BIENNIAL REPORT

of the

California State Department of Education

including the

Thirty-fifth Biennial Report of the Superintendent of Public Instruction

and the

Biennial Report of the State Board of Education For the School Years ending June 30, 1931 and June 30, 1932

Vierling Kersey, Superintendent of Public Instruction and Ex Officio Director of Education

PART I

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PART I

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CALIFORNIA STATE PRINTING OFFICE
HARRY HAMMOND, STATE PRINTER
SACRAMENTO, 1933

98283

LETTER OF TRANSMITTAL

State Department of Education
Sacramento, California
September 15, 1932

Honorable James Rolph, Jr.,
Governor of California,
State Capitol,
Sacramento, California.

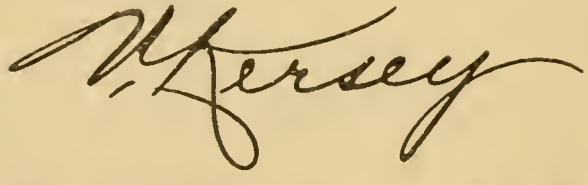
Sir:

Herewith is submitted the biennial report of the Department of Education covering the period beginning July 1, 1930, and ending June 30, 1932.

This report includes the biennial report of the State Board of Education, as required by School Code section 2.1389, and the thirty-fifth biennial report of the Superintendent of Public Instruction as required by School Code section 2.1417.

A complete statistical report for the biennium will be issued in a separate volume as Part II of this report.

Respectfully submitted,



Superintendent of Public Instruction, Director of Education, and Secretary and Executive Officer of the State Board of Education

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DIRECTORY OF PERSONNEL

STATE BOARD OF EDUCATION

Charles Albert Adams, San Francisco.....term expired March 1, 1931
Allen T. Archer, Los Angeles
Minnie B. Bradford, Sacramento.....term expired March 1, 1932
E. P. Clarke, Riverside
Mary Roberts Coolidge, Berkeley.....term expired March 1, 1932
Dr. Lewis P. Crutcher, Long Beach.....appointed January 15, 1932
Alice H. Dougherty, Oakland.....appointed March 4, 1932
R. E. Golway, Sacramento.....appointed January 12, 1932
Gordon Gray, San Diego
Wm. H. Hanlon, Martinez.....appointed December 3, 1931
Irene T. Heineman, Los Angeles.....resigned October 31, 1931
C. L. McLane, Fresno
Daniel C. Murphy, San Francisco.....appointed August 26, 1931
Amy S. Steinhart, San Francisco.....deceased April 9, 1932

Vierling Kersey, Secretary and Executive Officer
Florence B. Argall, Assistant Secretary

STAFF

Vierling Kersey, Superintendent of Public Instruction, Director of Education
- Pauline Winner (Mrs.), Administrative Assistant
- Alfred E. Lentz, Administrative Adviser
- Marion H. Ketcham, Assistant Secretary and Principal Clerk, Public School Teachers' Retirement Salary Fund Board
- Henry M. Lynn, Departmental Accountant

Sam H. Cohn, Deputy Superintendent of Public Instruction
Walter E. Morgan, Assistant Superintendent of Public Instruction and Chief of Division of Research and Statistics
- C. F. Muncy, Assistant Chief

Irene Taylor Heineman (Mrs.), Assistant Superintendent of Public Instruction, 311 California State Building, Los Angeles
Ivan R. Waterman, Chief of Division of Textbooks and Publications
- W. S. Dyas, Chief of Bureau of State Printed Textbooks

Evelyn A. Clement (Mrs.), Chief of Division of Teacher Training and Certification
J. C. Beswick, Assistant Executive Officer, Commission for Vocational Education and Chief of Bureau of Trade and Industrial Education
- Julian A. McPhee, Chief of Bureau of Agricultural Education
- Ira W. Kibby, Chief of Bureau of Business Education
- Maude I. Murchie, Chief of Bureau of Home-Making Education
- H. D. Hicker, Chief of Bureau of Vocational Rehabilitation
  - J. M. Dodd, District Supervisor of Vocational Rehabilitation, 303 State Building, San Francisco
  - W. E. Smith, District Supervisor of Vocational Rehabilitation, 107 California State Building, Los Angeles

L. B. Travers, Chief of Division of Adult and Continuation Education, 311 California State Building, Los Angeles

Herbert R. Stolz, M.D., Chief of Bureau of Parent Education, 2739 Bancroft way, Berkeley
J. F. Dale, Bureau of Parent Education
Gertrude Laws, Bureau of Parent Education, 311 California State Building, Los Angeles
Magdalene F. Wanzer (Mrs.), Chief of Bureau of Immigrant Education, 317 State Building, San Francisco

Helen Heffernan, Chief of Division of Elementary Education and Rural Schools
Gladys L. Potter (Mrs.), Assistant Chief

N. P. Neilson, Chief of Division of Health and Physical Education
Winifred Van Hagen, Chief of Bureau of Physical Education for Girls

Mabel R. Gillis, State Librarian, Chief of Division of Libraries
Eleanor Hitt, Assistant Librarian

Andrew P. Hill, Jr., Chief of Division of Schoolhouse Planning
Charles W. Bursch, Assistant Chief
J. A. Burkman, Research Expert and Adviser for Teachers Colleges

Nicholas Ricciardi, Chief of Division of Secondary Education

——— ———, Chief of Division of Special Education
R. S. French, Chief of Bureau for the Education of the Blind, Principal California School for the Blind, Berkeley
Elwood A. Stevenson, Chief of Bureau for the Education of the Deaf, Principal California School for the Deaf, Berkeley
Lillian B. Hill (Mrs.), Chief of Bureau of Mental Hygiene
Mabel F. Gifford (Mrs.), Chief of Bureau of Correction of Speech Defects, 317 State Building, San Francisco

ADMINISTRATIVE ORGANIZATION OF THE STATE DEPARTMENT OF EDUCATION

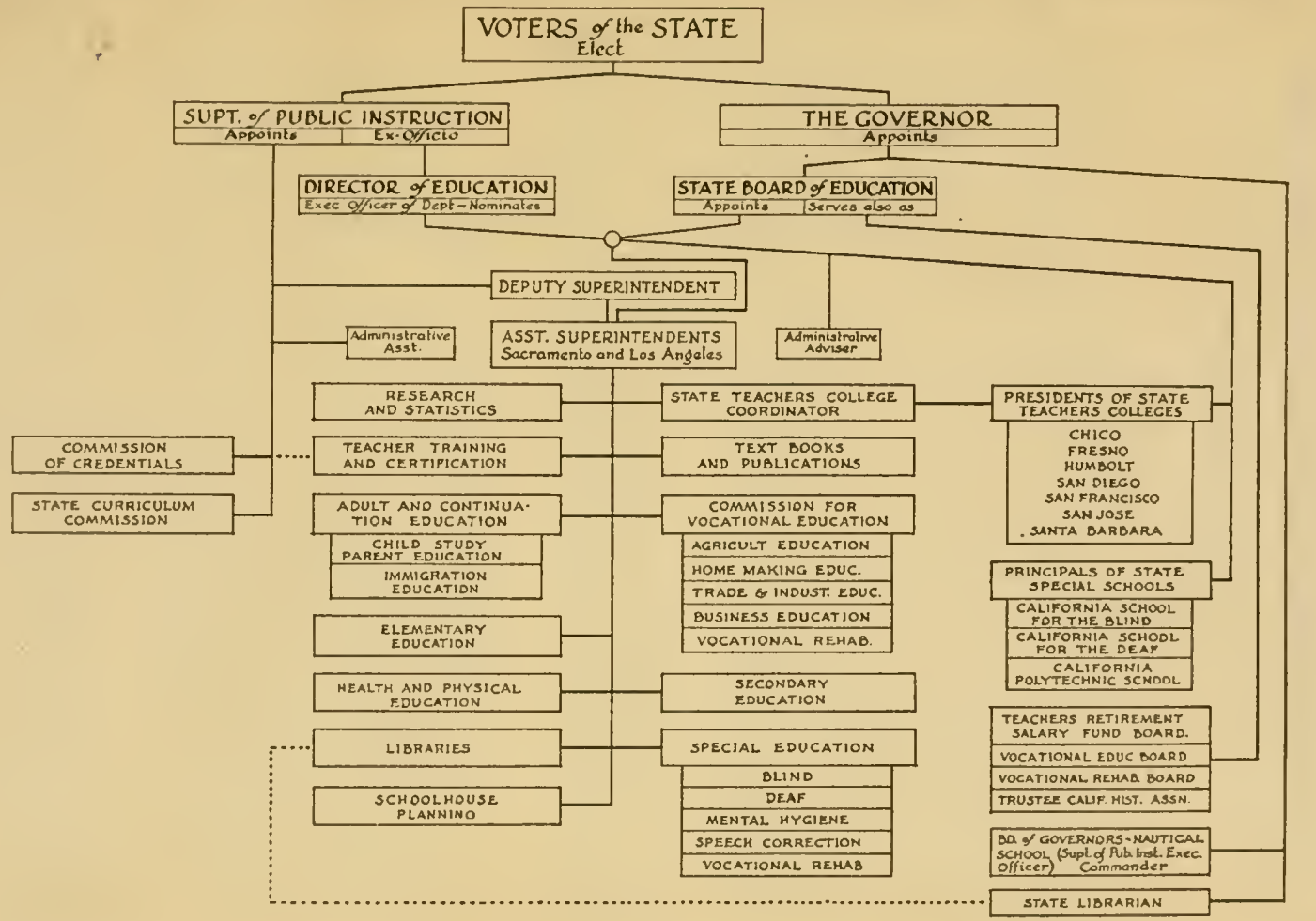
The State Department of Education consists of the State Board of Education, the Superintendent of Public Instruction who is ex-officio the State Director of Education, and a staff organization, part of which is specifically provided by law and part of which is provided by authority vested in the State Board of Education and the State Director of Education.

The State Board of Education is established as the "governing and policy determining body of the department" [1] and in the State Director of Education are vested "all executive and administrative functions." [2]

The chart on the opposite page presents a diagram of the organization of the Department of Education which obtained for the major part of the biennium, and shows in addition the organization provided for the state teachers colleges and state special schools.

[1] School Code section 2.1321
[2] *Ibid.*

ORGANIZATION OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION



Biennial Report of the State Board of Education

REORGANIZATION

A reorganization of the State Board of Education was effected by 1931 legislation amending School Code section 2.1371 to read as follows:

> Except as herein provided, the term of office of the members of the board shall be four years and they shall hold office until the appointment and qualification of their successors. The terms of the members of the board in office when this amendment takes effect shall expire as follows: two members September 15, 1931; three members January 15, 1932; two members January 15, 1933; three members January 15, 1934. Such terms shall expire in the same relative order as to such members as the terms for which they hold office before this amendment takes effect, except that members whose terms would have expired on the same day shall determine their relative order by lot. The terms commencing September 15, 1931, shall expire January 15, 1935.

This provision resulted in decreasing the length of the terms of office of certain of the members then serving on the board and in replacing certain members.[1]

RULES AND REGULATIONS

School Code section 2.1383 empowers the State Board of Education:

> To adopt rules and regulations not inconsistent with the laws of this state for its own government, for the government of its appointees and employees, for the government of the day and evening elementary schools, the day and evening secondary schools, the technical and vocational schools of the state, for the government of the several teachers colleges of the state, as hereinafter provided, and for the government of such other schools, excepting the University of California, as may receive in whole or in part financial support from the state;

Certain revisions and additions to existing rules and regulations were made during the biennium. At the regular quarterly meeting of the State Board of Education, March 18 and 19, 1932, the rules and regulations relative to secondary school courses of study and graduation requirements were materially changed.

The revisions adopted were intended to eliminate the specific requirements heretofore made by the board and to give to local school administration the responsibility and authority for adapting secondary school requirements to the individual needs of pupils. The only specific requirements relative to graduation remaining after revision are as follows:

[1] See Directory of Personnel, p. vii.

Junior College Graduation

The governing board of any high school district in which junior college courses are maintained, or the governing board of any junior college district shall confer the title of Associate of Arts upon any student who shall complete satisfactorily a two-year junior college curriculum of 64 semester hours, including the following:

1. A major consisting of at least 20 semester hours in a specified field of study.
2. Four semester hours in health and physical education.
3. Two semester hours in the Constitution of the United States, including the study of American institutions and ideals.
4. Such requirements in oral and written English as may be established by the governing board.

Specific requirements for graduation from high school have been changed to read as follows:

High School Graduation

A diploma of high school graduation shall be granted to any pupil of good character who satisfactorily completes the full curriculum of a senior high school or of a four-year high school.

Such curriculum shall involve a total of 190 semester periods of classroom instruction or supervised learning activity completed in a four-year high school or in junior high school and senior high school.

A semester period is defined as one period of 40 to 60 minutes per week throughout one semester of not less than 17 weeks.

Each four-year high school curriculum shall include:

1. Instruction in health and physical education daily throughout each year of the high school curriculum; except that exemption may be authorized as provided in School Code section 3.731.
2. Not less than ten semester periods of instruction in American history and civics including the study of American institutions and ideals and the United States Constitution.
3. Attainment of a satisfactory mastery of oral and written English.

Both the above requirements take effect July 1, 1932.

Rules and Regulations Governing Pupil Transportation

One of the noteworthy achievements in education in California has been the development of pupil transportation. Consolidation of schools and unionization of school districts will undoubtedly have the effect of increasing the extent to which pupil transportation will be used in years to come.

Fortunately, there have been comparatively few serious accidents involving pupils being transported to or from school. The hazards involved and the accidents which have occurred, however, indicate the necessity for regulation and control of pupil transportation.

The rules and regulations adopted by the State Board of Education relative to pupil transportation were developed for the purpose of minimizing the hazards and avoiding many of the dangers involved in

pupil transportation, thereby guaranteeing, in so far as possible, the safety of pupils being transported to and from school.

The placing of these rules and regulations into effect is the cooperative responsibility of the State Department of Education and the California Highway Patrol. The complete text of these rules and regulations was published in *Department of Education Bulletin* No. 2, January 15, 1932, *The Regulation of Pupil Transportation.*

TEXTBOOK ADOPTIONS

In accordance with Article IX, Section 7, of the California Constitution and School Code section 6.260, the State Board of Education adopts and distributes free of charge a series of state textbooks for use in the elementary schools of the state. The following textbooks were adopted during the past biennium:

Music Series

The following music textbooks were adopted for a four-year period beginning July 1, 1931:

McConathy, Miessner, Birge, and Bray, *The Music Hour Series*

First Book, for use in the second grade
Second Book, for use in the third grade
Third Book, for use in the fourth grade
Kindergarten and First Grade Book, for teachers
Elementary Teachers' Book
Intermediate Teachers' Book

Giddings, Earhart, Baldwin, and Newton, *Music Education Series*

Two-part Music, for use in the fifth grade
Intermediate Music, for use in the sixth grade
Adventures in Music, for use in mixed classes

Language Series

The Sheridan-Kleiser-Mathews language series, *Speaking and Writing English,* consisting of three books, for the fourth, fifth, and sixth grades published by Benj. H. Sanborn & Company was readopted for a four-year period beginning July 1, 1932.

English Series

The McFadden English series, consisting of two books, for the seventh and eighth grades published by Rand McNally & Company was readopted for a four-year period beginning July 1, 1932.

California Geography Series

California Geography, by Harold W. Fairbanks, published by Harr Wagner Publishing Company, was readopted for a four-year period beginning July 1, 1931.

Arithmetic Series

The following arithmetic textbooks were adopted for a period of not less than four years nor more than eight years beginning July 1, 1932.

Brueckner, Anderson, Banting & Merton, *The Triangle Arithmetics*

Book One, Part One, Grade Three
Book One, Part Two, Grade Four
Book Two, Part One, Grade Five
Book Two, Part Two, Grade Six
Mathematics for Junior High School, Book One, Grade Seven
Mathematics for Junior High School, Book Two, Grade Eight

Extension of Adoption Period of Other Textbooks

The Secretary of the State Board of Education was authorized to enter into contracts with the publishers to authorize the distribution of such books as may be on hand June 30, 1932, in terms of price agreement to be reached by the secretary and executive office and the publishers, and arrangements for further printing and distribution of these books to be in accordance with needs to be determined by the secretary and executive officer of the board.

A Beginner's History, by Wm. H. Mace, published by Rand McNally & Company.

Advanced History (Second Revised Edition), *History of the American People,* by Beard and Bagley, published by The Macmillan Company.

Human Geography, Book Two (Revised Edition), by J. Russell Smith, published by The John C. Winston Company

Geographical Reader, *Journeys in Distant Lands,* by Barrows and Parker, published by Silver, Burdett & Company

Civics, *How We Govern,* by Fredric P. Woellner, published by Chas. Scribner's Sons

Primer of Physiology, by John W. Ritchie, published by World Book Company

Handwriting Books, One to Six, *Freeman's Correlated Handwriting,* published by Zaner & Bloser Company

TEACHER RETIREMENT

The State Board of Education is constituted the Public School Teachers' Retirement Salary Fund Board, and as such is charged with responsibility for administering the teachers' retirement system.

The following data relative to teacher retirement during the biennium are herewith presented.

Number of New Teachers Contributing:

In 1930–1931 accounts were opened with 3246 new contributors to the teachers' permanent fund for retirement. Data for 1931–1932 are not yet available.

Each new teacher is required by law to file a confidential personal report before receiving the first month's salary. The following figures include a number of such

reports from old teachers, that had been outstanding and were called in during the biennium:

1930–1931—3959 confidential personal reports received.
1931–1932—2942 confidential personal reports received.

Income for biennium:

	1930–1931	*1931–1932*	*Total receipts*
Teachers' donations	$504,518 55	$519,845 65	$1,024,364 20
Inheritance tax	582,350 53	686,789 57	1,269,140 10
Net interest	179,381 70	204,802 91	384,184 61
Total receipts	$1,266,250 78	$1,411,438 13	$2,677,688 91
Cash on hand at opening of biennium			$52,200 56
			$2,729,889 47

Disbursements for Biennium:

	1930–1931	*1931–1932*	*Total disbursements*
Retirement salaries	$660,940 15	$711,164 66	$1,372,104 81
Office salaries	16,918 07	17,326 78	34,244 85
General expense	4,986 90	3,658 47	8,645 37
Total expenditures	$682,845 12	$732,149 91	$1,414,995 03
Investments	504,176 25	760,035 72	1,264,211 97
	$1,187,021 37	$1,492,185 63	$2,679,207 00
Cash on hand at close of biennium			50,682 47
			$2,729,889 47

Number of Persons Retired:

Since the teachers' retirement fund was established August 10, 1913, 2382 retirement salaries have been granted.

The following retirement salaries have been granted during the past biennium:

Year	*Full retirement*	*Disability*	*Total*
1930–1931	132	36	168
1931–1932	118	33	151
Total	250	69	319

The foregoing does not include 74 annuities (57 for full retirement and 17 for disability) granted June 24, 1932, because they go on the pay roll July 1, 1932. The table includes eight quarterly lists of applications, the first being presented to the Retirement Board July 12, 1930.

Net growth in annuitants' pay roll:

Due to deaths and resumption of teaching the net growth in the annuitants' pay roll has been but 170 names during the biennium:

	Number of names on pay roll			*Net increase*	
Date	*Full retirement*	*Disability*	*Total*	*Year*	*Biennium*
June 30, 1930	1029	388	1417	--	---
June 30, 1931	1100	404	1504	87	---
June 30, 1932	1166	421	1587	83	170

Status of Fund June 30, 1932:

Total receipts from August 10, 1913, to June 30, 1932:		
Teachers' donations	$6,022,618 21	
Inheritance tax	5,909,037 18	
Net interest	1,329,146 20	
Total receipts		$13,260,801 59
Total disbursements from August 10, 1913, to June 30, 1932:		
Retirement salaries	$7,307,883 44	
Office salaries	172,285 23	
General expense	42,838 48	
Total expenditures		$7,523,007 15
Investments	$5,687,111 97	
Cash on hand	50,682 47	
Total balance on hand		5,737,794 44
Total disbursements		$13,260,801 59

Biennial Report of the Superintendent of Public Instruction

VIERLING KERSEY, Superintendent

LEGISLATION ENACTED IN 1931

1931 Legislation Principally for Clarification Purposes

The Legislature of 1931 enacted a comparatively large number of laws affecting public education. In the main these laws were amendments to existing sections of the *School Code of California* drafted for the purpose of clarifying the intent of existing legislation or for the purpose of removing contradictory provisions between several sections of the School Code. The result of such clarification measures has been to simplify administrative procedures and to eliminate restrictions on administrative practice imposed by laws which were capable of variable interpretation.

Financial Legislation

Thus, all the sections of the School Code relating to state and county apportionments, county taxation and district taxation, for elementary and secondary schools were so amended as to bring them into harmony with each other. Contradictory sections stipulating maximum rates of taxes and providing variable methods for the levy of school taxes were harmonized by the repeal of one set of such laws and amendment of the remaining sections. As a result, for the first time in many years we have a body of legislation incorporated in the School Code which is clearly expressed governing the financial affairs of the public schools.

Specific Results of Financial Legislation

Some of the results of the clarification measures affecting school finance may be summarized as follows:

1. State apportionments are now required to be made directly to the individual elementary school districts in each county in the same manner as to high school districts.

2. The language of the sections relating to the state and county apportionments to high school districts was clarified so as to provide specifically a definite apportionment for each of grades 9 to 14, inclusive, in all junior, senior, four-year, or evening high schools.

3. A definite apportionment is allowed for new high school districts both from state and county sources.

4. Compulsory continuation classes were grouped with other types of special day and evening classes for purposes of computing bonus apportionments on the average daily attendance in such classes.

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5. School district tax legislation was simplified so as to provide for a single district budget to be submitted by each school board and to stipulate a single set of maximum tax rates for school district purposes. This legislation also provided for the same deductions to be made from the assessment roll in fixing school district tax rates as is made in the case of the levy of county taxes, on account of anticipated tax delinquencies. The old sections of the School Code providing for district taxes for a special school district building fund and special school district fund were repealed, as were also provisions for high school and junior college district "estimates."

6. The provisions of the School Code relative to school district bonds were materially simplified and a number of major changes were effected in these sections of the School Code. These changes include: A reduction of the maximum rate of interest on school district bonds from 6 per cent to 5 per cent per annum; reduction of the maximum term of school bonds from 40 years to 25 years; provision for the payment of premiums and accrued interest received from the sale of bonds into the interest and sinking fund of the district rather than into the building fund of the district; and requirement that payments on bond principal must begin not later than the sixth year of the term of the bonds instead of after the first half of the term of the bonds.

7. The clarification measures affecting school finance also provided for the creation of a definite unapportioned county elementary school fund from which to pay the numerous charges required in the School Code to be paid from such fund. Heretofore no provision has been made creating such a fund and the charges against the fund have operated to reduce the amounts of the county apportionments to the individual school districts. The creation of this fund will make it possible for the county superintendent of schools to take care of emergency situations arising within the county without loss to the other school districts of the county.

Publication of and Hearing on School District Budgets

The legislation relating to the school district budgets also provided for the publication of each school district budget except in the case of districts employing but one teacher or requiring no district tax. A public hearing on the school district budget was also required by this legislation. The Department of Education believes that this legislation is intended to serve a meritorious purpose but that it will be in the main ineffective and will constitute an additional expense which will not yield commensurate values.

Junior College Finance

Despite the fact that experience during the previous biennium had shown conclusively that the growth of the junior colleges had been such as to render the decreasing receipts from the federal government, which were applied by the state as apportionments for the support of the district junior colleges, entirely inadequate to make the apportionments required by existing legislation, the Legislature of 1931 did not provide for the establishment of a state junior college fund adequate to make the required apportionments. At this session of the Legislature those

sections of the School Code relating to the state junior college fund were so amended as to place the support of the district junior colleges on the basis of an arbitrary biennial legislative appropriation to augment the insufficient federal junior college receipts. The amount of the appropriation for the biennuim 1931–33 was $1,701,520. The amount of this appropriation was reduced by the Governor, in accordance with the power given him by general law, to $1,601,520. It is entirely evident that this amount will be nearly a quarter of a million dollars less than the amount required to be apportioned to the junior colleges under existing legislation. This shortage will have to be made up by junior college district taxes and county junior college tuition taxes levied upon common property.

County Maintenance and Repair Fund

The legislation of 1931 provided for the creation in each county of a school maintenance and repair fund to comprise moneys set aside from the funds of those districts desiring to participate, the fund to be administered by the county superintendent of schools for the maintenance and repair of the physical properties of the school districts of the county. This measure should result in improved maintenance of school facilities and in the saving of considerable amounts of money.

Teacher Tenure

The so-called teacher tenure act, comprising a number of sections of the School Code governing the classification of teachers and providing for a permanent classification of teachers in certain types of districts, was amended so as to require that all teachers employed in districts having 850 or more pupils in average daily attendance should be classified as permanent upon reemployment for the fourth consecutive year in such district. Permanent tenure was authorized to be granted by school boards in districts having less than 850 pupils in average daily attendance. This modification of the teacher tenure legislation was intended to eliminate in part the more serious defects of existing teacher tenure legislation as it affected the smaller districts of the state.

Sick Leave and Leaves of Absence

A series of laws was enacted providing for the granting of leaves of absence and sick leave for teachers or other school employees under specified conditions. In the main these bills authorized the granting of leaves of absence not to exceed one year for purposes of study or travel and provided the method for computing the amount to be deducted from the salary of certificated employees in the event of absence on account of illness or for other reasons. The efficacy of these laws will have to be tested by actual practice before comment can be made concerning their value.

Municipal Taxes for Schools

A special law was enacted requiring that all moneys collected by the governing body of any municipality from taxes levied for school

purposes be paid into the county treasury to the credit of the school district. This law was necessitated because of variation in practice in the administration of funds so collected under special state laws or city charters.

Temporary Transfers of Funds

Provisions of the School Code requiring temporary transfers from county funds to school district funds which are temporarily depleted were somewhat modified by the 1931 Legislature so as to give effect to the constitutional mandate requiring such transfers. This legislation should result in a saving of many tens of thousands of dollars to school districts now required to be expended in the form of interest on registered warrants because of temporary depletion of school district funds.

School District Liability and Insurance

Several laws were enacted clarifying and defining the liability of school districts and school district employees or agents on account of injuries to person or property, and authorizing the carrying of insurance at school district expense to protect the district against claims on account of such injuries. These bills probably impose too heavy a liability upon school districts in proportion to the liability imposed by law upon municipal and other subdivisions of the state.

Junior College Legislation

In addition to the legislation referred to as affecting junior college finance a series of bills were enacted relating to the organization and administration of junior colleges. These laws eliminated the arbitrary standards previously stipulated in the School Code for the formation of junior college districts and substituted therefor the requirement that the State Board of Education should establish standards for the formation of such districts and that such districts should be formed only after a survey made by or under the direction of the State Department of Education. These laws also provided that the State Board of Education should be required to approve the establishment of junior college courses in high school districts before such courses should be authorized.

Textbooks

Serious attempts made to require the state printing of all elementary school and high school textbooks and supplementary books were finally compromised in legislation requiring reports to be submitted annually showing in detail the amounts expended by school districts for all kinds of books and the titles and numbers of such books purchased. The State Board of Education was also authorized to provide two or more textbooks in those elementary school subjects in which supplementary texts are required.

Transportation

The purchase of school buses from any school district funds except bond funds or teachers' salary funds was authorized by 1931 legislation. High school boards were authorized to pay the cost of pupil

maintenance, not to exceed the cost of transportation, in lieu of transportation in those cases where transportation costs would be excessive or where transportation facilities could not be provided.

Legislation of 1931 Constructive but not Radical

Most of the educational bills enacted by the 1931 Legislature were definitely constructive in character and will provide a material basis for a reconstructed School Code which will be simple and clear and therefore effective. No radical legislation was enacted and little if any material change was effected by the bills which were passed.

In one or two instances special legislation was enacted at the instance of local groups who were more concerned with the solution of local problems than they were with the general welfare of the schools of the state. It probably will be necessary to introduce legislation later to correct some of the ill-considered effects of this special legislation.

Numerous bills which would have provided constructive changes of a major character in the present administrative practice in public education failed of passage by the 1931 Legislature. Among these bills there was proposed:

1. The creation of a state public school equalizing fund.
2. Centralization in the office of the Superintendent of Public Instruction of responsibility for interpreting legislation relating to the public schools.
3. Provision for the support of the junior high school on the same basis as other high schools.
4. Provision of state support for kindergartens.
5. Stabilization of state support for junior colleges by requiring annual transfers from the general fund of the amounts required for junior college apportionment.

The failure of these bills is in the main to be attributed to the pressure upon the Legislature for retrenchment in public expenditures. Continuance of the economic depression undoubtedly will prevent any material progressive and constructive school legislation for at least another biennium. It should be noted, however, that the Legislature demonstrated conclusively that it was interested in maintaining on a high level the services of public education. It is to be hoped that the same attitude will characterize succeeding Legislatures and that the public schools will continue to merit this confidence on the part of the people and their representatives.

FINANCING PUBLIC EDUCATION

Of all problems confronting public education in California at the present time, those involving questions of school finance are by far the most in need of immediate solution. The economic depression has brought with it a host of problems which involve the public schools as well as many other phases of public and private enterprise. Decreased revenues have made retrenchments necessary. High tax burdens on certain forms of wealth have made evident the need

for drastic revision of the present state tax plan. Adequacy of financial support for schools is seriously threatened.

Retrenchments in School Expenditures

Public school officials have always been keenly aware of their responsibility to the public for maintaining schools on a basis of economy consistent with educational efficiency. With the advent of lower prices brought about by the depression, school administrators immediately began to take advantage of the situation to effect substantial savings. For several years there has been a strong tendency to enlarge the size of classes in the interests of economy. Many other means of effecting economies in school expenditures have been employed.

As the depression continued, and lowered property valuation necessitated higher local taxes to provide revenues, the need for further retrenchments became increasingly evident. Reduction in expenditures not consistent with educational efficiency, however, is not sound economy. Reductions must be planned carefully and with full knowledge of their effects on educational programs.

