanation; this institution operates several departments which could easily have contributed service without financial compensation.

This is the first time in the history of the Office of Education that information has been gathered on the value of nonsalaried personal service. Comparisons with previous years are therefore impossible.

In collecting data on this point, no specific instructions for estimating the value of this service were given institutions not visited by representatives of this Office. Methods have been developed by various State offices and regional accrediting agencies; in general, the plan of basing estimates on comparable service elsewhere is followed, the factors of location and size of school, type of service, training of person rendering service, and the like being taken into consideration.

Estimated value of nonsalaried personal service rendered, 1931-32, institutions of higher education

| Item | Institutions under public control | Institutions under private control | All institutions reporting |
|--|-----------------------------------|------------------------------------|----------------------------|
| 1 | 2 | 3 | 4 |
| A. Universities, colleges, and professional schools: | | | |
| Degree-granting institutions..... | \$235, 750 | \$4, 466, 382 | \$4, 702, 132 |
| Junior colleges..... | 5, 800 | 319, 323 | 325, 123 |
| Total..... | 241, 550 | 4, 785, 705 | 5, 027, 255 |
| B. Teachers colleges and normal schools: | | | |
| Teachers colleges..... | 1, 800 | | 1, 800 |
| Normal schools..... | | 73, 850 | 73, 850 |
| Total..... | 1, 800 | 73, 850 | 75, 650 |
| C. All institutions of higher education: | | | |
| Degree-granting institutions..... | 237, 550 | 4, 466, 382 | 4, 703, 932 |
| Non-degree-granting institutions..... | 5, 800 | 393, 173 | 398, 973 |
| Grand total..... | 243, 350 | 4, 859, 555 | 5, 102, 905 |

—HENRY G. BADGER.

Home-made and Hand-made

[Continued from page 121]

standards of workmanship and design. Passing into Tennessee one finds in Gatlinburg workers producing wrought iron forks, baskets, shawls and bibs.

Education's part

Berea, Ky., and the surrounding territory swarms with craft workers. Individuals and groups produce furniture, brooms homespun, woven bags, coverlets, and pottery.

One could go on at length describing the work of these craftsmen in different sections of the country, but enough has been said to indicate that the education and training of these adult workers is a distinct and perhaps a new problem for educators, a problem which naturally falls into three divisions: training, designing, and marketing.

Training of skilled workers has long been a State function. Instruction has been given on the job and in the schools. The technique used in training craft workers is fundamentally the same as the training of an apprentice in any of the skilled trades. There must be a skilled craftsman, a master of his trade, who possesses the ability to impart his skill and knowledge to others. Since design is so closely tied up with handiercraft work, the artisan must have a thorough understanding of form and color and their application to the material with which he is working. It is the emotions of the buyer that the real craftsman is appealing to through his product. Therefore it is necessary that he possess an understanding of these principles of art.

With the aid of education and State and regional planning the fireside occupations movement can contribute to the improvement and enrichment of American life.

The Textbook Code

[Continued from page 127]

I have taken time to make a cursory analysis of the new textbook code. Unquestionably, it is an improvement over the one presented last fall. In my opinion, however, the new draft, as was the case in the former one, concerns itself primarily with safeguarding the interests of the publishers. Little consideration is given to the rights and needs of the public. My understanding of these N.R.A. codes is that they are to be adopted for the twofold purpose of safeguarding alike the rights of producers and consumers on a fair and practical basis. In article VI, of the proposed code, practically every provision is written in the interest of textbook companies, and many of the provisions of this article appear to restrict the rights of the adopting authorities. The provisions of this article create, in my mind, a very definite impression that the publishers proposing this code are seeking a degree of protection which will give them a practical monopoly in their business. It appears that many practices in the interest of the public will be eliminated if the new proposed code is adopted.

After I have time to analyze this code in detail, I may find that some of my impressions are not well-founded; but as I now see it, this code is unsatisfactory from the standpoint of the public. Bear in mind, however, that I am speaking as an individual and not for the Textbook Code Committee, appointed by President Lee to represent the State Superintendents and Commissioners of Education.



Late Bulletin: The Textbook Code hearing will be held March 2, in Washington.

much reliable factual information and tend to stimulate reflective thinking.

"Creating Beauty with Homecrafts" is the title of a series of lectures being broadcast weekly from Radio Station KOAC, Corvallis, Oreg., by the General Extension Division of the Oregon State System of Higher Education.

More than 1,700 English teachers are participating in the experiment being conducted by the Photoplay Appreciation Committee of the National Council of Teachers of English.

Students debating the question of radio control will be interested to learn that material may be obtained free from the address given after the title of each of the following publications:

Education by Radio. Periodical. Washington, D.C., National Committee on Education by Radio, 1201 Sixteenth Street NW.

Hanley, James H. Radio in the United States and England. Washington, D.C. Federal Radio Commission, 1933. 10 p.

Harris, E. H. Radio, The Newspapers and the Public. Chattanooga, Tenn., Cranston Williams, manager, Southern Newspaper Publishers Association, News Building, 1933. 11 p.

Koon, Cline M. References on Radio Control and Operation. Washington, D.C., Editorial Division, United States Office of Education, 1934. 3 p.

National Association of Broadcasters. Broadcasting in the United States. Washington, D.C., National Association of Broadcasters, National Press Building, 1933. 191 p.

National Broadcasting Co. Educational Bulletin. A periodical. New York, N.Y., the National Broadcasting Co., Radio City. 4 p.

Report. Advisory Council of the National Broadcasting Co. New York, N.Y., National Broadcasting Co., Radio City, 1933. 107 p.

Tyler, Tracy F. A Supplementary Bibliography on the Radio Debate question. Washington, D.C., the National Committee on Education by Radio, 1201 Sixteenth Street NW., 1933. 4 p.

Ventura Free Press. American Broadcasting. Ventura, Calif., Ventura Free Press, 1933. 15 p.

—CLINE M. KOON.

Electrifying Education

PROFESSOR F. N. Stanton, Department of Psychology, the Ohio State University, Columbus, Ohio, has completed a research study on "Memory for Advertising Copy Presented Visually and Orally." A report of the results of this study appears in *The Journal of Educational Psychology*, February 1934.

A comparison of broadcasting in the United States and Great Britain is contained in the January 3, 1934, issue of

The Listener, a British periodical which reviews broadcasts. Copies are available at 15¢ each from the British Library of Information, 270 Madison Avenue, New York, N.Y.

One way that leading universities throughout the country are assisting in the national recovery program is by broadcasting series of radio discussions dealing with current topics on recovery. As a rule, the broadcast discussions contain

New Government Aids For Teachers

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

THE two following bulletins have been prepared by the National Advisory Committee on Emergency Nursery Schools working in cooperation with the United States Office of Education to assist State Superintendents and Commissioners of Education in developing the emergency nursery-school program in their States. Copies of these two bulletins may be obtained by superintendents of schools and others actively engaged in the work of the Emergency Education Program.

Administration and Program of Emergency Nursery Schools. 1933. 32 p., illus. (Federal Emergency Relief Administration, Information Bulletin No. 1.)

Housing and Equipment of Emergency Nursery Schools. 1933. 40 p., illus. (Federal Emergency Relief Administration, Information Bulletin No. 2.)

Price Lists. Tariff and Taxation, No. 37; Animal Industry—Farm Animals, Poultry, and Dairying, No. 38; Political Science—Documents and Debates Relating to Government Lobbying, Elections, Prohibition, Political Parties, District of Columbia, No. 54. (Government Printing Office.) Free.

Tennessee Valley Authority. 1933. 25 p. Mimeograph. (Tennessee Valley Authority.) Free.

General information on the T.V.A. presented in a form which may be readily used in the classroom. (Civics; Economics; Geography.)

Employment in Retail Establishments in Italy. 1933. 3 p. Mimeograph. (Office

of Education, Vocational Education, Miscellaneous Circular No. 1504.) Free. Establishment of Diplomatic Relations with the Union of Soviet Socialist Republics. 1933. 22 p. (Department of State, Eastern European Series No. 1.) 5¢.

Text of correspondence exchanged between President Roosevelt and President Kalinin and Mr. Litvinoff; Secretary of State Hull and Mr. Litvinoff; and other State Department and Soviet officials. (International relations; History.)

Post Office Department. 1933. 5 p. (Post Office Department.) Free.

Statement of functions and duties of the Post Office Department. (Civics.)



Introduction to music at the nursery school, Western Reserve University.

Codes of Fair Competition for: Electrotyping and stereotyping industry, No. 179; Motion-picture industry, No. 124; Photoengraving industry, No. 180; Radio broadcasting industry, No. 129. (National Recovery Administration.) 5¢ each.

Reorganizing the Individual Farm Business—A teaching procedure to be followed in evening agricultural schools. 1933. 27 p. (Office of Education, Vocational Education Monograph No. 18.) 5¢.

Prepared to assist teachers, teacher trainers, and supervisors of agricultural education in providing evening school instruction on farm reorganization. (Agriculture; Teacher training; Adult education.)

Mineral Resources of the United States, 1930. Pt. I, Metals. 1933. 1142 p. (Commerce Department, Bureau of Mines.) Cloth, \$1.50.

Contains 35 chapters of which 15 are State or regional reports relating to gold, silver, copper, lead, and zinc mining, 18 are general reports on various metals or metalliferous mineral products, 1 gives statistics on ore concentration, and 1 gives statistics on mineral production of the world, 1924-29, by countries. (Economics; Mineralogy; Geology; Geography.)

The European Chemical Industry in 1932. 1933. 72 p. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 813.) 10 cents.

Reviews the chemical industries of 22 European countries. (Geography; Economics.)

The following publications are available by purchase from the Pan American Union, Washington, D.C., at the prices stated:

Rio De Janeiro—The Fair Capital of Brazil. 1933. 27 p., illus. (Pan American Union, American Cities Series No. 3-A.) 5 cents.

Coffee—A Great Brazilian Industry. 1933. 22 p., illus. (Pan American Union, Commodities of Commerce Series No. 17.) 5 cents.

Seeing South America. 224 p., illus. (Pan American Union.) 25 cents.

A brief work on travel routes, expenses, cities, climate and wonders of the great southern continent.

Ports and Harbors of South America. 200 p., illus. (Pan American Union.) 25 cents.

Describes and illustrates the leading ports of Argentina, Brazil, Chile, Colombia, Ecuador, Panama, Peru, Uruguay, and Venezuela.

Seeing the Latin Republics of North America. 185 p., illus. (Pan American Union.) 25 cents.

Presents condensed facts about travel in Cuba, Mexico, Salvador, Nicaragua, Costa Rica, Haiti, Panama, Honduras, Guatemala, and the Dominican Republic.

Film strips

The following film strips are available from the United States Department of Agriculture:

114. Farm Forestry in the South. (60 frames.)

188. Range Management in the National Forests. (50 frames.)

216. Forest Planting in the Northeastern States. (39 frames.)

219. Keeping Livestock Out of the Woods in the North Central States. (55 frames.)

Maps

Mineral Resources of the Tennessee River Basin and Adjoining Areas. 44 by 64 inches. (U.S. Geological Survey.) Price, \$1.

Shows the location of coal, iron, and nonferrous metals; structural materials; and nonmetallic minerals.

—MARGARET F. RYAN.

The staff of the Office of Education in the United States Department of the Interior is constantly engaged in collecting, analyzing and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries

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JANUARY 1933 — JANUARY 1934

(Mimeographed)

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- #No. 70. State and private schools for the blind, 1930-31.
- *No. 71. Tests in the social studies.
- #No. 72. List of educational research studies in city school systems, 1931-32.
- *No. 73. Per capita costs in city schools for 1931-32.
- *No. 74. Camps and public schools.
- #No. 75. State and private schools for the deaf, 1930-31.
- *No. 76. Public and private residential schools for mentally deficient and epileptics, 1930-31.
- *No. 77. Higher education in foreign countries, its history and present status. (List of references.)
- *No. 78. Government publications showing the work of the Government.
- *No. 79. Some effects of the economic situation on city schools.
- *No. 80. Some effects of the economic situation upon the rural schools.
- *No. 81. An indexed list of city school reports, 1930-31.
- *No. 82. Practical aids for study groups and for individuals interested in child care and training.
- *No. 83. Public and private residential schools for delinquent children, 1930-31.
- *No. 84. How school departments of home economics are meeting the economic emergency.
- *No. 85. Legislative action in 1933 affecting education.
- *No. 86. Educational activities for the young child in the home.
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- #No. 90. Collegiate courses in advertising, 1932.
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- *No. 94. Collegiate courses in accounting and business statistics.
- #No. 95. Collegiate courses in banking and finance, 1932.
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- *No. 111. Recent courses of study for elementary and secondary schools.
- *No. 112. Centralized purchasing and distribution of school supplies.
- *No. 113. Economies in class and school organization.
- *No. 114. Techniques for teaching large classes.
- *No. 115. Operation and maintenance of the school plant.
- *No. 116. Economies through budgeting and accounting.
- *No. 118. Selected and annotated bibliography on education during the depression.
- *No. 119. Public education during the past year and prospects for the coming year reported in July 1933 by 33 States and the District of Columbia.
- *No. 120. An annotated bibliography on the education and psychology of exceptional children:
- Part I. Exceptional children. 7 p.
 - Part II. Mentally deficient children. 10 p.
 - Part III. Gifted children. 6 p.
 - Part IV. Socially maladjusted children. 20 p.
 - Part V. Blind and partially seeing children. 8 p.
 - Part VI. Deaf and hard-of-hearing children. 11 p.
 - Part VII. Crippled children. 7 p.
 - Part VIII. Speech defective children. 5 p.
 - Part IX. Delicate children. 3 p.
- *No. 121. The economic outlook in higher education for 1933-34.
- *No. 122. Legislative action in 1933 affecting education.
- *No. 123. The Negro and the emergency in education.
- *No. 124. City schools and the economic situation.

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SCHOOL LIFE



March

1934

Vol. XIX • No. 7



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Overworked Textbooks • This Flying Game • Recovery Program News • Camera!
Education Bills Before Congress • University of the Woods • Our Presidents
Negro Education Conference • Education's Competitors • Arbor Day Aids

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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Parent Education

Physical Education

Teacher Education

Health Education

Industrial Education

Educational Tests and
Measurements

Foreign Education

Adult Education

Agricultural 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 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D.C. To foreign countries, 85 cents a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U.S. Department of the Interior, Washington, D.C.



An inspiration of the frontispiece photograph in the N.E.A.'s 12th Yearbook of the Department of Superintendence, the cover illustration for this issue was drawn by Warren Ferris of the Government Printing Office



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NEW CIRCULARS

(Single Copies Free)

A Selected and Annotated Bibliography on Education During the Depression, Particularly Emphasizing Economies, Circular No. 118.

Public Education During the Past Year and Prospects for the Coming Year, Reported in July 1933 by 38 States, Circular No. 119. (Reprint.)

Economic Outlook in Higher Education for 1933-34, Circular No. 121. (Reprint.)



OFFICE OF EDUCATION
United States Department of the Interior

University of the Woods

THOUSANDS of them used to ride freight trains. Thousands of them went to high school or college in days past. Thousands of them were respectable wage earners, until prosperity went around the corner.

But today they're all students together, in America's 1,468 C.C.C. camps, active and enthusiastic participants in the most interesting, practical, informal educational experiment ever attempted on a Nation-wide scale.

And what are the 300,000 C.C.C. boys studying? Hundreds of courses, many of which are not found in our leading colleges and universities. Subjects range from elementary reading, writing, and arithmetic, to such difficult and advanced courses as Chinese history, taxidermy, aeronautics, dam and bridge construction, motor mechanics, refrigeration, archeology, and navigation.

A quick review of the several latest issues of *Happy Days*, C.C.C. weekly newspaper, reveals the extraordinarily wide variety of educational activities under way. The young men have spelling bees. They travel as far as 44 miles to attend night classes. They learn by lecture, lantern slides, motion pictures, radio, conversation, debating, and general discussion.

The War Department is charged with the responsibility for establishing an educational program in the camps. In performing this task they have called upon the Office of Education for advisory service in the selecting of educational advisers and in planning a program which will meet the needs of the men enrolled.

Commissioner of Education George F. Zook named Dean Clarence S. Marsh, of the University of Buffalo, as educational director of the new C.C.C. camp education program.

The Federal Office of Education is appointing and sending to the camps 1,468 educational advisers. These men, selected from nominations by State committees including directors of agricultural extension, university extension directors, and vocational education directors, have been chosen on the basis of training and experience. Their task will be to help with and extend the educational activities already inaugurated by the Army, National Park Serv-

★ THE CCC Educational Program Gathers Headway as Educational Advisers are Selected for the 1,468 Camps

ice, and Forest Service men now with the Civilian Conservation Corps.

A handbook prepared by the Office of Education gives suggestions for the development of C.C.C. educational programs. The program is expected to "develop each man's powers of self-expression, self-entertainment, and self-culture, as well as his pride and satisfaction." It is hoped also that the new education will "develop in each man an understanding of the prevailing social and economic conditions so that he may cooperate intelligently in improving these conditions." Other aims of the program are "to preserve and strengthen good habits of health and of mental development", and "to develop an appreciation of nature and of country life."

C.C.C. camp educational advisers are not to be schoolmasters or school teachers, as most of us think of teachers. Instead they are to be regarded as counselors who talk with the young men and lead them to develop themselves rather than preside over classes.

Guidance for each individual student is urged. And there will be much informal

study, reading, and discussion. Such tasks as book assignments to be prepared or turned in at specified times are not in the picture. The young men are allowed perfect freedom of activity and thought and plenty of time to work out their own problems in the field of endeavor which most interests them.

Hobbies, individual reading, round-table discussion, and camp-fire activity are encouraged in the camps, rather than class work, assignments, and recitations. The conference system of having those who know something about a subject, from past experience, tell others, is also to be widely used. Use of motion-picture facilities, utilization of the radio, magazines, and newspapers, as well as books, will help to make the new C.C.C. educational programs more effective.

Some of the courses already being studied in C.C.C. camps are: English literature, composition, American history, science, geography, civics, current events, bookkeeping, mathematics, arithmetic, trigonometry, spelling, government, business administration, algebra, sociology,



The twelve directors of the C.C.C. educational program. Seated, from left to right, are Dr. George F. Zook, U.S. Commissioner of Education; Dr. Clarence S. Marsh, chief C.C.C. educational director, and George Gant, assistant to Dean Marsh. Standing, from left to right, are the nine corps area educational advisers: Nat T. Frame, L. W. Rogers, Kenneth Holland, Carroll A. Edson, T. G. Bennett, J. B. Griffing, Malcolm G. Little, Thomas H. Nelson, and Silas M. Ransopher.

economics, Spanish, German, French, geology, penmanship, shorthand, type-writing, music, tree surgery, plumbing, zoology, botany, journalism, commercial and patent law, photography, taxidermy, psychology, chemistry, Chinese history, blueprint reading, salesmanship, road construction, physiology, hygiene, furniture making, motor mechanics, map making, boxing, baking, agriculture, debating, Constitution of the United States, illustrated history, State history, drafting, woodcraft, electricity, dramatics, refrigeration, show-card writing, cooking, blacksmithing, carpentry, first-aid, forestry, motion-picture projection, archeology, light plant operation, engineering, surveying, sanitation, aeronautics, navigation, leadership, bugling, astronomy, and radio.

JOHN H. LLOYD

Headquarters of Dean Marsh, educational director of the C.C.C. Camps, is the Federal Office of Education in the Hurley Wright Building, Washington, D.C. Further issues of School Life will contain C.C.C. camp education notes prepared each month by Dean Marsh himself.

For University Credit

CORRESPONDENCE courses carrying college credit are being offered to young men in the C.C.C. camps by the University of Wisconsin. With the cooperation of Malcolm G. Little, Sixth Corps Area adviser and former assistant dean of the extension department of the university, a pamphlet, "What of Your Leisure Hours?" has been prepared, listing courses which are available. These include high-school subjects, business courses, vocational subjects, and courses with cultural aims. The university has made an average reduction of 37 percent in the cost of correspondence courses to C.C.C. campers. Copies of the booklet are being distributed to the camp advisers.

Nation-wide News

Gratitude

Mill hands in Georgia have sent to President Roosevelt an expression of their gratitude for the opportunity that has come to them to go to school. They wrote: "The plans of the N.R.A. of having a shorter work week are giving us a golden opportunity of attending school and getting an education which for various reasons was cut short during our childhood days."—*From letter to White House.*

Teachers Borrow

The Detroit Teachers Credit Union is celebrating its ninth anniversary. More than 2,100 have borrowed 2 million dollars at low interest rates, and the losses of the organization do not exceed 1½ percent.—*The D.T.A. News, Detroit, Mich.*

Rich County

The Richmond County (Ga.) Board of Education boasts of a half century record of meeting all pay rolls promptly and reports that it now has \$121,000 cash on hand. It is one of the few counties in the State which has paid its teachers in full for services to date.—*New York Times.*

Museum Interest

A method of evaluating public interest in museum rooms has recently been devised. The "interest coefficient" is found by dividing the average visitor's time by the time it takes to walk through the room. By checking public interest in certain rooms it is possible to improve museum service.—*Museum News of the American Association of Museums.*

Radio Listeners

More than 135,000 persons in Houston, Tex., "listened in" to a series of lectures on American Education Week, according to a census taken through the schools. Houston's population is 300,000.—*Letter to the Editor.*

Travelers

The 833 pupils of Trinity High School, Washington County, Pa., travel a total of more than 6,700 miles each day to attend school, a sufficient distance to carry one of them from Maine to California and back.—*Pennsylvania Public Education Bulletin.*

Prosperity in California

In Fresno, the teachers' salaries have been restored to last year's levels, the 10 percent cut made in May having been found unnecessary. The Modesto Board of Education recently raised the contracts of all certified employees.

BEN P. BRODINSKY

CWA Millions Aid Schools

WHAT the good fairy did for Cinderella the C.W.A. has done for a great many American schools that were equally needy.

How much of the \$450,000,000 allotted for Civil Works was used to employ painters, carpenters, and other unemployed craftsmen on school repair and renovation will never be known. Projects were approved locally. But reports reaching the Office of Education indicate that public schools were favored. In Minneapolis, alone, more than \$2,000,000 of C.W.A. expenditures went for school improvement.

Typical reports are these:

Pueblo, Colo.—Civil Works laborers are completing school projects including construction of a regulation racing track, leveling school building site, painting and renovating school buildings (January 13).

Raleigh, N.C.—North Carolina has blazed a new trail for the C.W.A. in proposing a health education park center for every rural county in the United States. In 2 weeks half of North Carolina's hundred counties had offers of the park centers as donations and had committees of representative leaders preparing park projects (December 24).

Passaic, N.J.—Board of education appropriates \$4,000 for materials so that

\$30,000 in C.W.A. wages can be paid for labor on school improvements (January 9).

Decatur, Ill.—County C.W.A. administration has been asked to authorize \$10,000 in wages to employ at least 25 painters for redecoration of public schools (January 3).

Jacksonville, Fla.—Granting of 13 requisitions for material for Duvall County school system C.W.A. projects lends impetus on work of more than 50 projects (January 5).

Minneapolis, Minn.—The school board today instituted a move to complete a \$3,000,000 program for thorough rehabilitation of all city school buildings. All but \$350,000 would be obtained through the C.W.A. (January 16).

Canton, Ohio.—Three additional county school projects were started this week. They include repairing buildings, grading athletic fields, etc. (January 12).

New York, N.Y.—Mural designs for 26 schools are under way . . . The popularization of art through painting of murals in schools, hospitals and other public buildings has been somewhat analogous to the popularization of symphonic music and opera by radio . . . 1,977 works of art have been created. (March 10, 1934).

Recovery Program News

OF THE 4,000,000 persons put on pay rolls through C.W.A. and F.E.R.A. projects during the past few months, it is estimated that 242,000 were women employed to do both skilled and unskilled work. This means that 1 of every 16 persons getting employment in the national recovery program is a woman. It is also estimated that of the 40,000 persons employed in the emergency educational program to teach others, between 25,000 and 30,000 were women.

Student loans

The women's division of the Federal Emergency Relief Administration reports that more college boys are taking advantage of the opportunity to receive loans to continue their education than girls. The recent F.E.R.A. ruling requires an equitable distribution of loans between sexes, allocating jobs between young men and women in proportion to the enrollment of each. This ruling will be strictly enforced, it was reported at headquarters at the time of going to press. Office of Education records reveal there are 6 boys to every 4 girls in our institutions of higher learning.

The night letter of February 16 sent out by Harry L. Hopkins, F.E.R.A. Administrator, which specified the dropping of employees from civil works and Civil Works Service pay rolls effective February 23, read also:

"Reductions to be made in educational program and any other Federal projects will be ordered through Federal departments and you will be notified."

This letter went to State emergency relief administrators. If any changes are made in the F.E.R.A. educational program, the Federal Office of Education will announce them, through notices to State, city, and county superintendents of schools, and heads of colleges and universities. Reports will also be carried in SCHOOL LIFE.

Workers' education

State superintendents of education have received from F.E.R.A. headquarters a memorandum of policies to guide the organization and instruction of workers' education classes for unemployed teachers. City and county superintendents should

★ REPORTS of Progress and Helpful Suggestions for the Emergency Educational Program in Your Community

also know of this movement to "instruct unemployed and other adults who are in need of further general educational activities to make them well-informed, responsible, and self-supporting citizens."

A national conference on workers' education held in Washington, D.C., was sponsored cooperatively by the Department of Labor and the Office of Education to discuss workers' education and to help stimulate the movement which offers to men and women workers in industry, business, commerce, domestic service, and other occupations an opportunity to train themselves in clear thinking through the study of those questions closely related to their daily lives as workers and as citizens.

More than 40 leaders in education and labor circles who attended the conference heard Secretary of Labor Perkins say, "Adult education must take into consideration what grown-up people want of what the world provides. . . . Grown-ups want a different kind of education. They want to go to someone who knows more about the subject than they do. But they also want to find out things for themselves."

Repair booklet

City and county superintendents of schools are evidently finding good use for a pamphlet recently sent out from the Office of Education on "Repairing and

[Continued on page 146]

Projects

WHAT are some of the types of work projects for women in operation in the various States? Following are some reported to F.E.R.A. headquarters. While these are projects reported for women workers, men have also been employed on many of these projects which come close to education:

- | | |
|--|---|
| Office work. | Making household supplies, furnishings, and clothing. |
| Desk service in libraries. | Preparation of illustrative material for use in home economics classes. |
| Cataloging, rebinding, indexing, cleaning, and oiling books. | School lunches. |
| Inventory of books. | Arts and handicraft shops. |
| Extension education. | Rural school-teacher helpers. |
| Museum guide service. | College student assistance. |
| Art gallery guide service. | Fire-prevention education. |
| Teaching naturalization classes. | Study of health habits of grade-school children. |
| Music teaching. | Negro survey: Occupation, school attendance, living conditions. |
| Census of unemployed youths 18 to 20 years old. | Census of school children. |
| Study of relative merits of large and small public-school classes. | Study of juvenile delinquency factors. |
| Curricula study for dull normal children. | School dental clinics. |
| Study of occupations of 1931-33 high-school graduates. | Nursing service in public schools. |
| Vocational education survey. | School attendance officers. |
| Vocational activities of the blind. | Kindergartens. |
| Survey of illiteracy. | Day nurseries. |
| School transportation system study. | Recreation and musical programs. |
| Inspection of school busses. | Community centers. |
| Home-making classes. | Landscaping school grounds. |
| | Renovating county schoolhouses. |

Pay Reduction Will Cut School Fund \$1,478,000
\$200,000 Slash in
Expenses of
MINNEAPOLIS, MINN.

MARION COUNTY TEACHERS PLEDGE CONTINUED DUTY
Thomas Says Loyal Staff Will Keep Schools Open Despite Uncertainty Of Pay

CITY AND SCHOOL PAY WARRANTS CASHED BY BANK
City and school district employees yesterday received cash from warrants from
SEATTLE, WASH.

ADULT EDUCATION WORK UNDER WAY
Twenty-Three Teachers On Weekly Payroll Of \$221 In Glendale Schools

JOBLESS TEACHERS TO BE GIVEN WORK
Will Make Survey of Children in School
HOUSTON, TEXAS

CWA TO EMPLOY MORE TEACHERS FOR ADULT WORK
HUNTINGTON, W. VA.

COUNTY SCHOOLS MAY BE CLOSED
Funds Needed to Keep Doors Open in 15 Districts; 9,000 Children Involved

Marion County teachers are 100 percent loyal to their duty and will continue to teach as long as they are permitted to do so.

Glendale city schools has secured twenty-three of the forty-seven teachers employed in the district.

Glendale city schools has secured twenty-three of the forty-seven teachers employed in the district.

Doors Slammed At 200 Schools
As Year Begins

Continuation of School Pay Cuts to be Requested
PASSAIC, N. J.

HEAVY SALARY CUTS IN COUNTY SCHOOLS
Survey Shows Teaching Force OKLAHOMA CO., OKLA.

Many More To Close By End Of Month, Reports
BIRMINGHAM, ALA.

SCHOOL BUDGET CUT EXCEEDS \$350,000

School Plan Will Provide Work for 40
Comprehensive Program to Be Launched Here in Adult Educational Field.

U. S. TO REOPEN SCHOOLS, PLACE IDLE TEACHERS
Rural Movement to Start at DETROIT, MICH.

SCHOOLS TOOK MOST OF TAX REDUCTION
Out \$2,800,000 or 55 Percent of Total in All

TEACHERS SCRIP ISSUE IS GRANTED
TOLEDO, OHIO

School Teachers Of Mayfield Vote To Continue Strike
Select Committee to A SCRANTON, PA.

HUNDREDS OF JOBLESS GET INSTRUCTION
DENVER, COLO.

Non-Payment of Tuition May Force 900 Students Out of Paterson's Two High Schools
PATERSON, N. J.
Approximately \$300,000 Due City from Six Suburban Municipalities. In Richmond County Gets \$173,818 for PWA School Jobs

EMERGENCY SCHOOL ACTIVITIES FOR THIS CITY ARE AUTHORIZED
SPRINGFIELD, MASS.

Soon To Pay Back Salary Of Teachers
Hopes Lifted in Ang out County, Sale \$7,000 of Bond ATLANTA, GA.

EXTENSION OF NEGRO SCHOOL TERM IS ASKED
Government Aid w/ City SHREVEPORT, LA.

WILL ACCEPT FEDERAL AID
School Board to Establish Pre School at BROCKTON, MASS.

Teachers Make 10 p.c. Salary Contribution

Clark County Is Seeking PWA Loan For School Work
An application for a public works loan of \$50,000 from Educational District No. 1 of Clark county for the purpose of providing vocational training for three Clark county boys was received yesterday at the office of Robert A. Allen, P. W. A. engineer in Nevada.

JOB FOR 100 IDLE SCHOOL TEACHERS
KANSAS CITY, MO.

CITY TO OBTAIN \$35,032 TO PAY BACK SALARIES
CHARLESTON, S. C.

2 NEW SOURCES TO PROVIDE JOBS FOR TEACHERS
CCC to Get Advisers and Relief Authorities to Extend Columbus, Ohio

CITY SCHOOLS LIKELY TO NEED TEN MILLION
BUFFALO, N. Y.

Committee Commends The Action
MEDFORD, MASS.

RENO, NEV.
The school board at Reno, Nev., has voted to accept a PWA loan for school work.

FEDERAL FUNDS FOR ADDITIONAL EDUCATION WORK
BRIDGEPORT, CONN.

Will Aid Teachers
BRIDGEPORT, CONN.

SEE BANKERS TODAY

Finishing Touches

Finishing Touches

E E P

JACKSON, *Miss.*—A State-wide school plant survey under C.W.A. auspices—the first in Mississippi—will be launched Thursday morning to employ 400 women. The investigation will cover every physical detail of school ground and plants, number of students, original cost, present valuation, equipment, etc. The survey will mean future economy to the State school system (January 17).

Fort Worth, Tex.—Home economics classes open to housewives and others established through C.W.A. opened today in nine schools (January 10).

Steilacoom, Wash.—Five evening classes are being organized under the direction of Pierce County Emergency Education Relief Council. Subjects: Shorthand, public speaking, dramatics, sewing, and political science (January 14).

Hundreds of newspaper clippings like these are rolling into the Federal Office of Education. They tell the thrilling story of the greatest extension of education's frontiers in recent years.

From every State, from communities large and small, come the clippings about the E.E.P. which (for the information of those weak on their Recovery alphabet) stands for Emergency Education Program.

Developed under the six authorizations, interpreted and extended, by Civil Works Administrator Hopkins, E.E.P. has created almost overnight our country's first Nation-wide adult education program.

Variety, ingenuity, and administrative resourcefulness characterize the educational activities created through the expenditures of Federal relief funds for needy teachers. Classes in hundreds of activities in which men and women want to improve their abilities have been organized; Spanish, cooking, chess, public speaking, modern poetry, reading and writing. Important social and educational surveys have been inaugurated. Preschools have been started in mining villages as well as big cities. School censuses have been taken.

Following are typical reports on the "biggest news" in education today:

Evansville, Ind.—Evansville's adult education program through which 22 unemployed teachers have been placed on

★ THREE "New Deal" Letters Which Have Given the United States Its First Nation-wide Adult Education Program, News Reports Show

Federal pay rolls has been rated the best developed program in the State, by P. H. Hightower, State emergency director. Total enrollment, 905 (January 15).

Dental survey

Camden, N.J.—One hundred dentists in Camden County have volunteered their service in making a dental survey among the school children. The purpose is to enable the F.E.R.A. to formulate plans whereby constructive work can be accomplished in caring for children's teeth. A cross section of dental conditions in the counties will be determined through the State-wide survey which is a part of the national program (January 11).

Seattle, Wash.—With more than 60 men and women already enrolled, the following classes in adult education opened yesterday at Lowell School: English for foreigners, current events, sewing, cooking, home arts. A kindergarten teacher will be provided to care for children while parents are in the classrooms if the registration warrants (January 14).

Sailor sculptors

Philadelphia, Pa.—Longshoremen have turned cartoonists; sailors sculptors; peddlers artists; truck-drivers writers. This is not a dream or theory. It is one of the things brought about by community extension centers established through the aid of the Federal Government. Six evening schools were opened in Philadelphia in November, with six more the first of this month. The enrollment is between 19,000 and 20,000, with 1,200 teachers and other school workers now employed and 1,000 expected to be added (January 17).

Syracuse, N.Y.—First of a series of adult education classes in Onondaga County, to be taught by unemployed teachers under a C.W.A. allotment of \$5,000 per month, will open next week. In addition to Americanization work,

classes will be formed to teach music, art, drawing, public speaking, bookkeeping, typewriting, etc. (January 11).

Raleigh, N.C.—Eight hundred of the nine hundred teachers allotted to North Carolina for F.E.R.A. projects have been given jobs. Six hundred are now in training schools preparatory to beginning their work (January 14).

Minneapolis, Minn.—More than 35,000 men and women in adult education classes, 1,000 college students in educational institutions all over the State, and 500 unemployed teachers are enrolled in the emergency education program in Minnesota (January 11).

Peoria, Ill.—Only the approval of local educational relief program is necessary before some 60 unemployed Peoria teachers and 10 assistants are hired to conduct classes of preschool children and adults. The program will include: Bookkeeping, business English, business law, salesmanship, Government, drafting, electricity, mechanical drawing, cooking, sewing, interior decorating, and classes for preschool children 2 to 4 years, inclusive (January 3).

Reopen library

Baumont, Tex.—Tyrrell public library will again be open during the morning hours beginning Friday as the result of the allotment of five C.W.A. workers as assistants (January 3).

Saginaw, Mich.—Leisure-time education, community and unemployed gymnasium classes, nursery schools and Americanization classes make up the program carried on with the aid of the F.E.R.A. Some subjects offered are commercial law, general science, English, handicraft, chess, public speaking, contract bridge, modern poetry, French, Spanish, elementary instrumental music, orchestra, glee club, and elementary electricity (January 5).

Camera!



★ SENATOR *Royal S. Copeland Tells How Schools May Benefit from Plan to Make 52 Motion Pictures of the Work of the Federal Government*

A PLAN has been proposed to produce 52 one-reel motion-picture films, showing the work of the United States Government. These films are to be made available to the schools of the country at a very low fee plus transportation costs.

In thousands of schools the pupils will be able to see the Federal Government at work. The films are to have both sound and silent versions, so, if their schools are equipped with sound projectors, they will hear the spinning wheels of Government. Through the magic of the film, they will be able to watch with their own eyes how laws are drafted, discussed in committees, debated in the House and the Senate, and finally signed by the President. They will see the Bureau of Fisheries at work. They will be able to learn through the swift and effective medium of visual education the services of the Bureau of Mines, the Coast and Geodetic Survey, how our national parks and forests are cared for, the Army and Navy, and how money and stamps are made.

It is amazing what vague ideas most persons hold regarding the functions of our Government, its bureaus and establishments. I believe this is an opportune time to acquaint the pupils in its schools and the general public, with the activities

of the various Government agencies. The many activities inaugurated under the recovery program have intensified public interest in the work of the Government. There is great desire to understand the scope and methods of operating the Federal services.

Through motion pictures, millions will come to understand how our Government functions and will have a clearer insight into what it accomplishes. Taxpayers will better understand how their contributions toward Government are effectively used for their own welfare. The films will serve a useful purpose in connection with the educational work to be carried on in the Civilian Conservation Corps camps.

I have been keenly interested in watching the reaction to the series of educational films produced under the supervision of the Bureau of Mines. These have been made in cooperation with and financed by American industry. The films will be available for distribution through numerous channels.

It is proposed that the new series of 52 films on the work of the Government should be produced by some one of the major motion-picture companies. This company will be asked to do the whole job without expense to the Government, but with Government advice and counsel. This will be best done through the Bu-

reau of Mines motion-picture section, because it has had extensive experience in this field.

34 tons of films

The films will be treated in narrative-story style, with entertainment appeal. Their production will cost, it is estimated, about \$100,000, or an average of about \$1,900 per film. Each subject may be treated in one reel. According to tentative plans the 190,000 nontheatrical and educational and civic institutions and organizations equipped with silent film projectors will be able to obtain these films at a rental of 50 cents each, plus transportation charges.

The Bureau of Mines, it is hoped, will represent the Government's interest in this project. That organization is said to have the largest and most authentic library of educational films in existence today. It consists of nearly 3,000 reels.

Last year 34 tons of motion-picture films were supplied. In 1933 this Bureau provided films for 53,865 showings. It is estimated that more than 5,000,000 persons saw the films. The Bureau of Mines sends its films free of charge except for a fee to cover transportation.

Certainly this should be good news to pupils and parents. The enterprise should do a world of good.

★ In the Lead

MAYOR LaGuardia, of New York, is in favor of establishing a "high school for art" devoted exclusively to music and art. Appreciation of beauty is vital for the training for leisure in the new social order, the mayor declared in an address.... Coffee pots, electric toasters, vacuum cleaners, meters, and flues, will be the equipment in a course of Home Mechanics to be given by the School of Education at New York University. "Study will be made of the underlying principles of the mechanism of household appliances," reads the university catalog.

New York Times

★ Books

HOW Kenosha County, Wis., provides books for its schools is graphically described in Wisconsin Journal of Education for January, by the county superintendent, R. S. Ihlenfeldt. After showing how the county library has been built up, he writes at some length on the reading problem and the development of an effective reading program, under the provocative title, Are we recognizing rural reading responsibilities?

Education's Competitors

A VERY large proportion of our personal incomes is spent upon what we often call leisure-time activities. In this realm we are constantly called upon to choose whether we will purchase our pleasure from a private commercial concern or whether we will arrange for it through some cooperative action.

For example, the automobile manufacturer is ready and anxious to sell us a pleasure automobile; the publishing company offers us a wide selection of books; the chewing gum manufacturers have quite a display; in fact, there seems no end to human ingenuity in figuring out an endless variety of wares, good and bad in varying degrees, to tickle the palates or the vanities of fickle human beings and to stimulate their emotions and interests while they are not at work.

I do not mean to imply that the satisfaction of leisure time wants and desires through private business is necessarily deleterious to health or morals. In appropriate moderation these interests are usually wholly commendable and the men and women engaged in them are rendering a service to society which is just as definite and as great as those who supply our material necessities of life.

Tempting wares

I do wish to point out, however, that privately-owned interests of this kind and social organizations supported cooperatively are necessarily in competition with one another. What an individual spends in one way to satisfy his leisure-time wants cannot be spent in the other. In this competition private business has all the advantage. It can spend and does spend millions of dollars in perfecting psychological approaches to the individual which are irresistible. Hence the wares of a private business concern are often far more tempting than those things which usually develop through cooperative action.

For example, the movies are certainly in competition with various efforts which we establish cooperatively for the instruction and recreation of our children. Some years ago in Akron we took a sampling of about 3,000 children to find out how attendance at Sunday School compared with attendance at the movies. Some-

★ COMMISSIONER *George F. Zook* Points Out to Superintendents at Cleveland That Social Agencies Must Match Their Appeal Against That of Private Agencies

what to our surprise we found that while 55 percent of the children in the seventh and eighth grades attended Sunday School regularly, 35 percent occasionally, and 10 percent not at all, 89 percent went to the movies at least once per week and the other 11 percent occasionally. Somewhat the same situation prevails in the effective appeal of other types of commercial enterprises.

Criticism

Leisure time and self-improvement activities which we establish cooperatively must be paid for through self-imposed taxes, dues, and fees. They include, on the one hand, the church, the lodges, and a great variety of social organizations and,

on the other, all our public agencies supported through taxation. Among the latter the schools loom largest in total expenditure. It is to the great credit of the American people that they have been willing to employ a constantly increasing proportion of the adult population not needed in the production of material goods, in this public agency of individual and social improvement.

For a long time, however, we have all been conscious of a large amount of public criticism of the schools. Even now we find more lethargy about what we believe to be the proper financial support of the schools than we like. There can be no question that our first responsibility is to reawaken the American people to the fundamental significance of education in order that we may get it back on a basis at least as effective as in the predepression days.

Unless we adapt

I am convinced, however, that in spite of economies wisely administered and even a degree of personal sacrifice on the part of the teaching profession seldom seen among public employees, we may not again be able to capture the confidence and hence the support of our fellow citizens unless we can adapt the educational system to the demands of the new society into which we seem to be entering.

I do not believe that it is possible to recapture the confidence of the adult population of this country until they can be convinced that the program of the schools is adapting itself to the needs of the new era into which we are entering more rapidly than we realize. I believe further that the key to this situation is quite consciously to adopt the policy of making the schools of the future for men and women as well as for boys and girls. [From an address before the Department of Superintendence, at Cleveland, Ohio, February 28.]

New Task for Colleges

IF, AS seems clear, the abundance of production in this country is due largely to research in applied science laboratories, it might be well at this time for the colleges and universities to turn their energies more largely in the direction of studying and working out a better system of distribution of goods. There is today the same vague but persistent feeling of need in this area that there was relative to increased production two generations ago. While the problem is somewhat more intangible and is more complicated by the factor of human selfishness, it is nevertheless susceptible to the same processes of study and scientific treatment. Increasingly we must look for a solution of the problem of distribution to the researches of college professors and to the men and women whom they train.

Commissioner Zook

SCHOOL LIFE

VOL. XIX



NO. 7

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MARCH 1934

POOR MEN OF HISTORY

GUEST EDITORIAL

Some time before I get through with the small part which I have in education, I hope that someone is going to write a book on the famous poor men of history. Perhaps the first chapter would be devoted to Homer, who went about from house to house, with a group of boys, singing, and begging bread.

*And seven wealthy cities
Fought for Homer dead,
Through which same cities,
Homer living, begged for bread.*

Certainly a great chapter would be devoted to Jesus of Nazareth, who had not place to lay His head but has given to the world more than all the rich men; Christopher Columbus, living and dying, a poor man; John Bunyan, writing Pilgrim's Progress in Bedford prison, and Walter Reed, whom some of us knew as an unknown Army doctor in Washington, going down to Cuba and Panama, tracing that mosquito to its lair, and wiping it out and saving untold misery and hundreds of thousands of lives that were lost through yellow fever. Congress had to give his wife a pittance for a pension because he did not leave a cent.

The great, the famous poor men of history—how much have we dwelt on that in

this study of what our students need, and what we should give them: I think none of us has fully realized the challenge which now has come to education, to set up a new set of values about what life actually is.

WILLIAM MATHER LEWIS
North Central Association Quarterly.

A CITIZENS' CONFERENCE AT OHIO STATE

A national conference for citizens which will take up "Education—A Crisis in American Democracy", will be held at

Ohio State University on April 5. Among those who have accepted invitations to speak are Mrs. Franklin D. Roosevelt, Newton D. Baker, Glenn Frank, Robert M. Hutchins, Gov. Paul McNutt, and William J. Bogan. Commissioner of Education George F. Zook, with Frank P. Graves, New York State Commissioner of Education, and Gov. George White, and Federal Judge Walter C. Lindley, of Illinois, will act as chairmen of the meetings of the Citizens' Conference on the Crisis in Education. The regular Ohio State University educational conference will also be held.

Arbor Day Aids



ARBOR DAY, first celebrated in 1872 in Nebraska, has now become a definite place in courses of study. Uncle Sam furnishes the following bulletins, leaflets, and films, which may be used to good advantage in the celebration of the day:

Arbor Day. 22 p., illus. (Farmers' Bulletin No. 1492). 5 cents.

Origin and spread of the observance and dates on which Arbor Day is celebrated in various States. Suggests kinds of trees to plant, how to plant them, and how to care for them.

Growing and Planting Hardwood Seedlings on the Farm. (Farmers' Bulletin No. 1123.) 5 cents.

Propagation of Trees and Shrubs. 52 p., illus. (Farmers' Bulletin No. 1567). 10 cents.

Propagation by seeds, cuttings, layers, grafting, and budding, and of specific kinds of ornamental trees and shrubs.

Analysis of Special Jobs in Farm Forestry. 45 p. (Federal Board for Vocational Education, Bulletin No. 169, Agriculture Series No. 44). 10 cents.

Discussion of timber farming for profit, including woods management and tree planting of marginal, submarginal, and idle lands. Complete list of references to United States Department of Agriculture publications, motion pictures, film strips, and lantern slides on farm forestry. Also lists State sources of information covering tree planting and sources of forest tree planting stock.

Our Forests—What They Are and What They Mean to Us. 34 p., illus. (Department of Agriculture, Miscellaneous Publication No. 162.) 5 cents.

Let's Know Some Trees (California). 38 p., illus. (Department of Agriculture, Miscellaneous Circular No. 31). 5 cents.



Forestry Clubs for Young People. (Department of Agriculture, Miscellaneous Publication No. 45.) 5 cents.

Useful to leaders of young people's forestry clubs. Suggests forestry activities and how to carry on these activities during each month of the year.

The Forest—A handbook for teachers. 72 p., illus. (Department of Agriculture, Miscellaneous Circular No. 90). 30 cents.

Suggestions for fall, winter, and spring sources of study for each grade of the primary, intermediate, and junior high school.

The following motion pictures on farm forestry prepared by the Forest Service will help the student to visualize much of what is talked about. They are available upon application to the Division of Motion Pictures, United States Department of Agriculture. The borrower must pay transportation charges only.

Two Generations—4 reels; Trees of Tomorrow—2 reels; Pines from Seed to Sawmill—2 reels; Dual-Purpose Trees—1 reel; Wood Wisdom—1 reel; The Forest and Water—1 reel; and On a Thousand Hills—1 reel.

The Superintendent of Documents has issued a price list of Government publications on "Forestry—Tree planting, management of national forests" (No. 43) which he distributes free upon application.

Education Bills Before Congress

THE FEELING throughout the country that the Federal Government should furnish aid to education during the present emergency has resulted in the introduction in Congress during the past month of bills providing for direct Federal aid for elementary and secondary schools, and for loans to school districts and institutions for higher education. The bills providing for direct Federal aid are S. 2402, S. 2522, H.R. 6621, H.R. 7525, H.R. 7477, H.R. 7479, H.R. 7520, H.R. 7873; those providing for loans to educational institutions are S. 2350, S. 2436, S. 2753, H.R. 7015, H.R. 7854, H.R. 7977; and those providing for loans to school districts are H.R. 7546 and H.R. 7754.

Three bills, H.R. 7059, H.R. 7089, and H.R. 7802, providing for further cooperation with the States in vocational education have been introduced. Six bills were introduced for cooperation with local school districts in several Western States for the extension and improvement of school buildings on condition that Indian children be admitted to the schools maintained by such districts on the same terms, except as to payment of tuition, as are other children of the districts.

Thirty-four bills introduced during the month are as follows:

S. 2152

Grants to State of Michigan for institutional purposes the property known as "The Mount Pleasant Indian School", at Mount Pleasant, Mich., on condition that Indians resident in Michigan will be accepted in State institutions on entire equality with persons of other races, and without cost to the Federal Government. (Introduced Jan. 10, 1934, by Mr. Vandenberg of Michigan and referred to Committee on Indian Affairs; passed Senate Jan. 23, 1934; House, Feb. 7, 1934. Approved by President, Feb. 19, 1934.)

S. 2286

Authorizes expenditure of \$100,000 from any funds available for construction under provisions of the National Industrial Recovery Act or that may become available for cooperating with Joint School District No. 28, Lake and Missoula Counties, Mont., for extension and improvement of public-school buildings, at Arlee \$40,000, at Roman \$30,000, at St. Ignatius \$30,000; provided, that the schools maintained by said district shall be available to all Indian children of the Flathead Indian Reservation, Mont., on the same terms, except as to payment of tuition, as other children of said school district. (Introduced Jan. 12, 1934, by Mr. Wheeler of Montana and referred to Committee on Indian Affairs.)

★ LEWIS A. KALBACH *Summarizes Legislation Affecting Schools Presented in the House and Senate*

S. 2350

Authorizes Reconstruction Finance Corporation to make loans to any bona fide religious or educational institution to aid in the construction of any building to be used by it for religious or educational purposes and provides that interest rate shall not exceed 1 per centum per annum and no loan shall be made in excess of 50 per centum of the estimated cost of any such building. (Introduced by Mr. Davis of Pennsylvania and referred to Committee on Banking and Currency.)

S. 2379

Authorizes the State of Arizona to select for the use of the University of Arizona by legal subdivisions all or any portions of sections 11, 14, 22, and 28 and the east half section 21, township 14 south, range 16 east, Gila and Salt River meridian, Ariz., and upon satisfactory proof that the land contains saguaro groves or growths of giant cacti or are necessary for the care, protection, and conservation of such groves or growths the Secretary of the Interior shall cause patents to issue therefor, provided that all coal, oil, gas, or other mineral shall be reserved to the United States. (Introduced Jan. 18, 1934, by Mr. Ashurst of Arizona and referred to Committee on Public Lands and Surveys; reported favorably, Mar. 5, 1934.)

S. 2395

Grants public lands to States in which public lands are found and provides that with the exception of 52½ percent of royalties on oil and gas to be paid to the Treasurer of the United States, all proceeds from the sale and other permanent disposition of such lands and all proceeds from rentals and other use of such lands shall be available for use by the States as follows: 50 percent for support and maintenance of public schools; 25 percent for support and maintenance of higher institutions of learning; 25 percent for reclamation, highway construction or maintenance, or for such other public purposes as the legislature of the State may determine. The funds for education derived from sales of lands shall be perpetual funds only the income from which may be used for the purposes specified. (Introduced Jan. 18, 1934, by Mr. Erickson of Montana and referred to Committee on Public Lands and Surveys.)

S. 2402

Authorizes and directs Reconstruction Finance Corporation to make available \$50,000,000 for the year ending June 30, 1934, and \$100,000,000 for the year ending June 30, 1935, to assist the States, Territories, and the District of Columbia in the maintenance and operation of schools of elementary and secondary grade; funds to be disbursed on certification of the U.S. Commissioner of Education and to be allotted on the basis of need as determined by the ability of the States and Territories to maintain a term of normal length in the public schools of less than college grade; funds to be paid monthly except that upon passage of this act three fourths of the fund provided for 1934 shall be paid

immediately; the State school superintendent or commissioner and/or State board of education shall administer the funds within the several States and Territories according to State school laws. (Introduced Jan. 19, 1934, by Mr. George of Georgia and referred to Committee on Education and Labor.)

S. 2426

Public School at Wolf Point, Mont. (Introduced Jan. 19, 1934, by Mr. Wheeler of Montana and referred to Committee on Indian Affairs. Same as H.R. 6469.)

S. 2430

Grants to certain States, public lands within their borders and makes available a portion of the proceeds from the use or disposition of such lands as an endowment for public schools, only the income from such endowment funds to be used for that purpose. (Introduced Jan. 22, 1934, by Mr. O'Mahoney of Wyoming and referred to Committee on Public Lands and Surveys. Similar to but not identical with S. 2395.)

S. 2436

Authorizes Reconstruction Finance Corporation to make loans to public and private colleges, universities, and institutions of higher learning, or to corporations organized under the law of any State for the sole purpose of transacting business in the interest of any such college, university, or institution of higher learning, to aid in the financing of dormitories and other self-liquidating projects, and to aid in the refunding of student loans advanced by such institutions; provides that the interest rate on such loans shall not exceed 3 percent per annum. (Introduced Jan. 22, 1934, by Mr. Duffy of Wisconsin and referred to Committee on Banking and Currency.)

S. 2522

Provides for Federal aid to education. Same as 2402 except that the funds shall be made available from appropriations for the Civil Works Administration and are limited to the sum of \$50,000,000 for the fiscal year ending June 30, 1934. (Introduced Jan. 30, 1934, by Mr. George of Georgia and referred to Committee on Education and Labor.)

S. 2571

Authorizes Secretary of the Interior to enter into contracts with States for the education, etc., of Indians. Same as H.J.Res. 257. (Introduced Feb. 2, 1934, by Mr. Johnson of California and referred to Committee on Indian Affairs.)

S. 2753

Authorizes Reconstruction Finance Corporation to make loans to publicly and privately controlled colleges, universities, and other institutions of higher learning or to corporations organized under State law for the sole purpose of transacting business in the interest of any such college, university, or other institution of higher

learning to provide emergency relief through the re-financing of accumulated financial obligations. The interest rate is not specified, but the bill provides that loans shall be so amortized as to retire the entire loan within 50 years. (Introduced Feb. 13, 1934, by Mr. Walsh of Massachusetts and referred to Committee on Banking and Currency.)

S. 2769

Authorizes the expenditure from any funds available for construction under N.I.R.A., approved June 16, 1933, of \$38,000 for cooperating with Marysville school district no. 325, Snohomish County, Wash., for extension and improvements of school buildings on condition that schools maintained by said district shall be available to all Indian children of the district on the same terms, except as to payment of tuition, as other children of the district. (Introduced Feb. 14, 1934, by Mr. Bone of Washington and referred to Committee on Indian Affairs.)

H.J.Res. 257

Authorizes the Secretary of the Interior to enter into contracts with States for the education, medical attention, agricultural assistance, and social welfare of Indians, including the relief of distress of Indians and to expend under such contracts moneys appropriated by Congress for such purposes; authorizes the Secretary of the Interior to permit such States to utilize existing school buildings, hospitals, and other facilities, and all equipment therein or pertaining thereto, including livestock and other personal property owned by the Government of the United States. (Introduced Feb. 1, 1934, by Mr. O'Malley of Wisconsin and referred to Committee on Indian Affairs.)

H.R. 6621

Empowers the President to establish a commission of at least three persons to obtain information concerning districts which have been unable to compensate their school teachers and to make provision whereby such districts will be provided the necessary funds to reimburse their teachers; teachers of Catholic, Protestant, Hebrew, and other sectarian institutions of learning shall be included under the provisions of this act; the commission may also be empowered to compensate teachers and professors of colleges and universities and other schools of learning; the provisions of this act shall be retroactive and the President shall have the right to secure the necessary funds from the Treasury Department. (Introduced Jan. 9, 1934, by Mr. Dunn of Pennsylvania and referred to Committee on Education.)

H.R. 6968

Authorizes and directs Secretary of Commerce to issue research fellowships, no one of which shall exceed \$1,600 per annum, to any citizen having completed 4 years of education leading to a bachelor's degree in any reputable college or university in the United States and who is technically qualified to conduct research work in the various colleges and universities for the benefit of the various departments of the Federal Government or for private industry in the fields of chemistry and physics and the applied sciences relating thereto, including electrical, civil, sanitary, mechanical, chemical, and aeronautical engineering, and medicine; authorizes \$400 per year per fellowship for equipment and supplies; sets aside \$20,000,000 for the purposes of the act. (Introduced Jan. 16, 1934, by Mr. Hoeppe of California and referred to Committee on Education.)

H.R. 6971

Authorizes Reconstruction Finance Corporation to purchase at face value valid and unpaid warrants issued by legally organized school districts in payment of salaries of teachers and employees. (Introduced Jan. 16, 1934, by Mr. McClintic of Oklahoma and referred to Committee on Banking and Currency.)

R.H. 7015

Authorizes Reconstruction Finance Corporation to make loans to any college, university, hospital, or other institution of learning or charity that can and does offer adequate security for such loans and can satisfy the R.F.C. that such loan is necessary to enable said institution of learning to enlarge or expand its service to the public or that without such loan it will probably be compelled to curtail and reduce its service to the public. (Introduced Jan. 17, 1934, by Mr. McSwain of South Carolina and referred to Committee on Banking and Currency.)

H.R. 7059

Provides for further development of vocational education. (Same as S. 2119.) (Introduced Jan. 18, 1934, by Mr. Ellzey of Mississippi and referred to Committee on Education; reported Mar. 2, 1934, with amendments reducing the authorized appropriations to \$3,000,000 per annum and limiting such appropriations to 3 years.)

H.R. 7089

Provides for further development of vocational education. (Introduced by Mr. Jeffers of Alabama and referred to Committee on Education. Same as S. 2119 and H.R. 7059.)

H.R. 7146

Public-school building at Brookton, Mont. (Introduced Jan. 20, 1934, by Mr. Ayers of Montana and referred to Committee on Indian Affairs. Same as S. 1977.)

H.R. 7237

Lands for University of Arizona. (Introduced Jan. 23, 1934, by Mrs. Greenway of Arizona and referred to Committee on Public Lands. Same as S. 2379.)

H.R. 7241

Transfers to Nebraska for institutional or other public use the lands, structures, equipment, furniture, and other property owned by the United States and used for the United States Indian School at Genoa, Nebr. (Introduced Jan. 23, 1934, by Mr. Howard of Nebraska and referred to Committee on Indian Affairs.)

H.R. 7300

Authorizes and directs the Secretary of Labor to prescribe a course of study for the instruction of aliens entering the United States, such introduction to be given in a school established and maintained by the Secretary of Labor at each port of entry for aliens. (Introduced Jan. 24, 1934, by Mr. Strong of Texas and referred to Committee on Immigration and Naturalization.)

H.R. 7351

Grants public lands to certain States and provides that portions of the proceeds shall be available for educational purposes. (Introduced Jan. 25, 1934, by Mr. Ayers of Montana and referred to Committee on Public Lands. Practically same as S. 2395.)

H.R. 7361

Authorizes expenditure from any funds available for construction under National Industrial Recovery Act of June 16, 1933, of \$50,000 for cooperation with White Swan School District No. 88, Yakima County, Wash., for extension and improvement of public-school buildings on condition that the schools maintained by said district shall be available to all Indian children of the district on the same terms, except as to payment of tuition, as other children of said district. (Introduced Jan. 25, 1934, by Mr. Knute Hill of Washington and referred to Committee on Indian Affairs.)

H.R. 7412

Authorizes the expenditure of \$38,000 from any moneys available for construction under the provisions

of the National Industrial Recovery Act for extension and improvement of school buildings in the Marysville School District No. 325, Snohomish County, Wash.; provided, that schools maintained by said district shall be available to all Indian children of the district on the same terms, except as to payment of tuition, as other children of said district. (Introduced Jan. 29, 1934, by Mr. Wallgren of Washington and referred to Committee on Indian Affairs.)

H.R. 7477

Provides for Federal aid to education. Similar to S. 2522. (Introduced Jan. 30, 1934, by Mr. Collins of Mississippi and referred to Committee on Education.)

H.R. 7479

Provides for Federal aid to education. (Introduced Jan. 30, 1934, by Mr. Ellzey of Mississippi and referred to Committee on Education. Same as S. 2402.)

H.R. 7520

Authorizes an appropriation equal to not less than \$2 per enumerated school child to be immediately available for allocation by the Secretary of the Interior to each county treasurer in each State for the use of public schools; no school shall receive any of such aid unless such school is unable by taxation or otherwise to maintain its school term as it was maintained for the school year 1931-32 and previous years; provides that no department of Government shall exercise any control of any of said schools receiving such aid; all school warrants for payments of salaries in public schools issued between January 1, 1932, and July 1, 1934, shall be considered eligible for purchase or loans by Reconstruction Finance Corporation, such loans to be made at face value and bear interest at rate not to exceed 1 percent per annum. (Introduced Jan. 31, 1934, by Mr. Cartwright of Oklahoma and referred to Committee on Education.)

H.R. 7525

Provides for Federal aid to education. (Introduced Jan. 31, 1934, by Mr. Brown of Kentucky and referred to Committee on Education. Same as S. 2402.)

H.R. 7546

Authorizes Reconstruction Finance Corporation to make loans to school districts to enable them to reduce or refinance their outstanding indebtedness. Such loans shall bear interest not to exceed 4 percent per annum and may be made for periods not to exceed 33 years. (Introduced Feb. 1, 1934, by Mr. Terry of Arkansas and referred to Committee on Banking and Currency.)

H.R. 7595

Directs Secretary of the Interior to establish a grazing district out of vacant public lands in certain townships in Oregon and provides that 25 percent of funds received from such grazing district during any fiscal year shall be paid to the State of Oregon for the benefit of public schools and public roads of the county or counties in which the grazing district is situated. (Introduced Feb. 2, 1934, by Mr. Pierce of Oregon and referred to Committee on the Public Lands.)

H.R. 7754

Authorizes the Reconstruction Finance Corporation to make loans to municipalities and public-school districts for the payment to teachers of unpaid as well as current salaries, such loans to be made upon school warrants and real-estate tax warrants issued in anticipation of collection of taxes in amount not less than 80 percent of the face value of such warrants; not more than \$500,000,000 shall be loaned under this act; the rate of interest shall not exceed 3 percent per annum and loans shall be made for a period not to exceed 10 years. (Introduced Feb. 7, 1934, by Mr. Britten of Illinois and referred to Committee on Banking and Currency.)

Negro Education Conference

A NATIONAL conference on the education of Negroes sponsored by the Federal Office of Education will meet in Washington in May for the purpose of studying fundamental problems which are peculiar to the education of Negroes, and to focus the attention of the thoughtful people on the educational issues involved in the development, side by side, of two races as common citizens of the Nation.

Immediate aims of preparatory committees: To gather salient features of the body of facts resulting from the many educational studies which have been made concerning the Negro during the past few years; organize them into a unified whole; present them in such manner as to show their vital relation to an integrated program of Negro education; evaluate the implications of the data in terms of a feasible educational program.

Long-range objectives: To furnish a large body of crystallized and correlated data on problems of the education of Negroes directly to persons having to do with the control and administration of Negro schools; discuss these problems; canvass the desirability of a series of regional and local conferences as a follow-up of the National Conference; suggest definite changes in curricula, organization, and control of Negro schools in terms of the findings of the committees; suggest the need of and probable means for more adequate support of Negro education; serve as one additional step designed to bring about equalization of educational opportunity for the Negro.

Several committees are now at work which will report to the Conference when it convenes in May. The following is a list of the committees:

Group I

Home life, vocations, citizenship, leisure, health, and ethics and morals.

Group II

Elementary education, secondary education, collegiate education, adult education, and rural education.

Group III

Public institutions, private institutions, financial support of education.

★ A NATIONAL Meeting of Leaders to Consider Important Problems Will Meet in Washington in May

The Conference is under the general chairmanship of the United States Commissioner of Education, Dr. George F. Zook, and is directed by Dr. Ambrose Caliver, Federal specialist in the education of Negroes.

There is a planning committee composed of 28 colored and white leaders in educational, economic, social, and religious life among Negroes. In addition, there is a group of consultants composed of some of the leading colored and white citizens of the country. The names of the members of the planning committee and the consultants follow:

Planning committee

W. W. Alexander, director, Southern Interracial Commission, Atlanta; E. T. Attwell, National Recreation Association, New York; Mary McL. Bethune, president, Bethune-Cookman College, Daytona Beach; Fred Brownlee, executive secretary, American Missionary Association, New York; Ambrose Caliver, senior specialist in the education of Negroes, Office of Education; T. M. Campbell, agricultural extension work, Southwestern States, Tuskegee; Mabel Carney, Teachers College, Columbia University; Marion Cuthbert, director of education, Y.W.C.A., New York; V. E. Daniel, dean, Wiley College, Texas; John W. Davis, West Virginia State College; J. C. Dixon, supervisor of Negro education, Atlanta; Clark Foreman, adviser on economic status of Negroes; T. Arnold Hill, acting executive secretary, Urban League, New York; D. O. W. Holmes, Howard University; M. W. Johnson, president Howard University; Willis J. King, Gammon Theological Seminary, Atlanta; Fred McCuiston, Southern Association of Colleges and Secondary Schools, Nashville; R. R. Moton, principal, Tuskegee Institute; F. O. Nichols, American Social Hygiene Association, New York; S. L. Smith, Julius Rosenwald fund, Nashville; C. C. Spaulding, president, The North Carolina Mutual Life Insurance Co.,

Durham; C. H. Thompson, editor, Journal of Negro Education, Howard University; C. H. Tobias, senior secretary, Y.M.C.A., New York; F. B. Washington, director, Atlanta School of Social Work; Walter White, executive secretary, N.A.A.C.P., New York; G. C. Wilkinson, assistant superintendent of schools, District of Columbia; F. M. Wood, director, Baltimore colored schools; C. G. Woodson, director, Association for the Study of Negro Life and History, District of Columbia; A. D. Wright, president, Jeanes-Slater funds, District of Columbia.

Consultants

Ben D. Wood, Columbia University, New York; Thomas W. Turner, Hampton Institute, Hampton; Monroe N. Work, editor, The Negro Year Book, Tuskegee; Fred J. Kelly, chief, college and professional schools, Office of Education; W. E. B. DuBois, editor, The Crisis; George Foster Peabody, Saratoga Springs, N.Y.; Emmett J. Scott, secretary, Howard University; Katherine M. Cook, chief, special problems division, Office of Education; O. Latham Hatcher, president, Southern Women's Educational Alliance, Richmond; Edwin R. Embree, president, Julius Rosenwald fund; Eugene K. Jones, adviser on Negro affairs, Department of Commerce; C. T. Loram, professor of education, Yale University, New Haven; J. G. Eichelberger, general education secretary, A.M.E.Z. Church, Chicago; A. S. Jackson, educational director, A.M.E. Church, Waco, Tex.; E. L. Twine, educational board, National Baptist Convention, Inc., Jackson, Miss.; J. A. Bray, educational director, C.M.E. Church, Birmingham; W. H. Fuller, educational director, National Baptist Convention, Austin, Tex.; George S. Counts, Teachers College, Columbia University; Benjamin Brawley, Howard University; Clifford Woody, University of Michigan, Ann Arbor; Charles E. Hall, Census Bureau, Department of Com-

[Continued on page 146]

Our Presidents

THE EDUCATION and interests of practically every President from Washington to and including Arthur was presented in brief in February SCHOOL LIFE. What those who have followed Arthur on up to the present time thought and did is presented in this issue.

Theodore Roosevelt approved the appropriations bill for the Department of Agriculture March 4, 1907, which gave added funds for additional work in teacher training in land-grant colleges.

Wilson

President Wilson, in his message to Congress, December 7, 1915, strongly favored Federal aid to industrial and vocational education as a means of making "the industries and resources of the country available and ready for mobilization." When the bill favoring Federal aid to industrial and vocational education went to conference, it was understood that President Wilson was opposed to a board entirely separate from the executive departments. The final result was a compromise by which the Federal board was made to consist of the Secretaries of Agriculture, Commerce, and Labor, the Commissioner of Education, and representatives of manufactures and commerce, agriculture, and labor.⁷

Hoover

The Hoover War Library.—A collection of approximately 150,000 printed and manuscript items relating to the World War and the period of reconstruction, including material from all nations, both combatant and neutral, rich in government documents, delegation propaganda at the peace conference, files of society publications, and newspapers, was a gift of President Hoover to Leland Stanford Junior University.

We are all familiar with the story of Dark Hollow School—of how President Hoover on his many trips to his camp in the Rapidan became interested in the small school situated in the heart of the Blue Ridge Mountains of Virginia; of

⁷ True, Alfred Charles. *A History of Agricultural Education in the United States, 1785-1925.* (U.S. Department of Agriculture, Miscellaneous Pub. No. 36.

⁸ A President's Gift to the State of Virginia. SCHOOL LIFE, 18:125, March 1933.

★ *THEIR Education and Interests in Education Tabulated in Convenient Form for Ready Reference by Margaret F. Ryan*

how on finding it was no longer used, he built a new school—a combination of school and home—and presented it to the State of Virginia where it now functions as part of the public-school system.⁸

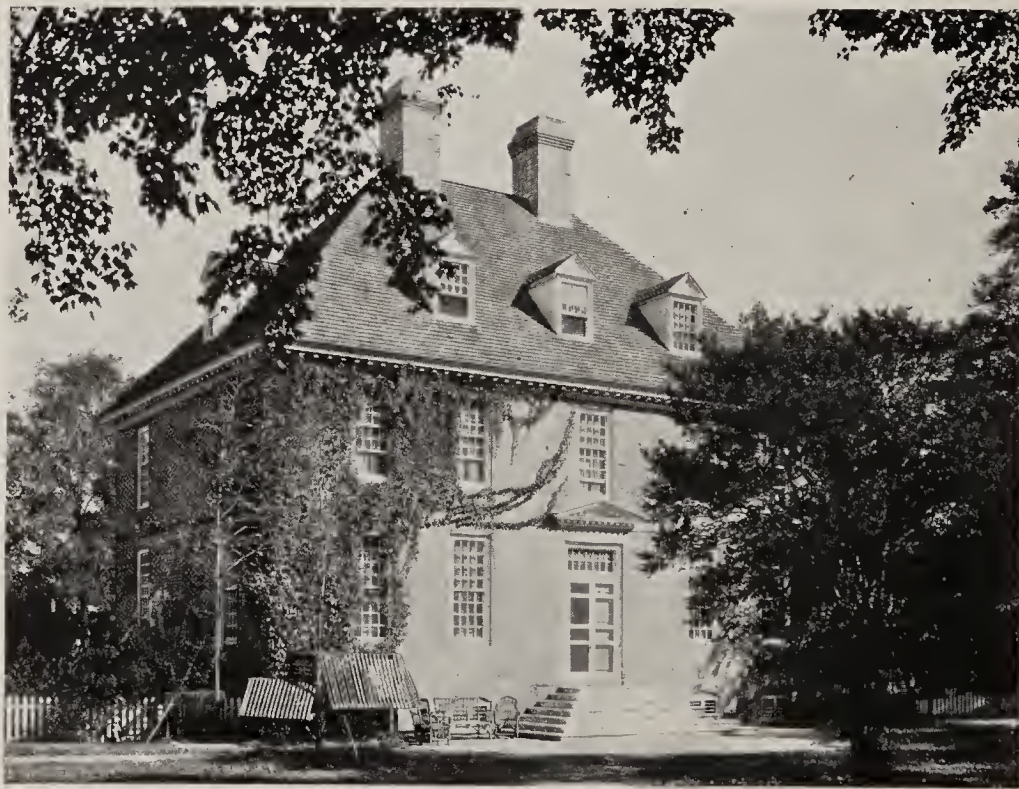
Franklin D. Roosevelt

The part President Roosevelt will play in the field of education is evident from his record in New York and his actions in Washington. Already relief work in rural schools, classes for adults, educational programs in the Civilian Conservation Camps, the merging of the United States Office of Education and the Federal Board for Vocational Education, and better standards for teachers have claimed much of his attention. And we have heard him say, "The Federal Government, without in any way taking away the right and duty of the several States to manage their own educational affairs,

can act as a clearing-house of information and as an incentive to higher standards."

Presidents' wives

The Presidents' wives deserve some mention. We find that the first Mrs. Fillmore taught school in Cayuga County, N.Y.; Mrs. Hayes was a college graduate; the first Mrs. Harrison was a Sunday school teacher; Wilson's first wife was the sister of a Princeton professor; Mrs. Coolidge, a graduate of the University of Vermont, taught in the Clarke School for the Deaf, at Northampton, Mass.; and Mrs. Roosevelt was associate principal and part owner of the Todhunter School in New York, a position which she resigned to take up her duties at the White House. Her name appears frequently on the programs of educational conferences as one of the speakers, and she comments freely on educational problems.



The College of William and Mary was attended by four Presidents

★ EDUCATIONAL BACKGROUND AND INTERESTS OF OUR PRESIDENTS ★

[Continued from February SCHOOL LIFE]

| | | |
|---------------------------------------|--|---|
| Grover Cleveland ⁶ ----- | Studied law at Buffalo----- | Taught with an older brother at the New York City Institution for the Blind. Trustee of Princeton University. |
| Benjamin Harrison----- | Attended William and Mary College; graduated from Miami University, Oxford, Ohio, 1852. | |
| William McKinley----- | Attended Allegheny College, Meadville, Pa.; studied law. | Taught school. |
| Theodore Roosevelt ⁷ ----- | Graduated from Harvard. | |
| William Howard Taft----- | Graduated from Yale, 1878; graduated from Cincinnati Law School, 1880. Honorary degrees from: Yale, 1933; University of Pennsylvania, 1902; Harvard, 1905; Miami University, 1905; State University of Iowa, 1907; Wesleyan, 1909; Princeton, 1912; McGill University, 1913; Cambridge, 1922; Aberdeen, 1922; University of Cincinnati, 1925; Hamilton, 1913; Oxford, 1922. | Professor and Dean of Law Department, University of Cincinnati, 1896-1900; On board of trustees of Hampton Institute; Kent Professor of Law, Yale University, 1913-21. |
| Woodrow Wilson----- | Attended Davidson College; graduated from Princeton, 1879; graduated from law school, University of Virginia, Charlottesville, 1881; Ph.D., Johns Hopkins, 1886. | Taught history and political economy at Bryn Mawr, 1885-88; taught at Wesleyan University, Middletown, Conn., 1888-90; professor of jurisprudence and political economy at Princeton, 1890-1902; president of Princeton, 1902-10; signed bill creating Federal Board for Vocational Education, Feb. 23, 1917. |
| Warren G. Harding----- | Attended Ohio Central College, 1879-82----- | Taught school. In his last message he urged Congress to reduce adult illiteracy. Interested in Lincoln Memorial University, Tennessee. |
| Calvin Coolidge ⁸ ----- | Graduated from Amherst, 1895; studied law; honorary degrees from Amherst, Tufts, Williams, Wesleyan, University of Vermont, Bates. | Trustee of Amherst College. Honorary president of American Foundation for the Blind. |
| Herbert Hoover----- | Graduated from Leland Stanford Junior University, 1895; honorary degrees from Brown University, University of Pennsylvania, Harvard, Yale, Columbia, Princeton, Johns Hopkins, George Washington, Dartmouth, Rutgers, University of Alabama, Oberlin, Liège, Brussels, Warsaw, Cracow, Oxford, Rensselaer, Tufts, Swarthmore, Williams, Manchester, Prague, Ghent, Lemberg, Cornell. | Trustee of Leland Stanford Junior University since 1912; presented Dark Hollow School to the State of Virginia; created White House Conference on Child Health and Protection; gave personal library of material relating to the World War to Leland Stanford Junior University. |
| Franklin Delano Roosevelt---- | Graduated from Harvard University, 1904; attended Columbia University Law School, 1904-7; honorary degrees from Rutgers University, New Brunswick, N.J.; Hobart College, Geneva, N.Y.; Catholic University, Washington, D.C.; Washington College, Chestertown, Md., American University, Washington, D.C. | Overseer of Harvard University 1918-24; trustee of Vassar College, St. Stephens College, and Cornell University. |

⁶ Cleveland was also the twenty-fourth President of the United States. He was defeated in 1888, but was reelected in 1892.

⁷ McKinley was elected President in 1896 and reelected in 1900. He was assassinated by an anarchist, Leon Czolgosz, Sept. 6, 1901, at the Pan American Exposition at Buffalo. He died Sept. 14, and was succeeded by Theodore Roosevelt who after serving out McKinley's term was himself elected in 1904.

⁸ Coolidge who was Vice President during Harding's administration became President at his death Aug. 2, 1923. He was elected President in 1924.

Recovery Program News

[Continued from page 135]

Repainting School Plants." Approximately 15,000 copies have already been issued. The booklet, which contains many good suggestions for school administrators in connection with C.W.A. school-repair projects, was prepared by S. L. Smith, director of the Julius Rosenwald fund, southern office, and Dr. Ray Hamon, director of the Interstate School Building Service, Peabody College, Nashville, Tenn.

On February 1, Administrator Hopkins of the F.E.R.A. authorized relief to be provided "for more unemployed teachers in communities up to 5,000 population, where existing funds are insufficient." The funds, available only for teachers' salaries, may be used only "to maintain elementary and secondary schools in such areas and localities for the normal school term, with approximately the same teaching load as the present school year."

Recovery reprint

To bring together a usable collection of information describing, interpreting, and illustrating "Education in the Recovery Program", the Federal Office of Education has prepared a *SCHOOL LIFE* reprint, which is now available at 10 cents a copy. This reprint will probably be the most up-to-date and most comprehensive review available of the Recovery Program as it touches elbows with education.

Nursery schools

Cooperation of the child development department of Iowa State College, Ames, Iowa, with the Federal Emergency Relief Administration in their program of nursery education, is evident in the publication of three very useful mimeographed pamphlets by the F.E.R.A., with the aid of the Iowa State College. These pamphlets already being used in most of the emergency nursery schools, are: (1) Adequate Noon Day Menus and Recipes for Emergency Nursery Schools—Approximate Cost 7 Cents Per Serving, (2) Homemade Play Equipment, (3) Suitable Garments for the Nursery School Child.

Copies of the pamphlets may be obtained free from the office of Dr. Mary Dabney Davis, Federal Emergency Relief Administration, Walker-Johnson Building, Washington, D.C.



Nursery school teachers may also obtain free from the U.S. Department of Agriculture, Bureau of Home Economics, a 14-page list of "Noon Meals for Nursery Schools," by Helen Nebeker Hann.

The Colleges

Teacher Training Facts

How much college training do public school teachers receive? Twelve percent of elementary teachers, 60 percent of junior high school teachers, and 87 percent of senior high school teachers have had 4 years or more of college training. The equivalent of the Ph.D. degree (3 or more years of graduate work) is obtained by 1 of every 500 elementary school teachers, 1 of every 67 junior high school teachers, and 1 of every 34 senior high school teachers. These data are based on returns from a half million teachers contacted through the National Survey of the Education of Teachers.

Fraternity Men Lead

A survey of 156 colleges and universities by the National Interfraternity Conference shows that the scholarship averages of fraternity men in the majority of these institutions are higher than those of non-fraternity men. Of the quarter million students enrolled in these institutions, 7 out of 25 were members of 69 fraternities represented by 2,104 chapters.

New School

The University of Florida opened the new P. K. Yonge Laboratory School in the College of Education with dedication ceremonies February 16. The building, now completed, will house the school which opens next fall. The school will provide opportunities for experimentation and research in education, and will give prospective teachers opportunities for laboratory work in teaching.

New Style Examinations

The University of Chicago announces that students in the humanities curriculum may bring with them to final examinations any texts, notebooks, or reference material they choose. Examinations will be so constructed that factual material is subordinated to ability to know sources and to use them in drawing conclusions. While this type of examination has been tried in other institutions such as Columbia University, it is not in general use.

Hobart Plan

The "Hobart Plan" (Hobart College, N.Y.) contemplates starting the first semester on the Tuesday following Labor Day and concluding December 22, to be followed by a 3- or 4-week vacation. The second semester beginning in January will run without interruption until late in May.

The aim is to increase the efficiency of teaching during the year by doing away with the "broken semester" system.

Aid for College Students

Self-help students in college are to be aided by funds from the Federal Emergency Relief Administration (F.E.R.A.). On February 2, 1934, a program was approved to include all colleges which are nonprofit making, so that 10 percent of the resident full-time students may earn from \$10 to \$20 per month per student in return for suitable labor. Students selected for jobs are chosen on the basis of need, character, and ability to do college work. There is to be an equitable division of allotments between men and women students. The hourly rate of pay will be that commonly paid by the college, but not less than 30 cents per hour, and no student is permitted to work more than 30 hours in any week. Class instruction is not permitted, but students may work at jobs which include clerical, library, research, work on buildings and grounds, and other usual campus jobs. Jobs in general are under the direct charge of the college. The president of each participating college has virtual charge of the program and will submit a report to the State Emergency Relief Administration and to the Federal Emergency Relief Administrator.

WALTER J. GREENLEAF

Negro Education Conference

[Continued from page 143]

merce; William A. Aery, Hampton Institute, Hampton; H. O. Sargent, division of vocational education, Office of Education; J. H. Dillard, former president, Jeanes-Slater funds, Charlottesville, Va.; Paul Mort, Teachers College, Columbia University; E. S. Evenden, Teachers College, Columbia University; Alain Leroy Locke, Howard University; James Weldon Johnson, Fisk University; Leonard V. Koos, University of Chicago; Charles H. Judd, University of Chicago; Floyd Reeves, director personnel, Tennessee Valley Authority, Knoxville; Kelly Miller, Howard University; Robert L. Vann, special assistant to the Attorney General, District of Columbia; Thomas Jesse Jones, secretary, Phelps-Stokes fund, New York; William H. Kilpatrick, Teachers College, Columbia University; James F. Rogers, specialist in health education, Office of Education; Ellen C. Lombard, associate specialist in parent education, Office of Education; Anson Phelps Stokes, president, Phelps-Stokes fund, District of Columbia, and Grace Abbott, chief, Children's Bureau.

Have You Read?

★

DEAN Louis R. Wilson, of the University of Chicago Library School, points out three ways for increasing the significance of the school library. Writing in *School and Society* for December 30, he urges upon principals and superintendents a better understanding of the function of the school library; upon library schools an improvement of the instruction of school librarians; and upon teachers and librarians an extensive investigation of their common problems in the school library field.

The North Central Association Quarterly for January carries several papers on the practical application of the findings of the National Survey of Secondary Education. These include "How to Use the Findings of the National Survey", by Dr. L. V. Koos; "Music in the Secondary School", by Anne E. Pierce; "The School Library", by B. Lamar Johnson; and "Individual Differences", by R. O. Billett.

In line with the trend of the times, a new periodical has appeared with the title "Leisure, the Magazine of a Thousand Diversions" (683 Atlantic Avenue, Boston). In his foreword the editor says it is "a magazine dedicated to the constructive and enjoyable use of recreational hours." The first issue discusses hobbies, games, puzzles, and magic, and gives a brief history of the Puzzlers' League. The diversions enumerated range from community theater to stamp collecting.

★

That the public library is playing a large part in the lives of the unemployed is stressed by Sarah Byrd Askew in an article entitled "Our Public Libraries and the New Deal", appearing in *Recreation* for January. This number of *Recreation* is devoted largely to leisure-time activities.

School children are always wanting to know how a bill becomes a law. *Scholastic* for January 6 contains an article on the Seventy-third Congress. It is illustrated by 16 cartoons which show the progress of a bill from its introduction until it is a printed law.

The Review of Educational Research for December is devoted to the subject "The

Legal Basis of Education." The articles cover various phases of the subject from "Federal and State relations to Education" to "The legal status of teachers." A bibliography of 398 items points the way to further reading on each subject covered.

Beginning with the January number, *The Historical Outlook* has changed its name to *The Social Studies*. The responsibility for the editorship has been assumed by the American Historical Association with the cooperation of the National Council for Social Studies. In a foreword to the January number, Charles A. Beard, chairman of the executive board,

sets forth the reason for the changes and plans for the future.

Dean J. V. Breitwieser of the University of North Dakota writes on "Teacher Depressionists" in the *School of Education Record* for January. "The public thinks of its children, then thinks of the school building. But we must also remember that vital, fundamental, living human factor, the teacher." Then as "one who has experienced a salary reduction of 58 percent" he gives some excellent advice to the teachers who are in danger of losing their self-respect and professional efficiency through reduction of salary.

SABRA W. VOUGHT



★ Overworked Textbooks ★



REPORT of a Conference on Unsightly and Unsanitary Textbooks

J. F. ROGERS, M. D.

★

SINCE the introduction of the free-textbook system there have been objections from parents to the use by their children of soiled and damaged books. These complaints have sometimes amounted to indignation. Owing to recent reductions in expenditures for school supplies, a condition, which was never too satisfactory in many quarters, has become decidedly worse. At the instance of Mrs. F. J. Flagg, Newtonville, Mass., a conference was called on January 10, 1934, by the United States Commissioner of Education to consider the subject. A brief report of the proceedings follows.

According to those who have investigated the subject "the useful life of an

elementary textbook is approximately 3 years."¹

The outward appearance of the soiled book can be considerably improved by rebinding and retrimming but there is no process for renewing its fading attractiveness nor of restoring the lost or damaged pages.

Previous to 1929 books were often in service for many more than 3 years, and a dilapidated, recently used specimen presented at the conference bore the date of 1915. Although the expenditures for books have never been more than 2 percent of the total amount of the annual school budget, attempts at economy during the last 3 years have led to the use of textbooks over a longer period of time, and in the same session, by a larger number of pupils. There is measurable evidence of this in statistics collected by this Office

¹ Englehardt and Englehardt. *Public-School Business Administration*, 1927. P. 736. This estimate is based on the use of a book by 1 pupil in each of the 3 years.

from 54 publishers of textbooks. From 1930 to 1931 there was a drop in sales of 13.6 percent and in 1931-32, a further decrease of 21.97 percent. For the 2-year period there was no decrease in the number of pupils, so textbooks were either being used for a much longer period, by more children in the same session, or both changes have come about. "No book can be handled daily by school children over a period of several years and remain decently clean."² If textbooks or other books were previously unsightly and unsanitary these conditions are accentuated. The book which was previously overworked now breaks down from both the aesthetic and hygienic point of view. It was reported at the conference that in one school, which was not an exception, 38 children were found to be using 6 books in common, and we have information to the effect that in some schools the same book is assigned to more than 10 children. Even if the book were in use but 3 years its normal life, in this case, is outlived tenfold.

Mental effect

Attempts are made by school officials to hold the pupil responsible for needless damage to books, but where more than one child uses the same book this becomes next to impossible.

The effect upon the child's attitude toward books and hence toward the content of books was stressed. The uncleanly and dilapidated textbook reduces interest in what the book stands for. It is hardly worth while to teach respect for books if they are not worthy of respect. But the condition reacts against training in cleanliness and neatness for which the schools have always worked.

More recently the need for cleanliness has been urged as a general health measure and a needful habit in hygiene. The lessons both in aesthetics and hygiene are nullified with increasing measure by soiled and damaged books placed in the hands of the pupils.

Menace to health

Although transmission of disease has never been definitely identified with the use in common of books, the possibility of such transmission has been in the mind of sanitarians for years.

It is known that the bacteria involved in the production of the infectious diseases are transmitted from man to man through direct contact, and sometimes indirectly through fresh discharges from the body. Moreover persons who are apparently well may be carriers and transmitters of the organisms.

² Blair, Hubert. Dirty textbooks. *Education*, 54: 60, September 1933.

The bacteria involved in communicable diseases are comparatively short lived outside the human body and especially in a dry and warm environment such as, fortunately, is furnished by the pages of a school book. However where the book has recently been sneezed, coughed, or talked over by a carrier of infection and within a few minutes or hours is used by another pupil who mouths his fingers as he turns the pages, or soon after, there is the possibility of transfer of germs which may be not only virulent but considerable in number.

Laboratory studies of school children have shown that as high as 1.7 percent may be carriers of virulent diphtheria bacilli even when the disease is not unusually prevalent.³

In one study 20 percent of healthy persons were found to be carrying the organisms of pneumonia and in another investigation these were found in from 48 to 85 percent. Fortunately the most virulent of the four types of pneumococci is least often found.⁴

Though the organisms are not yet identified it is well established that those which have to do with colds and influenza are readily transmitted directly and recent experiments⁵ add to the suspicion that infection might possibly be acquired through the handling of books and subsequent mouthing of fingers.

In the recent studies of tuberculosis in school children made in Philadelphia by Opie and others⁶ a few children were found to have tubercle bacilli in their sputum.

Pathogenic organisms deposited on books, artificially or through use, have been recovered by laboratory methods though usually within a few days of their contamination.

If there is no direct proof that, ordinarily, the common book is a transmitter of disease the circumstantial evidence to this effect is strengthened by present practices.

Effect on vision

It was brought out at the conference that dirty and damaged books impose additional work upon the eyes of school children, many of whom have enough to do in coping with clear print on a clean background. The process of reading let-

³ Rosenau, M.J. *Preventive Medicine and Hygiene*, 1927, p. 132.

⁴ *Ibid.*

⁵ Bliss, A. E., and Long, P. H. *Proceedings, Society of Experimental Biology and Medicine*, 31: 31, October 1933.

⁶ Opie, Landis, McPhedran, and Hetherington. Tuberculosis in public-school children. *American Review of Tuberculosis*, 20:413-510, October 1929.

ters or figures must be slowed even though no serious strain upon the eyes is imposed.

It was emphasized that the scanty supply of books is, in many schools, only in part to blame for their objectionable condition. "The facilities for cleanliness in the average elementary school are still as primitive as in the rural schools of a generation ago. With neither hot water, soap, nor towels furnished one wonders that the books are not dirtier than they are."⁷

It would be possible to reduce the cost of books by issuing them in pamphlet form, or with board covers, but it was pointed out that while the unbound book would cost only about half as much its life would be proportionately brief.

Recommendations

The conference would urge: [a] That no reduction should be made from the usual expenditures for school books, and that a sufficient supply be purchased to assure the child of reasonably clean copies. [b] That facilities for cleanliness, including hot water, soap, and towels, be supplied in every school. [c] That the use of these facilities should not only be taught but insisted upon. [d] That the practice of mouthing the fingers while handling books be reduced by precept and persuasion to a minimum. [e] That all children be taught to avoid coughing or sneezing over books. [f] That adequate medical inspection be furnished with exclusion of active tuberculosis. [g] That teachers be given instruction in the prompt detection and exclusion of all cases of communicable disease. [h] That school books be stored during the summer in a dry, light, warm place so that pathogenic organisms will be most likely to perish before the next session.

⁷ Blair, Hubert. *Op. cit.*

★ CWA in Action

EVERY school building in Fulton County, Pa., is having some kind of improvement work under C.W.A. funds....The State of Pennsylvania is also using C.W.A. funds for a survey of recreational activities, the purpose of which is to obtain data on the effectiveness of the recreational program in meeting the needs of the people in various counties....Symphony concerts arranged with C.W.A. funds are popular in San Francisco. Admission is free to pupils and their parents....More than \$69,000 of C.W.A. funds has been allotted to the Philadelphia Zoological Garden for improvements in housing the animals.

This Flying Game

FOR SOME unaccountable reason many young men seeking entrance into aviation occupations think only of employment as pilots, mechanics, and in other jobs directly concerned with operating airplanes. A glance at an organization chart of an air line company, however, will convince anyone that the occupations available are just as diverse as those to be found in many other types of industry. Aircraft concerns need stenographers, bookkeepers, salesmen, and managers just as much as other industrial organizations.

There is a mistaken idea abroad, also, that all persons who enter air transportation or airplane factory employment must start at the bottom. On this basis it would be necessary for an individual to start at common labor, say in an aircraft factory, and work his way up through the small parts, fabrication, and production departments into the assembly department, from which the airplane is either shipped or flown. Having arrived at this status it would be necessary for him to take flight training previous to seeking any higher or more influential positions. This is not true. While large numbers of individuals now employed in various phases of aviation have risen from the ranks, many of the present personnel have transferred from somewhat similar positions in other fields of employment.

The aviation industries are now well established. The individual who seeks employment must have employment assets. The person who "can do anything" is not a welcome applicant for a job in the air transport industry.

For the information of those who desire to know the kinds of occupations to be found in the aviation industry, the following list, prepared by the Aeronautics Branch, Department of Commerce, and included in Aeronautics Bulletin No. 19, is enlightening:

FLYING OPERATIONS

Pilot—Scheduled mail, passenger, and express and aerial taxi service, sightseeing, aerial photography, crop dusting, and other miscellaneous operations. Government pilot—Inspector, etc. Instructor—Training school. Aerial photographer, radio operator, steward.

★ R. W. HAMBROOK Offers Helpful Hints on Opportunities in Aviation, the Career Most Popular with School Boys

GROUND OPERATIONS

Operations manager, airline dispatcher, traffic agent, maintenance superintendent, engine mechanic, airplane mechanic, parachute rigger, radio mechanic, radio engineers and operators, instrument repair man, airport manager, airport engineer, airport ground man, helper; instructor, ground subjects. Airways positions—Mechanic, airways keepers, weather observers, traffic supervisors, and radio operators.

MANUFACTURING

Executive, aeronautical engineer, test pilot, salesman and demonstrator (pilot), draftsman, airplane factory inspector (Department of Commerce). Skilled worker—Welder, woodworker, sheet-metal worker, machinist, assemblyman; helper in one of above trades.

BUSINESS PHASE

Aerial photography and surveying, aircraft sales and distribution, aerial advertising and promotion, airport development and management, accessories specialists, insurance experts, factory and office executives, lighting specialists.

POSITIONS FOR WOMEN

Pilots (engaging in miscellaneous activities), flying instructors (instructing women students), saleswomen at aviation schools (selling training courses), airport operators, airport managers and assistants, airport hostesses, miscellaneous airport positions, airline traffic representatives and managers, hostesses on air liners, air travel advisers (travel agencies), aircraft saleswomen, accessory saleswomen, aeronautical promoters, aerial advertisers, interior decorators (cabin interiors), factory workers (chiefly sewing of fabric covering on aircraft).

The Office of Education constantly receives requests for information on aviation occupations, which indicate a widespread interest in this subject, especially on the part of young men. With this in mind, therefore, an effort is here made to answer some of the questions most frequently asked.

Question. What chance has the average individual to obtain employment in the field of aviation?

Answer. Although there are probably less than 10,000 persons employed in all phases of aviation in the United States today, an individual who desires to enter the field of aviation, is willing and able to secure training, has the qualifications, and

is determined to secure employment regardless of the effort required, will usually be successful. Individuals who have already had employment experience in certain types of office and shop work may find that this experience is an asset in obtaining employment in some phase of aviation work. An untrained person, on the other hand, can secure training in a public or private aviation school.

Q. What are the physical and mental requirements for a pilot?

A. A pilot must be physically fit and must pass the examination prescribed by the Aeronautics Branch of the Department of Commerce. He must be normal mentally also, and must possess good judgment to meet the emergencies which arise in his occupation.

Q. What are the requirements for an aviation mechanic?

A. Aeronautics Bulletin No. 7, "Air Commerce Regulations," published by the Aeronautics Branch of the Department of Commerce, which may be obtained upon application, clearly specifies the requirements for licensing of mechanics. Briefly, an applicant for an aircraft engine mechanic's license must have had at least 2 years' experience on internal-combustion engines, 1 year of which must have been on maintenance of aircraft engines, and must pass both a theoretical and a practical examination on aircraft engines. An applicant for an airplane mechanic's license must have had at least 1 year's actual experience in building or maintaining or repairing aircraft, and must pass a theoretical and practical examination on airplane mechanics. It is not necessary, however, for an aviation mechanic to be licensed in order to work on aircraft as long as he works under the supervision of a licensed aviation mechanic.

Q. What opportunity has a machinist for securing work in aviation?

A. According to information secured from air transport organizations a high-grade machinist or toolmaker is among the applicants most welcome.

Q. What opportunity is there for an auto mechanic to secure work in aviation?

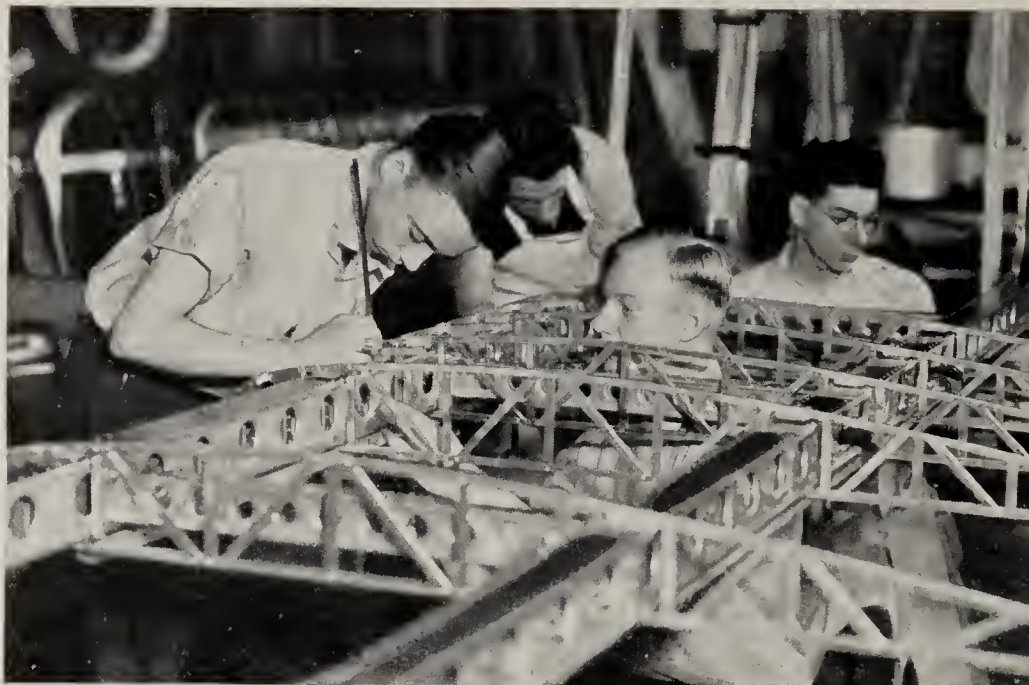
A. The auto mechanic is much less sought after in aviation. Among the reasons given for this change of attitude is that standards are different as between the automobile and aviation industries. Machine-shop practice is considered a good prerequisite for an aviation course.

Q. What is the best way to secure training in aviation mechanics?

A. A number of public schools are providing excellent training for aviation mechanics, as also are many private schools. The longer and more thorough courses of training are much to be preferred. It is essential that aviation training be on a careful and exhaustive basis. If an individual enters preliminary employment in some phase of aviation, it is possible for him to secure extension training in evening school. Evening school training of the extension type is of limited value for persons who do not work at employment for which they are receiving outside training. It is possible for persons employed at airports or in aircraft factories to secure related technical information through textbooks and correspondence schools for the purpose of advancing themselves.

Q. How can a person become a transport pilot?

A. See Aeronautics Bulletin No. 7, "Air Commerce Regulations", previously referred to. This bulletin discusses qualifications of pilots, privileges and restrictions of licensed pilots, applications for pilot's licenses, character, age, physical, and citizenship qualifications. It also contains information on the flying experience required and on the required examinations and tests. A transport pilot must have had 200 hours of solo flying, at least 5 hours of which must have been within 60 days preceding the filing of application for license. A limited commercial pilot must have had 50 hours solo flying, 5 hours of which must have been within 60 days preceding the filing of the application. For scheduled air transport rating a pilot must have a transport license with proper rating and 1,200 hours of certified solo time within the last 8 years, at least 500 hours of which must have been cross-country. A copilot's time may be credited to this period. In addition, the pilot must have had 75 solo hours of night flying, at least 50 percent of which must have been cross-country over lighted airways.



Constructing an airplane wing in Baltimore trade school

Q. What are the openings for air transport pilots?

A. Although air transport has continued to develop during the depression, the latest Air Commerce Bulletin of the Department of Commerce shows that there are 14,078 pilot's licenses, and 609 of these have transport pilot ratings. It is apparent, therefore, that there is an excess of trained men who are as yet unplaced in this type of work. The latest information shows also that there are 11,086 student pilots with Government permits.

Q. How can one become an air hostess?

A. Because thousands of girls are interested in employment as an air hostess, air transport organizations may make their selections for such positions carefully. Preference so far has been given to girls who can pilot airplanes and who have been trained as nurses. Training as a nurse is not particularly valuable from the standpoint of first aid, although a knowledge of first aid may be helpful on occasions, but rather because a nurse has an understanding of human nature which enables her to deal with individuals tactfully, under flight conditions.

Q. What is the cost of training for aviation occupations?

A. Because costs vary so greatly, this question is difficult to answer correctly. A transport pilot's training may involve the expenditure of as much as \$4,000. Satisfactory training may cost the mechanic several hundred dollars. It is possible, of course, to secure training at less expense, depending upon equipment, location, and teaching personnel of the school.

Excellent mechanics' courses are given in some high schools. Public schools do

not assume responsibility for flight training. Information on the cost of training may best be secured by visiting or corresponding with a school which offers aviation courses. A list of approved pilot-training schools may be obtained from the Aeronautics Branch, Department of Commerce, Washington, D.C.

In addition to Department of Commerce Bulletin No. 7, those interested in aviation training may wish to obtain a copy of Bulletin No. 142, "Vocational Training for Aviation Mechanics", issued by the Federal Board for Vocational Education, from the Superintendent of Documents, Government Printing Office, Washington, D.C. Price 35 cents.

★ Place of Science

THE American Association for Adult Education, East Forty-second Street, New York City, is studying the place of science in the field of adult education. Information as to successful practices and existing needs not being met should be reported to this association. Scientists and educators are invited to send suggestions and inquiries.

★ Child's Typewriter Book

SOMETHING entirely new in educational textbooks—the world's first typewriter book for children—is off the press. "Ted and Polly", a production of Dr. Ralph Haefner, Columbia University, is "not only to guide the child in learning to use the typewriter, but also to relate typing activities to reading, spelling, and composition."

Recent Theses

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THE LIBRARY of the Office of Education collects doctors' and outstanding masters' theses in education, which are available for consultation, and may be borrowed on interlibrary loan. A list of the most recently received theses is given each month. Additional theses on file in the Library will be found, marked with an (*) in the current number of the bibliography of research studies in education.

ANDERSON, ERIC A. A study of the educational and service facilities in the Providence junior high schools in comparison with accepted standards. Master's, 1933. Boston University. 339 p. ms.

BONEY, C. D. A study of library reading in the primary grades. Doctor's, 1933. Teachers College, Columbia University. 71 p.

CAILLE, RUTH K. Resistant behavior of preschool children. Doctor's, 1932. Teachers College, Columbia University. 142 p.

COOPER, JOHN ANDREW. The effect of participation in athletics upon scholarship measured by achievement tests. Doctor's, 1932. Pennsylvania State College. 21 p.

DELEHANTY, WILLIAM J. The legal aspects of religious education in public schools. Master's, 1931. New York State College for Teachers. 34 p. ms.

DERICK, CHARLES B. A study of some attitudes of high-school pupils toward student teaching, including a test to measure these attitudes. Master's, 1933. Pennsylvania State College. 58 p. ms.

ENGEL, FREDERICK E. A study of the mood responses to music of junior and senior high school students, on the basis of selection and sex. Master's, 1933. Syracuse University. 89 p. ms.

EVANS, EDWIN B. The social aspects of modern American poetry: A sociological interpretation of poetry. Doctor's, 1928. New York University. 298 p. ms.

FUDA, ANNA M. Teacher judgments of in-service education: In-service section of the national survey of the education of teachers. Doctor's, 1932. New York University. 83 p. ms.

GARRISON, WILLIAM M. Some results from teaching vocational agriculture in three West Virginia high schools. Master's, 1933. West Virginia University. 148 p. ms.

HAMM, ANSON M. The measurement of the relative interest value of representative items taught in educational psychology. Master's, 1933. Pennsylvania State College. 60 p. ms.

HERRIOTT, FRANK W. Scope and relationship of character-building agencies dealing with high-school students, Montclair, N.J. Doctor's, 1933. Teachers College, Columbia University. 223 p.

HYLAN, JOHN C. The history of secondary education in York and Oxford Counties in Maine. Master's, 1932. University of Maine. 78 p. (University of Maine studies, second series no. 29.)

LADER, LESTER C. Comparison of rural and village high-school pupils in certain interests and activities. Master's, 1933. Syracuse University. 112 p. ms.

LUDWIG, GEORGE P. Attitudes and convictions of pupils and teachers of seven West Virginia high schools toward cocurricular activities. Master's, 1933. West Virginia University. 79 p. ms.

MALLORY, ARTHUR E. The significance of plane geometry as a college-entrance requirement. Doctor's, 1932. George Peabody College for Teachers. 108 p. (Contribution to education, no. 110.)

OUTHIT, MARION C. A study of the resemblance of parents and children in general intelligence. Doctor's, 1933. Columbia University. (Archives of psychology, no. 149.)

SCHANCK, RICHARD L. A study of a community and its groups and institutions conceived of as behaviors of individuals. Doctor's, 1932. Syracuse University. 133 p. (Psychological monographs, vol. 43, no. 2. Whole no. 195.)

TILTON, JOHN P. An objective study of body build in relation to the use of height-weight norms. Doctor's, 1933. Harvard. 296 p. ms.

RUTH A. GRAY

Electrifying Education

★

TEN YEARS of research and experimentation have demonstrated that the motion picture has great educational value. Its direct classroom instructional use can revolutionize the teaching process. Its informal and supplementary use both in school and outside can make a rich contribution to the education of tomorrow which will give a new appreciation of leisure and its usefulness, and a new sense of citizenship and cooperation. Notwithstanding its tremendous educational possibilities, less than 10 percent of the public schools in the United States make systematic use of the motion picture; and the informal educational-cultural use of films, in main, is chaotic and disorganized. Why?

The answer is not that educators are unaware of the force of such films. Their merits are strewn through the pages of many volumes. The answer is not that Americans do not want to be educated. An entire Nation seeks enlightenment. The answer is not that there has been a lack of interest or effort in the field. More than 35 reliable companies produce nontheatrical films, and nearly 200 companies distribute them. There are approximately 350,000 nontheatrical projectors in the United States. Nevertheless nontheatrical motion-picture enterprise is practically at a standstill. *It appears that the present deadlock is caused by a lack of national planning.*

Readers of this column are invited to send in suggestions as to what should be done to break this deadlock to the end that the full value of the film may be utilized in education in its widest sense.

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Have you seen a copy of *Sight and Sound*, the very attractive quarterly magazine published under the auspices of the British Institute of Adult Education? Radio, motion pictures, and recordings are the principal subjects covered. Address: *Sight and Sound*, Fulwood House, High Holborn, London, W. C. 1.



Dr. W. H. Kilpatrick in the *ERPI* sound film *Dynamic Learning*

—★—

The Ohio Emergency Schools Administration has established the Ohio Emergency Junior Radio College for the Benefit of the unemployed. Lessons are being broadcast over Radio Station WOSU at Ohio State University in Columbus.

Educational broadcasts rank high in popularity, according to the recent Literary Digest poll. Ninety-seven percent of the listeners who reported indicated that they liked educational features. The NBC Music Appreciation Hour, conducted by Dr. Walter Damrosch, was a favorite. Ninety-nine out of a hundred indicated that they liked it.

CLINE M. KOON

The VOCATIONAL Summary



Home Economics · Agriculture

Rehabilitation

Trade and Industry



PAUL W. CHAPMAN

THE OFFICE of Education is indebted to the students of three different vocational schools located in as many different cities for its exhibit at the N.E.A. Department of Superintendence in Cleveland, February 25 to March 1.

A block letter sign "Office of Education" was designed and made by the students of the commercial art class, Baltimore Boys' Trade School, who also lettered a large chart with an accompanying recovery "alphabet."

Boys in the carpentry and electrical classes of the Cleveland Trade School arranged the drapery for the booth, wired the electric sign, and constructed the table and shelves used in the booth. The commercial art class of the Toledo Vocational School furnished additional posters for decorating the booth.

New book

New Land—A novel for boys and girls, and grown-ups too, by Sarah Lindsay Schmidt, is the story of the struggles of a city boy and girl, Charley and Sayre Morgan—twins—in their efforts to establish themselves with their father, on a Wyoming homestead project. It centers around the difficulties and final success experienced by brother and sister, under the guidance of a wise, competent, and sympathetic vocational agriculture teacher, in carrying through their long-time supervised farm practice project and getting started in farming. Charley's farm shop work, and the attention it attracted; the State stock-judging contest and its attendant excitement; the blizzard,

in which Charley and his bitter rival, Frank Hoskins, were almost lost; and the confession of the thief who stole Sayre's turkeys, make interesting reading. Incidentally, the story will be a revelation to the reader who is unfamiliar with the vocational agriculture program carried on throughout the country. *New Land* was one of the selections of the Junior Literary Guild for August and received wide circulation. The author is the wife of Dr. G. A. Schmidt, of the Vocational Education Department, Colorado Agricultural College. The book is published by McBride, New York.

Conference dates

As a result of a number of urgent requests from the States, regional conferences on vocational education, dropped last year on account of economic conditions, will be resumed again this year. The schedule for these conferences is as follows:

Southern region

Joint agricultural and home economics conference, Memphis, Tenn., April 30; 4 days.

Trade and industrial conferences, Charlotte, N.C., April 17; 2 days. New Orleans, La., April 23; 2 days.

Central region

Agricultural conferences, St. Joseph, Mo., March 29; 2 days. Ortonville, Minn., April 3; 2 days. Indianapolis, Ind., April 12; 2 days.

Home economics conference, Chicago, Ill., April 16; 5 days.

Trade and industrial conference, Chicago, Ill., April 10; 3 days.

North Atlantic region

Agricultural conference, New York City, March 29; 3 days.

Home economics conference, New York City, week of April 23; 3 days.

Trade and industrial conferences: Hartford, Conn., May 3; 2 days. Pittsburgh, Pa., May 24; 2 days.

Pacific region

Joint conference of agriculture, home economics, and trade and industry, Salt Lake City, Utah, June 4; 5 days.

Chapman made dean

Mr. Paul W. Chapman, who since 1925, has been State director of vocational education for the State of Georgia, has been appointed Dean of the College of Agriculture, University of Georgia.

Identified with educational work ever since his graduation from the University of Missouri in 1914, Mr. Chapman has been successively a teacher in the public schools of Macon, Mo.; superintendent of schools for Queen City and New London, Mo.; superintendent of agricultural education for the State of Missouri and the State of Georgia; and for the past 8 years State director of vocational education for the latter State.

As an educator Mr. Chapman has taken a prominent part in educational organizations. He is a past president of the American Vocational Association, of the National Association of State Directors of Vocational Education, and of the Department of Vocational Education, National Education Association; and is at the present time chairman of a committee appointed by the National Education Association to draw up a vocational education program to be incorporated in a proposed program of public education. He was also a member of the National Advisory Committee on Education.

Mr. Chapman has taught summer courses in a number of colleges and universities. For the past five years he has been associated in this connection with the Colorado Agricultural College.

In his new position, Mr. Chapman will be in charge of the educational activities of the College of Agriculture, University of Georgia.

Studies progress

Three studies in the field of vocational agriculture are being conducted by the agricultural education service in the Office of Education. One of these, "The Determination of the Potential Locations for Agricultural Departments", is intended to locate high schools having an enrollment of farm boys sufficient to justify establishing courses in vocational agriculture. Data obtained will, it is expected, provide a basis for expansion of State programs, insure more effective location of agricultural departments, and aid administrators in measuring their financial needs. "Establishing Vocational Training in Small Rural High Schools", a second of the studies in hand, has for its objective to determine effective procedures in providing small high schools with courses in vocational agriculture. Under present conditions some 1,200 teachers of vocational agriculture are teaching on a part-time basis, in one or more schools, some of whom in addition to their duties as teachers are charged with responsibilities as principals or supervisors. This study proposes to answer the question: "How can these fractional programs be organized, without seriously weakening the vocational agriculture program?" A third research is entitled "A Case Study of Former Vocational Students Now Farming Successfully." It has been undertaken in the expectation that the "vocational histories" of these successful farmers will indicate ways in which the vocational program of agricultural training may be improved in respect to its objectives, its methods of follow-up of former students by teachers, and the placement activities of teachers. It is expected further that these former students themselves will suggest specific improvements.

In North Carolina

As its contribution to the study on "Potential Locations for Agriculture Departments", being conducted by the Office of Education, North Carolina has forwarded a detailed report showing that 177 white and 31 Negro high schools in the State are offering instruction in vocational agriculture, and that vocational

agriculture departments might be appropriately added to 169 white and 39 Negro high schools. It gives also detailed information on the occupational status of two groups—(1) Boys graduating from high schools not offering instruction, and (2) boys graduating from high schools in which such instruction is given; and contains a copy of the questionnaire and circular letter used by the State Department of Education in obtaining its data.

Potential locations suggested in the North Carolina report are rural high schools which have sufficient farm boys enrolled to justify the establishment of a department of vocational agriculture.

Cooperative plan

A cooperative part-time educational plan is being developed in Mississippi and Florida, which, it is believed, will serve southern communities better than any other plan yet set up. This plan, which was formulated by the regional agent for trade and industrial education in the Southern States in the Office of Education, in cooperation with vocational education leaders in several States, calls for a cooperative arrangement between the school and the business and industrial concerns of the community. Students enrolled in part-time cooperative courses spend a half of each week day during the school term in employment in a chosen occupation and the other half in school. Two full periods of the school time are devoted to the study of related and technical studies pertinent to the job in which the student is engaged. The remainder of the time may be devoted to regular high-school subjects. By this arrangement the student may graduate from high school.

To enroll in the course, boys or girls must be over 14 years old, must have completed at least 2 years of high-school work, and must have had at least a minimum amount of study and counsel on the requirements and opportunities of the occupation they desire to enter, and employer and school authorities must be satisfied that the applicants are mentally and physically fit to pursue training. To insure the proper functioning of the cooperative part-time plan now under way in Mississippi and Florida, committees composed of representative business and industrial leaders of the community and one or more leaders from civic clubs and school organizations are set up to act as advisers and counsellors and to aid in promoting the general activities of the program. In addition, occupational committees are organized, composed of one or more leaders in each occupation in which training is given and a representa-

tive of the school, to assist in selecting students, developing instructional material, and correlating related and technical information and training in the occupation. A full-time coordinator is provided for, whose duty it is to promote interest in and organize various phases of the program. The cost of the cooperative part-time educational program is extremely low. No special laboratory equipment is needed, since the plant, shop, or office in which the student is training provides equipment. The southern cooperative part-time plan differs from other plans of a somewhat similar character in that (1) the enrollment is limited to junior and senior high school students; (2) students receive high-school credit for time spent in industry and for technical and related subjects required in the course; and (3) it guarantees closer contact between the school system and industrial leaders.

CWA and rehabilitation

Funds made available to the States for Civil Works projects have in a number of instances provided opportunities for vocational rehabilitation departments to secure data which will be of decided value to their programs. For example, a number of projects are already under way for making a census of disabled persons in various communities. These studies will provide information not only as to the number of physically handicapped persons in these communities, but also as to their disabilities, their social and economic status, and their need for vocational readjustment. Although in the past State rehabilitation departments have felt the need for such information, and some of them have been in a position to finance such studies, most of them have had to forego their advantages because of lack of funds or facilities with which to secure the information. In several States also studies are being made with respect to employment opportunities for the disabled in both industrial and agricultural communities. Employers, both large and small, are being contacted for the purpose of ascertaining the degree to which they are already employing and to which they might employ physically handicapped workers. Here again is a field of investigation which has been carried on in only a limited way in the majority of the States. Such projects offer great promise for advancing the rehabilitation service in ways which are essential to its maximum development. It is expected that the possibilities of C.W.A. projects in relation to vocational-rehabilitation programs will be further explored.

CHARLES M. ARTHUR

Nursery Schools in England

TIS A delight to look on him in tireless play attentively occupied with a world of wonders, so rich in toys and playthings that naked Nature were enough without the marvellous inventory of man"

and

"his game is our earnest, and his drummes, rattles and hobby-horses, but the emblems, and mocking of mans businesse"

are included in the "background of scientific knowledge" against which the Consultative Committee of the Board of Education of England and Wales in its latest report draws a picture of the kind of training that should be given in nursery and infant schools to children up to the age of 7+. Here is a committee that calls on physicians, school inspectors, teachers, and directors for the best and newest of what they know about little children but neither forgets nor fears to voice those truths that lie in the common, daily experience of presumably unscientific folk. It is that mingling of common and scientific sense which makes the committee's three reports "The Education of the Adolescent", "The Primary School", and "Infant and Nursery Schools", peculiarly valuable.

For this third report the committee was directed—

"To consider and report on the training and teaching of children attending nursery schools and infants' departments of public elementary schools, and the further development of such educational provision for children up to the age of 7+."

The report begins with an historical sketch, not overloaded with details, of the development of infant education in Great Britain from 1816, when Robert Owen set up his noted school at New Lanark, to 1932. Then follow two chapters, one each on the physical and mental development of children up to the age of 7+. These are the "background of scientific knowledge" and on the whole they with their related appendices furnish an unusually good one woven from reliable fabrics.

Next are some pages on the age limits and organization of the infant stage of primary education. Since 1870 the lower age limit for compulsory attendance in England

★ JAMES F. ABEL Reports on English and Welsh Committee's Study of Child Training in Public Schools

and Wales has been fixed at 5. Under 5, voluntary attendance may be allowed but no grants from the national exchequer are given for children under 3. With 64 years of experience on which to draw, the committee feels that there is no good reason for modifying the existing school attendance laws.

The place of nursery schools and classes in a national system of education the committee fixes in its statement:

"We believe that, where home conditions are good, the best place for the child below the age of 5 is at home with his mother. But during these decisive years some expert advice appears to be essential; and for the majority of parents this has to be obtained mainly through the public medical service or through the agency of the schools; the advantage of the school being that the mother is enabled both to obtain advice and to share her responsibilities with a teacher who is skilled in the care of young children."

"Any provision made by the State should be designed to supplement the home and to strengthen the ties between parents and their children. Apart from the educational aspects of nursery schools and classes, they are a remedial agency affording partial compensation for unfavorable home environment, and they should therefore be provided first in districts where home conditions are bad."