Realizing the need for a wise program of economy, the State Department of Education prepared a statement for the guidance of the local school officials.[1] This statement set forth in brief form the natures of the situation calling for careful economy and emphasized the necessity for planning reductions in school expenditures in such a way as to produce the least harm to the educational system and the pupils in our schools. Possible economies were divided into two groups: (1) economies not involving curtailment of school activities, and (2) economies involving curtailment or elimination of certain educational functions. A suggested order in which certain economies could be effected in local school districts was presented. A summary showing the suggested sequence follows:

I. Economies which do not involve curtailment of school activities
   - A. Consolidation of school districts
   - B. Elimination of small schools
   - C. Increase in size of classes
   - D. Extension of participation in consolidated purchasing of school supplies

II. Economies involving curtailment of current school activities
   - A. Curtailment of service expansion
   - B. Temporary discontinuance of expanded phases of educational program
   - C. Reduction of experimental activities
   - D. Curtailment of quasi-educational services such as health service, dental service, safety activities, attendance supervision, etc.
   - E. Postponement of expenditures for maintenance
   - F. Lower standards of merchandise
   - G. Restriction of materials and supplies
   - H. Postponement of capital outlays

[1] "First Things First in Education" *California Schools,* Volume III, No. 3, March, 1932, pp. 59–80.

I. Bonding rather than paying out of current tax rate
J. Elimination of all non-essentials from curriculum
K. Elimination of certain phases of adult education program
L. Reduction of supplemental materials of instruction
M. Reduction of administrative activities
N. Reduction of supervisory service
O. Reduction of teachers' salaries

There is abundant evidence which shows that school expenditures have been materially reduced during the past biennium, particularly during the past year. Preliminary reports show that during the school year 1932–1933, even more drastic reductions have been effected. Many school districts are operating on budgets that have forced curtailments of absolutely essential educational activities. Out of the desire to save as much as possible governing boards of school districts and school administrators the state over reduced their expenditures to a minimum. In many communities the inadequacy of funds has prohibited the maintenance of even minimum educational programs. The elimination of services and activities is now having harmful effects upon the educational system of the state. Many school children are being deprived of the educational opportunities that are rightfully theirs.

The present system of financial support for schools is inadequate in two respects. First, the percentage of total revenues derived by the school districts from state sources is far too low. Secondly, state school funds are apportioned according to a plan that totally ignores the relative financial ability of the school districts and the counties to support education.

Theory of State Support of Schools

Education is a state function. It is the responsibility of the state to provide for the maintenance of adequate schools for all the children of the state and to provide whereby these schools shall be financed. This can be done in one of two ways, first, by requiring school districts to bear the total burden for school support, and second, by a system whereby the state and other units will contribute a portion of the support. Full acceptance of the principle that education is a state function demands either that the state contribute the whole cost of an adequate school program for the whole state or that state school moneys be apportioned to local communities in such a way that local tax rates for the support of an adequate school program shall be equal throughout the state. Not only is local support to the extent that it exists today in California opposed to sound theory of educational support, but the system as it actually operates in the state imposes unjust and oppressive tax burdens on property owners and fails to provide necessary revenues in the poorer districts and counties of the state.

Excessive Property Tax Burden

It will be noted from the table on page 31 that the state contributes but 16.9 per cent of the total school district revenues. Eighty-three per cent of these revenues are contributed by the counties and

school districts and derived from taxation of real and personal property. Furthermore, 76 per cent of the revenues for all governmental purposes in the state are derived from the property tax. When it is considered that property contributes but approximately one-fourth of the total earned income in the state, it is clearly evident that the tax burden placed on this one form of wealth is highly excessive.

Property valuations are rapidly decreasing with a direct result of higher tax rates to produce the same revenues. Tax delinquencies are increasing at an alarming rate. In the face of these conditions, many school districts have found it impossible to raise the revenues required to maintain adequate schools. Conditions are rapidly becoming worse. Disaster threatens large numbers of the poorer school districts in all parts of the state.

Inequalities

Acceptable theory of school support demands equality of educational opportunity and equality of taxation for the support of schools. This principle can not be realized under the present system of support.

Due to the unequal distribution of wealth certain counties are far more able to support education than other counties.

The California Constitution requires that counties shall match state apportionments for elementary schools and double state apportionments for high schools. This constitutional mandate imposes burdens upon the poorer counties of the state that are many times as high as those imposed upon the more wealthy counties. Differences in school district tax burdens among school districts are far greater than those among counties.

Differences among counties and among school districts in financial ability to support education have caused enormous inequalities in the educational programs offered pupils throughout the state. In general those districts with great wealth have erected fine school plants and provided excellent educational opportunities for their children; those districts with little wealth although they have extremely high taxes have been unable to provide adequate schoolhousing facilities and have not been able to finance adequate edueational offerings.

The Remedy

In order to correct the defects in the existing system of school support in California, the following remedial measures should be taken:

1. The state should assume a materially large burden of the cost of maintaining the public schools, thus relieving the counties and school districts of a part of the present excessively high property tax.
2. The Constitution should be amended to relieve counties of their obligation to match state apportionments for elementary schools and double state apportionments to high schools by transferring the present county burdens of support to the state.
3. State school funds should be distributed in such manner as to equalize educational opportunities and school tax burdens among counties and school districts.

Proposals to Decrease or Eliminate Present Guarantees of State Support

There are current proposals to decrease or eliminate the present constitutional guarantee that the state shall set aside the sum of $30 per pupil in average daily attendance for the support of public elementary and high schools. It is proposed to leave the matter of state support of public schools entirely in the hands of the Legislature to make biennial appropriations for the public schools of whatever amount they see fit.

The present system of school support, although inadequate in several respects, provides a high degree of stability. School districts are assured in advance of definite sums to be received from the state and county. They may plan their school budgets and educational programs on the basis of this knowledge. To remove the present constitutional guarantee of state support would be to remove the feature of stability from the present system of support. A high degree of uncertainty would be introduced. Such a proposal would lead inevitably to confusion and chaos in educational planning.

The adoption of any proposal to substitute legislative appropriations for the present constitutional guarantee of state support for education would inject politics into education. The schools would be forced to compete with other agencies of government on a political basis, to maintain a lobby in the Legislature, to work continually for adequate support of schools. The alternative to this is that the schools would find themselves at the mercy of political forces, and forced to accept whatever might remain after organized minorities with strong political influence had secured legislative appropriations for other purposes. Such a condition would be intolerable.

It seems apparent that such proposals as this have as their primary purpose the further reduction of school expenditures. If this be the purpose, there is a far better way to accomplish it. The schools have already during the past two years made significant reductions in expenditures. If, however, further retrenchments must be made, they should be made in such a way as to effect the least harm to the state system of public education and to the children in our schools. Tax reduction should relieve first of all those forms of wealth now most overtaxed. It is apparent that at the present time property taxed locally is bearing a much higher tax burden than the operative property taxed by the state. This fact has been pointed out repeatedly in reports of the State Board of Equalization and in the reports of legislative tax commissions. The place to effect tax reduction is in the property tax now imposed on the several counties and school districts of the state, not in state taxes. As has already been pointed out, the proportion of total school revenues derived from the state is far too low, both from the standpoint of comparative tax burdens levied on different forms of wealth and from the standpoint of the inequalities in local school tax burdens and in educational opportunities. The proposals currently made to decrease state support for schools, or to eliminate the present constitutional guarantee for state support of schools utterly ignore the defects and injustices in the present state tax plan and would operate to accentuate the already enormous inequalities in school taxes and educational opportunities.

THE JUNIOR COLLEGE MOVEMENT

During the past biennium the continued increasing popularity of the junior colleges was evidenced by an average increase in average daily attendance of approximately 27 per cent and an average increase of 66.5 per cent in the actual number of students enrolled in the junior colleges. These increases in the number of students attending the public junior colleges indicate clearly the growing demand for the upper extension of the educational opportunities which have in the past been afforded the mass of California's youth, even in these times of economic depression when every attempt has been made to hold school budgets to a minimum in order to relieve the pressure of local taxes.

In 1929–30, at the close of the preceding biennium, there were in operation in California 16 district junior colleges and 19 junior colleges maintained as departments of high schools. In 1930–31 with one additional junior college established in the Fresno Technical high school and no change in the district junior colleges there was an actual increase of 3454 students in average daily attendance in these institutions. This represented an increase of 29.62 per cent in one year. During the same interval the number of students enrolled increased by 14,750, an increase of 120.79 per cent. This unusual increase in enrollment was occasioned by the expansion of the program of a number of the district junior colleges to afford junior college education to adults.

In 1931–32 the Los Angeles junior college which theretofore had been operated as a junior college department of the Los Angeles high school district, formally organized as a district junior college. During this year also a junior college course was established in connection with the Ventura Union Evening high school. The actual increase in average daily attendance in the junior colleges in 1931–32 was 3663, or an increase of 24.23 per cent over the average daily attendance of 1930–31. The increase in enrollment during this year was 3332, or 12.36 per cent.

Junior College Trends

Considerable time has been devoted during the past biennium both by local junior college officials and by the State Department of Education to a study of the trends of junior college education. Special attempts have been made to define the functions of the junior college and to ascertain the extent to which the junior colleges have been meeting the educational needs of the students enrolled. It has long been recognized that the major functions of the junior colleges in so far as students purposes and curriculum enrollments are an indication, has been preprofessional or preacademic in character. It has been the contention of educational authorities not only in California but throughout the United States that the primary function of the junior college should be to provide a finishing or terminal type of education on the secondary level of such nature as to provide the students either with a definitely technical or vocational training or with a general liberal or cultural training which is not intended to prepare the individual for further study in higher institutions. The four major

functions of the junior colleges as conceived both from the point of view of theoretical analyses and from a study of actual students enrollments are resolved into (1) preparation for professional or academic study in higher institutions, (2) specialized technical or vocational education, (3) general cultural or academic education of specifically secondary grade but not designed to prepare for higher institutions.

A fourth function of the junior college which during the past biennium has assumed major importance is that of adult education.

A study of the enrollments and the trends of enrollment in the junior colleges indicate that these institutions are functioning increasingly to provide high school graduates opportunity for a further two-year curriculum as a completion of the secondary school education which formerly terminated at the twelfth grade.

While the number of students graduating from the junior college represents only approximately 10 per cent of the total enrollment in the junior colleges during any year, it is obvious that the graduates represent nearly 50 per cent of the enrollment in the second year of the institution each year. Moreover, the second year enrollment is approximately one-half the enrollment in the first year of the junior college course.

The number of junior college graduates who actually enter higher institutions is not available. Information secured from a number of the higher institutions, however, indicates that an increasingly larger percentage of the junior college graduates are enrolling for upper division work in the state teachers colleges and in the other collegiate institutions of the state. It is still true, however, that very large percentages of the junior college graduates, even of those who are fully qualified for admission to higher institutions, are not going on. Because of this condition, serious demand has grown for the extension of collegiate educational services to a number of regions in the state where at present no institution exists offering educational opportunity above the junior college level. This demand has been particularly strong in Sacramento and in the lower San Joaquin Valley region and has also come from several of the areas now serviced by the state teachers colleges. In these latter areas expanded offerings have been made available within the lower division of the teachers colleges but legal and other restrictions in offerings on the upper division level have operated to prevent students who do not desire teacher training from continuing beyond the lower division.

The regional character of the service rendered by the junior colleges is indicated by the fact that in nearly all instances the junior colleges enroll over 90 per cent of their students from an area within a radius of not more than 25 miles from the institution. This, of course, is a condition which requires the service rendered by practically all educational institutions of junior college or senior college types.

Continued studies of the distribution of the enrollment in junior college students by county of residence show the junior college districts themselves are in the main considerably smaller as administrative units than they should be. Approximately 32 per cent of the total average daily attendance in the district junior colleges is earned by non-resident students; i.e., by students who reside outside of the

district in which they are attending. The non-resident average daily attendance comprises more than 50 per cent of the total average daily attendance in six of the seventeen district junior colleges and is in excess of 40 per cent in ten of these junior colleges. Thus, while the vast majority of the junior college students attend institutions which are mostly within reach, yet there is involved in these conditions necessity for considering a reorganization of the junior college district system so as to make the area of the junior college district more nearly correspond with the major area of residence of the students attending.

Junior College Legislation of 1931

The Legislature of 1931 completely revised the provisions of the School Code relating to the establishment of junior college districts. The requirements stipulated in the School Code that the area proposed to be included in any new junior college district must have a high school attendance of 1000 or more students and an assessed valuation of $25,000,000 or more, were eliminated from the School Code and the simple provision substituted that the the State Department of Education should be required to conduct a survey to determine whether the proposed junior college district should be approved as meeting the standards required to be established by the State Board of Education. This legislation also eliminated the distinction between the several types of junior college districts providing that a junior college district should comprise one or more high school districts in one county or in adjoining counties.

Provision was made in the 1931 legislation for contracts to be executed by the junior college districts authorizing students residing in one junior college district to attend junior college in another district.

The State Board of Education was required by this legislation to approve high school junior college courses before such courses may be established.

Legislation Relative to Financial Support

In the legislation which modified the method of apportionment of state and county funds for high schools provision was made for an apportionment of $1,100 from the state and $500 from the county on account of the two years of the junior college course maintained in any high school. This gives to the thirteenth and fourteenth grades when maintained as part of the high school the same apportionment which is allowed on account of grades 9–12, inclusive.

Recognizing the inadequacy of the existing state junior college fund to meet the apportionment requirements of the School Code, bills were introduced which would have required the state to augment the receipts derived from the federal government for the junior college funds in such amounts as to make the required apportionment to district junior colleges of $2,000 per institution and $100 per unit of average daily attendance. These bills were rejected by the Legislature and instead of providing for a guaranteed fixed amount to be apportioned by the state to district junior colleges, the Legislature enacted

a bill providing a biennial appropriation of $1,701,520. The Governor reduced this appropriation to $1,601,520. This act of the Legislature, coupled with the action of the Governor, apparently was taken with the full knowledge that the appropriation thus made would be insufficient to make the full apportionment to the junior colleges guaranteed by the School Code, and that as a result, there would be added to the burden of local taxes for the support of the district junior colleges an additional amount of nearly a quarter million dollars during the biennium 1931–33.

The uncertainty and variability of the state support which has been given to the district junior colleges constitutes a genuine detriment to the development of these institutions. In several cases petitions for approval for the formation of new junior college districts have been withheld because of the uncertainty as to the amount of state support to be expected. Moreover, it has proven very difficult intelligently to develop the budget for any of the district junior colleges since the amounts to be received from the state have been unknown. As a result, our district junior college budgets have been prepared by guess work. It is obvious that this sort of procedure should not be permitted. It would seem equally obvious that the policy of providing inadequate state apportionments for the junior colleges, at the expense of local taxpayers, should be discontinued.

Junior College Needs

While the development of the junior college in California has in some respects been retarded by the uncertainty resulting from lack of definite state policy with regard to finance, the demand for junior college services continues to grow. Enrollments in these institutions are continuing to increase at a greater rate than is true in any other level of the public school system. Movements which were started during the past two or three years looking toward the establishment of junior colleges in several new areas of the state have been withheld pending the formulation of a definite state policy. The need for additional secondary school service in these areas has been clearly demonstrated. It is therefore obvious that some action should be taken by the state Legislature which would make it possible for this necessary secondary school service to be made available in these places.

It is possible that continued expansion of organized junior college services will have to be limited. There is little doubt that it would be uneconomical to establish junior colleges in any areas of the state where comparatively few students would take advantage of such offerings. The general state-wide demand for increased educational opportunities on the secondary level coupled with need for providing some forms of definitely vocational education for the high school graduates who have not been prepared for occupational employment, and the further necessity for providing some substitute for actual employment for the boys and girls for whom there is now no opening in industrial fields point to the need for legislation authorizing the institution of postgraduate work in a large number of our high schools. Postgraduate courses in the high schools should not attempt to duplicate the work of the regularly established junior colleges. Such courses should be primarily of two types. The first and most essential

would consist in special unit coures in the social studies which would give an improved background for citizenship. The second would comprise the units of training in those specific occupations in which local opportunities for employment are available. At the present time high school graduates may return to the high school after graduation and enroll in courses already established in the schools which they were unable to take while undergraduates. In most cases, however, such courses are not of such character as to meet the specific needs of the high school graduates. Specific authorization by legislation seems to be necessary to enable the high school districts to establish these needed postgraduate courses and to receive the same state and county aid therefor as is granted for other types of high school work.

High School Junior College Departments

The present dual status of the junior colleges is entirely inequitable to those institutions which are maintained as part of an existing high school. These institutions should be placed on the same basis of financial support as are the district junior colleges. At present the high school junior college departments receive aid on the same basis as other high school courses. The amounts received are inadequate.

The high school junior college departments are in the main organized in much the same way as are a number of the district junior colleges. Of the 17 district junior colleges, seven are housed together with high schools, each being administered as a part of a single high school-junior college institution. Nineteen of the 20 high school junior college departments are similarly housed and administered. Problems of organization and administration in these two types of institutions are therefore almost identical, and the financial needs of the two types of institutions are very similar. There seems to be no reason why one system of financing should not apply in both cases.

SUPERINTENDENTS CONVENTIONS

During the biennium two conventions of county, city, and district superintendents and conferences of rural supervisors were held. The first, September 29-October 2, 1930, was held at Tahoe Tavern, Lake Tahoe; the second, October 5–8, 1931, at Mission Inn, Riverside.

Space does not permit of a detailed discussion of these meetings. The outstanding features of both meetings may be summarized as follows:

1. The primary purposes of our public schools are to insure the security of the state, the development of the individual, the raising of the social level and the protection of the rights of childhood.

2. Economy shall be practiced at all times but only to the point where standards established for efficient schools shall not be lowered.

3. The individual administrator must be subservient to the ethics of the profession.

4. The larger problems of administration, not the details of operation, must govern the thinking of the administrator.

5. The administrator who serves the community also serves the school.

CONVENTIONS OF SECONDARY SCHOOL PRINCIPALS

The purpose of the annual state convention of secondary school principals, as clearly stated in the School Law, is "for the discussion of problems pertaining to the administration, organization, and supervision of the state public secondary schools and such other subjects affecting the welfare and the interest of the public secondary schools as shall properly be brought before it."[1]

In accord with that purpose a state convention is officially called by the State Board of Education in the spring of each year. The responsibility of preparing a suitable program is assigned by the State Board of Education to the Superintendent of Public Instruction who is designated chairman of the convention.

Two conventions were held during the past biennium, one at Santa Cruz from March 30 to April 2, 1931, and the other at Los Angeles from March 21 to March 24, 1932.

In preparing the program for each convention, the committee in charge definitely planned to afford the principals the opportunity: (1) to discuss the problems confronting them in the light of the constantly changing conditions of a modern and scientific age, and (2) to give consideration to the importance of adequately relating the fundamental, physical, intellectual and spiritual values to this modern age.

In both the Santa Cruz and the Los Angeles conventions the principals were given, in general sessions, inspiration and stimulation designed to aid them in formulating a sound and acceptable philosophy of secondary education. In section meetings and in conferences they had opportunity to participate in discussions relating to problems of organization, of administration, of finance, and of supervision, the solution of which would enable the principal to answer affirmatively the following questions:

1. Is my school efficiently fitting pupils to discharge their social duties and responsibilities?
2. Is my school fitting pupils to be physically and mentally efficient?
3. Is my school successfully fitting pupils to pursue programs of specialized education designed to make individuals occupationally competent?
4. Is my school successfully fitting pupils to pursue programs of study in higher institutions of learning?
5. Is my school successfully fitting pupils to continue their education after leaving the secondary school?

The major outcomes of the two conventions named may be stated briefly as follows:

1. The clear realization by the secondary school administrator that the following are his chief responsibilities:

   a. The formulation of a philosophy of secondary education in keeping with the demands of contemporary life to serve as a guide in rendering the service his pupils need.

   b. The building of curricula suited to the varied interests, needs, and capacities of the pupils enrolled.

[1] School Code, section 5.630

c. The scientific evaluation of the outcomes of the service rendered by the school to determine whether or not the school is successfully fitting adolescents to modern American life.

d. The financing of the school in the most efficient and economical manner possible.

2. The practical aid given the principals through the publication of the proceedings of both conventions. These materials the principal can refer to for guidance at any time in the discharge of his duties and responsibilities.

AFFILIATION COMMITTEES

There are three affiliation committees in secondary education which have the same controlling and guiding purpose; namely, to study matters relating to secondary education which are of common interest to the state university, to the California Association of Secondary Schools, to the California Federation of Junior Colleges, and to the State Department of Education.

Two of these affiliation committees deal with matters affecting the high schools. One is designated as the Affiliation Committee of the Association of California Secondary School Principals, and the other as the Affiliation Committee of the University of California.

The third affiliation committee recently created, whose first meeting was held on May 21, 1932, is the Junior College Affiliation Committee. Its activities deal with matters relating to junior college problems.

The conferences of the high school affiliation committees held during the past ten years have made possible the solution of problems and the establishment of a cordial and sympathetic understanding between the state university and the high schools. It is believed that the same desirable outcome will be achieved through the activities of the junior college affiliation committee.

Some of the important accomplishments of the high school affiliation committees during the past two years are the following:

1. *The elimination of the prescription of course content*

Briefly, this means that the responsibility for determining the scope and content of college preparatory courses rests now primarily with the high school authorities.

2. *A subcommittee to serve as a clearing house*

This committee has the responsibility of reviewing any complaint which any secondary school principal may wish to present and of recommending appropriate action based upon its review of a complaint.

3. *Special studies*

Special studies by the committees of problems of admission to the state university have been helpful in clearing up misunderstandings regarding these problems.

4. *Contact with former students*

The high school principals, while serving as members of the affiliation committees, have had the opportunity to meet their former students on the university campus, have come to understand more fully the problems of entering students, and have taken action directed toward the solution of these problems.

The most important and vital accomplishment is indicated in the openmindedness and the sincerity of purpose which characterize the discussion of every problem at every meeting by the state university, the secondary-school, and the state-department representatives. Because of this splendid spirit, the affiliation committees constitute effective coordinating agencies in university-secondary school relationships.

STATISTICAL SUMMARY

The following tabulations present a recapitulation of essential statistics relative to public education in California for the biennium beginning July 1, 1930, and ending June 30, 1932. Careful perusal of these data will indicate the major trends and tendencies characterizing the development of public education during this biennium. No attempt will be made here to refer to the detailed items contained in the tabulations. Attention should be directed, however, to the fact that during this biennium the actual expenditures for elementary and secondary schools was reduced by approximately $10,000,000 and that this reduction was effected largely by actual reductions in the salaries of school officials and by increases in the size of class. Administrative, supervisory, and teaching loads have been increased very materially in the endeavor not only to prevent actual increases in school costs but to secure material reductions in the amounts expended.

TABLE No. 1

Statistics of California Public Schools, 1930–31 and 1931–32

	1930-31		1931-32	
I. KINDERGARTENS				
1. Number of elementary school districts maintaining kindergartens		279		285
2. Number of counties in which kindergartens were maintained		47		48
3. Number of kindergarten classes maintained		1,919		1,894
4. Average daily attendance		43,267		42,728
5. State enrollment		81,526		78,573
6. Number of certificated kindergarten employees:				
a. Supervisors	6		7	
b. Teachers	1,787		1,757	
c. Assistants	158		140	
d. Total		1,951		1,904
7. Valuation of kindergarten property:				
a. Grounds	$222,304		$133,024	
b. Buildings	651,436		471,152	
c. Library books	13,308		10,448	
d. Equipment	329,143		254,842	
e. Total		$1,216,191		$869,466
8. Kindergarten receipts:				
a. Balance on hand, July 1	$840,896 59			$886,540 37
b. District taxes	4,638,289 25			
c. Miscellaneous	53,104 57			
d. Total receipts		$5,532,290 41		
9. Kindergarten expenditures:				
a. Current expenditures	$4,497,171 40			
b. Capital outlay expenditures	145,293 14			
c. Total expenditures		$4,642,464 54		
10. Percentage of kindergarten current expenditures devoted to each budgetary classification:				
a. General control		2.0		
b. Teachers' salaries		60.0		
c. Other instructional expenditures		2.3		
d. Operation expenditures		34.3		
e. Transportation expenditures				
f. Auxiliary expenditures		1.4		
11. Kindergarten current expenditures per pupil in average daily attendance:				
a. General control	$2 06			
b. Teachers' salaries	62 40			
c. Other instructional expenditures	2 42			
d. Operation expenditures	35 64			
e. Auxiliary expenditures	1 42			
f. Total current expenditures		$103 94		
12. Kindergarten capital outlay expenditure per pupil in average daily attendance		$3 36		
13. Total kindergarten expenditure per pupil in average daily attendance		$107 30		
II. ELEMENTARY SCHOOLS				
1. Number of active elementary school districts:				
a. City	45		45	
b. Regular	3,070		3,060	
c. Joint	53		53	
d. Total active districts		3,168		3,158
2. Number of suspended elementary districts		100		63
3. Total number of districts		3,268		3,221
4. Number of union districts:				
a. Union	182		188	
b. Joint union	8		10	
c. Total union		190		198
5. Number of lapsed elementary districts		12		40
6. Number of elementary schools maintained		4,042		4,025
7. Average daily attendance in elementary schools		605,449		612,462
8. State enrollment in elementary schools:				
a. In regular grades—				
1. First grade	134,999		131,538	
2. Second grade	101,173		99,794	
3. Third grade	98,031		97,581	
4. Fourth grade	97,761		95,524	
5. Fifth grade	90,515		95,301	
6. Sixth grade	82,496		87,304	
7. Seventh grade	41,854		40,895	
8. Eighth grade	39,664		39,382	
9. Total		686,493		687,319

TABLE No. 1—Continued

Statistics of California Public Schools, 1930–31 and 1931–32—Continued

	1930-31		1931-32	
II. Elementary Schools—Continued				
b. Postgraduate pupils		37		16
c. Physically handicapped children		4,204		4,077
d. Special day and evening classes		12,251		9,787
e. Total enrollment in elementary schools		702,985		701,199
9. Number of graduates from the eighth grade		37,047		36,406
10. Number of certificated employees:				
a. District superintendents	127		127	
b. Full-time supervisors	288		281	
c. Partial-time supervisors	27		42	
d. Supervising principals	683		673	
e. Teaching principals	1,579		1,619	
f. Full-time regular teachers	19,621		19,509	
g. Full-time special teachers	908		711	
h. Partial-time teachers in—				
1. Day classes	855		687	
2. Evening classes	58		26	
i. Total number of certificated employees		24,146		23,675
11. Valuation of elementary school property:				
a. Grounds	$54,004,933		$54,656,132	
b. Buildings	154,808,377		155,634,105	
c. Library books	2,445,745		2,602,668	
d. Equipment	17,089,287		17,963,318	
e. Total		$228,348,342		$230,856,223
12. Outstanding bonded indebtedness		$113,663,359		$109,495,177
13. Assessed valuation of elementary districts		$7,487,531,843		$7,226,082,463
14. Elementary school district receipts by sources:				
a. Balance on hand, July 1	$17,332,712 51		$15,732,456 18	
b. State apportionments	19,977,370 23		20,512,998 65	
c. County apportionments	24,499,977 54		22,602,256 74	
d. District tax for maintenance	19,301,259 61		23,554,349 34	
e. District tax for building	4,852,395 20		4,370,630 37	
f. Bond sales	2,123,301 72		2,436,647 00	
g. Miscellaneous	3,224,839 53		1,650,612 14	
h. Total receipts		$91,311,856 34		$90,859,950 42
15. Elementary school district expenditures:				
a. Current expenditures	$61,950,108 02		$63,891,373 55	
b. Capital outlay expenditures	9,338,735 18		6,651,056 77	
c. Total expenditures		$71,288,843 20		$70,542,430 32
16. Percentage of elementary school district expenditures devoted to each budgetary classification:				
a. General control		3.3		3.2
b. Teachers' salaries		72.0		73.5
c. Other instructional expenditures		5.2		4.7
d. Operation expenditures		15.5		14.6
e. Transportation expenditures				1.8
f. Other auxiliary expenditures		4.0		2.2
17. Elementary school district current expenditures per pupil in average daily attendance:				
a. General control	$3 38		$3 09	
b. Teachers' salaries	73 70		71 96	
c. Other instructional expenditures	5 31		4 59	
d. Operation expenditures	15 89		14 33	
e. Transportation expenditures			1 80	
f. Auxiliary expenditures	4 11		2 10	
g. Total current expenditures		$102 39		$97 87
18. Elementary school district capital outlay expenditures per pupil in average daily attendance		$15 43		$10 19
19. Total elementary school district expenditures per pupil in average daily attendance		$117 82		$108 06
III. Junior High Schools				
1. Number of high school districts maintaining junior high schools		52		55
2. Number of junior high schools maintaining:				
a. Grades 7, 8 and 9	150		162	
b. Grades 7, 8, 9 and 10	8		7	
c. Total junior high schools		158		169
3. Average daily attendance:				
a. In elementary grades—				
1. Regular classes	72,512		75,768	
2. Special day and evening classes	90		83	
3. Total in elementary grades		72,602		75,851

TABLE No. 1—Continued

Statistics of California Public Schools, 1930–31 and 1931–32—Continued

	1930-31		1931-32	
III. Junior High Schools—Continued				
b. In secondary grades—				
1. Regular classes	37,400		39,872	
2. Special day and evening classes	143		1,773	
3. Total in secondary grades		37,543		41,645
c. Total in junior high schools		110,145		117,496
4. State enrollment in junior high schools:				
a. In elementary grades—				
(1). Regular classes:				
(a). Seventh grade	41,466		41,200	
(b). Eighth grade	38,488		41,894	
(c). Total regular classes		79,954		83,094
(2). Special day and evening classes:				
(a). Physically handicapped	103		92	
(b). Compulsory continuation classes	6		12	
(c). All other special day classes	14		13	
(d). Total enrollment in special day and evening classes		123		117
(3). Total in elementary grades		80,077		83,211
b. In secondary grades—				
(1). Regular classes:				
(a). Ninth grade	39,246		41,929	
(b). Tenth grade	1,391		1,484	
(c). Total regular classes		40,637		43,413
(2). Special day and evening classes:				
(a). Physically handicapped	41		65	
(b). Compulsory continuation classes	24		132	
(c). All other special day classes	424		15,552	
(d). Evening schools and special evening classes of day high schools	1,225		7,936	
(e). Total enrollment in special day and evening classes		1,714		23,685
(3). Total in secondary grades		42,351		67,098
c Total in junior high schools		122,428		150,309
5. Number of graduates from the eighth grade		36,114		39,616
6. Number of certificated junior high school employees:				
a. Full-time supervisors	11		16	
b. Partial-time supervisors	4		1	
c. Supervising principals	104		114	
d. Teaching principals	10		13	
e. Full-time regular teachers	3,402		3,477	
f. Full-time special teachers	1,471		1,495	
g. Partial-time teachers	216			
Day classes			289	
Evening classes			100	
h. Total junior high school certificated employees		5,218		5,505
7. Valuation of junior high school property:				
a. Purchased from elementary funds—				
(1). Land	$2,977,826		$3,080,872	
(2). Buildings	5,717,094		6,201,012	
(3). Library books	20,189		19,373	
(4). Equipment	327,536		324,736	
(5). Total		$9,042,645		$9,625,993
b. Purchased from high school funds:				
(1). Land	$9,620,658		$8,370,236	
(2). Buildings	28,154,242		24,925,468	
(3). Library books	546,444		582,879	
(4). Equipment	4,552,397		4,338,848	
(5). Total		$42,873,741		$38,217,431
IV. High Schools				
1. Number of high school districts:				
a. County	5		5	
b. City	33		35	
c. Regular	24		26	
d. Union	207		205	
e. Joint union	24		24	
f. Total number of high school districts		293		295

TABLE No. 1—Continued

Statistics of California Public Schools, 1930–31 and 1931–32—Continued

	1930-31		1931-32	
IV. High Schools—Continued				
2. Number of high schools:				
a. Day high schools maintaining—				
(1). Grade 9 only	3		4	
(2). Grades 9 and 10 only	7		8	
(3). Grades 9, 10 and 11	4		5	
(4). Grades 9, 10 and 12	---		1	
(5). Grades 9, 10, 11 and 12	273		274	
(6). Grades 10, 11 and 12	76		77	
(7). Grades 11 and 12	1		1	
(8). Grades 9, 10, 11, 12, 13 and 14	14		14	
(9). Grades 10, 11, 12, 13 and 14	5		4	
(10). Grades 11, 12, 13 and 14	1		1	
(11). Total day high schools maintained		384		389
b. Evening high schools maintaining—				
(1). Grades 9 and 10 only	1		2	
(2). Grades 9, 10 and 11	2		1	
(3). Grades 9, 10, 11 and 12	6		63	
(4). Grades 10, 11 and 12	---		1	
(5). Grades 9, 10, 11, 12, 13 and 14	---		1	
(6). No grades	51		11	
(7). Total number of evening high schools maintained		60		79
c. Continuation day and evening high schools maintaining—				
(1). Grades 9, 10, 11 and 12	2		1	
(2). Grades 10, 11 and 12	2		1	
(3). No grades	3		2	
(4). Total number of continuation day and evening high schools		7		4
d. Total number of high schools maintained		451		472
3. Average daily attendance:				
a. Regular classes	181,099		193,881	
b. Special day and evening classes	22,783		22,864	
c. Junior college course	4,923		3,065	
d. Total average daily attendance in high schools		208,805		[1]219,870
4. State enrollment:				
a. In regular classes—				
(1). Ninth grade	40,237		38,217	
(2). Tenth grade	69,168		71,632	
(3). Eleventh grade	54,039		58,449	
(4). Twelfth grade	42,554		46,532	
(5). Special pupils	4,082		6,371	
(6). Total enrollment in regular classes		210,080		221,201
b. In special day and evening classes—				
(1). Physically handicapped	839		887	
(2). Compulsory continuation	15,495		13,056	
(3). All other special day classes	38,705		34,682	
(4). Evening schools and special evening classes of day high schools	258,220		240,373	
(5). Total enrollment in special day and evening classes		313,259		288,998
c. Junior college course—				
(1). Thirteenth grade	3,979		3,017	
(2). Fourteenth grade	1,370		1,474	
(3). Special pupils	352		309	
(4). Total enrollment in junior college course		5,701		4,800
d. Total state enrollment		529,040		514,999
5. Number of graduates:				
a. Number completing four-year high school course		40,117		43,878
b. Number completing two-year junior college course		549		512
6. Number of certificated employees of high school districts (excluding junior high school employees):				
a. District superintendents	5		8	
b. Full-time supervisors	124		109	
c. Partial-time supervisors	11		16	
d. Principals	389		---	
e. Supervising principals	---		241	
f. Teaching principals	---		161	
g. Full-time regular teachers	6,939		6,969	
h. Full-time special teachers	3,241		3,169	
i. Partial-time teachers—				
Day classes	782		869	
Evening classes	3,975		3,757	
j. Total number of certificated employees		15,466		15,299

[1] Includes 60 units of emergency average daily attendance.