How the little children in these schools are to be trained and taught is the next question the committee answers. Physical health including nervous and mental stability, in its view, comes first; the fundamental purpose of the nursery school or class is to reproduce the healthy conditions of a good nursery in a well-managed home.

The infant school, as the term is used in the report, is for children from 5 to 7+ and is to provide the educational needs of the years of transition that separate babyhood from childhood. Its curriculum is to be thought of in terms of activity and experience rather than of knowledge to be acquired and of facts to be stored, but—

"This does not mean that the school has to stand aside and leave the child to follow the wind's way all the time. In recent years, both in this country and in America, there has been a tendency to exaggerate the childishness of the child, and to deprecate any procedure, especially in the training of the mind, which will interfere with it. . . . The healthy child attaches no value to his childishness; all his instincts prompt him to savor the experiences of those older than himself, and the school which would confine him entirely to childish things because it thinks them most appropriate to his years, does him a grave disservice. . . . The child should begin to learn the 3 R's when he wants to do so whether he be 3 or 6 years of age."

The teacher of little children is pictured by the committee as a person of balance, sympathy, understanding, and imagination, with a real love and respect for children, a pleasant voice, skilled in handwork and nature study, with any gift she may have for music and art well developed, and pursuing some outside study for its own sake to keep alive her intellectual interests.

Child study, the study of children's mental and physical development, is to be the basis of her training. On her training-college preparation, usually of 2 years plus a probationary year in service, as a basis, the teacher is to learn her craft in the school of experience and year by year place more reliance on what she found out in the school itself. On her knowledge of fundamental principles, she is to practice an honest self-criticism, and to evolve her own methods.

New book

Great Britain. Board of Education. Report of the Consultative Committee on Infant and Nursery Schools. London. His Majesty's Stationery Office, 1933. 282 p.

The third of a series, the first two of which are *The Education of the Adolescent* and *The Primary School*. Among the best of recent studies of infant and nursery schools.



OUR BULLETIN BOARD



Business Education

Business education and the consumer will be the chief topic considered at the Second Conference in Business Education and the Consumer to be held at the School of Business of the University of Chicago, June 27 and 28.

Meetings

National

- American Association for Adult Education. Milwaukee, Wis., May 21-23.
- American Association of Collegiate Registrars. Cincinnati, Ohio, April 17-19.
- American Association of Collegiate Schools of Business. St. Louis, Mo., April 26-28.
- American Association of Mental Deficiency. New York, N.Y., May 26-29.
- American Association of Museums. Toronto, Canada, May 30-June 1.
- American Philosophical Society. Philadelphia, Pa., April 19-21.
- American Physical Education Association. Cleveland Ohio, April 18-21; Eastern Section: Atlantic City, April 4-7; Mid-West section, Cleveland, Ohio, April 17-21.
- American Red Cross. Washington, D.C., April 9-12.
- Association of American Physicians. Atlantic City, N.J., May 1-2.
- Association of Art Museum Directors. Baltimore, Md., May 14 or 15.
- Association of Colleges for Negro Youth. Talladega, Ala., April 3-4.
- Association of University and College Business Officers. Lawrence, Kans., first or second week in May.
- Boys' Clubs of America. Pittsburgh, Pa., May 10.
- Commission on Higher Institutions. Chicago, Ill., April 18-21.
- Commission on Secondary Schools. Chicago, Ill., April 18-21.
- Commission on Unit Courses and Curricula. Chicago, Ill., April 19-21.
- National Americanism Commission, American Legion. Indianapolis, Ind., May 2.
- National Association of Penmanship Teachers and Supervisors. Indianapolis, Ind., April 18-20.
- National Child Labor Committee. Kansas City, Mo., May 23.
- National Conference of Social Work. Kansas City, Mo., May 20-26.
- National Organization for Public Health Nursing. Washington, D.C., April 22-26.
- National Probation Association, Inc. Kansas City, Mo., May 18-19.
- National Security League. New York, N.Y., May 2.
- National University Extension Association Conference. Chicago, Ill., May 16-18.
- Simplified Spelling Board. New York, N.Y., May 1.
- Society of State Directors of Health and Physical Education. Cleveland, Ohio, April 18.
- Young Women's Christian Association, National Board, Leadership Division. Philadelphia, Pa., May 2-8.

Sectional

- Classical Association of New England. Providence, R.I., April 6-7.
- Classical Association of the Atlantic States. Dallas, Pa., May 4-5.
- Eastern Arts Association. Rochester, N.Y., April 4-7.
- Eastern Society of Directors of Physical Education for Women. Washington, D.C., April 2-3.
- Eastern States Association of Professional Schools for Teachers. New York, N.Y., April 12-14.
- Inland Empire Education Association, Council of Psychology and Education. Spokane, Wash., April 4-6.
- Mid-West Association of Directors of Physical Education for Women in Colleges and Universities. Oberlin, Ohio, April 16-17.
- Midwestern Psychological Association. Lafayette, Ind., May 10-12.
- Mississippi Valley Historical Association. Columbia, Mo., April 26-28.
- New England Association of College Teachers of Education. Storrs, Conn., April —.
- New England Certificate Board. Boston, Mass., April 28.
- New England Modern Language Association. Cambridge, Mass., May 11-12.
- North Central Association of Colleges and Secondary Schools. Chicago, Ill., April 18-21.
- Northwestern Association of Secondary and Higher Schools. Spokane, Wash., April 5-7.
- Southern Association of Teachers of Speech. Birmingham, Ala., April 17-21.

State

- California Council of Education, Oakland or San Francisco, April 14.
- Georgia Education Association. Atlanta, April 12-14.
- Kentucky Education Association. Louisville, April 18-22.
- Massachusetts Junior High School Principals' Association. Framingham, Mass., April 25.
- Michigan Schoolmasters' Club. Ann Arbor, April 26-28.
- Mississippi Education Association. Jackson, April 18-20.
- Ohio College Association. Columbus, Ohio, April 5-6.
- Association of Colleges of South Carolina. Newberry, April 9.
- Washington State School Directors Association. Wenatchee. Early May.
- West Virginia Association of Secondary School Principals. Morgantown, April 20-21.

Conference

The tenth annual junior high school conference under the auspices of the School of Education of New York University, will be held Friday evening and Saturday morning, April 13 and 14. The Friday evening session will be a banquet meeting held jointly with that of the Eastern States Association of Professional Schools for Teaching in the Hotel Pennsylvania.

For Pan American Day

Teachers desiring help in planning programs for Pan American Day on April 14 should address the Pan American Union, Washington, D.C., for a complete list of material available for programs.

In addition to reprints of project and special Pan American Day teaching aids made available last year to thousands of teachers, there are many new helps this year, such as plays, pageants, suggested programs for concerts, parades, exhibits of Latin American products, and the like. A special issue of the Pan American Bulletin contains many interesting articles and a selection from the literature of each Latin American country, memoranda on such subjects as the evolution of international American conferences, inter-American commercial relations, the flags of the American nations, sketches of great Latin Americans, and dramatic material. One of the pageants is based on the life of Simon Bolivar, the liberator of the northern part of South America, which is most impressive and suitable for a community celebration or for presentation in a large high-school auditorium.

For information or useful material, simply address the Pan American Union, Washington, D.C.

Public Schools Week

California will observe Public Schools Week from April 23 to April 28, giving special attention to the "Charter for Public Education."

Award

A fellowship affording \$1,000 to be used for graduate study by a Goucher College graduate was awarded to Mary Louise Carl of Elkridge, Maryland. Miss Carl, a student at Johns Hopkins University, was graduated with honors from Goucher in 1932.

Summer Session

Mills College, California, announces coeducational summer sessions in art, French, music, modern dances, sports, and creative writing, from June 18 to July 28. Address communications to Mrs. E. C. Lindsay, Mills College, California.

New Government Aids For Teachers



Smithsonian Institution

THE PUBLICATIONS LISTED *May be Purchased from the Superintendent of Documents, Washington, D.C. Stamps or Defaced Coins are Not Accepted. If More Convenient, Order Through Your Local Bookstore.*

GUIDING the Adolescent. 1933. 94 p. (Children's Bureau publication No. 225.) 10 cents.

Dr. D. A. Thom, director of habit clinics of Boston and director of the division of mental hygiene in the department of mental diseases of Massachusetts offers suggestions for the guidance of adolescent boys and girls which every teacher and parent should read. His discussion falls under the following headings: Physical growth and development; Attitudes toward sex; Adolescence and mental development; the individual as a whole; Some educational pitfalls; The question of work; Learning to use leisure; A social conduct; Evading reality; The adolescent and his companions; and, The needs of the parent. (Health education; Social case work; Sex education.)

Household Employment in Chicago. 1933. 62 p. (Women's Bureau Bulletin No. 106.) 10 cents. (Sociology; Economics.)

Cocoa in the Cameroons Under French Mandate and in Fernando Po. 1933. 64 p., illus. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 148.) 10 cents.

Growing, harvesting, drying, marketing, inspection, and transportation of cocoa grown in the Cameroons. Two maps show the principal towns, roads, and other features. (Geography; Sociology; Economics.)

Price Lists (Free): Finance—Banking, budget accounting, no. 28; Agricultural chemistry and soils and fertilizers, no. 46; Insects—Bees, honey, and insects injurious to man, animals, plants, and crops, no. 41; Plants—Culture of fruits, vegetables, grain, grasses, and seeds, no. 44.

Whole-Time County Health Officers, 1933. 9 p. (Public Health Service. Reprint No. 1585.) 5 cents.

A directory of county health officers by States.

The Declaration of Independence and the Constitution of the United States of America. 1934. 48 p. (73d Cong., 1st sess., S.Doc. No. 79.) 20 cents.

Full text of the Constitution of the United States, as amended to April 1, 1933, together with the text of the Declaration of Independence. Contains a copy of the first seal of the United States and a complete name and subject index. (History; English.)

Construction of Chimneys and Fireplaces. 18 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1649.) 5 cents.

Designed to give the householder and prospective builder a working knowledge of the principles to be observed. (Safety education; Manual training.)

Common Errors in Cotton Production. 1932. 26 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1686.) 5 cents. (Agriculture; Economics.)

Sioux Beadwork. 27 p., illus. (Bureau of Indian Affairs.) Free.

Contents: Introduction, historical statement, bead embroidery, stitches used in beadwork, bead weaving, beads, skins, sinew, designs, moccasin designs, painting, types of bags, colors, summary. (Industrial arts; Sociology.)

Traveling exhibits

Several traveling exhibits illustrating "How Prints are Made" are available for loan from the Division of Graphic Arts, United States National Museum, Washington, D.C. Express charges must be guaranteed by the exhibitor both from Washington and return or to the next exhibitor. Among the processes illustrated and described are the following:

| | |
|-----------------------|----------------------|
| Wood cut | Lithography |
| Japanese print | Photo-Lithography |
| Wood engraving | Half-tone |
| Line engraving | Collotype |
| Bank-note engraving | Photogravure |
| Silk stencil printing | Rotogravure |
| Mezzotint | Aquatone |
| Etching | Water-color printing |
| Aquatint | |

LARGE EXHIBITS

Exhibit no. 1 contains 124 specimens and weighs 330 pounds boxed. The material is mounted in 12 frames (without glass), 32 inches wide by 48 inches high.

Exhibit no. 2 contains 99 specimens in 25 mats, 28 inches wide and 22 inches high, and weighs 70 pounds boxed.

SMALL EXHIBITS

The material is mounted in cardboard mats 14½ inches wide by 20 inches high, suitably labeled and complete in themselves.

Exhibits 3, 4, and 5, each contains 81 specimens in 24 mats and boxed; each exhibit weighs 29 pounds.

Exhibit 6 contains 79 specimens in 22 mats and boxed weighs 27 pounds.

These six exhibits contain the same information, but the prints are different. Nos. 1 and 2 show a few blocks, plates, and tools. Further information regarding dates, exact routing of exhibits, etc., will be furnished upon application to the Division of Graphic Arts, United States National Museum, Washington, D.C., under the direction of the Smithsonian Institution.

Film

The following film may be borrowed free from the Office of Motion Pictures, Extension Service, United States Department of Agriculture, except for the cost of transportation:

She's Wild. (Forest Service.) (1 reel.)

Cowboys on the western cattle ranges with "broncho busting", roping, and tying, and other exhibitions of horsemanship and range prowess at a cowboy gathering; Indian dances.

MARGARET F. RYAN

The staff of the Office of Education in the United States Department of the Interior is constantly engaged in collecting, analyzing and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries

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OF THE FEDERAL OFFICE OF EDUCATION



★The first study of Negro teacher education ever made on a national scale sets forth 33 recommendations with which every educator should be acquainted. Since one tenth of the Nation's population is Negro, the education of Negro children, and training of Negro teachers is a vital problem.

EDUCATION OF NEGRO TEACHERS

Bulletin, 1933, No. 10
National Survey of the Education of Teachers, vol. IV
Price 10 cents

★If you are a high-school principal, a high-school supervisor, a city or county school superintendent, or another type of supervisor or administrator, you will be interested in the findings of the National Survey of Secondary Education in the field of administration and supervision. Learn of the better practices in other communities in the 207-page report:

ADMINISTRATION AND SUPERVISION

Bulletin, 1932, No. 17, Monograph No. 11
Price 15 cents

★The term exceptional children includes boys and girls who are blind and partially seeing, those deaf and hard-of-hearing, the crippled, the delicate (anemic, tuberculous, and cardiac cases), those children who suffer with speech defects, the mentally deficient, the mentally gifted, and the socially maladjusted or incorrigible and delinquent. What is being done educationally for these future citizens is revealed in a new Office of Education 2-year summary:

THE EDUCATION OF EXCEPTIONAL CHILDREN

Bulletin, 1933, No. 2
Biennial Survey of Education, 1930-32, chap. VI
Price 10 cents

★Comparative facts on city school systems are brought together in the Biennial Survey of Education. In one chapter are condensed facts on enrollment, attendance, school term and days attended, supervising and teaching staff, current expense, distribution of the city school dollar, debt, property, night schools and summer schools. The report for the year 1931-32 is now available. In addition to usual data it also presents effects of the economic situation on city schools:

STATISTICS OF CITY SCHOOL SYSTEMS FOR THE YEAR 1931-32

Bulletin, 1933, No. 2, chap. II
Price 10 cents

Order from Superintendent of Documents, Government Printing Office, Washington, D.C.



TO MEET THE DEMAND

★ HUNDREDS of letters reach the Federal Office of Education each week requesting the most recent list or catalog of its publications on education. • A new list of the bulletins, pamphlets, and leaflets issued by the Federal Office of Education during 1930, 1931, 1932, and 1933 has been printed to meet the needs of those making such requests. • The guide to more than 200 publications of the Federal Office of Education is available to you free from the Office of the Commissioner of Education, Department of the Interior, Washington, D.C. Write today for yours.

SCHOOL LIFE



April 1934

Vol. XIX • No. 8



IN THIS ISSUE



Comrades in Quest of Knowledge • Pennsylvania's School Centennial • What Price College? • C.W.A. Art Brightens Schools • Children of Earth • Textbook Code Hearing • Good Training—Better Farmers • New Business at Cleveland

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

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Educational Tests and
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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 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D.C. To foreign countries, 85 cents a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U.S. Department of the Interior, Washington, D.C.



N.B. The cover illustration, a scene in an Oregon C.C.C. Camp, was drawn as a Public Works of Art project by Aimee Gorham



Contents

Table with 2 columns: Article Title and Page. Includes entries like Pennsylvania's School Centennial, What Price College?, Textbook Code Hearing, etc.

NEW CIRCULARS

(Single Copies Free)

- Research and Investigations Reported by State Departments of Education and State Education Associations, 1932-33. Circular No. 127.
Research and Investigations Reported by City School Systems, 1932-33. Circular No. 128.
Legislative Action in 1933 Affecting Education. Circular No. 129.
Consolidation of Schools and Transportation of Pupils, 1931-32. Circular No. 132.
Legislative Action in 1933 Affecting Financial Support of Public Education. Circular No. 133.



OFFICE OF EDUCATION
United States Department of the Interior

Pennsylvania's School Centennial

PENNSYLVANIA is celebrating the 100th anniversary of the signing of its Free Public-School Act.

On April 1, 1834, Gov. George Wolf affixed his signature to the "Common Schools Law." During the week of April 1 to 7, 1934, every school in Pennsylvania gave recognition to this event. This period was set aside through an official proclamation of Governor Pinchot and action of the State legislature as "Pennsylvania Education Week." While many schools conducted special programs at that time the centennial observance will continue throughout the year.

The centennial started officially Tuesday, April 3, with a 2-day program sponsored by the State Department of Public Instruction at Harrisburg. The centennial theme will be carried through school and college activities of the spring months, climaxed in October with a Citizens' Conference on Public Education in connection with the annual State Education Congress sponsored by the Department of Public Instruction. Preceding this will be many local and county conferences throughout the State.

During Pennsylvania Education Week speakers on public-school history and

★ KEYSTONE State This Month Observes 100th Anniversary of Free Public School Establishment

development appeared before various service clubs, parent-teacher meetings, school assemblies, and forums, women's clubs, and other organizations interested in education. Community conferences and pageants depicting "Then and Now" in public education were held and special sermons delivered in the churches on April 8.

As in 1834

The State celebration started with a series of special programs sponsored by the department of public instruction in the forum of the Education Building at Harrisburg on the evening of Tuesday, April 3. Following a review of the history and significance of public education by Dr. James N. Rule, superintendent of public instruction, there were two dramatizations by the faculty and students of the State Teachers College at Shippensburg. In the first act the players showed the legislative session of 1834 which approved

the common-schools law; in the second act the defense of the law at the 1835 session, when Thaddeus Stevens made the famous speech which saved the act from repeal. In the year following the passage of the act public sentiment developed against the free-school plan and its cost, but Stevens saved it with his characteristic oratory.

On Wednesday, April 4, occurred final eliminations in a State-wide championship spelling bee, featured by an old-fashioned singing school. On Wednesday evening there was presented, through dramatization, an old-fashioned school session, and, in contrast, a modern school project and a series of demonstrations showing results obtained through present-day education methods. These dramatizations were presented under the general direction of Dr. Albert Lindsay Rowland, president of the Shippensburg State Teachers College.

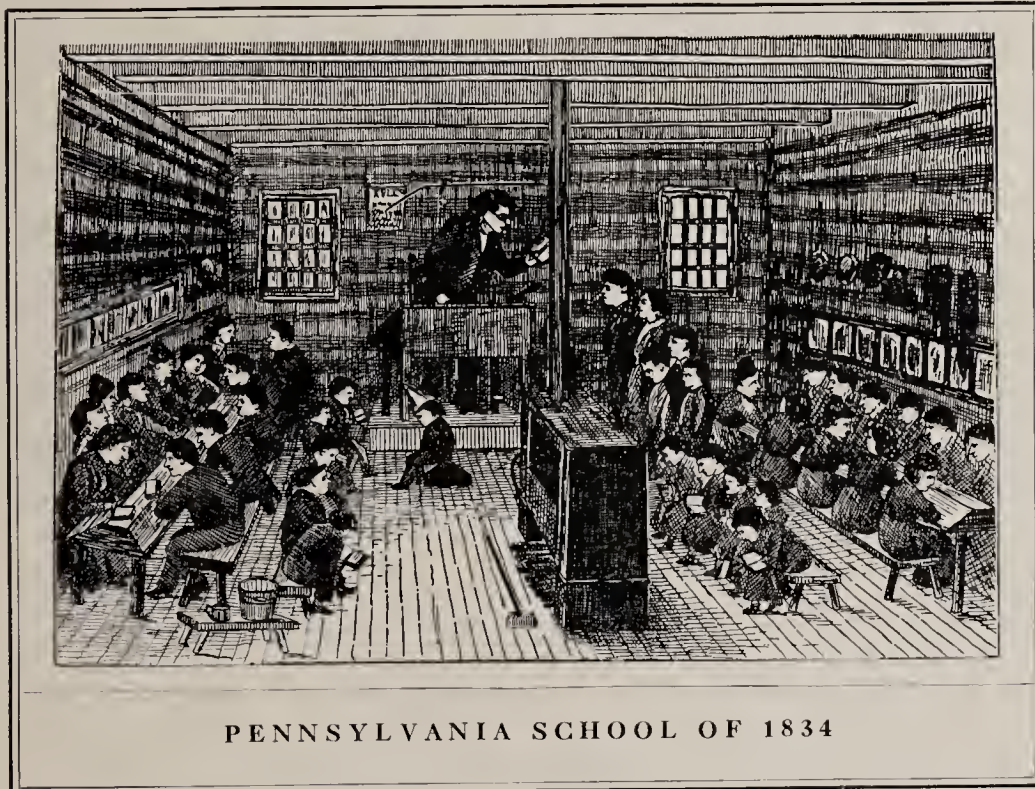
Approximately 40 Pennsylvania counties sent their champion spellers to Harrisburg for the finals of the spelling bee.

Booklet for teachers

Authorized by the State Legislature to organize such an educational program as will signally mark the anniversary, Superintendent Rule has sponsored preparation of various helpful materials for teachers and friends of education. The chief contribution is a 108-page illustrated pamphlet, "100 Years of Free Public Schools in Pennsylvania", which has been made available to every teacher in the State.

In the foreword of this anniversary pamphlet Superintendent Rule says: "With the signing of the Free School Act on April 1, 1834, two fundamental principles of democracy were established: [1] An educated citizenry is essential to successful self-government. [2] It is the obligation of the State to provide for the maintenance of an efficient system of public schools for all children."

D. M. CRESSWELL.



What Price College?

HOW MUCH does it cost to go to college? This is one of the perennial questions that the Office of Education is called upon to answer. Reliable information can usually be obtained from the registrar in a single college, but such an estimate does not apply to other colleges. To answer the question adequately, therefore, the Office of Education has recently written to registrars of 1,500 colleges and universities listed in the 1934 Educational Directory, and has received estimates from most of them.

Major items

Five major items of freshman expense were considered:

1. *Tuition in liberal arts.* Most institutions have one rate, but the State colleges and universities generally charge less for State residents than for students who live outside the State.

2. *Fees.* Total fees that all students pay include "incidental fees", annual fixed charges, matriculation, health, athletic, library, and student activity fees.

3. *Room.* Room rent as estimated is the minimum annual rate for 9 months of college. The lowest rate is usually in the college dormitory, but sometimes it is less in private homes located off-campus.

4. *Board.* The lowest annual rate for meals is estimated, whether this rate applies to the college dining hall or local boarding houses.

5. *Incidentals.* College officers have estimated what is the least amount of money that a prudent student needs for such necessities as books, supplies, laundry, etc., but did not include the cost of new clothing, club dues, amusements, or travel to and from college.

The total of these items is the *minimum cost* or the lowest amount that will cover the bare essentials for 9 months in college.

The *typical cost* figure represents a fair estimate of the amount that an average economical freshman spends in 1 college year. This is supposed to be a middle figure, neither low nor liberal, but enough for a student who wishes to make the most of college.

After arranging and tabulating the returns, *average costs* were figured for different

★ WALTER J. GREENLEAF Gives Recent Authentic Information on Cost of Education Beyond the High School

types of colleges. Since inquiries about college costs are generally confined to the colleges and universities which offer liberal arts curricula, 598 institutions which offer such work are included.

Averages of several expense items are shown in the following table but care should be taken in interpreting these figures. For instance, the minimum cost in State colleges and universities average \$376 for 94 institutions. While this is a correct figure, a student should not expect to attend any State institution with \$376 in his pocket. He may, however, attend any of 55 State institutions on this amount or less for the freshman year, but in 39 institutions he must pay more. If he attends institutions in California, Connecticut, Delaware, Maine, Maryland, Michigan, Minnesota, Pennsylvania, Vermont, Virginia, Alaska, or Hawaii, he must pay at least from \$500 to \$800.

These figures suggest several conclusions.

Conclusions

Expenses in the State colleges and universities are considerably less than in other types of institutions; there is nothing surprising about this fact since the State institutions are tax supported and publicly controlled.

Expenses are highest in the privately controlled colleges and universities which include the well-known endowed institutions.

In the denominational institutions, representing nearly two thirds of the colleges, expenses are higher than in the public institutions but lower than in the private institutions.

Expenses in the coeducational institutions are consistently lower than in the colleges for men or in the colleges for women.

Tuition rates in the men's colleges and women's colleges are distinctly higher than in the coeducational institutions.

Fees are nearly the same in most institutions (approximately \$30), except in State institutions where they are higher probably due to smaller tuition rates. Tuition rates in the State institutions are nonexistent for State residents in 37 institutions but average \$79 in 45 others; rates to nonresidents average \$128.

Board and room charges are consistently higher in the women's colleges, lower in the men's colleges, and least in the coeducational institutions. This can be accounted for not on the hypothesis that college women eat more but that they are served in better style in more pleasing surroundings and with more carefully chosen menus.

The economical student in liberal-arts colleges spends from \$540 to \$630 for the freshman year, as determined by averaging all types of institutions. While this figure serves to answer briefly the question of how much it costs to go to

[Continued on page 174]

The Aim of the College

TO BE at home in all lands and all ages; to count Nature as a familiar acquaintance and Art an intimate friend; to gain a standard for the appreciation of other men's work and the criticism of one's own; to carry the keys of the world's library in one's pocket, and feel its resources behind one in whatever task he undertakes; to make hosts of friends among the men of one's own age who are the leaders in all walks of life; to lose one's self in generous enthusiasms and cooperate with others for common ends; to learn manners from students who are gentlemen; and to form character under professors who are Christian—these are the return of a college for the best 4 years of one's life.

WILLIAM DEWITT HYDE

Textbook Code Hearing

TEXTBOOK publishers have presented a code of fair competition governing the textbook publishing industry. According to a statement made by Mr. J. J. Connolly, Assistant Administrator of the N.R.A., under whose supervision the code is being formulated, it is probable that at a later time there will be one master code covering labor for all publishing companies, with supplementary codes pertaining to trade practices and special problems for each of the several classes of publishers, including publishers of school textbooks; professional books, such as in law and medicine; and general trade books.

A tentative code for the textbook publishing industry was filed several months ago with the N.R.A. Later a revision was made and submitted as a substitute. This revision was printed by the N.R.A. as a proposed code for the textbook publishing industry and copies made available for distribution in February. Single copies may be obtained free on request made to the Publication Section of the N.R.A., Department of Commerce Building, Washington, D.C. The proposed code was drafted and submitted by the National Textbook Publishers' Council, which claims to represent 90 percent of the volume of the industry. The proposed code has been given general circulation among persons interested in the publication of textbooks and has aroused considerable discussion among textbook publishers and public-school officials interested in the effect that the code may have upon the general public. These discussions usually relate to provisions in the code for the establishment of a public relations board, selling on consignment, sanctity of sealed bids, price filing, maximum discount, exchange allowance, edition substitution, superimposed contractual conditions, contract guarantees, and sample copies.

Questions

Some of the questions frequently raised in the discussions of the code are:

1. What effect will the code have on the price of textbooks? Some contend that the code will raise the price of textbooks. Others state that the price of textbooks has been frozen for some time.

★ MARIS M. PROFFITT *Cites Questions Raised for and Against Code Affecting the Publishing of Textbooks*

They point out that there has been no drop in the price of textbooks during the period of the depression corresponding to the drop in the cost of labor and raw materials in the publishing industry.

2. Will not the code represent a combine in restraint of trade? Some argue that the combination of publishers permitted under the proposed code will be contrary to the Sherman antitrust law. Others present the view that the code will not represent a combination of companies in restraint of trade but will represent a national control for the regulation of fair practice in the production and sale of textbooks.

3. Will not the adoption of the code cause additional States to publish their own textbooks?

Some who oppose the code claim that the States at the present time are very much concerned about any combination of publishers. They put forth the argument that the States will take the view that the code gives Government sanction to a combination of publishers and the result will be that States will publish their own books. The argument on the other side is that the adoption of the code will bring a realization on the part of the States that there is national regulation of the publication and sale of textbooks and that therefore the States do not need to fear an undesirable combination of textbook publishers.

4. Will not a provision prohibiting selling on consignment work a hardship upon some who are in the retail textbook business and result in an inconvenience to the schools? The argument against this provision is that such a prohibition will work a hardship on some distributors of textbooks as they cannot always know in advance the exact number that they will be able to sell. Consequently they will hesitate to provide at the beginning of the school year as many copies as the schools may need. The other side of this argument is that bad practices have grown up which have resulted in unfair treatment of dealers with consequent evil results to

the public. The possibilities which selling on consignment has for bringing about a reduction in a list price is pointed out.

5. What effect will price filing have on sealed bids? Those opposed to the code indicate as their belief that there are provisions in the code which are contrary to the requirements in States for sealed bidding. On the other hand the argument is advanced that there is provision for changing, at any time, the price which has been filed with the code authority and that sealed bidding is not interfered with.

6. What effect will the code have on edition substitution and special editions of textbooks? Questions relating to these items involve fair trade practices usually concerned with the possibilities they hold for the cutting of prices below those listed.

On March 2

The public hearing on the proposed Code of Fair Competition for the Textbook Publishing Industry was held at the Raleigh Hotel on March 2. Mr. J. J. Connolly, assistant administrator of the N.R.A., who is in charge of the formulation of the code, presided at the hearing. Associated with him as advisers were representatives of the legal staff of the N.R.A., the industrial advisory board, the research and planning division, the consumers' advisory board, and the labor advisory board. All interested parties were given ample opportunity to present witnesses to represent them at the hearing and to file written objections to the proposed code.

Those who spoke as witnesses were: *For the code:* H. H. Hilton, Ginn & Co., and G. L. Buck, secretary of the National Textbook Publishers' Council. *Against the code:* Charles R. Heck, American Book Co.; Robert A. Taft, director, American Book Co., and legal counsel for the company; James H. Richmond, State superintendent of Kentucky, and chairman of textbook committee of National Council of State superintendents and commissioners of education, and Carl Whitlock, Allyn, and Bacon.

CWA Art Brightens Schools



“MILLIONS for laborers, not one cent to artists!” Directed against the Civil Works Administration program this shot came from the December issue of a national art journal. “The artist and the teacher and the musician,” pleaded the journal, “have a right to assume that their time has come to be included with the rest of the Nation’s workers . . .” The following month’s leading article in the same magazine was “The Public Works of Art Project”, and a February issue published a picture of the first painting completed under C.W.A.

Initiated December 8, the public works of art project of the C.W.A., has been acclaimed one of the greatest forces ever known to popularize art, and to advance public art appreciation. With about 2,500 needy artists, working in 16 different geographical regions, the United States Government becomes the greatest employer of artists in the history of the world. Schools will be the greatest beneficiaries of this unique experiment, whatever the ultimate results upon fine arts. The artist is joining the teacher in a common task of education.

More than 90 percent of the projects as outlined for the regions by Forbes Watson, technical director, concern themselves with schools or the theme of education in general. A sampling of the more interesting projects listed suggests the educational uses to which the artist has been put: [1] Series of health posters for Division of Child Hygiene of Massachusetts State Department of Health. [2] Making marionettes and marionette theaters for children’s recreation centers under Bureau of Recreation, Philadelphia. [3] Panels for a high-school auditorium of the District of Columbia. Theme: Instrumental music. [4] Mural for a Maryland public-school library. Theme: History of writing and printing.

History, geography, music, biology, and civics are being made more vivid and significant to pupils with the aid of the artists’ skill. Series of drawings and paintings such as “Flowers of Ohio”, “Birds of Ohio”, and “American Costumes”, prepared for Cincinnati, Ohio, public schools are new treasures to the teacher in the average classroom of today, with its necessarily limited resources. Even character training is in the province of art, as is indicated by a series of murals by that name executed for Mifflin School, Homestead, Pa.

That universities and museums are also alive to the educational value of the works of art may be seen from the following projects:

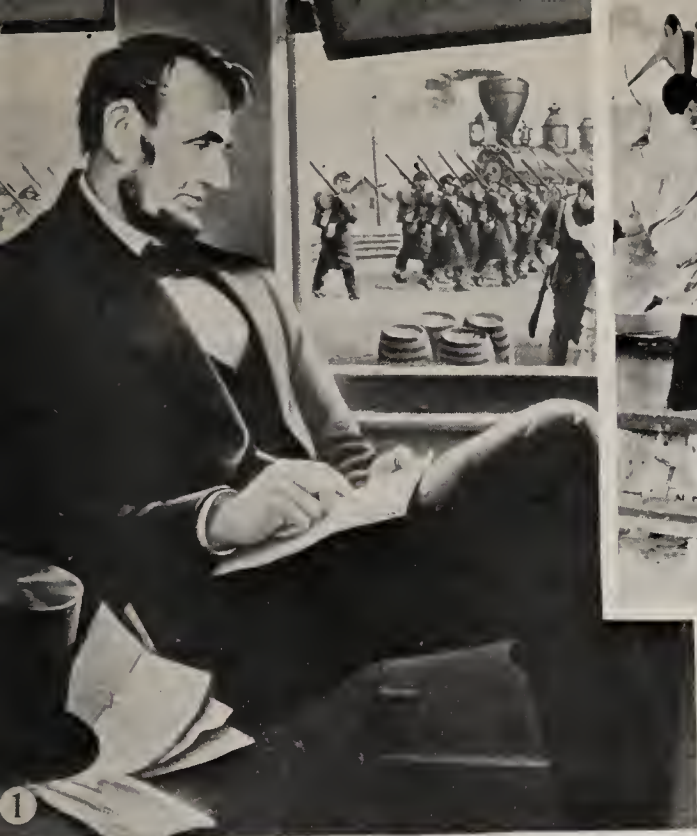
[1] Iowa State College, Ames: Series of murals depicting Farmer—Founder of Civilization. [2] Yale University: Military maps under the direction of Maj. Richard W. Hoher. [3] New York City Museum of Natural History: Pictures of vertebrates and invertebrates for the department of education.

For libraries, kindergartens, vocational, trade, and special schools, children’s reading rooms, schools for the deaf and dumb, and physically handicapped children, appropriate works of art are being prepared. One artist is busy on a series of small, sculptured animals for study in the School for the Blind, Portland, Oreg.

For parents of school children a series of sketches, illustrating the course of studies in the public schools of Pittsburgh, Pa., will be shown in the administration building of the board of public education in this city.

Besides these special projects, hundreds of miscellaneous decorations, panels, wall paintings, sculptures, easel paintings, prints, maps, and friezes will adorn the schools of the country, where once the walls were bare.

BEN P. BRODINSKY



1



7

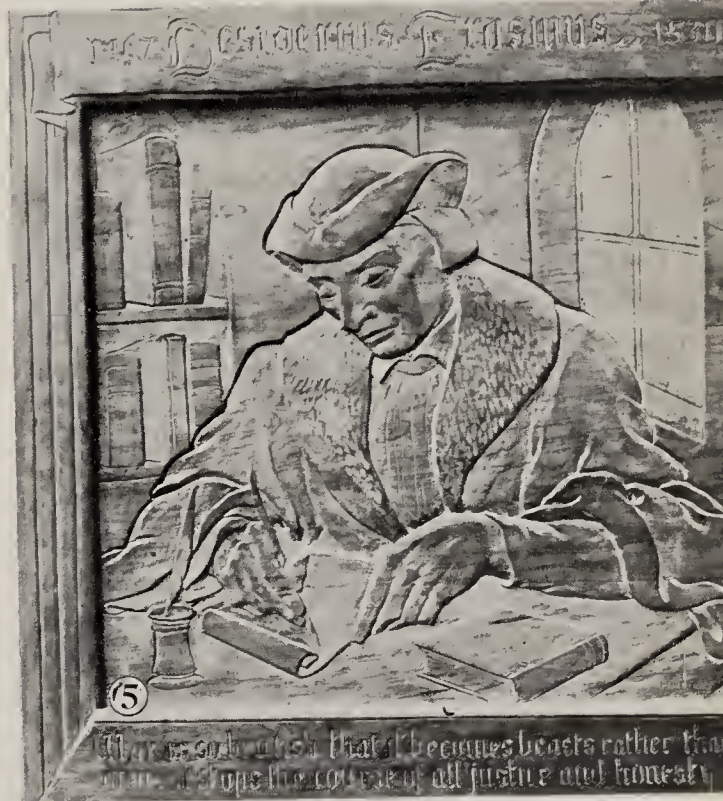


6



2

1. Lincoln Writing the Gettysburg Address. For use in a New York City school. 2. Negro Life. For a Baltimore, Md., industrial school. 3. English Class at Haaron High School, New York City. 4. Early Industries of New Haven, one of a series for Troup Junior High School, New Haven, Conn. 5. Portrait of Erasmus. For use in Newark, N.J., school. 6. Winter scene in Oregon C.C.C. Camp. 7. Sources of Food. For school cafeteria in Somerset, Pa.



5



Good Training—Better Farmers

INSTRUCTION of boys in farming in secondary schools is more than 40 years old. Its promotion by the Federal Government began 16 years ago with the passage of the Smith-Hughes Act. What, then, are the results of this movement in vocational education?

Studies made by the Office of Education and other agencies in an attempt to measure some of these results make the answer to this question comparatively easy.

One of these studies, made successively every 5 years since 1922, shows the proportion of former vocational agriculture students who continue in farming.

A second study now under way is attempting to answer the question, "Are former vocational agriculture students successful as farmers?"

Occupational survey

A third study, made by Dr. Walter S. Newman, State supervisor of agricultural education for Virginia, compares the earnings of former vocational agriculture students now farming with the earnings of an equivalent group who did not receive vocational training.

Do boys trained in the vocational agriculture departments of rural high schools continue to farm? This is the question presented and answered by the first study, which, inaugurated in 1922, was repeated in 1927 and again in 1932. The 1932 study reveals that 73 percent of the farm boys who receive training in vocational agriculture courses entered farming or related

★ F. W. LATHROP *Summarizes Three Studies Which Check Up Results of the Vocational Agriculture Movement*

pursuits. To state it differently, approximately 7 out of every 10 of the 6,279 students included in the 1932 study have gone into farming or are in work related to farming. It should be understood, however, that vocational agriculture is not necessarily responsible for these boys going into farming; for the most part they would have farmed anyway, but less effectively.

An analysis of the data developed in this occupational study reveals that (1) the percentage of former vocational agriculture students entering farming is increasing—from 59 percent in 1922 to 64 percent in 1932, (2) the percentage diverted to related occupations is decreasing, and (3) the percentage enrolling in either agricultural colleges or nonagricultural colleges is decreasing. The evidence produced by this study, which covers a 15-year period, indicates clearly that vocational education in agriculture is really functioning in the lives of many thousands of former vocational students on farms.

And this brings us to another question, for which we have sought the answer, namely, "Are former vocational agriculture students successful as farmers?"

This question will be answered by a study of the farming records of former students, which the Office of Education, in

cooperation with State supervisors and teachers of vocational agriculture, now has under way. While this study of the farming records of former students has been undertaken primarily for the purpose of discovering from these "vocational histories" how the program of vocational education may be improved, it has already uncovered striking evidence of the value of vocational training in developing successful farmers.

Example

A large number of these vocational histories have already been obtained, and it is expected that the study will result in a collection of a thousand or more of them.

Perhaps the type of information uncovered in these records and their value in measuring the success of vocational training in agriculture may best be illustrated by a specific instance. There is the case of Ward Cromack of Shelburne Falls, Mass., for example. Out of school 2 years and already well started in the farm poultry business is the record of this young man. As his supervised farm practice project during his freshman year at the local high school, Ward selected a poultry project. And this, strange to say, after

[Continued on page 170]



Ward Cromack and the latest addition to his poultry business, a 60' x 24' laying house.



The farm home, with barn on the extreme right remodeled as a laying house.

Putting It Up to Patrons

PUT THE problem of the schools directly up to citizens. That is what the Baltimore Board of School Commissioners decided to do when financial conditions raised puzzling questions of where and how to reduce expenditures.

Theoretically school questions are always up to the citizens represented by elected members of boards of education. But the Baltimore board decided that special conditions demanded a thoroughgoing investigation by a large group of representative citizens.

In March 1933 the Board of School Commissioners of Baltimore requested a committee of 75 representative citizens of that city to act as an advisory committee to the board in dealing with the financial problem that was facing the public schools of the city.¹

The president of the board of school commissioners said: "The board might have asked the advice of educational experts, but the question has broad aspects—it affects the community as a whole—and, therefore, the board has preferred to enlist the assistance of representative citizens and taxpayers of Baltimore who are themselves directly concerned."

The citizens' committee was organized into 11 subcommittees to investigate and report on the following subjects or departments of the school system: Art; home economics; music; industrial arts; vocational education; health education; statistics, measurement and research; business departments; elementary schools, junior and senior high schools; special education; and colored schools. These committees were furnished every possible facility for learning about the present scope, condition, and costs of the various divisions of the school system.

A reviewing committee, composed of members of the general committee, summed up the conclusion of the sub-

¹ Citizens' Advisory Committee on the Survey of the Educational Activities of the Department of Education in Baltimore. Summary report of reviewing committee, including subcommittee reports. Department of Education, Baltimore, Md., July 1933.

In future issues of *SCHOOL LIFE* note will be made of recent reports of other citizens' committees and of State survey commissions.

★ THAT is What Baltimore Did With Its School Problem—and 75 Leading Citizens Gave Schools Their Support Reports W. S. Deffenbaugh

committees as follows: "There is no evidence of waste in any of the departments or activities of the school system; the administration and operation of the schools have been brought to a relatively high state of efficiency and good management; there is no excessive overhead; there is no excessive expenditure on special subjects; the basic subjects are not neglected for special subjects."

The committee concluded "that if any substantial reduction in the school appropriation has to be made, it will necessarily

fall mainly upon salaries, but in the opinion of the committee salaries are already as low as they should be if the efficiency of the schools is to be maintained at anything like the present level." The committee suggested that if a reduction should become necessary or inevitable "any such action should be preceded by a general survey of all salaries and other expenditures in different municipal departments, so that the school system may not be singled out for drastic reduction, when it is only one of the several departments of the city administration."

Findings regarding the special subjects are especially significant at this time when many school systems are eliminating them. Reports of the subcommittees agree that the special subjects are a necessary part of public-school education.

The committee calls attention to the fact, so generally overlooked by those who think school costs can be reduced by eliminating the special subjects, that any very substantial part of the cost of maintaining and operating the schools would not be saved nor avoided by discontinuing the special subjects, "for the plain reason that one teacher can effectively instruct only a limited number of pupils at a time, and, therefore, that if these subjects were abolished, teachers would still be needed to instruct the pupils during the same time which is now devoted to the teaching of these special subjects." The committee also found that the so-called "fundamental subjects" have not been neglected for the special subjects, saying "that the addition of these subjects to the curricula has not operated to prejudice the thoroughness of the teaching of those subjects which are commonly regarded as the more fundamental ones."

The report of the committee is significant in that it was made by a committee of representative lay citizens and not by educational experts.

The Customers

SATISFIED customers—that is what every well-conducted business wants. Satisfied citizens—that is what school administrators and teachers want.

But it isn't as easy to know whether a citizen is satisfied with his children's school as with his department store.

Because citizens have become deeply interested in what their tax dollar buys, numerous cities and States have witnessed the creation of citizens committees to investigate and evaluate school service.

Baltimore sought citizens' advice. The accompanying article tells what happened.

New York State and New Jersey have recently received reports from their school "customers." More than 300 prominent North Carolina citizens spent a whole day discussing what they wanted their schools to do for their children.

Ask the man who pays for it, is the educational question of the hour. *SCHOOL LIFE* will present more of his answers in coming issues.

SCHOOL LIFE

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NO. 8

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

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|---------------------------|-------|----------------------|
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| Commissioner of Education | - - - | GEORGE F. ZOOK |
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APRIL 1934

DISTINCTION BETWEEN ALUMNI AND GRADUATES

GUEST EDITORIAL

Reprinted by permission from *March Fortune's* article "New-Yale"

The great universities of the Old World have graduates, not alumni. The distinction is real. A graduate takes his diploma and leaves. An alumnus buys his football ticket and comes back. A graduate has no rights in his university save certain rights of recollection. An alumnus has every right in his university—and particularly the right of elegiac complaint. The consequence is that a university blessed with alumni—an American university—is a public institution in a sense that would not be understood upon the Continent. Its history from day to day is the deep concern not only of its students and its faculty but of a considerable number of more or less adult citizens whose eyes may not have seen it for the last 10 years. Its decision on a football coach may affect digestions a thousand miles away. Its retirement of a professor may produce palpitations in hundreds of cotton-broking and steel-manufacturing breasts. And any attempt on the part of its trustees to tear down a dining hall and replace it with a modern power house and steam laundry may precipitate mass

meetings, round robins, and a lyric editorial in the New York Times.

It is a curious relationship, a relationship in which both participants delight and from which both participants suffer, a relationship intimate as that between

mother and son, ambiguous as that between hen and egg. In a sense the alumnus is the cause of the American university. In a sense the American university is the cause of the alumnus.

U.S. Junior Placement Service

THE act of Congress approved June 6, 1933, establishing a national system of employment offices may become a significant factor in the program of guidance and placement carried on in the public schools, since it includes provisions for placement service for juniors.

The Federal law creates, as a bureau in the Department of Labor, the United States Employment Service, which supplants the previous employment service. At the head of the Bureau is a director appointed by the President. The Bureau "is to promote and develop a national system of employment offices for men, women, and juniors who are legally qualified to engage in gainful occupations, to maintain a veterans' service to be devoted to securing employment for veterans, to maintain a farm placement service", etc. The Bureau is also required to assist "in coordinating the public employment offices throughout the country and in increasing their usefulness by developing and prescribing minimum standards of efficiency, assisting them in meeting problems peculiar to their localities, promoting uniformity in their administration and statistical procedure, furnishing and publishing information as to opportunities for employment and other information of value in the operation of the system."

The act authorizes the appropriation of \$1,500,000 for the fiscal year ending June 30, 1934, \$4,000,000 yearly thereafter until June 30, 1938, after which date "sums annually as the Congress may deem necessary."

In order to obtain appropriations a State, through its legislature, is required to accept the provisions of the act and authorize the creation of a State agency, empowered to cooperate with the United States Employment Service. A State is also required to submit to the director for his approval, "detailed plans for carrying out the provisions of this act," and to "make such reports concerning its operations and expenditures as shall be prescribed by the director."

Provisions are made for a Federal Advisory Council, established by the director

and "composed of men and women representing employers and employees in equal numbers and the public for the purpose of formulating policies and discussing problems relating to employment. . . . The director shall also require the organization of similar State advisory councils."

There has been created a Committee on Junior Placement of the Federal Advisory Council of the United States Employment Service. Dr. Zook, United States Commissioner of Education, has been named as chairman of the committee.

The whole problem of junior placement is closely related to public-school work and it is to be expected that this committee will be an important factor in establishing as a basic principle, the assumption that the employment service for juniors will be carried on in close articulation with the public schools. Any program of public education which assumes the responsibility for vocational guidance and vocational training, has as its goal the placement of its pupils in gainful employment. Junior placement, therefore, should be closely articulated and definitely integrated with public schools providing opportunities for guidance service and vocational training. The problem of school leaving in many places is already regulated and supervised by the department of school attendance and closely coordinated with the issuance of work permits in accordance with State laws. Many schools also maintain some placement service for school drop-outs and for students completing prescribed courses. This is especially true for systems maintaining vocational schools. Moreover, records containing educational and personal data of the pupil are on file in the school and the school frequently has occupational information available for placement service.

The committee has ahead of it the opportunity and responsibility for developing a national system of employment for juniors which have not heretofore existed and for which no good precedents are to be found.

MARIS M. PROFFITT

Four Conferences

FOUR educational conferences were called by Commissioner Zook at the Cleveland Department of Superintendence meeting: [1] Financial implications of the consolidation of schools and transportation of pupils. [2] National Advisory Committee on the Education of Negroes. [3] Conference on comparable test scores on the secondary school level. [4] National Advisory Council on School Building Problems (fifth annual).

Consolidation—Transportation

State superintendents and other prominent school officials took part in the conference presided over by Commissioner Zook to consider the problems and progress of the movement to build up larger school units and the transportation of children to the larger schools. Commissioner Zook pointed out that the number of one-room schools has gradually decreased during the past 16 years from approximately 200,000 to 143,000, and that more than 2,000,000 pupils are transported annually at a cost of about \$58,000,000.

Mr. Harry A. Little, Arkansas State Department of Education, discussed ownership of transportation equipment and reported a 50 percent greater unit cost with private ownership than with public ownership of school buses. State Superintendent Charles H. Skidmore, of Utah, in presenting comparative data, pointed out that Utah expends \$81 per pupil in contrast with an expenditure of \$103 per pupil in an adjoining State where the small district organization prevails.

Placing children in schools to the best advantage, that is, developing attendance areas on an economic basis, is greatly hindered by small school districts, Sue M. Powers, county superintendent, Shelby County, Tenn., told the conference. Superintendent George Fox, Anne Arundel County, Md., said that an average attendance area in his county 10 miles in diameter had been found satisfactory.

Mr. Charles C. Crosswhite, Missouri State Department, and Mr. George C. Cole, vice president, State Teachers College, Terre Haute, Ind., both emphasized the need for more attention to records on transportation. The Indiana

★ SCHOOL Consolidation and Transportation, Negro Education, Tests, and Building Problems, Discussed at Meetings Called by Commissioner Zook

system of transportation contracts, which he explained, eliminated, he declared, practically all opportunity for graft in employing drivers and enabled school officials to keep cost at a minimum.

Results of this conference will be available in a mimeograph summary which will be announced in a later issue.

TIMON COVERT

Negro education

Several meetings of importance to the education of Negroes were held in Cleveland. A joint meeting of the National Advisory Committee on the Education of Negroes with the planning committee of the coming National Conference on Fundamental Problems in the Education of Negroes; certain sessions of the National Vocational Guidance Association; certain Topic Group meetings of the Department of Superintendence, and a meeting of the officers and friends of the National Association of Teachers in Colored Schools.

Three subcommittees of the Vocational Guidance Association reported on (1): Vocational guidance in social agencies with special reference to the Negro, Ralph W. Bullock, chairman; (2) Occupational opportunities for Negroes, T. Arnold Hill, chairman; (3) Promotion of guidance of Negroes in secondary schools and colleges, Ambrose Caliver, chairman.

Policies Affecting Negro Education was the subject before topic group G, general committee VI, in the convention plan to obtain a birdseye view of education. Following two discussions, topic group G sent the following statement to committee VI chairman:

"In view of the presence in many States of separate schools for Negroes, maintained by law, and of the inadequacy of existing school facilities in large measure to serve the purpose of education in a democracy, this committee, composed of

40 people representing State superintendents of public instruction, superintendents of city and county schools, presidents and deans of colleges, and other groups, begs leave to report vital needs in the education of Negroes in America as follows:

1. Money sufficient from all sources—local, State, and national—to maintain (where separate public schools for Negroes are established by law), public school facilities for Negroes equal in buildings and equipment, length of term, curricula (without differentiation on the basis of race) teachers, adult education, and in all other respects with other public-school facilities and services in such areas.

2. A definite program of informing the American people in all sections of the country (through in-school and extra-school channels of communication) of the conditions which now exist in these schools.

3. That positive efforts to cooperate be made both by the intelligent leadership among the Negro race and the rapidly growing groups of white people in all sections, who believe the fairness, justice, and righteousness outlined in statements 1 and 2 above.

4. The committee endorses the policy that where separate schools are now prohibited, or where there is absence of legislation making separation of the races for educational purposes mandatory or permissive, that separation of races for education purposes should be definitely discouraged and opposed.

With this statement before them, members of committee VI reported to the Department of Superintendence:

The present distribution of national wealth has tended to operate to the educational detriment of the Negro race, which constitutes one tenth of our population. The measurable response of the Negro population to even limited educational opportunity has been most gratifying. It is deplorable that the depression has resulted in lamentable curtailment of educational opportunity for this large portion of our population. Social justice and general economic welfare demand that, in the provision of educational opportunity, the needs of Negro pupils and teachers be given equitable consideration along with those of all other groups.

AMBROSE CALIVER

Equivalent tests

Should a national agency such as the Federal Office of Education attempt to establish and circulate equivalent test scores on secondary-school tests? This was a question before a preliminary con-

[Continued on page 175]

Education Bills Before Congress

ON MARCH 2, 1934, the President approved the act making appropriations for the Department of the Interior for the fiscal year ending June 30, 1935, which carries the following appropriations for the Office of Education:

| | | |
|---|-----------|-----------|
| Salaries..... | \$220,500 | |
| General expenses..... | 12,500 | |
| Printing and binding..... | 40,000 | |
| | | \$273,000 |
| Vocational education: | | |
| Hawaii (payment to)..... | 30,000 | |
| Puerto Rico (payment to).... | 105,000 | |
| Rehabilitation of persons disabled in industry (payment to States)..... | 1,097,000 | |
| Salaries and expenses..... | 58,000 | |
| Rehabilitation of disabled persons in the District of Columbia..... | 15,000 | |
| | | 1,305,000 |
| Total..... | | 1,578,000 |

The above does not include the permanent appropriation of \$2,550,000 per annum paid to States and Territories for colleges of agriculture and the mechanic arts nor the permanent annual appropriation under the Smith-Hughes Act of \$7,167,000 for payment to States for cooperative vocational education and \$200,000 per annum for salaries and expenses in the Office.

The following digest of bills introduced during the month shows a continued interest in the need for Federal aid to education. The Committee on Education of the House of Representatives has conducted hearings on bills providing for such aid, but up to the present time no action has been taken thereon.

S. 236

Authorizes appropriation of \$10,000 for cooperation with public-school board of district no. 20, Jefferson County, Wash., in construction, extension, and betterment of public-school building at Queets, Wash., provided Indian children of the village of Queets and Jefferson County, Wash., shall be admitted to the school in said building on the same terms, except as to payment of tuition, as other children of the district. (Reported favorably, Mar. 7, 1934, from Senate Committee on Indian Affairs.)

S. 872

Authorizes Secretary of Agriculture to permit the occupancy and use of national-forest lands for purposes of residence, recreation, education, industry, and commerce. (Passed Senate, Feb. 28, 1934.)

★ LEWIS A. KALBACH *Summarizes Legislation Affecting Schools Presented in the House and Senate*

S. 1347

For relief of Little Rock College, Arkansas. (Passed both Houses of Congress and approved by President Mar. 13, 1934.)

S. 1826

Authorizes appropriation of \$20,000 for cooperation with public-school board of district no. 9, town of Poplar, Mont., on condition that school maintained shall be open to Indian children of Fort Peck Indian Reservation. (Reported favorably Mar. 7, 1934, from Committee on Indian Affairs.)

S. 2042

To establish a department of physics at the United States Military Academy. (Passed Senate, Feb. 20, 1934.)

S. 2379

Granting certain lauds to University of Arizona. (Passed Senate, Mar. 15, 1934.)

S. 2829

Directs the Director of Public Buildings and Public Parks to set apart a suitable site in the public grounds in the District of Columbia for a building or buildings for the National Conservatory of Music of America. (Introduced Feb. 20, 1934, by Mr. Copeland, of New York, and referred to Committee on Public Buildings and Grounds.)

S. 2837

Authorizes an appropriation of \$100,000,000 for the year ending June 30, 1935, for the purpose of providing to the several States, Territories, and the District of Columbia funds to enable them to provide educational opportunities to be allotted by the Commissioner of Education on the basis of need to maintain a term of normal length in the public schools of less than college grade; funds to be paid monthly. (Introduced Feb. 20, 1934, by Mr. George, of Georgia, and referred to Committee on Education and Labor.)

S. 2893

Authorizes an appropriation of \$80,000 for cooperation with School District No. 27, Big Horn County, Mont., for the erection and improvement of public-school buildings on condition that the schools maintained by said district shall be available to all Indian children of the school district on the same terms, except as to payment of tuition, as other children of said district. (Introduced Feb. 26, 1934, by Mr. Wheeler, of Montana, and referred to Committee on Indian Affairs.)

S. 2894

Authorizes an appropriation of \$158,000 for cooperation with School District No. 17-H, Big Horn County,

Mont., for extension and improvement of public-school buildings at Hardin and at Crow Agency, on condition that the schools maintained by said district shall be available to all Indian children of the district on the same terms, except as to payment of tuition, as other children of the district. (Introduced Feb. 26, 1934, by Mr. Wheeler, of Montana, and referred to Committee on Indian Affairs.)

S. 2940

Authorizes an appropriation of \$125,000 for cooperation with the public-school board of Shannon County, S.Dak., in construction and equipment of a consolidated public high school building at Pine Ridge, S.Dak., for both white and Indian children without discrimination and that practical training for vocations and home economics be provided. (Introduced Mar. 5, 1934, by Mr. Nye, for Mr. Norbeck, of South Dakota, and referred to Committee on Indian Affairs.)

S. 2991

Authorizes Secretary of Commerce to pay 25 percent of cost of instruction to any student who receives training in any civilian flying school in the United States and secures a Department of Commerce private pilot's license or one of higher grade; limits number of students qualifying for such pay to 5,000 in any one year and limits expenditures for this purpose to \$1,500,000 in any one year; students shall be not less than 18 nor more than 25 years. (Introduced Mar. 8, 1934, by Mr. Sheppard, of Texas, and referred to Committee on Commerce.)

H.J.Res. 257

Authorizes Secretary of the Interior to contract with States for the education, etc., of Indians. (Reported favorably from Committee on Indian Affairs, Mar. 2, 1934.)

H.Res. 268

Requests the Commissioner of Education to make a study of the desirability of including in the curricula of the public schools throughout the United States vocational courses in aviation and related subjects, formulate a plan for such courses of study, make the results of such study and such plans available for use of the schools and the people throughout the United States, and make a report with respect to such study and plans to the House of Representatives. (Introduced Feb. 15, 1934, by Mr. Kenney of New Jersey; and referred to the Committee on Education.)

H.R. 7755

Authorizes and directs the Director of Public Buildings and Public Parks of the National Capital to select and set apart a suitable and appropriate site in the public grounds in the District of Columbia for a building or buildings for the National Conservatory of Music of America. (Introduced Feb. 7, 1934, by Mr. Wadsworth of New York and referred to Committee on Public Buildings and Grounds.)

H.R. 7802

Provides for further development of vocational education. Same as S. 2119, H.R. 7059, 7089. (Introduced Feb. 8, 1934, by Mr. Black of New York and referred to Committee on Education.)

H.R. 7854

Authorizes Reconstruction Finance Corporation to make loans to any bona fide religious or educational institution to aid in the construction of any building to be used by it for religious or educational purposes; the interest rate shall not exceed 1 percent per annum, and no loan shall be made in excess of 50 percent of the estimated cost of construction unless the construction was commenced before date of enactment of this act. (Introduced Feb. 10, 1934, by Mr. Fish of New York and referred to Committee on Banking and Currency.)

H.R. 7873

Authorizes and directs that there be made available out of funds appropriated for the Federal Emergency Relief Administration for the fiscal years 1934 and 1935 such funds as will enable the States, Territories, and District of Columbia to maintain their regular school terms as maintained in 1931 and previous years; authorizes an appropriation of not less than \$2 per enumerated school child in the elementary and secondary schools to be allocated to each county treasurer in each State for the use of the schools; no school shall receive any such aid unless it is unable by taxation or otherwise to maintain its school term as it was maintained in 1931-32 and previous years; no department of Government shall exercise any control, authority, or supervision over the curriculum or management of any of said schools receiving such aid; authorizes Reconstruction Finance Corporation to purchase or make loans on school warrants for payment of teachers' salaries or other employes in public schools. (Introduced Feb. 10, 1934, by Mr. Johnson of Oklahoma and referred to Committee on Education.)