TABLE No. 1—Continued

Statistics of California Public Schools, 1930–31 and 1931–32—Continued

	1930-31		1931-32	
IV. High Schools—Continued				
7. Valuation of high school property:				
a. Grounds	$26,395,504		$25,672,166	
b. Buildings	109,814,878		110,065,532	
c. Library books	2,191,882		2,327,165	
d. Equipment	20,601,434		21,432,729	
e. Total		$159,003,698		$159,497,592
8. Outstanding bonded indebtedness of high school districts		$95,223,108		$94,051,700
9. Assessed valuation of high school districts		$7,358,508,418		$7,089,033,681
10. High school district receipts by sources:				
a. Balance on hand July 1	$16,540,559 79		$13,259,449 16	
b. State apportionments	7,079,821 88		7,615,752 90	
c. County apportionments	15,516,406 27		16,269,768 33	
d. District tax	39,680,712 80		32,036,773 22	
e. Bond sales	2,064,402 00		3,101,728 00	
f. Miscellaneous	1,743,682 56		2,186,226 19	
g. Total receipts		$82,625,585 30		$74,469,697 80
11. High school district expenditures:				
a. Current expenditures	$60,272,846 55		$60,034,824 40	
b. Capital outlay expenditures	14,310,290 47		8,352,781 16	
c. Total expenditures		$74,583,137 02		$68,387,605 56
12. Percentage of high school district expenditures devoted to each budgetary classification:				
a. General control		3.6		3.2
b. Teachers' salaries		68.2		69.4
c. Other instructional expenditures		8.1		7.8
d. Operation expenditures		15.5		15.0
e. Transporation expenditures				2.8
f. Other auxiliary expenditures		4.6		1.8
13. High school district current expenditures per pupil in average daily attendance:				
a. General control	$6 76		$5 60	
b. Teachers' salaries	128 79		123 57	
c. Other instructional expenditures	15 37		13 94	
d. Operation expenditures	29 27		26 62	
e. Transportation expenditures			4 93	
f. Other auxiliary expenditures	8 74		3 29	
g. Total current expenditures		$188 93		$177 95
14. High school district capital outlay expenditures per pupil in average daily attendance		$44 85		$24 76
15. Total high school district expenditures per pupil in average daily attendance		$233 78		$202 71
V. Junior College Districts				
1. Number of junior college districts		16		17
2. Average daily attendance in district junior colleges		10,192		15,693
3. State enrollment in district junior colleges:				
a. First year	7,812		11,830	
b. Second year	3,905		5,685	
c. Specials	9,543		7,978	
d. Totals		21,260		25,493
4. Number of graduates from district junior colleges		2,016		2,688
5. Per cent of total junior college enrollment in district junior colleges		78.9		84.2
6. Number of certificated employees in district junior colleges:				
a. Principals	6		9	
b. Full-time regular teachers	414		541	
c. Full-time special teachers	126		145	
d. Partial-time teachers	60		102	
e. Total number of certificated employees		606		797
7. Valuation of property of junior college districts:				
a. Grounds	$483,444		$1,288,935	
b. Buildings	2,007,021		3,087,669	
c. Library books	195,999		265,602	
d. Equipment	682,429		882,105	
e. Totals		$3,368,893		$5,524,311
8. Outstanding bonded indebtedness of junior college districts		$1,528,000		$1,180,000
9. Assessed valuation of junior college districts		$901,408,828		$2,986,391,460

TABLE No. 1—Continued

Statistics of California Public Schools, 1930–31 and 1931–32—Continued

	1930-31		1931-32	
V. Junior College Districts—Continued				
10. Junior college district receipts by sources:				
a. Balance on hand, July 1	$430,265 40		$451,794 53	
b. State apportionment	635,444 24		1,051,200 00	
c. County tuition tax	780,055 13		772,582 62	
d. District tax	1,392,767 12		2,734,220 45	
e. Bond sales				
f. Miscellaneous	33,487 69		32,400 47	
g. Total receipts		$3,272,019 58		$5,042,198 07
11. Junior college district expenditures:				
a. Current expenditures	$2,439,131 54		$3,298,434 42	
b. Capital outlay expenditures	381,093 51		1,111,011 44	
c. Total expenditures		$2,820,225 05		$4,409,445 86
12. Percentage of junior college district expenditures devoted to each budgetary classification:				
a. General control		4.9		3.3
b. Teachers' salaries		65.9		64.9
c. Other instructional expenditures		10.1		9.2
d. Operation expenditures		18.1		21.4
e. Transportation expenditures		---		.3
f. Auxiliary expenditures		1.0		.9
g. Total		100.0		100.0
13. Junior college district current expenditures per pupil in average daily attendance:				
a. General control	$11 75		$6 93	
b. Teachers' salaries	157 71		136 46	
c. Other instructional expenditures	24 09		19 24	
d. Operation expenditures	43 46		44 87	
e. Transportation expenditures	---		72	
f. Auxiliary expenditures	2 31		1 96	
g. Total current expenditures		$239 32		$210 18
14. Junior college district capital outlay expenditures per pupil in average daily attendance		$37 39		$70 80
15. Total junior college district expenditures per pupil in average daily attendance		$276 71		$280 98
VI. State Teachers Colleges				
1. Number of state teachers colleges		7		7
2. Enrollment:				
a. Regular classes—				
(1). Freshmen	3,154		3,498	
(2). Sophomores	1,506		1,706	
(3). Juniors	1,365		1,576	
(4). Seniors	1,255		1,396	
(5). Special students	35		96	
6. Total in regular classes	7,315		8,272	
b. Limited students	2,696		2,848	
c. Summer session	4,386		4,450	
d. Total enrollment		14,397		15,570
e. Total enrollment, duplicates eliminated		13,503		13,870
3. Number of faculty members:				
a. Presidents		7		7
b. Other faculty members—				
(1). Regular academic year—				
Full professors	43		62	
Associate professors	66		83	
Assistant professors	107		129	
Instructors	124		98	
Assistants	5		4	
Partial-time faculty members	123		121	
Total in regular academic year	468		497	
(2). Summer session	229		255	
(3). Total	697		752	
(4). Total, duplicates eliminated		541		614
c. Total number of faculty members, duplicates eliminated		548		621
4. Valuation of state teachers college property:				
a. Grounds	$1,124,095		$1,185,155	
b. Buildings	4,528,449		4,610,222	
c. Library books	325,066		351,980	
d. Equipment	972,870		785,945	
e. Total valuation of state teachers college property		$6,950,480		$6,933,302

TABLE No. 1—Continued

Statistics of California Public Schools, 1930–31 and 1931–32—Continued

	1930-31		1931-32	
VI. State Teachers Colleges—Continued				
5. Total expenditures of state teachers colleges:				
a. Current expenditures	$2,144,551 09		$1,814,537 62	
b. Capital outlay expenditures	223,274 63		530,548 21	
c. Total expenditures		$2,367,825 72		$2,345,085 83
6. Teachers college training schools:				
a. Number of teachers colleges maintaining—				
(1). Kindergartens		3		1
(2). Elementary schools		7		5
b. Average daily attendance—				
(1). Kindergartens		80		17
(2). Grades 1 to 8, inclusive		1,210		748
c. State enrollment—				
(1). Kindergartens		163		26
(2). Elementary schools—				
First grade	266		176	
Second grade	217		127	
Third grade	194		113	
Fourth grade	198		130	
Fifth grade	207		121	
Sixth grade	199		109	
Seventh grade	57		57	
Eighth grade	85		41	
Total grades 1 to 8, inclusive		1,423		874
d. Number of pupils graduating from the eighth grade		90		53
VII. California Polytechnic School				
A. Total number of days classes were in session		175		175
B. Number of pupils enrolled in:				
1. Regular division—				
a. First year	84		49	
b. Second year	90		54	
c. Third year	47		37	
d. Fourth year	37		39	
Total	258		179	
2. Junior college division—				
a. Fifth year	82		99	
b. Sixth year	45		59	
Total		127		158
3. Total enrollment of pupils		385		337
C. Number of graduates:				
1. Regular division	32		39	
2. Junior college division	11		15	
Total		43		54
D. Number of teaching employees		33		38
E. Number of acres in site		1,180		1,180
F. Number and types of separate main buildings:				
1. Type A	--		--	
2. Type B	--		--	
3. Type C	3		3	
4. Type D	--		--	
5. Type E	32		32	
Total		35		35
G. Number of:				
1. Classrooms		30		30
2. Gymnasia		1		1
3. Auditoria		--		--
4. Cafeterias		1		1
5. Dormitories		5		5
6. Houses for faculty members		9		9
H. Valuation of property:				
1. Grounds	$159,250		$159,250	
2. Buildings	537,483		573,611	
3. Library books	10,056		10,829	
4. Equipment	159,740		173,041	
Total		$866,529		$916,731
I. Total expenditures		$157,812 69		$153,533 00

TABLE No. 1—Continued

Statistics of California Public Schools, 1930–31 and 1931–32—Continued

DISTRIBUTION OF SCHOOL DISTRICT RECEIPTS[1] BY SOURCES AND BY DIVISIONS OF THE SCHOOL SYSTEM, 1930-31

Sources	Kindergarten [2]	Elementary school	High school	District junior college	Total
United States	----------	$314,189 13	$198,053 61	$378,454 88	$890,697 62
State	----------	19,977,370 23	7,079,821 88	256,989 36	27,314,181 47
County	----------	24,499,977 54	15,516,406 27	780,055 13	40,796,438 94
District	$5,532,290 41	46,520,319 44	59,831,303 54	1,856,520 21	113,740,433 60
Totals	$5,532,290 41	$91,311,856 34	$82,625,585 30	$3,272,019 58	$182,741,751 63

DISTRIBUTION OF SCHOOL DISTRICT RECEIPTS[1] BY SOURCES AND BY DIVISIONS OF THE SCHOOL SYSTEM, 1931-32

Sources	Kindergarten	Elementary school	High school	District junior college	Total
United States	----------	$245,416 34	$204,906 04	$325,945 99	$776,268 37
State	----------	20,512,998 65	7,615,752 90	725,254 01	28,854,005 56
County	----------	22,602,256 74	16,269,768 33	772,582 62	39,644,607 69
District	----------	[2]47,499,278 69	50,379,270 53	3,218,415 45	101,096,964 67
Totals	(2)	[2]$90,859,950 42	$74,469,697 80	$5,042,198 07	$170,371,846 29

[1] Excludes all receipts by transfer from other districts and counties.
[2] Legislation enacted in 1931 and effective during the school year 1931-32, discontinued the separate kindergarten tax and provided for the support of kindergartens from the proceeds of the elementary school district tax. Kindergarten receipts are therefore included under elementary school receipts for 1931-32.

PERCENTAGE DISTRIBUTION OF SCHOOL DISTRICT RECEIPTS BY SOURCES AND BY DIVISIONS OF THE SCHOOL SYSTEM, 1930-31 AND 1931-32

Sources	Kindergarten		Elementary school		High school		District junior college		Total	
	1930-31	1931-32	1930-31	1931-32	1930-31	1931-32	1930-31	1931-32	1930-31	1931-32
United States	------	--------	0.3	0.2	0 2	0.3	11.6	6.5	0.5	0.5
State	--------	--------	21.9	22.6	8.6	10.2	7.9	14.4	15.0	16.9
County	--------	--------	26.8	24.9	18.8	21.8	23.8	15.3	22.3	23.3
District	100.0	--------	51.0	52.3	72.4	67.7	56.7	63.8	62.2	59.3
Totals	100.0	--------	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

DISTRIBUTION OF EXPENDITURES BY BUDGETARY CLASSIFICATION AND BY DIVISIONS OF THE SCHOOL SYSTEM, 1930-31

School division	Current expenditures				
	General control	Teachers' salaries	Instructional expenditures	Operation expenditures	Auxiliary expenditures
Kindergarten	$89,070 33	$2,700,027 20	$104,841 73	$1,541,824 17	$61,407 97
Elementary school	2,045,634 06	44,590,387 33	3,215,243 74	9,610,868 12	2,487,974 77
High school	2,155,432 02	41,087,910 70	4,902,359 74	9,339,065 14	2,788,078 95
District junior college	119,710 34	1,607,337 06	245,533 42	442,990 92	23,559 80
Totals	$4,409,846 75	$89,985,662 29	$8,467,978 63	$20,934,748 35	$5,361,021 49

TABLE No. 1—Continued

Statistics of California Public Schools, 1930–31 and 1931–32—Continued

School division	Total current expenditures	Capital outlay expenditures	Total expenditures
Kindergarten	$4,497,171 40	$145,293 14	$4,642,464 54
Elementary school	61,950,108 02	9,338,735 18	71,288,843 20
High school	60,272,846 55	14,310,290 47	74,583,137 02
District junior college	2,439,131 54	381,093 51	2,820,225 05
Totals	$129,159,257 51	$24,175,412 30	$153,334,669 81

DISTRIBUTION OF EXPENDITURES BY BUDGETARY CLASSIFICATION AND BY DIVISIONS OF THE SCHOOL SYSTEM, 1931-32

School division	Current expenditures				
	General control	Teachers' salaries	Instructional expenditures	Operation expenditures	Transportation expenditures
Kindergarten					
Elementary school	$2,019,571 67	$46,973,875 62	$2,999,100 31	$9,352,468 97	$1,172,779 07
High school	1,889,002 07	41,687,507 32	4,704,072 65	8,982,378 83	1,662,346 02
District junior college	108,810 29	2,141,532 90	301,983 04	704,095 09	11,294 00
Totals	$4,017,384 03	$90,802,915 84	$8,005,156 00	$19,038,942 89	$2,846,419 09

School division	Auxiliary expenditures	Total current expenditures	Capital outlay expenditures	Total expenditures
Kindergarten				
Elementary school	$1,373,577 91	$63,891,373 55	$6,651,056 77	$70,542,430 32
High school	1,109,517 51	60,034,824 40	8,352,781 16	68,387,605 56
District junior college	30,719 10	3,298,434 42	1,111,011 44	4,409,445 86
Totals	$2,513,814 52	$127,224,632 37	$16,114,849 37	$143,339,481 74

Division of Research and Statistics

WALTER E. MORGAN, *Assistant Superintendent of Public Instruction and Chief, Division of Research and Statistics*

The functions of the Division of Research and Statistics involve the apportionment of the state school funds; the drafting and distribution of official report forms to local school officials; the auditing of these reports when submitted to the Superintendent of Public Instruction; the compilation of statistical data from such official reports and from special reports secured from time to time for the purpose of preparing the statistical section of the biennial report of the state superintendent, annual reports of city school statistics, junior colleges and secondary schools, and for special comparative studies of selected groups of individual school districts; the provision of special types of statistical data and supervisory service for the assistance of local school administrators in the solution of local problems of administration and school finance; and such other functions as from time to time are delegated to the division by the Superintendent of Public Instruction.

In the performance of these functions during the past biennium every effort has been made to render direct and practical service to local administrators in their endeavors to conduct genuinely economical programs of administration and at the same time to maintain as high a standard of efficiency of educational service as possible.

In pursuance of this policy the division has during the past biennium endeavored to relate its activities to the specific needs of individual school districts. It has been recognized that in order to be of immediate and direct service the statistical information supplied by the division must be furnished as soon as possible after the information has been collected from the field and that the data themselves should be of such character as to relate directly to the immediate local problems. Thus, the division has continued the policy established during the preceding biennium of publishing in printed form a complete summary of all statistical data available relating to the public schools in all of the city school districts of the state. This information was provided in the *Department of Education Bulletin* No. 5 on March 1, 1932: *Statistics of California City School Districts For the School Years Ending June 30, 1929, and June 30, 1930.* Similarly, the division initiated the publication in printed form of the Statistics of California Junior Colleges, providing complete tabulations of all available data relative to each of the California junior colleges in Bulletin

No. 4, August, 1931, and in *Department of Education Bulletin* No. 1, January 1, 1932. In these bulletins information was given for the school years 1929–30 and 1930–31.

In order to serve more directly the needs of individual school districts other than the city school districts the division has prepared and distributed during the past biennium a series of 19 separate cost studies of elementary, high school, and junior college districts in which comparative data were provided for groups of comparable districts of various sizes. Among these studies were eight which provided information relative to 176 elementary school districts ranging in size from 300 average daily attendance to approximately 9,000 average daily attendance; 10 studies including data relative to 184 high school districts ranging in size from less than 50 average daily attendance to approximately 7,000 average daily attendance; and one study embracing all of the district junior colleges of the state. These studies were completed under the direction of C. F. Muney, Assistant Chief of the division. The data provided in these studies have proven of considerable value, judging by the comments which have been made by local school administrators relative to their effects in use in connection with local administrative and financial problems.

The chief of the division has served during the past biennium as Assistant Superintendent of Public Instruction and in this capacity has performed many functions assigned directly by the Superintendent of Public Instruction, both with relationship to the administrative activities of the State Department of Education and local school administrators. In this capacity the chief of the division has functioned for the purpose of assisting in the conservation of the principal values of public educational service during a time when urgent need for economizing in the expenditure of school funds has been forced upon school administrators by the general economic depression.

Division of Textbooks and Publications

IVAN R. WATERMAN, Chief

The Division of Textbooks and Publications was created in 1929 under the new plan of department organization adopted. Originally there were in this division two bureaus, the Bureau of State Printed Textbooks and the Bureau of High School Textbook Listing. For three years this division operated without a division chief, each bureau being directly responsible to the Director of Education for the exercise of its functions.

In May, 1931, the division was reorganized and a division chief appointed. All functions of the department relating to publications were centralized in this division. The Bureau of High School Textbook Listing was discontinued and the work of the bureau assigned as one of the functions of the division.

The major functions of this division may be summarized under two classifications as follows:

1. Publications
   a. Assisting staff members in the preparation of materials for publication
   b. Editing all State Department of Education publications
   c. Preparation of *California Schools,* official organ of the State Department of Education
   d. Advisory editorial responsibilities in connection with publications of the State Curriculum Commission
   e. Distribution of departmental publications
2. Textbooks
   a. Distribution of state series elementary textbooks to all school districts of the state (through the Bureau of State Printed Textbooks)
   b. Cooperation with the State Curriculum Commission in evaluating elementary textbooks preliminary to making recommendation for adoption to the State Board of Education
   c. Listing of high school textbooks

ACCOMPLISHMENTS DURING BIENNIUM

California Schools

In January, 1930, the Department of Education inaugurated a monthly bulletin known as *California Schools.* This publication was designed to be of service primarily to school administrators throughout the state. It contains statements concerning important educational problems, official communications from the State Department of Education, summaries of court decisions and opinions of the Attorney General

on matters of school law, announcements of educational interest throughout the state, reviews of outstanding educational publications, and other articles dealing with public education in California. This publication has been continued as the official organ of the State Department of Education.

Department of Education Bulletin

Previous to January, 1932, bulletins of the Department of Education were issued by the several divisions. Beginning with January, 1932, all division publications were discontinued and a new series known as the *Department of Education Bulletin* was provided to replace the division bulletins. This bulletin is issued twice each month. In this series are now published all bulletins of the State Department of Education. The *Department of Education Bulletin* has been entered at the post office in Sacramento as second-class matter. The low postal rates required for such material has enabled the Department of Education to make a saving of approximately $250 between January 1, 1932, and June 30, 1932, on the item of postage.

LIST OF PUBLICATIONS ISSUED DURING BIENNIUM

California Schools

Volume I, Numbers 7–12, July to December, 1930

Volume II, Numbers 1–12, January to December, 1931, including the following supplements:

January, 1931, *Directory of California Superintendents of Schools, January, 1931*

June, 1931, *California Educational Legislation, 1931*

October, 1931, *Directory of California Superintendents of Schools, October, 1931*

October, 1931, *Legal Calendar for Public School Officials. For the Biennium July 1, 1931, to June 30, 1933*

Volume III, Numbers 1–6, January to June, 1932

Department of Education Bulletin

No. 1, January 1, 1932, *Statistics of California Junior Colleges for the School Year Ending June 30, 1931*

No. 2, January 15, 1932, *The Regulation of Pupil Transportation*

No. 3, Part I, February 1, 1932, *Directory of California Secondary Schools*

No. 3, Part II, February 1, 1932, *A Drill Book in English Structure for Classes for Foreigners*

No. 4, Part I, February 15, 1932, *Synopsis of Major School Code Provisions Relating to Public School Finance*

No. 4, Part II, February 15, 1932, *Suggestions for Public Schools Week, April 25 to 30, 1932*

No. 4, Part III, February 15, 1932, *Legal Provisions and State Board of Education Regulations Governing Retirement of Teachers*

No. 5, March 1, 1932, *Statistics of California City School Districts. For the School Years Ending June 30, 1929, and June 30, 1930*

No. 6, March 15, 1932, *Continuation Education in California, 1930–31*

No. 7, April 1, 1932, *The Washington Bicentennial; An Opportunity in Character Education*

No. 8, April 15, 1932, *A Guide for Teachers of Beginning Non-English Speaking Children*

No. 9, May 1, 1932, *Little Journeys in California. Lessons in English for Intermediate Classes of Adults*

No. 10, May 15, 1932, *List of High School Textbooks, Supplement to list of July, 1931, in Bulletin No. M-3 of the California State Department of Education*

No. 11, June 1, 1932, *Adequacy of Salaries Paid to Oakland School Teachers*

No. 12, June 15, 1932, *Proceedings of the Annual Convention of Secondary School Principals of California*

Bulletins Issued During Period from July 1, 1930, to December 31, 1931

A-1, *Supplementary Set of Lessons for Beginning Classes* (1930)

A-2, *Supplementary Set of Lessons for High Beginning and Low Intermediate Foreign Classes* (1930)

A-3, *Short Stories for High Beginning and Low Intermediate Classes of Foreign Students* (1931)

A-4, *Good Manners in America. Lessons for High Beginning and Low Intermediate Classes of Foreign Students* (1931)

A-5, *Suggested Procedures for Classes in Child Study and Parent Education* (1931)

5-E, *Lessons in Oral English for Beginners in Rural Schools* (1930)

5-F, *Lessons in English for Intermediate Classes of Adults* (1930)

5-H, *A Drill Book in English Structure for Foreigners in Evening School* (1930)

5-J, *Letter Writing and Written Composition for High Intermediate and Advanced Foreign Women* (1930)

5-M, *A supplementary Reader for Women's Classes, Buying and Budgets and a Holiday Series* (1930)

5-P, *Suggestions for An Evening School Newspaper for Foreign Students and Teachers of Foreign Students* (1930)

B-1, *A Suggestive Course of Study in Industrial Art for Rural Schools* (1930)

B-3, *Reference and Procedure for Supervision of Child Welfare and School Attendance* (1931)

C-2, *Federal and State Aided Instruction in Home Making for Girls and Women* (Reprint, revised 1930)

C-9, *Guide for Counseling in the Secondary Schools* (1931)

C-10, *Selected Bibliography for Home Making Instruction of Secondary Grade* (1931)

E-1, *A Curriculum for the Professional Preparation of Physical Education Teachers for Secondary Schools* (1930)

E-2, *A Score Card for Evaluating Physical Education Programs for High School Boys* (1931)

E-3, *A Score Card for Evaluating Physical Education Programs for High School Girls* (1931)

F-1, *Rules and Regulations of the State Board of Education* (Revised August, 1930)

G-1, *The California Public School System* (1931)

G-4, *Handbook on Continuation Education* (1930)

G-5, *The Application of the Conference Method to Curriculum Making* (1930)

H-1, *California State Teachers Colleges* (Revised 1930)

H-2, *Regulations Governing the Granting of State Teachers' Credentials and County Certificates in California* (Revised 1930)

Supplement to H-2. *Regulations Governing the Granting of Special State Teachers' Credentials* (1930)

J-1, *Directory of California Secondary Schools* (1931)

J-3, *California Junior College Mental-Educational Survey* (1931)

J-4, *Statistics of California Junior Colleges* (1931)

K-1, *Standards for Sanitary Fixtures in Public Schools* (1930)

K-2, *Standards for Public School Sites* (1930)

K-3, *The Type, Design, Installation, and Care of Blackboards* (1930)

M-3, *List of High School Textbooks* (1930)

M-3, *List of High School Textbooks* (Revised 1931)

Other Publications

Biennial Report of the State Department of Education. For the School Years Ending June 30, 1929, and June 30, 1930. Part I and Part II.
School Code of California (1931)
Teachers' Guide to Child Development (1930)
Suggestions for Public Schools Week April 20 to 25, 1931
Survey of the Palo Alto Public Schools (1931)
Survey of School Conditions in Santa Ynez Union High School District (1931)
First Apportionment of State School Funds for the Fiscal Year Ending June 30, 1931 (September 10, 1930)
Final Apportionment of State School Funds for the Fiscal Year Ending June 30, 1931 (February 20, 1931)
First Apportionment of State School Funds for the Fiscal Year Ending June 30, 1932 (September 10, 1931)
Final Apportionment of State School Funds for the Fiscal Year Ending June 30, 1932 (February 20, 1932)
Secondary School Principals Leaflet No. 1. Some Philosophical Considerations Basic to Curriculum Making (1932)
Secondary School Principals Leaflet No. 2. Formulating a Plan for Making High School Curricula (1932)
Secondary School Principals Leaflet No. 3. State Responsibilities in Financing Secondary Education (1932)
List of Teachers Confidential Personal Reports filed in 1929–1930 (1930)
List of Teachers Confidential Personal Reports filed in 1930–1931 (1931)

DISTRIBUTION OF STATE TEXTBOOKS

The Bureau of State Printed Textbooks has immediate responsibility for the printing and distribution of all state series textbooks. On pages 40 and 41 are listed the books in use as state textbooks during the biennium, the adoption period of each, and the number of copies of each book distributed.

EVALUATION OF ARITHMETIC TEXTBOOKS

The Division of Textbooks and Publications cooperated with the State Curriculum Commission in evaluating the arithmetic textbooks recently submitted for adoption to the State Board of Education. The chief work of the division in this connection consisted of conducting objective analyses of the books submitted. These analyses were presented to the commission for review and decision by that body. A complete account of the methods and procedures involved in the evaluation of arithmetic textbooks will be published in *Department of Education Bulletin* No. 19, October 1, 1932, *Evaluation of Arithmetic Textbooks.*

REPORT ON BOOKS PURCHASED BY SCHOOL DISTRICTS

The 1931 Legislature enacted provisions requiring reports from school districts and county superintendents of schools as follows:

> 2.1223. Every superintendent of schools in this state must, on or before the twentieth day of July in each year, make a report under oath to the superintendent of public instruction, showing the number of books purchased by any city or district in his county with moneys from the library fund, the number of copies of each title and the price paid for all copies of

each title. If he fails to make a full and correct report as required under the provisions of this section he forfeits one hundred dollars of his salary; and the county auditor whose duty it is to draw the warrant for the salary of the superintendent of schools shall deduct this amount from the warrant upon receiving notice from the superintendent of public instruction to the effect that the superintendent of schools has failed to make the report above referred to.

6.523. The board of trustees, and city, and city and county boards of education shall make a report on or before the first day of June of each year to the county superintendent, showing the number of titles of books purchased during the last preceding year for school libraries or with moneys from the library fund; the number of copies of each title; the price paid for all copies of each title, and any other library statistics which may be required by the blanks furnished for the purpose by the superintendent of public instruction.

The Attorney General interpreted these provisions to require that reports be submitted from high school and junior college districts as well as from elementary districts.

Accordingly, the State Department of Education required reports from all school districts and all county superintendents. A summary showing, by counties, the cost of books purchased by elementary, high school, and junior college districts, and the amounts transferred by school districts to county libraries, herewith is presented on pages 42 and 43.

TABLE No. 2

State Textbooks Distributed During Biennial Period, July 1, 1930, to June 30, 1932, and Adoption Period of Each Book

Title	Author	Publisher	Adopted for use for school year beginning	Expiration of adoption period	Number of books distributed	
					1930-1931	1931-1932
Terry and Billy (Primer)—Child Story Readers	Freeman-Storm-Johnson-French	Lyons and Carnahan	July 1, 1929	June 30, 1933	34,075	32,835
Jack and Jane (First Reader)—Child Story Readers	Freeman-Storm-Johnson-French	Lyons and Carnahan	July 1, 1929	June 30, 1933	24,227	23,746
Magic Stories (Second Reader)—Child Story Readers	Freeman-Storm-Johnson-French	Lyons and Carnahan	July 1, 1929	June 30, 1933	34,498	19,681
Wonder Stories (Third Reader)—Child Story Readers	Freeman-Storm-Johnson-French	Lyons and Carnahan	July 1, 1929	June 30, 1933	34,514	16,838
Fourth Reader—Progressive Road to Reading	Burchill-Ettinger-Shimer	Silver, Burdett & Co.	July 1, 1918	June 30, 1930	1,184	----------
Facts and Fun (Fourth Reader)—Child Story Readers	Freeman-Johnson	Lyons and Carnahan	July 1, 1930	June 30, 1934	92,549	31,143
Fifth Reader—Progressive Road to Reading	Burchill-Ettinger-Shimer	Silver, Burdett & Co.	July 1, 1918	June 30, 1930	9,378	----------
Good Reading—(Fifth Reader)	Manly-Rickert-Leubrie	Charles Scribner's Sons	July 1, 1930	June 30, 1934	86,844	32,763
Speller—Book One	Grace M. Fernald	State of California	July 1, 1918	----------	108,284	97,207
Speller—Book Two	Grace M. Fernald	State of California	July 1, 1918	----------	91,820	85,292
Speller Manual (Teacher's)	Grace M. Fernald	State of California	July 1, 1918	----------	104	117
Arithmetic—Book One—The Thorndike Arithmetics	Edward Lee Thorndike	Rand McNally & Co.	July 1, 1920	June 30, 1932	45,976	37,482
Arithmetic—Book Two—The Thorndike Arithmetics	Edward Lee Thorndike	Rand McNally & Co.	July 1, 1920	June 30, 1932	39,579	39,486
Arithmetic—Book Three—The Thorndike Arithmetics	Edward Lee Thorndike	Rand McNally & Co.	July 1, 1920	June 30, 1932	21,424	16,427
Speaking and Writing English—Fourth Grade—Sheridan Language	Sheridan-Kleiser-Mathews	Benjamin H. Sanborn & Co.	July 1, 1928	June 30, 1932	18,539	12,619
Speaking and Writing English—Fifth Grade—Sheridan Language	Sheridan-Kleiser-Mathews	Benjamin H. Sanborn & Co.	July 1, 1928	June 30, 1932	16,985	14,717
Speaking and Writing English—Sixth Grade—Sheridan Language	Sheridan-Kleiser-Mathews	Benjamin H. Sanborn & Co.	July 1, 1928	June 30, 1932	13,859	12,655
English—Seventh Grade—McFadden English	Effie B. McFadden	Rand McNally & Co.	July 1, 1928	June 30, 1932	15,391	13,025
English—Eighth Grade—McFadden English	Effie B. McFadden	Rand McNally & Co.	July 1, 1928	June 30, 1932	13,081	11,586
A Beginner's History	Wm. H. Mace	Rand McNally & Co.	July 1, 1916	June 30, 1932	26,528	25,186
History of the American People—Advanced History (2d Revised Edition)	Beard & Bagley	The Macmillan Co.	July 1, 1928	June 30, 1932	80,393	64,674
Journeys in Distant Lands—Geographical Reader	Barrows & Parker	Silver, Burdett & Co.	July 1, 1924	June 30, 1932	22,229	17,730
Peoples and Countries—Human Geography—Book One—Part One	J. Russell Smith	John C. Winston Co.	July 1, 1926	June 30, 1934	21,378	23,698
Peoples and Countries—Human Geography—Book One—Part Two	J. Russell Smith	John C. Winston Co.	July 1, 1926	June 30, 1934	18,653	21,675
Regions and Trade—Human Geography—Book Two—Part One	J. Russell Smith	John C. Winston Co.	July 1, 1927	June 30, 1931	13,328	----------
Countries, Regions and Trade—Human Geography—Book Two—Part One (Revised)	J. Russell Smith	John C. Winston Co.	July 1, 1931	June 30, 1935	----------	44,594
Regions and Trade—Human Geography—Book Two—Part Two	J. Russell Smith	John C. Winston Co.	July 1, 1927	June 30, 1931	12,026	13,810
Geography of California	Harold W. Fairbanks	Harr Wagner Publishing Co.	July 1, 1927	June 30, 1935	7,312	6,949

Primer of Physiology—New World Health	John W. Ritchie	World Book Co.	July 1, 1924	June 30, 1932	9,348	8,688
How We Govern—Civics	Fredric P. Woellner	Charles Scribner's Sons	July 1, 1927	June 30, 19__	9,199	2,943
Handwriting—Book One—Correlated Handwriting	Frank N. Freeman	The Zaner & Bloser Co.	July 1, 1928	June 30, 1932	27,222	25,791
Handwriting—Book Two—Correlated Handwriting	Frank N. Freeman	The Zaner & Bloser Co.	July 1, 1928	June 30, 1932	30,123	24,912
Handwriting—Book Three—Correlated Handwriting	Frank N. Freeman	The Zaner & Bloser Co.	July 1, 1928	June 30, 1932	30,678	28,268
Handwriting—Book Four—Correlated Handwriting	Frank N. Freeman	The Zaner & Bloser Co.	July 1, 1928	June 30, 1932	33,220	29,692
Handwriting—Book Five—Correlated Handwriting	Frank N. Freeman	The Zaner & Bloser Co.	July 1, 1928	June 30, 1932	33,655	32,673
Handwriting—Book Six—Correlated Handwriting	Frank N. Freeman	The Zaner & Bloser Co.	July 1, 1928	June 30, 1932	34,499	36,464
Music Reader—Book One—Progressive Music	Parker, McConathy, Birge-Miessner	Silver, Burdett & Co.	July 1, 1918	June 30, 1930	26,042	----------
Music Reader—Book Two—Progressive Music	Parker, McConathy, Birge-Miessner	Silver, Burdett & Co.	July 1, 1918	June 30, 1930	25,029	----------
Music Reader—Book Three—Progressive Music	Parker, McConathy, Birge-Miessner	Silver, Burdett & Co.	July 1, 1918	June 30, 1930	10,641	----------
The Music Hour—First Book	McConathy, Miessner, Birge, Bray	Silver, Burdett & Co.	July 1, 1931	June 30, 1935	----------	90,093
The Music Hour—Second Book	McConathy, Miessner, Birge, Bray	Silver, Burdett & Co.	July 1, 1931	June 30, 1935	----------	84,197
The Music Hour—Third Book	McConathy, Miessner, Birge, Bray	Silver, Burdett & Co.	July 1, 1931	June 30, 1935	----------	76,519
The Music Hour in the Kindergarten and First Grade	McConathy, Miessner, Birge, Bray	Silver, Burdett & Co.	July 1, 1931	June 30, 1935	----------	6,140
The Music Hour—Elementary Teacher's Book	McConathy, Miessner, Birge, Bray	Silver, Burdett & Co.	July 1, 1931	June 30, 1935	----------	6,484
The Music Hour—Intermediate Teacher's Book	McConathy, Miessner, Birge, Bray	Silver, Burdett & Co.	July 1, 1931	June 30, 1935	----------	4,944
Two Part Music—Music Education	Giddings, Earhart, Baldwin, Newton	Ginn & Co.	July 1, 1931	June 30, 1935	----------	7,300
Intermediate Music—Music Education	Giddings, Earhart, Baldwin, Newton	Ginn & Co.	July 1, 1931	June 30, 1935	----------	7,400
Adventures in Music—Music Education	Giddings, Earhart, Baldwin, Baker, Newton	Ginn & Co.	July 1, 1931	June 30, 1935	----------	28
Total					1,173,814	1,188,471

TABLE No. 3

Cost by Counties, of Books Purchased by Elementary, High School and Junior College Districts, and Amounts Transferred by School Districts to County Libraries

Counties	Elementary school districts			High school districts			Junior college districts	
	Total amount expended	Amount transferred to county library	Total	Total amount expended	Amount transferred to county library	Total	Total amount expended	Total
Alameda	$32,133 73	$11,550 00	$43,683 73	$54,350 32		$54,350 32		
Alpine	108 72		108 72					
Amador	10 89	1,548 10	1,558 99	807 27		807 27		
Butte	2,129 20	3,875 00	6,004 20	4,740 59		4,740 59		
Calaveras	1,293 48		1,293 48	957 56		957 56		
Colusa		1,915 60	1,915 60	274 82		274 82		
Contra Costa	4,916 46	12,956 73	17,873 19	13,208 25	$2,358 00	15,566 25		
Del Norte	178 10		178 10	256 43		256 43		
El Dorado	1,457 10		1,457 10	705 03		705 03		
Fresno	7,571 95	19,524 66	27,096 61	24,936 10	3,987 52	28,923 62		
Glenn		3,332 36	3,332 36	1,307 95		1,307 95		
Humboldt	1,319 31	8,300 00	9,619 31	5,946 01		5,946 01		
Imperial	2,541 78	6,400 00	8,941 78	5,849 94		5,849 94		
Inyo		1,850 00	1,850 00	1,271 26	375 00	1,646 26		
Kern	12,546 31	12,930 00	25,476 31	7,177 73	550 00	7,727 73		
Kings		7,334 40	7,334 40	1,721 20		1,721 20		
Lake	2,793 22		2,793 22	1,105 57		1,105 57		
Lassen	2,294 92	3,200 00	5,494 92	994 90		994 90		
Los Angeles	177,683 25	33,082 85	210,766 10	164,621 85		164,621 85	$10,884 94	$10,884 94
Madera		6,050 00	6,050 00	1,772 61		1,772 61		
Marin	2,547 99	2,425 00	4,972 99	4,533 08		4,533 08	2,249 24	2,249 24
Mariposa		659 80	659 80	24 00		24 00		
Mendocino	2,845 57		2,845 57	4,162 17		4,162 17		
Merced	1,714 61	8,205 50	9,920 11	9,913 08		9,913 08		
Modoc	141 45	1,979 50	2,120 95	1,607 94		1,607 94		
Mono	464 73		464 73					
Monterey	2,697 31	7,718 00	10,415 31	4,685 20		4,685 20		
Napa	1,162 92	2,746 08	3,909 00	3,925 24		3,925 24		
Nevada	1,231 53		1,231 53	1,583 60		1,583 60		
Orange	12,395 41	9,041 11	21,436 52	10,119 17		10,119 17	3,168 04	3,168 04

Placer	4,409 37		4,409 37	2,206 28		2,206 28		
Plumas	1,372 58	2,000 00	3,372 58	1,228 85	500 00	1,728 85		
Riverside	7,305 77	5,290 00	12,595 77	9,068 06		9,068 06	2,084 00	2,084 00
Sacramento	522 49	9,492 00	10,014 49	14,919 44		14,919 44	5,680 17	5,680 17
San Benito		2,391 00	2,391 00		300 00	300 00		
San Bernardino	10,817 68	9,535 00	20,352 68	6,534 26	865 00	7,399 26	4,063 37	4,063 37
San Diego	1,529 43		1,529 43	3,250 99		3,250 99		
San Francisco	25,310 32		25,310 32	94,462 18		94,462 18		
San Joaquin	9,593 60	8,975 00	18,568 60	6,055 88		6,055 88		
San Luis Obispo		4,500 00	4,500 00	2,727 89		2,727 89		
San Mateo	4,648 80	5,080 00	9,728 80	10,748 40		10,748 40	1,961 41	1,961 41
Santa Barbara	2,563 32	6,000 00	8,563 32	4,690 39	75 00	4,765 39		
Santa Clara	8,877 73	10,534 00	19,411 73	8,856 40	400 00	9,256 40		
Santa Cruz	3,105 70	2,265 00	5,370 70	4,337 42		4,337 42		
Shasta	2,062 05		2,062 05	930 85		930 85		
Sierra	173 02	652 64	825 66	360 70	130 00	490 70		
Siskiyou		8,000 00	8,000 00	657 44		657 44		
Solano	1,501 85	4,495 00	5,996 85	3,307 34		3,307 34		
Sonoma	6,463 95		6,463 95	6,887 73		6,887 73		
Stanislaus	6,139 08	5,924 56	12,063 64	9,156 13		9,156 13	3,405 25	3,405 24
Sutter		1,850 00	1,850 00	242 95	1,223 00	1,465 95		
Tehama	475 93	3,791 50	4,267 43	1,960 50		1,960 50		
Trinity		650 00	650 00	134 11	150 00	284 11		
Tulare	6,562 61	7,288 80	13,851 41	8,483 65		8,483 65		
Tuolumne		2,001 63	2,001 63	519 05		519 05		
Ventura	2,090 90	10,080 00	12,170 90	12,897 93	1,224 89	14,122 82		
Yolo		4,787 00	4,787 00	1,629 23	800 00	2,429 23		
Yuba	2,563 39		2,563 39	1,184 64		1,184 64	1,484 55	1,484 55
Totals	$382,269 51	$282,207 82	$664,477 33	$549,997 56	$12,938 41	$562,935 97	$34,980 97	$34,980 97

Division of Teacher Training and Certification

Evelyn Clement, Chief

The Division of Teacher Training and Certification is organized to render service to the teachers, administrators, and supervisors of the public schools through teacher training and certification activities. Improvement in all phases of educational work is made possible by the education of the prospective teacher, by the issuance of credentials, by investigation of teacher placement, and by the study of those factors that influence teaching success and failure. The specific activities of the division include a general supervision of training activities in the colleges and universities approved by the state board of education for teacher training, the establishment of professional standards for teachers, and the issuance of teaching credentials and life diplomas granted by the Commission of Credentials.

TEACHER TRAINING CURRICULA

Any program of teacher training must develop naturally from the current trends of public education and be determined by the demands that are made upon the schools. This division is making a continuous study of public education to determine the needs for teachers in various grade levels and subject fields. The curricula of the teacher training institutions are being studied constantly with a view to developing in the prospective teacher those characteristics which may be acquired through a scientifically organized training program. The courses are being designed more and more to give a broad cultural background and to afford an understanding and appreciation of the educative process. There needs to be an increasing understanding of modern civilization with its roots in the past and its development through the ages; a comprehension of the demands made upon the school of the twentieth century and the increasing responsibility which it must assume. Over and above this the professional training must, through organized courses and first-hand experience with children and young people, give an understanding of the nature and needs of youth and the potentialities of the teacher-pupil relationship. Teacher training institutions should provide their students with ample opportunity for contact with spontaneous activities of children in natural situations, much observation in classroom and playground, and, most important of all, directed teaching with increasing responsibility until the student teacher assumes complete control of a class. After graduation there should be a probationary teaching period during which the young teacher is closely connected with and supervised by the institution from which he was graduated. Before any long term credential is granted, the institution should be assured that the young teacher is succeeding in his

work. These problems the California institutions are studying and as rapidly as possible putting the results of their studies into operation.

SELECTION OF TEACHERS

At a time when great numbers of well qualified and fully trained teachers are unable to find teaching positions, the question faces each teacher training institution as to how the potential supply of teachers may be regulated in terms of the demand. The right of any individual to enter a state-supported, and certainly a privately endowed, institution can not be curtailed by legislation. When it comes to giving a recommendation for a teaching credential the problem is different. The teachers colleges and the schools of education of the other approved teacher training institutions have agreed and are working upon the assumption that the supply may best be regulated by the selection of those candidates for training who show outstanding promise of success.

This selection of prospective teachers should begin in the secondary school. Already the responsibility has been placed before high school principals and counselors to direct into the teaching field those students who show the following definite personal traits and abilities: an enthusiasm for social progress, a belief in democracy as a means of increasing human happiness, an interest in children, faith in the educative process, and vitality beyond the needs of the actual work in teaching.

Having been consciously selected for teaching, candidates receive a continual guidance after they enter the institution. Provision is made for elimination on the basis of further fact finding. Usually at the beginning of upper division work, again before entering student teaching and finally before receiving a recommendation for a state credential, each student receives and must pass a physical examination, must show aptitudes and progress that largely eliminate the chance for failure in actual teaching experience.

There is a tendency to advance constantly the level of scholarship as a means to securing the best quality of teachers. This mere raising of standards does not necessarily mean that the best selection of teachers will be made. Any arbitrary standard of scholarship establishes an immediate tendency to weight the grading system in order that a maximum number may be graduated. Scholarship, in and for itself, has not been found an unfailing criterion for determining future teaching success. There is need of extensive study of this problem of teacher selection in order that such factors of success may be determined as health, personality traits, and special aptitudes for handling subjects and dealing with children.

THE PURPOSE OF TEACHER CERTIFICATION

To insure uniformity in standards, the state board of education has established minimum certification requirements under which teachers are authorized to carry on their work in the public schools. Each employing official is able to ascertain, by an inspection of the credential held, the work in which a teacher has received training and which he is qualified to carry on in school. In the last analysis, the success of any school system depends upon the ability, character, skill, and training

of the teaching personnel. Regardless of investment in land, building, and equipment, regardless of the efficiency of the administrative organization, a school system can function successfully only as the teachers in the individual classrooms are specifically trained and carry on their work adequately.

One of the most frequent criticisms of the public school system coming from colleges and universities is that entering students are not well prepared in handling the tools of learning effectively. The answer from the public schools is that, for the most part, these students have been taught by people whom the colleges and universities have prepared for teaching. There is no particular use in trying to shift the blame. A study of the problem reveals the fact that in all too many cases teachers are not teaching the grade nor the subjects in which they have received training. California has a system of blanket certification by which the holder of a general secondary credential is authorized to teach any or all subjects from the first grade through the junior college. There are teachers in rural one-room schools who have had no experience, no courses attempting preparation for elementary school work. In high school, hundreds of teachers are attempting to give instruction in four or five subjects, with perhaps no preparation in any of them. No college or university training is so inclusive that a graduate is able to teach five or six subjects effectively.

Before a teacher is permitted to draw a salary from the school funds he should have definite academic and professional training for those grade levels and subject fields which he is to teach, an understanding of the growth and development of children, a comprehension of the educative process as a whole, and a philosophy of education.

With a state system of blanket certification, whereby holders of the general secondary credential are permitted to teach any or all subjects in all grades, the teacher training institutions have been unable to organize their curricula for training for specific work in the public schools. The studies of the State Department of Education and the deliberations of the teacher training conferences have been to the end that certification regulations be modified to correct this fault. Employing officials should be able to read on the face of a credential the grade levels which a person is able to handle effectively, and in the secondary schools the subject matter fields in which he has received training and which he is able to teach. The institutions are looking forward to this plan and are eager to organize the curricula to meet this standard.

Aside from the limitation of credentials to definite grade levels and specific fields of instruction, there are certain other changes needed in the state plan of teacher certification. California stands foremost in its standards for teacher preparation as far as training for a state credential is concerned. The bachelor's degree is the minimum requirement for all types of instructional credentials, and for teaching in secondary schools a year of postgraduate work is necessary. But teachers in the elementary schools are not required to hold state credentials for there is still in existence the method of granting elementary school certificates on county examination to high school graduates. Such certificates are not only valid in the county in which the examination is given but may be used as a basis for certification anywhere in

the state. This places California among the lowest in the minimum requirements for teaching and as one of the very few remaining states in which certificates are granted by this method. An investigation carried on among the county superintendents indicates that practically all of these officials are in favor of abandoning the county board examinations.

EVALUATION OF TEACHER TRAINING

The State Board of Education has placed upon approved teacher training institutions the responsibility for the selection of candidates, the training and recommending for state credentials. For the past several years the oversupply of teachers in the state indicates that the emphasis in training must be placed on training better teachers rather than on training a large number. The final evaluation of this training may be secured from those school officials, superintendents, principals, and supervisors who are able to measure the efficiency of the teacher in his actual work. Since so many teachers secure their first experience in rural schools, the State Department of Education looks largely to the rural supervisors and county superintendents of schools for reports and estimates upon the training program.

UNIFICATION OF TEACHER TRAINING ACTIVITIES

The great majority of teachers who enter the public schools of California are trained by the seven state teachers colleges and by the University of California. In addition to this there are two other sources of trained teachers: those coming from teacher training institutions outside the state, and those coming from privately endowed colleges and universities in California.

There is no restriction on out-of-state teachers provided they are recommended for state credentials by approved institutions accredited by the Association of American Universities on the completion of work equivalent to that required of graduates of California teacher training institutions.

The privately endowed colleges and universities in the state authorized to train teachers are required to maintain standards equivalent in every respect to those of the state institutions. Private institutions are free to carry on experimental work and thus contribute to the state without cost. This is being realized to some degree. Only those institutions are considered for approval which have been accredited by the Association of American Universities.

In the past and even at present there are certain special schools which train teachers in highly specialized work. These schools were approved by the state board of education at a time when there was little special training offered in the teachers colleges and a consequent shortage of teachers prepared to offer instruction in special fields. With the oversupply of teachers and more extensive training in the state institutions the condition is being adjusted gradually. During the biennium two kindergarten schools have effected an affiliation with recognized colleges or universities, and a library school has been discontinued.

There yet remains the problem of the affiliation of the three remaining special schools with institutions which have the organization and the financial support to carry on a thoroughly effective professional school or department of education.

TEACHER TRAINING CONFERENCES

Annually the Superintendent of Public Instruction calls a teacher training conference, an informal advisory group without legal power, which meets to consider problems of policy in connection with standards of accreditation, determination of teacher training curricula, professional standards for teachers, revision of credential regulations, and such other questions as may arise in connection with problems concerning the relationship of the state department of education and teacher training institutions.

In November, 1930, the conference was held at the San Jose Teachers College. The main subject under discussion was the publication of a State Manual on Teacher Training. In 1931, the conference was held at the University of California at Los Angeles. At this time the revision of state credentials was considered. At each conference there is opportunity for those engaged in teacher training to become acquainted with each other's problems and to discuss these individually or in groups and in round table meetings. Abundant opportunity for visiting demonstration work and for observing student teaching is given.

As part of the superintendents' convention each fall there are teacher training sessions devoted to the problems of teacher supply and demand, the needs of the school superintendents for teachers, and teacher placement.

TEACHER SUPPLY AND DEMAND

Reports on teacher supply and demand which are being made throughout the country indicate that there is at present a surplus of certificated and legally qualified teachers in the United States and that this surplus is gradually increasing. A report recently published by the American Association of Teachers Colleges states: "Every profession is interested in the welfare of its members. This is doubly true of the teaching profession because its interests and the interests of humanity are identical. Better qualified teachers means a better future citizenship. On the other hand, if there is an oversupply of qualified teachers there is danger that the profession itself will suffer."

In an earlier part of this report, methods are suggested which are being used by the training institutions to stabilize the supply and demand. For the past four years this division has carried on a continuous study of teacher supply and demand, using as a method of approach a comparison of the number of new teachers certificated for a given school year with the number of new teachers employed in the public school the following year. The difference is a general indication of the teacher surplus. The data on teacher supply are quite accurate since each new teacher must secure a state credential or a certificate on county examination. The data for teacher demand are not so reliable since several sources of information must be depended upon. Reports

made to the teacher retirement salary fund board by each new teacher determine the actual number of teachers entering the schools. For placement in the individual school in grade and especially in subject fields the county directories must be consulted. Since the directories are issued early in the fall semester, teachers employed after October are not included. For this reason, there appears in the report a considerable number of teachers unclassified as to position.

The following tables show the comparative number of new teachers certificated and employed for the past several years:

NEW TEACHERS CERTIFICATED IN CALIFORNIA

1925–26 to 1930–31, inclusive

	Grade level				
Year	*Kindergarten primary and elementary*	*Junior high*	*General and special secondary*	*Junior college*	*Total*
1925–1926	2999	793	3528	--	7320
1928–1929	1574	995	1450	35	4054
1929–1930	1340	755	1300	38	3433
1930–1931	860	762	1747	46	3415

NEW TEACHERS EMPLOYED IN CALIFORNIA[1]

1926–1927 to 1931–1932, inclusive

	Grade level					
Year	*Kindergarten elementary*	*Junior high*	*High school*	*Junior college*	*Unclassified*	*Total*
1926–1927	2818	260	857	--	---	3935
1929–1930	1722	217	814	53	---	2806
1930–1931	1131	193	550	70	677	2621
1931–1932	760	93	409	57	697	2016

[1] This includes teachers who have not taught in California previous to the year indicated.

Commission for Vocational Education

VIERLING KERSEY, Director of Vocational Education

J. C. BESWICK, Assistant Executive Officer of Commission

At the October, 1931, meeting of the California State Board of Education, a resolution was unanimously adopted to reorganize the administrative set-up for vocational education in the State Department of Education. The resolution is as follows:

> *Whereas*, the people of the State of California did by act passed by the Legislature of the State of California and approved by the Governor on May twenty-ninth, nineteen hundred seventeen, accept the provisions and benefits of an act passed by the senate and house of representatives of the United States of America in congress assembled and approved February twenty-third, nineteen hundred seventeen, to provide for the promotion of vocational education; to create a vocational education fund and making an appropriation therefor; and
>
> *Whereas*, the legislature of the State of California in Section 2 of said act of acceptance provided "that the State Board of Education is hereby designated as the state board to carry out the purposes and the provisions of said act, and is hereby given all necessary power and authority to cooperate with the Federal Board for Vocational Education in the administration of the provisions of the federal act and of this act"; now, therefore, be it
>
> *Resolved*, That the State Board of Education hereby creates and establishes a Commission for Vocational Education whose duty it shall be to administer the policies of the State Board of Education relative to vocational education and to recommend to the State Board of Education through its executive officer the adoption of such policies as may be deemed necessary in the administration of the program of vocational education. The Commission for Vocational Education shall also be responsible for the administration of the policies of the State Board of Education established in accordance with the provisions of the federal and state acts hereinbefore mentioned. Be it further
>
> *Resolved*, That the members of the Commission for Vocational Education shall be (1) the Superintendent of Public Instruction, who shall serve as Executive Officer for said Commission, and State Director thereof; and (2) an assistant executive officer to be appointed by the Superintendent of Public Instruction, and (3) the following bureau chiefs:
>
> (a) Chief of the Bureau of Agricultural Education
> (b) Chief of the Bureau of Business Education
> (c) Chief of the Bureau of Home-Making Education
> (d) Chief of the Bureau of Trade and Industrial Education
> (e) Chief of the Bureau of Civilian Vocational Rehabilitation

Under the present organization, the assistant executive officer acts as administrative officer for the Commission for Vocational Education. He coordinates the work of the commission with the work of the

various divisions of the State Department of Education. He presides over meetings of the Commission for Vocational Education in the absence of the Executive Officer. His position is on a level with those of the chiefs of the various divisions of the State Department of Education.

The functions of the Commission for Vocational Education have been designated, briefly, as follows: to develop a sound program of vocational education for the whole year; to administer the whole program of vocational education for the State Board of Education; to initiate policies and refer them to the state board for approval; to integrate the programs of the various bureaus; to approve or disapprove of proposed programs of work or surveys which would affect a great body of schools and the policies of the various divisions of the State Department of Education; to settle questions of inter-relationships between bureaus which can not be settled through conferences of the bureau chiefs concerned with the administrative officer; to determine, in cooperation with division chiefs, policies which will affect both vocational education programs and the programs of the various divisions, etc.

Each bureau chief has been made responsible for administering his particular phase of vocational education according to the program which has been initiated through the action of the Commission for Vocational Education.

Bureau of Agricultural Education

JULIAN A. MCPHEE, Chief

INTRODUCTION

The idea has long been prevalent that when a man could do nothing else, he could farm. A survey of the various farming enterprises in California will show that there is need for much improvement in farm practices. No other calling in life requires such a wide range of qualities and talents or such a high degree of proficiency as is demanded of the man who makes a profit on the farm year after year. No other business requires closer calculation on cost production and utilization of time and energy than does farming. The farmer must be well trained and well informed. The welfare and prosperity of the nation is dependent on farming, which is the basic industry. Vocational agricultural education is one of the most important means in improving farm conditions. This program is being carried out in the public school system of California at the present time under the provisions of the Smith-Hughes Act.

OBJECTIVES OF VOCATIONAL AGRICULTURAL INSTRUCTION

The objectives of vocational agricultural education are to give systematic, technical, and practical instruction in agriculture to those who are farming or preparing to farm. The instruction deals with local farm enterprises in crop and animal production and the mechanical and managerial work connected with these enterprises. It includes study, observation, demonstration, and participation in operative and managerial activities under actual working conditions. Each student supplements this technical classroom instruction with six months of practical farm work carried on through the home project.

EXPANSION OF VOCATIONAL AGRICULTURAL EDUCATION

The expansion of the vocational agricultural education program has been consistent each year since its introduction in 1917. At the present time there are 119 Smith-Hughes agricultural departments. In 1928–29 there was an average enrollment of 43 students in each agricultural department; in 1929–30 the average was 44 students; in 1930–31 the average was 42, and in 1931–32 the average was 47.

In 1930–31 there was a total of 14 special classes for the out-of-school farm boy, with an enrollment of 226 students. In 1931–32 this type of work increased to 32 classes, with 298 students enrolled.

In 1931–32 there were 67 evening school classes with an enrollment of 2045 adult farmers.