H.R. 7977

Authorizes loans to institutions of higher education. Same as S. 2753. (Introduced Feb. 14, 1934, by Mr. Guyer of Kansas and referred to Committee on Banking and Currency.)

H.R. 7981

Authorizes Reconstruction Finance Corporation to make loans, upon full and adequate security, to non-profit corporations formed by school teachers in public schools for the purpose of discounting warrants, orders, and other evidences of indebtedness of any public body issued to teachers employed in public schools for primary and high-school education; provided, that the aggregate amount of such loans at any time outstanding shall not exceed \$100,000,000. (Introduced Feb. 14, 1934, by Mr. Heller of Illinois and referred to Committee on Banking and Currency.)

H.R. 8093

Authorizes R.F.C. to make loans for school purposes to States, school districts, and boards of education; such loans shall bear interest at not to exceed 4 percent per annum. (Introduced Feb. 19, 1934, by Mr. Terry, of Arkansas, and referred to Committee on Banking and Currency.)

H.R. 8137

Provides for Federal aid for education. Similar to S. 2837. (Introduced Feb. 20, 1934, by Mr. Collins, of Mississippi, and referred to Committee on Education.)

H.R. 8219

Authorizes an appropriation for the year ending June 30, 1935, of \$300,000,000 to assist the States and Territories in providing educational facilities; funds shall be apportioned by the United States Commissioner of Education on the basis of \$11 for each pupil in average daily attendance in public schools of less than college grade,

H.R. 8289

plus an amount to adjust for sparsity of population. (Introduced Feb. 23, 1934, by Mr. Deen, of Georgia, and referred to Committee on Education.)

Authorizes an appropriation out of the Treasury of \$50,000,000 for the year ending June 30, 1934, and \$100,000,000 for the year ending June 30, 1935, to assist the States, territories, and District of Columbia to maintain a term of normal length in the public schools of less than college grade; funds to be disbursed on certification of the U.S. Commissioner of Education on the basis of need. Authorizes also an appropriation annually for each fiscal year beginning July 1, 1935, of an amount equal to not less than \$3 per school child in average daily attendance based on previous year's attendance report furnished by the U.S. Commissioner of Education; declares eligible for purchase or loans by R.F.C. at full face value at rate not to exceed 1 percent per annum all school warrants for teachers' salaries or other employes in the public schools issued and registered between Jan. 1, 1932, and July 1, 1934. (Introduced Feb. 26, 1934, by Mr. Rogers, of Oklahoma, and referred to Committee on Education.)

H.R. 8348

Authorizes R.F.C. to accept at full face value for a loan or discount all teachers' salary warrants issued from January 1, 1933, to January 1, 1935, the rate of interest not to exceed 3 percent per annum. (Introduced Feb. 28, 1934, by Mr. Glover, of Arkansas, and referred to Committee on Banking and Currency.)

H.R. 8393

Directs Secretary of War to provide for voluntary enlistment and intensive military training for a period not to exceed 6 months of any boy or young man who is a citizen of the United States and unemployed and physically qualified and who has, within a year before such training is begun, graduated from high school or was recently a student in college; trainees shall be honorably discharged to accept desirable position or civilian employment. (Introduced Mar. 1, 1934, by Mr. McSwain, of South Carolina, and referred to Committee on Military Affairs.)

H.R. 8400

Authorizes the Secretary of Commerce to pay 25 percent of the cost of instruction of any student who receives training in any flying school in the United States declared by the Department of Commerce to be qualified to give such training, provided the cost to the Government shall not exceed \$10 per hour of such flight instruction; students shall be not less than 18 nor more than 25 years of age. (Introduced Mar. 1, 1934, by Mr. McSwain, of South Carolina, and referred to Committee on Interstate and Foreign Commerce.)

H.R. 8433

Federal aid for education. Similar to H.R. 8137. (Introduced Mar. 2, 1934, by Mr. Fletcher, of Ohio, and referred to Committee on Education.)

H.R. 8619

Authorizes R.F.C. to make loans to any corporation, trust, foundation, congregation, organization, or association organized (not for profit) under the laws of any State or Territory and operated for religious purposes, to aid in financing the operation and maintenance of institutions for religious instruction and worship; interest on any such loan shall not be at a rate in excess of 4 percent per annum; such loans may be made for a period of 5 years (subject to extension under this act), during which period no amortization or reduction of the principal shall be required, and real estate owned by any institution authorized to borrow under this provision shall be deemed adequate security for a loan. (Introduced Mar. 13, 1934, by Mr. Cochran, of Missouri, and referred to Committee on Banking and Currency.)

Have You Read?

THE question of high-school annuals and their exorbitant cost is discussed in "Less Expensive Annuals", *School Review*, February. Oliver K. Garretson gives excellent advice for making satisfactory yearbooks at a greatly reduced cost.

A brief history of the general education board and its work for Negro education, appears in the February *University of Chicago Magazine*. The writer, Trevor Arnett, discusses help given Negro colleges, and Negro medical education.

Each year at the Museum of Natural History in New York City, the boys and girls of the city schools show the exhibits and models they themselves have built to illustrate scientific principles and inventions. An account of this exhibit appears in the February *Junior Red Cross Journal*, "A fair for school scientists."

How one school man met the challenge of the underworld forces at work in his school is dramatically told by Abraham H. Lass, in "The Racketeer and the School": January *High Spots*.

In celebration of the one hundredth anniversary of his birth, The *Harvard Teacher's Record* devotes its February issue to Charles William Eliot. Contents include a sketch of his life, tributes and Eliot's essay on Education for Efficiency.

Relation of the Federal relief agencies to education is summarized by Commissioner George F. Zook in February 24 *School and Society*. Ten of the emergency agencies are mentioned with brief notes to show the contribution to or implications for education.

A series of articles on the habit of scientific thinking has been running in *Teachers College Record*, beginning with the October 1933 number. The writer, Victor H. Noll, research associate in the Institute of School Experimentation at Teachers College, took part in the National Survey of Secondary Education.

SABRA W. VOUGHT

Children of Earth

WHEN MARY of nursery rhyme fame was asked about her garden, it probably was one of those that are grown in the spring time. But out in Los Angeles, where flowers and vegetables enjoy sunshine the year round, the city school child never heard of a contrary garden. These children love their gardens and each one knows the joy of seeing the seeds they put into the soil grow up into strong healthy plants.

Gardening begins in the third and fourth grades for those who wish to take it. In the fifth and sixth grades it is a required subject, nor is it one reluctantly followed. A 10 weeks course is also required of all junior high school students, but many continue this study through high school, enjoying the outdoor classes and the lessons of Mother Earth. By the time they have reached the eighth grade the majority of students want to know more about growing things. Many boys and girls continue the work through high school. Some eventually make horticulture their profession.

Volunteer workers keep the gardens green and free from weeds through the long days of vacation, and directors report that both the boys and girls will come to the school garden and work all through the forenoon with no promise of credits or reward of any kind. Whatever is required of them is done cheerfully, whether it be digging out a fertilizer pit or deftly wielding a hoe on weeds that crowd the rows of beans or corn.

Wherever there is suitable space the elementary school garden is established on the grounds, but since a plot for that purpose can not always be provided, agricultural centers have been provided at advantageous situations and the children, accompanied by their teacher, go to these centers every day.

Rows of bright petunias and delphinium, a neatly clipped lawn, children at work . . . this is the usual sight that greets the eye of the visitor to an agricultural center. More than likely there will be a rock garden and a small pool starred with water lilies. Actual experience in landscaping is offered these youngsters who put their ideas into practice at their own school.

★ HOW Los Angeles school children learn to appreciate the beauty of gardens, called "educational plots"

Garden plots show a wide variety of the more common types of vegetables and herbs used as savories. In addition to these are the less familiar plants which furnish commercial products, among which are many strange importations. Here is a plant from which hemp rope is made; here also is the ramie plant which supplies our rayon and fiber silk. The slender threads within the stalks are very strong and do not break easily, the children observe, when they experiment with the fibers after removing the pulp.

In this "educational plot," along with the kitchen herbs and legumes, are specimens of the small grains. The children learn to distinguish between barley, wheat, and rye, and when passing a field of ripening grain with mother and dad who were raised on a farm, are as able as they to display their knowledge.

In the lath houses children work at mixing soil, planting seeds, potting the tiny plants, and transplanting them again as they grow larger. Greenhouses at the centers, where the more delicate plants are started, have the appearance of a well-kept professional nursery.

While its practical phase is not neglected, agriculture as taught in the elementary schools of Los Angeles is chiefly of a flora-culture nature. As future home owners, boys and girls are taught to appreciate the beauty of gardens. Because these youngsters have helped to develop new varieties of both flowers and shrubs they have more respect for them and there is less vandalism than is usual among school children.

"Thousands of dollars are spent on interior decoration for many of our homes here," said one instructor, "and little care or thought is given to planning the exterior. More care should be taken in the choice of flowers and shrubs to express individuality and to conform to the type of home. If we train our children, our city of the future is going to be more than ever beautiful."

Landscaping is given a great deal of attention in the schools, and instructors aim to stimulate a sense of beauty and good taste. Nor do they merely teach the theory of this art. Local residents are willing to allow the children to experiment on their property with an instructor's supervision. The children make diagrams and discuss the plans carefully before beginning the work, taking into consideration the style of the house, the size and shape of the site. The plants chosen for a mission-type of house are very different from those used to beautify the grounds of an old English residence. No charge is made to the resident except for materials. There will be no excuse for these home owners of the future to build the same kind of house as the Jones or the Browns on the same street, with identical shrubs and flowers.

Trees

Shade trees become important in the estimation of these amateur landscape architects. They learn to visualize a young tree, grown to all its height and beauty, and to plant seedlings in suitable spots, where shade will be an advantage. As they will not always be small and stubby, their instructor tells them, young trees must not be planted near a window where they would some day shut out the sunlight and darken a room. At many of the schools here students have planted rows of seedlings which will grow to give a lasting charm to the grounds. Cypress hedges have been set along the borders of playgrounds.

The agricultural course supplies elementary school children with material for a later study of botany, and also provides them with an activity program. They must learn plant structure, the varieties of leaves, stems, and roots; the elements of vegetables and fruits, such as potassium, iron, and sulphur. Very little microscopic work is given these elementary pupils, but they must learn important Latin

names, and are instructed in methods of propagation, seedage, budding, grafting, and polinization.

Soil chemistry is stressed and children are taught the value of fertilization and conditioning. The students prepare their own soil for planting, learning how to increase its fertility; its proper contents such as sand, loam, and leaf mold they add in the right quantities. A study of water and rainfall in southern California is emphasized and the problems of irrigation, conservation, and reforestation are discussed.

Flower shows are the pride of a number of schools. These are neighborhood

affairs, and are often sponsored by local clubs. Sometimes single varieties are featured, such as chrysanthemums, dahlias, or asters. One successful flower show this year featured a desert atmosphere with many cactus exhibits. Specimens raised in the locality of the school or at the center itself were placed on exhibit. It is a proud day for the children when a flower developed in their own school garden "walks off" with a first prize.

ELSIE LOE

Office of the Superintendent of Schools
Los Angeles.

For SCHOOL Gardeners

NOT since the World War have gardens and gardening received such a cordial welcome in the school world. Reports reaching the Office of Education last year revealed a great number and a great variety of school-gardening projects, some of which ran through the summer. Unemployment and want have increased dependence on the garden plot.

With spring in the air teachers and pupils are making garden plans. To assist them SCHOOL LIFE takes pleasure in listing Government aids which will help make gardens yield bigger and better products, both agricultural and educational.

The United States Government has published a number of bulletins and pamphlets, available at nominal cost from the Superintendent of Documents, which contain many helpful suggestions for teachers and supervisors of school gardening, of which the following is a partial list:

The School Garden. 40 p., illus. (Farmers' Bulletin No. 218).

Suggestions to teachers for vegetable gardens, combination vegetable and flower gardens, and flower gardens. Contains 23 laboratory exercises, including studies of soils, plants, roots, stems, leaves, cuttings, and budding. Seven and a half pages devoted to "Decoration of School Grounds", the planning, walks, lawns, annual plants, and trees and shrubs.

The Farm Garden. 68 p., illus. (Farmers' Bulletin No. 781). 10 cents.

Supplies general information on soil, fertilizer, soil preparation, plant arrangements, seed supply, starting early plants, transplanting, cultivation, irrigation, canning, and storage.

The City Home Garden. illus. (Farmers' Bulletin No. 1044). 5 cents.



Courtesy U. S. Department of Agriculture

Home Gardening in the South. illus. (Farmers' Bulletin No. 934). 5 cents.

Permanent Fruit and Vegetable Gardens. 18 p., illus. (Farmers' Bulletin No. 1242). 5 cents.

Planting and care of the more important small fruits and perennial vegetables.

Rose Diseases—Their Causes and Control. 21 p., illus. (Farmers' Bulletin No. 1547). 5 cents.

Chrysanthemums for the Home. 18 p., illus. (Farmers' Bulletin No. 1311). 5 cents.

Chrysanthemum culture, preparation of soil, summer pruning, fertilizing, staking, disbudding, shelters, propagation, various types of blooms, and insect enemies.

Herbaceous Perennials. 85 p., illus. (Farmers' Bulletin No. 1381). Free.

Use, arrangement, culture, and propagation of perennials in garden borders, beds among shrubbery, naturalized plantings, rock, wall, and wild gardens.

How to Grow an Acre of Potatoes. 22 p., illus. (Farmers' Bulletin No. 1190). 5 cents.

Hither and Yon

Food for the Hungry

More than 1,250 undernourished children are receiving free lunches daily in 13 Baltimore, Md., schools . . . San Francisco, Calif. Department of Public Health is conducting a survey of the nutrition of children, with a view to correcting food deficiencies . . . Contributions to New York City's School Relief Committee have exceeded the \$50,000 requested. Most of the funds go for free school lunches.

Teachers Organize

Philadelphia's Unemployed Teachers Council is campaigning for the elimination of crowded classes . . . Rural school teachers of Pulaski County, Ark., have organized a local of the American Federation of Teachers, affiliated with the A. F. of L.

In-Service Education

A 5-year unified program for the education of teachers in service in Camden, N.J., has been launched. Under direction of the Teachers Association 12 special committees are at work. Object: "Teacher training through their own activities."

Youth and the N.R.A.

National Recovery Administrator Johnson recently received a series of essays—"Impressions of the N.R.A. and the Blue Eagle"—by students of the Pennsylvania State Teachers College training school, Slippery Rock, Pa. The essays show "a comprehensive understanding of the N.R.A.", the Administrator said. He sent some to the President.

Surveys

Yonkers (N.Y.) Board of Education has authorized a survey of the schools in that city. The study will be very comprehensive and the results of the study will be available this summer. Dr. George D. Strayer, director of the division of field studies of Teachers College, and Dr. N. L. Englehardt, associate director, will be in charge of the survey. They will also direct in Allegany County (Md.) Board of Education a survey of school buildings and the development of the school-building program in that county and in Cumberland, Md.

Retired

A retired teachers association has recently been organized in Paterson, N.J. According to the Paterson News Bulletin, the association has 938 members. There are 1,837 retired teachers in New Jersey.

BEN P. BRODINSKY

Good Training—Better Farmers

[Continued from page 162]

he had informed the instructor, Mr. J. G. Glavin, at the beginning of the course that he would "have nothing to do with a hen." His father, interested in the project, gave him the necessary moral and financial backing and encouraged him to exercise his initiative in working out his plans.

Starting the first year with 250 chicks, Ward raised 109 pullets, erected his own laying and brooder house, and, as a side issue, raised three calves. So rapidly did his poultry project expand that during his fourth year at the high school he was raising 750 chicks, had added a laying house and 2 more brooder houses, and decided that he must drop out of school before graduation in order to look after his growing enterprises, a decision he has since regretted.

Last summer Ward had 700 pullets and 400 hens. His laying flock averaged about 200 eggs per hen per year. He has developed markets both for his eggs and the broilers he sells from time to time and his father, whose interest in the poultry business has continued, is well satisfied with the results.

In a way, Ward's vocational training still continues. Mr. Glavin, who keeps in touch with all his former students who are farming around Shelburne Falls, has assisted him in many of his problems. A large poultry house recently completed embodies Mr. Glavin's recommendations.

Of special interest in these case studies is the light they throw upon the training vocational agriculture students receive for the civic and social responsibilities which confront them, a subject which will be discussed in a future issue of **SCHOOL LIFE**.

Earning power

Former vocational agriculture students go into farming and there are indications that they farm successfully. Another question remains to be answered, "How do the earnings of farmers who have received vocational instruction compare with the earnings of farmers who have not received such instruction?" This question is answered by the Newman study. In this study two groups of Virginia farmers, one having vocational instruction and the other not having vocational instruction, were compared. Every effort was made to insure a fair standard of comparison. The noninstructed group equaled or exceeded the instructed group in every respect except vocational training. The noninstructed group, for instance, was selected from among those who had had just as many years of high school as the

instructed group. Furthermore, the non-instructed group possessed more capital and were slightly older than the instructed group.

Comparison of the average labor income (the annual return received by a farmer for his labor and management after subtracting expenses and interest from his receipts) of instructed and noninstructed farmers showed a difference of \$311 per year per farmer in favor of the farmer receiving vocational instruction. In other words, the average labor income of the vocationally instructed farmer was \$846 as com-

pared with \$533 for the noninstructed farmer. These increased labor incomes were due primarily to better management rather than to increased production.

Commenting on Newman's findings, Dr. J. C. Wright, Assistant Commissioner for Vocational Education, Office of Education, says: "It is to be noted that while the increase in earning power of vocationally trained farmers a few years after graduation more than covers the cost of their training, the increased earning power continues effective during all succeeding years of life expectancy of the farmer."

Parent Education Programs

EDUCATION of parents is not being neglected in the emergency educational program. According to detailed reports received from the several States, parent education is being carried on quite generally in connection with programs of general adult, vocational homemaking, nursery, and literacy education, and appears to be meeting a deeply felt need.

Seventeen States have already availed themselves of the opportunity described in a letter sent out January 3 by Commissioner Zook, to secure a special assistant to work on parent education aspects of the F.E.R.A. emergency education programs. Telegrams sent on March 15 asking for information about parent education work in these States brought the following interesting replies:

ARIZONA: Approximately 1,000 parents in groups; 40 emergency teachers in training. Plans under way for parent education worker to train local leaders (through whom) approximately 3,000 parents (will be reached). Great possibilities of extending the program, especially in mining towns where work is greatly needed. [Eva M. Waller, State homemaking supervisor, State Department of Education.]

CALIFORNIA: Best figures concerning homemaking courses in emergency education program (including parent education) show 31 supervisors, 41 men teachers, 124 women. This the largest curriculum field except avocation. Work orders for leaders of these classes amount to \$4,400 weekly. Total weekly teaching hours, 2,561. Pupil hours in December, 56; in January, 493; in February, 1,160. A real social waste (to have this work) stop now. Number of persons appointed does not indicate full reason for continued support. [Gertrude Laws, Bureau of Parent Education, State Department of Education.]

CONNECTICUT: Program in parent education just beginning . . . Tragedy to suspend now. [Alice Keliher, special assistant in Parent Education; N. S. Light director, Bureau of Field Service, State Department of Education.]

ILLINOIS: 7 centers, 13 workers, approximately 1,500 parents; 17 additional workers approved for 8 projects

on which data not now available. Prospects good for organizing additional parent education work soon . . . Hope to have series of parent education institutes in addition to institutes for emergency nursery school teachers. [Edna E. Walls, special assistant in Parent Education, State Department of Public Instruction.]

IOWA: 13 parent education groups . . . Total number parents to date, 352. [Isabel Robinson, special assistant in Parent Education State Department of Public Instruction.]

GEORGIA: Parent education program just getting under way; 16 full-time, 14 part-time leaders; 44 groups. Enrollment, 779. More to follow. Providing opportunities for people heretofore unreached. [Martha McAlpine, special assistant in Parent Education, State Department of Education.]

MASSACHUSETTS: ". . . Emphasis in Massachusetts in this program is being put upon teacher guidance in problems of child management. Discussion and seminar meetings of F.E.R.A. in education teachers upon problems and techniques of teachers and parents in child management are being held in conjunction with group and individual conferences with mothers associated with the Emergency Educational Program. From advices so far received (the) program gives promise of being valuable." [Payson Smith, Commissioner of Education.]

MINNESOTA: 7 parent education workers under general adult education program; 28 attached to nursery school units. Approximately 1,640 parents reached in groups, by individual conference or home visit. One preparatory project going with 7 teachers . . . Could place more workers if funds were available. [Esther McGinnis, special assistant in Parent Education, State Department of Education.]

NEW YORK: Carrying 1,188 parents in emergency phase of our State program; 48 parent education teachers. [Ruth Andrus, director, Child Development and Parent Education, State Department of Education.]

NORTH CAROLINA: 2 weeks' training course for leaders ends tomorrow; 23 well-qualified leaders. Number purposely limited (so that intensive work could be done with leaders selected). Parent groups being organized by committees. Much interest, especially in rural sections . . . Parent education courses conducted at two nursery training centers. These teachers now working with parent groups. [Myra Woodruff, special assistant in Parent Education, Department of Public Instruction.]

Parent education program going satisfactorily; 25 teachers completing training and units organized for their work. [A. T. Allen, Superintendent of Public Instruction.]

PENNSYLVANIA: 45 teachers trained and actively engaged in parent education. Between 2,500 and 3,000 parents now being served under program; 20 counties represented and number increasing almost daily; 2 training centers established. State council of parent education organized. Many agencies cooperating. Classes meeting long-felt need. Success of emergency nursery schools hinges on adequate parent education program. Interest on part of school authorities, as well as parents, very high. Many local organizations planning programs in cooperation with emergency parent education programs. Present economic situation has brought about conditions in homes of families on relief, which can be greatly improved through adequate parent education program. This particularly true in large industrial centers, and in anthracite region. [William Bristow, director, Education Bureau, State Department of Public Instruction.]

TEXAS: Approximately 200 teachers of adult classes designed to improve home and family life. Enrollment approximately 4,000. . . . Because of great need for help am volunteering time of self and five assistants, necessitating neglect of regular duties in order to contact local emergency study group leaders to ascertain needs and provide such training institutes or other training devices as possible. [Lillian Peck, director, Homemaking Education, State Department of Education.]

VERMONT: 3 parent education assistants and myself conducting study groups in 22 centers. Five hun-

dred fifty parents in training for leadership. Other well-qualified leadership ready when funds available. Eleven State organizations and 3 colleges all cooperating with my staff in week-end institute at Middlebury. Enlarged committee will plan future Vermont program. . . . Cooperative work with extension service coming up with improving road conditions. . . . [Martha P. Buttrick, Supervisor of Parent Education, State Department of Education.]

WASHINGTON: Forty-four leaders in emergency training institute directed by Miss Hazen; 1,500 in parent-teacher study groups. . . . State committee working to make present program more than temporary. [H. D. Showalter, Director of Emergency Education, State Department of Public Instruction.]

The more detailed reports which supplemented many of these wires show that parent education is being carried on in connection with programs of general adult, vocational homemaking, nursery, and literacy education. All supervisors agree that the work appears to be meeting a deeply felt need.

MURIEL W. BROWN

National Council of Parent Education.

Electrifying Education

STUDENTS and teachers are gradually learning to utilize radio programs as a source of supplementary material in connection with their various courses. Upon the recommendation of the teacher, students listen to broadcasts outside of school hours. Mr. G. S. Petterson, of the State Teachers College at Mankato, Minn., has published a list of social science broadcasts available for collateral listening in that State. Copies of this list, entitled "College Spirit Radio Supplement", may be obtained free by addressing the editor.

Commissioner George F. Zook has been invited by Secretary Cordell Hull to serve as a member of a special committee to consider the advisability of erecting a high-power short-wave Federal radio station to be employed in program interchanges with South American nations and to broadcast educational features which could be rebroadcast by domestic stations.

Mrs. August Belmont, newly selected chairman of the Motion Picture Research Council, presided at the luncheon meeting of the council which was held at the Roosevelt Hotel, New York City, March 21.

The Webb Book Publishing Co., St. Paul, Minn., has recently published a

Report of a Research into the Attitudes and Habits of Radio Listeners, by Dr. Clifford Kirkpatrick, University of Minnesota.

The First Annual Wisconsin Radio Play Tournament will be broadcast over radio stations WHA and WLBL, May 10-12.

The United States Government has accepted the invitation of the Italian Government to participate in the International Congress of Educational and Instructional Cinematography in Rome, April 19-25. The following persons have been appointed as members of the official delegation: Dr. W. W. Charters, director Bureau of Educational Research, the Ohio State University; Col. Frederick L. Devereux, vice president Erpi Picture Consultants; Dr. C. F. Hoban, director State museum and visual education, Pennsylvania State Department of Public Instruction; Mr. Paul B. Mann, Evander Childs High School, New York City; former governor Carl E. Milliken, secretary Motion Picture Producers and Distributors of America; and Dr. Cline M. Koon (chairman), senior specialist in radio and visual education Federal Office of Education.

CLINE M. KOON

Meetings

NATIONAL

- American Association for Adult Education. Washington, D.C. May 21-24.
- American Association of Mental Deficiency. New York, N.Y., May 26-29.
- American Association of Museums. Toronto, Canada, May 30-June 1.
- American Association of Social Workers. Kansas City, Mo., May 20-26.
- American Federation of Arts. Washington, D.C., May 14-16.
- American Institute of Chemical Engineers. New York, N.Y., May 14-16.
- American Institute of Electrical Engineers. Worcester, Mass., May 16-18.
- American Management Association. New York, N.Y., May 24-25.
- American Merchant Marine Library Association. New York, N.Y., May 17.
- American Pharmaceutical Association. Washington D.C., May 7-12.
- American Social Hygiene Association. Kansas City, Mo., May 20-26.
- Associated Harvard Clubs. Hot Springs, Va., May 12-13.
- Association of American Physicians. Atlantic City, N.J., May 1-2.
- Association of Art Museum Directors. Baltimore, Md., May 14 or 15.
- Association of Childhood Education. Nashville, Tenn., May 2-5.
- Association of College and University Broadcasting Stations. Columbus, Ohio, April 30-May 2.
- Association of University and College Business Officers. Lawrence, Kans., first or second week in May.
- Boys' Clubs of America. Pittsburgh, Pa., May 10.
- National Americanism Commission, American Legion. Indianapolis, Ind., May 2.
- National Child Labor Committee. Kansas City, Mo., May 23.
- National Children's Home and Welfare Association. Kansas City, Mo., May 20-26.
- National Conference on Social Work. Kansas City, Mo., May 20-26.
- National Congress of Parents and Teachers. Des Moines, Iowa, May 13-19.
- National Council, Boy Scouts of America. Buffalo, N.Y., May 31-June 2.
- National Prohibition Association, Inc. Kansas City, Mo., May 18-19.
- National Security League. New York, N.Y., May 2.
- National Tuberculosis Association. Cincinnati, Ohio, May 14-17.
- National University Extension Association Conference. Chicago, Ill., May 16-18.
- Simplified Spelling Board. New York, N.Y., May 1.
- Young Women's Christian Association, National Board, Leadership Division, Philadelphia, Pa., May 2-8.

SECTIONAL

- Central Commercial Teachers Association. Des Moines, Iowa, May 3-5.
- Classical Association of the Atlantic States. Dallas, Pa., May 4-5.
- Midwestern Psychological Association. Lafayette, Ind., May 10-12.
- New England Health Education Association. Cambridge, Mass., June 1-2.
- New England Modern Language Association. Cambridge, Mass., May 11-12.

STATE

- Washington State School Directors Association. Wenatchee, early May.

The VOCATIONAL Summary



Home Economics · Agriculture

Rehabilitation

Trade and Industry



FOR THE benefit of those who are interested in the present status of appropriations for vocational education we present the following facts. The George-Reed bill, passed in 1929, authorized an appropriation of \$500,000 for the fiscal year ended June 30, 1930, and for each year thereafter, for 4 years, a sum exceeding by \$500,000 the sum appropriated for each preceding year. The fiscal year ending June 30, 1934, therefore, is the last year for which appropriations were authorized under the George-Reed bill. Four bills—the George bill, the Ellzey bill, the Jeffers bill, and the Black bill—have been introduced in the present session of Congress to take the place of the George-Reed Act. Except in certain details, these bills are the same in their intent.

As we go to press, the Ellzey bill (H.R. 7059), which in its amended form provides for an annual appropriation of \$3,000,000 for 3 years beginning July 1, 1934, has been reported favorably to the House of Representatives by its Committee on Education. It will be voted on in the regular order of business. It stipulates that one third of this amount is to be used for vocational education in agriculture, one third for trade and industrial education, and one third for home-economics education; and provides for a minimum allotment to any State or Territory in each field of service—agriculture, trade and industry, and home economics—of \$5,000.

Conference

A conference of vocational rehabilitation workers in the western region embracing the States of Arizona, California,

Colorado, Idaho, Kansas, Montana, Nebraska, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming has been called for July 25 to July 28, 1934, at Denver, Colo. A program appropriate for both ease workers and supervisory officials in rehabilitation work is being arranged for this conference. Full particulars as to headquarters, hotel rates and other information relative to the conference will be sent from the Division of Vocational Education, Office of Education, at a later date.

Our "thumbing" population

Sobering, indeed, are the reports being received by the Federal Emergency Relief Administration from the States showing the number of transients—unattached young people, both boys and girls, wandering from State to State in an attempt to find employment, and registering for relief. It has been estimated from incomplete reports that fully 125,000 transients must have been registered in the entire country during January. "The interesting thing about these reports", Dr. J. C. Wright, assistant commissioner for vocational education, told the South Carolina Educational Association at their recent meeting, "is that they show that these transients come from everywhere." "Illinois, for example", Dr. Wright said, "registered transients from 47 different States in January, including 163 from New York State, 105 from Pennsylvania, and 9 from Georgia. During the same month, however, Georgia registered 96 transients who had "thumbed" their way into the State

from Illinois and 199 from New York. In all Georgia received 4,301 from 47 different States. Interesting also is the fact that 14 percent of these new registrants in the various States were girls and women. Fifty percent were under 25 years and some even under 16 years of age." The problem of the transient, Dr. Wright believes, is larger than any community or any State. "It is a National problem", he says, "in which all States have an interest and responsibility." Education and the public schools he believes, must provide the real permanent influences which will prevent maladjustment and unemployment among youth and will serve to readjust maladjusted and unemployed adults.

New Mexico handicraft

Revival of homecraft or "fireside" occupations which is emphasized by the efforts of the Homestead Subsistence Division of the Department of the Interior lends interest to reports of courses in furniture making, weaving and leather work carried on in New Mexico. At Taos, a trade class is utilizing native pine in constructing furniture which finds a ready market among the artists and well-to-do visitors. Designs—an extremely important factor in furniture—are copied from old specimens found in homes and museums. While the course in weaving is intended primarily for those already employed as weavers, many of those who enroll follow weaving as a home occupation, and derive most of their income from such work. The course at

Taos is devoted almost entirely to designing and newer methods of weaving. In Las Vegas, also, a very practical course in tanning and leather work is in operation. Boys in this course do all the work, from the defleshing of the hides to the softening of the finished leather. Under the instruction plan, also, the boys enrolled in the course will be taught how to make marketable articles for the tourist trade—quirts, bridles, chaps—as well as articles of a type suitable for sale to the regular trade. In a “home arts” class in Albuquerque, instruction given includes sewing and embroidery of textiles, and the decoration in Mexican lacquer, of leather and wood articles popular with tourists.

Trained workers needed

In a report to the Office of Education on vocational education activities in Virginia in 1933, Sidney B. Hall, Superintendent of Public Instruction, emphasizes the need for training men and women for skilled work which State industries are now forced to have done outside the State. Industries employing highly skilled technical workers, the report discloses, are not being attracted to Virginia because of the lack of trained workmen. Many manufacturing plants are producing only semifinished products and are sending these products out of the State to be finished by highly skilled and hence highly paid workers in other States. This is particularly true of plants manufacturing silk and rayon. The manufacture of these products stops with the production of raw yardage. The subsequent processes to which these goods are subjected before they reach the ultimate consumer involve the services of artists, pattern designers, dye sinkers, chemists, power-machine operators, costume designers, finishers, cutters, fitters, assemblers, salesmen, foremen, supervisors, instructors, stenographers, managers, and merchants. It is argued that Virginia workmen could and should in the interest of the State be taught to perform these highly skilled operations.

Negro enrollment

Enrollment in Negro vocational agriculture schools last year totaled 31,187, an increase of more than 6 percent over the previous year. The enrollment was divided as follows: All-day classes, 12,541; day-unit classes, 3,245; part-time classes, 3,525; and evening classes, 11,876. In the States in which separate schools are maintained for Negroes, the enrollment of Negroes in vocational agriculture classes

is 21.5 percent of the enrollment of both white and Negro students. Net returns from supervised farm practice projects carried on by Negro vocational agriculture students last year totaled \$1,051,212. This figure represents a return of \$2.11 for each dollar spent on salaries of teachers of vocational agriculture in Negro schools.

Appropriation restored

Under date of February 6, 1934, President Roosevelt issued Executive Order No. 6586 which revoked his order of June 10, 1933, under which Federal appropriations for vocational education and vocational rehabilitation; Federal payment for State agricultural experiment stations; Federal appropriations for cooperative agricultural extension work with the States; and Federal assistance in the endowment and maintenance of colleges of agriculture and mechanic arts were reduced 25 percent. Authority for the 25 percent reduction in Government cooperation in these various fields was granted originally under an act passed March 20, 1933. In revoking his order of June 10, 1933, the President said: “After further investigation I have determined that the provisions . . . are not in the public interest or consistent with the efficient operation of the Government.” The revocation of the original order restores to vocational education and vocational rehabilitation appropriations a total amount of \$2,149,390. Of this amount \$2,104,010 is restored to the fund available for allotment to the States for cooperative vocational education and vocational rehabilitation work. The balance of \$45,380 represents a restoration of 25 percent to the fund for administering the act by the Federal Office of Education.

Conference groups

A modification of the well-known “committee” method of instruction, under which members of a class work out assignments in groups, has been used successfully in the summer courses for trade and industrial teachers, supervisors, and administrators, at the Colorado Agricultural College, for the past 3 years. Committee work is combined with conference procedure. A class in the philosophy of vocational education, for instance, is divided into small groups of 4 or 5. Each group elects its own secretary and chairman. Group A may be asked to bring in a report of its conclusions on the question, “Should the responsibility of placement of trade and industrial graduates rest upon the instructor or upon somebody else?” With this assignment the group meets, agrees on a clear statement

of what it is to do, and on the basis of such information and experience as is available within the group formulates its conclusions. The entire group may agree in their conclusions, in which case but one report is necessary. If, however, there are dissenting opinions, these are included with the report and submitted at a session of the class for discussion and criticism. Every member of the committee is individually responsible for the conclusions embodied in the report, and also for defending the committee report or his individual dissenting opinion, in class discussion. Responsibility for the writing of the report is assigned to each member in rotation. While group A is bringing in its report, group B may be working on the question, “Should preemployment training be given under the present unemployment conditions,” and group C on the question, “Should a college degree be required of a trade and industrial teacher?” The primary purpose of the conference group method is to promote clear thinking on professional problems which confront experienced teachers, supervisors, and administrators of vocational education.

One county's record

Seventy-six classes with an enrollment of 1,001 persons have been organized under the emergency educational programs sponsored by the Federal Emergency Relief Administration, in Greenville County, S.C. Thirty-eight teachers have been given employment in teaching vocational classes at an average salary of \$12 to \$14 a week. Classes are held in lodge rooms, Boy Scout huts, community buildings, school buildings and churches—any place, in fact, that is convenient for those enrolled. The average age of students in the Greenville County classes is 20 years.

700 get jobs

Seven hundred disabled persons were placed on jobs in Wisconsin during the month of January at a cost of a little more than \$5,000 under the emergency relief program in vocational rehabilitation, W. F. Faulkes, supervisor of vocational rehabilitation for that State, told a conference of rehabilitation workers held at the Office of Education early in February. The combined weekly income of these 700 persons exceeds \$13,000, Mr. Faulkes said. He explained that the results achieved under the emergency program in his State have been possible only through the cooperation of relief, welfare, and employment agencies, including the United States Employment Service.

CHARLES M. ARTHUR

What Price College

[Continued from page 158]

college, it has little real value because there are so many exceptions.

The lowest estimates in the privately controlled colleges are \$495 in Wabash College for men, \$547 in Brenau College for women, and \$270 in Lincoln Memorial University (coeducational).

The typical economical freshman spends from \$1,000 up in—

(Men's colleges) Wesleyan, Yale, Harvard, Williams, Dartmouth, Princeton, Colgate, Lehigh, and Georgetown; (women's colleges) Mills, Scripps, Connecticut, Goucher, Maryland, Radcliffe, Wellesley, Wheaton, Vassar, Wells, Bryn Mawr, Moravian, Trinity, Marymount and Rosemont; and (coeducational) Rollins, Northwestern, Cornell, Columbia, Pennsylvania U., Brown, and Swarthmore.

On the other hand a student is able to attend any of the following 27 State institutions on \$300 or less (resident rates):

A. and M. College (Jonesboro, Ark.), Florida State College for Women, Georgia State College for Women, Georgia State Woman's College, Indiana University, State University of Iowa, Fort Hays Kansas State College, State College of Agriculture and Applied Science (Kans.), University of Kansas, Louisiana Polytechnic Institute, Southwestern Louisiana Institute, Mississippi State College for Women, University of Mississippi, Montana State College, University of North Dakota, Bowling Green State College (Ohio), Oklahoma A. and M. College, Oklahoma College for Women, Panhandle A. and M. College (Okla.), Winthrop College for Women (S.C.), Tennessee Polytechnic Institute, Texas College of Arts and Industries, Texas State College for Women, Texas Technological College, Utah State Agricultural College, State College of Washington, and University of Wyoming.

In the present year many colleges are making special efforts to take care of needy but worthy students who might be obliged to leave college on account of lack of funds. The State institutions have deferred tuitions of over 8,000 students, while the privately controlled colleges have thus aided over 6,000. Scholarships and loan funds established

Average Change in Tuition Rates in the Past 5 Years (1929-34)

| | Number of colleges decreasing | Average decrease | Number of colleges increasing | Average increase |
|------------------------------------|-------------------------------|------------------|-------------------------------|------------------|
| Privately controlled institutions: | | | | |
| Men's colleges..... | 0 | | 5 | \$43 |
| Women's colleges..... | 0 | | 10 | 70 |
| Coeducational..... | 3 | \$43 | 32 | 42 |
| Denominational, Protestant: | | | | |
| Men's colleges..... | 5 | 45 | 6 | 55 |
| Women's colleges..... | 9 | 70 | 3 | 23 |
| Coeducational..... | 101 | 64 | 25 | 48 |
| Roman Catholic institutions: | | | | |
| Men's colleges..... | 3 | 28 | 11 | 60 |
| Women's colleges..... | 3 | 83 | 6 | 53 |
| Coeducational..... | 1 | 20 | 2 | 70 |
| Total of above colleges..... | 125 | 62 | 100 | 49 |

in many institutions total more than a million and a half dollars in 49 State institutions and more than 30 million dollars in 62 privately controlled colleges, while large amounts are available in many denominational colleges. Two years ago student-aid funds in all institutions totaled \$91,058,165, of which 85 percent were in the privately controlled institutions.

Hourly jobs on the campus and in the local communities have been the salvation of many self-help students; 26 State institutions pay 30 cents per hour or more, but 23 pay less. Many colleges, both public and private, are likely to participate in the recently released funds from the Federal Emergency Relief Administration to aid worthy students in college; jobs may be provided on the campus at the prevailing rate of pay, but not less than 30 cents per hour. Some colleges have given up certain space in their buildings to be used as a sort of men's barracks, furnished with cots; the cost per student is very low. Many students have joined boarding clubs, or are "batching" to reduce the cost of living.

Public junior colleges are aiding students to acquire a college education. These institutions, often a part of the public school systems, offer the first 2 years of college work so that a student may continue his studies while living at home. Large numbers of students are attending the cultural courses in teachers colleges and normal schools where rates are less than elsewhere.

In the past 5-year period about half of the colleges have changed their tuition rates. The number increasing their rates has been more than offset by the number decreasing tuitions. One hundred colleges have increased their tuition rates on an average of \$49, but 125 institutions average a \$62 decrease in their rates. In general the increases are among the privately controlled institutions, while the decreases are in the Protestant denominational colleges.

The Colleges



Average Expenses of a Freshman Student in College for 1933-34

| Type of college | Number of colleges | Tuition | Fees | Board and room | Cost of 1 college year | |
|---|--------------------|-------------------|------|----------------|------------------------|---------|
| | | | | | Minimum ¹ | Typical |
| State universities and colleges..... | 94 | ² \$79 | \$48 | \$231 | \$376 | \$438 |
| Privately controlled institutions: | | | | | | |
| Men's colleges..... | 18 | 337 | 36 | 326 | 818 | 1,023 |
| Women's colleges..... | 29 | 341 | 31 | 510 | 901 | 986 |
| Coeducational..... | 75 | 245 | 28 | 278 | 600 | 979 |
| Denominational, Protestant: | | | | | | |
| Men's colleges..... | 21 | 223 | 38 | 265 | 570 | 642 |
| Women's colleges..... | 32 | 187 | 24 | 291 | 548 | 627 |
| Coeducational..... | 212 | 156 | 25 | 220 | 431 | 480 |
| Roman Catholic institutions: | | | | | | |
| Men's colleges..... | 50 | 181 | 33 | 401 | 605 | 607 |
| Women's colleges..... | 58 | 201 | 32 | 448 | 651 | 709 |
| Coeducational..... | 9 | 198 | 37 | 328 | 590 | 653 |
| Total of above institutions which reported certain items..... | { 468 359 | | | | 540 | 630 |

¹ Represents the least amount which a freshman should have for 1 year of college (9 months).

² Out-of-State students, \$128 average.

Part-time F.E.R.A. Jobs

University of Wisconsin is furnishing part-time work to more than 700 men and women through the Federal Emergency Relief Administration. Under supervision of the student employment office, the students have been put to work at jobs having social value. The work includes part-time clerical and research jobs, but does not include any kind of instructional work.

Forty-one Cents

At the University of Wisconsin 38 Methodist students have formed the Three Squares Club, an eating club where the student-members prepare and serve their own meals at a total average daily cost per person of only 41 cents. Coming

from farm homes some are able to exchange vegetables, dairy products, and fruits for their meals.

Junior Colleges

Seven junior colleges in New Jersey have enrolled nearly 2,000 recent high-school graduates, at least half of whom would otherwise have gone to a 4-year higher institution. These colleges are supported by F.E.R.A. funds and are under the authority of the State relief director as emergency educational projects. Thousands of other high-school graduates are enrolled as graduate students in public high schools. The board of regents in New Jersey has consistently emphasized the desirability of early development of junior colleges. It has been proposed that these colleges be progressively established by local or State authorities at convenient centers throughout the State either as separate organizations or as parts of existing institutions.

Grants and Awards

Recently a group of colleges and universities throughout the United States were circularized from Washington, D.C., with announcements concerning "Educational Grants and Awards" for college students. Many administrators submitted these posters to the Office of Education for further information. Upon investigation it was found that a man from Detroit, responsible independently for the scheme, had attempted to divert the mail from the National Press Building to a private post-office box. He was arrested, but as he did not actually receive any of the mail, and promised not to operate again in Washington, the case was dismissed. The considerable quantity of mail collected will be returned to the applicants marked "Out of business." Commissioner George F. Zook sent out a notice to colleges and universities.

Land-Grant Cut Canceled

Land-grant colleges and universities will soon receive \$637,500 from the United States Treasury. On February 6, 1934, the President of the United States issued Executive Order No. 6586 revoking section 18 of Executive Order No. 6166, under which Morrill-Nelson appropriations would have been reduced by 25 percent. Therefore, the Secretary of the Interior has certified to the Secretary of the Treasury that each State and Territory is entitled to receive now the additional sum of \$12,500, being the balance due of the \$50,000 to which they are entitled for the year ending June 30, 1934.

WALTER J. GREENLEAF

Four Conferences

Continued from page 165]

ference at Cleveland. It was recommended that committees be appointed to study the problem more intensively and report back findings to the Office of Education for further action. Those outside the Office who attended this conference were: E. F. Lindquist, University of Iowa; Ben D. Wood, Columbia University; H. A. Toops, Ohio State University; S. A. Curtis, University of Michigan; H. H. Bixler, director of research, Atlanta, Ga.; P. A. Boyer, director of research, Philadelphia, Pa.; John L. Stenquist, director of research, Baltimore, Md.; Ray Wood, State Department of Education, Ohio; Harl R. Douglass, University of Minnesota; H. H. Remmers, Purdue University; and A. S. Otis. World Book Co.

DAVID SEGEL

School building problems

Numerous school-building problems arising in connection with P.W.A. and C.W.A. contributed to a large attendance at the fifth annual meeting of the National Advisory Council on School Building Problems. The council drew up a series of recommendations on Government aid.

★ New Publications

Since the last issue of *SCHOOL LIFE*, five new printed publications of the Federal Office of Education have come from the Government Printing Office, and are available from the Superintendent of Documents, Washington, D.C. They are:

- Group Activities for Mentally Retarded Children, A symposium, Bulletin 1933 No. 7. Price 15 cents.
- Secondary Education for Negroes, Bulletin 1932 No. 17, Monograph No. 7. Price 10 cents.
- Legal and Regulatory Provisions Affecting Secondary Education, Bulletin 1932 No. 17, Monograph No. 9. Price 10 cents.
- The Program of Studies, Bulletin 1932 No. 17, Monograph No. 19. Price 15 cents.
- Nonathletic Extracurriculum Activities, Bulletin 1932 No. 17, Monograph No. 26. Price 15 cents.

The activities presented in the liberally illustrated 146-page publication, "Group Activities for Mentally Retarded Children", as compiled by Elise H. Martens, Office of Education specialist in the education of exceptional children, are the contributions of teachers of special classes for mentally retarded children in various parts of the country.

The other four bulletins listed are monographs reporting findings of the National Survey of Secondary Education.

Economy Hint

THE Office of Education has been endeavoring to advise school administrators of practical economies that can be made in various phases of administration. An interesting account of savings made by St. Vincent's Seminary in the matter of refunds and adjustments received on gas and light charges by reason of an inspection of meters, may suggest possible economies along the same line to other institutions of learning. Rev. William P. Brady of the seminary reports as follows:

"Our program of economy included the item of checking up the light company's estimate of our rates against a survey to be made by specialists in no way associated with the company. This survey involved tests of meters, and other technical tests. There would also be recommendations for elimination of unused lights and a standardization of the wattage of the bulbs throughout the building. Compensation for this service was in terms of half the savings to be effected each month for a period of 1 year. The technicians in no way abused the light company, but simply contended that its activities were so

manifold that it could not give its apparatus and installations and estimates the thorough tests which they could give. In other words, the customer owed it to himself to check the findings of the light company. The technicians themselves, by contract, took over full responsibility for all contacts with the company, even to the point of lawsuits. The company appeared on the scene and conducted special tests. It all resulted in some slight adjustment of assessments in our favor. Meanwhile I had a reputable electrician go over the matter, and his advice was to unify the several circuits in the seminary and thereby have need for only one meter.

"At present four meters are in use. The company does not total the readings of these four meters and allow us the regular discount after the consumption of the maximum number of kilowatt-hours charged at the 7½-cent rate; whereas this discount will come to us after the unification of the several circuits through a single meter. We are assured that this new scheme will bring us a saving of close to \$200 a year."

118 Years of British Surveys

WOULD some strong student in a graduate school of education in the United States care to write a doctor's thesis on education surveys in the British Commonwealth of Nations? The subject is interesting. It should be well written. The Office of Education can help supply the material. I'll start the story.



Committee on the Education of the Lower Orders June 4, 1816

SIR: I have to require that you will furnish me with answers to the following queries, with as little delay as possible:

First. WHAT is the nature of the school with which you are connected?

Second. HOW many children are educated there?

Third. WHAT are they taught?

Fourth. IS the new method of teaching adopted?

Fifth. ARE they clothed and boarded?

Sixth. WHAT is the expense? (distinguishing the master's, mistress's, and other salaries.)

Seventh. WHAT are the funds, and how do they arise? Specify the particulars of the last year's income.

Eighth. WHAT old foundation schools are there in your parish? how are they endowed? how many do they teach and what are their expenses, distinguishing salaries?

Ninth. CAN you estimate the number of poor children in your parish who are without the means of education?

Tenth. DO the parents of such children show any reluctance to have them educated?

I have to require that you will address your answer to me, at the Select Committee on the Education of the Lower Orders, House of Commons.

I am your obedient servant,

H. BROUGHAM, *Chairman.*

The circular letter quoted above is a precedent more than a century old, for the many questionnaires that take the time and test the tempers of modern school men and women. If you are one and are provoked into asking testily, "Whoever started this sort of thing?" you may know that it dates back at least to 1816 and Lord Brougham and that the inquiry he was conducting was among the earliest of the public surveys of education in England. The returns were tabulated much as we now tabulate answers to such questions, and were published with the verbatim minutes of the

★ JAMES F. ABEL *Suggests a Doctor's Thesis; Questionnaires Date Back to 1816; Robert Owen, of England and America*

evidence taken by the committee. They are good reading.

Before the committee with "Henry Brougham, Esq., in the chair" came, among others, the Rev. Indall Thompson Walmsley, secretary of The National Society for Promoting the Education of the Poor in the Principles of the Established Church. He was an enthusiastic advocate of the Madras or monitorial system of Dr. Andrew Bell.

Some of the questions and his answers were:

Q. How many (pupils) can one master superintend according to your system (the monitorial system)?

A. I conceive I do not exaggerate when I say 1,000.

Q. What would be the expense of such a (school) room, to build it?

A. That must depend much upon the materials. The quantity of space we consider necessary for a child is six square feet; some people say seven, but we think six sufficient allowing for absentees; so that a room 30 feet by 20 will hold 100 children.

Q. What is the longest time that you take a boy for education?

A. We admit them at 7 years old, and they may remain until they are 14; I should conceive 2 years abundantly sufficient for any boy.

Q. What is the time it takes to educate a master?

A. If a man is clever and active, about 6 weeks or 2 months.

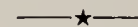
Robert Owen, Esq., also came before the committee. He was then 45 years old and his attention, he said, had been partially directed to the education and circumstances of the lower orders for 25 years. He sketched the plan he followed at New Lanark, an organized system of regular instruction for children from 3 to 10 years with 1, 2, or 3 years more for those

children who could afford it and part-time evening and Sunday continuation instruction for those who needed to enter employment at 10. The committee asked:

Q. Is the expense of the institution [at New Lanark] considerable?

A. It is, apparently; but I do not know how any capital can be employed to make such abundant returns, as that which is judiciously expended in forming the character and directing the labor of the lower classes.

When Robert Owen gave that testimony he was an unusually successful business man and large employer. Later he came to the United States and was connected with the New Harmony colony in Indiana.



This is merely a sample, and not of the best by any means, of the richness of education thought, experience and history to be found in the surveys that have been made of education in the British Commonwealth of Nations. Ireland offers reports made in 1813, 1825, and 1826, 1835, and 1836, 1837, 1854, 1858, 1881, and 1885. In England, among the commissions that studied and reported on education were the Schools Inquiry Commission, 1865; Commission on Secondary Education, 1895; and a number of others. The Commission on Secondary Education which reported in 1895 was headed by Lord James Bryce and the report had much to do with the establishment of the Board of Education in 1899.

Australia, Canada, India, especially in the survey of the University of Calcutta, Scotland, New Zealand, British Guiana, the British West Indies, all include in their education documentation the reports of education surveys and, since the British Commonwealth makes use of nearly all kinds of education administration, the situations dealt with are widely variant and the reports by no means stereotyped.

New Business at Cleveland

EVERY great national educational convention is, like Gaul, divided into three parts: Exhortation, catechism, and new business. Standard proportions are exhortation, five tenths; catechism, four tenths; new business, one tenth.

Under the head of exhortation come speeches sprinkled with: Teachers must . . . We should recognize . . . It is imperative that . . . Catechism includes: We believe in the right of every person to education . . . We believe in larger administrative units . . . We believe the property tax is unsound . . . etc. New business comes from the researchers and the experimenters. It is usually to be found in the side-show sessions—not in the “big top” general meetings. Because our readers have heard the exhortations and know their catechism, *SCHOOL LIFE* chooses to present from the Cleveland convention of the department of superintendence brief reports of new business.

Most reports in this classification were given before the American Educational Research Association sessions.

What makes for ease in reading? Prof. William S. Gray, University of Chicago, supplies an answer to every writer's prayer for guidance: “Elements which contributed most to difficulty for all the readers tested were length of sentence in words, number of words not known to 90 percent of sixth-grade pupils, and number of different hard words. Elements which contributed to ease and simplicity of reading material were percent of easy words, number of explicit sentences, number of first, second, and third person pronouns, and percent of monosyllabic words.” Apply these standards to “The Story of Our Lord”, currently in print and see how Dickens passes Professor Gray's test.

Surprising facts were turned up when nearly 8,000 Michigan high-school pupils took the American council psychological examination, Edgar C. Johnston, principal, University High School, Ann Arbor, reported. Of those pupils planning to go to college 16 percent ranked in the lowest quartile. Of those who had given up hope of going to college 14 percent were in the upper fourth in ability.

★ WHAT the Educational Pioneers and Researchers Reported to the National Meeting of School Superintendents recently held

There is little relation between intelligence or reading ability and facility in the use of dictionary and index, tests show, according to Harriet M. Barthelmess, research director, Philadelphia. This, she pointed out, shows the need for specific training in these two important skills. Wide range of pupil scores when tested reveal the importance of locating pupils in need of remedial training.

Where boys lead

“Ability to recall and ability to infer are different abilities”, Ralph C. Bedell, assistant professor, State Teachers College, Kirksville, Mo., said. “Boys are superior to girls in the ability to infer, but no differences occur in recall. In spite of the fact that over 25 percent of the subjects were practically unable to do inference of the type commonly demanded in the general science course, regression equations show that the ability to infer is three times as important as the ability to recall in obtaining teachers' marks.”

Just when we were ready to accept the idea that teachers should give special consideration to left-handed pupils, along comes Clifford Woody, director, bureau of educational reference and research, University of Michigan, quoting results of a study by his assistant, Albert J. Phillips: “There is a tendency for the group of right-handed pupils in grade I to make more reversals in the reversal and in the reading tests than the group of left-handed pupils. No plausible explanation is available, unless it may be an unverified assumption that teachers feeling that left-handed pupils may have a tendency to make reversals exercised more care with them. . . . One outstanding conclusion is that handedness *per se* with the two groups under consideration had little or no influence on the type of reading responses made.”

“The greatest educational needs of unemployed adults are for authentic information about their own vocational

assets and liabilities.” This, said Dr. M. R. Trabue, University of North Carolina, is one of the outstanding findings of the Minnesota Unemployment Stabilization Institute's studies on individual diagnosis and training. Other findings: “The grown man or woman who needs further training is very likely to be unaware of that need. If he does feel a desire to secure further training, he is more than likely to be mistaken regarding the field in which he should seek training. Fewer than 1 in 20 of those who undertook training in fields that had been rated inappropriate gained anything of value from the training; 3 out of 4 of those who took training in accordance with the recommendations of the occupational analysis clinics were successful.”

Six regional accrediting associations with a membership of 4,600 secondary schools have set themselves the task of finding an answer to the question, “What is a good high school?”, said Prof. George E. Carrothers, University of Michigan.

Do commercial motion pictures increase information possessed by children who see them? “Most certainly,” says P. W. Holaday, Shortridge High School, Indianapolis, in one of the many reports on Payne Fund motion-picture studies presented at Cleveland. “General information of the type shown by the pictures is increased 12 to 34 percent when the pictures contain correctly shown information. If general information is shown in a contrary-to-fact manner in the pictures, it is believed to a certain extent. Misinformation increases 8 to 37 percent on this type of material. The younger observers credit this misinformation to a larger extent over a longer period of time. Seeing 10 gang pictures, spaced through a year, will cause an increase in knowledge of gangdom, which amounts to nearly 10 times the amount possessed at the beginning of the year.”

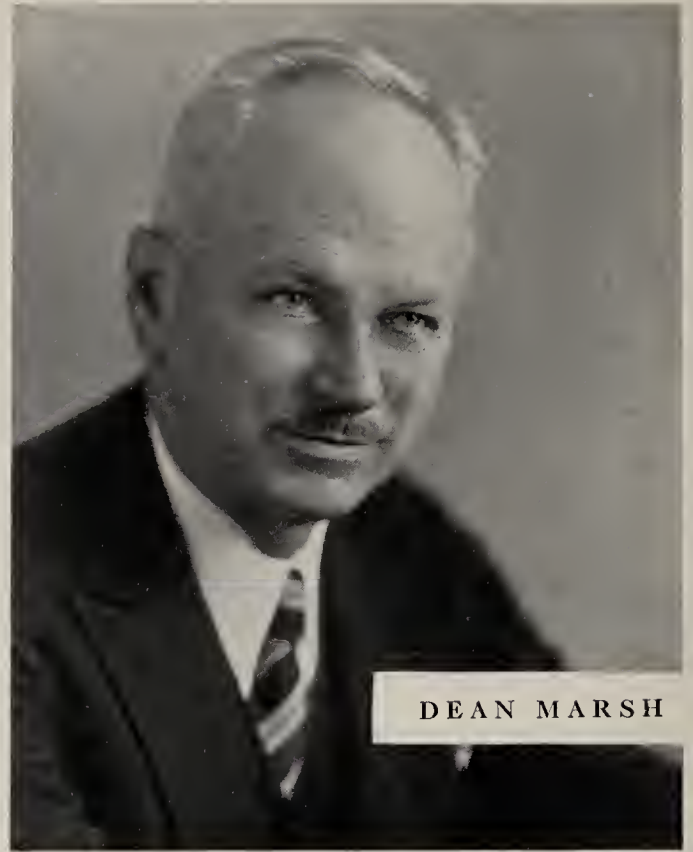
WILLIAM DOW BOUTWELL

Comrades in Quest of Knowledge



DEAN C. S. MARSH

*Educational Director
of the Civilian Conservation Corps*



FROM the hundreds of letters written by young men in C.C.C. camps I have selected a paragraph. The letter tells the usual story of a boy who is a high-school graduate with the hope of going to college. With no money and no job he roamed the country hungry, hopeless, bitter. He tells of enrolling in the C.C.C., of his impoverished physical condition, his renewed hope, and particularly his joy in his day's work:

A new confidence has entered my being which has renewed my old hopes so that I am confident that they shall be fulfilled. The C.C.C. has given me the power and confidence of creating things with my own hands. It has helped me create something that shall not only be admired by my generation, but for generations to come. This I have done with my own hands and each time that I finish a piece of work I have a feeling that must be akin to that of some famous musician as he receives the plaudits of his admiring audience, or some sculptor exhibiting a piece of work to his patron.