TEACHER TRAINING

The Bureau of Agricultural Education has been carrying on a teacher training program, and in 1930–31 trained 25 agricultural teachers. In 1931–32 there were 18 agricultural teachers trained. These teachers have been trained through the apprentice system. They have been located part-time at the California Polytechnic School, San Luis Obispo, and part-time in the high school agricultural departments throughout the state.

This program of training through participation has proved exceedingly successful.

FUTURE FARMERS OF AMERICA

The Bureau of Agricultural Education sponsors an organization called Future Farmers of America in high schools having vocational agricultural departments. This organization carried out a very expansive annual program of work. The object of this organization is to train Future Farmers to become real farm leaders, to

cooperate and to learn business methods in farming. Through participation in various activities, such as judging contests, exhibits at fairs, public speaking contests, project competition, fat stock shows, etc., these students have developed rapidly in their ability to lead and work together.

AGRICULTURAL EDUCATION FOR RURAL ELEMENTARY AND URBAN SECONDARY SCHOOLS

In addition to the program of vocational agricultural education, the Bureau of Agricultural Education has promoted instruction in agriculture in rural elementary schools and has succeeded in setting up teacher-training programs for teachers so that they will be more efficient in this type of work. It also promotes agricultural education in urban secondary schools along vocational and appreciative lines.

Bureau of Business Education

IRA W. KIBBY, Chief

PURPOSE OF THE BUREAU

The Bureau of Business Education assumes leadership for the development of a program of public education that assists individuals to:

1. Determine the kind of work they would like to do in the business field.
2. Prepare to enter their chosen office or business occupation.
3. Develop in their work or adjust into a better position.
4. Perform better their own personal business affairs.
5. Understand better business activities and relationships, especially as these activities and relationships affect business, social, and political trends.

ENROLLMENT IN BUSINESS SUBJECTS

The enrollment in business subjects has steadily increased during the past two years. The economic situation has forced many to prepare for immediate employment upon graduation from high school or junior college. Although the number employed in business occupations has been materially reduced during this period it is believed that employment in the business field will be the first to respond to business recovery.

Hundreds of adults have enrolled in classes in order to obtain assistance in adjusting to present day methods and practices, or to

develop skill in the use of office machines which are rapidly finding a place in office work. Many have had to take over new duties and have come to the school for assistance in making the adjustment.

COOPERATIVE STUDIES IN BUSINESS EDUCATION

The bureau recognizes that the problems in business education can only be solved through the cooperation of school administrators and teachers. Committees for the study of some of the problems have been set up. The following have rendered valuable service during the past two years:

Typewriting Committee
Business Arithmetic Committee
Shorthand Committee
Salesmanship Committee
Elementary Business Training Committee

STATE TYPEWRITING TESTS

A state-wide typewriting test was given to over 40,000 typewriting students in May, 1930, and in May, 1931. The purpose of these tests was to:

1. Determine the accomplishments of high school students in typing straight continuity matter composed of words of high frequency.
2. Determine the relative accomplishments according to time devoted in acquiring a typewriting skill for copying continuity matter.
3. Give teachers accurate statistics in typewriting accomplishments for comparative purposes.
4. Assist in establishing norms of accomplishment that should be required for promotion and in giving credit for graduation.

The results of these tests indicate that the average accomplishment of students taking typewriting on the double period basis is only from five to six words more per minute than the average accomplishment of students taking typewriting on a single period basis. The time given to instruction and practice is twice as much for the double period classes. Results of the tests have been compiled and may be obtained from the bureau.

COOPERATIVE STUDY IN TEACHING BUSINESS ARITHMETIC

Arrangements have been made to determine the feasibility of teaching business arithmetic by using calculating machines. The Stockton high school is cooperating in this experiment. Three groups will be

given instruction in business arithmetic. One group will use calculating machines exclusively. A second group will use calculating machines for all problem work and will be given short drills daily on the fundamentals. The third group will use the pad and pencil for computing purposes. The students will be grouped according to age, computing ability, and sex so that each group is comparable. A series of tests, using the pad and pencil method of computing, will be given to determine the relative efficiency of instruction.

TEACHER TRAINING IN BUSINESS EDUCATION

During 1931–32 the University of California developed a program for the training of teachers of business subjects. This institution now offers a teaching major in bookkeeping and merchandising and a teaching minor in secretarial practice.

The University of Southern California has greatly expanded its program of training in the field of business education and now offers one of the best teacher-training programs in the country.

The following California institutions are now offering training for individuals who desire to teach business subjects:

University of California
University of California at Los Angeles
University of Southern California
San Jose State Teachers College
Fresno State Teachers College
San Diego State Teachers College
Armstrong's College of Business Administration

California institutions are now meeting the demand for trained teachers of business subjects.

Bureau of Home-Making Education

MAUDE I. MURCHIE, Chief

OBJECTIVES OF THE BUREAU

The major objectives of the bureau are the following:

1. The promotion and development of acceptable standards in home-making education in all school organizations assigned to the Commission for Vocational Education.
2. Cooperation with other bureaus and divisions of the State Department of Education in providing educational service.

3. The promotion and supervision of federal-and-state-aided home-making instruction for girls in junior and senior high schools, and for women enrolled in special day classes.
4. The initiation, promotion, and supervision of federal-and-state-aided programs in teacher training.
5. The exposition of suitable plans and procedures and the distribution of such in bulletin form to school authorities and teachers.

ACCOMPLISHMENTS OF THE BUREAU DURING THE BIENNIUM

The special day adult program in home making, organized under the provisions of the California Plan for Vocational Education, has expanded in the scope of offerings and in the number of women enrolled. Many have taken advantage of this educational service to enable them to meet their home-making responsibilities more effectively during the period of reduced incomes.

The enrollment in these classes increased from 17,186 in 1930–31 to 18,636 in 1931–32.

The number of classes increased from 430 in 1930–31 to 472 in 1931–32.

In 1930–31 for special day classes in home-making, Smith-Hughes funds were apportioned to school districts in the amount of 71 per cent of the claims. In 1931–32 the increase in Smith-Hughes funds made it possible to meet the claims in full.

In 1930–31 the apportionment from George-Reed funds for special day home economics classes amounted to 42 per cent of the claims. In 1931–32 an increase in the fund made it possible to apportion 50 per cent of the claim amounts to school districts.

The number of all-day vocational programs increased from 61 in 1930–31 to 82 in 1931–32.

In 1930–31 claims for reimbursement for all-day Smith-Hughes programs were reduced by 15 per cent. In 1931–32 an increase in the funds made it possible to meet the claims in full.

In 1930–31 claims for George-Reed programs were met in full but in 1931–32, although there was an increase in this fund, it was necessary to reduce the claims by approximately 8 per cent in making the apportionments.

Many schools organized directed activity programs of home practice and home projects in home-making responsibilities and duties, representing normal home activities and interests of the girls. This program makes possible a type of home-making education which functions in the lives and homes of the girls.

In 1931–32 in vocational classes 2293 home projects were developed, including such phases of home-making as budgeting, child development, clothing, food production, preparation and service, nutrition, marketing, health, home gardening, home furnishing and improvement, home management, laundering and general housekeeping processes, home entertainment, home nursing, family relationships, and personal improvement.

This bureau established a local supervisor in the city of Oakland whereby the city furnishes laboratory and research facilities of an experimental type to forward the programs of adult and part-time education in home-making. The results of this program are to be made available for state-wide application.

During 1931–32 this bureau organized a series of 25 Saturday conference programs for home economics teachers. Five hundred and twenty-nine home economics teachers from 323 high schools were invited to these conferences. Five hundred six persons, including some teacher-trainers and home economics supervisors, attended these meetings under the leadership of the bureau chief or of a regional supervisor.

The purpose of these conferences was to stimulate the thinking of the teachers for an acceptance of a broader philosophy of home-making education; and to point out to them the desirability of organizing and scheduling home-making courses in the high school program so that the majority of girls might receive a unified training program during their period of high school attendance.

Usually one-half day of the conference was given to objectives in home-making education and to miscellaneous teaching problems and one-half day to curriculum building.

The development of teacher-training projects in the University of California at Los Angeles, and in connection with the state teachers colleges at San Jose, Chico, and Fresno has been for the purpose of stimulating these institutions in the training of teachers to meet the educational needs and demands of the public more effectively by placing these institutions in direct relationship, through this bureau, with the public school programs. These institutions have thereby rendered invaluable service to this bureau through their cooperation.

The educational philosophy reflected in the liberal requirements for graduation, recently set forth by the State Board of Education, should make possible the development of a fine integration of home-making education with other school subjects. In the working out of variable curricula to meet student needs, science and art must eventually yield their maximum contribution toward the education of the consumer.

Bureau of Trade and Industrial Education

J. C. Beswick, Chief

The Bureau of Trade and Industrial Education is responsible for the promotion, administration, supervision, and inspection of all trade and industrial education organized under the California Plan for Vocational Education; and for all other instruction of a trade and industrial character.

The bureau is likewise concerned with all industrial arts education in the elementary schools, and city and rural secondary schools of the state. It is responsible to the Director of Education for the industrial arts and trade and industrial programs in state institutions under his direction; and is also responsible to the Director of Education for the training of industrial arts teachers, as carried on in the state teachers colleges.

All trade and industrial teacher training as carried on in cooperation with the Division of Vocational Education of the University of California, at Los Angeles and Berkeley, is a direct responsibility of the Bureau of Trade and Industrial Education, as well as all teacher-training done by local supervisors of trade and industrial education. The trade and industrial teacher-training program carried on in the state is financed out of the special teacher-training fund and fee funds.

DEMANDS FOR TRADE AND INDUSTRIAL EDUCATION CHANGING

From a study of the history of trade and industrial occupations of the past we know that the industries of tomorrow in California will not be those of today. To keep up to date our knowledge of the principles, laws, and processes of economic organization, to keep pace with enlarging technology, and to keep our learning adjusted to the changing status of industry so that it will be abreast of the economic structure of tomorrow, is the problem of trade and industrial education.

Not only must we train for occupations as they are, but we must shape our state and local programs to retrain those whose jobs have been eliminated. This means training not only for one job, but for two or more, as the need arises. This means a constant change in trade and industrial education and a constant change in organized training. The more complex and intricate the machine, the more intelligent and highly skilled must be the designers, tool makers, repairmen, and others who must keep the machine up to its highest degree of efficiency in operation.

With the tremendous expansion of production, and the keener competition of modern business, the need for effective training of larger numbers of people has developed. Science and invention have brought about these changes, and in so doing have created many new jobs, effected profound changes in many occupations, and created the demand for greatly increased technical knowledge on the part of craftsmen, and the ability to apply that knowledge intelligently on the job.

Controlled and organized trade and industrial education is essential to our modern civilization. Trade and industrial education is an efficiency device to enable our great State of California to more efficiently secure social wealth, which, properly controlled, affords society the opportunity to maintain stability and progress.

ACCOMPLISHMENTS

Trade and industrial education for the biennial period 1930–1932 has been meeting in a much more varied way than ever before the social and economic demands of the state's industrial structure, and the program has been more closely associated with the state's industrial development. Many organizations outside of the educational groups are making demands upon the Bureau of Trade and Industrial Education for special education service, as an economic asset to the state. For example, a study of the need for vocational education for fire service was made by a few progressive fire chiefs, in cooperation with the office of the State Fire Marshal and the Bureau of Trade and Industrial Education, and as a result a plan for a state program of vocational training for firemen has been organized. It has been stated by those in authority in fire service, that a well-organized state program of vocational training for firemen should save, during the next biennium, not less than two million dollars.

The Bureau of Trade and Industrial Education is also cooperating with the Los Angeles Police Department, assisting that department with the organization and development of instructional material for what undoubtedly will be recognized in the near future as one of the most efficient police colleges in the United States.

Industry and labor have made more demands upon the bureau of Trade and Industrial Education for service than ever before. Leaders have realized the need for training at a time like this, and have urged workers to utilize their periods of unemployment to enroll for training to fit themselves for more efficient service, or to fit themselves to carry on new jobs. Local school districts have responded splendidly in establishing vocational training courses to meet certain specific needs which have been ascertained through conferences with leaders in labor and industry.

There has been a more widespread recognition of the value, and of the paramount importance of an efficient program of vocational education for useful employment. Never has this need been more apparent than it is at the present time, during the unstable conditions in business and employment. Progressive school administrators all over the state have recognized this need, and have requested service from the Bureau of Trade and Industrial Education. In most of the communities of the state, labor and industry have stood strongly behind the Bureau of Trade and Industrial Education and the local school systems in the promotion and maintenance of efficient programs of trade and industrial education.

In order to maintain the highest degree of efficiency in this program, progressive school administrators and boards of education have recognized the value of having a person in charge of the work who could bring the schools into closer contact with labor and industry, to prepare the way for the successful placement of persons who have completed vocational training programs, and to keep such training programs up to the standard practices of the trades. This has led to the appointment of local supervisors and directors of vocational education in a great many communities of the state, whose duty it is to work harmoniously with industry and labor for the best interests of the schools. It has also led to the appointment of coordinators of trade and industrial education who have the responsibility of coordinating the work done in school with the work done on the job by those enrolled for trade and industrial instruction, either on a cooperative or extension basis.

One of the chief responsibilities of local supervisors and directors of vocational education has been that of maintaining conferences for the purpose of bringing into closer relationship labor, industry, and the schools. Foreman training conferences and other types of industrial conferences conducted by such local supervisors and directors throughout the state have done much to upgrade industrial workers, and to encourage an interest on the part of such persons in improving themselves professionally. Through the medium of such conferences a vast amount of valuable instructional material has been organized and prepared, which is of great service in the organization of training programs.

Experience has shown that advisory committees are of vital importance to the organization and maintenance of strong programs of trade and industrial education, and most communities have realized this need. Committees composed of several recognized craftsmen and a representative from the school department have been organized locally in the several communities for each trade, to work with the local supervisors and directors and school administrators, in outlining courses of instruction which would meet the standard practices of the trades, and

to bring into closer harmony the schools and labor and industry. This has greatly strengthened our state program of vocational education, as it has made these practical craftsmen who serve on such committees more conscious of the real practical value of education, and of the keen desire on the part of school people to provide the most efficient and practical training possible for those who will have to carry on the work of the world.

In order to maintain the highest degree of efficiency in the state program of vocational trade and industrial education and all types of trade and industrial and industrial arts education, it is necessary that only the most proficient and able teachers be allowed to offer such instruction. Very high standards for certification have been set up, and applicants have been required to meet such standards. Upgrading programs have been established for the professional improvement of teachers, department heads, and local supervisors and directors of vocational education. This has done much to insure the best type of educational service.

FINANCIAL STATUS

During the first year, 1930–1931, of the biennial period the budget for vocational education as set up in accordance with the provisions of the federal and state vocational education acts for the part payment of the salaries of teachers in local communities was insufficient to meet the claims of such local communities for trade and industrial education. It was necessary, therefore, to pro rate the claims for reimbursement, using the figure *.739327*.

Due to the redistribution of federal funds which resulted from the increase in population in California, determined from the findings of the 1930 census, California received a substantial increase in the appropriation for vocational education under the provisions of the Smith-Hughes Act. This increased appropriation from federal funds, according to the act of acceptance passed by the California Legislature, was matched by state funds. The funds, therefore, available for reimbursement to the local school districts on account of the maintenance of trade and industrial instruction, enabled the State Department of Education to pay claims submitted for this service in full for the year 1931–1932.

For the year 1932–1933 however, the funds will again be decreased, due to the fact that Congress, at the last session, voted a ten per cent reduction in all federal appropriations to take care of the deficit in the national budget which has resulted from the present condition existing throughout the country at this time. Although this reduction in funds will undoubtedly make it necessary for the State

Department of Education to pro rate claims for reimbursement from local school districts for the next biennial period, it is anticipated that the program will be maintained at its present high degree of efficiency.

TABLE No. 4

Vocational Trade and Industrial Education Classes by Type, Number, and Enrollment of Students, 1930–1931 and 1931–1932

Type of class	1930-1931				1931-1932			
	Number of classes	Enrollment			Number of classes	Enrollment		
		Men	Women	Total		Men	Women	Total
All-day classes	225	5,464	678	6,142	245	5,640	936	6,576
Trade preparatory part-time classes	88	2,210	1,892	4,102	101	2,844	1,708	4,552
Day trade extension classes	59	1,339	235	1,574	45	792	335	1,127
Evening trade extension classes	243	9,845	2,012	11,857	227	8,453	1,889	10,342
Cooperative education classes	30	511	18	529	15	258	6	264
Totals	645	19,369	4,835	24,204	633	17,987	4,874	22,861

Bureau of Vocational Rehabilitation

H. D. Hicker, Chief

OBJECTIVES OF THE BUREAU

Departmental reorganization of the State Department of Education in 1931 placed the Bureau of Vocational Rehabilitation in the Division of Special Education but continued its intimate coordination with the field of vocational education by providing that in federal-aided relationships it shall function through the Commission for Vocational Education, of which the bureau chief is a member.

This change is indicative of new aims and purposes now accepted as functions of the bureau. Its original primary objective of directly aiding disabled adults in their vocational adjustment through a program of vocational counseling, training, placement, and other necessary supplementary services, is continued. In addition, the bureau now seeks to aid local school systems in the education and preliminary training of physically handicapped children, and in the establishment and administration of local rehabilitation programs. Also, the bureau is now promoting active participation in rehabilitation activities on the part of welfare and other interested agencies within their own communities with a view to bringing about the acceptance of the principle of local responsibility in vocational rehabilitation.

ACCOMPLISHMENTS

Publications

As a contribution to vocational counseling, the bureau published (in cooperation with other vocational interests) Series I of "Occupations Briefs" outlining the requirements of 109 occupations. Printed on cards and in loose leaf form for ready reference and easy revision, this met with a cordial reception and it is hoped other series may follow.

Department of Education Bulletin Number 14, entitled *Vocational Rehabilitation for Disabled Persons in California*, gives a concise but complete statement covering the service of the bureau.

Local Participation

Preliminary plans and suggestions for establishing cooperative rehabilitation programs in connection with local school systems in Los Angeles, San Francisco, and Oakland were rendered temporarily ineffective on account of curtailment of new activities, but progress has been made in securing acceptance of the principle of community responsibility for rehabilitation service. Private agencies in San Jose have established a local rehabilitation program and a number of other cities have indicated an interest and willingness to establish the service locally as soon as conditions permit.

STATISTICAL SUMMARY

The following tables afford comparative statistical data for the past three biennial periods:

TABLE No. 5

Live Roll of Training Cases for Vocational Rehabilitation

Status of case	*June 30, 1928*	*June 30, 1930*	*June 30, 1932*
1. In school training	464	482	839
2. In employment training	30	27	55
3. In other preparatory status	0	44	50
4. Awaiting employment	0	0	93
5. Being followed up after employment	83	80	86
Totals	577	633	1123

TABLE No. 6

Number of Persons Rehabilitated and Average Cost of Program

Number of persons rehabilitated	*1926–28*	*1928–30*	*1930–32*
1. With training	427	489	464
2. Without training	18	12	32
Total	445	501	496
Average cost per rehabilitant	$327.26	$313.29	$415.25

Note: Since 1921 there have been rehabilitated 2272 disabled persons. They had 2444 dependents. Other disabled persons aided but not technically "rehabilitated" 2144. Thus, a total of 6860 residents have directly profited by the service, in addition to thousands of others who were counseled without being formally registered for service.

It is worthy of special comment that the number of persons rehabilitated during the biennium 1930–1932 is nearly equal to the number for the preceding biennium, despite the fact of current economic stress with widespread unemployment and consequent extreme difficulty of placement. The trained disabled have more than held their own. Also, it will be noted that the current live load is nearly double that of two years ago. This is evidence of the acknowledged value of the service in providing training for the handicapped which enables them to use profitably a period which would otherwise be one of discontented idleness. They will be adequately prepared to render useful service when the revival of industry creates a demand for skilled workers. The increased cost per rehabilitant is clearly accounted for by the great increase in training load, and will be equalized when present trainees are eventually placed.

The Bureau of Vocational Rehabilitation has functioned effectively throughout the biennium in the face of difficulties attendant upon the current depression. It is now prepared to increase its usefulness by promoting community participation to the end that the best of vocational service may be readily available to every physically disabled resident of the state who needs and may profit by such service. It will thus afford to the handicapped the equality of opportunity to which as citizens of a democracy they are entitled.

Division of Adult and Continuation Education

L. B. Travers, Chief

OBJECTIVES OF ADULT AND CONTINUATION EDUCATION

The traditional concern of the public school system of this state has been the education of children. There is no less concern with this problem now than there has ever been in the past. There is developing, however, a recognition that education is not a terminable process limited to youth but continues throughout life. Thorndike and others have scientifically demonstrated that the power to learn is still present in adulthood and increased experience makes possible a deeper fuller appreciation and a more rapid absorption of new knowledge so that, with the adult, education is in many respects more fruitful and more economical than in any other stage of life development. Life has become so complex and rapid in its changes that preparation for adjustment to it must be elaborate and continuous.

With the acceptance of these principles of education, has come a realization that adult or continuation education is not to be merely a remedial problem in the sense that its major function is to patch up a neglected educational opportunity, but rather that a most important part of the necessary education of every individual can not be offered to him until he has participated in life experience to an extent that will make this education meaningful. We no longer consider the education of children or adolescents solely as a preparation for adulthood. It is now regarded, in every phase of the development of the individual from childhood to adulthood, as a problem of training for contemporaneous needs.

An examination of the educational needs for meeting present day life problems of those who have left the formal full-time school indicates a wide range of service to be rendered. For the person who, because of a lack of skill or technical knowledge, feels insecure in his daily occupation or has been entirely displaced by changes in modern industrial practices, a program of vocational education is just as essential as a course in child development to a mother. While we do not live by bread alone, we do not live without it either. Our guiding principle is not to set up a limited prescription for all those who would accept it, but so to diversify our program that every individual may secure according to his needs a service of value to himself and to society.

THE FUNCTION OF THE DIVISION

The activities of the staff of the division have been devoted to the promotion and development of an educational program in conformity with the objectives stated above. Certain phases of the problem have been considered of sufficient importance to justify their assignment to a bureau. Such work as immigrant education, parent education, trade extension education, agricultural extension education, business extension education, and home-making extension education for adults have been assigned to specialists in the specific field in order that more effective work might be done in the local school districts of the state. Description of these special services will be found elsewhere in this report.

ADULT SUMMER SCHOOL

As a cooperative enterprise shared by the State Department of Education, the University of California, and the California Association for Adult Education, the summer session for adults at Berkeley continued through the biennium. Classes and informal study groups were held for the benefit of adults who had special interests in continuing their own education, and more especially for teachers actually engaged in dealing with mature students who wanted further professional training. Students and members of the staff lived together at Hansford Hall, and the Monday night fireside discussions were carried on. These discussions have developed a pioneer method of forum management, which is now spreading widely over the country, and was used for the major part of the program of the annual meeting of the American Association for Adult Education held in Buffalo, May, 1932.

The last biennial report covered the activities of the summer school for the year 1929. Since then the same general curricula have been offered, including the philosophy of adult education, parent education, methods of teaching English to the foreign born, the technique of group discussion, methods of teaching social science to adults, music, art, and handicrafts. The faculty has included educators from all parts of the country nationally known for their work in adult education.

CALIFORNIA ASSOCIATION FOR ADULT EDUCATION

Since October 1, 1929, the California Association for Adult Education has had its own professional staff, and has been carrying on work in experimentation and development of all phases of adult education in the state. As was explained in the last biennial report, this independent agency was created on the initiative of the Division of Adult Education in order that private funds might be utilized freely for the discovery of new methods and aims in this field. It has devoted itself

notably to the development of informal activities which make for a more enlightened citizenship. Within the school system it has provided help and the benefit of accumulated experience in setting up forums and discussion groups for the consideration of current problems, social, political, and economic. Outside the school system, it has been instrumental in discovering and bringing into activity private agencies which can help to accomplish the same purpose. A number of citizens of the state, the railroads, and the Carnegie Corporation of New York have all contributed to its support. Its policies continue to be determined by a board representing all the major interests of California, on which the State Department of Education has three representatives.

EVENING HIGH SCHOOLS

Special day and evening classes for adults have long been a part of the public school system of California. This program has been organized with regard to highly specialized needs of adults with little attention to the integration of these special services. In an attempt to coordinate these educational activities so that adults might have the same opportunity to pursue a program of education as is offered to those who enroll in other educational institutions, the 1931 Legislature provided for the establishment of an evening high school in local districts where the size of the program and the demands of adults would warrant such an organization. It is now possible for adults to plan and follow out a coherent program of studies which allows them ultimately to achieve high school graduation. This is having the effect not only of adding to the enrollment of adults in our larger communities but has improved the holding power of our adult schools and classes. During 1930–31, the principals' October reports indicated that 112,657 adults were enrolled in evening classes only. In 1932, this number increased to 123,795. The total enrollment in all day and evening special classes during the month of October increased from 143,291 in 1931 to 151,349 in 1932 despite the fact that a large number of smaller communities were compelled by local conditions to discontinue entirely their adult programs. A better measure of the volume of work being carried on is the annual report on average daily attendance. In 1931 all school districts reported 22,926 units of A.D.A. while in 1932 this increased to 24,639, or a growth of approximately 7 per cent.

IMMIGRANT EDUCATION

Immigrant education in California has held its own during the past biennium despite two disturbing factors, viz: (1) exodus of thousands of Mexican laborers who offered wide field for activities of this phase of education; (2) few recruits due to restricted immigration.

Attendance has been steady in localities where foreigners actually live and are a part of the community, and where immigrant education has been organized through the supporting interest of school authorities, or the townspeople, or both. Increased enrollment in naturalization classes has balanced loss in English classes.

Where the foreign population is purely transient as in certain farming regions producing cotton, vegetables and fruit, interest has never been strong and what little interest there was, for the most part, has steadily dwindled.

There is yet a wide diversity of opinion on the part of employers as to the value of "Americanization." In general, it may be said, a broader viewpoint exists on the part of employers in southern California, especially among the citrus growers who see the valuable reaction of school work on their workmen. The Mexicans who are regular attendants at school are taught to *think*, the employers say, and are consequently better workmen. In the cotton and vegetable fields, the employers seem to be less open-minded. Their workers need to be mere automatons. In these localities, consequently, there is usually active or passive resistance to the establishment of classes. Where there is a degree of cooperation in such localities on the part of employers, a difficulty is presented in securing suitable teachers to go to the ranch or camp classes.

Older people are passing out of the picture. The problem, more and more from now on, will concern itself with the children of foreign-born parents, young people whose regular school education has been arrested or neglected, and with American-born adults who wish to continue school work.

With many of the groups, English as a language to be learned is not the problem, but *better* English and other subjects or courses planned for special cases and groups, are the problems to be worked out by the schools.

Though there continues to be need for a class in certain out-of-the-way localities, in general, it may be stated that a class, or classes, are offered in the state wherever such work is feasible, the feasibility being determined by (1) labor conditions, such as long hours of dairy workers; seasonal labor, as in the vegetable, fruit, and cotton industries; (2) sufficiency of numbers to justify employment of a teacher.

There is much to be desired in certain localities in the way of interest in, and a sense of responsibility on the part of school authorities toward foreign-born. What is needed every place where foreigners live in any considerable numbers, and that is everywhere except the northern and eastern boundary counties and a few others: Lake, Colusa, Glenn, is the whole-hearted interest of a person, preferably a woman, trained in the methods of adult education, who will develop the field.

In too many places, a brief statement is issued by the high school principals through the newspapers or otherwise, announcing that a class will be started "if there is *demand* or *need* for it." Too many of the adults who should be reached do not recognize their need, or if they do, have not confidence enough to *demand* a class. In several places, however, the foreign-born taxpayers did demand a program of education, and obtained it.

Too often the class for the study of English is turned over to a high school teacher who is in no way fitted temperamentally nor trained professionally for such highly specialized work. This arrangement is too frequently made merely to augment a day school salary considered inadequate. This scheme is unfair to the foreign or other adult student for his progress is too slow under this unskilled teaching. Similarly, too many classes organized to prepare students for naturalization are taught by high school teachers who carry over to the class the approach and methods used in the high school class. The language and other limitations of the adult students are not sufficiently understood.

The remedy for this condition is an insistence by the high school principals that all teachers in charge of foreign students who are either studying English or preparing for naturalization, be prepared for this special work by taking the course, "Methods of Teaching English to the Foreign-Born."

It happened that the greatest need for activity in this field was in those localities hardest hit by the financial stress, so no promotional work has been attempted during the biennium. The efforts of the department have been directed toward maintaining the classes already established by interviews with school authorities; talks to lay groups; conferences with teachers. The aim in the latter was the improvement of local programs (1) by suggestions as to better methods of recruiting students and of enlisting local lay cooperation; (2) by detailed consideration of better teaching methods, procedures, and lesson material.

Immigrant education is so definitely in a category entirely its own that help is not easily given, as in some other fields, by correspondence. Help most specifically needed from this bureau is by those isolated, one-teacher classes not in touch with other teachers or programs. Adequate help can be given only on the ground, through group conferences preferably, but to the individual teachers in some cases where distance offers a difficulty since the character of the problems is determined by the personal make-up of class, local conditions, and support, and, above all, by available teaching material.

Too many teachers are forced to use the books at hand since funds are not available for new and up-to-date material. Help in such conditions can best be given on the spot.

On the other hand, cities and towns with an established program need little or no personal help from this bureau since, in all cases, the programs are under trained and experienced directors with a trained corps of workers.

PARENT EDUCATION

The period covered by this report is the fifth and sixth years of work in parent education. During the preceding four years the experimental organization of discussion classes was supported by a grant from the Spelman Fund of the Rockefeller Foundation. Commencing July 1, 1931, the State Department of Education assumed the burden of support which had been carried by the foundation and thus recognized Child Study and Parent Education as an integral portion of the California public school system program of adult education.

As for the three preceding years, the bureau staff consisted of a chief of the bureau and two part-time assistants. The bureau chief devoted only a part of his time to the work of the bureau—undertaking the general supervision of the program in California and carrying on promotion and leadership training in the San Francisco Bay district; one assistant with headquarters in Los Angeles carried on promotion and supervision in southern California; the other, working from the Sacramento office, was charged with a similar responsibility for the extensive geographic area included in the Sacramento and San Joaquin Valleys and in the north coast district.

In the organization and maintenance of the discussion classes the California Congress of Parents and Teachers has been quite as important as the bureau, and the great majority of discussion groups have arisen within local parent-teacher associations. This is in accordance with the accepted policy of the state in relation to adult education.

The reports from local school districts show that during the first year of the biennium, there were 288 discussion classes under the guidance of 72 leaders with an enrollment of 11,440. During the second year of the biennium the number of classes was reduced to 242 while the enrollment increased to 12,646.

It is a significant commentary upon the effectiveness of the support given by the parent-teacher associations and upon the quality of the leaders chosen that only in a few instances have classes been abandoned before the contemplated number of sessions had been held. Although objective proof is lacking, it is the opinion of the state staff that in all sections of the state, from Ukiah and Chico in the north to San Diego in the south, interest in these discussion classes has been well maintained and the quality of leadership definitely improved during the biennium. The conditions of economic depression and unemployment with their

repercussions in school and home life have made parents peculiarly alert and sensitive to problems of growth and development, particularly in relation to the vocational guidance of their children.

The problem of finding suitable leaders is not peculiar to any section of the state, but for obvious reasons the selection is more difficult in the smaller communities and most baffling in the frankly rural districts. In Los Angeles and the San Francisco Bay districts those interested in leadership naturally gravitate toward the demonstration classes conducted by members of the bureau staff. In the sparsely settled districts of the great interior valleys, they must be sedulously sought out. However, each year some new leaders are found, and, for the most part, their work has been satisfactory. The bureau has continued its policy of discouraging full-time professional leaders who conduct a large number of classes. With few exceptions, the class load per leader has been three or less.

In only three cities in the state have supervisors of parent education classes been appointed by the local school authorities. This arrangement has obtained in Pasadena and Long Beach for several years. In Oakland during the past year the interesting experiment has been commenced of combining the supervision of parent education and home-making classes in the hands of a person qualified to deal with both these aspects of adult education.

Geographically, parent education, like all other aspects of adult education, is concentrated in the larger centers of population. The small towns and local districts of central and northern California constitute an undeveloped field for further endeavor. Progress in these outlying districts will be slow and the maintenance of sizeable classes in rural areas will always be difficult.

The population of male parents, both urban and rural, constitutes an undeveloped field of a different order. Some progress has been made in interesting men in the discussion of problems of parenthood, particularly in the San Francisco Bay district, through the rapidly developing fathers' clubs. That there will ever be as many fathers as mothers enrolled is not likely, but definite progress toward this ideal may be confidently expected.

On the basis of a still different classification, the mothers of children of preschool age may be said to constitute a field for future development. Under the auspices of the parent-teacher associations and with the cooperation of those who maintain well-baby clinics, a greater number of these younger mothers was enrolled during the past year than in any previous corresponding period.

Another practically untilled field which should be mentioned is the large population of junior college students, many of whom stand

upon the threshold of domestic experience with little or no organized knowedge of even the simplest principles of child nurture and guidance.

Any attempt on the part of a state staff of three persons to carry on adequate inspection of the hundreds of classes would preclude the more essential promotional and teacher-training functions which have been stressed by the bureau. Incidental inspection has, of course, taken place and many of the individual conferences with leaders might be classed as inspection. It is impossible, however, to report this in statistical form.

Wherever demonstration classes or regular conferences with leaders on the job have been carried on, their objective has been the improvement of local programs.

Since no criteria exist for judging the actual success of this or any educational program under the public school system, it is difficult to make concrete suggestions regarding methods for improving the service. Obviously, there can be no increase in personnel and probably none in funds devoted to the promotion of parent education, even if such increase were to be considered as an improvement. The gradual assumption of supervision by the local school authorities of the larger cities will no doubt take place within the next few years, but probably not in 1932–33. This increase in supervision by local units is of course desirable, provided suitable supervisors can be found and employed.

During the year 1932–33 the bureau staff proposes to limit the time devoted to demonstration classes in any one community to a period of six months. In this way it is hoped that a larger number of untouched communities may be reached. It goes without saying that the attempt to reach fathers, junior college students, and the mothers of preschool children will be continued.

CONTINUATION EDUCATION

Continuation education, by virtue of the age of the pupils, is a part of the secondary school program. Dealing primarily with employed youth, continuation education is closely related to, if not an integral part of, the vocational education program. Moreover, the pupils of the continuation school, by the very fact of their leaving the regular school and entering upon employment and self-support, have passed the most significant barrier separating childhood from adulthood; hence, their education is essentially a phase of adult education.

The work of the continuation school is closely coordinated with the daily working life of the pupils. A close relationship exists between the teachers in the continuation school and the employers of the community. This same type of relationship exists between employers and those concerned in the vocational program of the public schools. Hence,

the programs of vocational and continuation education are closely connected in organization as well as in purpose.

The California program of continuation education is concerned with the older group of minors (16 to 18 years of age) many of whom are employed in occupations offering life vocational possibilities. The school has assisted the youth in making the most of these possibilities through its program of instruction. There can be no excuse for any continuation school in this state offering pupils simply "more of the same" program, and failing to provide the training which is needed.

Continuation education is well described as the "first rung on the ladder of adult education." Fortunate and effective is that continuation school the pupils of which normally pass directly from its classes to departments of the school program for adults. The school system has an interest in all groups which do not elect the regular school program and attempt to articulate the adult, continuation, and vocational education programs. The means to this end has varied according to the character and size of each continuation school, and to the organization of the system of which it is a part.

In a large system, the articulation has come either through administrative organization or through regularly established channels for conferences between administrative officers who are charged with the responsibilities for these different phases of education. Through such conferences a working relationship and mutual understanding of common or overlapping problems is developed, resulting in a greatly improved program in all three phases of education.

In a small school system, it has been advantageous to have the continuation education classes administered and taught by the same persons who conduct either the vocational or adult program, or both. Involved in the three programs is a similarity of social outlook, of methods of instruction (largely individual in character), and of freedom from tradition which makes such a plan feasible.

Many continuation schools accept adults in their daytime classes when the opportunities offered parallel the evening school program, or are otherwise suitable to the needs of adults. This infiltration of adults commonly has resulted in an improved spirit of industry in the continuation classes, and served actually to improve the effectiveness of the training received by the minors.

A gradual decrease in enrollment in the continuation schools of the state has taken place since the last biennium. In 1929–30 there was a maximum enrollment of 26,182. During 1930–31 this was reduced to 22,999 and in 1931–32 it was further reduced to 21,671. This is accounted for in two ways: First, the reduction of employment due to economic conditions resulted in the issuance of few working permits. With little or no opportunity for employment, students remained in

the full-time high schools; secondly, the amendment to the Continuation Education Act which required for the first time this biennium that all unemployed minors between 16 and 18 years of age who had not completed high school remain in school at least half time. In some cities these students were given the choice of attending the regular high school or the continuation classes. In others, notably Los Angeles, they were not allowed to leave the full-time high school unless they had first secured employment.

Seven schools which reported continuation classes in 1930–31 reported no enrollments in 1931–32; two schools which were previously reimbursed for coordination service from state and federal funds were not reimbursed in 1931–32; but nine schools which were not reimbursed in 1930–31 have become standard schools and received reimbursement for coordination in 1931–32. These are Glendale, Alhambra, Burbank, Compton, Fullerton, Santa Paula, Redondo Beach, La Verne, and Carpinteria.

The total enrollment for all continuation schools is 1328 less than for last year, although 20 schools showed a slight increase in enrollment. The average number of hours which each pupil attended the continuation school each week was a little less than three and one-half hours which, with the decreased enrollment, indicates that there were fewer unemployed pupils leaving the full-time school.

The coordination service in the various continuation schools has decreased only a little with the decrease in the number of firms who are employing junior workers. The number of visits per pupil, however, shows an increase.

Placements have decreased about 60 per cent since the reports of the year 1929–30, some schools reporting no placements whatever this year.

The reduction in teaching staff has not kept up with the decrease in attendance in the continuation schools for the state as a whole, and classes have consequently not been increased in size and the subjects of instruction show a wider spread, which is, no doubt, an attempt to meet more fully the individual needs of the 21,000 pupils who attended the continuation schools of the state in 1931–32.

Vocational and educational guidance continues to be one of the major functions of the continuation school. This has been broadened to include recreational, social, civic, and health guidance. Training, however, has been limited in meaning to preparation for employment, preferably for immediate employment, through instruction in the skills of an occupation or in the related technical information. Placement work in the continuation school included not only the careful selection of applicants for the jobs which are available, but also the constant search for suitable additional jobs in which young people can be placed.

The final criterion of effectiveness in continuation school work is the degree to which the pupils are enabled to secure profitable employment and to adjust themselves to a worth while occupational and social life. An aggressive program of placement is pursued by every continuation school. Follow-up, defined as the maintaining of contact with pupils while they are attending the continuation school and for some time after, has aided the students in making necessary adjustments in employment and the school in checking the results of its program.

Since the best approach to the education of the average continuation-school pupil is through life experiences, the guidance and training program of the state has:

1. Utilized employment experiences and problems to aid in occupational guidance and to increase occupational efficiency.
2. Utilized the pupils' economic problems to help them in the best possible use of their incomes.
3. Utilized the pupils' civic and social experiences to develop constructive and cooperative action in civic and social matters.
4. Utilized such home problems as occur to increase the understanding of home making and of happy home relationships.
5. Utilized recreational problems to increase the use of wholesome recreational facilities in the community.
6. Utilized health problems to inculcate health standards and to develop proper health habits.
7. Utilized opportunities to extend the pupils' general information and appreciation of the arts, and develop their desire for a broader culture.

Division of Elementary Education and Rural Schools

HELEN HEFFERNAN, Chief

IMPORTANCE OF ELEMENTARY EDUCATION

California's elementary schools enroll a greater number of pupils than any other division of the public school system. The elementary school is important also because in it every child of the state must obtain his preparation for high school and college. Upon the thoroughness of his preparation depends the quality of his achievement on the higher educational levels. Again, the elementary school is significant to the whole social fabric for the reason that many children obtain all their school training in it.

Every community should be watchful that its elementary school program is not slighted. The young child in the most formative years of his development is in need of as effective a school environment, as well prepared a teacher, and as rich an educational program as any pupil in the entire school system. The great difference between the per capita cost of the education of an elementary school pupil and a high school pupil in the same community indicates that too frequently the superstructure is embellished at the expense of a proper and fitting foundation in the educational edifice.

The state, too, should take proper cognizance of the importance of elementary education and see that this division of the school system is properly financed before undue expansion in the field of higher education is undertaken at the expense of an adequate basic provision for elementary schools.

AIMS OF ELEMENTARY EDUCATION

Elementary education has passed through tremendous changes in basic philosophy, because of the application of the laws of psychology to the teaching process, the utilization of the scientific method; the provision for professional leadership through supervision; and the reorganization of administrative practices. A new statement of basic principles for elementary education is urgently needed. These principles are tentatively suggested.

It is the function of the elementary school to help each child to:

1. Develop a sound body, normal mental attitudes, and controlled emotional reactions
2. Understand social relationships and participate in them in ways conducive to the progress of society
3. Develop each individual's potentialities as completely as possible
4. Cultivate habits of critical thinking
5. Appreciate and wish to participate in worth while cultural activities
6. Acquire command of the common knowledges and skills essential to effective living

All of the activities of the Division of Elementary Education and Rural Schools have centered around an attempt to interpret these basic principles of parents, teachers, supervisors, and administrators. Such principles have profound significance in school procedure. They mean reorganizing the schools so that children may have an opportunity to exercise desirable social relationships; to develop powers of thinking through problems; to cultivate individual interests and aptitudes. They imply an emphasis on that subject matter and those experiences which make living a rich, colorful, cultural adventure in the realms of art, music, science, and literature. They imply a watchfulness over every environmental influence which might be subversive of complete physical, mental, and emotional realization.

IMPROVEMENT OF SCHOOL PLANTS

The importance of a proper school environment can not be overemphasized if these goals for elementary education are to be achieved. The minimum acceptable state standard is that all schools shall be *safe, sanitary,* and *educationally serviceable.* In addition, if they can be *attractive,* beautified by trees, shrubbery, and flowers, the dividends in child development will far exceed the effort to create a suitable school environment.

Much progress has been made in school plants and equipment throughout the state. Most of the elementary school children have comfortable, attractive, and fairly well equipped schools. The division has encouraged counties to make sanitary surveys of local conditions and has given guidance in working out survey forms and techniques. The making of county score cards for school buildings has been encouraged in order that small communities may make their schools the best possible agency for educating their children. Such a "measuring stick" has proved a great incentive in the improvement of the school

plant and its equipment in that the community may see its school in relation to others of the county.

NORTHERN CALIFORNIA CURRICULUM STUDY

In the spring of 1930, the county boards of education in 17 of California's northern counties[1] agreed to cooperate in the construction of courses of study to be used in the participating counties. These counties represented similar educational situations in that they all had many small rural schools, none were financially able to employ curriculum experts to direct the preparation of courses of study, and all realized the inadequacy of a course of study prepared by the county board of education in the few days which could be spared from the full-time educational responsibilities which most of the members had in addition to their county board activities.

In undertaking a cooperative enterprise of this kind, the danger of dividing the work into subject matter fields was recognized. Complete integration of subject matter around large centers of interest was the accepted ideal. However, some division of assignment was essential. County responsibility was assumed in the large subject matter divisions of health, social studies, science, arithmetic, language arts, reading, and literature. Such an organization did not preclude integration. The various curriculum groups were free to indicate activities which involved other fields than those of their immediate responsibility. The emphasis of each group was on developmental experiences rather than upon the acquisition of facts in the separate subject matter fields. Teacher participation was secured in the preparation of all the curriculum material. No units were introduced which had not been worked out in a practical classroom situation.

This cooperative curriculum endeavor was carried on under the direction of the Division of Elementary Education and Rural Schools. It represents activities on the part of educators in an area of 46,376 square miles, or approximately as large as the state of New York. The actual participation of teachers, principals, supervisors, district superintendents, county superintendents, and county boards of education in the construction of the curriculum doubtless represented intangible values in terms of growth in professional skill. This vitalization of elementary school instruction far outweighs in significance the printed courses which have already been distributed to the counties for use in the school year 1932–1933.

[1] Amador, Butte, Colusa, El Dorado, Glenn, Lake, Lassen, Modoc, Nevada, Placer, Plumas, Shasta, Siskiyou, Sutter, Tehama, Yolo, and Yuba.

The following materials have been prepared and plans for the continuation of the Northern California Curriculum Study are being made with unabated enthusiasm:

Suggested Course of Study in Science for Elementary Schools
Suggested Course of Study in Reading and Literature for Elementary Schools
Suggested Course of Study in Social Studies for Elementary Schools

The outstanding results of the study are (1) it secured the cooperation of representative educators from nearly every school district in the area, and (2) it insured a course of study in harmony with the best teaching practices of the rural schools of northern California.

RURAL SCHOOL SUPERVISION

The progress of rural schools in California during the past decade can be attributed to California's nationally recognized program of rural school supervision. Rural supervision was introduced in California to equalize the opportunity of the rural school child. City school systems had long enjoyed the guidance and leadership provided by professionally qualified educational experts who brought to the difficult problems of child development superior training and a richer experience than the classroom teacher ordinarily possesses. The rural supervisor serves to improve the instruction of teachers who, in general, have much less training and experience than teachers in city systems and who are in greater need of the services of a well qualified expert to meet the difficulties inherent in the multi-graded heterogeneous rural school.

The county school superintendent could not give the rural schools close supervision unless he were free to devote all his time to supervisory duties and unless he were a trained supervisor. Every legislative session imposes so many and such a variety of essential duties upon the county superintendent that he can not spend the necessary time supervising the work done in the schools. If rural schools are to approximate the effectiveness of city schools, if country children are to enjoy as valuable an educative experience as urban children, then the provision for expert direction of rural education must be equivalent to the expert supervision provided for schools in populous areas.

In one rural county of California, the results of children in school accomplishment as shown by standard tests has been kept from the beginning of the supervisory program.

The results of these tests show that marked progress was made by the pupils after the program of supervision was inaugurated. Data showing the school achievement of the eighth grade pupils as measured by the Stanford Achievement Test before supervision, after the first year of supervision, and after five years of supervision are presented herewith:

	1925–26	*1926–27*	*1930–31*
Number of pupils	212	232	265
Number of years of supervision	0	1	5
PUPIL ACHIEVEMENT			
Median			
Test score	73	74	94
Educational age	11 yrs., 9 mos.	11 yrs., 10 mos.	14 yrs. 8 mos.
First Quartile			
Test score	65	66	84
Educational age	11 yrs., 1 mo.	11 yrs., 2 mos.	12 yrs. 11 mos.
Third Quartile			
Test score	80	81	101
Educational age	12 yrs., 6 mos.	12 yrs., 7 mos.	15 yrs. 9 mos.
High score	96	96	113

This division has aided in increasing the effectiveness of the county programs of supervision by:

Visiting teachers with the supervisor

Discussing the work of teacher and supervisor

Participating in teachers' meetings held by supervisors

Arranging for supervisors to see and evaluate the work in the state demonstration rural schools

Conducting quarterly sectional conferences of rural supervisors and annual state-wide conferences

Conducting summer session classes in techniques of county supervision and on problems of supervision

Preparing bulletins for the use of supervisors and teachers

Distributing many integrated units of work suitable for use in rural schools

Evaluating for each supervisor the supervisory accomplishment of each year and in offering constructive suggestions for the proposed program for the coming school year based upon the supervisor's annual report

It has been the purpose of the division:

To maintain efficiency in supervision by encouraging a unification and coordination of the efforts of every individual engaged in the work of supervision

To preserve and encourage the individuality and initiative of every supervisor

To disseminate information concerning the excellent accomplishments of various supervisory programs throughout the state.

THE PROGRAM OF THE STATE DEMONSTRATION RURAL SCHOOLS

The designation of certain schools as State Demonstration Rural Schools has been for the purpose of providing educational situations in which superintendents, supervisors, and teachers might have the opportunity of observing a new approach to the old goals of education and to see in operation a plan looking to the better and fuller development of children.

The programs in the various schools are not identical although they are based upon a common guiding philosophy and educational plan. The unique personality of each school is maintained. The needs of the community constitute the primary determinant of what activities are to command major attention.

The Guiding Philosophy

One familiar with modern educational theory and practice would find nothing startlingly new or radical in the state demonstration rural schools. They represent an attempt to adapt to rural conditions the best of the new methods of education while retaining the best of the old.

In the program of the demonstration schools, equal emphasis is to be placed on *the individual needs of the child* and his *social development.* The fundamental purposes of the schools are to train for *individual responsibility, initiative, cooperation, independent thinking, and social living.* Ideally, the schools aim to give the child an educative experience which will result in his balanced and harmonious development. The schools aim for growth in vision, self-direction, self-appraisal, self-control, and self-expression. Growth in character is an inevitable outcome.

Development from within rather than the mere acquisition of knowledge and skill is the comprehensive aim of education. *Creative activities* are valued more than those that merely conform to existing patterns. Responsibility for the school is shared by the teacher and the children.

The development of each individual child is valued above all. It is realized that children differ so completely in physical, mental, social, and educational capacities, experiences, achievements, and rates of

growth that no mechanistic organization of education alone will serve to develop the distinctive personality of each child.

Variety in human beings is expected. Each pupil is studied to learn what he really is and needs. He differs physically, mentally, and temperamentally from all other children. He differs in social background. Education selects its aims from the variety of individual human wants. Education fits its means and methods to the variety of individual interests and capacities.

The Educational Program

The school should aim to contribute to a realization of the greatest development of the fourfold nature of the child: physical, mental, social, and emotional.

Physical Development

The physical development of the child is fostered through:

The physical education program
The nutrition program
Health supervision
Health instruction

The physical education program. "The first duty of man is to be a good animal," said Herbert Spencer. A sound body is fundamental to any program of education. The school contributes most to this objective through a well organized and vigorous physical education program. Every child participates in some playground activity suited to his particular need during each intermission. Folk dancing and posture work are especially stressed.

The nutrition program. The serving of food to school children, especially during the lunch period, is an important factor in any school or community program for the betterment of child health.

Studies and investigations of health conditions among school children indicate that the percentage of undernourished children in rural communities is higher than that existing in larger communities. This difference is largely due to unsound eating habits and to the lack of a variety of foods in the diet.

Supplemental food in the form of a hot lunch is provided with very little equipment, expense, and work and with no sacrifice of school time. Such an activity becomes a valuable educational project as important as any other educational activity carried on in the school. The children are carefully supervised during the twenty-minute lunch period at noon. They sit down and spend this time eating lunch.

Parents and school authorities cooperatively assume the responsibility for training children in the selection of an adequate diet, in the establishment of desirable eating habits, and in the acquisition of good table manners.

Health supervision. Physical examinations are made and cases in need of medical attention are reported to the parents. Through the cooperation of local social welfare agencies, needy children are given remedial treatment.

Health instruction. Health talks, charts, plays, posters, and clubs are means by which health habits are inculcated.

Mental Development

The old education emphasized the acquisition of knowledge and skill. It depended upon drill to fix habits, it deliberately set out to make the new generation conform to the pattern of the old. In our complex modern life, it is evident that knowledge and skill, as such, though highly desirable are not so important as the development of an adequate physical equipment, proper social attitudes and ideals, and stable emotional responses.

There is no desire in the demonstration schools to minimize the child's mental development, but rather to consider it in relation to the harmonious general development which is also the function of the school.

The classroom work is organized around large units of interest. These large units provide a curriculum of life activities so representative of life in general that children passing through the school find situations in which they may grow and exercise their creative ability. School activities as far as possible are the outgrowth of problems to be solved.

The old type recitation method is replaced by class discussions, socialized recitations, reports, and dramatizations centering around or growing out of large units of work. These methods permit of adjustment to individual differences. The outstanding contribution of the new psychology to education is the fact that children differ. The psychologist has proved that these differences are wide, varied, and persistent. To a large degree, success in training children depends upon the extent to which training is adjusted to these differences.

The *individual method* is used almost entirely in grades three to eight in arithmetic. This is supplemented by group instruction whenever an economy of time can be effected in presenting new principles. Spelling and writing are individualized. Each child is allowed to *grow in his own way and progress at his own rate and toward his own goals.*

The social activities are carried on by groups. Among these may be mentioned: the shop, school gardens, folk dancing and games, civics clubs, good book clubs, auditorium activities.

Mental and achievement tests are given pupils to determine aptitudes, interests, abilities, improvement, and for diagnostic purposes. The individual needs of the child are determined as scientifically as possible and these are satisfied either by individual or group activity. The proposed plan of instruction is referred to as a *two-way plan* in which the social activities are carried on in social groups and the necessary knowledges and skills are achieved by an individualized procedure.

Social Development

A conscious effort is made to provide a social situation in the school in which children may learn to live together as normally as possible. The "lock-step" is eliminated in the school management. School life is made as nearly like the life situation in which the child will later find himself as is possible. Children should acquire habits of social behavior through opportunity to participate in the social relationships of the school.

The social development of the child is provided for through playground activities: club activities such as the civics, health, and agriculture clubs; through committees with responsibilities for equipment, library, yard, milk, and the like; through the large units of work in science, social studies, and literature; through the school gardening; through auditorium activities and through socialized classroom activities. The schools constantly strive for greater social awareness and response.

Emotional Development

The emotional development of the child is the outcome of everything he does and everything with which he comes in contact. A wholesome happy school atmosphere prevents the development of emotional maladjustment.

It is the constant endeavor in the demonstration school to keep the children happily busy in activities of interest to them. Our best assurance of a healthy mental life and objective-mindedness is valuable interesting occupation. Every activity mentioned under social development contributes to hygienic emotional adjustment. The schools keep in constant contact with the home through conferences with the parents and parent and teacher discussion groups.

A direct effort is made through music, writing of original poetry and plays, picture study, art, dancing, and literature, to find avenues

through which the child may express his emotional life. The child's reading is carefully directed so that he may have the stimulation and guidance that come from good literature. Nature study and science make their contribution to the child's appreciation of his place in the universe.

LIST OF STATE DEMONSTRATION RURAL SCHOOLS

Union	1-teacher school	Butte County
Wyandotte	1-teacher school	Butte County
Arbuckle	8-teacher school	Colusa County
Johnsonville	1-teacher school	Lassen County
Riverside	1-teacher school	Lassen County
Yosemite Valley	2-teacher school	Mariposa County
Spring Garden	1-teacher school	Placer County
Tahoe Lake	1-teacher school	Placer County
Sheridan	2-teacher school	Placer County
Woods	5-teacher school	San Joaquin County
Shasta	1-teacher school	Shasta County
Montgomery Creek	1-teacher school	Shasta County
Lewis	5-teacher school	Sonoma County
Los Molinos	5-teacher school	Tehama County
Pleasant Valley, Camarillo	7-teacher school	Ventura County

THE ELEMENTARY SCHOOL PRINCIPALSHIP

There are in California 740 supervising principals or district superintendents and 1600 teaching principals.

It was with the purpose of meeting more closely this large number of educators in the state that the series of elementary school principals' conferences was planned by the division. These conferences were held as follows:

Chico	March 5
Fresno	April 2
Oakland	April 16
Sacramento	April 30
Redlands	May 21

With this group lies major responsibility to stimulate and promote a progressive program of elementary education which will insure the all-round development of every child. It is through these directors of elementary education that the division proposes to reach the classroom situation; and keep close to that important relationship of teacher and pupil. Only through their cooperation and leadership can the state program of education become most effective.

The high school principals have assembled for a number of years to discuss their common problems; other professional groups have had similar gatherings to promote growth and educational leadership. The advancement of numerous phases of educational endeavor can be traced to the solidarity of the group immediately in charge.

A conference of elementary school principals has long been a part of the State Department of Education plan, and the large attendance at each such conference gave evidence of the interest and need felt for such a conference. The individual contributions made at the conferences were of such a quality as to create most optimistic anticipation of the results of further opportunities for conference.

The outgrowth of this series of five conferences of elementary school principals and district superintendents constitutes the material of the first issue of a new publication to be issued quarterly by the State Department of Education and to be called the *California Journal of Elementary Education.* It is planned to devote the major portion of each issue to articles dealing with several phases of one of the larger problems of elementary education. The articles of the first number will be devoted to the topic, "Responsibilities of the Elementary School Principal." Future issues will treat other major problems of elementary education. The purpose of this journal is to provide a new service for California educators charged with the responsibilities of administration and supervision of instruction in the elementary schools and through this means aid in furthering the progress of elementary education in the state.

HEALTH PROGRAM FOR ELEMENTARY SCHOOLS

The preparation of a Teachers' Guide to Health Instruction in the Elementary School has been undertaken jointly by the Division of Elementary Education and Rural Schools and the Division of Health and Physical Education.

Conferences were held in Los Angeles, Sacramento, and Oakland during the fall of 1931 to discuss what an elementary child should know about health. Invitations to representatives to attend these conferences were sent to city, county, and district superintendents of schools; city, county, and state departments of public health; state and county medical associations; the California Congress of Parents and Teachers; universities and colleges; and to additional persons especially interested in health education.

As a result of these three conferences the content of the subject matter field was established. Twelve major headings were agreed upon.

Teachers and supervisors throughout the state were asked to submit excellent units of work in health instruction under one of these

major headings. These units were a record of work which had been actually carried out in classroom situations. This material is in process of being edited at the present time and will be available for distribution during the coming year.

The division has directed a study in the evaluation of health textbooks which has been submitted as a master's thesis at Stanford University. The technique of evaluation will be used in determining the bibliography for the proposed "Health Program for California Elementary Schools."

WASHINGTON BICENTENNIAL CELEBRATION

A bulletin was produced to encourage teachers to use the occasion of the bicentennial celebration as an opportunity in character education.

The observance of the Washington Bicentennial and the appearance of the yearbook publication of the Department of Superintendence of the National Education Association upon the subject of character education was a happy coincidence. The tremendous reciprocal possibilities were immediately apparent to educators making a "sincere, intelligent and courageous approach to the real problem of living"[1] through emphasis on character development as the foundation of the school program. Activities in the school centered around the study of a man of great nobility of character, whose record of service to the state, of devotion to human welfare, of personal self-sacrifice for the larger good, is unsurpassed in the annals of our nation, provide living exemplification of a personality worthy of emulation.

Abstract qualities of character are meaningless to children. Traits and ideals become vitally significant to them when attached to a dominant and unique personality. "People make more appealing standards than do abstractions. They have the further great advantage of integrating, combining, and synthesizing the qualities that are so rigid and inadequate once they have been made into lifeless categories. One of the best answers to the question, 'What do you mean by good character?' is to name a half dozen persons who are distinguished from the ordinary run by their excellence of character. This amounts to saying that the personal appraisal is primary, the traits or definitions are secondary."[1]

PUBLIC RELATIONS ACTIVITIES

The division has accepted responsibility to aid in informing the public regarding educational trends so that communities may understand the educational needs of boys and girls.

[1] *Department of Superintendence, Tenth Yearbook, Character Education,* Washington, D. C.: National Education Association, 1932.

Excellent cooperative relationships have been maintained with the California Congress of Parents and Teachers and local parent-teacher associations. The division has been called upon for advisory service, addresses, and magazine articles for the state publication of the organization.

The Daughters of the American Revolution have cooperated with the division in studying problems related to the education of migratory school children, Indians, and providing funds for various types of relief work in rural schools.

In 1930 and 1931, the division directed the preparation of brief bulletins appearing under the title, "Suggestions for Public Schools Week." These bulletins have been designed primarily to encourage as effective an observance of Public Schools Week in the rural communities of the state as has been established in urban areas.

American parents have always believed in educational opportunity for their sons and daughters. The life of the typical family revolves around plans for the education of its children. The sacrifices of individual mothers and fathers for the educational progress of their children are too much within common experience to require comment. In a wider sense and motivated by the same parental spirit, communities have sought to safeguard the integrity of their social institutions and provide for the advancement of their citizens by the best educational opportunity at their command and within their knowledge. The teacher is responsible for social progress, not only through her service in the class room, but as an interpreter of newer tendencies in education. Modern educational psychology has brought about a transition in school procedures. Modern economic conditions have caused a recasting of curriculum to fit young people for a worthy place in an ever changing civilization. These changes demand interpretation by the professional expert to the lay public if that indispensable community support essential to educational advancement is to be achieved.

In the rural community, the need for such information is acute. Too many rural communities are apathetic and indifferent to the needs of their schools and are entirely unmindful of the rich educational opportunity being supplied to more fortunate children who happen to live in a nearby town or city. The rural teacher must be the interpreter of modern education and must give the educational leadership that will result in an awakened community interest in the needs of the school.

Division of Health and Physical Education

N. P. Neilson, Chief

INTRODUCTION

The state physical education law enacted in 1917 made physical education compulsory for all pupils in the public schools, except those excused for disability or military training. The minimum time allotment for elementary school pupils was placed at 100 minutes each week, and for high school pupils 120 minutes each week. Since the passage of this law, physical education programs in the public schools have developed rapidly. Gymnasiums have been built, athletic fields provided, tennis courts hard-surfaced, and swimming pools constructed.