A young man who is capable of such development should have a chance to continue his education. When the first camps were set up in the spring of 1933, it was not long before Dr. George F. Zook, United States Commissioner of Education, Director Fechner, other Government officials, and many public-spirited citizens realized that these young men needed something more in the way of an educational program than the War Department was at that time able to supply; that effective rehabilitation of these young

men demanded not only that they be fed and clothed and given honest work to do, but that in their spare time they be given the utmost opportunity to learn about the world in which they live and their relation to it.

Program set-up

In December 1933 the President, Mr. Fechner, the War Department, and the Commissioner of Education approved an educational plan. Under the Commissioner of Education in Washington an educational director of the Civilian Conservation Corps has general supervision of the whole educational enterprise. The War Department, in charge of the operation of the camps, divides the United States into 9 Army corps areas in each of which is a commanding general. At each of these 9 area headquarters there is an educational adviser, appointed by the Office of Education but responsible to the area commander. This educational adviser functions on the one hand as a member of the commanding general's staff (his adviser on this educational program) and on the other hand as the supervisor of the educational effort in all of the camps within the area.

There are 1,468 camps, located in every State of the Union. In most of these camps there is a camp educational adviser selected and appointed by the Office of Education, and responsible to the camp commander. Assisting this camp educational adviser is one enrollee chosen from the ranks for his fitness to help in

the camp program. He is called an assistant camp leader. In addition to these two men, who give their full time to the camp educational program, there are usually in each camp 3 military officers and several members of the forestry and parks staff, all of whom are interested in the educational program and most of whom are actively helping to carry it on.

When the camp educational advisers were selected, the educational integrity of the enterprise and the educational fitness of the candidate were our sole concern. Thousands of qualified persons offered their services so that it was possible to select men well trained for teaching. The men chosen for positions in 1 State included 1 with a doctor's degree, 15 with master's degrees, and 7 who had done graduate work beyond the bachelor's degree. We have done all we could to select men who are able to adapt themselves to this, the biggest single volunteer adult education enterprise the world has ever seen.

To carry on the program successfully camp advisers must quicken their imaginations; they must see not only their obligation but also their opportunity to lead these men a step forward intellectually from where they are now; to arouse intellectual curiosity. These advisers must realize that they cannot judge, that in fact, no one can judge the success or failure of this enterprise by conventional standards. This educational program will be good because of what it prevents, as well as what it accomplishes.

The purposes, methods, and organized plan of the C.C.C. educational program are outlined in the "Handbook for the Educational Advisers." It is the guidebook for this whole enterprise, and it contains both an adequate philosophy of adult education and a full complement of suggested procedures for all concerned with the program. Camp advisers are urged to read and reread this remarkable pamphlet until its ideas become their ideas, its program their program. Its aims—to develop in each boy his sense of confidence, his understanding of the social order, and his vocational interests—are uniform.

The study effort in camp must necessarily be informal in many cases; we in the Office of Education think the more informal the better. We are not striving for credits; here is learning prompted by desire for knowledge. Here are scores of thousands of young men figuratively and sometimes literally on the ends of logs; we need hundreds of Mark Hopkins.

Once given this point of view the camp adviser finds out what things the enrollees want to know. He organizes discussion groups and classes, selects textbooks, uses magazines, newspapers, pamphlets, and moving pictures. He uses not only the camp staff officers and the trained men in Parks and Forestry Services, but where available the better trained enrollees as class discussion leaders. He has much volunteer service from interested citizens in nearby communities. Nor does he forget the spiritual uplift to be found in music, in dramatics, debates, and such activities, and he organizes the boys in groups around these interests. Among these enrollees are a great many college and normal-school graduates, accomplished musicians, experienced actors, and men who have held responsible places in community and civic organizations. The camp adviser is able, also, to establish relationships with those nearby educational and social agencies that will not only aid the educational program in the camps, but facilitate the return of enrollees into wholesome social and economic life upon their discharge from the camps.

Problems

Our obstacles are great; they include large variety of study interests, dearth of suitable text material for adults, lack of comfortably furnished and adequately lighted discussion and class rooms, lack of ample library books—though each camp has a library—lack of laboratory facilities, fatigue on the part of enrollees after a day of labor, and insufficient experience of the

advisers for this particular task. Our advantages, however, are greater. In the first place, enrollment is voluntary. No one has to study anything; only those who want to learn will continue in a class. Moreover, the men themselves decide what they want to be taught. Then, too, no credits are at stake; for the most part the work is informal and the plan flexible. We shall get ingenious and virile teaching. The teacher or discussion leader who cannot hold the attention of a group of men, under conditions which the camp presents, simply is not the right man for the job. He may have been an able administrator, or he may have been an acceptable teacher of formal classes, but if he cannot do this job under conditions as they are, he must give place to someone who can. But our great advantage is that here is comradeship in quest of knowledge. Learners and teachers live together under camp conditions. A teacher or discussion leader confronted by a student's baffling question cannot well retreat behind a Jovian frown. His success will largely depend upon the extent to which in genuine comradeship he and those who help him can lead these young men along the paths of knowledge.

Real teachers

Can men who have been classroom teachers and principals and superintendents now undergo a metamorphosis and become under camp conditions not only teachers, but counsellors, leaders of discussion groups, sympathetic companions to young men in quest of knowledge? I think they can; if they are real educators in the true sense of the word they will respond to this challenge with results that will be inspiring. The reward will come with expressions of gratitude from the boys in the camps similar to this one:

The Civilian Conservation Corps has regenerated me mentally, physically, and spiritually. It has given me practical knowledge about camp life, plumbing, carpentry, bookkeeping; but more than that, it has taught me to appreciate the good things of life. I have learned to appreciate what Thoreau calls "The beneficence of Nature." In the deepening twilight my eyes stray up until they rest upon the last tall pine on the hills, etched against the afterglow of the sun. And as it fades, a flood of memories closes in upon me—memories of the boy who wearily tramped the streets and sought death in the bitterness of despair. Happiness to him was something out of reach, somewhere beyond the stars. I know now the serenity of soul that comes from a busy, well-ordered life. And happiness—well, happiness is here, not beyond, but beneath the stars.

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:

ALLEN, GRACE E. H. A comparison of the changes in pupils' information and character resulting from instruction in plane geometry by the individual vs. the recitation method. Master's, 1933. Pennsylvania State College. 58 p.ms.

BELL, ROBERT E. The provision for the education of gifted children in the elementary schools of New York State. Doctor's, 1933. New York University. 175 p.ms.

CARLEY, VERNA A. Student aid in the secondary schools of the United States. Doctor's, 1933. Teachers College, Columbia University. 119 p.

CARPENTER, MANLEY A. Supervision of athletics in rural high schools of Onondaga County. Master's, 1933. Syracuse University. 105 p.ms.

CYR, FRANK W. Responsibility for rural school administration: Allocation of responsibilities in the administration of schools in rural areas, with special reference to the county. Doctor's, 1933. Teachers College, Columbia University. 159 p.

DEAN, ELIZABETH A. The Latin club in the junior high school. Master's, 1933. Boston University. 63 p.ms.

DICKINSON, VIRGINIA. The present status of ability grouping. Master's, 1933. Boston University. 87 p.ms.

DOWD, SUSAN C. Special educational opportunities in Springfield. Master's, 1933. Boston University. 88 p.ms.

DOYLE, Rev. JOHN J. Education in recent constitutions and concordats. Doctor's, 1933. Catholic University of America. 139 p.

ERDLY, CALVIN V. Reshaping a high-school curriculum and instructional organization on basis of graduates' comments. Master's, 1933. Pennsylvania State College. 65 p.ms.

GEORGE, JENNINGS G. The influence of court decisions in shaping school policies in Mississippi. Doctor's, 1932. George Peabody College for Teachers. 265 p.

GRAHAM, JESSIE. The evolution of business education in the United States and its implications for business-teacher education. Doctor's, 1933. University of Southern California. 228 p.

HELM, MARGIE M. A technique for the determination of the number of duplicate copies of collateral reference books needed in college libraries. Master's, 1933. University of Chicago. 82 p. ms.

TRAXLER, ARTHUR E. The measurement and improvement of silent reading at the junior high school level. Doctor's, 1932. University of Chicago. 217 p.

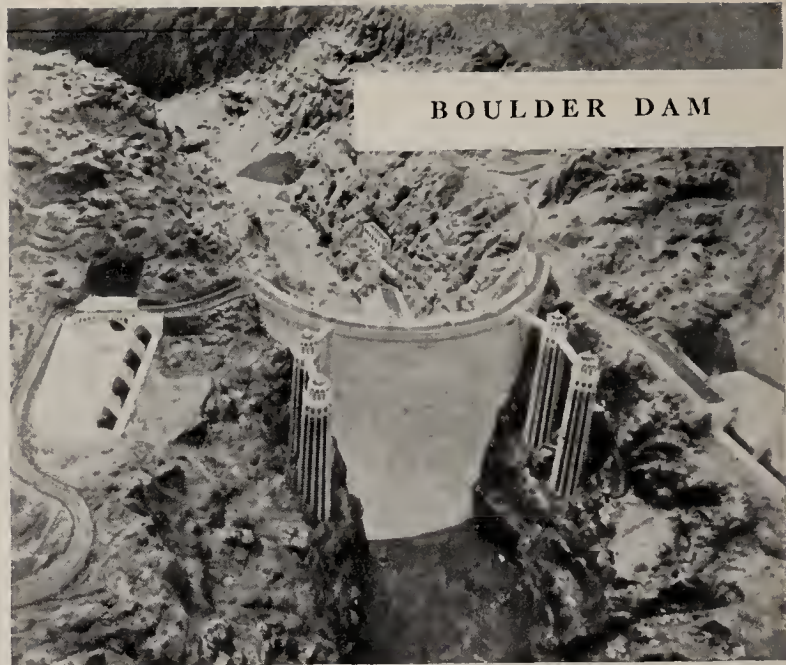
TYLER, TRACY F. An appraisal of radio broadcasting in the land grant colleges and State universities. Doctor's, 1932. Teachers College, Columbia University. 166 p.

WELLCK, ARTHUR A. The annuity agreements of colleges and universities. Doctor's, 1933. Teachers College, Columbia University. 65 p.

YOUNG, CLARENCE M. Improving the experienced teachers; a study in supervision. Master's, 1933. West Virginia University. 28 p.ms.

RUTH A. GRAY

New Government Aids For Teachers



THE PUBLICATIONS LISTED *May be Purchased from the Superintendent of Documents,*

VALUES of Foreign Moneys. 1934. 1 p. (Treasury Department.) Free.

The Tennessee Valley Authority. 1934. 8 p., illus. (Tennessee Valley Authority, Knoxville, Tenn.) Free.

Describes Muscle Shoals properties, nitrate plants, Wheeler Dam, Norris Dam, the town of Norris, the power policy, the Electric Home and Farm Authority, and cooperatives. (Civics; Geography; Economics.)

Child Labor—Facts and Figures. 1933. 85 p., illus. (Children's Bureau, Publication No. 197.) 10 cents.

Features of the child-labor problem such as: Child labor in the United States; Children's work and working conditions; legal regulation of child labor; and a brief history of child labor. (Economics; Child health; Educational legislation.)

Traffic in Opium and Other Dangerous Drugs. 1933. 85 p., illus. (Treasury Department, Bureau of Narcotics.) Free.

Illustrates the work of the Federal Government in preventing smuggling of opium, morphine, cocaine, and other dangerous drugs into the United States. (Pharmacy; Medicine; Civics.)

Maternal Deaths—Brief report of a study made in 15 States. 1933. 60 p., charts. (Children's Bureau, Publication No. 221.) 5 cents. (Adult education; Obstetrics; Sociology.)

Boulder Dam and Power Plant. 6-page illus. folder. (Bureau of Reclamation.) Free.

Description and pictures of the Boulder Dam and power plant operating model which was on exhibit at the Century of Progress Exposition, with a discussion of the dam itself, the power plant, and its purpose. (Civics; Current events.) (See illustration)

Economic Bases for the Agricultural Ad-

justment Act. 1933. 67 p., charts. (Department of Agriculture.) Free.
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justment Act. 1933. 67 p., charts. (Department of Agriculture.) Free.

Written to provide a more general understanding of broad agricultural policies which will affect every citizen, directly or indirectly, and will aid individuals and groups to think and argue about the subject. (Civics; Sociology; Agriculture.)

Flags—Flags, colors, standards, and guidons; description and use. 6 p. (War Department, Army Regulations No. 260-10, changes No. 1.) Free.

Changes in Army Regulations issued in November 1931 which presented existing rules on use and display of flags, guidons, signal flags, automobile plates; battle honors; supply, repair, replacement and requisition, disposition, storage, shipment, and preservation of flags and their sale or loan.

Performance Tests of Radio System of Landing Aids. 1933. p. 463-490., illus. (Bureau of Standards, Research Paper 602.) 10 cents.

Description, application, and operation of the system of landing airplanes by the use of radio. Results of tests at College Park, Md., and of demonstrations and tests at Newark, N.J. (Aviation; Radio education)

Diets at Four Levels of Nutritive Content and Cost. 1933. 59 p., charts. (Department of Agriculture, Circular No. 296.) 5 cents.

Information on certain aspects of food purchasing. The four diets are stated in terms of the quantities of foods or groups of food required yearly for individuals of different ages and degrees of activity, and also in terms of the quantities needed yearly and weekly by families of typical composition. The nutritive value and cost of each diet are discussed so that teachers of nutrition, social workers, and others can readily see the needs of the particular group with which they are concerned. (Home economics; Public health.)

The Farm Real-Estate Situation, 1932-33. 1933. 68 p., charts. (Department of Agriculture, Circular No. 309.) 10 cents.

The situation in general; farm real-estate values; changes in farm ownership; farm-mortgage credit conditions; and farm real-estate taxes. (Economics; Agriculture.)

Charts

Organization Chart of the Government of the United States showing the executive, legislative, and judicial branches of the Government and each of the Government agencies coming under the respective branches. (Bureau of Reclamation.) Free.

Synopsis of Boulder Canyon Project Act. Chart No. 23640. (Bureau of Reclamation.) Free.

Construction Progress Pictorial Diagram of Boulder Dam. (Bureau of Reclamation.) Free.

Photographs

The Bureau of Reclamation maintains a file of official photographs showing construction activities and completed works. Copies of these photographs can be furnished at estimated cost as follows:

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MARGARET F. RYAN

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A new Federal Government publication thus tells an interesting story of geography in the United States, its outlying parts, and in other countries of the world. Every geography and history class should have for reference this 834-page official geographical guide book to the correct pronunciation and spelling of 32,000 geographical names:

SIXTH REPORT OF THE UNITED STATES GEOGRAPHIC BOARD, 1890-1932

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The new geography guidebook also delves into the general characteristics of American names, names of Indian origin, trends in adopting new and changing old names. It should be especially valuable for reference and study by teachers, historians, librarians, and students of history and geography.

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SCHOOL LIFE



May 1934

Vol. XIX • No. 9



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How Will You Use Your Summer? • Linking Learning and Leisure • Omnibus College • Do You Wish to Study Abroad? • The Child in Vacation Days • Work of the House Committee on Education • The Cost of Summer Schools • Schools for Workers

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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 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D.C. To foreign countries, 85 cents a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U.S. Department of the Interior, Washington, D.C.

★ The cover illustration of Mount Rainier is used through the courtesy of the National Park Service. It is the cover illustration on the publication, "The National Parks and Emergency Conservation." ★

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FREE

(Single Copies)

U.S. Government Publications of Interest to Parents and Leaders in Parent Education (Revision) Circular No. 54.

Certain Facts About the Education of Negroes, Mimeo. No. 84759.

Good References on Organization and Administration of Secondary Schools, Bibliography No. 16.



OFFICE OF EDUCATION
United States Department of the Interior

How Will You Use Your Summer?

THERE are two ways to spend the summer. Tanning your hide or titivating your intellect.

Increasingly it is becoming possible even for persons with thin pocketbooks to indulge in the best features of both; to be Da Vincis and Neanderthalers at the same time; to combine the alluring enjoyments of grand mountains and great symphonies. In short, to soak up sunlight and enlightenment during the same vacation.

Millions of Americans have gone and still go native for a few weeks each summer, matching wits with fishes and enjoying similar Pliocene pleasures. More and more of them, however, are blending the physical joys of a Cape Cod beach in the morning and the cultural pleasures of good theater in Cape Cod Playhouse at night; climbing the steep paths of Yosemite by day and listening to a concert in camp at night; seeking both tennis courts and credit courses in summer school.

When John Citizen left his desk or shop he used to put everything civilized behind him. Now he and his wife are discovering that the good things of civilization are not incompatible with summer recreation.

To serve these Americans with new ideas about summer vacation this issue of *SCHOOL LIFE* is devoted to Summer Educational Opportunities. We are using "Educational" in its broadest sense in the belief that a trip to Glacier National Park may be just as educational as a summer course at the University of Chicago.

Our guidebook will be divided into two parts: First, major sources of information on summer educational and cultural opportunities; second, novel features offered by college and university summer schools.

This guide will not be nearly as good as it should be. This is not our fault. Many fields of interesting summer opportunities are so new that no organized center of information has been created. Many people tell us that it would be fine to have an ample, thorough-going guide to summer educational and cultural opportunities. Perhaps the Office of Education or some other agency can create this service.

Here are the questions individuals who want to spend their summers profitably ask and the best answers we have been able to find.

★ SOURCES of Information on Summer Educational and Cultural Opportunities, by William Dow Boutwell

Where is a list of summer schools?

Part III of the Educational Directory, Office of Education Bulletin, 1934, No. 1 (price 5 cents), lists summer school directors. In this issue is a summary of novel summer school features reported to the Office of Education.

Where can one find information on organized summer camps?

Best source: Handbook of Summer Camps, Porter Sargent. Inquire also at your nearest Y.M.C.A., Y.W.C.A., Y.M.H.A., Boy Scout, Girl Scout, and Campfire Girls headquarters. For information on western ranches, "Ask Mr. Foster." American Automobile Association officers can supply information on tourist camps. New England Council, Statler Building, Boston. State Publicity Departments.

Summer dramatic schools and theaters?

Best source: THE STAGE magazine.

Summer art schools and colonies?

The American Federation of Arts is now compiling information for use in its June Journal. The list of colleges and universities offering art courses in "Guidance

Leaflets—Art", Office of Education Leaflet No. 20 (price 5 cents), can be checked against the summer school list (see directory referred to above). See also Art Digest, "newspaper" of the art world and American Art Annual, 1933, vol. XXX, recently issued.

Summer music opportunities?

There is much activity in this field, for example, the Orchestra Camp at Interlochen, Mich.; opera in New York, Philadelphia, St. Louis, and Cincinnati; stadium concerts in New York, but few good information sources. Probably the best source for Eastern United States, Sunday New York Times.

Information on organized tours?

Ask Mr. Foster, service in 70 cities.

Greyhound Bus Lines. Steamship companies and railroads.

Special fairs and exhibits?

Inquire Thomas Cook & Sons, 587 Fifth Avenue, New York City. See also April 7 issue, Scholastic.

Summer resorts?

Publicity departments of the States are often good sources of information, particu-



National forests offer many camping opportunities.

larly in States which cultivate resort business. Vermont, Massachusetts, New Hampshire, Maine, and Minnesota have excellent booklets. Other sources: New England Hotel Association, Boston; Southern California Chamber of Commerce, Los Angeles; New York, New Haven & Hartford Railroad Co., New England Council, Boston.

Summer opportunities on public reservations?

This is National Parks Year. Low railroad rates and adverse exchange rates in Europe add to the already strong appeal of our national parks, not only as places to visit but places in which to spend summer vacations. National parks are not all in the West, either. For information write to the National Park Service, Department of the Interior, Washington, D.C.

National forests with an area equal to all Germany, vie with national parks as hosts to millions of Americans in summer. For information on camping opportunities in national forests write Forest Service, Department of Agriculture in Washington.

State parks are growing in number and popularity. They are shown on the useful map, Recreation Areas in the United States, available free from the National Park Service.

How to get to specific places?

Ask Mr. Foster. Thomas Cook & Sons, 587 Fifth Avenue, New York City. In Canada: Canadian Pacific Railroad or Canadian National Railroad, Montreal or other offices. State publicity bureaus. For bus travel, Russell's National Motor Coach Guide. L. H. Ristow, traffic manager, Greyhound Management Co., East Nineteenth and Superior Streets, Cleveland, Ohio; American Automobile Association for members, 750 offices; also Automobile Club of Southern California and Keystone Automobile Club, Pennsylvania. Quebec: Provincial Tourist Bureau, Department of Highways and Mines. Nova Scotia and New Brunswick: Department of Highways, Eastern Steamship Lines, Pier 18, North River.

Good references

American Historical Houses; Historic House Museums, T. V. Coleman; Handbook of Summer Camps, Porter Sargent; Handbook of American Museums; Russell's National Motor Coach Guide; Educational Directory, Part III, Colleges and Universities; Scholastic, April 7, travel number, with list of "What to See Abroad this Summer", "Books for the Traveler", etc.; Along Quebec Highways, Tourist Guide; Ackerman's Sportsman's Guide, East Cleveland, Ohio; Riders' guides; American Automobile Associa-

tion travel library available to members for loan; American Automobile Association tour books for various sections of United States.

Ask Mr. Foster Travel Service. Supplies without charge or fee accurate and definite information concerning all details of travel anywhere in the world. This service, available in 70 cities, will plan itineraries; give information on character, situation, and rates of hotels; supply

folders, maps, schedules of cruises, tours, and resorts and travel everywhere; purchase tickets, make transportation, and hotel reservations; supply information on road conditions, inns, and garages; provide information and catalogs concerning schools and summer and winter camps. This service operates no transportation or hotel services and accepts no commissions from hotels or other travel interests.



VACATION outings in a mountain camp for about \$1.50 per day per person! This unique opportunity has been provided by the joint efforts of the United States Forest Service and California cities. Fifteen recreation camps in national forests are now operated by the municipalities to provide enjoyable summer vacations at cost for taxpayers.

Los Angeles pioneered this vacation service. It has been followed by Oakland, Berkeley, San Francisco, Stockton, Sacramento, Riverside, and Los Angeles County.

Vacationing taxpayers are housed in attractive, well-ventilated cabins or tent-houses and are furnished with individual iron cots and mattresses. Each camp has stores and libraries. Trained camp directors arrange hiking trips, instruction in swimming in the pool and in other athletics, and conduct the evening camp-fire entertainments.

This is one example of the growing use of national forests for summer vacation. Farther north in Washington and Oregon, sites for summer homes have been leased to hundreds of citizens.

Although west coast Americans seem to have discovered recreational opportunities in the national forests, these reservations are by no means limited to the West. They are widely distributed. See folder, "Vacation in the National Forests" (free from the United States Forest Service). Informational map folders on many of the individual national forests are also available. Mimeograph copies of "Camping hints" and "Camp cookery" may be obtained from the Forest Service.

Linking Learning and Leisure

TO STUDY or not to study this summer—that is the question many thousands of persons will answer during the next few weeks. And if the decision is in the affirmative, an idea of what some of the colleges and universities are offering should be interesting and helpful.

Does summer study mean all hard work and no play, or have our institutions of higher learning considered the fact that June, July, and August provide not only an opportunity for further study, but also a time for outings, camps, tours—in general, vacations?

A quick review of 1934 summer session courses, offered by more than 150 colleges and universities, reveals that many institutions have given serious thought to this problem. Many have made definite plans to link their learning to leisure this year more than ever before—to give greater attention to recreating physically as well as mentally and morally.

For example, how would you like to take the course, "Education for Enjoyment", high up in the Sierra Nevada Mountains? All departments of Fresno State Teachers College, Fresno, Calif., will collaborate to supply students with all of the cultural, recreational, and appreciative advantages which their fields can offer.

Or probably you would like to go to the Orient on a 2-months' trip arranged by the University of Washington, Seattle, Wash. You don't have much time to decide and prepare because the *President Johnson* sails on June 23.

Before telling about more of the travel trips, excursions, summer camps, institutes, and other unique educational opportunities bearing attractive labels, we might suggest that no matter what your interest, some college or university this summer should be able to satisfy your educational desires.

Colleges are endeavoring to gear their educational machinery these days to needs of twentieth century society. They provide courses not only for teachers, doctors, lawyers, engineers, and dentists, but also for coal miners, ministers, firemen, meat packers, janitors, athletic coaches, and cotton buyers. There are studies in college for farmers, writers, nurses, artists,

★ NOVEL Features of Summer Schools—Camps, Tours, Institutes, and Courses, Reported by John H. Lloyd

musicians, parents, librarians, historians, scientists, geographers, and even gold prospectors.

It would be an impossible task to mention all courses offered, but briefly we report, under a minimum of classifications, a few of the vast number of novel features announced by a limited number of institutions.

TRIPS AND CAMPS

There will be much education by travel and à la camp this summer, if the number of travel and camp courses offered is a reliable indication. Morehead State Teachers College, Morehead, Ky., is sponsoring a visit to cities in the eastern United States, including Chicago and the Century of Progress, July 20 to August 11, and in July and August the University of New Mexico conducts a tour of archeological sites in Mexico or Central America.

Can you imagine taking a travel course in psychology? The University of Kentucky, Lexington, Ky., offers such a course this summer. And if you are convenient to the University of Pittsburgh you can register for its historical tour of western Pennsylvania.

Probably the only travel course to operate entirely within the bounds of one State is that of "Montana Environment", arranged by Eastern Montana Normal School, Billings, Mont., "to furnish a cheap course full of educational advantages." Colorado State Teachers College, Greeley, Colo., will again have field trips in science; Western Reserve will have one in natural science to the Pacific Northwest, and one in Ohio history and geography. Announcement of excursion and study trips to the sand dunes of San Luis Valley, to the top of Mount Blanca, and to Pueblo Indian territories, has been made by Adams State Teachers College, Alamosa, Colo.

Or you can pack up your bag and join the tour arranged for you by Clark University, Worcester, Mass., to the Appalachian Highlands, August 11–24. An 8-week field trip to the chief ports and regions of the Mediterranean is also on Clark University's July and August schedule. Northwestern University, in Chicago, will take advantage of its proximity to the Century of Progress Exposition to allow student study of its educational resources.

Oberlin College's camping trip will be by automobile from Oberlin, Ohio, to



On Mount Rainier. This is National Parks Year.

Yellowstone, Glacier, Mount Rainier, and to the giant coast forest. Louisiana State University, Baton Rouge, La., is planning to have a forest school camp 10 miles west of Bogalusa, La.

Columbia University's zoology class will study at Woods Hole, Mass., and the engineering and surveying students will journey to Camp Columbia, near Litchfield, Conn. Columbia also directs a field trip for the study of geography in New York and the New England area. Penn State College, State College, Pa., will sponsor another summer nature camp, and Indiana University is already registering students for its thirty-eighth year of biology research at Winona Lake, Ind.

Other students interested in surveying may also be interested in knowing of the University of Wisconsin surveying camp. It will be located for 6 weeks at Devils Lake State Park, 40 miles from Madison. Science teachers may wish to take courses in botany, geology, and zoology at the University of Wyoming camp in Medicine Bow Mountains, 40 miles west of Laramie.

Student tourists will be accommodated at the University of North Dakota auto camp at University, N. Dak., this summer, and if you want to study in novel style, you might consider enrolling in the same university's camp depression, which provides bunking and study facilities in six railroad cabooses.

Field courses in geology and geography will be conducted for the fifteenth season by the University of Kentucky, June 19–July 28; in botany, physiology, and zoology at Hopkins Marine Station, Pacific Grove, Calif., by Stanford University; and in biology, botany, and zoology by the University of Michigan, at Ann Arbor, Mich., June 25–August 18. Three field courses will be offered also by the University of Chicago at Sainte Genevieve County, Mo., Devils Lake, Wis., and Sioux Lookout, Ontario.

Biology teachers and students living in the South are invited to study at the University of Virginia's Mountain Lake Biological Station in Giles County, Va., 4,000 feet above sea level, this summer. Northwestern's field courses in the Lake Superior region begin August 10. Featuring the University of Denver's botany offerings will be three all-day field trips and one or two half-day trips each week. The university's camp is in the Rocky Mountain National Park. And if you wish to combine geology, geography, and historical science study with recreation, at a high mountain altitude, you can join the University of Colorado's excursions from June 18 to August 24.

The University of Pittsburgh offers instruction in advanced and research

courses of biology at its lake laboratory, Presque Isle, near Erie, Pa. Zoological research will be conducted at the seventh session of University of New Hampshire's marine zoological laboratories on the Isle of Shoals, 10 miles from Portsmouth, N.H. Delightful trips for botany and geology study are also scheduled through the Black Hills and Rocky Mountains by the University of Nebraska, June 10–July 20. Harvard's field courses in geology will be in central New Mexico, June 27–August 7, and Augustana College and Theological Seminary at Rock Island, Ill., will again offer geology as a major subject.

"To guide the student in personal observations in the field, in studies in the laboratory, and in reading, with a view to enabling him or her to develop powers of observation, thought, and judgment", Allegany School of Natural History in Allegany State Park, Quaker Bridge, N.Y. will open for the eighth season, the day after the Fourth of July.

As usual this year, Woods Hole, Mass., laboratories will promote research in marine zoology, protozoology, embryology, physiology, and botany. Sixty-five universities subscribe to this research.

MUSIC

One week of grand opera, with well-known grand opera artists participating, is on the schedule for University of Georgia, Athens, Ga. Smith College, Northampton, Mass., will feature a special study of the symphony this year, in connection with its summer school of music, June 25–August 3. Claremont Colleges will instruct in liturgies, boy

voice training, and ministry of music, June 25–August 3, in Pomona College, Calif. Two nights each week a concert course is also offered.

Laboratories for training high-school students and music supervisors in music training and conducting are the University of Nebraska all-State high-school orchestra, band, and chorus, June 12–July 8. The University of Michigan school of music convenes June 25–August 17. Daily rehearsals in chorus, orchestra, and band are announced by the State University of Iowa, Iowa City.

Music courses at all levels are offered by Washington University, St. Louis, Mo., and band leadership under the direction of A. R. McAllister, Joliet, Ill., may be obtained at Utah State Agricultural College, Logan, Utah. Milwaukee State Teachers College and Miami University School of Education, Oxford, Ohio, also have arranged for chorus and orchestra sessions.

Teachers of music also can get fully accredited courses from June 12 to July 22 at Illinois Wesleyan University, Bloomington, Ill., and Skidmore College, Saratoga Springs, N.Y., furnishes training in chorus practice and conducting, orchestration, appreciation, methods, and practice teaching. Peabody Conservatory of Music summer session is from June 18 to July 28, at Baltimore, Md.

Joseph E. Maddy again will direct the National Music Camp at Interlochen, Mich., and the Eastern Music Camp at Oakland, Maine, will be held. Summer music courses have been announced as usual by New York University; Columbia University; American Institute of Normal Methods, Auburndale, Mass.; Juilliard



In Ouachita National Forest.

School of Music, New York City; Syracuse University; Boston University School of Music; Carnegie Institute of Technology; Cincinnati Conservatory of Music; Cleveland Institute of Music; Eastman School of Music, Rochester, N.Y.; Ithaca College; and Pennsylvania State College.

DRAMA

Elementary school teachers and teachers of English, if you wish to "brush up" on your dramatics, Berea College in Berea, Ky., offers a special course. A high-school course in speech and dramatic art is available at the State University of Iowa, June 11-August 23; and at the University of Denver, Robert Edmund Jones, one of the best known directors in America, will conduct the 1934 Play Festival during July.

ART

Are you interested in studying art? Get out your note book and jot down the names of a few schools offering special features in this field.

Juvenile work in drawing and painting will be offered again this summer by the University of Nebraska, Lincoln, Nebr. Colorado Woman's College art department, Denver, Colo., will feature painting "along mountain trails and beside sunlit valleys." Headquarters will be Camp Freeman, June 11-24.

How would you like to paint a landscape on the edge of Glacier National Park? That is what you could do if you enrolled in Clayton Henri Staples' 10-week cabin-studio school of the Municipal University of Wichita, Kans., July 2-August 24, or if you prefer the coolness of high New Mexico mountains, you might attend the fifth annual University of New Mexico School of Painting at Taos, June 18-July 28. Art criticism is offered. The fourth annual Indian art courses will be sponsored by the same university at Santa Fe, July 23-August 18.

Interested in Chinese paintings, or Siberian sculpture? Then inquire about Mills College, Calif., courses in art, sculpture, painting, design, June 18-July 28. High-school students recommended by high-school art instructors will again be taught painting and design by Carnegie Institute of Technology, Pittsburgh, Pa.

LITERATURE

Writers who wish to meet other writers for exchange of ideas about writing in



Recreation varies in national parks and forests.

general should attend the Writers' Conference at the State University of Montana, July 15-17. This will be the fourth annual meeting.

Probably one of the best known get-togethers of writers is at the Middlebury College Writers' Conference at Bread Loaf, Vt. The ninth annual meeting of this conference, "to provide sound and experienced help and criticism for men and women who desire to write", will be held August 16-30. Students interested professionally in study and teaching of English may also be interested in attending the Bread Loaf School of English, June 28-August 12.

Mills College, Calif., June 18-July 28, offers in its school of creative writing courses for the beginner, the advanced student, the teacher of English composition, or the professional writer.

HISTORY

"Famous New Deals in American History" is the inviting title of a course at Western Reserve University, June 25-August 3, covering political revolutions previous to the adoption of the Constitution.

Another just as interesting should be the University of California's offering, "Distinguished public men in the history of the United States", June 25-August 3. Catholic University of America's course in American Government will reveal early forms of government and recent developments in Federal Government activities.

Colorado State Teachers College, from July 9 to 20, features a special course, "Use of museums in the teaching of social studies."

ADMINISTRATION

For school superintendents, principals, supervisors, and other administrators, colleges and universities have much to offer this summer. For instance, if you want to get the latest information on school finance, you could attend the State University of Montana school finance conference, July 9-10-11 at Missoula, Mont., or the one at George Washington University, June 26-29, in Washington, D.C. A school executives conference, July 16-27, at the University of Colorado, Boulder, Colo., will study recent information on administration and supervision "in a short time and with a minimum expense." Western Kentucky State Teachers College also will sponsor a special conference on curriculum studies, finance, public relations, rural and adult education at Bowling Green, Ky.

For those interested in higher education, the University of Pittsburgh course in student personnel problems may be useful, or if you prefer—the University of Chicago's Institute for administrative officers of higher institutions, July 11, 12, 13. Higher education's relation to present day social movements will be discussed at a University of Oregon conference in July at Eugene, Oreg.

[Continued on page 199]

Omnibus College

LUNCH time. A 36-passenger bus stops along the St. Lawrence beside a rapids, some 4 hours' drive from Montreal. Several other busses and some light cars arrive and all the passengers clamber out to spread their lunches on the grassy bank. Sandwiches, fruit, and relishes form the noon menu of these travelers as they watch a river tanker round the rapids through an artificial channel.

The passengers have thrown aside the conventional summer school to which most good teachers go in the summer in favor of becoming "omnibusters." They study out-of-doors as they travel under the direction of college professors. This type of study is an academic innovation which has come into prominence since 1922 when the first expedition of the omnibus college was conducted by Dr. William Marion Goldsmith. In the dozen years which have passed since that first expedition the institution has grown from a group of 5 students and a professor in an old second-hand car to one of 1,100 students with a complete staff of professors.

Twelve years ago

Strictly speaking, education by travel is not an innovation; it is a revival. No education in medieval times was complete until the student had added to his days in the university a course of travel with his tutor. This was recognized as indispensable to the correct finishing of student life. The revival of travel education in America, however, had to await the invention of the automobile and then the building of good roads.

The first omnibus type of travel education was attempted in 1922. In that year Dr. Goldsmith conducted a group of five of his biology majors to Woods Hole, Mass., to study in the Marine Biological Laboratories. In 1923 the trip was repeated with additions and dignified with the name of "Southwest Biology Tours"; the name omnibus college was conferred inadvertently by the New York Times several years after the institution was founded when it referred to a group of students lost in the Allegheny Mountains as members of the omnibus college.

The name stuck, and since that time, under the direction of Dr. Goldsmith, the

★ REVIVAL of an Old Medieval Custom—Education by Travel with Its Four R's, Relaxation, Refreshment, Replenishment, and Rejuvenation

institution has grown in size and scope, covering every section of this country and parts of Canada and Mexico. In 46 of the 48 States are former members of the "college-on-wheels", while students from Hawaii, Alaska, Canada, and Mexico also have traveled with the omnibus college. The growth, according to Dr. Goldsmith, seemed to come without any effort on the part of the new innovation. Like Topsy, it "just grew."

All American campus

Claiming all America as its campus, the omnibus college sets out each year the latter part of May to make good that claim. Busses are sent to every section of the country to bring students to Wichita, Kans., the headquarters of the organization, for the opening of school. From Salt Lake City, from Texas, from Minnesota and the Dakotas, from Virginia, and the Carolinas, in fact, from every part of the country, the students gather for the first class on June 1.

The matriculation is performed in Wichita, but the first class is held in the

heart of the Ozark Mountains, where perhaps history students study the Missouri Compromise. Within a surprisingly short time the students, more than 90 percent of whom are teachers in public schools during the winter, have become familiar with their new campus and begin to take an intense interest in campus activities.

School life on the omnibus college campus is similar in many respects to the life on the campus of any coeducational school. Friendships are made in the 7 weeks and 7,000 miles as readily as in an entire year of residence on the average campus. Dormitories, slightly different from those of a fraternity house on the average university campus, are tents, wherein sleep 20 students on the 10 beds.

Eating, too, bears many resemblances of ordinary school life. Students line up before the cafeteria at meal time and fill their trays with hot food prepared by the regular chefs. A difference is found, though, in the fact that the cafeteria which feeds the traveling students is able on a few moments notice to break camp and drive under its own power to a new camp



Summertime is recreational education time for the "omnibusters."

several hundred miles distant. Four of these motorized units feed the students of the "omnibus", stopping in alternate camps.

New companions

Getting up in the morning at San Francisco, Mary Smith, of New York, and Sally Brown, of Georgia, may tumble out of "Tumble Inn", tent number 5. On arriving in the Redwoods that evening, the pals may tumble out of their bus and stumble into "Stumble Inn", the tent 5 which has been vacated that morning by the autocade just ahead. Busses, too, are changed in regular order, and at the end of each 2 hours a stop is made while the driver gives the order to "shift." New seats and new companions are found and the next night finds the autocade in Oregon. Mary knows a new friend from Texas, while Sally has met a Minnesotan.

Classrooms

The classrooms of "omnibus" students are also different from those of most schools. No desks or usual books are to be found. Perhaps each student has an outline of the work to be seen written particularly for those who are going to see rather than hear about the thing which they are studying. Local guides tell the story of the Civil War on the actual scene of the battles. "Union soldiers", points out the old colored guide, "climbed the almost unscalable cliff and defeated the Confederates." This is at Lookout Mountain. Little Italian boys offer to tell about the "greata Paula Revera" in Boston for a coin. In Quebec the French guide tells of the battle on the Plains of Abraham, extolling Montcalm and minimizing Wolfe.

Credit

Students who travel through the West with the omnibus group, leaving Wichita about the middle of July, may learn that Grand Canyon was caused by the passage of a spirit from the Indians, but Government rangers find the geological reason. Students receive their 3 hours of credit in the subject which they choose, and many more hours of noncredit information in other subjects.

Whether the omnibus college method of instruction is an innovation or a revival, it is here to stay, along with other reforms in objective education. The orthodox three R's of education become to the "omnibuster" the four omnibus R's, relax, refresh, replenish, and rejuvenate, for who can say that travel is not the best educator.

CHARLES MILLHAM

Electrifying Education

NEW YORK University announces two courses for its summer session to be held July 9 to August 17, of interest in the visual education field: Visual Aids in Education and Methods of Visual Education. A model classroom called The Schoolroom of Tomorrow, fully equipped with all modern apparatus, including radio and motion-picture projectors, will be on display for students at the university particularly interested in educational administration and the modernization of the classroom.

The National Education Association will hold its annual meeting in Washington, D.C., June 30-July 5. There will be many interesting exhibits in the radio and visual education fields.

Visual aids in education will be offered by the summer session at University of California, Berkeley, Calif. The session begins June 25 and ends August 3.

University of Maryland, College Park, Md., announces radio in education as part of its summer course.

Sight and Sound, with the current number [Winter 1933-34] becomes the official

magazine of the British Film Institute of London, England, and will be used as a clearing house for information on film sources, films in production, and other matters affecting the instructional and cultural use of the motion picture. Its office is at 4 Great Russell Street, W.C. 1, London. The acquisition of this publication marks another forward step in the splendid work of the British Film Institute.

It is hoped that the popular classes on radio in education or radio broadcasting given this last term by many colleges throughout the country will be continued next year. Among the institutions offering such courses were: University of Denver, at Denver, Colo.; University of Southern California, at Los Angeles; Kansas State College of Agriculture and Applied Science, at Manhattan, Kans.; Western Reserve University, of Cleveland, Ohio; Oglethorpe University, Oglethorpe, Ga.; Ohio State University, at Columbus, Ohio, and University of California, at Los Angeles.

An interesting use of the motion picture was made for the recent International Congress of Educational and Instructional Cinematography in Rome. Commissioner of Education George F. Zook made an address from his desk in Washington, which was photographed and recorded in his Office, and sent to Rome in place of his personal appearance. It also prefaced a showing of representative films made by various agencies in the United States, showing the educational type of motion picture developed in this country.

The report that was compiled by Cline M. Koon, Federal Office of Education, entitled "Motion Pictures in Education in the United States", Circular No. 130, as part of the Government's participation in the International Congress at Rome, has been exhausted in its mimeographed form. A revised edition is being published under the same title by The University of Chicago Press, 5750 Ellis Avenue, Chicago, Ill., and should be available at an early date.

C. L. NOBLE

Tune In

"**E** DUCATION in the News", is a new NBC feature on the air each week, from Washington, D.C., at 4 p.m. eastern standard time. Every Wednesday, William D. Boutwell, editor-in-chief of the Federal Office of Education, reviews the week's outstanding happenings in the field of education, and reports findings of Office of Education specialists of interest to parents and the general public. Turn your dial next Wednesday to station WRC, Washington, D.C., or to any NBC station on the Red network, and listen to this program supplying Federal Office of Education information to school people and friends of our Nation's schools.

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MAY 1934

OPPORTUNITY

Examination of summer session catalogs, or even the alluring list of novel summer school features in this issue of SCHOOL LIFE, leaves one with the conviction that colleges and universities are still operating their summer sessions as they have since this innovation was introduced. That is, summer sessions quite generally are for students who want to work for more credits. There are exceptions.

While summer schools have gone on being schools, a new summer movement has arisen among citizens. Automobiles and increased leisure have permitted millions of Americans to seek new scenes and fresh experiences. Many activities of these Americans on summer vacation leave are coming closer and closer to activities of universities and colleges. Summer theater, summer music, summer art training, and education through camping are activities in which both citizens and institutions of higher learning share interest. University dramatic groups give plays in summer colonies. Professors and teachers lead tours and direct camps.

To date, however, the university or college has hesitated to go the full way in meeting the citizen's summer vacation desires. Institutions fear of losing caste if they appear to be schools not strictly devoted to schooling.

Some day some bright young college president is going to study the summer vacation habits of citizens with families. Then he is going to say, "It is the task of this institution to help citizens enjoy themselves and improve themselves during the golden opportunities of vacation days. We shall, perhaps, establish low cost university camps in national forests or national parks that combine learning and leisure. We shall establish low-cost guided tours. We shall send out itinerant drama groups and orchestras to summer colonies. We shall establish low-cost camps for children. We believe that citizens of all degree wish to live a fuller and expanding life, and the summer months offer a strategic period at which this university can touch and enrich the lives of thousands of citizens."

The college president who does this will be, in due time, hailed as a great leader and a benefactor in American life.

EINSTEIN ON EDUCATION

A distinguished visitor to the United States, Prof. Albert Einstein, recently expressed his ideas of our American schools. The Princeton science instructor praised our system of education in an essay read before the Newark (New Jersey) Weequahic High-School general assembly. It was translated as follows by E. W. Triess, head of the high-school's department of foreign languages:

"What one must demand from the school in the first place is something negative; it should not suppress in the young a feeling of independence, a joy of living, personal initiative, and the urge for knowledge. This most important demand the schools of the United States fulfill in a most satisfactory manner, in contrast to the schools of the greater part of Europe.

"In the second place, the schools should develop the power of thought, character, perseverance in work, and a social consciousness and feeling of social responsibility. To what extent this is attained depends largely upon the personality of the teacher.

"The schools should also develop the joy in intellectual and artistic studies, so that people may become sensitive to the finer enjoyment of life. The attainment of this goal is made easier in American schools because the subjects are to a high degree elective, and thus can be adjusted to the individuality of young people.

"I had almost forgotten to say that the schools should also transmit information; that is to say, learning. The significance of this objective is properly not overestimated in this country. If a matter of

intellectual content does not find its way vitally into everyday use, it is but dead ballast, and it prevents self-activity and independence of thought. The cultural ideal of present-day America is not so much knowledge as it is the desire and the ability for accomplishment."

Meetings

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National

- AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF. Belleville, Ontario, Canada. End of June.
- AMERICAN BAR ASSOCIATION, SECTION OF LEGAL EDUCATION AND ADMISSION TO THE BAR. Milwaukee, Wis., August 28.
- AMERICAN CLASSICAL LEAGUE. Washington, D.C., June 30-July 5.
- AMERICAN COLLEGE PUBLICITY ASSOCIATION. Cleveland, Ohio, June 28-30.
- AMERICAN FEDERATION OF ORGANIZATIONS FOR THE HARD OF HEARING. Washington, D.C., June 25-28.
- AMERICAN FEDERATION OF TEACHERS. Chicago, Ill., June 24-29.
- AMERICAN HOSPITAL ASSOCIATION. Philadelphia, Pa., September 24-28.
- AMERICAN INSTITUTE OF ELECTRICAL ENGINEERS. Hot Springs, Va., June 25-29.
- AMERICAN LIBRARY ASSOCIATION. Montreal, Quebec, Canada, June 25-30.
- AMERICAN MATHEMATICAL SOCIETY. Williamstown, Mass., September 5-7.
- AMERICAN MEDICAL ASSOCIATION. Cleveland, Ohio, June 11-15.
- AMERICAN OPTOMETRIC ASSOCIATION, INC. Toronto, Ontario, Canada, July 1-7.
- AMERICAN PRISON ASSOCIATION. Houston, Tex., September 17-21.
- AMERICAN PSYCHOLOGICAL ASSOCIATION. New York, N.Y., September 5-8.
- AMERICAN SCHOOL CITIZENSHIP LEAGUE. Washington, D.C., June 30-July 5.
- AMERICAN SOCIETY OF CIVIL ENGINEERS. Vancouver, British Columbia, Canada, July 11-13.
- AMERICAN SOCIETY OF MECHANICAL ENGINEERS. Denver, Colo., June 25-28.
- AMERICAN SOCIETY OF TEACHERS OF DANCING. New York, N.Y., August 27-September 1.
- FEDERATION OF COLLEGE CATHOLIC CLUBS. Jacksonville, Fla., September 2-4.
- NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS. Baltimore, Md., July 31-August 3.
- NATIONAL BENEDICTINE EDUCATIONAL ASSOCIATION. St. Meinrad, Ind., June 23-25.
- NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION. Chicago, Ill., June 27-28. (Executive meeting.)
- NATIONAL EDUCATION ASSOCIATION. Washington, D.C., June 30-July 5.
- NATIONAL HOME STUDY COUNCIL. Chicago, Ill., June 7-8.
- SOCIETY FOR THE PROMOTION OF ENGINEERING EDUCATION. Ithaca, N.Y., June 19-23.

Sectional

- PACIFIC NORTHWEST LIBRARY ASSOCIATION. Walla Walla, Wash., June 29-30.
- PRESBYTERIAN EDUCATIONAL ASSOCIATION OF THE SOUTH. Montreal, N.C., June 26-July 1.

State

- IOWA CONFERENCE ON CHILD DEVELOPMENT AND PARENT EDUCATION. Iowa City, Iowa, June 19-21.

Do You Wish to Study Abroad?

WOULD you study the Welsh language at Harlech, Basque at San Sebastian, Danish at Copenhagen, Polish at Warsaw, Russian at Moscow, Spanish at Madrid, Jaca, or Mexico City, German at Berlin or Vienna, French at Paris, Dijon, Zagreb, or Lausanne, or English at Oxford or London, you can do it this summer and probably enjoy it. These and many other places abroad have summer schools intended mainly for foreigners. Mostly the purpose of the courses is to give a knowledge of the language, literature, history, ideals, and national life of the country. Along with a fair amount of class work go excursions, holiday meetings, and visits to shrines and the best of the national scenery.

Courses vary

Nor need you elect the languages and literatures. You may study education in Switzerland, that country which has given the world so much advanced thinking on child training, or at Prague, Louvain, or Vienna.

Naturally enough you can take up international law and relations at The Hague and Geneva; Swedish gymnastics at Lund and sloyd at Göteborg; mechanics of precision and glass blowing at Leiden; the history of London at London University; the history of art and of music at Florence, and alpine biology at Bourg-St. Pierre. It is not so obvious why you can learn about Swedish gymnastics at Sturry (Kent), or Montessori methods in London, or tropical medicine and parasitology in Hamburg, but you can.

If you wish down-to-the-minute knowledge of political movements, there is a course in theory and doctrines of Fascist Government at Pisa, one in Germany of Today at Bonn, and one in Contemporary England at Oxford. If man in the past is more interesting to you than man in the present, there are archeology at Rome, etruscology at Perugia, and many history courses.

Summer schools in Europe are so plenty and their offerings so rich and varied that the Institute of Intellectual Cooperation at Paris to aid prospective students in making selections, issues each spring a

★ DR. JAMES F. ABEL Reports Many Summer Educational Opportunities in Other Countries Offered Americans

brochure entitled "Holiday Courses in Europe." It is distributed in the United States by the World Peace Foundation, 40 Mount Vernon Street, Boston. The price is 70 cents. It gives for each course the name and location of the offering institution, the certificates granted, the fees, and the person to be addressed for further information. The 1934 edition has been off the press for 2 months or more and is a good guide to the opportunities you have for the coming summer.

Passion Play

Not a few organizations in the United States arrange to take students abroad, and remember that the Passion Play will be given this year at Oberammergau. The College of the Pacific will handle its

seventh European tour. Northwestern University is to conduct a seminar in social science research at Paris. Teachers College, Columbia University, working with the Zentralinstitut für Erziehung und Unterricht in Berlin offers field courses in European education. The Anglo-American Institute of the First Moscow University will hold a series of classes to further contacts between English, American, and Russian teachers and students.

On the American continent the committee on cultural relations with Latin America announces its ninth seminar at the University of Mexico, and Princeton University will send its specially constructed car into Canada with a group to study political, economic, and geological problems common to Canada and the United States.

Come to
Austria



Beethoven's House in Vienna. Woodcut by Rose Reinhold.

(Please post)

To learn
German

The EIGHTH VIENNA SUMMER SCHOOL

July 9 - August 19, 1934

Schools for Workers

WITH the advent of the New Deal and the great organizing campaign attendant upon it has come a renaissance of workers' education along the old familiar lines with some additional new phases. In this renaissance the summer school movement is playing a prominent part.

When Bryn Mawr opened its doors in the summer of 1921 to women workers in industry an experiment was set under way destined to make its mark both on the labor movement and on adult education. From all over the country each year Bryn Mawr recruits a student body of 100 from the garment factories, textile mills, and all other industries in which women function. This year steel workers and a miner's wife have been enrolled in the school. To meet the needs of such a group, varied in nationality, language, background, and ranging in age from 18 to 35, a very special curriculum has been set up and a new technique of teaching is being developed.

The fundamental subjects studied at Bryn Mawr, Barnard, University of Wisconsin, the Southern Summer School, and Vineyard Shore, which have been modeled upon the Bryn Mawr pattern, are economics and English, a very different kind of economics and English from the ordinary college variety. Teachers with a broad knowledge of the labor movement and a wide classroom experience are chosen for the workers' schools. They use the discussion method almost entirely and the discussion usually grows from the industrial experience of the student. This collective experience of a whole class can and generally is used as the basis of a complete economics course—hours, wages, work conditions all come up spontaneously as subjects for discussion and by a skillful teacher are unified into a definite picture of the economic society of today.

Some of the drawbacks that teachers meet in this new educational venture arise from the lack of any textbooks adapted to the needs of the new student. Furthermore there are pitiful limitations to courses that can last only 8 weeks, which the depression reduced for the most part to 6. Largely to counteract these obstacles a new organization has been set up, which though younger than the schools, stands

★ CLASSES to Meet New Deal Needs of Men and Women in Industry Loom Larger on This Summer's Educational Horizon

in many ways as parent to them—the Affiliated Schools for Workers.

Its functions are to help raise money for the summer work, to perfect an educational technique for the summer schools, as well as to lay special stress on every kind of follow-up work. This last function involves constant contact with the field in order to know how to direct the workers in their efforts to translate into action the knowledge they have acquired in their schools. Possibly the most tangible outcome of this field activity of the Affiliated Summer Schools has been the growth, in all sections of the country, of innumerable classes for workers with a definite

social philosophy and a definite educational technique.

So it was that when the New Deal came into being with its vast reform program, it turned to the Affiliated Schools among other groups to tap their progressive educational resources and called Hilda W. Smith to Washington to be specialist in workers' education; and in the past few months the Affiliated Schools, with Eleanor G. Coit as director, cooperating closely with the Government, has set up a number of educational experiments in various parts of the country.

This new experimental program is now well under way in the anthracite section of



Workers' education has been fostered at Bryn Mawr Summer School.

Pennsylvania; in Philadelphia, New York, Washington, D.C., Atlanta, Ga., North Carolina, and Columbus, Ohio; while plans are in the making for possible experiments of a similar sort in other sections of the country. The outlook, therefore, is that before long replicas of the summer schools on a small scale with special features of their own will be functioning as an educational network throughout the country.

Among the subjects studied in these classes for workers are: The Economic Position of the United States Today; Current Economic Problems; The Labor Movement Abroad; English and Public Speaking; all taught as they are in the summer schools. There is, too, an attempt being made in some States to work out an interracial program.

Supervisors and organizers for these projects are recruited from the summer school faculties of past years, and in order to make these temporary experiments of permanent value in the world of workers' education centers of retraining unemployed teachers in this particular field have been set up. In New York City, for example, a group of C.W.A. teachers, under the supervision of Ernestine Friedmann, a veteran in this special variety of teaching, are conducting classes for men and women in English and economics.

In emphasizing labor dramatics these winter projects have stolen another leaf from the book of the summer school curriculum. It has become more and more obvious, as classes multiply, that one of the most effective methods of mass education of the worker is through the vehicle of the simple drama. Any number of little plays have sprung up, based on the daily lives of coal miners, textile "hands", and garment workers, and acted by miners, textile "hands", and garment workers. Such a dramatic project is now being tried out among coal diggers and clothing makers in the anthracite region of Pennsylvania.

These demonstration experiments are set up by the Affiliated Schools in cooperation with State departments of instruction and local units of government, and are often carried on in the public schools. Sometimes the Affiliated Schools works in close conjunction with union groups in their own centers, thus serving the useful role of teacher to the vast new membership which has been flocking in to join the union as a result of the N.R.A. program. In some centers the Y.W.C.A., the Urban League, the Government, and trade unions all function together under the aegis of the Affiliated Schools to launch forth a true community experiment in workers' education.

As the opening of Bryn Mawr, University of Wisconsin, and the Southern Summer School looms in sight, a more eager interest in them than ever before seems to prevail, due partly to an awakened life in the labor world and also to the fact that the various new projects in the field are bound to arouse a desire for workers' education in parts of the country to which the tidings of the summer schools had never before reached. So there will undoubtedly be a student body recruited from sections not heretofore touched, creating a new challenge to the teaching staff. Furthermore it is more than likely that at least one of the summer schools will be used as a training center for teachers who want to venture into this comparatively new educational field.

What has been done so far both in the resident summer schools and in the field is regarded by those responsible for the planning thereof only as a demonstration of what may be accomplished with a Nation-wide mass educational movement in times to come. It is hoped that many other agencies will follow this new educational trail. If the program achieves the goal set for it, a new generation of workers will be developed with progressive approach, wide vision and the will and ability to initiate. It is the workers themselves, from their modest start at Bryn Mawr Summer School, who are the driving power in establishing their own kind of education to meet their needs, their desires, their dreams.

LUCILE KOHN

Have You Read?

★

HOW the town elders in a small village in New York planned to give the home-town boys and girls the "kind of an education they want, need, and can use", is briefly told in Readers Digest for January. Under the title "Educators, Carmel Style", Henry Morton Robinson draws a vivid picture of the successful experiments tried with several children after their abilities had been discovered by well directed tests.

★

Col. T. Bentley Mott writes on the educational system employed at West Point in Harpers for March. The writer, a retired Army officer, who was a teacher at West Point and who speaks from personal knowledge of his subject, offers kindly and constructive criticism of his beloved *alma mater*.

★

The Nation's Schools for March contains an article on "A Puerto Rican experiment in rural schooling", by Mrs. Katherine M. Cook, Chief of the Division of Special Problems of the United States Office of Education.

★

In a letter to School Executives Magazine for March, Merle Thorpe, editor of Nation's Business, refutes the statement "the United States Chamber of Commerce is antagonistic in its attitude toward public education as it is practiced in this country today."

★

M. Llewellyn Raney, director of libraries of the University of Chicago, writes on the "Junior college and its books" in the Library Journal for February 15. He discusses at some length the development of the junior college and seeks to ascertain its library implications.

★

"The kept student" is the title of an article in April Atlantic, in which the writer, Henrietta Ripperger, interprets the findings of a nationally known foundation which has had wide experience in making loans to indigent students.

★

Having discussed "Faculty wives" in an earlier issue, George Belane turns his humorous and satirical attention to "Faculty husbands" in Harpers for April.

★

The summer session of the School of Education of New York University intends to adjust its program to meet a "New era in society and education." A brief editorial in New York University Alumnus for March describes some of the plans which Dean Milton E. Loomis has under way.

★

"My thousandth book" is the engaging title of an article by James C. Harper in the High-School Teacher for March. The author explains "Not my thousandth owned but my thousandth read. To be exact it is now one thousand and fifty-one." His mother began the list when he was a small boy and he has merely continued the record. The article affords an interesting picture of the reading of one man over a period of 30 years.

SABRA W. VOUGHT



The Work of the House Committee

★ WILLIAM J. WALLACE, *Secretary to the Committee, Reports Events of a Busy Year for the 21 Members of Congress Endeavoring to Solve National School Problems*

THE SECOND session of the Seventy-third Congress has been for the Education Committee of the House of Representatives an unusually busy one, the product of the times in which we find ourselves.

It is wise, before one reveals the actions of the committee, to dissect it into its component parts. Of the 21 members, 13 are serving their first term in Congress, and 14 are members of the Education Committee for the first time. There are 15 Democrats and 6 Republicans, which is about the ratio of both parties in the House.

Most significant is the fact that many of the members were not merely assigned to the committee, but because of their great interest in education, asked to be placed on the Education Committee. As a whole, it is as interested a committee as can be found in the Capitol. No meeting is conducted without a large turnout, and this is unusual when one considers the fact that many of the members have conflicting committee assignments.

Men of experience

As the Representatives on the committee are gathered from many and varied walks in life, the reasoning processes and the final decisions are bound to be interesting. The chairman is a lawyer, playwright, and dramatist. In addition to the chairman there are eight other lawyers on

the committee, all of them prominent in their States; one an author of law treatises; another who before being admitted to the bar, had taught school; another who had been a principal of a high school and lecturer upon economics, literary and historical subjects; another, one of the leading constitutional lawyers in the United States, former Assistant Attorney General of the United States, former solicitor general, author of numerous well-known law books, honored by three foreign countries, fellow of Royal Historical Society, London, honorary bencher of Gray's Inn, England. The lady member of the committee is also an attorney.

Leaving the law, we have a member who has been a practicing physician for 30 years. In addition to the 2 attorneys above who have had school experience, we find 5 other members with an educational background, 1 member a former chairman of a school board in New York State; another a teacher for 18 years and later a county superintendent of schools; another an outstanding educator in America; having been a professor at some of the leading educational institutions in the United States and since 1905 to date, professor of philosophy at Yale University; another who taught school, later a county superintendent, president of a junior college, editor and proprietor of a newspaper, and president of a bank; and another a

former member of a local board of education. In business fields we have one member an editor and publisher with a keen interest for years in education; another a successful business man and founder of a bank; another a prominent banker and farmer; another a chairman and member of a State commerce commission; and two others successful business men.

From this committee the educational policy of the country must be shaped and the committee is well qualified to do it.

Two schools of thought

In the beginning, it must be remembered that there will be two well-defined schools of thought in greater or less degree present in most bodies which will have before the membership education as a subject matter—that which believes that education is essentially the duty of the State to care for without the Federal Government participating in any way, and that which believes that the Federal Government should assist the States in education more as a national matter. Especially today, in these hard times, is the argument heard advanced by many educators “if agriculture, business, railroads, and banks are to be assisted by the Federal Government, why not the schools?” And there will be those who will retort, “if the Federal Government is to go on helping all these activities, the Federal Government is going to need assistance soon, and who will give it?”

The subject of education being a controversial matter as regards policies in Congress, it is to be expected that there would be some difference of views amongst the members of the committee and that compromise must be resorted to if there is to be any action. It can positively be stated that the members of the committee have the greatest respect for the views of each and every member and they have



on Education

endeavored to work out harmoniously plans to which the great majority can in a large measure agree.

Having in mind the make-up of the committee and the controversial subjects before it, let us look at the agenda.

Vocational education

Vocational education was the first question to come before the committee. As the George-Reed Act was to expire on June 30, 1934, if the program under the act was to continue, new legislation had to be approved by the committee and passed by the Congress. Vocational education had its birth with the passage of the Smith-Hughes Act in 1917, which provided for aid by the Federal Government under a match-fund agreement, to the several States, in the field of vocational education, for the benefit of agricultural education and home economics and trade and industrial education. This was permanent legislation. Starting with the year 1918, \$500,000 was appropriated for agricultural education and \$500,000 for home economics and trade and industrial education—home economics not to receive more than 20 percent of the latter appropriation. This appropriation of \$1,000,000, which was to be divided as mentioned, was to increase each year by \$500,000 until in 1926 the sum of \$6,000,000 was reached; one half for agriculture and one half for home economics and trade and industrial education, and from 1926 thereon it was to remain at \$6,000,000. In 1933 the appropriations were reduced 10 percent by an act approved June 30, 1932, the Economy Act. This reduction amounted to \$600,000 per year from the total amount. In 1934, the appropriations were further reduced by an act approved March 20, 1933, entitled "An act to maintain the credit of the United States Government."

This reduction amounted to approximately \$400,000.

Thus in 1934, agricultural education, under the Smith-Hughes Act, received \$2,270,250; trade and industrial subjects, \$1,830,000, and home economics, \$457,500.

In addition, under the Smith-Hughes Act, \$1,000,000 is allotted each year for maintenance of teacher-training. In 1934, \$910,000 was appropriated.

In 1929, Congress passed the George-Reed Act, the purpose of which was to add funds to the original Smith-Hughes Act, in the field of agricultural education and home economics, excluding trade and industrial subjects. The appropriation was to be divided equally between agriculture and home economics. This act provided for \$500,000 for the first year, 1930, to be increased \$500,000 each year for 4 years. Thus on June 30, 1934, this act expires. In 1933, instead of receiving the \$2,000,000 authorized under the act, only \$1,500,000 was received under the provisions of the Economy Act. Instead of receiving the \$2,500,000 for 1934, \$1,275,000 was appropriated under the Independent Offices Act of June 16, 1933.

Ellzey and Black

This was the situation when Mr. Ellzey, of Mississippi, introduced bill H.R. 7059, "To provide for the further development of vocational education in the several States and Territories." The Ellzey bill asked for \$3,750,000 annually and was intended to be permanent legislation.

Under the George-Reed Act, now expiring, \$1,250,000 of the \$2,500,000 authorized in 1934, goes to agricultural education and \$1,250,000 to home economics. It was proposed in the bill, H.R. 7059, that a further \$1,250,000 be added to be allotted to trade and industrial subjects, making a total of \$3,750,000.

Mr. Ellzey was granted a hearing on H.R. 7059 on February 8, 1934, at which hearing there appeared the Commissioner of Education, Dr. George F. Zook; the Assistant Commissioner for Vocational Education, Dr. J. C. Wright; and the Chief, Home Economics Education Service, Federal Board for Vocational Education, Miss Adelaide S. Baylor. There were no witnesses from the States at this hearing.

Later, Mr. Black, of New York, introduced bill, H.R. 7802 which was substantially the same as the Ellzey bill with the exception that a proviso was included in the Black bill that the allotment of funds to any State or Territory for each of the three purposes, mentioned previously, shall be not less than a minimum of \$5,000 for any fiscal year and \$64,600 annually was sought for the purpose of providing the minimum allotments to the States and Territories. Under the present law, some of the States receive less than \$5,000 and the purpose of this proviso was to enable them all to receive at least \$5,000. With this exception, the bills were identical.

Under the leadership of Mr. L. H. Dennis, executive secretary of the Ameri-

MEMBERS of the House of Representatives Committee on Education, left to right in the above photograph: Martin J. Kennedy [D], N.Y.; Joseph W. Bailey, Jr. [D], Tex.; John Lesinski [D], Mich.; Braswell Dean [D], Ga.; Brooks Fletcher [D], Ohio; Rene L. De Rouen [D], La.; Albert E. Carter [R], Calif.; John J. Douglass, chairman [D], Mass.; Kathryn O'Loughlin McCarthy [D], Kans.; Russell Ellzey [D], Miss.; James Hughes [D], Wis.; Charles M. Bakewell [R], Conn.; James M. Beck [R], Pa.; P. H. Moynihan [R], Ill.; and William H. Larrabee [D], Ind. Other members of the committee are: Loring M. Black, Jr. [D], N.Y.; Vincent L. Palmisano [D], Md.; William M. Berlin [D], Pa.; Frank Gillespie [D], Ill.; James L. Whitley [R], N.Y., and L. T. Marshall [R], Ohio.

can Vocational Association, Washington, D.C., a hearing was sought on this bill, and the Black bill, H.R. 7802, was heard on February 20, 21, 1934. A comprehensive report of the work of vocational education in this country was presented to the committee, and among those appearing in addition to Mr. Dennis, who had charge of witnesses, were—

T. E. Browne, State Director of Vocational Education for the State of North Carolina; Bobby Jones, Radnor, Ohio, President of the Future Farmers of America; Mr. Frederic Brenckman, Secretary of the National Grange; Mr. Chester H. Gray, representing the American Farm Bureau Federation, Washington, D.C.; Mrs. Hugh Bradford, Sacramento, Calif., President, National Congress of Parents and Teachers; Mrs. Rose Coppage, President Maryland Parent-Teachers Association, Mrs. S. Blair Luckie, Chairman of Legislation of the National Federation of Women's Clubs; Miss Alice L. Edwards, Executive Secretary, American Home Economics Association; Miss Margaret Edwards, Head of the Home Economics Department of the University of North Carolina; Mr. Charles A. Prosser, Representing William Hood Dunwoodie Institute, Minneapolis, Minn.; Sidney B. Hall, State Superintendent of Public Instruction, Virginia; Mrs. Betty Hawley, Vice President New York State Federation of Labor, and Executive Secretary New York State Vocational Board; and Mr. Thomas H. Quigley, Representing the Georgia School of Technology. In addition, Representatives Robertson, Virginia; Woodrum, Virginia; Carter, Wyoming; and Bankhead, Alabama, appeared in behalf of the bill.

Shortly thereafter the committee met in executive session and considered both bills. Since the Elzey bill (H.R. 7059) was first received, the committee decided to consider that and to add to it the proviso of the Black bill (H.R. 7802) which in fact was the only difference between the two bills.

Committee reports

Instead of allowing the bill to be permanent as requested, the committee cut it down to 3 years; and instead of granting the \$3,750,000 as requested, \$3,000,000 was reported. In fact, however, it will be noted that this is an increase of \$500,000 over the authorization of the fiscal year ending June 30, 1934. The committee said: "The committee is reporting this bill, not as a permanent measure, but to cover a period of 3 years as an emergency measure during the present depression, in the sum of \$3,000,000 annually, commencing with the fiscal year ending June 30, 1935; one third to be allotted to agricultural education, one third to home economics, and one third to trade and industrial education. It is believed that trade and industrial education should be included in order to assist those young people who, because of lack of employment, are going back to school to learn trades. It is thought that this is not the proper year and time to withdraw Federal aid, as this action would mean probably the immediate loss of employment to many people engaged in this work, and there is

no desire on the part of the committee to bring about this situation. *But it is recommended strongly that the States put their houses in order and prepare themselves, just as soon as possible, to take over this whole program of vocational education, and rid the Federal Government of a task which is properly the duty of the State.*" [Italicized by the writer.] The committee also mentioned "that there is no question of the great value of vocational education in each of these phases mentioned. Vocational education has made a splendid social contribution, as evidenced by the testimony and reports of those appearing before the committee in favor of this bill. But it is believed that this problem of vocational education is essentially a problem for the individual State while it is able to carry it on."

One can readily understand that in order for there to be any action at all on a bill of this nature, compromise was in order, and some members with varying views had to relent somewhat.

In order that the bill might pass this session and there be no break in the vocational program, the chairman, John J. Douglass, appeared before the Rules Committee on April 5, 1934, and argued for a special rule, which rule was granted giving legislative priority to H.R. 7059.

On April 25 the bill came up on the floor of the House and debate was continued over on April 26th. Attempts were made to put a labor amendment on the bill and also an amendment changing the plan of distribution so that the bill would read "That in States and Territories where there are separate schools between white and colored pupils that the funds herein mentioned shall be divided according to the population based on the last United States Census." Chairman Douglass vigorously opposed both amendments on the ground that it would mean the Federal Government interfering with education in the States and starting a precedent for Federal control of education. Both amendments were defeated and the Vocational Education bill was passed by the House in exactly the form that the Education Committee reported it. The bill then went to the Senate where it was referred to the Senate Committee on Agriculture and Forestry. This Committee received the bill, instead of Education and Labor, where it would ordinarily go, due to the volume and pressure of labor measures before the Committee on Education and Labor. The Agriculture and Forestry Committee promptly reported the bill favorably in the same form as passed by the House and it is now on the Senate Calendar where it is expected to be passed any day.

Federal relief

One of the most important questions ever to come before the House Education Committee was that of Federal Emergency Relief to Education. Schools in various sections of the country were either closed or terms were curtailed. The school situation was alarming. Under the leadership of United States Commissioner of Education Dr. George F. Zook, representatives of 32 national organizations met as the Federal Advisory Committee on Emergency Aid in Education. After much study a six-point relief program was drawn up and presented to Commissioner Zook. The committee then dissolved. Thereafter many of the organizations represented formed the National Committee for Federal Emergency Aid for Education under the chairmanship of Dr. James H. Richmond, superintendent of public instruction for the State of Kentucky. Headquarters were established in Washington by Dr. Richmond and his secretary, James W. Cammack, Jr., and they went about their task of securing relief legislation for 1934-35.

Dr. Richmond planned to prove to the committee by facts that there was a great need for relief to education. He did not attempt to have the committee deluged with letters and telegrams from all over the country; the only thing he attempted was to deluge the committee with convincing facts presented at the hearing. I believe that Dr. Richmond's handling of the cause and its presentation were very pleasing to the members of the committee.

Hearings commenced Monday, February 26, and continued through Thursday, March 1, with morning and afternoon sessions, and everyone who desired to appear was heard. There were 11 bills before the committee dealing with relief to education in some form or other: H.R. 7477, H.R. 7479, H.R. 7520, H.R. 7525, H.R. 6968, H.R. 6533, H.R. 7873, H.R. 6621, H.R. 8219, H.R. 8289, and H.R. 8137. The hearings were not confined to these bills, however, but were on the general subject of Federal Emergency Aid to Education, and most of the witnesses tackled the problem along this general line.

Hopkins testifies

Some bills provided for the money to be taken from the Reconstruction Finance Corporation; others from the Federal Emergency Relief Administration; and others from the Treasury. Administrator Harry L. Hopkins, of the Federal Emergency Relief Administration, appeared against the proposition that \$50,000,000 be taken from his funds for 1934. He maintained as his personal opinion that

relief funds should not be used for educational purposes; that the relief administration should not have anything to do with education in any way, shape, or form; that the whole question whether the Federal Government should give aid to schools was something which was entirely outside his province and that he did not wish to express any judgment as to whether the Federal Government should give aid to school systems.

Mr. Stanley Reed, general counsel for the Reconstruction Finance Corporation, testified that under existing law there were no provisions whereby his organization could give the relief asked for in the bills—that Congress would have to legislate upon it; and as to its desirability, the corporation would not care to give an opinion. The proposition that money should be taken from the R.F.C. as a gift to States and Territories appeared to be clearly inapplicable as the R.F.C. is a loan organization.

Dr. Richmond made a long and comprehensive statement setting forth the needs of many of the States as based on figures he had received from the various heads of education in the States. Among the speakers were:

Commissioner of Education George F. Zook; A. T. Allen, Superintendent of Public Instruction, North Carolina; H. F. Alves, director of research, State Department of Education, Texas; W. F. Bond, State Superintendent of Education, Mississippi; Robert L. Bynum, State Department of Education, Tennessee; L. V. Cavins, Director of Research, State Department of Education, West Virginia; M. D. Collins, Superintendent of Schools, Georgia; Howard A. Dawson, Director of Research, Department of Education, Arkansas; Floyd I. McMurray, Superintendent of Public Instruction, Indiana; J. N. Rule, Superintendent of Public Instruction, Pennsylvania; Charles R. Mann, National Advisory Committee on Education; Paul Mort, Professor at Columbia University; Robert C. Keenan, representing the American Federation of Teachers, Chicago, Ill.; representatives of many women's organizations, and Congressmen Allgood, Dondero, Dunn, Glover, Hoeppe, and Swank. Amongst statements submitted were those by Sidney B. Hall, chairman, Legislative Commission, National Education Association and State Superintendent of Public Instruction, Virginia; B. O. Skinner, Director of Education, Ohio; and John K. Norton, Professor of Education, Columbia University and Chairman of the Joint Commission of the Emergency in Education of the Department of Superintendence and National Education Association.

No opposition appeared at the hearings.

The entire committee held executive sessions, discussing the subject fully and called in witnesses for more information at the private sessions. Finally a subcommittee was appointed to draw up a rough copy of a bill, confer with the President of the United States and report back to the main committee. The subcommittee is composed of John J. Douglass (D.), Massachusetts, chairman; Russell Ellzey (D.), Mississippi; Brooks Fletcher (D.), Ohio; Albert E. Carter

(R.), California; and Charles M. Bakewell (R.), Connecticut.

The subcommittee went over this problem exhaustively, procuring information from every available source and also receiving the benefit of the testimony of witnesses who were called. On April 26, Harry L. Hopkins, Federal Emergency Relief Administrator, was directed by the President to confer with the subcommittee on this matter. The Administrator, the Commissioner of Education, and the subcommittee had a very satisfactory conference on this date. On May 8, the subcommittee approved a bill by Mr. Douglass, the chairman, who introduced this bill the same day. This bill calls for \$75,000,000 as an emergency measure for 1 year, i.e., the fiscal year ending June 30, 1935, to be distributed to the States, Territories, and the District of Columbia on the basis of need and to be administered by the Federal Emergency Relief Administrator with the advice and cooperation of the Commissioner of Education. The funds are to be taken from the Federal Emergency Relief which have been heretofore appropriated or hereinafter appropriated. The bill will come before the main committee on May 9 and it is expected to be reported favorably to the House.

In passing, I might say that there are many difficulties attendant upon a program of this nature, especially in determining the actual needs of the States and Territories for 1934-35; many complicated matters such as the financial structure of the States and taxing systems would have to be considered. This article is intended to be factual and not opinionative, but this writer, present every minute of the time at the hearings and following the subject closely, cannot help giving one or two personal observations. It would appear to me, from testimony I heard at the hearings, that if some of the States had used more foresight, had reorganized inadequate and ancient taxing systems, had properly set aside sufficient funds for education realized from an efficient taxing system, and had consolidated rural schools as much as possible, the need today for financial assistance would be nowhere near as much as it is. A wholesale reorganization of education and finances for education at once by the States would appear to be the only way the States can take care of themselves and not be coming back to the Federal Government for assistance after 1934-35. If the evils are not uprooted now by the States, then they will be in the same situation the next year and the year after as they are today. It means great sacrifice on the part of the people and the leaders of the State Government, but

from the testimony at the hearing, Indiana appears to have taken care of its own situation courageously through revising its tax system and allocating the proper funds to education. Of course it means hardship for no tax falls easily on anyone. From figures available, Massachusetts, Maryland, Connecticut, Delaware, New Hampshire, Indiana, Rhode Island, and Virginia are seeking no Federal aid for 1934-35, but it must be evident to all that these States are forced to retrench and sacrifice in order to continue without Federal assistance.

Perhaps one of the most startling conditions brought to light during the hearing was the almost complete lack of consolidation of rural schools. There were situations in many States where a tremendous saving could be made if these small one-room country schools were consolidated wherever possible. Local pride often tends to prevent consolidation, and it also appears that the only worthwhile consolidation that can be made must be based upon a State-wide survey and not independent county surveys.

It seems that we are always going to run into the two schools of thought; that which believes the Federal Government should assist the schools of America as a permanent policy and that which believes the States should look after their own affairs without any assistance from the Federal Government of a permanent nature.

The present proposition is an emergency one, however, and we are able to avoid this argument for the time being, but it seems we are almost certain to run into it in some form in the future.

Recent Theses



ANDERSON, MARGARET E. A personnel study of the women students who held office in extracurricular activities at Syracuse University, 1931-32. Master's, 1933. Syracuse University. 73 p. ms.

BENNETT, THOMAS G. A health program for the children of a county. Doctor's, 1933. Teachers College, Columbia University. 196 p.

BROCK, CLARENCE A. A study of the comparative effectiveness of the laboratory before discussion and laboratory after discussion procedures in high school chemistry. Master's, 1933. West Virginia University. 53 p. ms.

BYRAM, HAROLD M. Some problems in the provision of professional education for college women. Doctor's, 1933. Teachers College, Columbia University. 211 p.

CHIN, SHUYUNG. Influences of certain high-school subjects on the leisure-time activities of the students. Doctor's, 1933. Teachers College, Columbia University. 99 p.

RUTH A. GRAY

The Vocational Summary



Home Economics · Agriculture

Rehabilitation

Trade and Industry



A PRELIMINARY meeting of the committee appointed by the National Recovery Administration to study the effect of N.R.A. code provisions on apprenticeship and other forms of preparatory training for employment in industry was held in Washington April 10. Keeping in mind that its final objective is to evolve standards and policies to govern apprenticeship and other training programs in industry, to be used in formulating and revising N.R.A. codes, the committee confined itself to the discussion of three points. These were: (1) The present status of training provisions in the codes; (2) the problems which have developed in the training field since codes have been put into effect; (3) the present trends in industry affecting training. Mr. John H. Seidel, special assistant to the National Compliance Director of the N.R.A., and executive secretary of the committee, was directed to "organize the basic elements of an approved apprentice program", and "to submit a tentative procedure and technique in developing an apprentice program in two or three trades."

The paramount objective of the committee, according to Mr. Seidel, is to foster a planned and controlled program of apprenticeship and other types of training in industry. Besides Mr. Seidel the N.R.A. apprenticeship committee is composed of Dr. A. J. Altmeyer, Mr. C. R. Dooley, Mr. Stanley I. Posner, and Dr. Carl Raushenbush, of the N.R.A.; Mrs. Clara M. Beyer, Department of Labor; Dr. J. C. Wright and Mr. Frank Cushman, Federal Office of Education; Mrs. Betty Hawley, Board of Education, New York

City; Mr. William H. Stead, United States Employment Service; Dr. R. O. Small, Massachusetts Department of Education; Mr. Walter F. Simon, Wisconsin Industrial Commission; Mr. W. A. Calvin, American Federation of Labor; Mr. J. W. Dietz, Western Electric Co.; Mr. F. J. Trinder, Saco-Lowell Textile Machine Co.; and Mr. Guy F. Via, Newport News Shipbuilding Co. The N.R.A. apprenticeship committee grew out of an arrangement between the Federal Office of Education and the Compliance Board of the N.R.A., whereby Miss Tracy Copp, of the Office of Education, was assigned to special work with the N.R.A. for a period of 3 months, and in exchange Mr. Seidel, who is supervisor of industrial education for Maryland, was employed for a similar period by the N.R.A. to cooperate with the Office of Education in the study now being made under the direction of the committee.

Compulsory attendance

School officials will find useful a compilation of compulsory school attendance standards affecting the employment of minors, and State child-labor standards in the 48 States, the District of Columbia, Hawaii, and Puerto Rico, prepared by the Children's Bureau, United States Department of Labor. Mimeographed copies have been sent to State directors of vocational education, State supervisors of trade and industrial education, and other administrators.

The report gives condensed information on regulations covering minimum ages of employment, employment certifi-

cates, hours of labor, night work, work in hazardous types of occupations, status of illegally employed minors under the Workmen's Compensation Act, full-time school attendance, and continuation school attendance.

Survey significant

What can be accomplished when the three parties at interest in vocational education—the employer, the employee, and the educator—sit up to a table together and discuss the matter, was demonstrated during the recent survey of the vocational education program carried on in the Seattle public schools. In order to evaluate the trade and industrial courses now offered in the city's schools, those responsible for the study held consultations and conferences with administrators and teachers of the various courses. But to determine the extent and character of the needs for vocational training in specific occupations the survey directors invited employers and employees from 12 different fields of work to give their ideas as to the needs for training and the types of training which might be offered in the occupations considered.

Among the conclusions reached were: (1) Providing a separate vocational school rather than offering vocational courses in one or more high schools, as is done in Seattle, makes for economy and a better selection of pupils, allows a wider choice of work to the student and helps to secure his individual interest after his choice has been made, and opens possibilities for vocational education to many pupils who need it but who would not or could not

secure it if offered only as high-school work; (2) the plan followed in Seattle of giving recognition to the need for small classes and individual training is one which should be copied; (3) occupational competency is a requisite for vocational teachers; (4) the plan of providing for a probationary period of training may be used to advantage in insuring a proper selection of pupils for vocational courses; (5) to allow for differences in ability, courses should be organized to train to employment standards and not upon the basis of fixed time schedules; (6) training for specific jobs in various occupations is advisable; (7) placement of those who are trained and following them up after placement should be a recognized part of a vocational education program; (8) the habits of work, the processes, the knowledge, and the standards of work acquired in the school should coincide with those the individual will meet with in the trade shop; and (9) vocational trade courses should be designed to train people as wage earners and not to prepare boys for engineering colleges or for technical jobs in the mechanical industries. Made at the request of Mr. Worth McClure, superintendent of schools in Seattle, the survey in that city was undertaken by Mr. Frank Cushman, chief, and Mr. James R. Coxen, regional agent for the Division of Trade and Industrial Education, Federal Office of Education, in cooperation with J. W. Kelly, of the Washington State Department of Education; Mr. McClure; Mr. Samuel E. Fleming, assistant superintendent of schools, Seattle; and Mr. Charles R. Frazier, principal, Miss Celia D. Shelton, commercial coordinator, Mr. Jesse J. White, trade and industrial coordinator, and Mr. A. E. Schoettler, head of shop department, Edison Vocational High School, Seattle.

Broadcasts popular

If letters, postcards, and telegrams are any indication the radio program broadcast by the Future Farmers of America during the N.B.C. Farm and Home hour, the second Monday of each month, is becoming increasingly popular. The January broadcast brought responses from 14 States and 586 listeners; the February broadcast from 23 States and 1,382 listeners, and the March broadcast from 33 States and 6,583 listeners.

Homecraft courses

For the first time in this country, a course for teachers and supervisors of handicraft occupations will be offered by the New Hampshire Department of Education in connection with the regular summer session at the State Teachers College,

Plymouth. The course will be given chiefly by instructors from the handicraft guilds affiliated with the League of New Hampshire Arts and Crafts and will be patterned after the program set up by the league. Classroom instruction will be supplemented by inspection trips to centers where craftsmen are at work and to shops selling their products. This course is particularly apropos at present when new interest in homecraft has been aroused through the efforts of governmental and private agencies.

For \$850

Furnishing and equipping a seven-room house for \$850 may sound like a fairy tale, but it has been done, right out in

Moscow, Idaho. Loaned to the Better Homes Committee of the town for the purpose by a local citizen, the house was completely furnished and equipped by prospective vocational home economics teachers in local art structure and interior decoration classes at the University of Idaho. In its completed form the house is an excellent example of simple, inexpensive, and effective interior decoration. Pictured on the preceding page is a perspective of portions of the dining and living rooms in their finished form. Incidentally, they exemplify the interior decoration principles brought out in Miss Swanson's observations on "home visits, reported below."

CHARLES M. ARTHUR

Teachers Learn From Homes

"TWO miles north to the schoolhouse, one half mile east, and it's the third house on the left side of the road." With some forty such directions, as to how to get to the homes of girls in vocational courses, one feels almost appalled when planning home visits. However, after it's all over, home visits can be put down as one of the easiest and best ways of finding out what to teach and what is better left undisturbed in the textbooks. And how radical is the change in one's plans. Or, at least, my plans were submitted to a rather general house cleaning at the conclusion of my home visiting." So writes Christine E. Swanson, home economics teacher, of Denison, Iowa. But let's get the rest of her story.

"The related art work, perhaps, was the most greatly affected by my observations in these homes. Why teach a girl how to select an oriental rug when it would be far better to teach her how to plan or to select a simple rag rug? Planning or selecting a striped rug gives excellent opportunity for actually making use of such a technical-sounding thing as space relationships. Last year I felt that the art course should contain a rather complete unit in interior decoration, stressing furniture selection and arrangement, draperies, lighting, and similar factors. This was all very worth while, but beyond the grasp and use of the majority of girls, because they didn't have the necessary furnishings with which to work.

"In the light of my experience in visiting the homes of the girls, it seems to me, for example, that it is far better to include in an art course a simple way to

make slip covers, to cover old pillows, or to make interesting chair back covers with which to convert some of those old rockers or that old couch into a cheerful piece of furniture, rather than to spend all one's time selecting imaginary davenport and chairs of mohair or velour. Stressing the artistic in an economical way is perhaps difficult, but infinitely more practical. Think how valuable it is, for example, for a girl to know that with a bit of bias tape or rick-rack even a couple of well-washed flour sacks may be converted into a sash curtain for the now curtainless window, or that through proper selection the 10-cent store offers much in the way of artistic articles for home decoration.

"I have some new viewpoints on dress-making courses also, as a result of my home visits. In my opinion a lot of practical instruction can be given in dress design. Even when a girl spends \$1.75 for a work dress she is called upon to decide which design is most appropriate for her.

"It is far more interesting to Sue to actually decide what color of trimming is most appropriate for her blue dress than it is for her to spend her time working out color schemes for an imaginary dress or room—to trim the dress artistically in blue, red, and yellow tapes of the proper intensities, than to recite in parrot fashion that red, blue, and yellow on the color wheel form a triad scheme. Home visiting enables the teacher to bring her art course down to earth. I am sincerely enthusiastic over home visits as a basis for the objectives and plans in homemaking courses."

The Child in Vacation Days

WHAT shall we do today? This question, so often asked by the child after his first days of vacation, is sometimes solved by the planning of more resourceful companions. But companions are not so common as they once were and, if they exist, their resourcefulness may not be adequate to the occasion. It is said that zoo animals (wild, we call them) that escape from their cages are soon frightened at their liberty and are glad enough to return behind their bars. Not a few twentieth century children have a similar feeling after school closes and do not know quite what to do with themselves during much of the summer. Seemingly the school has been made so pleasant a place that it ought to be continued; and yet, after all, the child desires a change—but to what? Time was when adults did not need to concern themselves in the matter; but many are now anxious, for they recall a childhood in which the question, *What shall we do?* had no place, because there was so much to do and so much room to do it in.

Camps

So far as room is concerned, there is said to be in cities, playground space for less than a tenth of the children. Something like 1 child in 25 goes to a camp, but this experience will average only about 2 weeks, which is hardly time to get started; and if you carry a heavy pack to and from the camp ground, and do absurd stunts while there, you may not be better off for the camping. A number of agencies—Boy Scouts, Girl Scouts, Boys' Clubs, Campfire Girls, 4-H clubs, church schools, and the like, try to direct the leisure of their members for a part of the vacation, but, from the total number enrolled by such organizations, they evidently do not fill the bill for many children.

But all public schools are not closed through the vacation. In 1932 the total enrollment in summer sessions was reported as 485,501 or about 1 school child in 55. When it is considered that these sessions are held almost wholly in cities of 30,000 population and over, the relative proportion of children who attend rises to nearer 1 in 25.

★ DR. JAMES F. ROGERS *Suggests How Our Boys and Girls May Profit From Variety of Informal Experiences in Summer Time*

Fifteen years ago the Office of Education published a bulletin entitled "Summer Health and Play School—the Open Door to Health for City Children." (Health Education, Series No. 3.) The sort of summer school described was initiated by the Federation for Child Study. It was intended for all children and not merely for the sickly. It was a joint project of the board of education, department of health, department of charities, the settlement houses, public library, and a dozen other agencies named in the bulletin. The undertaking, however, centered in the public school. A recent survey by the American Child Study Association (the successor of the Federation for Child Study) found this summer play school existent in a number of large cities as a joint public and private undertaking. A pamphlet descriptive of the Summer Play School in 1934 has been published by the association.

Not luxuries

The attempt to make summer camps a part of the public-school system has not,

as yet, gone far. Progress in this field was reviewed last year in Office of Education Circular No. 74 on Camps and Public Schools prepared by Marie M. Ready. The superintendent of schools of Philadelphia in his annual report said: "Camps should not be looked upon as luxuries * * *. The possibility of continuing school projects with credit along lines of nature study, handicrafts, civics, and health, is a suggestion worth while considering. I recommend again that a special committee be appointed to find ways and means to establish camps for all pupils in the public schools." But that was in 1929!

Whether in or out of the city, the city child needs variety of experience. It is monotonous to bat a ball all day even if you like batting a ball, and for some children this is a stupid business. The radio is a source of real recreation for but a fraction of the day and the movie for a lesser portion. But there are libraries and there are sometimes museums to which, if the pupil is rightly introduced in term time, he may find pleasure and profit in much



What shall they do in vacation time?

of his vacation. The making of music, whether vocal or instrumental, carries over even though the school ensemble is missed.

The rural child has at least room for play and exploration and material for nature study. In at least one State (Connecticut) the supervisors of rural schools have endeavored to work with teachers and local club groups in planning for better use of leisure time by children in summer. In a recent circular, Mr. Dakin, the senior supervisor, sets forth evidence of accomplishments in this "guidance" work. He says: "The school ascertains the interests of the child. Teachers and parents may canvass the community for resources in new experience and approved leadership. Such cooperation develops a truly community centered school, wherein all child-welfare agencies can participate. In no sense should the summer program be considered as merely a classroom extension, but a period for growth and trial unhampered by formality * * *. In no case should any extra-curricular activity be expected or encouraged to secure a 100 percent enrollment. To do so would be to ignore individual differences in interest and capacity. Those not attracted by one group find in another what they need."

There is recognition of child needs in city and country during the summer vacation and a groping after ways and means of meeting them. It would seem that these means should center in the public school, but at present the school functions only occasionally, or merely makes suggestions with its expiring prevacation breath. This is better than nothing. Will the public school, with recreational features more fully developed, be extended, as in older countries, to cover a longer period of the year, at least for those children who wish to make use of its advantages? The signs point in that direction.

Linking Learning and Leisure

[Continued from page 185]

The University of Maryland, College Park, Md., will register you for a course, Taxation in Relation to Public Education, and the University of Southern California, Los Angeles, will hold a 10-day conference on curriculum and instruction in high schools and junior colleges, and will offer instruction in problems of deans of men. The fourth annual conference for school executives has been scheduled by the University of California, July 16-17 at Berkeley.

HEALTH

A camp for graduate students in physical education and health will be located by New York University at Lake Sebago in Palisades Interstate Park, near Tuxedo, N.Y., this year. The University of Kentucky sponsors a school for health officers, with courses designed for nurses and doctors in public-health service. Battle Creek College has a summer school of physical education on an island in Gull Lake, a few miles from Battle Creek, Mich., and the University of California directs a training course for health officers May 14-August 3. Courses for supervisors and directors of physical education, recreation executives, and camp leaders are also offered by the University of Michigan. Mills College instructs in field hockey, camp leadership, golf, tennis, and swimming.

PARENT EDUCATION

Many opportunities for instruction in parent education, child development, and related subjects are open to parents, students, and teachers in summer courses. A new Office of Education circular in preparation, no. 135, free upon request, gives much more information on this subject than we can supply in our limited space.

Among the colleges and universities offering parent education courses this summer are: University of Pittsburgh, Western Reserve, University of California, Columbia University, Alabama College, University of Minnesota, University of Tennessee, University of Georgia, University of Pittsburgh, University of Alabama, and Emory University.

Offerings include studies of relative influence of home and of school upon lives of children, child literature, nursery school education methods, child study and psychology, child training, child welfare, growth and development of children physically, socially, and mentally.

VOCATIONAL

A course, "Handicraft in the elementary schools", will be taught at Western Reserve University, Cleveland, Ohio, June 25-August 3. For supervisors and teachers, a 2-day vocational and industrial arts round table has been arranged cooperatively by the Carnegie Institute of Technology and the University of Pittsburgh. Current problems affecting

vocational and industrial education will be discussed by leaders in the field. Summer school courses for industrial workers are offered by Clemson Agricultural College, July 23-August 18, at Clemson College, S.C.

New York University's schedule of vacation-time studies calls for a special symposium in problems of industrial education. Western Reserve University also offers a special course, "survey of occupational trends", and their effect on the industrial arts teaching content, June 25-August 3.

Cotton buying and managing of cotton warehouses will be taught in a 6-weeks' course at A. and M. College of Texas, College Station, Tex., and a summer cotton school will be held at Oklahoma A. and M. College, Stillwater, Okla.

INSTITUTES

Institutes play a major role in today's educational picture. An Institute of Public Affairs, to discuss international topics, will be sponsored by the University of Virginia from July 1 to 14 at Charlottesville, Va. Northwestern University will hold its thirteenth annual institute for commercial and trade organization executives—mainly for secretaries of chambers of commerce, commercial clubs, trade associations, and college seniors or graduate students.

This year, in place of the Oregon State Bar Association's annual convention, there will be conducted the Pacific Coast Institute of Law and Administration of Justice, at the University of Oregon law school. This institute, to be held about September 1, will bring together at Eugene, Oreg., outstanding social scientists and members of the bench and bar for cooperative study and discussion of vital legislative and social problems.

To provide for people of the Pacific coast an opportunity for discussion and enlightenment on international affairs, the University of Southern California has arranged an Institute on International Relations to be held at Riverside, Calif. Purdue University will direct a 4-week science institute for graduate students and teachers of the sciences. The program will include lectures, conferences, demonstrations, and field trips.

Meat packers have not been forgotten. There will be an institute of meat packing at the University of Chicago, in cooperation with the Institute of American Meat Packers. Attend this institute, meat packers, if you would learn proper management and science of meat packing.

An institute for women, to provide courses useful for the practical homemaker, as well as culturally valuable, has been announced by the Texas State College for Women, Denton, Tex., and in cooperation with the Pennsylvania School of Social Work, Department of Welfare and Emergency Relief Board, Pennsylvania State College will conduct an Institute of Public Social Work to consider public relief work, family case work, and delinquency problems.

Vital topics of current international relations will be discussed at the International Affairs Week program at the University of Minnesota, July 30-August 3.

LANGUAGES

Practically every college offers courses in foreign languages. A few novel offerings in this field are presented.

Seton Hill College features conversation during meals in Spanish, French, and German. Students also "listen in" regularly on short-wave programs from France, Germany, and South America, as part of their college language training. The Romance Language Schools of Middlebury College will be held June 28-August 17. Students are segregated from contact with English, and there is concentration of all effort on mastery of one language, with lectures, drama, and singing, in either French, Spanish, or Italian. The Middlebury School of German, July 3-August 16, the pioneer one-language summer school, will offer courses as usual. Western Reserve University maintains a French house open only to students in the School of French. French only is spoken, with French instructors in constant attendance. Special features are many social functions such as theatricals, excursions, and musicales such as one would enjoy abroad. Dormitories open June 24.

RELIGIOUS

Numerous church and theological meetings and courses are on the summer schedule. Some institutes and courses for ministers or others interested in religious study are presented. Gammon Theological Seminary will direct a 4-week ministers' institute at Atlanta, Ga., June 11-July 6, "designed to meet the needs of pastors and religious workers." A ministers' conference will be held at Hampton Institute, Hampton, Va., and a rural ministers'

short course is offered by Virginia Polytechnic Institute from July 17 to 27 at Blacksburg, Va. A consolidated cooperative summer school for Baptist colleges of South Carolina will be directed by Furman University, Greenville, S.C.

From July 30 to August 5 a program of short courses and lectures open to ministers and their wives, will be held at a pastors' institute in joint session with the divinity school of the University of Chicago and Chicago Theological Seminary. Courses for social workers, ministers, farm leaders, teachers, recreation directors, and others interested in important problems of community planning, will be offered at the Community Leaders Conference directed by Michigan State College, opening July 17 at Ypsilanti.

ATHLETICS

More schools for coaching of athletics function in the summer time than at any other period of the year. Coaches get away from their regular posts and either instruct or seek instruction. Would-be coaches look around for courses to prime them for possible positions. We list but a few of the many athletic coaching courses offered throughout the country.

Mount Union College, Alliance, Ohio, gives intensive courses in preparation for coaching and physical education teachers. A 9-week term opens June 13. Princeton's coach, H. O. Crisler, will instruct a class in football coaching for 1 week at Utah State Agricultural College. John W. Bunn, Stanford University basket-ball coach, will also be there during that week. Purdue's basket-ball coach, Ward Lambert, and University of Michigan's football mentor, Harry Kipke, will conduct a coaching class, June 7-13, at Evansville College, Evansville, Ind.

At Boston University, Mr. McLaughry will teach the Brown system of football coaching, and Mr. Casey will give fundamental instruction in the Harvard system, July 2 to August 11. "Phog" Allen, University of Kansas basket-ball tutor, "Andy" Kerr, Colgate's coach in football, and Earl Thomson, of the Naval Academy, will teach classes in basket ball, football, and track and field athletics at the International Y.M.C.A., Springfield, Mass. Bernie Bierman's coaching in football, and David MacMillan's in basket ball, will attract many athletic directors to the University of Minnesota, in Minneapolis. Beginning June 25, there will be a 4-week period of athletic coaching at the University of Michigan.

PARENT-TEACHER

Parent-teacher courses will be offered at many colleges and universities this summer. Write to the National Congress of Parents and Teachers, 1201 Sixteenth Street NW., Washington, D.C., also for information about parent-teacher correspondence courses covering subjects such as parent-teacher publicity; councils; leadership courses; local parent-teacher association organization and work; parliamentary procedure; history, organization, and program of the National Congress; types of local associations, their conduct and activities, parent-teacher programs, and the like.

Colleges and universities offering parent-teacher courses, or sponsoring parent-teacher conferences this summer, in cooperation with the National Congress of Parents and Teachers, are: University of Alabama, June 18-22; Colorado State Agricultural College, June 27-30; Colorado State Teachers College, Greeley, June 25-26; Connecticut State Agricultural College, July 30-August 3; Florida State College for Women, July 2-7; University of Florida, June 25-29; Georgia State Teachers College, July 16-18; University of Georgia, July 19-20; University of Wichita, June 3-23; Eastern State Teachers College, July 12-13; University of Kentucky, July 9-11; University of Maryland, July 23-27; Teachers College, Columbia University, July 24-25; and the University of North Carolina, August 13-17. State branches of the National Congress of Parents and Teachers will supply further information upon request.

RURAL

This year is the twenty-fifth anniversary of the appointment by President Theodore Roosevelt of the Country Life Commission. Mayville (N.Dak.), State Teachers College will observe the anniversary by conducting a rural life conference July 26-27. Many more meetings of this type, of interest to farm folk and rural residents, will be held in June, July, or August.

Purdue University's school for Indiana rural leaders will be held June 25-July 6 at Lafayette, Ind. The Institute of Rural Affairs and State Farmers Institute will be sponsored by Virginia Polytechnic Institute, July 31-August 3.

Farm women can get instruction in recreation and entertainment during Farm Women's Week, July 21-27, at Michigan State College, and on Farmers' Day, July

27, Michigan farmers and their families will study the latest developments in agricultural research work, confer with specialists regarding problems of the season, hear authorities discuss matters of interest in the farm world, and meet with other farmers in social gatherings.

Teachers of agriculture desiring to study the causes and effects of major price movements, methods of farming best adapted to prices, etc., should attend Virginia Polytechnic's courses July 9-20.

A short course for betterment of farm conditions, offered to both men and women of the farm, is slated to be given by Oklahoma Agriculture and Mechanical College, July 25-28. The A. and M. College of Texas will celebrate the silver anniversary of its summer school for cotton, June 5-14.

EXHIBITS

Don't forget the large exhibit of school supplies and equipment to be a part of the National Education Association's summer convention in Washington, D.C., June 30-July 5. A similar educational material and equipment "fair" will be conducted by Northwestern University, July 16-20. The university will feature "the best available material and equipment, textbooks, and school supplies." An exhibit of talking moving pictures, an extensive display of furniture and other equipment for use in public schools, and an art and textbook exhibit will be open for inspection at the University of Cincinnati, June 23-September 1.

OTHER COURSES

A great many of the offerings this year might be classified as educational specialties. There are courses on "The New Deal", courses to discuss our increased leisure time, and numerous other studies of extreme interest in this modern age.

The brand new "New Deal" courses loom on the summer educational horizon under various labels. Some of them are: "The economics of the Roosevelt administration", at Furman University; "Responsibilities and challenges facing education under the new deal", at Rutgers; "The first year under the new deal", at Ohio State University; "Various aspects of the new deal", at Bates College; "Education for social reconstruction", at New York University. Colorado State Teachers College has keyed its whole summer program to the "New Deal", June 16-August 25.

Education for the use of leisure time is a special course announced by New York

University, July 9-August 17, to enable teachers to interest children in leisure time pursuits, and also to increase the skill of individuals in spare moments. The State University of Iowa offers a "campus course" with approaches in liberal and cultural education.

Are you interested in prospecting for gold? There's a course for you at the University of Colorado, if you are. You can get actual experience, and probably a little richer, in the gold, silver, and tungsten belt of Boulder City, Colo.

If you would train to be a fireman, or a better fireman, attend the Fireman's Training School at the A. and M. College of Texas, July 17-20. And if you're interested in coal mining, a short session in coal mining, especially addressed to mine operators, officials, and employees, is offered by the West Virginia University school of mines, June 18-July 28.

Even school janitors can go to college this year to study how they can improve themselves in their own line of work. A short course for custodians and engineers of school and other public buildings is slated by the University of Minnesota, June 18-23.

Those engaged in individual research may be interested in New York University's individual research seminar, and if you want to know more about junior colleges, write to the University of California for further information about their summer course on the growth of junior colleges.

Thousands of persons have been employed by the Federal Government to do relief work this year. Federal emergency relief workers can take a special course offered by Atlanta School of Social Work. Teachers, preachers, and other social workers are also invited.

Teachers of physics and chemistry in high schools may wish to know of the development of Ohio State University's classical and modern physics course. The University of Maine pulp and paper manufacture studies will go ahead as usual this year, under the direction of specialists, and Georgia State College for Women, Milledgeville, Ga., will offer 12 different courses in home economics, June 11-July 21. Geneva College, Beaver Falls, Pa., will emphasize "Special instructional features of the junior high school", June 14-August 11.

Two other unique offerings are "Museum technique", at the State University of Iowa, to give students a comprehensive knowledge of modern museum work, and "Play education", a study of the educational value of play and organized games, at Arizona State Teachers College, Flagstaff, Ariz.

If you are interested in any of these or other courses of study, write direct to the colleges, asking for the information you desire. All colleges offering summer courses are listed in the Office of Education 1934 Educational Directory available for 15 cents from the Superintendent of Documents, Government Printing Office, Washington, D.C.

The Cost of Summer School

SUMMER SCHOOLS are for the most part self-sustaining, and the student pays full costs since no appropriations are provided for carrying on such work. Six weeks is the customary length of the session, but some institutions provide longer periods for those who wish to take more work. Some offer an "intercession" early in June designed for students who attend or will attend the regular terms; by combining the intercession and the summer session, credit may be obtained for one semester's residence, thereby shortening the regular 4-year degree requirement. Often persons are admitted as auditors to courses or occasional lectures without credit upon payment of the regular tuition fee; they receive certain privileges of the campus, buildings, and summer events. At small additional cost excursions are

generally arranged during the session to acquaint students with local points of interest and historical landmarks.

Considering only the 6-weeks summer session, tuition rates range from \$17 to \$100 with the most usual charge from \$30 to \$40. If laboratory courses are elected there will be an additional fee of a few dollars. Board and room for 6 weeks will range from \$30 to \$100 according to the institution and its location; charges are probably less in the Middle West than on the east or west coast. These are the largest items of expense. In the University of California the total expense may range from \$85 to \$175, while at Columbia University, New York, the expense may be from \$130 to \$175 for the session. In institutions located in smaller towns the expense will be less.

WALTER J. GREENLEAF

To C.C.C. Educational Advisers



★ THE EDITOR of SCHOOL LIFE has very generously given this page to the educational program in the Civilian Conservation Corps. Inasmuch as a copy of SCHOOL LIFE goes to each educational adviser throughout the C.C.C., I make bold to

use this page this time in a definite message to C.C.C. educational advisers.

No one of us ever before had a job just like this. The C.C.C. educational program in size, in diversity, in social significance, has no parallel in the history of American education.

May I review with you now under five headings some of the values that are inherent in this program.

We learn

From our association with the United States Army we shall learn many things. This institution with its 145 years of organized experience has developed ways of getting things done which we can observe with profit. From the Army then we shall learn not only effective administrative procedures but efficient methods of keeping records, communication, care of materials, etc. And we shall learn much from what we try to teach. There is an old pedagogical axiom to the effect that the way to learn a subject is to teach it.

We teach

Practically all of us have had previous teaching experience, but very few of us ever before were placed as we now are in circumstances that make us teachers at such odd hours, teachers of so many subjects, teachers under such varied conditions, teachers having to use so much of imagination and ingenuity to get the work done. It is a long step from the palatial laboratories, classrooms and libraries in which we have previously worked to the conditions under which we now labor. We not only teach, but we organize a staff and direct a curriculum. We not only teach and administer, but we teach with new technique. Men in college use a telling phrase to describe an informal discussion group. They call it a "bull session." In the absence of a more dignified term, I hope that throughout the C.C.C. most of our classes will be just that. Camp teaching will necessarily have a quality of comradeship which has been

C. S. Marsh, C.C.C. Educational Director, Sends Personal Message to the Camps on a Great Educational Project of General Interest

lacking in much of our previous teaching experience. Make the most of it.

We counsel

Boys in camp need your help in discussing their fitness for jobs. Most of us who have worked in business or industry have merely drifted into our first several jobs. We gave little thought to our own personal qualifications and little thought to future opportunities. We went out and found jobs, and usually took the first that we could get. Camp advisers can help thousands of enrollees to go after jobs in the future much more intelligently than before. Moreover, the boys in camp need counsel on their personal problems. Many of them know very little of physiology or personal hygiene, and still less of the psychology of late adolescence. They will be helped by the mere discovery that you faced the same bewildering problems when you were their age.

We advise

We have an advisory relationship to the Army on educational matters. A camp commander has a thousand details on his mind. The educational adviser, functioning as a member of his staff, should completely relieve the commander of any worry about the educational program. The adviser should point out to him practicable improvements that can be made in study facilities, meeting places for classes or discussion groups, and particularly the matter of adequate lighting. Look out for eye strain. Often light bulbs that are up near the ceiling can be dropped down on 3 or 4 feet of wire; and with the help of inexpensive reflectors the lighting can be greatly improved.

We befriend

We must remember that many of the new enrollees are away from home for the first time. They will be homesick. Financial distress pervades most of their homes. They will be worried about what is going on at home. They will need to talk to someone. A boy whose mind is full of worry cannot study effectively.

On that ground alone you will want him to make you his confidant. I know of a foreign-born enrollee who asked his educational adviser to help him write a love letter to his girl back home. He trusted his adviser completely. Enrollees will naturally trust us, but we must be worthy of trust. With the confidence of our enrollees we shall have innumerable opportunities to befriend them.

I hope we shall be aware of the fact that we are under the watchful eyes of the educational world, of the relatives and friends of enrollees, and of millions of other socially minded citizens. Our job, if well done, will not only touch the minds and the lives of hundreds of thousands of enrollees, but will bring to each of us rich psychic rewards.

★ Bibliographies

ONE of the services rendered by the Federal Office of Education Library is the compilation of bibliographies on educational subjects. The Library keeps on hand a considerable number of these, which are distributed free upon request, or are sent out in answer to inquiries for material on various phases of education. Below are listed some of the subjects which have been especially popular in recent months:

- Character education, 1934 (Good Reference Bibliography No. 15)
- History of education (General)
- History of education in the United States
- Proposed Federal department of education
- History teaching
- Geography teaching
- Education of women (Good Reference Bibliography No. 4)
- Modern-language teaching
- Extracurricular activities
- Education during the depression, particularly emphasizing economies (Circular No. 118)

Education Bills Before Congress

★ LEWIS A. KALBACH *Summarizes Legislation Affecting Schools Presented in the House and Senate*

AMONG the important bills affecting education introduced during the past month are S. 3054 authorizing loans for refinancing obligations of school districts; S. 3348 providing funds for public works, including loans and grants for construction of school buildings; H.R. 8955 providing that not less than 10 percent of any funds hereafter appropriated during the Seventy-third Congress for public works shall be available for sites and buildings for public schools and colleges; H.R. 8956 providing for a Federal student aid fund of \$30,000,000 for the school year 1934-35.

The President approved the act (S. 2571) authorizing the Secretary of the Interior to enter into contracts with States for the education of Indians.

The following bills relative to education were introduced or acted upon during the month:

S. Res. 220

Requests Commissioner of Education to make a study of the desirability of including in the curricula of the public schools vocational courses in aviation and related subjects, formulate a plan for such courses of study, make the results and plans available for use of the schools and the people, and make a report to Congress thereon. (Introduced Apr. 6, 1934, by Mr. Walsh, of Massachusetts, and referred to Committee on Education and Labor.)

S. 2571

Authorizes Secretary of the Interior to make contracts with States for the education of Indians. (Approved by President, Apr. 16, 1934.)

S. 2922

Amends and liberalizes the laws relating to the circulation of reading matter among the blind. (Reported favorably from Committee on Post Offices and Post Roads, Mar. 29, 1934; Passed Senate, Apr. 25, 1934; Passed House, May 1, 1934.)

S. 3054

Authorizes R.F.C. to make loans to municipalities, counties, school districts, road districts, or other political subdivisions of States to aid in refunding or refinancing their obligations issued prior to January 1, 1934, and outstanding at the date of the enactment of this provision, such loans to bear interest at a rate not in excess of 4 percent per annum; bonds acquired may be sold by R.F.C. or used as collateral and proceeds covered into the loan fund and be subject to be loaned as herein provided; authorizes an increase of \$750,000,000 in the amount of obligations the R.F.C. may have outstanding at any one time. (Introduced Mar. 14, 1934, by Mr. Trammell, of Florida, and referred to Committee on Banking and Currency.)

S. 3145

Authorizes Secretary of the Interior to establish a division in the Office of Education for a comprehensive filing and indexing service for useful Government publications to be available to the public at cost. Authorizes an appropriation of \$25,000 for the service. (Introduced Mar. 22, 1934, by Mr. Shipstead, of Minnesota, and referred to Committee on Education and Labor; on Apr. 2 that committee was discharged from further consideration of the bill and it was referred to the Committee on the Library.)

S. 3311

Creates a corporation to be known as National Association of State Libraries for the purpose of developing and increasing the usefulness and efficiency of State libraries and other libraries doing the work of State libraries. (Introduced Apr. 6, 1934, by Mr. Reed, of Pennsylvania, and referred to Committee on the Judiciary.)

S. 3348

Authorizes an appropriation of \$10,000,000,000 for public works of which \$825,000,000 shall be allotted for loans and grants to finance building construction, including school buildings when included within plans and surveys made or approved by the United States Commissioner of Education. (Introduced Apr. 11, 1934, by Mr. La Follette, of Wisconsin, and referred to Committee on Education and Labor.)

H.R. 8638

Authorizes R.F.C. to make loans to any corporation, trust, foundation, congregation, organization, or association operated for religious purposes to aid in refinancing the building indebtedness of churches and other institutions for religious instruction and worship; interest on such loans shall not be in excess of 4 percent per annum. (Introduced Mar. 14, 1934, by Mr. Ludlow, of Indiana, and referred to Committee on Banking and Currency.)

H.R. 8701

Authorizes the mailing of certain reading matter for the blind without payment of postage. (Reported favorably by House Committee on Post Office and Post Roads, Apr. 5, 1934.)

H.R. 8835

Authorizes establishment of a filing and indexing service for Government publications. Same as S. 3145. (Introduced Mar. 26, 1934, by Mr. Lundeen, of Minnesota, and referred to Committee on the Library.)

H.R. 8955

Directs that out of any funds hereafter appropriated for the Federal Emergency Administration of Public Works during the Seventy-third Congress not less than 10 percent be available to aid the several States, Territories, and the District of Columbia in securing sites

and erecting buildings for public schools and public colleges; the funds shall be disbursed in the case of each project on the basis of such a percentage of grant and/or loan up to 100 percent of the cost of the project as the Federal Emergency Administrator of Public Works may deem necessary; each request for loan or grant shall be based on a careful study of the need for sites and/or buildings according to plans devised by State departments of education and approved by the Federal Emergency Administrator of Public Works; the cost of such studies may be charged to the funds made available by this act. (Introduced Apr. 4, 1934, by Mr. Gregory, of Kentucky, and referred to Committee on Ways and Means.)

H.R. 8956

Creates a Federal student-aid fund to be administered by the Secretary of the Interior through the Office of Education to assure educational opportunity for the school year 1934-35 to about 130,000 students of collegiate grade who for financial reasons will otherwise be unable to attend an institution of higher learning; the fund shall be used in either or both of two ways: (a) To pay students for useful work for and under the jurisdiction of the institution where enrolled; (b) where such work cannot be provided the institution may borrow from the fund on acceptable security, at a rate of interest not to exceed 3 percent per annum, an amount to cover loans which the institution may make to students in lieu of work. The amount of aid per student shall not exceed \$30 per month for any student for a period not to exceed 10 months. Loans to students shall bear no interest as long as the student remains in college and makes satisfactory progress, but interest at 5 percent per annum shall be charged when student leaves college. Makes available \$30,000,000 for the purposes of the act. (Introduced Apr. 4, 1934, by Mr. Gregory, of Kentucky, and referred to Committee on Banking and Currency.)

H.R. 8977

Amends Radio Act of 1927 and requires the Federal Radio Commission to reserve and allocate only to educational, religious, agricultural, labor, cooperative, and similar nonprofit-making associations one fourth of all the radio broadcasting facilities within its jurisdiction, excepting those facilities issued to ships and to the use of the United States Government departments or agencies. (Introduced Apr. 5, 1934, by Mr. Rudd, of New York, and referred to Committee on Merchant Marine, Radio, and Fisheries.)

H.R. 9121

Directs Federal Radio Commission to require all radio broadcasting stations to allocate not less than one fourth of their operating time to educational, religious, agricultural, labor, cooperative, and similar nonprofit-making associations. (Introduced Apr. 13, 1934, by Mr. Brunner, of New York, and referred to Committee on Merchant Marine, Radio, and Fisheries.)

New Government Aids for Teachers



BARTLETT GLACIER

THE PUBLICATIONS LISTED *May be Purchased from the Superintendent of Documents, Washington, D.C. Stamps or Defaced Coins Are Not Accepted. If More Convenient, Order Through Your Local Bookstore.*

ACADIA National Park, Maine. 26 p. illus. (National Park Service.) Free.

Directions for reaching the park, which up until recently was the only National park east of the Mississippi River; information regarding motor and boat trips, fishing, museums, accommodations, transportation, and camping facilities; description of the motor roads, carriage roads and bridle paths, trails, and footpaths; lists some of the important events in the history of Acadia; and gives the story of Mount Desert Island. (Geography; history; recreation.)

Carlsbad Caverns National Park, New Mexico. 32 p., illus. (National Park Service.) Free.

Story of the discovery, formation, and extent of the caverns; description of the desert plants; detailed account of a 5-hour underground trip through 7 miles of floodlighted corridors, interrupted by luncheon in one of the larger caverns. Also contains information as to fees, how to reach the park, and accommodations. (Geography; history; geology.)

Alaska—The Land of Yesterday, Today, and Tomorrow. 24-page illus. folder. (Department of the Interior.) Free.

Contents: To interior Alaska and return via the Alaska Railroad; Mount McKinley National Park—nature's wonderland in the heart of Alaska; the "Golden Belt Line Tour"—a fascinating all-American route through interior Alaska; the Yukon River circle tour; the "loop" side trip; side trips and travel suggestions; Alaska's resources—minerals, fisheries, fur, timber, agriculture, and reindeer; Alaska Railroad—passenger train schedule; and information for home seekers. (Geography; civics; economics.) (See illustration.)

An Outline of the Functions and Organization of the Federal Coordinator of Transportation. 26 p., mimeog. (Federal Coordinator of Transportation.) Free. (Civics.)

A Brief History of the Bureau of Engraving and Printing, with a description of its work. 24 p., front. (Bureau of Engraving and Printing.) 10 cents. (Civics.)

Helpful Hints for Speakers. 43 p. (Speakers' Division, Bureau of Public Relations, National Recovery Administration, Supplement No. 2 for Speakers' Handbook.) Free.

Proposed Codes of Fair Competition: 4292-B Blackboard and Blackboard Eraser Manufacturing Industry; 4270-B School Supplies and Equipment Distributing Trade. (National Recovery Administration.) 5 cents each.

Code of Fair Competition for the Printing Ink Manufacturing Industry. Code No. 339. (National Recovery Administration.) 5 cents.