In 1931–32 there were in the senior high school of California 1407, in the junior high schools 466, in the junior colleges 117, and in the state teachers colleges and universities 98 full-time and part-time teachers of physical education. During the school year 1930–1931 there were 4052 elementary schools, 169 junior high schools, 398 high schools, and 16 district junior colleges in which physical education was a definite part of the school program. This program affected the lives of 764,735 pupils in grades one to eight, of 246,676 pupils in grades nine to twelve, and 17,057 pupils in grades thirteen and fourteen.

In this period of economic difficulty there may be a tendency to conservatism, or a tendency to revert to the school curriculum of long ago. It should be perfectly clear that modern methods of communication, of transportation, and of living have made it easier for children to secure an academic preparation and more difficult to find sufficient leadership, facilities, or programs to develop them physically. Without health-giving physical activity in youth, old age must depend upon a half-developed machine to withstand the rigors of life now too difficult for a perfect machine. Organic vitality is the foundation for health. Without health all is lost. How could it profit the individual or the state to release from the public schools a mass of physical weaklings?

Pupils, teachers, school administrators, parents, and the general public now realize to a considerable degree the necessity for a physical activity program in the schools.

The attitude of the State Board of Education toward the importance of health and physical education as a part of the secondary school

program was shown when it adopted new rules and regulations relative to secondary school courses of study and graduation requirements. Instruction in health and physical education daily throughout each year of the high school curriculum, except that exemption may be authorized as provided in School Code Section 3.731, was prescribed effective July 1, 1932.

FUNCTIONS OF THE DIVISION

The general functions of the division are to assist in the development of adequate programs of health and physical education in the teachers' colleges, junior colleges, high schools, junior high schools, and elementary schools of the state; to render service to schools and school officials in providing information and giving interpretations; to carry on cooperative research projects; and to establish means whereby the programs in the schools may be evaluated and then improved. By law, it is the duty of the state supervisor of physical education to exercise general supervision over the courses of physical education in the elementary and secondary schools of the state; to exercise general control over all athletic activities of the public schools; to advise school officials, school boards, and teachers in matters of physical education; to visit and investigate the work in physical education in the public schools; and to perform such other duties as may be assigned to him by the state board of education. In the performance of these functions the personnel of the division is responsible to the Director of the Department of Education, and has definite cooperative relationships to other divisions in the State Department of Education.

GENERAL ACTIVITIES

During the biennium, members of the division engaged in the following activities: Visited elementary schools, secondary schools, state teachers' colleges, and other teacher-training institutions; held conferences with school officials and teacher groups; gave addresses to teachers at institutes; gave addresses to trustee, school and community groups; met with state advisory committees; attended official conventions; attended staff meetings; held personal interviews; gave assistance to rural supervisors; held regional conferences; met with college and university authorities; prepared division news letter and other material for publication; cooperated with the California Interscholastic Federation in the control of high school athletics; engaged in professional study and research; mailed charts, bulletins, manuals, and mimeographed material to persons in the field; and responded to the many oral and written communications which came to the office.

SPECIFIC ACTIVITIES

The Evaluation of Programs in Physical Education

A growing realization of the importance of physical activity as a basic developer of organic health has led to the rapid progress now being made in the organization of physical education programs in the schools of the nation. In promoting the development of an improved program in physical education, every school superintendent, principal, and teacher is confronted with the need of evaluating present programs in the light of acceptable standards or criteria. Few, if any, objective means for evaluating physical education programs have heretofore existed. Those charged with the duty of performing this important function have so far been forced to depend chiefly on subjective judgment of a rather general nature. Knowing the need for an objective rating of physical education programs, the division in cooperation with leaders in the field in California developed two score cards, one for evaluating physical education programs for high school boys, and another for evaluating physical education programs for high school girls. The two projects resulted in the publication of Bulletins E-2 and E-3 issued in 1931 by the California State Department of Education. These bulletins have had wide distribution in California and throughout the nation.

White House Conference on Child Health and Protection

At the invitation of Herbert Hoover, President of the United States, members of the division served as delegates to the White House Conference on Child Health and Protection held in Washington, D. C., December, 1930. They served as members of committees and contributed to the literature of the conference.

During the past few months, the Chief of the Division has represented the Superintendent of Public Instruction as a member of the State Executive Committee which is planning a White House Conference on Child Health and Protection for California. The State Executive Committee at present is composed of 12 persons working under the general direction of the State Director of Education, State Director of Public Health, and the State Director of Social Welfare. At the request of the State Executive Committee the Chief of this division developed plans providing for state, district, county, and community conferences which will be held over a period of two years, and which should result in the thorough dissemination of the recommendations of the national conference, an evaluation of child health conditions in California, and the formulation of an intelligent future program in child health and protection in California.

A Health Program for Elementary Schools

The Division of Health and Physical Education and the Division of Elementary Education and Rural Schools are jointly undertaking the preparation of a Teachers Guide to Health Instruction in the Elementary Schools. Conferences have been held involving the staff of the State Department of Education, the State Curriculum Commission, members of the State Department of Public Health, city and county school administrators, and many other groups and persons in the field. By means of these conferences many individuals have beeen interested in actively assisting the State Department of Education in the preparation of materials.

The manual is to include two phases: Health protection and health instruction. Some of the items to be included under health protection are: The health of teachers, health inspections, and examinations; control of communicable diseases; first-aid and safety provisions; school health equipment and supplies; health records; the hygiene of instruction; and the hygiene of the school environment. It is planned to present the health instructional materials in units which have been arranged as to difficulty, and adapted to the needs of children of varying age levels. It is hoped this manual will assist teachers now in service in the elementary schools, form the basis for the health instruction course given to trainees now in institutions of higher learning, and give parents the opportunity to study the program and thereby be in a better position to cooperate more fully with the school and other agencies in making the program effective.

National Teacher Training Study

At a meeting of the Department of School Health and Physical Education of the National Education Association held in Los Angeles on July 1, 1931, a resolution was introduced and passed authorizing the president of the department to appoint a national committee the duty of which should be to formulate a suggested set of standards to be used in the evaluation of institutions professing to train physical education teachers. N. P. Neilson, Chief, Division of Health and Physical Education, California State Department of Education, was appointed chairman of the committee. Six national organizations are now interested and represented in this study.

There are over 400 institutions in the United States which profess to train physical education teachers. Their ability to train teachers from the standpoint of number and quality of staff members, facilities, and course offerings varies greatly. How can the school administrator who interviews an applicant for a position in physical education be sure the professional training has been of good quality? We can assist

administrators to improve their school programs through better teachers, and help teacher-training institutions themselves to do their work better by developing standards which must be met and maintained before institutions can have their names appear on a certified list as giving an adequate training program.

The committee will invite persons residing in every state in the union, persons interested in health and physical education and competent to deal with the problems of teacher training connected therewith, to serve on a committee of 200. This large committee will attempt, over a period of two years, to formulate standards to be used in evaluating the ability of institutions to train health and physical education teachers for various phases of service in the public schools.

Classification for Interscholastic Competition

The "Four-Point" classification scheme, constructed by the State Department of Education and adopted by the California Interscholastic Federation, has been used in California over a period of years to classify high school boys for interschool athletic competition. Recently the question arose as to whether the scheme could be improved and simplified by leaving out the factor of "grade," and eliminating the use of exponents by adding the age, height, and weight numbers. The California Interscholastic Federation requested the State Department of Education to investigate the desirability of the new plan.

A detailed study of 940 cases resulted in the conclusion that we should continue to use the four-point classification scheme until proof of a better scheme is submitted. The four-point scheme was designed to accomplish certain desirable objectives in interschool athletic competition. The new scheme does not accomplish these objectives as well.

Achievement Tests for Elementary Schools

The State Department of Education published in 1929 a *Manual of Physical Education Activities for Elementary Schools.* The manual contains many activities of the individual athletic event type for children in grades five, six, seven, and eight. Children in these grade levels enjoy playing in competition with other pupils and with their own previous records. A number of schools have volunteered to cooperate with the State Department of Education in securing sufficient data with which to construct scientific achievement scales in approximately 60 different physical education activities. Scales will be adapted to sex and to individual differences in age, height, and weight. Scientific measurement of achievement of pupils in physical education activities will prove interesting to the pupils and will give teachers an opportunity to learn something about the physical efficiency of the pupils they have in charge.

California Association of Health, Physical Education, and Recreation

The Division of Health and Physical Education assisted in the organization of the California Association of Health, Physical Education, and Recreation which was formed September 13, 1930. This state association is a federation of local and sectional units with state membership contingent on local unit membership. The organization now has an approximate membership of 1000 persons interested in personal professional improvement and in advancing the health, physical education, and recreational programs in the state.

Division of Libraries

MABEL R. GILLIS, *State Librarian*

LIBRARY FUND

The biennial appropriation for 1931–33 was $346,100, in addition to which the Library was to receive its proportion of the salary adjustment allowance or about $5,000. In common with other State departments and divisions it became necessary to turn back to the general fund a part of the money originally allotted for our work. Our biennial income then was about $334,650 or $11,450 less than was counted on at the time the budget was allowed. The greatest curtailment this readjustment necessitated was in book purchases. This is naturally a hardship to a library at any time, but has been particularly so this biennium to the State Library because many of the smaller library units had their budgets cut and were depending even more than usual on the state collection.

CHANGE OF LIBRARIAN

Milton J. Ferguson, State Librarian since 1917, resigned September 30, 1930, in order to accept the librarianship of the Brooklyn Public Library, Brooklyn, N. Y. Mabel R. Gillis, a member of the State Library staff since December, 1904, and assistant librarian since 1917, was appointed to succeed Mr. Ferguson as librarian on October 1. On December 15 she named Eleanor Hitt assistant librarian. Miss Hitt had been librarian of the San Diego County Free Library for ten years and previous to that had been librarian of the Yolo County Library, and had gained experience in the Kern County Library and in the State Library.

DEDICATION OF JAMES L. GILLIS HALL

On October 3, 1931, the large reading and reference room of the State Library building was dedicated to the memory of James L. Gillis, State Librarian from 1899 to 1917. The room was designated as James L. Gillis Hall. The California Library Association placed a bronze tablet over the door of the reading room inscribed as follows:

"James L. Gillis Hall—Dedicated by the California Library Association to the Memory of James L. Gillis, who as State Librarian from 1899 to 1917, and as founder of the county library system of California rendered valuable and lasting service to the state."

The tablet was designed by Elizabeth Norton, California sculptor.

Dedicatory exercises were held at which Eleanor Hitt, chairman of the James L. Gillis Memorial Committee of the California Library Association, presided. Governor Rolph made the dedicatory speech. He was

followed by Mabel R. Gillis, State Librarian, who said a few words of appreciation and welcome. Rolland A Vandegrift, Director, State Department of Finance; Mabel Thomas, vice president of the California Library Association; George T. Clark, librarian emeritus of Stanford University, and Susan T. Smith, librarian, Berkeley Public Library, were the other speakers on the program.

An account of the ceremonies, including the speeches in full, was published in *News Notes of California Libraries* for January, 1932.

STATUARY HALL COMMISSION

The work of the Statuary Hall Commission, of which the State Librarian was an ex officio member, was completed with the placing of the statues of Junipero Serra and Thomas Starr King in Statuary Hall in the Capitol at Washington, D. C., and the dedicatory exercises held March 1, 1931. Arrangements for the unveiling ceremonies were made by the secretary, Grace S. Stoermer of Los Angeles. The State Librarian visited Statuary Hall in June, 1930, and found the California statues as well placed as possible under prevailing crowded conditions. California can be very proud of the figures executed in bronze by Ettore Cadorin and Haig Patigian.

VISITORS

Among the distinguished out-of-the-state visitors to the Library this past two years have been: Mr. Kolbjorn Fjeld of Oslo, Norway, a graduate of the Paris Library School and of the School of Library Service at Columbia; Mr. A. D. McIntosh, assistant librarian of the Parliamentary Library of New Zealand; Mildred Pope, the newly appointed State Librarian of Washington; Edith Lathrop, Associate Specialist in School Libraries in the United States Office of Education; and Carl H. Milam, Executive Secretary, and Julia Wright Merrill, Executive Secretary of the Extension Committee, from American Library Association headquarters.

Two groups have been entertained at the Library: the Roxburghe Club of San Francisco, composed of men interested in fine printing, who spent the afternoon and evening of July 12, 1930, with us; and the members of the California Historical Society, who came for Sunday, April 10, 1932. At the luncheon meeting of the society, Mr. Richard Savage presented to the Library on behalf of his mother, his aunt, and himself, the original De Long journals, which form an interesting record of pioneer days in California.

In addition to the two groups mentioned above, the classes in the School of Librarianship of the University of California paid the usual spring visits in 1931 and 1932.

All the California visitors help spread information about the State Library and the work it is doing, and those from out of the state and out of the country come with the definite purpose of learning something from this state to take back for the development of library work in their own localities.

RECLASSIFICATION OF STATE POSITIONS

During this biennium state positions were reclassified, and in State Library service many changes were made in titles. Also the word "section" was adopted in place of "department" in order to avoid conflict with the larger units of state service which are officially designated as departments.

Division of Schoolhouse Planning

ANDREW P. HILL, JR., Chief

The function of the Division of Schoolhouse Planning, briefly stated, is to aid California school districts and state schools to obtain safe and healthful buildings, grounds, and equipment that will facilitate a modern program of education suited to local needs at the least possible expenditure consistent with reasonable upkeep costs and with the ability of the districts to pay.

This statement of function suggests the close working relationship between the Division of Schoolhouse Planning and other divisions in the State Department of Education. In matters dealing with physical education, health, and playground facilities, the staff of the Division of Health and Physical Education is brought into consultation.

In the constant struggle to keep school buildings in a facilitating relationship to the modern developments in curriculum content and methods the closest cooperation has been maintained with the Division of Elementary Education and Rural Schools and the Division of Secondary Education. The records kept by the Division of Research and Statistics are constantly used to determine the amount of facilities needed and the financial abilities of districts having a building program.

Realization of the ideal that new school construction should reflect the particular educational and social needs of the community as well as more general educational purposes has been possible only as a result of field work by staff members of this division and of close cooperation with local educators.

Accomplishment of the functions of the division has been realized through a number of field and office activities. These activities may be roughly classified as follows:

1. Review of plans and specifications for new school construction leading either to their approval or to their rejection with recommended changes as the case may warrant.
2. Conferences with school trustees, educators, architects, public officials, and groups of citizens, followed by specific recommendations as to educational needs, health and safety precautions, and structural standards.
3. The making of school building surveys as requested.
4. Building and site evaluations including the development of new measures and standards, with reports and recommendations.
5. Preparation, for new buildings, of educational statements of such clarity and completeness that architects may use them with confidence and educators may use them to check the architects' plans.
6. Development and drawing up of suggested standards, such as schools of various sizes, regular classrooms, special classrooms,

general service areas, typical specifications, typical details, and site development plans.

7. Research activity leading to the development of principles of campus development, principles of building layout, studies of types of construction and maintenance cost, subject matter schedules as they effect schoolhouse planning, attendance statistics, and details for special facilities.

During the biennium ending June 30, 1932, the Division of Schoolhouse Planning reviewed 179 sets of school plans. Of these, 34 were examined in their preliminary stages only, while 145 were checked in both preliminary and final stages. The Division of Schoolhouse Planning was able to obtain reports on the contract prices for construction of 112 of the buildings erected from the 145 plans. The total amount spent for these 112 buildings was $3,260,503, or an average per building of $29,112. If, as it seems fair to assume, the remaining 33 structures cost as much per building as did those for which data was secured, the total construction in school districts, for which plans were checked for final approval by this division during the biennium, amounts to approximately $4,221,199. Construction in the state teachers colleges and special schools for the same period amounted to approximately $1,347,000. The total amount of construction, therefore, for which plans were evaluated by the Division of Schoolhouse Planning during the biennium was approximately $5,768,119.

The records in regard to the construction costs of buildings, the plans for which were reviewed for final approval by this division since its creation in 1927, are about as complete as can be expected. It should prove of value, therefore, to present a brief tabulation of these data by fiscal years for the five years concerned.

In Table No. 7 the distribution of plans given final approval is shown by types of schools as well as by fiscal years. Over one-half of all plans approved are for elementary buildings. There are about one-half as many high school as elementary school plans with very few

TABLE No. 7

Number of School Plans of Each Type Examined and Given Final Approval by the Division of Schoolhouse Planning by Years, 1927–1928 to 1931–1932.

Type of school	1927-1928	1928-1929	1929-1930	1930-1931	1931-1932	Totals
Kindergarten	2	0	2	1	2	7
Elementary [1]	68	45	74	60	26	273
Junior High School	1	1	5	1	1	9
High School	21	27	36	28	19	131
Junior College	----	1	----	5	3	9
Totals	92	74	117	95	51	429

[1] Elementary includes both schools of the first six or first eight grades and kindergartens when a part of the elementary plant.

for other types of schools. In studying the annual fluctuations and trends it is difficult to explain the decided drop in 1928–1929 under both the preceeding and following years. The rapid decline since 1929–1930 parallels the general financial and taxation trends of the

period. The decline has been drastic enough to make almost certain the need for greatly accelerated school building activity in a few years in order to catch up with a school population that grows in spite of the financial stringency.

Table No. 8 gives the summary, by fiscal years, of available cost data on school construction from plans approved by the division. Costs of construction are computed for buildings where data are not available, the assumption being, as explained before, that unreported buildings cost on the average the same as those reported. The fluctuations and trends in cost of construction are similar in nature to those found in the number of buildings. The total capital outlay for schools in California likewise follows the same fluctuations.

TABLE No. 8

Cost of School Buildings Erected From Plans Approved by the Division of Schoolhouse Planning and Total Capital Outlays for Public Schools in California, 1927–1928 to 1931–1932.

	1927-1928	1928-1929	1929-1930	1930-1931	1931-1932
1. Number of plans with cost of building reported	87	57	88	78	34
2. Total cost of buildings from reported plans (Item 1)	$3,538,044	$1,395,654	$3,410,781	$2,382,268	$878,235
3. Average cost of buildings from reported plans	$40,677	$24,485	$38,759	$30,542	$25,830
4. Number of plans with cost of building not reported	5	16	28	16	17
5. Estimated cost of building from plans not reported (Item 3 X item 4)	$203,335	$416,245	$1,085,252	$488,672	$439,110
6. Total number of plans examined for final approval	92	74	116	94	51
7. Estimated total cost of buildings from plans approved (Item 2 X item 4)	$3,741,379	$1,811,899	$4,496,033	$2,870,940	$1,317,345
8. Grand total capital outlays for California public schools*	$33,897,032	$24,833,027	$26,035,392	$24,170,455	$16,114,849

* Includes district junior colleges, high schools, elementary schools, and kindergartens.

The plans checked have been for buildings that vary greatly in size. One of the plans was for a building that cost only $1,400, another that cost $434,439.

The data in these two tables do not tell nearly the whole story of the plan checking activity of the division. There has been an average of 34 plans per year that were checked in their preliminary stages only. Then due to the fact that the cost was later found to be less than the $5,000 required by law or due to a change in architects, or abandonment of the project by the school district, a final plan was not submitted for approval. These facts are mentioned here because it is during the preliminary stages of plan development that most of the field and consultation work of the division is required.

In addition to these plans that are handled in their preliminary stages only there are a large number of cases in which the staff of the division merely advises with local trustees in regard to minor alterations.

The tabulation of these data revealed a peak load upon the division during the months of May, June, July, and August. Since most of the actual school construction in done in these same months the demand for speed in the review of plans is evident. This situation can and should be cured to a large extent. School districts that are planning to build during the summer months could, if they would, in most cases complete their planning before the actual time for construction. Better planning can be done and the work of the division be made more effective if the review of more plans could be done during the months of March, April, and May instead of June, July, and August.

The division has continued its activity in school survey work when requested by local districts and county superintendents. The most complete survey report of the biennium is that of the Palo Alto Survey. This report was printed and contains 265 pages. The basic data of the report are contained in 100 tables and 33 charts. Following the recommendations of the survey, Palo Alto has enlarged its elementary district, unified its elementary and high schools under one administration, revised its high school program, and provided, through the creation of an assistant superintendency, for a constructive long-time curriculum development program. Furthermore, steps are being taken to reduce the number of elementary school plants, to develop a bona fide junior high school to replace its present intermediate school, and to reduce the hazards of pupils walking to and from the schools.

While the reports of other surveys have not been so lengthy they, in each case, contain specific recommendations for constructive improvement in organization, program, and housing as the situation may require.

The surveys of both Roseville and Mill Valley elementary schools gave these schools carefully considered plans for future site and plant development and enlargement accompanied by recommendations for financing which is a real problem in these districts because of their extremely low assessed valuation per child attending school. In each district the plan presented would give one less school building in the system, abandon a totally inadequate site, and give some new housing to replace present hazardous structures.

The survey of the Reef District in Kings County resulted almost immediately in a unionization with Sunset District which adjoins it and a building program properly related to the vagaries of residential distribution in a rapidly developing oil field.

In Santa Maria two alternate methods of relieving congestions in the high school plant were recommended in place of the building additions proposed locally. Joint high school and elementary use of little used elementary shop facilities and the alteration of some of the present high school rooms were recommended by the survey.

In the Del Monte elementary district, Monterey County, as a result of our survey, the new rooms needed were added to the best located present building instead of being located on a new site as was contemplated.

A survey of the Santa Ynez Union High School District, Santa Barbara County, led to the conclusion that elementary and high school

education should be consolidated and the high school plant relocated. School authorities in this district are now proceeding with the necessary steps to put the recommendations into effect. A similar solution was found to be desirable for the San Ramon Valley Union High School district in Contra Costa County and for the Julian Union High School in San Diego County, as a result of surveys in these districts.

Consolidation and the development of a four-year high school program appropriate to the needs of the community which is predominantly Indian, was found desirable in the Northfork Union Elementary District, Madera County, but could not be financed at the present time due to the presence of so large a proportion of federal forest land which is not taxable for local school purposes.

Somewhat briefer reports were made following surveys of the following districts: St. Helena, Napa County; Sunnyvale, Santa Clara County; Elkhorn District, San Joaquin County; Blochman, Santa Barbara County; and Escondido, San Diego County.

In addition to these more formal survey reports the division has submitted a large number of brief reports to boards of school trustees giving the results of field trips of staff members of this division.

The relatively permanent value of the findings in these surveys is illustrated in the case of Vallejo. A survey of the school system there was completed by this division three years ago, the major recommendations of which are being carried out at the present time in the erection of a well located and well planned junior high school building.

The work of preparing typical solutions and suggested illustrative standards for the various parts of school plants has gone forward throughout the biennium. The number and general character of these illustrative standards is depicted in Table No. 7. However, there is still much to be done in a number of departments. Special stress during the past year has been given to elementary classrooms suited to the activity type program which is being fostered by the Division of Elementary Education and Rural Schools, State Department of Education. Special attention, due to demands from the field, has likewise been given to economical and sanitary gymnasium layouts and to gymnasium-auditorium combinations.

The need of a number of poor elementary districts in the desert portions of California has led to the development, by this division, of plans for adobe schools. Appropriateness to surroundings, economy, and comfort, are the special features of these plans. The adobe bricks can be both made and laid by local cheap labor and the resulting structures stand the weathering better than the light frame structures which are commonly found at present. The adobe schools will be cooler in hot weather and warmer in cold weather than the frame structures they are intended to replace.

In the past biennium, due to general financial conditions, a large number of school building alterations and addition problems have been presented to the division instead of the beginnings of new plants so common in previous expansive years. The real difficulties encountered in these problems, due to inadequate and poorly located sites, poor placement of buildings on sites, and lack of provisions originally for easy building extension and the logical enlargement of growing school departments, constitute an effective, even though mute, confirmation of the permanent value of the present stress this division is placing upon

these items in all new school construction. This type of permanent value is in addition to immediate savings due to: helping reduce floor areas without sacrificing educational values; improving the educational value of certain areas; and improving layout and interrelation of service and instructional areas.

There are a few outstanding conditions operating against the greatest effectiveness of the work of the Division of Schoolhouse planning. There are still entirely too many school building projects which must be reviewed by this division ultimately that do not come to our attention until well along toward their final form. This not only makes any proposed changes expensive of drafting time for the architect, but also slows up the building program of the district unnecessarily. The result frequently is ill-will toward the division which would not have been engendered at all had the division been permitted to plan with the architect and district school authorities from the inception of the building program.

Equally undermining to the effectiveness of the work of this division is the receipt of incomplete and unprofessional plans. This is due usually to the desire on the part of trustees to save money by having plans prepared by a person without an architect's license.

These two conditions can be corrected only by getting the proper information to school executives, trustees, county superintendents, and architects for school buildings at the proper time. The manuscript has just been completed for a bulletin emphasizing the importance of an early contact with this division and describing specifically the form and content of data and plans to be submitted to this office.

Decreasing building costs have emphasized another condition that has been present to some extent since the beginning of the work of the division five years ago and which can be corrected only by a change in the law. The present law exempts from the required review of the division the plans for school construction that will cost $5,000 or less. At the time this law was passed the $5,000 limitation would not exclude most new one-room schools. Consequently these small districts had the benefit of the broader experience and special training of staff members from this division. With hard times and lower construction costs many one-room school districts are now erecting school buildings costing less than $5,000. Not realizing the assistance this division is prepared to give in planning and modernizing their schools, most of these districts proceed without that aid. This is regrettable because due to the lack of informed and progressive educational leadership in these small communities the natural result is merely a new building of obsolete type in place of the old one of the same type, whereas they could have a new building of modern type for practically the same cost. At the present time, therefore, the $5,000 limitation, originally placed in the law to prevent flooding the division with plans for minor alterations and construction, is actually operating today to deny the service of the Division of Schoolhouse Planning to the school districts of California most in need of it. A change in the law is urgently recommended which will bring plans of all complete school buildings erected outside of city school districts, irrespective of cost, under the review of the division.

The present need for reduced expenditures and the imprudence of setting up any new type of service at this time is clearly recognized and conformed to by the division. Nevertheless it should be clearly under-

stood that a reduction in operating budget that denies effective field service strikes a death blow to the most potent means the division has to help local districts with their school building problems. Consultation yields results in this type of work when correspondence proves most ineffective.

Without an adequate travel budget for the division, plan checking would tend to become mechanical, arbitrary, and unsympathetic to local needs. This type of checking has some merit in that it protects districts against certain shortcomings in buildings. But it utterly fails to provide the district with educational leadership that results in securing buildings appropriate to a modern program of education and flexible enough to meet changing future needs. As has been pointed out in previous reports there is a vast amount of basic research work that needs to be done in the field of schoolhouse planning. This, however, should be carried along with vital effective field service to individual districts and not to the exclusion of such service.

Division of Secondary Education

NICHOLAS RICCIARDI, Chief

SCOPE OF SECONDARY EDUCATION

Secondary education in California embraces the period of schooling beginning with the junior high school and extending through the junior college. It includes the work of grades seven to fourteen, inclusive. The School Code (sections 3.220–3.222) defines as secondary schools the following: four-year high schools, junior high schools, senior high schools, evening high schools, technical schools, and junior colleges.

PURPOSE OF SECONDARY EDUCATION

A program of secondary education should recognize the varying abilities, interests and needs of preadolescent and adolescent boys and girls. Curricula should be planned with reference to the life purposes and plans of individuals. Each curriculum should consist of a unified combination of courses of study designed to accomplish a series of definite objectives. Each curriculum should be sufficiently flexible to meet the individual differences represented in the group pursuing that particular curriculum.

POPULARIZATION OF SECONDARY EDUCATION

The general conception of what should constitute common schooling has undergone great change during the past few decades. Formerly the eighth grade was thought of as the end of the period of formal education for the great majority. Only the select few, chiefly those who were preparing to enter college or university, entered the high school.

This period of common schooling has been extended. The desirability of providing all youth with the opportunity of a high school education is rather generally recognized. In California, this ideal is rapidly becoming realized, and the concept of the junior college rather than the high school as the end of the period of secondary education which shall be available to all is gaining favor.

The tremendous growth of secondary education in California during recent years is indicated by the following facts:

1. The population of California during the decade from 1920 to 1930 increased from 3,426,861 to 5,677,251, or 65.7 per cent. During the same period the enrollment in grades nine to twelve, inclusive, increased from 103,537 to 251,426, or 142.8 per cent. The increase in the high school enrollment alone was more than twice as fast as the growth in population during this period of ten years.

2. In 1920 the high school enrollment in grades nine to twelve, inclusive, was three per cent of the population; in 1930 it had increased to 4.4 per cent.

3. There were graduated in all the counties in 1920, 13,234 young persons; in 1930 the number had increased to 40,117, or slightly over 200 per cent.

The vast increase in secondary school population has brought with it an increased heterogeneity of the pupils themselves with respect to interests, abilities, educational purposes and needs. As a result, many problems concerned with adjusting the school to the great differences found among secondary school pupils have developed.

ACTIVITIES AND ACCOMPLISHMENTS

Limitations of space make it impossible to present in this report a complete statement concerning the activities and accomplishments of the division during the past biennium. The following paragraphs present in summary form the major activities and enumerate certain of the more important accomplishments.

Curriculum Making

One of the major activities of the division of secondary education is that of improving the curricula of secondary schools in the state. During the biennium, a series of regional conferences of secondary school principals was held on the subject of curriculum making. These conferences were followed by faculty meetings in many schools and in certain cases resulted in revision of curricula by the administrative, supervisory and teaching staffs. Certain schools served as demonstration centers to illustrate methods and procedures in building curricula suited to the needs, abilities and interests of the pupils through teacher participation under the leadership of the principal with consultant service from the division of secondary education.

Graduation Requirements

Another major activity carried on during the biennium was that of suggesting revision in the State Board of Education requirements for graduation from high school and junior college. New requirements were adopted[1] which should materially improve curriculum practices in the secondary schools of the state and aid in bringing practices and procedures more closely in line with progressive theory of secondary education.

The new requirements are based upon the principle that the responsibility for adapting courses of study and curricula to the varying needs, abilities and interests of pupils is primarily that of the local school district. Consequently, a maximum of flexibility as to specific requirements was allowed. Emphasis was placed upon the need for curricula composed of logical and natural sequence of courses and leading to definite and specific objectives, each curriculum being sufficiently flexible to meet individual differences of pupils.

[1] The complete Rules and Regulations are published in *California Schools*, Volume III, Number 4, April, 1932, pp. 130–134.