Maps

The Alaska Railroad—Scenic Route to Mount McKinley National Park and Interior Alaska. [See illustration.] Scale: 100 miles to the inch; size 18½ by 14 inches. (Department of the Interior.) Free.

Map of the National Park-to-Park Highway. 18 by 20 inches. Shows the principal highways connecting the western national parks; also the location of national monuments, national forests, and Indian reservations. (National Park Service.) Free.

Films

Officials of the National Capital Parks announce that 10 copies of a film slide lecture containing 50 views illustrating the

parcs in the city of Washington are now available for distribution to churches, schools, clubs, and other organizations. Borrower must pay transportation charges.

In addition to these films, 3-reel, 16- and 35-millimeter films are also available for distribution to organizations under the title "Parks of the National Capital." (Office of National Capital Parks.)

With musical setting furnished by the United States Marine Band, the Army Band, and the Navy Band, the United States Department of Agriculture has produced recently the following six sound "movies" which may be borrowed from the Office of Motion Pictures, United States Department of Agriculture, Washington, D.C., the borrower paying transportation charges to and from Washington:

Two 1-reel Forest Service Pictures: "The Forest—and Water" and "The Forest—and Health" pointing out the influence of the forest on the water supply and on the spiritual and physical health of mankind.

"Roads to Wonderland", 1-reel (Bureau of Public Roads) showing scenic shots of Oregon National Forest, Crater Lake National Park, and Yosemite National Park.

"The ABC of Forestry", 1-reel Forest Service lecture offering elementary information about the forest and the practices of forestry.

"Highway Beautification", 2-reel Forest Service film suggesting practical ways for preserving the beauty of roadside plant material and for adding to the safety of travel by the elimination of obstructions.

"The Forest—and Wealth", 1-reel depicting some of the forest's contribution to industry and to the comfort and wealth of mankind.

MARGARET F. RYAN

The staff of the Office of Education in the United States Department of the Interior is constantly engaged in collecting, analyzing and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries

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SCHOOL LIFE

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

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Government Printing Office artist

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National Conference on Fundamental Problems in the Education of Negroes. P.N. 85451
Legislative Action in 1934 Affecting Education. Circular No. 135
Report of Conference on Youth Problems. P.N. 85768
Recent Publications on Education of Native and Minority Groups. P.N. 85881
The Work of the Federal Office of Education. P.N. 86050



OFFICE OF EDUCATION
United States Department of the Interior

Review and Forecast

THE HISTORY of the last two decades has been filled with rapid political and social changes. There seems every reason to believe that this process will continue for some time until we reach some better level. Every such change affects the organization, support and character of education. In turn what is done in the schools of this generation helps to determine the course of events in the next. Already we can identify certain trends in the development of education in the United States growing out of our recent experiences in national, State, and local government. To treat them adequately would require many volumes, but for purposes of illustration I wish to identify a few of them.

There is an undoubted tendency toward further social control of industry. This tendency has manifested itself in a number of directions, including the increase in income taxes in the higher brackets and the regulations of the codes. Two-thirds of the codes, for example, forbid the employment of young people under 16. Hence millions of young people have little or no opportunity at regular employment. What are the implications of this situation for education? They are very clear. Either the industries must cooperate in setting up extensive apprenticeship programs, including part-time instruction, or the Government will have to extend and modify the idea of the civilian conservation camps in order to reach a larger proportion of the youth population, or the school system will have to be extended and modified in order to make available types of training which will appeal to that large percentage of young men and young women who do not go to college. Possibly all three things will have to be done. In any case we cannot afford to allow a large proportion of our young people to be idle.

A new tax situation faces us. In many places the real estate tax, for decades the basis of all local taxation, has all but broken down. Many of the newer forms of taxes can be levied successfully by units no smaller than the States. The Federal Government has dipped into forms of taxation formerly reserved or largely reserved to the States, as, for example, income taxes, inheritance taxes, and sales taxes.

★ *BY Commissioner of Education George F. Zook, Introducing School Life's Review of Activities and Trends During the Eventful 1933-34 School Year*

The manner and the extent to which this situation affects the schools today is painfully evident. The solution is also evident. Taxes collected on a State-wide basis and distributed to the localities according to need must replace a considerable proportion of local taxation. Small school units must be replaced by larger, more economic, and more effective schools.



Dr. George F. Zook, United States Commissioner of Education, who leaves the Federal Office of Education in the near future to become Director of the American Council on Education.

If something of this sort takes place, the depression may prove quite worth while.

As a result of our experience during the last 4 years people are unquestionably thinking of the possibilities of social betterment through planning. What have the schools to do with these things? Certainly no particular social or economic plan is good for all time. Conditions

change, requiring new treatment, and the human factor is always highly important. Therefore, children need to learn to scrutinize social affairs dispassionately and to develop a favorable attitude toward the solution of social problems as they arise.

Would it not be interesting, for example, to see what young people could work out in school in the way of town plans for the communities in which they live? Perhaps only a few of the suggestions would ever bear fruit, but a progressive attitude toward the town's development would be eminently worth while.

Finally, our experiences during the last 5 years have led to a far-flung questioning as to the effectiveness and, therefore, the permanency of the democratic form of government. In many places abroad we see democratic government being replaced by some form of centralized action. What is to be America's answer to this challenge to the fundamentals of our political life? Again the answer is so clear that I am afraid it has become commonplace. Great social and political changes have a way of stealing up on us unawares.

Plans may change, but principles are eternal. From the beginning our forefathers emphasized the fundamental significance of education. Throughout our national life our statesmen have paid tribute to the necessity of education as the basis for democracy. Today, from the President to the humblest citizen there is a common agreement that education, widespread and up to date, holds the key to our national problems. On education depends all of our progress in the development of the production and distribution of material goods. To education we must look for vision and balance in our social life. In other words, our provision for education, in its broadest sense, is the greatest assurance to the American people of an opportunity for an abundant life.

Highlights of 1933-34

SELECTING the most important events of the year comes under the head of hazardous occupations. "So he considers that important!", says the reader. "I can name 10 events more important than that." And so we dodge the reader's brickbats by labeling the attached list, "Highlights of 1933-34." Even a cursory glance reveals that it has been an exciting and eventful year. And if the reader feels that the list does not cover the course of events, he is welcome to add as many additional milestones as he wishes.

June 1933

Dr. George F. Zook, president, University of Akron, appointed United States Commissioner of Education to succeed Dr. William John Cooper, who resigned to be professor of education at George Washington University.

Maine legislature created a State commission to study school finances.

N.R.A. code provision prohibiting employment of children under 16 during school hours in practically all industrial and commercial occupations announced, effective September 1.

P.W.A. funds made available for public school buildings and for State university and college buildings.

One hundredth anniversary of the introduction of coeducation for women observed at Oberlin College.

July 1933

National Conference on Financing of Education held in New York City under auspices of Joint Committee on Emergency in Education.

National Education Association convention held in Chicago.

Fifth Biennial Conference of World Federation Education Associations held in Dublin, Ireland.

August 1933

First conference called by Commissioner of Education Zook to exchange information on extent of the emergency in education.

F.E.R.A. funds authorized to pay teachers and other qualified persons on relief to teach in rural schools which would otherwise be closed, and to teach classes of persons unable to read or write.

★ SELECTED from *School Life*—*The Record of a Red Letter Year for Education*

Conference of representatives of regional associations of colleges and secondary schools in Washington decided to plan a study of standards and procedures for accrediting secondary schools.

September 1933

Advance meeting of State superintendents of education to discuss means of meeting the school crisis.

Relief Administrator Hopkins announces extension of F.E.R.A. funds to include general adult education, vocational education, and rehabilitation.

Motion picture conference held in Washington at call of Commissioner of Education Zook, to prepare report for International Congress of Educational and Instructional Cinematography to be held in Rome in April 1934.

October 1933

Conference in Federal Office of Education on teaching of motion-picture appreciation and discrimination.

Adult education leaders meet in Federal Office of Education to consider problems and possibilities of F.E.R.A. and C.C.C. education.

F.E.R.A. work relief funds authorized for emergency nursery schools.

Functions of Federal Board for Vocational Education transferred to the Federal Office of Education.

November 1933

Summary of effect of economic crisis on education in the United States announced by Federal Office of Education.

United States Commissioner of Education Zook called conference of educational and civic leaders to discuss ways of meeting the school crisis.

C.W.A. funds authorized for school building, repair, improvements, and extensions.

National Advisory Committee on Emergency Nursery Schools met in Washington.

Federal Advisory Committee on Emergency Aid in Education formed in Wash-

ington; six-point relief program presented to Commissioner Zook.

Five hundred N.R.A. codes covering apprentice training analyzed by vocational education division of Federal Office of Education.

December 1933

Inauguration of educational program in C.C.C. camps.

\$2,000,000 per month set aside for emergency educational program to engage 40,000 unemployed teachers.

Federal Office of Education occupational survey of the deaf and hard-of-hearing launched through C.W.A. funds.

Walter A. Jessup elected president of Carnegie Foundation for Advancement of Teaching.

American Vocational Association appoints paid secretary with office in Washington, D.C.

January 1934

Revised six-step plan of Federal aid for education in the emergency submitted by Federal Advisory Committee on Education.

Conference on unsightly and unsanitary textbooks held in Federal Office of Education.

State vocational rehabilitation surveys begun by Federal Office of Education.

February 1934

Congressional hearings on proposed legislation for Federal emergency aid to education.

Use of F.E.R.A. funds to keep open elementary and secondary schools in communities up to 5,000 population authorized.

Conference on Workers Education held in Washington.

C.W.A. projects created to aid 80,000 needy college and university students.

National Education Association Department of Superintendence Convention held in Cleveland, Ohio. E. E. Oberholtzer elected president.

[Continued on page 208]

MR. STUDEBAKER



The New Commissioner of Education

Who will take Office in September



JOHN WARD STUDEBAKER, newly appointed United States Commissioner of Education to succeed Dr. George F. Zook, is one of the Nation's most outstanding and progressive city school superintendents.

For the past 20 years Mr. Studebaker has been superintendent of public schools in Des Moines, Iowa, where he made an enviable record. He is an able speaker, lecturer, and author, and holds membership in more than a score of national education and general organizations and associations. During the World War he was national director of the Junior Red Cross in Washington.

Accomplishments

Some of the noteworthy accomplishments in Des Moines of Mr. Studebaker, who earned his way through college by working as a brick mason, and who finds some time for fishing and flower garden hobbies, are as follows, as reported recently in the Des Moines Tribune.

1. Placed the school system on a sound financial basis by the establishment of a scientific budget system.

2. Developed a system of organization and administration which has been used as a model throughout the country, defining the relationship of the administrative staff to the board of directors.

3. Developed one of the pioneer single-salary schedules of the nation by which teachers are paid according to their qualifications without respect to the grade they happen to teach.

4. Developed a professionally trained staff of teachers with 86 percent having 2

years or more of training instead of 35 percent as was the case 14 years ago.

5. Established a procedure of careful investigation of personal and professional qualifications of candidates for positions in the Des Moines schools in order to insure for the children the highest type of leadership.

6. Conducted a comprehensive school building survey for the city. Previous surveys in other cities usually had been made by imported specialists.

7. Initiated and carried through a thorough rehabilitation of the school plant, bringing about 5,000 children out of dark and poorly ventilated basement, corridor, attic, and overcrowded rooms into a type of modern environment which has aroused the admiration of the entire educational world. This building program involved the erection of 2 new senior high schools, 5 new junior high schools, 3 new elementary schools, and additions to 1 senior high school and 23 elementary schools.

8. Worked out a systematic plan for bond retirement by which the cost of the building program has been equalized over a period of some 26 years.

9. At the beginning of his work, established systematic revisions of courses of study, as a result of which the curriculum has been thoroughly modernized and many obsolete textbooks have been replaced with up-to-date texts.

10. Reorganized the attendance department, making of it a real agency for child welfare in this community.

11. Established special classes and courses of instruction for slow-learning children.

12. Developed an effective guidance program in junior and senior high schools by means of which the individual pupil is assisted in the solution of his educational problems.

13. Has built up a comprehensive health program in the schools, including provisions for the identification and care of those pupils in need of special service and also the development of better sanitation, better heating, lighting, and ventilation throughout the schools.

14. Revolutionized the teaching programs of all types of schools, introducing many schemes for economy of time and effort which have since spread throughout the country.

15. Equalized the size of classes throughout the school system without reducing the efficiency of instruction received by the individual child.

16. In the last 10 years reduced the cost of instruction for each pupil in average daily attendance by more than 20 percent.

17. Obtained from Dr. and Mrs. David W. Smouse the gift by means of which the Smouse Opportunity School for physically handicapped children was erected, and personally directed the planning and erection of this building which has attracted the attention of the entire world.

18. Originated the idea of the Des Moines public forums and personally interested the Carnegie Foundation through the American Association for Adult Education in financing the forums for a 5-year period as an experiment in community-wide adult education which should serve as a pattern throughout the Nation.

★ Trends in Testing

A NOTICEABLE increase in the interest in State cooperative testing has taken place during 1933-34. Agencies engaged in such testing are tending to increase the scope of their testing by using both general mental ability tests and achievement tests in particular subjects. The application of testing to guidance problems is increasing. This is attested by the prominent place tests have had in the series of guidance conferences held in different parts of the United States during the past year.

The 10-year study of the efficiency of tests to predict educational and vocational success conducted by Thorndike and others was completed this year. The results of this study for the tests involved educational guidance, i.e., the prediction of scholastic success could be made with some degree of efficiency. The tests were found to be inadequate for the prediction of success in certain vocations. Because of the fact that tests used were limited in scope no general principles regarding the use of tests in guidance can be made. The data is valuable for showing the efficiency of the particular tests used.

Several recent studies by educational psychologists and mathematicians report attempts to isolate abilities and traits of a more fundamental nature than those represented by the different school subjects. It is too early to be dogmatic about it but it seems probable that eventually this work will yield large returns in the practical educational field both in guidance and curriculum construction.

DAVID SEGEL

Highlights of 1933-34

[Continued from page 206]

Citizens Conference on Crisis in Education held at Ohio State University, Columbus, Ohio.

April 1934

Weekly education radio broadcasts, "Education in the News", inaugurated by Federal Office of Education.

One hundredth anniversary of the signing of Pennsylvania's free public-school act.

New liberalized methods of accrediting institutions of higher education adopted by North Central Association of Colleges and Secondary Schools.

May 1934

National Conference on Fundamental Problems in the Education of Negroes.

George-Ellzey bill, previously passed by the House and Senate, appropriating \$3,000,000 to vocational education in

agriculture, trade, and industry, and home economics, signed by President.

Commissioner of Education George F. Zook, resigned to become director of American Council on Education.

John Ward Studebaker, Des Moines, Iowa, city school superintendent, appointed United States Commissioner of Education, effective September 1.

National Congress of Parents and Teachers Convention held in Des Moines, Iowa. Mrs. B. F. Langworthy, Winnetka, Ill., elected President.

"New deal" in social studies recommended by Commission on the Social Studies in the Schools, sponsored by the American Historical Association, after a 5-year study.

Conference in Federal Office of Education on relation of vocational education in agriculture to economic and social adjustments affecting agriculture.

Federal Office of Education cooperates with Farm Credit Administration to provide production credit loans to vocational agriculture students.

What Economic Pressure Did to Schools

DURING 1933-34 the pressure of the economic situation was felt by the public-school system with greater force than in any previous year. Due to the sustained cry for reduced tax rates, reduced appropriations, and reduced assessed valuations, the 1933-34 budgets for current expenses of schools were probably reduced to approximately 20 percent below what they were in 1930, about \$368,000,000 or more than \$2,000,000 less for each school day.

Tax delinquencies further reduced the actual amount of money available and made it necessary to either close schools before the end of the normal term or create a deficit. Tax delinquencies in one State amount to over \$100,000,000. Floating debt, piled up by keeping the schools open the past few years, will be about \$19,000,000 in another State, and a third has about \$15,000,000 of school money frozen in closed banks.

While some States have combatted economic pressure by enlarging the unit of financial support, as in North Carolina and West Virginia, in an effort to get money from where it is and spend it where it is needed, other States have been forced greatly to curtail their State aid to local school districts and thus compel these districts to exist on what they could collect from local taxation. One State that formerly paid as much as \$7,250,000 aid will pay only \$3,250,000 this year. Another formerly paying over \$5,000,000 will pay only \$2,000,000 this year and perhaps not even that.

Economic pressure has not only cut available revenue but it has also increased enrollments in the upper grades of the school that are most expensive to operate.

There are more than 1,000,000 more pupils in high school in 1934 than in 1930.

Since teachers' salaries constitute such a large part of the total expenditures, the number of teachers has been decreased by many thousands, and salaries have dropped to as low as \$30 and \$40 a month for white teachers in some States in both the South and West.

The inability to get funds even for teachers' salaries has necessitated curtailing of repairs to old buildings, and construction of new buildings to the utmost, except where these were made C.W.A. or P.W.A. projects.

The pressure of bond holders, note holders, and merchants with unpaid bills for payment of interest and debts has in some cases forced rulings giving these payments priority claim on all revenue, or forced the closing of schools in order to meet these payments. Since it was practically impossible to levy additional taxes to meet these fixed expenditures, current income has had to be diverted and the schools run on credit with additional interest charges for the present year or the teachers go unpaid or accept warrants which must be discounted to obtain cash.

For the first time in history local school districts have been forced to appeal to the Federal Government for funds in order to keep schools open for the normal term even on the low salary levels that have been established. Probably 34 States will receive approximately \$17,000,000. This perhaps better than any other single event reflects what economic pressure has really done to the public-school system.

EMERY M. FOSTER

★ Guidance

THE economic depression has resulted in paradoxical demands on guidance services in the public schools. On the one hand, there has been a demand for economy in school expenses that has resulted in the partial elimination of the guidance work in some places. This is due

to the popular opinion that in a program of retrenchment the newer types of activities should be eliminated first. On the other hand the economic depression has brought into vivid consciousness the need of a plan for the selection and distribution of workers in the different fields of employment that will accord better with individual interests and aptitudes and

employment opportunities. This has resulted in a very definite demand that the public schools discharge in a more efficient way *their* responsibility for the adjustment of the individual to present day society. The general recognition on the part of the public of this need, points significantly to the further development of guidance as a regular function of the public schools.

MARIS M. PROFFITT

How Legislators Met the Crisis

THE years 1933 and 1934 mark a turning point in legislative policy for the maintenance of public education. For well-nigh half a century there had been few fundamental changes in the legal bases and principles of our public-school systems in the different States. Numerous changes were made in school laws, but they were in the main supplementary or amendatory to and in line with the general legal principles established in the formative years of State educational systems.

The impact of the depression reverberated to the very foundations of the educational systems in many States. Facing grim realities, law makers began to realize that many traditional local school systems had outlived their usefulness. The paramount educational obligation which confronted 1933 legislators consisted in replenishing insufficient school funds.

But numerous legislators found themselves under a corresponding obligation to reduce or otherwise relieve property taxes. Legislators struggled with the educational crisis along several fronts; they sought new school revenue, restricted school services and facilities, reduced teachers salaries, curtailed or controlled administrative expenditures. Wrestling with these problems, legislators reached decisions which reveal definite trends:

1. An unprecedented utilization of nonproperty tax systems for the support of education.

2. An unusual number of reductions and restrictions in property tax levies for school purposes, and also modifications of provisions for their collection.

3. An unprecedented State assumption of greater proportion of school cost.

4. Increased State control over public expenditures for school purposes.

Law makers disclosed a willingness to follow the theory that education is a State function to its logical conclusion. Since the founding of statehood, in practically all States, both legal and educa-

tional 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 enact legislation under which the State assumed the major responsibility for the financial support of public education; this was in 1922. Since then slight increases in State responsibility were made in a few other States. It was reserved for the economic depression to give profound impetus and effect to this movement.

Beginning in North Carolina in 1931 and continuing in 1933 and 1934 the legislatures, especially in California, Indiana, Michigan, South Carolina, Utah, Washington, and West Virginia, manifested unusual willingness to have the State assume greater responsibility for the support of public education. Law makers and public officials came to the conclusion that there is a way to keep the schools going.

The Governor of Indiana, after explaining the fundamental legislative changes affecting State policy with respect to school support, said:

This is Indiana's answer to the question how to save the schools during a period of economic stress. The Indiana program is important because it demonstrates conclusively that there is an answer to the school problem.—*The Kansas Teacher*, March 1934 Volume 38, No. 5, page 7.

Of the problem of obtaining adequate funds for education, W. W. Trent, State superintendent of public instruction for West Virginia, made the following noteworthy observation:

But we do not agree with the contention that no additional funds can be collected. We know there is money within the State. We believe it may be had for education. As we pass about we see football games well attended, new cars appearing on the streets from day to day, men and women wearing expensive clothing, pleasure parties going on long automobile drives, and motion pictures continuing a prosperous business. We believe it possible to tap the resources these people represent.—*The West Virginia School Journal*, October 1933, page 16.

WARD W. KEESECKER

★ Parent Education

LONG-TIME programs and projects in parent education have been moving forward effectively during 1933-34 under the guidance of various institutions and agencies, public and private. This movement received decided impetus when the Federal Emergency Relief program of parent education was inaugurated through which departments of education in 22 States instituted emergency programs in this field.

Professional training of leaders in parent education has increased in colleges and universities in their summer and regular sessions, and further instruction is provided for the training of leaders through institutes, conferences, and short courses.

The program of the 1934 Convention of the National Congress of Parents and Teachers focussed upon the "Future of the Forgotten Child" and stressed parent education as a safeguard to insure a rich and satisfying life for children and a means by which an effective citizenship may be developed.

ELLEN C. LOMBARD

★ Health

PHYSICAL education is holding its own remarkably well for a late comer in the curriculum. The trend of its activities are, as in other recent years, away from formal and prescribed exercises toward more recreational activities, conducted as far as possible by the pupils themselves. To this end the suitability of past programs has been under investigation.

In Health Education the importance of instruction in the effects of alcohol has come to the fore. Laws, in all but one State, require such teaching and curriculums are being revised along lines indicated by more recent knowledge.

There has been an encouraging interest in furnishing adequate instruction in hygiene for the much neglected pupils in the last four years of public-school life.

JAMES F. ROGERS, M.D.

Secondary Education

THE NUMBER of pupils attending secondary schools has continued to grow apace during the present year. This statement is based on individual reports reaching the Federal Office of Education. Complete data on enrollments are being gathered, but are not yet available on a national scale for the school year 1933-34.

Tabulated figures from the 48 States and the District of Columbia indicate approximately 6¼ millions of pupils in public high schools of all types in 1932. The most accurate estimate available places the number in the last 4 years of high school at about 5,100,000 during 1932; this represents an increase of 15.9 percent during the 2-year period 1930-32. It is the highest percentage increase that has occurred since the biennium 1922-24 and is in total numbers the largest increase that has ever taken place in a 2-year period.

While this large increase in number of pupils has occurred, school revenues have in most cases been drastically reduced. Consequently, teachers have been obliged to instruct not only enlarged classes, but more of them. Budgets have been trimmed to provide less equipment. It appears that the economic depression has during 1933-34 made itself felt in the secondary schools more keenly than in any preceding year.

Evidence is at hand to show that the schools are retaining more of the pupils until graduation. While this tendency has been apparent over a number of years, it is of interest to note that the number of pupils in the fourth year in 1932 increased 24 percent over the number in 1930. This percentage is almost twice as large as the percentage increase for the biennium 1928-30. Compared with a 16-percent increase in the high-school enrollment, it is obvious that the holding power of the schools is improving. A somewhat smaller although significant increase occurred in the registration for third-year work.

The schools are meeting a responsibility and opportunity in caring for those who, finding no employment, return for post-graduate work. For the most part they are assigned work in subjects for which they did not register while they were regularly enrolled in high school. It is

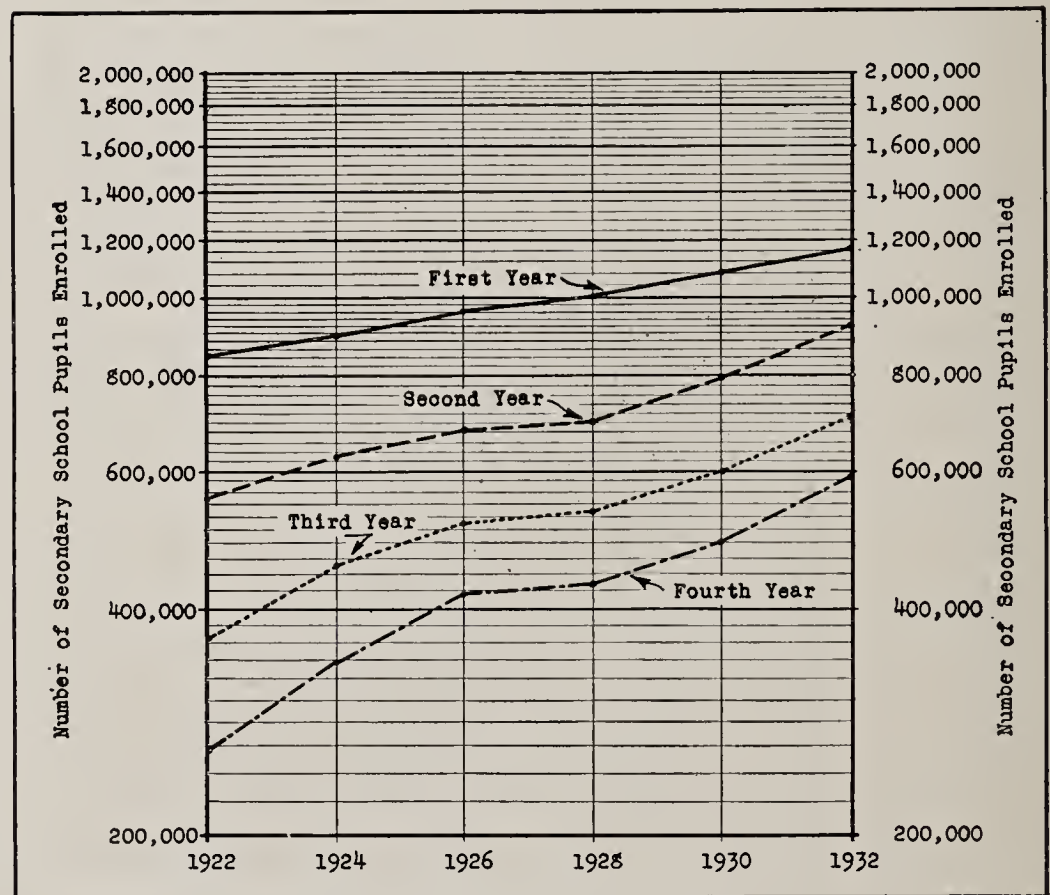
★ TRENDS And Activities for the Past Year Reported by Carl A. Jessen, Specialist in Secondary Education

felt by many that more adequate provision should be made for these pupils. A recent study completed in New York State indicates that 6 of every 100 pupils enrolled in senior high schools of that State are post-graduates.

Educators are alert as never before to the problem which confronts youth at the present time. They are seeing clearly that something needs to be done not only for those in school but also for the larger group not in school attendance. According to the census of 1930 there were more than 16 millions of our population of ages 14 to 20, inclusive. From the same source it is learned that only 51.3 percent of this number were in school between September 1, 1929, and April 1, 1930. It appears that if the schools in a

typical year are reaching only half of the youth between these ages something will have to be done about caring for the other half who are neither in school nor, with rare exceptions, employed.

In order that their interests might receive consideration the Commissioner of Education called a conference early in June of this year to discuss their needs and to develop a program for coordinated attack upon their problems. The deliberations of the conference centered principally around the needs of youth for education, guidance, employment, and worth-while leisure-time activities. The problem was viewed broadly as relating to the entire population between the ages of 16 and 25, but interest was focused especially on those within these age limits who, their



Growth in High-School Enrollment

school training having been completed or at least terminated, had not yet found their place in gainful employment.

Among the high points in the conference report¹ are recommendations for disseminating of information about significant ways in which some communities are providing for their youth, for reorganization of the schools to serve more adequately the portion of our population that is

¹ Report on Conference on Youth Problems. June 1934. Mimeographed, 16 pp. U.S. Office of Education, Washington, D.C.

perennially dropping out of school soon after reaching the upper limit of compulsory school age, for providing a chance for youths to enter occupations in which they may become self-supporting after the period of training is completed, and for development and coordination of provisions for leisure-time activities through establishment of a national commission on leisure time. The recommendations are in the hands of the Commissioner of Education for consideration.

The Year for Administrators

LOCKING in retrospect at the school situation in 1934 one sees educational administrators working with all their might against adverse conditions. In some instances they were making headway, in other instances they were keeping in the same place, and in still other instances they were being forced back; but every school administrator was working as he had never worked before.

Since the receipts for school purposes had been greatly reduced, the administrators had to meet the situation by adopting economy measures. In some cases, however, what were termed economy measures should have been designated as retrenchments, and in other cases they might have been designated as temporary savings, special economies, or expedient measures in order to meet the situation.

One sees great reductions in teachers' salaries, greatly enlarged classes, school term in many school districts shortened, supplies decreased in quantity and quality, repairs to school buildings and needed schoolhouse construction postponed, and many highly essential activities and services eliminated or curtailed.

It thus appears that conditions in 1934 were not promising and that little headway was made, but adversity caused school administrators to look anew at their problems and to analyze them very carefully. The schools were being criticised for not doing this, or for doing that, and for costing too much. It then became incumbent upon the school administrator to justify his every recommendation and to interpret the schools to the public more fully than he had in the past and in better ways. Accordingly, State and local school administrators set about explaining to the public, through the press, bulletins, and addresses, not only what education means to the community and the State but what

the schools should do to meet changing social and economic conditions. By this procedure they helped to stem the rising flood of criticism directed against the schools themselves and against the cost of education.

School costs, however, had to be reduced to meet the reduced income. It thus became necessary for the administrator to decide where reduction in expenditures might be made without affecting the efficiency of the schools, or where such reduction might be made with the least harm. They, therefore, applied themselves assiduously to the task of budget making, which involved the establishment of educational policies and the presentation of evidence to justify the policies and the expenditures recommended.

Greater attention was also given to the development of accounting systems so that the source of every dollar of income and the purpose for which it was expended might be revealed and so that unit costs among the same types of schools and activities in the same school system might be checked with a view of instituting economies wherever possible.

The situation was met in various other ways, some of which were undoubtedly real economies. Among these might be mentioned abandonment of very small schools for consolidation with larger schools; elimination of very small high-school classes by giving instruction in certain subjects only in alternate years; and scheduling of classes to secure the maximum utilization of the school building.

Although the accomplishments of administrators in 1934 may not appear to be great, it is doubtful whether there was ever another year in which conditions were more adverse and in which more in relation to conditions was accomplished.

W. S. DEFFENBAUGH

The Colleges

IN AN endeavor to raise a trustees' fund for self-supporting students, Stanford University has issued an appeal to its alumni for contributions to scholarships which are distinctly NOT prizes for work or excellence in studies but whose sole criterion is the NEED of the candidate. The argument includes an interesting comparative study of 20 other institutions whose endowments per student range from \$6,282 to \$15,718, as follows:

| | |
|---|----------|
| California Institute of Technology | \$15,718 |
| Yale | 15,663 |
| Haverford | 13,691 |
| Harvard | 13,213 |
| Vanderbilt | 12,157 |
| Trinity College | 11,174 |
| Amherst | 10,838 |
| Massachusetts Institute of Technology | 10,809 |
| Swarthmore | 10,185 |
| Oberlin | 9,920 |
| Hamilton College | 9,554 |
| Johns Hopkins | 9,533 |
| Princeton | 9,414 |
| Bowdoin | 9,100 |
| Rochester University | 8,480 |
| Wesleyan University | 7,719 |
| Rice Institute | 7,640 |
| Duke University | 7,431 |
| Williams College | 6,818 |
| Stanford University | 6,641 |
| Carnegie Institute of Technology | 6,282 |

In a study recently issued by the Office of Education (Residence and Migration of College Students—Pamphlet No. 48, 5 cents), the home States of 995,875 college students in 1,210 colleges and universities are shown; numbers are also shown of students who migrate from State to State; and the drawing power of various types of institutions is revealed.

The 10 highest States with respect to native students attending institutions within the home State are in rank order: California (92.5 percent), Texas (89.9 percent), Oklahoma (89.8 percent), Washington (88.9 percent), South Carolina (87.6 percent), Nebraska (87.4 percent), Kansas (86.9 percent), Oregon (85.7 percent), Louisiana (85.1 percent), and Utah (85.1 percent). For the United States as a whole 80.3 percent of the students attended institutions in their own home States; the other fifth left their homes to enter institutions in other States.

An interesting table shows how each State draws students from other States for higher education. Sometimes proximity is a factor, and sometimes the reputation of institutions within a State.

WALTER J. GREENLEAF

Higher Education in 1933-34

THE observer of the higher educational situation, looking back to the year 1933-34, would doubtless point to the various indications of contraction in our university and college programs and activities for approximately 1,000,000 students.

The fundamental cause of contraction is the great shrinkage in income of higher educational institutions. This has been brought about through reduction in income from stocks and bonds, reduction in appropriations based on taxes on land or other public wealth, reductions in fees from students, and in gifts. These losses for the year 1933-34 have varied from 10 to 40 percent.

This financial situation is largely responsible for the reduction in the number of teachers employed. Three hundred institutions show a reduction of 4.2 percent. Those teachers still employed have in a large number of cases suffered salary reductions varying in amounts from 10 to 50 percent.

Likewise, there has been a considerable decrease in students attending college in 1933-34; 5 percent for full-time students, and 9 percent considering total enrollments.

Reorganization

Despite this negative picture, 1933-34 stands revealed as a year when increasing stress was placed on a sound reorganization of the higher-education program. In nearly all cases, reorganization has been in the direction of stressing qualitative values, in order to offset the somewhat barren results of a period in which quantitative standards had come to be paramount. These efforts toward improved organization have not been due entirely to the depression, but have been caused also by long-felt needs.

Among the most broad and fundamental of these efforts has been the work of the committee on classification of institutions of higher learning of the Association of American Colleges. This reclassification has not been devised for the purpose of accrediting, but rather to provide the basis for a more exact grouping of institutions within the several categories of information regarding which permanent records

★ A REVIEW of *College and University Learning* by *Walton C. John, Specialist in Higher Education*

must be compiled, such as refer to statistics, finances, and other information.

Another important development which has come to focus in 1933-34 is the approach to a new basis of accrediting. Accrediting of colleges and universities from 1900 to 1920 was based largely on quantitative measures. As experience grew in accrediting, the lack of recognition of the highly important and less tangible characteristics of colleges not expressed in quantitative terms became more and more evident so that measures were taken a few years ago by the North Central Association to overcome this difficulty. A more qualitative approach to the problem of accrediting has also been made by other accrediting associations.

Under the new plan of the North Central Association of Colleges and Secondary Schools it was announced this year that the standards will give less emphasis to the "material and intellectual possessions of an institution and rather emphasize the effective use of the means at hand." If standardization has been thought of as the significant matter in the past, the future plan will give due recognition to significant differences, to "diversification." Uniformity in quantitative standards is not the goal.

The Association of American Universities through its report on the Classification of Universities and Colleges and Revision of Standards, has restated its criteria for the admission of colleges to its list, but it calls attention to the fact that it does not apply its standards in a mere mechanical manner.

The Southern Association of Colleges and Secondary Schools also has been going back of mere quantitative measurements to those more significant.

More tangible and concrete are the recent series or reorganizations of colleges and universities. Need for financial retrenchment and greater educational efficiency have dictated these reorganizations. Immediately prior to 1933-34, reorganization of publicly controlled institutions of higher learning had taken place in Oregon

and Mississippi, following the tendencies indicated by earlier reorganizations in Iowa, Kansas, and Florida, and by the plan of organization in Montana, the characteristic of which is the single board and single executive officer in control of all institutions.

In 1933 Georgia and North Carolina took definite steps to coordinate all their publicly controlled higher educational institutions. In Georgia 26 institutions have been reduced and consolidated into the new university system of the State under the general direction of a chancellor and a board of regents. The work of the Commission on University Consolidation in North Carolina has led to the combining of all public higher educational institutions under a single system with a president at the head.

A less complete plan of reorganization has been suggested for the State of Kentucky by the Kentucky Educational Commission. Consideration has also been given in Oklahoma to a comprehensive program of coordination which will embrace all public and private higher institutions of learning under a system called the Greater University of Oklahoma.

The report of the committee on college and university teaching conducted by the Association of American University Professors and completed in 1933 should be of great help in the improvement of college teaching. Practices of 70 colleges of every type were studied, largely through the personal investigations made by Dean Homer L. Dodge of the University of Oklahoma, field director of the committee.

The American Council on Education brought to a conclusion its investigation of the standards of graduate instruction in this country.

The shock of the depression has brought to the front the great importance of student guidance in colleges and universities. Basic to adequate guidance programs are facts of sufficient scope and quality that can serve as a basis for the counseling of prospective college students. The year 1933 marks the third year of the

cooperative test service of the American Council on Education.

Increasing interest in art education is revealed by figures showing that in 30 of the largest colleges and universities, students attending art courses rose from 517 in 1920 to 2,034 in 1930, an increase of 292 percent. Total enrollments increased only 50 percent during the same period.

From the very beginning of the national recovery program, the higher-educational institutions of this country have shown their desire to cooperate. Nevertheless, the colleges sensed considerable relief when the N.R.A. recognized the desirability of releasing higher educational institutions of nonprofit-making character from the provisions of the codes of fair competition.

There has been little important new higher-educational experimentation started during the past year, but there has been little if any cessation of existing experiments. There is an increasing tendency to overcome departmental narrowness, to coordinate departments within broader fields which will serve to integrate rather than to separate knowledge. This is evidenced by the Chicago plan, the Iowa State University verticle plan, the Colgate plan, and other similar plans.



THIS is the private office of Premier Mussolini. At Il Duce's right stands Dr. Cline M. Koon, Federal Office of Education specialist in radio and visual education, and head of the American delegation to the International Congress of Educational and Instructional Cinematography held in April 1934. The Congress, leading members of which appear in this picture, planned among other things, facilitating exchange of educational motion pictures. The American report, which contains a thorough-going summary of "Motion Pictures in Education in the United States", 105 pages, is available from the University of Chicago Press at \$1 a copy.

New Accrediting Program

FOR a number of years the critics of standardizing agencies have been asking for a "new deal" in the accrediting of educational institutions. Rather caustic criticisms have come from both without and within the profession.

The new program for the accrediting of higher institutions adopted by the North Central Association of Colleges and Secondary Schools at its annual meeting in April presents what many hope to be the beginning of a complete change of policy in methods of accreditation. In this organization, accrediting of higher institutions in the future will be based, not on the degree of conformity to definite requirements but upon the degree to which the announced objectives of an institution are successfully achieved.

This plan resulted from a study conducted during the past 3 years by a committee of the association, aided by a grant from the general education board. The committee surveyed 57 institutions of various types in order to determine the characteristics of educational institutions which relate to excellence. The association will accredit hereafter on the basis of

these characteristics, but with full consideration to institutional objectives.

The old minimum endowment, minimum number of volumes in the library, and other minimum requirements have been discarded. In fact, the word "standard" has no place in the new accrediting program of this association. A college is free to experiment or to adopt any type of program it considers fitted to its needs, provided that it states clearly what it proposes to do, and then does it well. There is to be no more "standardization" in the North Central Association.

President L. D. Coffman, of the University of Minnesota, was chairman of the general committee. The following persons were in charge of the North Central Association study: Dean M. E. Haggerty, University of Minnesota; Floyd W. Reeves, Tennessee Valley Authority; John Dale Russell, University of Chicago; D. H. Gardner, University of Akron; and George F. Zook, United States Commissioner of Education.

H. M. DOUTT
University of Chicago

★ Geography

This year has seen gradual growth along the line of major trends in geography teaching which have been in progress for many years, according to Prof. A. E. Parkins, of George Peabody College for Teachers. One of these, "A trend toward more geography in the high school, is advocated not only by teachers of geography but by many educators, due to a realization of the great function of geography in the development of both national and international citizenship.

"Many progressive teachers are discovering that geographic units form excellent cores for unit studies that deal with peoples of foreign lands, and their industries", says Professor Parkins.

"Another trend, very evident in most parts of this country, is toward a broadening of the conception of the field of geography. Geography as now taught by well-trained geography teachers is really an integrated or composite subject in which history, civics, economics, industry, commerce and other studies are blended."

SCHOOL LIFE

VOL. XIX



NO. 10

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JUNE 1934

THE VILLAIN STILL PURSUES HER

This is the annual round-up issue of SCHOOL LIFE. No one is more conscious than the editors that in trying to herd the important trends and events of the school year 1933-34 into 24 pages our verbal lassoes have missed here and there and there. We welcome suggestions from our readers that we may do better next year.

For American education this has been a year of sensational progress and violent melodrama.

Why progress?

Because it is the year we set up classes that attracted more than 1,000,000 adults; the year nursery schools increased from 300 to 2,500; the year the United States set up practical camp schools for 300,000 boys in the C.C.C.; the year that workers' education and parent education has leaped forward; the year State support for public education really came into being in many States; the year that the Federal Government has done more for schools than any year since 1787; the year that child labor has been ruled out of industry.

Why melodrama?

In melodrama the distressed heroine alternates between hope and despair. In most States our heroine, The School, has been pursued by that black villain, The Depression, only to be rescued at innumerable last moments. A Legislature

would rush to her rescue only to have a Supreme Court throw a log marked "Unconstitutional" in the path. Depression would catch up and breathe hotly on the neck of our fleeing heroine. Then the Legislature would again stage a thrilling rescue. This spring a new hero, Uncle Sam, has come to the help of the Legislature, and at the moment our heroine, The School, is safe and sound. But the villain still pursues her!

It certainly has been an exciting year.

INTO OTHER LANGUAGES

"The House of the People, An Account of Mexico's New Schools of Action", Federal Office of Education Bulletin, 1932, No. 11, has been translated into Chinese. The translator, Chester S. Maio, acting general secretary of the China Christian Educational Association, recently sent a copy of the translated publication from Shanghai to the author, Katherine M. Cook.

An interesting letter regarding this popular Office of Education bulletin was recently received by Mrs. Cook from John H. Reisner, executive secretary of the Agricultural Missions Foundations, New York City. It reads:

You will be interested to know that I have distributed 100 copies of "The House of the People" to missionaries scattered all over the world, and have ordered a second hundred, which are being held up until a new supply can be printed.

I happen to know that a hundred copies have also been ordered for China, and I understand that it has been translated into Chinese.

As soon as our new order comes in, I am sending 50 copies to the educational secretary of the National Christian Council of India.

I have had many letters of appreciation from those to whom I sent copies. I do not know whether your attention has been called to the very wide influence which this delightfully interesting and informative account of Mexico's new rural schools is having throughout the world. I can assure you that it should be a matter of very great pride and satisfaction.

BULLETIN

Following is a statement of great significance for land-grant colleges and universities, agricultural extension service, and vocational education appearing in the report of the Senate Appropriations Committee on the Permanent Appropriation Repeal Act, 1934: "Another principle to which the committee has adhered is that it is proper to make continuing appropriation of funds payable to States so that the legislatures thereof may unquestionably rely upon the receipt of such funds in making up State or county budgets."

LAST ISSUE OF YEAR

This is the last issue of SCHOOL LIFE for the 1933-34 school year. We hope you have found the numbers of our journal since last September both useful and interesting.

During July and August, when next year's SCHOOL LIFE program will be planned, the editor would appreciate hearing from readers as to how this official monthly organ of the Federal Office of Education has served you or could better serve you beginning next September.

To secure extra copies of this June issue, which reviews the year's activity and progress in many fields of educational endeavor, or to get SCHOOL LIFE's service for another year, send your request and remittance direct to the Superintendent of Documents, Government Printing Office, Washington, D.C.

May you have an enjoyable vacation!

Meetings



National

- AMERICAN BAR ASSOCIATION, SECTION OF LEGAL EDUCATION AND ADMISSION TO THE BAR. Milwaukee, Wis., August 28.
- AMERICAN CLASSICAL LEAGUE. Washington, D.C., June 30-July 5.
- AMERICAN HOSPITAL ASSOCIATION. Philadelphia, Pa., September 24-28.
- AMERICAN MATHEMATICAL SOCIETY. Williamstown, Mass., September 5-7.
- AMERICAN OPTOMETRIC ASSOCIATION, INC. Toronto, Canada, July 1-7.
- AMERICAN PRISON ASSOCIATION. Houston, Tex., September 17-21.
- AMERICAN PSYCHOLOGICAL ASSOCIATION. New York, N.Y., September 5-8.
- AMERICAN SCHOOL CITIZENSHIP LEAGUE. Washington, D.C., June 30-July 5.
- AMERICAN SOCIETY OF CIVIL ENGINEERS. Vancouver, British Columbia, Canada, July 11-13.
- AMERICAN SOCIETY OF TEACHERS OF DANCING. New York, N.Y., August 27-September 1.
- FEDERATION OF COLLEGE CATHOLIC CLUBS. Jacksonville, Fla., September 2-4.
- NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS. Baltimore, Md., July 31-August 3.
- NATIONAL EDUCATION ASSOCIATION. Washington, D.C., June 30-July 5.

Sectional

- AMERICAN INSTITUTE OF ELECTRICAL ENGINEERS. PACIFIC COAST CONVENTION. Salt Lake City, Utah, September 3-7.

Miscellaneous

- CONFERENCE ON HIGHER EDUCATION. Eugene, Oreg., July 12-14.
- SCHOOL EXECUTIVES' CONFERENCE. Denver, Colo., July 16-27.

Education Abroad

THE INTENSE pressure to cut school budgets was relieved somewhat in 1933-34 due mainly to the upswing of the trade cycle that has slowly continued since the summer of 1932. School building programs have not been resumed to any great extent and reductions are still threatened in teachers' salaries here and there but on the whole the past year was better than 1932-33. England is one of the brightest spots in the general picture. There the economic situation is fairly normal; there is a budget surplus of receipts over expenditures. The net education estimates for 1934 are £64,894 above those of 1933 and one-half the 10 percent salary cuts imposed in 1931 will be discontinued on July 1. This recognition by the English Government of the temporary nature of the emergency cuts is a very reassuring precedent.

The Consultative Committee of the Board of Education of England and Wales rounded out more than a decade of hard work by bringing to light last December its report on "Infant and Nursery Schools", the third of a series that is shaping educational policy in England and affecting it much in the entire British Commonwealth of Nations. The Children and Young Persons Act, which we previously reviewed in *SCHOOL LIFE*, went into operation last November 1. Among its better features are that it raises the age limit for juvenile delinquents from 16 to 17 and aims not to punish them but to prevent them from being drawn into crime.

The outlook in France is not so promising. To be sure the idea of secondary education free of fees, which dates back to Condorcet, came near to accomplishment last October but because of the recent financial crisis some of the gains in that direction may be lost. Salaries of teachers and other public officials seem to be in line for considerable reductions. Out of France came this spring the *Atlas de l'Enseignement*, an expository work several steps in advance of any previously issued by any country.

Following the establishment of the Nazi regime in May of 1933, Germany joined the countries that are deliberately using their school systems to carry to success and perpetuate certain social, political, and

★ JAMES F. ABEL *Reviews the Year's Education in Other Countries; First National Ministry of Education in Germany*

economic policies. During the year the National Government displaced many educators that are not sympathetic with its policy and, a reversion to earlier German policies, set strict limits on the number of women students that could attend the universities. A Reichsministerium für Wissenschaft, Erziehung und Unterricht (National Ministry for Science, Education, and Popular Culture) was created early in May of 1934. This is the first such ministry in the history of Germany.

With the resumption of diplomatic relations between the United States and the Soviet Union, data about education in the Union became more easily available to Americans and the Anglo-American Institute of the First Moscow University, a private organization formed in 1933, arranged to hold at the university in the summer of 1934 a variety of courses as a means of aiding cultural contacts between American, English, and Russian students

and teachers. Today (May 19) the news items carry a notice that the Soviet Government plans to add to its embassy at Washington, a "cultural attaché." Should that be done, he will not be the first such official in our educational history. Several years ago, Dr. Arturo Montori was for a time educational attaché at the Legation of Cuba in the United States.

The National Secretariat of Education of Mexico announced in February of 1934 that 8,128 students were enrolled in secondary schools as against 7,810 in 1933 and 3,500 in 1926. The secondary school budget calls for 1,438,455 pesos. It was less than half that amount in 1926. The National Revolutionary Party in proclaiming its 6-year plan (1934-40) declares that favoring public education is an essential function of the Nation and that progress since the revolution has been greatest in the rural schools. It pledges to education no less than 15 percent annually of the Federal budget and sets out progressive increases until 20 percent is reached in 1939. The number of rural schools is to be increased by 1,000 in 1934; 2,000 annually for the following 4 years; and 3,000 in 1939. With programs such as that in the offing, it is almost needless to write that 1933-34 showed no recession in education in Mexico.

Throughout the year a movement in Spain, not entirely new since it was established by decree of May 1931, was carried on in that country in the form of Misiones Pedagógicas (Pedagogical Missions). These are so much like the Cultural Missions of Mexico that one wonders whether the mother country drew the idea from her former colony. It is one of the many attempts being made in most countries to draw the rural people into the national life and culture. Such active work for the rural citizenry is one of the chief characteristics of education in this period of



The School—1933

[Continued on page 225]

The Emergency Educational Program

NOT OFTEN in the history of any nation has there been so powerful a drive to "let there be light" as is being made in the Emergency Educational Programs of the Federal Emergency Relief Administration under Mr. Harry L. Hopkins, with the cooperation of Commissioner George F. Zook. On every educational front a group of "morale-relief" workers (themselves in need and on work-relief) has been mobilized for the conservation of the nation's human resources which are impaired or imperiled by the conditions of depression. Bent on recapturing lost ground, these workers have in many fields extended the educational frontiers into new territory.

For the first time in the history of their families, 60,000 preschool children have been given the advantages of modern progressive nursery schools. Twenty thousand parents attend parent discussion classes at these schools and learn to see their children clean, wisely fed, and happy in new and sympathetic atmosphere. They grasp eagerly and thankfully at first principles of child-care. At an average monthly cost of \$2.43 for each of these children, F.E.R.A. has created about 1,500 nursery school units in 35 States, engaging for this purpose alone 4,000 teachers and helpers.

To rescue many millions of school-age youngsters from going untaught because of the early closing of small-town and rural elementary and high schools, F.E.R.A. has paid many thousand teachers' salaries for the last few months of this year. Thus it has helped to keep open for the normal school term a large portion of the rural and small-town schools in 34 States. The estimated expenditure for this purpose in the month of February was \$352,000 throughout the United States, but the F.E.R.A. program of helping rural schools has been extended since that time.

About 1 out of every 10 college students in the United States is being kept at college this year through the help of F.E.R.A. Each of these young persons has a part-time job in some kind of work around the campus, for which F.E.R.A. pays him the equivalent of an ordinary scholarship. The work varies from manual labor to clerical work. It sometimes includes

★ LEWIS R. ALDERMAN Tells of Unique Program of Education Financed by Federal Relief Funds

research work in laboratories and editorial work on publications.

Young people who have just left school or college and have not been able to find any job at which they could learn to master a trade, are being taught an occupation in a wide range of free classes for vocational training. These classes have been set up in 41 States and are being taught by teachers whom F.E.R.A. has rescued from unemployment for this purpose. They study any trade they wish from cafeteria management to weaving and wood-carving.

To these hundreds of free classes come persons of all ages—so long as they are unemployed they can have teaching and training to fit themselves better to be producers and wage earners when jobs open up. In a world which seems to have no appointed place for them, these pupils are preserving past skills and going forward to the mastery of new skills with the help of F.E.R.A. relief teachers.

The crippled and physically disabled person is being taught a vocation in 42 States and F.E.R.A. pays the teachers' salaries and buys the necessary rehabilitation training, tuition, and equipment, such as a special brace, a mechanical hand or whatever is needed to equip the individual to earn his livelihood and save him from being a charge upon public charity.

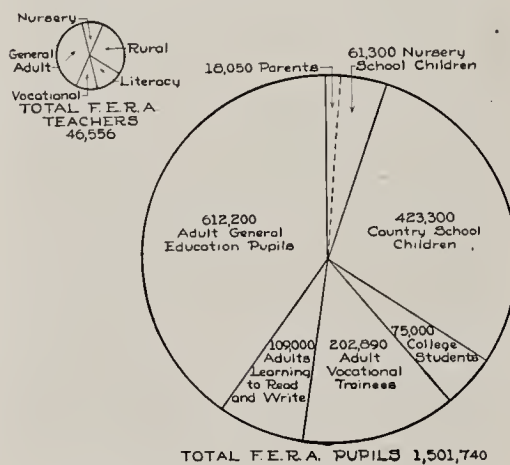
This supplements vocational rehabilitation regularly carried on in the States.

To men and women who could not read or write English F.E.R.A. has brought the service of thousands of teachers in a campaign to reduce illiteracy and open up the world of books, magazines, newspapers, and letter writing. The State of Mississippi, for example, reports that in 2 or 3 months it has changed its literacy ratio for whites and for Negroes alike and climbed from forty-fourth place in the rank of the States to better than midway in the scale of literacy. Washington headquarters have cabinet files filled with letters from men and women of all ages who have tried their new-found art of writing to express their pride and gratitude for the larger world and the greater satisfactions that have been opened up to them.

Like a curriculum of the world's largest university is the list of 500 nonvocational subjects taught to persons employed or unemployed who want to take up studies in any subject which will better fit them for citizenship or enrich their lives in any way. As early as February these free classes were being held in 46 States by nearly 20,000 teachers with 600,000 adults enrolled at a monthly cost to the Government of about \$1.40 for each pupil. Many of the classes are called "workers educational groups", others are called "parent education groups".

The common feature of all groups is that attendance is voluntary. The pupils are men and women brought together because of their own desire to spend their time profitably in building within themselves new skills, new resources, new interests, out of the wreckage of past livelihoods and a present barrenness of opportunities. This is education in a larger sense, a "leading out" instead of a "pouring in." Adults do not want to be given the answers. They want a chance to meet, discuss, and so far as possible work out the answers for themselves.

F.E.R.A. encounters a serious retraining problem in its effort to employ teachers



F.E.R.A. Teachers and Pupils

and "persons competent to teach" for adult groups. These teachers must acquire command of a new technique, a method of working conferences, sometimes called the "discussion method." This is a method which has developed independently in foremanship classes, in

workers groups, in parent-teacher meetings, and elsewhere. It is bringing about a new emphasis in education. Retraining is also needed for unemployed teachers who take charge of nursery school units.

The groups are feeling their way—teachers and pupils alike are struggling

for greater service to themselves and to each other. There is an attempt to come at the problem of education in a new way—going back to student sources to find out what is wanted and how it is wanted. Many educators think that this new experience will be valuable.

How The Emergency Educational Program Has Been Working

[Through February 1934]

N.B. In the following table, statistics are not shown for college students aided (Program 3) or for parents taught in Nursery School Program classes for parents. The latter (14,543 in 18 reporting States and 18,050 estimated total in 21 States) are included in State and national totals of "pupils served" shown in the 13th column.

| Section | Nursery schools (Program 1) | | Rural school extension (Program 2) | | Adult vocational training (Program 4) | | Adult vocational rehabilitation (Program 5) | | Adult illiteracy (Program 6) | | General adult education classes (Program 7) | | United States totals, programs 1, 2, 4, 5, 6, and 7 | | |
|------------------------------------|--------------------------------|--------------------|---------------------------------------|--------------------|--|--------------------|--|--------------------|---------------------------------|--------------------|--|--------------------|---|--------------------|---------------------|
| | Pupils served | F.E. R.A. teachers | Pupils served | F.E. R.A. teachers | Pupils served | F.E. R.A. teachers | Pupils served | F.E. R.A. teachers | Pupils served | F.E. R.A. teachers | Pupils served | F.E. R.A. teachers | Pupils served | F.E. R.A. teachers | Monthly expenditure |
| NEW ENGLAND: | | | | | | | | | | | | | | | |
| Maine..... | 46 | 4 | | | | | 10 | 3 | 885 | 102 | 3,589 | 389 | 4,530 | 498 | \$17,304.91 |
| New Hampshire..... | | | | | | | 2 | 5 | 315 | 10 | 3,758 | 70 | 4,075 | 85 | 4,097.80 |
| Vermont..... | 298 | 23 | | | 61 | 2 | | | 89 | 3 | 4,303 | 72 | 4,849 | 100 | 5,492.50 |
| Massachusetts..... | 5,300 | 400 | | | | | 2 | 4 | 700 | 25 | 9,000 | 300 | 15,002 | 729 | 37,138.93 |
| Rhode Island..... | 514 | 12 | | | | | 29 | 1 | 2,263 | 160 | 16 | 1 | 2,822 | 174 | 8,054.84 |
| Connecticut..... | 563 | 59 | | | 650 | 54 | 17 | 5 | 1,470 | 49 | 10,230 | 341 | 12,930 | 508 | 23,946.75 |
| MIDDLE ATLANTIC: | | | | | | | | | | | | | | | |
| New York..... | | | | | | | 26 | 20 | | | | | 26 | 20 | 4,086.14 |
| New Jersey..... | | | | | | | 38 | 31 | 7,950 | 265 | 25,000 | 827 | 43,618 | 1,500 | 134,652.64 |
| Pennsylvania..... | 780 | 102 | | | 8,250 | 275 | | | | | | | | | |
| EAST NORTH CENTRAL: | | | | | | | | | | | | | | | |
| Ohio..... | 10,050 | 453 | | | 7,139 | 588 | | | 265 | 55 | 30,000 | 1,492 | 47,454 | 2,588 | 109,863.00 |
| Indiana..... | 508 | 50 | | | 4,498 | 108 | 21 | 3 | 1,597 | 32 | 25,283 | 675 | 32,020 | 868 | 44,662.95 |
| Illinois..... | | | | | | | | | | | | | | | |
| Michigan..... | 4,366 | 325 | | | 24,328 | 556 | 22 | 19 | 952 | 15 | 57,567 | 1,102 | 93,235 | 2,017 | 85,305.11 |
| Wisconsin..... | | | | | | | 103 | 12 | 674 | 32 | 33,110 | 924 | 33,887 | 968 | 58,161.25 |
| WEST NORTH CENTRAL: | | | | | | | | | | | | | | | |
| Minnesota..... | 400 | 41 | 76 | 4 | 377 | 11 | 157 | 13 | 60 | 4 | 31,228 | 628 | 32,373 | 701 | 41,731.80 |
| Iowa..... | 905 | 59 | | | 1,946 | 54 | 248 | 4 | 588 | 17 | 16,887 | 381 | 20,574 | 515 | 27,860.40 |
| Missouri..... | 2,756 | 91 | | | 2,522 | 46 | 14 | 4 | 2,906 | 61 | 25,855 | 322 | 34,418 | 524 | 26,335.58 |
| North Dakota..... | 45 | 9 | 581 | 35 | 1,474 | 32 | 16 | 4 | 38 | 1 | 2,762 | 69 | 4,966 | 150 | 5,546.93 |
| South Dakota..... | | | 152 | 17 | 685 | 41 | 12 | 17 | 18 | 2 | 5,700 | 190 | 6,567 | 267 | 10,754.78 |
| Nebraska..... | 200 | 40 | 14,608 | 492 | 1,819 | 31 | 1 | 1 | | | 180 | 8 | 16,808 | 512 | 24,252.75 |
| Kansas..... | 554 | 37 | 141 | 9 | 960 | 23 | | | 220 | 12 | 8,049 | 150 | 9,934 | 231 | 11,677.43 |
| SOUTH ATLANTIC: | | | | | | | | | | | | | | | |
| Delaware..... | | | | | 4,640 | 88 | 11 | 4 | 868 | 44 | 7,301 | 260 | 13,329 | 421 | 13,914.72 |
| Maryland..... | 468 | 25 | | | 713 | 17 | 101 | 8 | 335 | 20 | | | 1,149 | 77 | 6,804.00 |
| District of Columbia..... | | | | | 6,217 | 128 | 15 | 3 | 3,264 | 167 | 5,196 | 138 | 26,932 | 737 | 42,367.65 |
| Virginia..... | 240 | 51 | 11,875 | 250 | 2,938 | 84 | 15 | 4 | 4,573 | 195 | 7,146 | 377 | 16,880 | 813 | 35,715.54 |
| West Virginia..... | 1,987 | 153 | | | | | 54 | 3 | 4,510 | 285 | 14,331 | 673 | 23,804 | 1,313 | 45,984.40 |
| North Carolina..... | 4,181 | 352 | | | | | | | | | | | | | |
| South Carolina..... | | | | | | | | | | | | | | | |
| Georgia..... | 93 | 11 | 18,477 | 563 | 5,976 | 143 | | | 7,785 | 252 | 2,932 | 108 | 25,335 | 1,077 | 55,294.36 |
| Florida..... | 1,500 | 108 | 51,460 | 1,706 | 672 | 56 | 210 | 25 | 1,005 | 67 | 876 | 73 | 56,723 | 2,035 | 74,650.00 |
| EAST SOUTH CENTRAL: | | | | | | | | | | | | | | | |
| Kentucky..... | 3,374 | 200 | 159,176 | 4,294 | 891 | 33 | 181 | 6 | 3,154 | 270 | 12,400 | 500 | 179,176 | 5,303 | 128,491.58 |
| Tennessee..... | 2,014 | 104 | | | 15,184 | 382 | 79 | 8 | 4,503 | 391 | 11,324 | 634 | 33,104 | 1,519 | 40,753.96 |
| Alabama..... | | | | | 4,556 | 451 | 87 | | 2,389 | 91 | 5,934 | 519 | 12,966 | 1,061 | 38,847.14 |
| Mississippi..... | | | 28,680 | 956 | 48 | 1 | 40 | 3 | 21,000 | 813 | 2,120 | 156 | 51,888 | 1,929 | 54,524.51 |
| WEST SOUTH CENTRAL: | | | | | | | | | | | | | | | |
| Arkansas..... | | | 74,318 | 2,016 | 888 | 22 | | | 2,197 | 58 | 279 | 9 | 77,682 | 2,105 | 55,936.13 |
| Louisiana..... | | | | | | | | | | | | | | | |
| Oklahoma..... | | | | | | | | | | | | | | | |
| Texas..... | 2,992 | 197 | | | 17,274 | 764 | | | 2,764 | 20 | 36,498 | 826 | 59,528 | 1,807 | 68,919.77 |
| MOUNTAIN: | | | | | | | | | | | | | | | |
| Montana..... | 347 | 16 | 2,286 | 167 | 170 | 10 | 9 | 4 | 215 | 13 | 1,823 | 127 | 4,850 | 337 | 17,124.30 |
| Idaho..... | 1,446 | 67 | 5 | 1 | 11 | 4 | 21 | 7 | 150 | 9 | 2,500 | 85 | 4,133 | 173 | 7,389.15 |
| Wyoming..... | | | | | | | | | | | | | | | |
| Colorado..... | 1,210 | 52 | | | 12,320 | 214 | 28 | 2 | 873 | 36 | 10,624 | 189 | 27,475 | 493 | 25,738.66 |
| New Mexico..... | 531 | 26 | 35 | 3 | 355 | 16 | | | 1 | 160 | 10 | | 2,235 | 110 | 5,500.00 |
| Arizona..... | 1,048 | 41 | 829 | 23 | 540 | 18 | 154 | 5 | 1 | | | | 2,363 | 153 | 9,786.42 |
| Utah..... | | | 220 | 6 | 3,513 | 89 | 46 | 2 | 55 | 3 | 5,446 | 153 | 9,280 | 253 | 6,964.05 |
| Nevada..... | | | | | | | | | | | | | | | |
| PACIFIC: | | | | | | | | | | | | | | | |
| Washington..... | 600 | 62 | 16 | 1 | 8,680 | 290 | 6 | 1 | | | 10,480 | 345 | 20,382 | 699 | 28,415.09 |
| Oregon..... | | 20 | | | 1,797 | 125 | 17 | 5 | 334 | 24 | 5,684 | 112 | 7,832 | 286 | 14,226.16 |
| California..... | | | | | 6,031 | 196 | | | 1,126 | 33 | 24,167 | 575 | 31,324 | 852 | 52,290.72 |
| Reporting States total..... | 49,316 | 3,222 | 362,935 | 10,483 | 148,123 | 4,952 | 1,792 | 285 | 82,250 | 3,646 | 463,070 | 13,920 | 1,122,029 | 36,508 | 1,510,564.80 |
| Number of States reporting..... | 32 | 32 | 17 | | | 34 | | 35 | | 37 | 39 | | | 41 | |
| Number of active States..... | 35 | 35 | 19 | | | 41 | | 42 | | 44 | 46 | | | 48 | |
| Estimated United States total..... | 61,300 | 4,000 | 423,300 | 12,200 | 200,400 | 6,700 | 2,490 | 396 | 109,000 | 4,830 | 612,200 | 18,430 | 1,426,740 | 46,556 | 1,948,300.00 |

The VOCATIONAL Summary



Home Economics · Agriculture

Rehabilitation

Trade and Industry

With Reviews for 1933-34



FRED R. KIRBY

ONE EFFECT of the disturbed social and economic conditions of the past few years has been to occasion a searching reevaluation of our vocational programs—as of all educational and, in fact, all other social programs.

During the past year, under the urgent pressure of current conditions, we have been forced to ask ourselves many questions. In what measure, for example, can any responsibility for the development and continuance of unemployment be vested in our vocational programs themselves? Can our vocational training agencies be utilized more effectively, under changing requirements being imposed upon workers, for keeping labor—in the terms of our National Vocational Education Act—“fit for useful employment”, on the general assumption that *only labor which is fitted for employment can be employed under any conditions*? To what extent can vocational education be utilized for training displaced labor back into such employment? What requirements of training are developing in the new economic and social order upon which we are entering? We must even ask ourselves if maladjustments and unemployment itself may not be in some measure due to the inertia and persistence of instituted, self-perpetuating, inflexible, misfit training programs, adapted not to the practical requirements of our changing economic order but rather to the needs of an age which seems only yesterday but has become archaic overnight. To what extent can our unadjusted youth be graduated by vocational training programs made more flexibly responsive to

their practical needs, into some regular life-career vocation—be graduated into such a status from the casual, unorganized, purposeless, blind-alley jobs which may have been made available to them during the past few years under emergency programs?

That vocational education has a function to play in this most critical economic and social situation cannot be doubted. That its responsibilities as one agency of recovery are of material social consequence is equally certain. Such problems as those now confronting us have, it is true, arisen in the past. Some such problems are in fact always developing, and are always in process of some solution through social efforts. It will be well for us to realize, however, at this time, that the responsibilities which will be confronting vocational education in the coming years are bound to be not only more difficult than those of the past, but, as well, radically different in character and of broader social consequence. That they will be so is already in evidence on the record to date.

Fred R. Kirby

Fred R. Kirby, shown in the above photograph, teacher of vocational agriculture in Hillsville, Va., high school, has in 6 years built up a profitable system of farming in that community on the “4-L” platform, “Lime, legumes, livestock, and labor.” Proclaimed master vocational agriculture teacher in his State in competition with 118 others who contested the issue with him last year, he rose to even greater heights when, from a list of master teacher winners from eight States, he

was proclaimed master teacher for the southern region last April.

The agricultural year

Economic conditions of the past year have had a material effect on the program of vocational education in agriculture. It was inevitable, under these conditions, that the program should suffer in some of its phases. Viewed as a whole, however, the progress made is encouraging. Among the conditions which have contributed to the slowing up of the program are: The continuation of the economic depression; the development of new problems of administration as well as a new program of work for the teacher; and the necessity for incorporating a new body of content in vocational agriculture courses. No other move undertaken since the inauguration of vocational education in agriculture has placed a greater responsibility for leadership upon vocational agriculture teachers than the plans put in operation by the Agricultural Adjustment Administration. These responsibilities which they have willingly assumed and efficiently carried out, have been an additional burden upon their time and resources.

At no time in the history of the country has the necessity of a knowledge of economic conditions on the part of all classes—the farmer included—been more emphatically impressed upon us than during the past year. Fluctuation of prices in world markets, supplies, surpluses, carryovers, and lowered consumption are factors which materially affect every farmer. This, then, places upon the agricultural teacher the necessity not only of acquaint-

ing himself with this new field of information but also of incorporating this information in his program of instruction relating to the organization of the farm business.

The future of the vocational agriculture program depends largely on an adequate research program as a basis for teaching, adequate machinery through which farmers may continue to be articulate, coordinated programs which recognize the farm family as the unit on which our permanent system of agriculture must be built, and willingness and freedom to venture into new fields and try new methods.

Trade and industry

Under present conditions few lines of employment are open to boys and girls under the age of 18 years. Wage-earning employment for those under 16 has largely disappeared. This has practically eliminated the continuation school, developed to provide training for those who are employed and can give part of the day to instruction, in a large number of the States, and has forced many young workers out of employment. These must either attend some form of full-time school or remain idle.

The fact that thousands of young people who want to work cannot legally be employed sets up a serious problem for vocational education. Under present rulings and policies of the N.R.A. there is only a limited opportunity to learn most occupations on the job. The development of efficient programs of apprentice training in cooperation with industry is, therefore, one of the most important problems in the field of trade and industrial education. The work of the N.R.A. committee on apprenticeship is expected to result in the development of methods for dealing with this problem which will be practical, efficient, and of outstanding importance to the youth of this country and to the Nation as a whole.

In the future, it will be necessary for day trade schools to offer more complete training on a preemployment basis than ever before. This training must, in fact, be the practical equivalent of apprenticeship training. Furthermore, it will be necessary to enlarge the scope of the program—to offer more lines of preemployment training which will equip young people for a greater range of employment in industrial occupations.

Homemaking

The fact that the total enrollment of girls and women in vocational homemaking education increased during the year by some 12,000 in the face of serious

economic conditions, would indicate recognition of the need for practical help in meeting the numerous problems which have risen in home and family life. It has been necessary, for example, to present food studies in terms of resources actually available. Where the resources have not provided for adequate nutritional needs, homemaking instruction has led to garden planning and growing of vegetables to supplement these resources.

Through emergency programs in education supported by relief funds home-economics supervisors and teachers have helped provide classes in homemaking problems for adults and have cooperated in organizing and carrying on emergency nursery schools and parent education classes. The nursery schools have offered wholesome physical and emotional environment for children from needy families. Parents reached through these schools and in organized parent education classes have been offered instruction in handling the particular problems of their children.

Rehabilitation

The vocational rehabilitation program for training and retraining disabled persons and their placement in remunerative employment has received a decided impetus during the year. Improvement of industrial conditions, as one favorable factor in the situation, has made possible an increase in the number of placements through State rehabilitation departments—in some cases by as much as 50 to 100 percent.

Although a number of the States have received Federal emergency relief funds for the expansion of their rehabilitation programs, the increase in the number of persons applying for rehabilitation service has been so great that the States are not in a position adequately to cope with the problem. Much has, however, been accomplished. Michigan, for example, has reported 1,000 placements during the current year, and Pennsylvania more than 2,000. While some of these were in temporary jobs, a large number received rehabilitation service and are now more or less permanently reestablished in employment.

Upon request the Office of Education's vocational rehabilitation service has been engaged during the current fiscal year in making surveys of State vocational rehabilitation programs. Five of these State surveys have already been completed—in Massachusetts, North Carolina, Michigan, New Jersey, and California. Wisconsin will be surveyed during the month of June. These surveys are being made for the purpose of discovering the more recent trends in development of rehabilitation procedure.

Commercial education

Approximately 21 percent of all people gainfully employed in 1930 were in commercial occupations, according to the United States Census. Recent occupational studies, moreover, indicate that a large percentage of those gainfully employed in industrial and service occupations need training in salesmanship and business financing. The vocational division of the Federal Office of Education is now carrying on studies and working with State and city vocational education authorities to assist in reorganizing commercial education programs so that they will better meet the growing need for business training. The studies bear out the contention of such educators as F. G. Nichols, of the commercial education department, Harvard University, and Paul S. Lomax, professor of education, New York University, that commercial education courses provided in the public schools are intended either as (1) general appreciation or informational courses, or (2) as specific vocational courses to equip students for employment. Assuming that commercial education has these two distinct purposes, the necessity for separating the students who take commercial education merely for general information from those who take commercial courses as preparation for employment, is self evident. Instead of the traditional courses in typewriting, stenography, and business administration, the vocational student should be given a commercial course organized around some actual job. The results thus far obtained in this effort to stimulate the setting up of a more practical type of course for those actually preparing for commercial jobs, are gratifying. An article in a subsequent issue of *SCHOOL LIFE* will outline the achievements made as a result of the study and the work being done by the field agent assigned to the project, in assisting in reorganizing commercial education courses.

Agricultural leaders confer

Vocational agriculture supervisors and teacher trainers from 16 States participated in a 6-day conference held at the Office of Education during the week of May 14. The conference was for the purpose of formulating plans whereby the objectives, the procedures, and the philosophy underlying the adjustment programs set up by the Government for the purpose of assisting farmers, may be emphasized in the instructional programs of vocational agriculture teachers throughout the country. Representatives of the various emergency agricultural organizations addressed the conference.

CHARLES M. ARTHUR

Have You Read?

NEW YORK State Education for April has for its theme "Growth through reading." It contains several articles on reading and many reviews of books on educational subjects, as well as a selected and annotated list of educational magazines.

—★—

"John Barrymore and a Rural Teacher" is the intriguing title of an article in the Illinois Teacher for April, by William Dow Boutwell, editor of SCHOOL LIFE. A vivid comparison is drawn between the old and new methods of teaching, illustrated by Barrymore's picture "Topaze" and the work of an actual teacher in a one-room school in Illinois.

—★—

In an article entitled "The Outlook for the Trained Woman" appearing in the Journal of the A.A.U.W. for April, William Fielding Ogburn surveys the trends and prospects of the employment of women, both professional and nonprofessional.

—★—

A symposium entitled "Shall I Go to College in 1934?" appears in Scholastic for April 14. Seventeen noted men and women, including Mrs. Roosevelt, Albert Einstein, and John Dewey, give some excellent advice to the high-school students of today. Another bit of good advice concerning colleges appears in the same issue. Christian Miller, Registrar of the College of Puget Sound, urges a thorough study of the college catalog before entering college. His title is "Know the College by Its Catalog."

—★—

Much has been written in favor of basic English. The University of Toronto, in a series of bulletins, is studying the question of languages and has issued as Bulletin No. 2 "A Critical Examination of Basic English", in which some of the dangers of the system are pointed out.

—★—

A summer school in a de luxe bus is described in Midland Schools for April. The fourth annual tour for credit will be conducted by Drake University, covering historic places in the West, with lecturers in attendance.

SABRA W. VOUGHT

★ Extra-curricular

ANY school activity to which the prefix *extra* is attached has, during the past year, appeared to the educational economizer as a hydraheaded "monster of so frightful mien as to be hated needs but to be seen." Consequently extra-curricular activities supported from the school budget have in numerous instances fallen under the pruning knife of economy. This has taken place, however, largely by the elimination from the teacher's time schedule of extra-curriculum duties and the assignment of more instructional duties. A review of recent literature on extra-curricular activities shows that this attack has become a challenge to sponsors of the extra-curricular movement and is resulting in convincing statements relative to the value of extra-curricular activities, for the

realization of educational aims. In fact it is serving to define the place of extra-curricular activities in the philosophy and principles of education. Such questions as the following are brought into the open forum of discussion:

What are the comparative values of curriculum and extra-curricular activities for the development of pupil-outcomes significant for the adjustment to present-day society?

Should not the methods and techniques employed in extra-curricular activities be more extensively used in curriculum activities?

Are not extra-curricular activities a means of experimentation for determining whether or not certain activities should be included in the curriculum of subjects?

MARIS M. PROFFITT

Education of Teachers

HEIGHTENING of levels of preparation of teachers was, and still is, endangered by conditions adverse to the profession. In 1930-31, 1 elementary teacher in 4 had only 1 year or less of preparation above high-school graduation. The average salary of all teachers in 1932 was about \$1,417; in 1934 a rough estimate is \$1,050. Movements tending to reduce the surplus of legally qualified teachers are slow. Selective admission to teacher preparation institutions is growing but the movement was particularly marked only in the Northeastern States and in city institutions.

Certification requirements were raised or strengthened this year in a few States. In 1934-35, 3 States will require 4 years in college as a minimum for elementary teacher certification, and 8 will require 3 years. Twenty-five States now issue administrative or supervisory certificates, and a growing number issue specialized subject and grade-level certificates. Length of teaching life and of teacher tenure continues to increase.

Despite occasional efforts to eliminate State teacher-preparation institutions as measures of economy, losses in numbers were confined almost entirely to city and private institutions. The total number of teachers colleges in 1933 was 166; in 1934, 160; of normal schools, 1933, 101; 1934, 97.

Of 91 institutions, 86 reported a decrease in income averaging 19 percent,

and 5 an increase averaging about 5 percent. Indebtedness *decreased* 16.5 percent.

Elimination of short curricula, and consolidation of courses and curricula continued; there are now only 7 States with teacher-training high schools, and only 2 with county normals.

The total number of staff members in 93 representative teachers colleges and normal schools decreased 3.4 percent; in 10 institutions there was a slight increase.

No great changes in student enrollments were apparent during the year, although the total of 264,257 prospective teachers enrolled in teachers colleges and normal schools in 1931-32 showed a decrease of 8,300 from 1929 to 1930.

Research in teacher preparation continued with very little diminution. More than 600 published references of all kinds on teacher preparation were listed in the Office of Education during the year.

Findings of the National Survey of the Education of Teachers made under the direction of the Federal Office of Education, were interpreted for publication in six volumes to be available from the Superintendent of Documents, Government Printing Office, Washington, D.C. Two of the volumes, "Selected Bibliography" and "Education of Negro Teachers", have been published. Manuscripts of three others are in the hands of the printer.

BEN W. FRAZIER

Native and Minority Groups

PROGRESS in three significant directions has characterized education for social and economic rehabilitation among our native and minority groups owing largely to the development of wider inter-racial understandings and appreciations and to an increased sense of social responsibility.

1. School organization and curriculum content have undergone changes adapted directly to achieve social goals. Space permits only two examples; the second units of Puerto Rico, representing an adaptation of the junior high school idea, which are revivifying rural communities of the island, and the new venture in community schools patterned in principle after Mexico's schools of action but adapted to conditions in our Indian Southwest.

A unique feature of the former is the addition to the teaching staff in each second unit of a social worker as liaison officer between the school and the homes—a staff member active in cooperating with the practical school program in raising standards of living. The new Indian schools are community projects for adults as well as children, departing from the traditional in organization as well as in curriculum. Shops, gardens, recreational facilities are among the features emphasized.

2. Preservation of native cultures and development of special talents more and

more characteristic of education of these groups is exemplified by the establishment of the Barstow Foundation School in American Samoa. This school will aim to preserve and develop the best in native culture, traditions, arts and crafts while gradually introducing the students to Western civilization. The school is chiefly for the sons of chiefs who will be expected to return to their local communities at least half of the year. This arrangement is designed in order that the school may promote respect for native practices and procedures as well as give practical help in the necessary adjustments which the natives must make to the civilization with which they are more and more coming in contact.

3. Intelligent use of Federal emergency facilities has mitigated somewhat the results of drastic curtailments due to the economic crisis. Procedures in the Virgin Islands present an outstanding example. Through Federal funds education facilities have been made available to a high percentage of the adults of the islands, and nursery schools have been established in a number of communities, where the youngest children have appropriate food, medical attention, and other advantages of such food and medical attention as insure a good start in life.

KATHERINE M. COOK

Negro Education

SEVERAL events having important bearing on Negro education took place during the past year.

Overshadowing all other educational events in scope and financial expenditure have been the emergency educational projects of the F.E.R.A., which have been a great boon to Negro education.

But although many Negro schools were kept open with Federal funds during the year, and a large number of Negro adults benefited through emergency educational projects, discrepancies and inadequacies formerly existing in education for Negroes remained unmet. In fact, inequalities in many instances have been increased. For

example, in 449 counties in 16 Southern States, where the Negro represented 23 percent of the total population, 62 percent of the schools closed because of lack of funds were Negro schools, and of the total number of pupils involved, 43 percent were Negro. And when emergency funds were provided to extend school terms, only 36 percent of those extended were colored schools housing 39 percent of the total number of pupils involved.

By far the most significant event in the life of Negroes this year, in fact in many years, according to qualified observers, was the National Conference on Fundamental Problems in the Education of

Negroes held in Washington May 9-12. Called by Secretary of the Interior Ickes, and under the chairmanship and direction respectively of United States Commissioner of Education, Dr. George F. Zook, and Federal Specialist in the Education of Negroes, Dr. Ambrose Caliver, the Conference registered more than 1,000 delegates, representing 28 States and the District of Columbia.

Preliminary work of the conference was performed by 14 committees which studied various problems in the education of Negroes for several months. At Conference meetings these committees made reports of their findings and recommendations and discussions ensued. One of the most important results of the conference was the adoption of a "Charter" setting forth fundamentals in the education of Negroes. Inquiries concerning Conference proceedings should be addressed to the Federal Office of Education.

In Nashville, Tenn., at a conference on education and racial adjustment held at Peabody College for Teachers, a group of State superintendents of education and other educators representing all the Southern States adopted the following resolution: That "a textbook giving a faithful account of the contribution of the American Negro to the life of our country should be prepared and studied in all public schools, white and colored." It was further "recommended that each State department of education make a careful study of the treatment of the Negro and of inter-racial questions in its public-school textbooks, with a view to such eliminations and additions as may be needed for the building of intelligent, fair-minded attitudes on the part of teachers and pupils."

At the last annual meeting of the National Association of Teachers in Colored Schools plans were made to employ a full-time executive secretary. These plans have materialized and a permanent office has been established in Washington. This promises to be a forward step in promoting the professional life of teachers of Negro youth.

The continued appearance of the Journal of Negro Education and The Quarterly Review of Higher Education Among Negroes has been a source of gratification and assistance to those working in the field.

Lists of new publications in the field of Negro education during the past year are available from the Federal Office of Education.

Although the depression has left its marks, it is believed that this year marks the beginning of a new era of advancement and growth in the field of Negro education.

AMBROSE CALIVER

To Camp Educational Advisers:



★ AS I write this article the ninth annual meeting of the American Association for Adult Education is in session here in Washington. This meeting brings together the leaders of thought and action in all phases of adult education in the United

States. Their number includes librarians, museum directors, leaders of civic forums, city and State superintendents of schools, university presidents, deans, and professors, many officers from the various departments of the United States Government whose operations touch upon or vitally affect adult-education interests, and other classifications too numerous to mention.

You will be gratified to know that the work that you are doing now, namely, the C.C.C. educational program, has been the topic for consideration at one general session and at one smaller conference session. At the general session, a luncheon meeting, three corps area educational supervisors spoke, Mr. C. A. Edson of the fourth corps, Mr. M. G. Little of the sixth corps, and Dr. Nat T. Frame of the fifth corps. They gave to a large audience a vivid and comprehensive picture of the way the C.C.C. education program is functioning, together with an admirable statement of its underlying philosophy. In the smaller conference the several area advisers discussed various major educational interests that enrollees have shown, such as, vocational counseling and guidance or health and hygiene. Two camp advisers were also in the conference and they described some of their individual camp interests and activities. A number of persons in the audience asked questions that revealed a keen interest and sometimes a remarkable comprehension of our work.

The thing I am trying to show you in all of this is that here is a great educational organization giving conspicuous place in the program of its annual meeting to the enterprise in which you are at work. It must be encouraging to you to learn of this enthusiasm for the C.C.C. educational program.

All appointments of camp advisers have been made, and we stand now for the first time at full strength in our educational staff. The six area advisers, corps

C. S. March, C.C.C. Educational Director, Sends Camp Educational Advisers, *School Life* readers, this message of general interest

1 to 6 inclusive, uniformly report gratifying progress in their areas. Their reports of what you are doing are, of course, not limited to their formal statements before groups, but in a large meeting of this sort, they are constantly replying to the inquiries of their many friends concerning what is really going on in the camps.

I am impressed with their confidence in the future. Though we have had discouraging delays, for which nobody is really to blame, and though we have had a heavy turn-over of enrollees, together with a considerable moving of camps to summer locations, the area advisers are confident that you are getting hold of the problems in your camps, that you are mastering a new technique in educational procedures, and that even now results are beginning to show.

You can further the interests of the C.C.C. educational program by helping to interpret it to all who are in any degree interested. I hope you will accept speaking engagements before clubs and that you will in such speeches give vivid and personal pictures of what actually goes on in your camp. Then, too, I hope that you will send articles in to the editor of "Happy Days" whenever you develop in your camp a particular educational project or a successful technic that will be helpful to other educational advisers. All of us owe a debt to "Happy Days" for the helpful and understanding way in which that paper is giving the right kind

of publicity to what camp advisers are doing.

From my own observation of a limited number of camps, and from both the public and private statements of these area advisers, I am convinced that we cannot overestimate the value of your day by day interviews or visits with enrollees concerning their educational interests. For thousands of enrollees the most pleasing difference between their camp study and their previous formal school experience will be the personal and informal relations with you as educational adviser. I hope that you will continue to feel, each of you, that you are a vital part of a great and challenging enterprise.

★ For Adult Education

IN 1932 an inquiry was conducted by the Welfare and Education Division of the United States Bureau of Prisons, on the subject of suitable reading material for native born adult illiterates and near-illiterates. One hundred educators and librarians were consulted for opinions on books suitable for classroom use and for recreational and cultural reading. The results of this inquiry, together with helpful suggestions and lists of books have been compiled by John Chancellor, librarian of the Bureau of Prisons, into a 35-page circular. Copies of this circular may be had gratis upon application to the United States Bureau of Prisons, Department of Justice, Washington, D.C.

NOTICE

SCHOOL LIFE subscriptions are now \$1 a year. Owing to increased printing costs and improvement in quality it has been found necessary to increase the cost of this official monthly journal of the Federal Office of Education from 50 cents to \$1 a year. Single copies will be 10 cents in the future, instead of 5 cents. To receive SCHOOL LIFE'S service regularly send a check or money order to the Superintendent of Documents, Government Printing Office, Washington, D.C.

Libraries

DURING the past 5 years, libraries of all types have had an opportunity to justify their existence, if such justification were necessary. Increased leisure and unemployment have sent many people, who had not been users of libraries, to the libraries for help and recreation.

According to a recent statement made by the American Library Association, there was a 41 percent increase in the number of books borrowed in 61 important libraries in 1933 as compared with 1929. From 4 to 5 million new readers have registered during the same time. In the year ending July 1933, 400 million books were lent to approximately 25 million borrowers.

Although these figures show increased use and appreciation of libraries, it is evident that a large part of the population of the country is without library service.

One of the outstanding evidences of the present trend in library development is the general movement toward regional planning of library service. Many districts, as in California, that were without libraries had come to depend on county libraries which served both the school and the adult population. Where the county unit is too small or too poor to provide such service, several counties are combining to give better support to the local institution which extends its book service to the whole region.

For the future there is promise that by means of film books, photostats, and phonograph records (for the blind), scholars in the most remote parts of the country may have access to all printed matter without the trouble of journeying to the great libraries.

SABRA W. VUGHT

Trends in Mathematics

IN THE case of a subject such as mathematics, it seems almost impossible there should be in any one year much in the way of a new trend that is widespread. It would seem to require a few years to show any distinct tendency that is not sporadic or local", reports K. P. Williams, of the Department of Mathematics, Indiana University, Bloomington, Ind.

"The last year has seen a continuance of the trends in teaching mathematics that have been manifest for some years. More attention has been given to intuitive geometry as a preparation for formal demonstrative geometry. In algebra there has been an effort to sort and sift material in order to have a course best suited to the reasonable needs of the beginner. The question of what to do in the ninth year for many pupils continues to be baffling—a subject of controversy.

"The problem of providing mathematical instruction for average or subaverage pupils, without causing those of real ability almost to perish intellectually, is a difficult one. A recent book on algebra requires 500 pages to reach the quadratic equation. A pupil with much of a mind

would stagnate in the monotony of trivialities. The desire of authors to be sympathetic with average and subaverage ability is wholly commendable, but books and courses pitched at too low levels arouse suspicion. Good students too often pay the penalty for the effort to keep poor ones from failing.

"Those who believe that mathematics must have a fundamental place in a well-conceived educational system must commend activities of the National Council of Teachers of Mathematics. This organization affords an opportunity for real leadership in the teaching of secondary mathematics by persons who have actual knowledge of the subject. Growth of this national council during the past year is distinctly significant."

THE State Board of Vocational Education for West Virginia is cooperating with McMullan Hospital in Charleston in offering vocational courses in chemistry, dietetics, and physiology, for nurses. Similar courses have been in operation at Parkersburg and Wheeling for some time.

★ Exceptional Children

MORE than ever before emphasis is being placed upon the need of assimilating handicapped children into the life of the community, looking toward their constructive participation in the activities of citizenship. "As nearly normal as possible" is the adopted slogan. This means less institutional care and more community supervision; less isolation and more fellowship with other children; less rigidity of academic requirements and more curricular adjustment.

Child guidance clinics for all socially maladjusted, special schools and classes for all mentally and physically handicapped who require facilities and methods of instruction suited to their respective conditions, physical care to accompany educational provisions for all who are in need of it, enrichment of experience for all exceptional children through classroom situations are some of the goals toward which we have moved within the year.

In keeping with these ideals it seems safe to say that approximately 250,000 mentally or physically handicapped children are receiving the benefits of specialized instruction in either residential or day schools and that more than 13,000 teachers are engaged in such instruction. A sum in excess of \$20,000,000 was expended during the year for this particular phase of educational work.

ELISE H. MARTENS

★ Home-Study Code

THE Proposed Code of Fair Competition for the Private Home-Study Industry has been printed and a public hearing on the code was held on March 28. The code is for the control of any private agency conducting home-study courses for profit. It is specifically stated that the publication and proffered sale to the general public of textual materials as courses of study and of educational service to be rendered the purchaser are to come within the regulations of the code.

The code requires that each member of the industry shall submit a statement showing the receipts from tuition charges. It also includes provisions for bringing about fair practices and authentic statements in: The advertisement of courses; the statement of opportunities for employment in the line of work represented by the advertised course; the statement of tuition charges; the statements included in contracts signed by students; the practices followed in collecting tuition fees; statements of endorsements given by governmental agencies.

MARIS M. PROFFITT

Education Bills Before Congress

THE Committee on Education of the House of Representatives, after extended hearings, reported favorably a bill (H.R. 9544) authorizing the use out of relief funds of \$75,000,000 to assist the States, Territories, and District of Columbia in the maintenance of schools of less than college grade for the school year 1934-35, to be disbursed on the basis of need by the Federal Emergency Relief Administrator with the advice and cooperation of the Commissioner of Education. The bill was reported favorably on May 10, 1934, and placed on the House calendar.

The bill providing funds for further cooperation with the States in the promotion of vocational education was signed by the President on May 21, 1934.

S. 2042

Authorizes a professor of physics at United States Military Academy. (Approved by President, May 26, 1934.)

S. 3587

Authorizes appropriation of \$100,000 of which \$60,000 is for the extension and improvement of high-school buildings in School District No. 9 in Glacier County, Mont., and \$4,000 for school buildings in other public-school districts in said county provided said schools shall be open to both white and Indian children without discrimination except that tuition may be paid for Indian children attending in the discretion of the Secretary of the Interior. (Introduced May 10, 1934, by Mr. Wheeler, of Montana, and referred to Committee on Indian Affairs.)

H.J.Res. 339

Declares it is the sense of the Senate and the House of Representatives that each teacher, officer, and employee of every public school or other public educational institution in the United States shall, before assuming the duties of his position or office, take an oath pledging allegiance to the Constitution of the United States and declaring that neither he nor any one to his knowledge has either promised or paid any monetary or other valuable consideration to any person for influence or other assistance in securing his appointment or promotion. (Introduced May 7, 1934, by Mr. Kenny, of New Jersey, and referred to Committee on Education.)

H.R. 6379

Amends National Industrial Recovery Act so as to authorize the Administrator of Public Works to grant not to exceed 30 percent of the cost of labor and materials employed on approved projects of nondenominational educational institutions not operating for profit which have received or are receiving public aid, or of nondenominational educational institutions not operating for profit for purposes and projects designed to serve the

★ LEWIS A. KALBACH *Summarizes Legislation Affecting Schools Presented in the House and Senate*

interests of the general public such as hospitals in connection with class A medical schools or hospitals under public control such as municipal hospitals. (Introduced Jan. 4, 1934, by Mr. Byrns, of Tennessee, reported favorably amended by House Committee on Ways and Means, Apr. 21, 1934; passed House, May 7, 1934; referred to Senate Committee on Finance, May 8, 1934.)

H.R. 7059

Authorizes appropriation of \$3,184,603 for further development of vocational education. (Approved by President, May 21, 1934.)

H.R. 9142

Authorizes the President, through the Administrator of Public Works, to allot and transfer such funds to the appropriate educational authorities of the several States as may be necessary to continue for the normal length of term the common schools, including the public high schools, during the existing emergency; authorizes the Administrator of Public Works to conduct the necessary school census and make full examination into the financial condition of the schools in the several States. (Introduced Apr. 16, 1934, by Mr. McSwain, of South Carolina, and referred to Committee on Education.)

H.R. 9143

Authorizes an appropriation of \$3,600 annually for the fiscal years 1935 to 1943, inclusive, for aid in the education of children (between the ages of 16 and 21 years, inclusive, who have had their domicile in the District of Columbia for at least 5 years) of those who lost their lives during the World War as a result of service in the military or naval forces of the United States, including tuition, fees, maintenance, and the purchase of books and supplies; not more than \$200 shall be available for any one child and the funds shall be expended only for attendance at educational institutions of secondary or college grade; appropriation shall be made from funds to the credit of the District of Columbia. (Introduced Apr. 16, 1934, by Mrs. Norton, of New Jersey, and referred to Committee on the District of Columbia; reported favorably, May 8, 1934.)

H.R. 9151

Authorizes an appropriation of \$12,000,000,000 for public works of which \$25,000,000 shall be allotted for loans and grants to finance building construction including school buildings when included within plans and surveys made or approved by the United States Commissioner of Education. (Introduced Apr. 16, 1934, by Mr. Brunner, of New York, and referred to Committee on Ways and Means.)

H.R. 9457

Authorizes Director of Emergency Conservation Work to transfer Civilian Conservation Corps camps

buildings and equipment located on public lands to the Secretaries of Agriculture and the Interior for the use of the Forest Service and the National Park Service; authorizes those services to permit the use of the buildings and equipment by the educational authorities of the various States for the use of students for recreational and other purposes. (Introduced May 2, 1934, by Mr. Tarver, of Georgia, and referred to Committee on the Public Lands.)

H.R. 9465

Authorizes R.F.C. to make loans to public-school districts for the purpose of payment of teachers' salaries; provides that the aggregate amount of such loans at any time outstanding shall not exceed \$75,000,000. (Introduced May 3, 1934, by Mr. Sabath, of Illinois, and referred to Committee on Banking and Currency.)

H.R. 9527

Authorizes R.F.C. to make loans to any State, Territory, or District of Columbia for teachers in service who desire to take leaves of absence for professional study; the amount of any such loan shall not exceed \$1,000; conditions of making a loan to teachers shall be (1) employing authority shall agree to grant teacher leave of absence for 1 year and to restore the teacher to his position at the expiration of his leave of absence and to employ a teacher to take the place of the teacher on leave; (2) the teacher shall assign a life-insurance policy to the State extending the loan until the loan is repaid or provide other acceptable guarantees of repayment and shall agree not to engage in teaching other than practice teaching during the leave of absence. (Introduced May 7, 1934, by Mr. Kelly of Pennsylvania and referred to Committee on Banking and Currency.)

H.R. 9544

Authorizes the use for the fiscal year ending June 30, 1935, of \$75,000,000 out of any funds heretofore or hereafter appropriated for carrying out the purpose of the Federal Emergency Relief Act of 1933 to assist the States, Territories, and the District of Columbia in meeting the crisis in education; the funds are to be disbursed on the basis of need by the Federal Emergency Relief Administrator with the advice and cooperation of the Commissioner of Education; the funds shall be allocated in such manner as will assist in the maintenance of schools of less than college grade on a basis as satisfactory as possible; no Federal officer shall control the instruction or administration in education in any State; upon application funds may be distributed to privately supported free-tuition schools in need; declares this act to be an emergency-aid measure and shall not be considered as the beginning of any permanent policy of the Federal Government to assist the States in education. (Introduced May 8, 1934, by Mr. Douglass, of Massachusetts, and referred to Committee on Education; reported favorably May 10, 1934.)

Education Abroad

[Continued from page 215]

world economic disorder and world revolution.

In that connection, the evening papers report a coup d'état in Bulgaria and in the new governmental program as outlined are two items: a fundamental reorganization of the education system; and the raising of the cultural level in the villages.

In the field of education for racial groups, the year brought forth the Carnegie Corporation's report on "Education, native welfare, and race relations in East and South Africa", and "Island India goes to School", an account of education in the Dutch East Indies issued under the auspices of the Julius Rosenwald Fund. The former says of Africa:

There should be a partnership of interests (between European and native), accepting conditions as they are without loose talking about superior and inferior

paces, and with a full realization that we are members one of another, and that where one member suffers the whole body suffers.

The latter reports on Island India:

Our criticisms are against a system, however competent, which tends to disinherit a people from its own traditions and ways of life, which assumes that "progress" means Western civilization, which ignores all the beauty and expression and communal assets of the East.

Even in this, our censure is not peculiarly against the Dutch government of the Indies. Other European powers are engaged in the same foreignizing programs in their colonies and differ from the Dutch only in carrying through that one-sided task less efficiently and less thoroughly.

And a writer in the Oxford Magazine on learning that a Britisher is to go to Iraq by airplane to advise on the English public-school system there, voices a similar protest in a pointed stanza of a delightful little poem:

But all in vain the heavenly plan
Parts east from west by deserts wild,
If from the skies some impious man
Rains Arnold on the Arab child.

Art and Music

"THE year 1933-34 may mark a definite closing of one period of art education and the opening of another," says Walter H. Klar, supervisor of art in Springfield (Mass.) public schools.

"It would seem that the dominant trends and developments in art education during the past year", Supervisor Klar writes, might be described as follows: "The scope of art education has undoubtedly broadened to include, although at this time on a rather elementary and amateur level, a certain amount of adult education. This comes as a result of the unemployment of adults, the increase of leisure time, adult-education movements fostered by social institutions, or supported through the use of Government funds under the F.E.R.A.

"The fact that adult education has included in its curricula courses in art is important. It means that with the advent of manhood one does not pass out of the field of art. Much interest has been aroused among adults through a series of radio broadcasts sponsored by the American Federation of Women's Clubs cooperating with several art organizations. Art information has thus been made available to new groups of people.

"Among the art schools the tendency has been toward a less extreme attitude in subjects of design and painting. The pendulum is not swinging backward, but its rate of acceleration is certainly slower.

We are entering a period of better understanding of the theories of creative art, the result of the movement started in France a half century ago.

"In the teacher-training field very definite progress has been made, in at least two of our educational institutions. This progress is in the direction of the cadet or practice teacher entering actual classroom situations independently of the critic teacher at a much earlier time than has formerly been the procedure. With these two institutions the philosophy is that teachers learn to teach through teaching.¹

"Art education in the high schools is most certainly entering upon a new phase of development. This movement is toward freer and less fixed methods of instruction, the development of the imagination of the pupils, and attention to the individual rather than the course of study. Results of these movements may be seen in a stronger and more virile type of art product. There has been here a distinctive influence of the theories and principles of contemporary painters, architects, sculptors, and designers. There is also in the high schools an extension of nontechnical courses or courses wherein the student studies art as a great social

¹ The statement made in this paragraph is from a conversation with Mr. Vincent Roy, of Pratt, and Mr. Antonio, of the Rhode Island School of Design.

movement. Such courses provide an opportunity for the student to exercise his hand skills in various ways but the mark he receives will be based on what he studies, or how well he studies rather than on making a work of art.

"We are entering upon the second century of progress in art education."

"During the past 2 years thought has been concerned more with music as a subject of cultural development than with training for a definite profession", says Burnett C. Tuthill, secretary of the National Association of Schools of Music.

"The main objective of this association during the past 10 years, has been to set up minimum standards for training of professional musicians, and schools of collegiate rank have been occupied in bringing the requirements of their B.M. degree to this level of standard.

"Last year and this year, however, many requests have been received from associations and colleges for a nonprofessional curriculum to be introduced into liberal arts departments as a major toward the A.B. degree. There has been a strong endeavor to give students an acquaintance with if not a knowledge of music. A suggested curriculum for a major in music toward the A.B. degree has been adopted by the National Association of Schools of Music.

"The Association of American Colleges has spent 2 years on the investigation of the teaching of music in liberal arts colleges, and will soon issue a report. Music educators represented in the recent convention of music supervisors' national conference have been considering similar problems in the elementary and high schools.

"An investigation under way in the field of graduate music study should lead to constructive results in the near future. The status of graduate study in music has been in a very unsatisfactory condition. As the result the ultimate program for guidance of graduate schools has been postponed. The graduate music study investigating committee, appointed at the last meeting of the National Association of Schools of Music, is under the direction of Dr. Howard Hanson, Eastman School of Music, Rochester, N.Y."

One of the 28 monographs reporting findings of the National Survey of Secondary Education is "Instruction in Music and Art", by Anne E. Pierce and Robert S. Hilpert. This Office of Education publication, Bulletin 1932 No. 17, Monograph No. 25, is available from the Superintendent of Documents, Government Printing Office, Washington, D.C., at 10 cents a copy.

★ Book Trailer

THE rural department of the Springfield, Ohio, Y.W.C.A. sponsors a unique county library project for schools of Clark County. This year the committee in charge of the work wanted a real library book truck, but money was scarce. A chicken dinner yielded enough profit to buy a trailer which was built by a local mechanic who donated his labor.

Members of the committee, who are farm women, together with one Springfield representative, who is a trained librarian, take turns hitching the trailer to their own cars and thus make the circuits to the schools.

Shelves of the trailer carry nearly 300 books and several boxes can be placed in the body. Ten high schools and one small community are served. In addition a number of people living in the small villages come to the trailer for books when it stops at schools. This year each school pays \$3 for the service. Persons driving their own cars charge 2 cents a mile. This is not enough to meet wear and tear; but since each person drives only 3 days a month, there is no complaint.



The project has the hearty cooperation of the county superintendent of schools, the teachers, and the Warder Public Library staff in Springfield. All helped in selecting the books. Approximately 1,200 books are available. Three hundred are loans from the Ohio State Library, 200 are loans from the Warder Public Library, and 700 are gifts. Among the gifts are 115 canceled books from the Public Library of Cincinnati and Hamilton County, which still have some wear in them and which were gratefully received.

This library project had its beginning some years ago with a vocational loan shelf, the need for which arose because the country boys and girls wanted information on occupations. About 150 pamphlets were collected, 14 recent books, 16 folders, and other materials that could be given away. They were placed in an attractive box that could be transformed into a shelf which was loaned for periods of 3 weeks to each of the county high

Electrifying Education

NEW YORK University has announced plans for a course in motion-picture appreciation and a discussion of the problems of utilizing motion pictures in education. This course will be given during the fall term.

Teachers College, Columbia University, New York, announces a course similar to the one conducted last summer in the field of radio and educational pictures. The first unit will be *Educational Pictures* and the second *Radio in the Classroom*.

News of the increasing recognition given radio and cinematography comes from Munich (Sight and Sound, London, Winter 1933-4) to the effect that the Ministry of National Education in Czechoslovakia has decided that cinematography and radio should be included as obligatory subjects in the syllabus for the third course in secondary schools and in training colleges for teachers. And from Berlin it is learned that one of the seven departments of the new National Chamber of Culture in Germany is devoted entirely to the film.

The proceedings of the International Congress on Educational and Instructional Cinematography, which was held in Rome, April 19 and 25, 1934, are being printed in English and may be purchased from the International Institute at Villa Medicevale Torlonia, via Lazzaro Spallanzani, Rome, Italy.

schools. This shelf is now carried from school to school by means of the trailer.

The project is proving so satisfactory and the cost is so low that the committee is more concerned at present with increasing the number of books than in providing a different scheme of transportation. So convinced are they that the trailer is a practical plan for "hard times" that they heartily recommend it for other places. They advise, however, that those contemplating its use investigate their own State laws regarding the operation of trailers before beginning the plan. In Clark County the trailer with the necessary hook-up for different cars, license, and insurance has cost less than \$100.

EDITH A. LATHROP

Information submitted to the International Congress on Educational and Instructional Cinematography indicates that the French Government pays one-third of the cost of motion-picture projectors purchased for school use.

Twenty-five countries, including the United States, have signed the Geneva Convention to permit the entry of educational films without payment of customary tariffs or duties.

The Duke of Sutherland presided at the formal opening of the British Film Institute at a banquet held May 9, 1934, at the Mayfair Hotel in London.

The Gaumont British Corporation has recently announced (Sight and Sound, Winter, 1933-34) plans for making 50 educational films per annum, to meet the increasing demands for subjects of this kind.

Metropolitan Museum of Art, New York City, makes extensive use of radio broadcasting and motion pictures in carrying out its public-service policies.

The Motion Picture Research Council, 366 Madison Avenue, New York, under the leadership of Mrs. August Belmont, is engaged in an extensive campaign to establish branch councils throughout the country in order to promote the appreciation of better films and the wider use of motion pictures in all phases of education.

Professor Ellsworth C. Dent, is the author of a Handbook of Visual Instruction just published by Brigham Young University, Provo, Utah.

Northwestern University at Evanston, Ill., announces a course in visual education for its summer students.

Principles of radio, a technical course, and visual aids in education, are two courses offered by Colorado State Teachers College this summer at Greeley, Colo. The summer school is divided into two sessions, the first beginning June 16 and running to July 21, and the last one running from July 23 to August 25.

CLINE M. KOON

Recent Theses

DERRYBERRY, C. MAYHEW. Social and economic factors associated with health protection for the preschool child. Doctor's, 1933. New York University. 141 p. ms.

DRISCOLL, GERTRUDE P. The developmental status of the preschool child as a prognosis of future development. Doctor's, 1932. Teachers College, Columbia University. 111 p.

ERLANSO, PAUL A. A study of some personality traits of music students. Master's, 1933. Syracuse University. 96 p. ms.

FORESTER, JOHN J. Differences between typed and handwritten elementary school narrative compositions. Master's, 1933. New York University. 95 p. ms.

KAPLAN, ALBERT J. A study of the behavior-problem pupil in a secondary school. Doctor's, 1933. Temple University. 187 p.

LEWIN, WILLIAM. Photoplay appreciation in American high schools. Doctor's, 1933. New York University. 208 p. ms.

McKANE, KEITH. A comparison of the intelligence of deaf and hearing children: A study of the reactions of comparable groups of deaf and hearing children to three performance scales and a nonlanguage test. Doctor's, 1932. Teachers College, Columbia University. 48 p.

PEACH, HARRY L. Extracurricular activities at Brooklyn city college. Master's, 1933. New York University. 214 p. ms.

PENCE, A. C. Compensation of teachers when absent from duty. Master's, 1932. Ohio State University. 77 p. ms.

POWELL, ORRIN E. Educational returns at varying expenditure levels: a basis for relating expenditures to outcomes in education. Doctor's, 1933. Teachers College, Columbia University. 54 p.

ROBBINS, MADELINE V. Literature of remedial silent reading in senior high school and college. Master's, 1933. Boston University. 185 p. ms.

ROWLAND, W. T., JR. Aims of public education in the United States. Doctor's, 1932. George Peabody College for Teachers. 167 p.

RYAN, SISTER GENEVIEVE. An experiment in class instruction versus independent study at college level. Doctor's, 1932. Johns Hopkins University. 185 p. ms.

SCHWATKA, JOHN HERDMAN. A study of the student personnel in the Baltimore white senior high schools, session of 1930. Master's, 1931. Johns Hopkins University. 58 p. ms.

SHAFFER, VERTIE M. An attempt to determine the comparative effectiveness of two methods of teaching eleventh grade American history—the daily recitation vs. the mastery technique. Master's, 1933. West Virginia University. 63 p. ms.

SHAY, DANIEL H. The organization and administration of day industrial teacher training by the States in cooperation with the Federal Board for Vocational Education. Master's, 1933. Boston University. 39 p. ms.

SMITH, LUCIUS. The status of commercial education for Negroes in Georgia. Master's, 1932. New York University. 112 p. ms.

SMITH, WILEY F. The relative quickness of visual and auditory perception. Doctor's, 1932. George Peabody College for Teachers. (Offprinted from Journal of experimental psychology, 16: 239-57, April 1933.)

SPERLE, DIANA H. The case method technique in professional training. A survey of the use of case studies as a method of instruction in selected fields and a study of its application in a teachers college. Doctor's, 1932. Teachers College, Columbia University. 93 p.

STUART, HARLAND. The improvement of vocational education in the Philippine Islands. Doctor's, 1933. Harvard University. 547 p. ms.

THOMPSON, CLEM OREN. The extension program of the University of Chicago. Doctor's, 1932. University of Chicago. 188 p.

TRICE, JOHN A. The relation of an abnormal weekly schedule to grade point average attainment in college. Master's, 1933. University of Arkansas. 81 p. ms.

VAN COTT, HARRISON H. Some effects of segregating junior high school boys and girls in their classes in the constant subjects. Doctor's, 1933. New York University. 126 p. ms.

WALLACE, CORA J. Educational opportunities for crippled children in England, France, Germany, and the United States. Master's, 1933. University of Cincinnati. 158 p. ms.

WASHEE, ALEC, JR. The effects of music on pulse rate, blood-pressure and mental imagery. Doctor's, 1933. Temple University. 269 p.

WELLMAN, ELIZABETH B. The value of certain tests of speed, agility, balance, strength, and motor ability in predicting practical success in terms of honor credits in a school of physical education. Master's, 1933. Boston University. 61 p. ms.

WIGHTMAN, CLAIR S. The teachers' diary as an instrument of follow-up work. Doctor's, 1933. New York University. 133 p. ms.

WILLIAMS, LOTTIE A. A consideration of certain learning and teaching opportunities found in the commercial motion picture. Master's, 1933. West Virginia University. 81 p. ms.

RUTH A. GRAY

Foreign Languages

FROM the National Federation of Modern Language Teachers, through its secretary, Charles E. Young, and from the Committee on Modern Language Teaching, through its chairman, Robert Herndon Fife, come reports of trends and developments in the teaching of foreign languages during the past year or more.

Both the federation and committee reports agreed that present-day aspects in the field of modern language teaching are those based on findings of the Modern Language Study, an investigation of teaching in secondary schools and at similar college levels, carried out from 1925 to 1928 by a committee of modern language teachers under the sponsorship of the American Council on Education.

"The past 5 or 6 years have shown an increased interest and experimentation in selection and standardization of vocabulary in French, German, Spanish, and Italian as a basis for learning to read, and in the preparation and careful grading of reading material", reports Chairman Fife of the Committee on Modern Language Teaching. He says further: "Training in other capacities, such as oral and aural use and writing the foreign language is not neglected, but the tendency is to make these subservient to the attainment of reading ability at the end of 2 years and to look for valuable results in other abilities only when the course extends

over a longer period. There is an increasing use of standardized tests of achievement in school and college.

"Objective studies of frequency lists of vocabulary and idiom in French, German, and Spanish, collected in the modern language study", writes Chairman Young, of the National Federation of Modern Language Teachers, "have shown that knowledge of the first 2,500 items in these lists will equip the student with a knowledge of 90 percent of the vocabulary and idioms he will encounter in average reading. And equipped with these frequency lists, a number of language teachers are producing texts carefully graded for use in the first four semesters of foreign language instruction. Prof. Michael West, whose success in imparting ability to read English to Hindu boys has been remarkable, uses readers the first of which employs a total of not more than 500 different words. Each new word, after its first introduction, is repeated a number of times within the next few sentences. Professor West has also adapted to elementary use numerous standard English texts by replacing infrequent words and expressions by words of high frequency. Texts of this type are now rapidly appearing for foreign language students. There is considerable agreement on reading as the primary objective in the 2-year course in foreign language study in high schools or colleges.

BULLETIN

Mr. Buchanan, chairman of the House Committee on Appropriations, in presenting the bill to provide Federal relief funds until March 1, 1935, listed among the proposed applications of the \$890,000,000 requested the item, "Schools (subject to authorization by the President) \$48,000,000."

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., inclosing remittance [check or money order] at time of ordering*

NATIONAL Capital Parks, Washington. 27 p., rotoprinted, illus. (National Capital Parks, New Navy Building.) Free. See illustration.

Of especial interest to those planning to attend the summer meeting of the N.E.A. Contains brief descriptions of the historic structures, statues, and memorials, with a map showing the location of the important park areas of the District of Columbia and the recreational facilities provided.

A Description of United States Postage Stamps Issued by the Post Office Department from July 1, 1847, to December 31, 1932. 57 p. (Post Office Department.) 10 cents.

Gives in most instances the denomination, subject, presentation, color, artist, and date of issue of the various issues or series of stamps with a short description of others. Tells when the first United States adhesive postage stamps, the first books of stamps, the first rolls of stamps, the first postal card, and the first stamped envelopes were issued. (History; civics.)

National Recovery Administration. Code of Fair Competition for the Loose Leaf and Blank Book Industry, No. 412. 5 cents. Supplementary Code of Fair Competition for the Booksellers Trade, No. 60, Supplement No. 1. 5 cents.

Our Forests—What They Are and What They Mean to Us. 1933. 34 p., illus. (Department of Agriculture, Miscellaneous Publication No. 162.) 5 cents.

Contents: What the forest is, including story of how a tree lives and grows; forest regions of the United States; how our forests serve us; enemies of the forest—fire, insects, and fungous diseases; and forestry in the United States. (Nature study; Forestry.)

Mother's Aid, 1931. 39 p. (Children's Bureau, Publication No. 220.) 5 cents.

Significant developments in the field of public welfare brought about by the recognition of the essential values of home life in the rearing of children and acceptance of

the principle that no child should be separated from his family because of poverty alone. (Sociology; Child welfare.)

Wind Cave National Park, South Dakota. 15 p., illus. (National Park Service.) Free.

Geologic history of this national park located in the Black Hills of South Dakota; general information as to trips, displays, accommodations, railroads, roads, etc.; rules and regulations which must be observed while in the confines of the park, such as hunting, cameras, gambling, advertisements, dogs and cats, travel, fines and penalties, etc.; and a 2-page map of the United States showing the location of reservations administered by the National Park Service. (History; geography; civics; geology.)

The United States Lighthouse Service. 8 p., mimeog. (U.S. Department of Commerce, Lighthouse Service.) Free.

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

American City Series. Santiago—Cuba's Second City, No. 7-B. 23 p.

Commodities of Commerce Series. A Brief Talk About Tin—Bolivia's Chief Product. No. 10. 21 p.

Pearls in the Americas. No. 12. 22 p.

Cattle and Pampas. No. 16. 28 p.

Wool in South America. No. 25. 25 p.

Films

"How Seeds Germinate", a 1-reel silent film prepared by the Bureau of Plant Industry showing slow-motion screen, studies of actual germination of crimson clover and spring vetch over periods of from 3 days to an entire week. This film may be borrowed from the Division of Motion Pictures, United States Department of Agriculture, Washington, D.C. Transportation charges only.

Motion Picture Films of the United States Bureau of Mines. 1933. 23 p. folder. (Bureau of Mines.) Free.

List of motion picture films of the United States Bureau of Mines covering nearly 60 subjects pertaining to the mineral and allied industries, available free upon application, except for the cost of transportation.

Maps

Army Air Corps Maps.—Scale: 1:500,000 (8 miles to the inch); (Coast and Geodetic Survey.) Price 35 cents each. In lots of 20 or more in one shipment to one address, 25 cents per copy.

No. 8. New Orleans—Montgomery.

No. 36. Dayton—Louisville.

No. 42. Medford—Vancouver.

No. 63. Boston—Washington.

MARGARET F. RYAN

The staff of the Office of Education in the United States Department of the Interior is constantly engaged in collecting, analyzing and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries

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BEULAH I. COON, agent, studies and research.

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H. C. CORPENING, supervisor in charge.
W. A. ROSS, supervisor.

OFFICE OF EDUCATION
BULLETINS, PAMPHLETS, BIBLIOGRAPHIES

▪ At the close of another school year we list Federal Office of Education publications just off the press or in press. This guide to Office of Education publications brings up to date the list that appeared on the back cover of SCHOOL LIFE for January 1934.

A FREE LIST OF FEDERAL OFFICE OF EDUCATION PUBLICATIONS ISSUED IN 1930, 1931, 1932,
AND 1933 WILL BE SENT TO YOU UPON REQUEST

BULLETINS, 1934

- No. 1. Educational Directory. (*Limited supply free.*)
- No. 2. Institutions of Higher Education in Norway. (*In press.*)
- No. 3. Economies Through Elimination of Very Small Schools. (*In press.*)
- No. 4. The Welfare of The Teacher. (*In press.*)
- No. 5. Public Education in Puerto Rico. (*In press.*)

PAMPHLETS

- No. 5. State-wide Trends in School Hygiene and Physical Education, (Revised). (*In press.*)
- No. 47. The Legal Status of Married Women Teachers. 5 cents.
- No. 48. Residence and Migration of College Students. 5 cents.
- No. 49. Teachers' Problems With Exceptional Children, Pt. III, Mentally Retarded Children. (*In press.*)
- No. 50. Public Education in the Virgin Islands. (*In press.*)
- No. 51. Educational Activities for the Young Child in the Home. (*In press.*)
- No. 52. The Cost of Going to College. 5 cents.
- No. 53. Statistics of High Schools in Larger Cities. (*In press.*)
- No. 54. Teachers' Problems With Exceptional Children, Pt. IV, Deaf and Hard-of-Hearing. (*In press.*)
- No. 55. Teachers' Problems With Exceptional Children, Pt. V, Crippled Children. (*In press.*)
- No. 56. Teachers' Problems With Exceptional Children, Pt. VI, Children of Lowered Vitality. (*In press.*)

BIBLIOGRAPHIES

- No. 17. Good References on Secondary Education. (*In press.*)
- No. 18. Good References on Secondary Education Curriculum. (*In press.*)
- No. 19. Good References on Secondary Education Extra-Curriculum. (*In press.*)



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