The specific requirements for graduation from high school and junior college imposed by the new rules and regulations are as follows:

REQUIREMENTS FOR HIGH SCHOOL GRADUATION

A diploma of high school graduation shall be granted to any pupil of good character who satisfactorily completes the full curriculum of a senior high school or of a four-year high school.[2]

Such curriculum shall involve a total of 190 semester periods of classroom instruction or supervised learning activity completed in a four-year high school or in junior high school and senior high school.

A semester period is defined as one period of 40 to 60 minutes per week throughout one semester of not less than 17 weeks.

Each four-year high school curriculum shall include:

1. Instruction in health and physical education daily throughout each year of the high school curriculum; except that exemption may be authorized as provided in School Code section 3.731.

2. Not less than ten semester periods of instruction in American history and civics including the study of American institutions and ideals and the United States Constitution.

3. Attainment of a satisfactory mastery of oral and written English.

REQUIREMENTS FOR JUNIOR COLLEGE GRADUATION

The governing board of any high school district in which junior college courses are maintained, or the governing board of any junior college district shall confer the title of Associate of Arts upon any student who shall complete satisfactorily a two-year junior college curriculum of 64 semester hours, including the following:

1. A major consisting of at least 20 semester hours in a specified field of study.

2. Four semester hours in health and physical education.

3. Two semester hours in the Constitution of the United States, including the study of American institutions and ideals.

4. Such requirements in oral and written English as may be established by the governing board.

Guidance

The importance of guidance is clearly realized when attention is called to the fact that today the secondary school is everybody's school; that the pupils are quite different, one from another; that when these differences in habits, background, interests, needs, and capacities are considered, they become quite impressive; that no secondary school has as yet provided fully for these differences; that the secondary school must serve a changing society in a new social and economic order; that the individual must be made useful and efficient in order that he may get the most out of life and give the most to society; that learning is the result of activity on the part of the learner induced by the learner's interest; that the activities in the school should be based upon the activities outside of the school and that they should be, as far as possible, identical if they are to be dynamic; that education is a continuing process.

[2] The total of 190 semester periods is interpreted as a minimum requirement.

In order to aid in improving guidance in the secondary schools of the state, the division prepared for publication a bulletin "Guide for Counseling in the Secondary School." This bulletin has been distributed to all of the secondary schools of the state.

Publications

During the biennium, the division has prepared or cooperated in the preparation of the following materials which have been published and distributed by the State Department of Education:

Guide for Counseling in the Secondary School, Bulletin No. C-9.

Cooperation of Home and School in Secondary Education; A Guide for Conference Leaders.

The Application of the Conference Method to Curriculum Making, Bulletin No. G-5.

Secondary School Principals Leaflet No. 1. Some Philosophieal Considerations Basic to Curriculum Making.

Secondary School Principals Leaflet No. 2. Formulating a Plan for Making High School Curricula.

Secondary School Principals Leaflet No. 3. State Responsibilities in Financing Secondary Education.

Conferences

The division, as one of its regular activities, schedules conferences of secondary school administrators, supervisors, and teachers for the purpose of promoting the progress of secondary education through group thinking and cooperative effort. Specific problems are attacked; the experience of other schools is brought to bear upon problems at hand, findings of research studies are utilized to improve practices and procedures in the schools. These conferences have proved an effective means for promoting progressive practices throughout the state.

School Visitation

Secondary schools are visited both as a regular part of the activities of the division and upon special request with regard to specific problems demanding immediate solution. Through this means it is possible not only to render a generalized service to all secondary schools of the state but also to render specific service in the solution of specific local problems.

Specific Accomplishments

In addition to the foregoing major activities of the division, the following specific accomplishments are enumerated:

1. Junior college regional conferences resulting in agreement on the enactment of legislation providing for

   a. Standards for accrediting junior colleges
   b. Standards for the formation of junior college districts
   c. A survey to precede the formation of a junior college district

2. Planning and carrying to completion the publication of Occupations Briefs. This was a joint enterprise of the State Department of Education, the Los Angeles City Schools, and the Oakland City Schools.

These Occupations Briefs are intended to furnish up-to-date information concerning the desirable qualifications and training required for certain occupations, together with a detailed statement of the nature of the occupation. They are designed for use by school counselors or teachers in vocational orientation subjects.

3. Planning and holding a series of regional joint conferences of high school principals and representatives of the California Congress of Parents and Teachers resulting in the appointment of permanent regional planning committees and in the publication of a progress report by the California Congress of Parents and Teachers setting forth the outcomes of the regional conferences and recommendations to guide the regional planning committees.

4. Planning and aiding in effecting the affiliation of the California Vocational Federation with the California Teachers Association.

5. Publication of a progress report of the Santa Maria Union High School project for revising and building curricula with teacher participation.

6. The development of suggested standards for the accrediting of junior colleges.

7. The development of suggested standards for the formation of junior college districts.

8. Planning and aiding in the organization of the North San Joaquin Secondary Schools Council. The purpose of this council is to promote secondary education in all its phases within that section of California designated as the North San Joaquin Valley; to better organize, systematize, and integrate secondary education; to establish and conduct research; to make recommendations to the constituent schools and colleges regarding measures affecting secondary education; to hold meetings for general educational discussion and inspiration; and to carry forward the work of the council.

9. Completion of plans for holding during the summer of 1932 a series of ten three-hour conferences of secondary school principals at the University of Southern California.

10. Planning and holding with the Fresno County Teachers Association a regional conference to discuss secondary school problems in relationship to higher institutions of learning. This conference was attended by representatives of the University of California, by representatives of the State Department of Education, by members of the State Legislature, and others invited by the Fresno County Teachers Association.

11. Participation in a study of problems relating to integration in the Pasadena Junior College resulting in a committee recommendation to the effect that the eleventh, twelfth, thirteenth and fourteenth grades be considered an integrated unit of the public school system of Pasadena and that the curricular offerings be planned in terms of that major premise.

12. Planning and carrying to completion with Horace M. Rebok, Secretary and Managing Director, California Society of Secondary Education, the first publication of the proceedings of a state convention of secondary school principals, held at Santa Cruz in 1931.

Division of Special Education

In the Division of Special Education, are centered the State Department of Education responsibilities for the education of special groups which deviate from the normal. The principals of the State schools for the blind and the deaf serve as chiefs of the bureaus for the education of the blind and the deaf, coordinating wherever possible the state activities for these handicapped children. The Bureau of Mental Hygiene has recently been established for the purpose of providing direction and assistance to local school officials in the development of programs of mental hygiene. The purpose of the bureau is principally to assist in locating and providing remedial aid for pupils of phychopathic or neurotic tendencies and to assist local administrators in devising programs for the prevention of the development of such tendencies.

In July, 1931, the Chief of the Bureau of Attendance and Migratory Schools was made Chief of the Bureau of Mental Hygiene and the functions of the two bureaus were combined.

At the present time, the Division of Special Education operates without a division chief. Although there is great need for the appointment of a person to fill this important position and provide direction and guidance for local school authorities with respect to the organization and administration of special educational services, financial limitations have prevented the appointment.

The following sections deal with the subjects of attendance, migratory schools, mental hygiene, and speech correction.

ATTENDANCE

During the past two years there has been, due to the economic condition throughout the state, a marked change in the work of departments of child welfare and attendance. The necessary stress on the welfare side of attendance work due to the general economic distress has led to a great increase in school attendance and a large decrease in the number of work permits issued throughout the entire state. Brief statements from attendance departments of different counties and cities show best the type of service now being given in child welfare and the supervision of attendance in California.

The department of attendance of the city of Santa Ana reports:

> We have issued no permits to work releasing minors under 16 from full-time school. All requests for permits are investigated and so far, we have been able to make some other adjustment. The teachers, the P. T. A., and several other organizations have been wonderfully generous this year in helping out the situation. They have provided money, food, and clothing.

The attendance department of the city of Pittsburg summarizes their year's activity:

> Three permits only have been issued in Pittsburg for the school year 1931–1932. There are very few jobs obtainable and the children have

remained in school. The few to whom full time permits have been issued in most cases later return to school because the job has given out.

Almost the same report came from the city of Riverside:

This has been such an unusual year that the economic problem has taken a great deal of our attention. We confine ourselves as much as possible to the school problems—only doing welfare work when we feel it deals directly with the schools.

In the county schools much the same conditions prevailed:

There is very little demand in rural sections of Fresno County for child labor, so many able-bodied men are out of employment and accepting almost any wage as low as ten cents an hour. Therefore, we refused to allow the children to work in the fields and gave no work permits.

In spite of the fact that conditions were very bad, long rainy season and low wages, our children were much better in attendance this year. Then, when conditions were at their worst, we were able to get a donation for hot lunches and served a hot lunch to each child for about six weeks.

The work of the supervisor of child welfare and attendance for the city of Santa Rosa is portrayed in his vivid description:

It was very noticeable at the beginning of the fall term, that economic conditions were not in a healthy state. Our enrollment increased rapidly, especially in the high school, there was a corresponding decrease in the continuation school, work permits issued decreased 30 per cent. It was evident that our students figured they might better be in school than idle on the streets, since no employment was available. We organized within our school system, a definite welfare procedure: First, we obtained aid from every available source, P. T. A., service clubs, county agencies, etc. Second, we compiled a list of the most needy families. Third, we distributed to these families, clothes, shoes and food. Arrangements were also made whereby undernourished children could have milk twice a day at school. Provision was likewise made for medical attention wherever it was deemed necessary. In November, conditions became such that a relief headquarters had to be opened, which functioned until March. During the months of December and January, 300 families, consisting of over 1100 persons were provided with provisions for three meals a day, rents were paid and clothing provided.

Stanislaus County reflects in its attendance work the same serious problem of economic distress:

There is not much that children can do while school is in session, as adults are working for twenty and twenty-five cents per hour, and fight for a chance to get employment. Employment committees have been organized over the county and work given to adult residents. This movement will probably help squelch so much migration.

Four hundred and one pairs of good reconditioned shoes have been given to the rural school children. This means that 401 children would otherwise have been out of school for from two weeks to bare foot time, and the corresponding average daily attendance would have been lost. The county welfare has not bought any new shoes for children this year as they have spent money on food and shelter only. Six hundred and four garments such as sweaters, coats, dresses and suits have also been given out from this office. In nearly every case these clothes and shoes have been fitted on the child in his home so that his pride was saved, and others knew nothing about the affair.

Los Angeles City Division of Attendance and Employment of Minors has compiled a very interesting table showing the falling off in full-time working permits:

> When we note how few (297) were issued to children under 16 last year, we realize that we are in a much more favorable position with reference to real child labor than most large eastern cities. Since September, 1930, we have not allowed children to leave full-time schools until they have jobs promised.

MIGRATORY SCHOOLS

There are three ways of handling the education of migratory children in California:

Where the local school department has sufficient funds and adequate facilities such as buildings, playgrounds, and equipment, they are encouraged to take care of their own problems. They can engage an extra teacher, or distribute the migratory children in their already established classes. The costs of such special classes are then carried by the local school district, but they receive from the State and county the same apportionment of money as any other class in their school.

The county superintendent of schools may, out of his emergency fund, provide for a local school district an extra teacher or teachers, to take care of the migratory children. The money for such a class is provided from the emergency fund of the county superintendent, the local school district paying nothing. However, in cases of this kind, the A. D. A. of the migratory children is accounted to the apportionment of the local school district, the same as any other class. This usually happens in local school districts where they need the A. D. A. of the migratory children in order to hold their teacher apportionment or apportionments.

The county superintendent of schools, with the aid of the State Department of Education, may establish special schools or classes for the migratory children. Such classes are established on the basis of $75 per month from the state and $75 per month from the unapportioned county fund per teacher unit. Buildings, equipment, etc., may be provided by the local school district, or it may be necessary for the county superintendent to supply them. There is no provision under the state law for any of the migratory fund being expended for anything except half of the teacher's salary.

The use of the migratory fund for the establishment of these migratory schools has increased to a very large extent within the past two years. From June 1931–32, 14 different counties used this fund: Colusa, Fresno, Merced, Placer, Santa Clara, Sonoma, San Luis Obispo, Imperial, Santa Barbara, Santa Cruz, Ventura, Plumas, San Mateo, and Yolo. The Bureau of Migratory Education not only provides money for the establishment of classes and schools for the education of migratory children but has also developed a program throughout the state which has awakened the interest and responsibility of the community to these unfortunate children. Interest in the migratory schools has been very keen in many social and fraternal organizations. The work of Miss Eva Barnes, Public Health Nurse for the Council of Women for Home Missions, deserves special mention.

The generous contributions of the D. A. R. have helped in our welfare programs. The newly established Department of Migratory and Isolated Children of the Parent-Teacher Association shows the widespread interest in this vital problem. Extracts taken from the annual report of one of the outstanding counties in the state shows clearly the status the migratory schools have assumed in the educational program of progressive counties. In this county which has had the problem of migratory children over a period of several years we find marked improvement and a great extension of the program for the education of these children.

There has been a constant improvement in the migratory schools of Fresno County during the last two years which is no doubt due to the following factors: The oversupply of teachers throughout the state has made it possible to select good teachers. The teachers are better prepared by our teacher training institutions for this type of teaching service. Attendance at the migratory schools has been much improved through the services of a supervisor of attendance and a school nurse. Rural supervision especially primary supervision has done much to raise the standards of the migratory schools. Each year the migratory schools are being better supplied with materials and equipment for constructive school work. Although library books available for use in migratory schools are always discards, the quantity and assortment is improving. Hot lunches served to children in the migratory schools have proven of great benefit, have increased their vitality, and have improved their school work.

An intensive study of the migratory problem in the state shows no decrease in the number of such persons, although thousands of Mexican families have been deported. What has happened has been that the place of the Mexican child has been taken by the American child. The necessity of earning a living has compelled white men and women to find employment in agriculture. The camps and tents of these migratory white laborers are much poorer, dirtier, and more inadequate than the Mexican camps. The migratory white child is less accustomed to the hardships of such a life and physically less able to withstand them. In these camps are to be found almost unbelievable conditions of filth, disease, hunger, and suffering.

Bureau of Mental Hygiene

LILLIAN B. HILL, Chief

The function of the Bureau of Mental Hygiene was expanded in July, 1931, and became responsible for all classes of exceptional children not then being cared for by the State Department of Education. This included the mentally retarded, grade retarded, behavior problems, which we may classify as nervous, emotionally unstable and delinquent, and children of exceptionally high mental ability. Our objective for these handicapped children was to provide for them such education and training that they may make successful adjustments to their life situations, to develop a trained mind and strong body consistent with their native endowment, and to give them the ability to successfully use their minds and bodies in life's activities.

In order to institute a program of education which would make provision for all types of children, children of different mental, physical or emotional development, we found it necessary to work with three

groups: the community, the family, and the school. We are setting up such a program now through the use of lectures, pamphlets, newspapers, and magazines, teachers institutes and extension courses, the establishment of adult classes, study groups, clinics for the preschool child, and the active participation of other social and fraternal groups such as the Parent-Teacher Association. Through this program we have attempted to bring about public education respecting mental disease and mental disorders and their prevention. We have brought about a feeling of responsibility in the community toward mental disease and mental disorder, and active interest in the establishment and maintenance of community and school programs for the study and treatment of irregular behavior has been stimulated. We have provided wherever possible a good hygienic social environment for all children. This includes not only the school with good buildings, well trained teachers, and a good type of individual instruction suited to the needs of all types of children, but also playgrounds, parks, and wholesome recreations to provide constructively for the leisure of our children. Although our program for the education and care of these different types of exceptional children has just started, tangible results have already been accomplished. Other projects now nearing completion are:

1. A course of study in mental health for the school child which will serve as a guide to school administrators, teachers, and parents.

2. A semiannual bulletin dealing with the different problems of these exceptional children. This bulletin will carry articles by experts in these different fields and will serve as a ready source of information to all parents, teachers, and interested lay people.

3. It is hoped to establish a state council which will be composed of members of different state departments interested in the education, care, or general welfare of these exceptional children.

Bureau of Correction of Speech Defects

MABEL F. GIFFORD, Chief

The Bureau of Speech Correction provides direct assistance to school administrators in the establishment of special classes for the remedy of disorders and defects of speech. The bureau also supervises the work of the special teachers employed for this work and provides teacher training in this field. The work of the bureau is directed to the removal of psychological impediments to normal speech rather than to the improvement of physiological conditions.

At the close of the 1932 biennium, records show that classes in the correction of speech defects and disorders have been established in 67 cities and towns, representing 34 counties, with 115 teachers in charge and this service is available within the limitations of the bureau personnel for the entire state.

The total enrollment in the speech correction classes was reported as 22,121. Of these, 7955 were enrolled in the nervous speech disorder group (stammering, stuttering, nervous hesitation, and cluttering); the remainder, 14,166 in articulation defects (sound substitution, infantile speech, delayed speech, and oral inactivity). Practically all of these cases were severe enough to be classified as very definite handi-

caps. Trained speech teachers corrected 2759 of the nervous speech disorders and 7189 of the articulation defects. Of the remainder of those enrolled, the majority were reported as greatly improved.

The activities of the staff of the Bureau of Correction of Speech Defects, consisting of the chief and two field assistants, include conferences with school superintendents, teachers, principals, institution officials, supervisors, parents, nurses, and child guidance clinics. Addresses were made to various groups, such as Parent-Teacher Associations, welfare organizations, service clubs, and teachers institutes.

One hundred and sixty-seven surveys were made throughout the State, the most complete being made in the Fresno County rural schools. This was one of the most complete examinations of all children in the schools of a county that has yet been made. The following extract of this survey was included by the Director of Education in his report to the Governor's Council on February 24, 1932:

> The significant outcomes of this survey indicated that teachers have developed an awareness to the need of eliminating speech defects early in the school experiences of children. The acceptance of this responsibility by teachers is an indication that their service now extends far beyond the immediate academic instructional responsibility which has usually been conceived to be the job of the teachers. Clear speech in this day of frequent and important communication by word of mouth is especially necessary.
>
> In this area of the State, in cooperation with the State Department of Education, it is evident that much progress has been made in the elimination of those minor difficulties, such as infantile speech and lisping.
>
> This study just completed follows a previous articulation survey made in 1930.
>
> A procedure has been planned in view of the findings made which will give adequate help so that all children may gain not only the mechanics of correct speech, but an understanding of that deeper life of which speech certainly should be a real manifestation.
>
> At the request of teachers desirous of gaining a stronger background for this work in their individual communities, arrangements have been completed for the offering of an extension course this spring at Fresno State Teachers College. Summer courses have also been arranged.
>
> One of the most hopeful progress reports which has come to the attention of the State Department of Education in connection with its field activities is this report concerning speech development in Fresno County.

Other outstanding activities of the bureau were:

1. Organization of child guidance clinic at San Bernardino with special reference to speech difficulties.

2. Project of emotional guidance work for next year in kindergartens, first and second grades of the Redlands City Schools, and some of the rural schools of Los Angeles County.

3. Organization of Superintendent Kersey's committee to prepare courses of study in speech education for the purpose of coordinating the various fields of speech, (voice, phonetics, oral reading, conversation, speech making, dramatics, debating, mental hygiene, and speech defects and disorders) beginning in the primary grades and extending through the entire school department, teacher-training institutions, and universities.

4. Organization of study groups for speech correction teachers.

5. Speech correction classes held in San Quentin Prison.

6. Participation in the conferences of the Northern California Council for the Education of Exceptional Children.

7. Participation also in the Western Association of Teachers of Speech, at Pasadena.

8. Radio broadcasts arranged especially for parents.

9. Summer session courses given at University of California, University of California at Los Angeles, and San Francisco State Teachers College, for the training of teachers in the correction of speech defects and disorders.

The State Curriculum Commission

The State Curriculum Commission was created by law[1] for the purpose of establishing a professional body to formulate specifications for textbooks for uniform use in the elementary schools of the state, to study textbooks submitted to the State Board of Education for adoption and to make recommendations thereon; and to study problems of courses of study in the schools of the state and to recommend minimum standards for courses of study to the State Board of Education.

The major activities of the State Curriculum Commission during the past biennium are summarized in the following sections.

COURSES OF STUDY

Teachers' Guide to Child Development

The largest task completed by the commission during the biennium was the preparation of a 682-page volume entitled, *Teachers' Guide to Child Development*, which was published by the State Department of Education. This publication was designed as a manual for teachers of the kindergarten and primary grades and was distributed to all such teachers in the state.

In the preparation of this book, the commission secured the cooperation of many teachers, supervisors, administrators, and students of education throughout California. The completed volume truly represents the best educational thought and practice in the state.

The purpose of the book is not to prescribe a state course of study; rather it is to make available to teachers and administrators a guide to progressive theory and practice in primary education. Many suggestions for guiding the growth and development of children through directed learning activity are furnished with the hope that if they are followed, California boys and girls in the primary grades may be assured a rich, natural, well ordered, individual growth in terms of desirable social objectives.

A Teachers' Guide to Safety Instruction

A second project of major importance was the preparation of *A Teachers' Guide to Safety Instruction*. This volume was designed to aid teachers in teaching safety as an integral part of the regular program of instruction in the elementary schools.

Aims, suggested procedures and activities, suggestions for correlating safety instruction with other school work, and bibliographical references are presented in this volume for the kindergarten and each of the first six grades.

Education for Character, a Teachers' Guide for Character Education

A subcommittee of the commission has been at work during the past biennium on the preparation of material on character education

for the teacher to be published under the above title. Commencing with the point of view that "All education is character education," this bulletin will discuss fundamental principles of character education, methods and procedures to be used in directing the growth and development of character, and materials which will aid in a character education program.

Teachers' Guide to Child Development: Intermediate Unit

Progress has been made in the preparation of materials for a companion volume to the *Teachers' Guide to Child Development*, covering the work of the upper elementary grades. It is anticipated that this material will be ready for publication during the summer of 1933.

Alcohol and Narcotics

The School Code prescribes "Instruction must be given in all grades of school and in all classes during the entire school course * * * upon the nature of alcohol and narcotics, and their effects upon the human system, as determined by science."

Since there is a scarcity of materials on these subjects specifically designed for instructional purposes, the commission considered at some length the desirability of preparing a teachers' guide for such instruction. It was thought undesirable to isolate such instruction from other school subjects and activities; rather, it was felt that instruction in the nature and effects of alcohol and narcotics should be made a part of the instructional program in health, science, and social studies.

Since the Department of Education is engaged in the preparation of a Teachers' Guide to Health Instruction in the Elementary Schools, the commission recommended that this volume should include suggestions relative to teaching the nature and effects of alcohol and narcotics. The suggestion was accepted by the department. The complete volume should be available during the summer of 1933.

RECOMMENDATIONS REGARDING TEXTBOOKS

Music Series

After a comprehensive study of textbook materials in music, the commission recommended to the State Board of Education the adoption of music textbooks for elementary schools as follows, which were later adopted by the board:

McConathy, Miessner, Birge, and Bray, *The Music Hour Series*

First Book, for use in the second grade
Second Book, for use in the third grade
Third Book, for use in the fourth grade
Kindergarten and First Grade Book, for teachers
Elementary Teachers' Book
Intermediate Teachers' Book

Giddings, Earhart, Baldwin, and Newton, *Music Education Series*

Two-Part Music, for use in the fifth grade
Intermediate Music, for use in the sixth grade
Adventures in Music, for use in mixed classes

Arithmetic Series

The state series of arithmetic textbooks in use during the past 12 years has been generally recognized as inadequate by educators throughout the state. The adoption period expired on June 30, 1932. Under authorization of the State Board of Education, the commission, late in 1931, began the study of arithmetic materials for adoption by the board. The commission carried on an exhaustive investigation based upon detailed analyses by members of the commission and upon objective studies made under the direction of the Division of Textbooks and Publications. A complete report of the investigation will appear in *Department of Education Bulletin*, No. 19, October 1, 1932, *Evaluation of Arithmetic Textbooks.*

Social Studies

A recommendation was made to the State Board of Education that the adoption period of Fairbanks' *California Geography* be extended for an additional period of four years from June 30, 1931.

CALIFORNIA SOCIAL STUDIES READER

The commission recommended the adoption of *Our California Home,* by Irmagarde Richards, published by Harr Wagner Publishing Company, a social studies reader, as a state series textbook.

CALIFORNIA GEOGRAPHY

The commission recommended the adoption of materials prepared by H. E. Floereky of Los Angeles entitled *California Complete in Map and Graph,* as text material in California geography.

The Commission of Credentials

The Commission of Credentials, as provided by the School Code of California, is composed of the Superintendent of Public Instruction and four members appointed by him.[1] This commission, under provision of law, has authority to review cases of applicants for credentials and life diplomas and to issue the proper documents to candidates who fully meet the standards set therefor by the State Board of Education.

The credential or life diploma when issued bears the signature of the Secretary and the President of the State Board of Education; or the facsimile signatures of these officials and the original signature of an assistant secretary of the board.

Such duties relating to life diplomas, credentials, and the accrediting of institutions for the purposes of certification, as it may see fit are assigned to the Commission of Credentials by the State Board of Education.

At the present time the Commission of Credentials consists of the Superintendent of Public Instruction and the following members of his staff:

Sam H. Cohn, Deputy Superintendent of Public Instruction
Helen Heffernan, Chief of the Division of Elementary Education and Rural Schools
Nicholas Ricciardi, Chief of the Division of Secondary Education
Evelyn Clement, Chief of the Division of Teacher Training and Certification, Secretary.

The commission holds regular bi-monthly meetings. At these meetings policies in regard to certification and accreditation of teacher training institutions are discussed and determined, action upon applications for life diplomas, credentials, diploma-credentials, and renewals of credentials, is approved, requests for special action on the part of school superintendents and principals are considered, and cases of individual teachers are reviewed and decisions made.

The commission works in close connection with the Division of Teacher Training and Certification, acting as an advisory board. Division and bureau chiefs may at any time appear before the commission in requesting that policies of teacher training be established or certification rules be modified and revised. Policies when determined are presented as recommendations to the State Board of Education for action.

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[1] School Code section 5.121.

TABLE No. 9

Number of Credentials and Life Diplomas Issued During the Biennium 1930–1932

Kind of credential	Number issued, 1930-31	Number issued, 1931-32	Total
Diploma-credentials— (Issued to graduates of California State Teachers Colleges)	1,826	1,843	3,669
Recommended credentials— (Issued to graduates of approved California teacher training institutions)	2,091	1,944	4,035
Credentials issued upon direct application	3,262	2,718	5,980
Life diplomas granted	3,469	3,124	6,593
Renewals of credentials granted	3,915	2,555	6,470
Totals	14,563	12,184	26,747

The State Teachers Colleges

THE STATE TEACHERS COLLEGES AND THE PUBLIC

Education is a social undertaking. Its relation to the people of a nation must be in keeping with the spirit of their institutions. American government is democratic and from its inception education and politics have developed as separate entities, each relatively independent of the other. Thus boards of education elected by the people, set their own tax rates within practical limitations, and are responsible to their constituencies for their acts.

In the beginning the teachers colleges were organized under the jurisdiction of local governing boards. The realization that teacher training was a state, rather than a local, responsibility, however, finally resulted in placing the teachers colleges under the direction of the State Superintendent of Public Instruction and the State Board of Education. Responsibility to the people was preserved through the popular election of the State Superintendent of Public Instruction. By this arrangement the state authorities who were responsible to the people for the common school program were also made responsible for putting into effect the plan for the training of teachers. This relationship has resulted in a close correlation between progressive public school practices and the state program of teacher training.

During the past few decades much progress has been made in public education and these changes have been reflected in teacher training programs.

As the nature of the learning process has become better understood there has come a marked shift from former procedures to a new viewpoint which attempts to make education meaningful and dynamic to the child. Thus, the modern teacher attempts to guide the child's attitudes toward learning. A socialized school environment which provides problems and events of interest to the pupils is set up. This is carefully integrated with the development of tool subject skills and content subject matter. By this arrangement, pupils acquire skills and knowledges and are stimulated to think individually and work together effectively.

The aims and objectives of these newer educational ideals, call for teachers with broader cultural knowledge, greater knowledge of curriculum content and relationships, clearer concepts of child psychology, better methods of child guidance and control, and increased skill in testing and remedial work.

One of the evidences of progress is the establishment of new types of public school units. The junior high school was formed to facilitate the transition between the elementary school and the high school. The junior college was established as a means for bringing higher education of a broader scope to centers more convenient to the population. It was inevitable, in view of the new objectives, that these institutions would call for revisions and additions to the teacher training program

The training institutions for elementary teachers were changed from two-year normal schools to four-year teachers colleges. The transition covered a period of several years.

Until 1923 the two-year normal school training period constituted the complete program for elementary school teachers. In that year the training course was increased to two and one-half years; in 1927, to three years; and in 1930, to a four-year course leading to the baccalaureate degree.

The State Department of Education and the State Board of Education recognized the need to organize these new institutions to render definite educational services. The following statement of function was approved by it:

> The State Teachers Colleges are established institutions under the direction of the Department of Education to carry on, in part or in whole, as they may from time to time be authorized to do, any or all lines of educational work necessary for the training of the public school teachers of the State of California.

It may be noted that this occurred during the incumbency of William John Cooper as Director of Education for California. At this same meeting the need for presecondary courses was discussed, with the result that the State Board of Education approved such courses in principle and proceeded to award the right to give instruction in majors and minors in academic work in various fields with a minimum requirement of twelve semester hours of work in the field of professional education, to such individual teachers colleges as the board believed prepared to undertake such work in a creditable manner. This action rounded out the upper division work of the colleges, allowed many students to receive the first four years of preparation for high school teaching in local communities, and strengthened the cultural content of the entire teacher training program.

This broadened and socialized teacher training curriculum has been recognized by many parents as an ideal liberal arts college program, and as a result many additional students have registered in the teachers colleges.

CHANGES IN LEADERSHIP

During this biennium, President Rudolph Lindquist has resigned from the presidency of the Chico State Teachers College to take a position as Professor of Education at the University of Ohio, Columbus. His place has been ably filled by Dr. Aymer J. Hamilton, formerly head of the demonstration school at the University of California, a lecturer on education there, and later an associate professor of education at Claremont Colleges.

ORGANIZATION

Every portion of the system of public education must be subject to organization and regulation to the end that facilities are duplicated only when cost and results justify. The teachers colleges from the beginning have been forced to conserve funds. First, the State Board of Education has adopted the general requirement that all curricula leading to the teaching credentials which teachers colleges issue must

be based upon the completion of 124 semester hours of work and the award of the bachelor's degree. The basic curriculum patterns of all the colleges, therefore, are practically identical. Secondly, for the granting of special certificates of the offering of preseeondary majors, the colleges have been specialized so as to avoid duplication of teaching services and resultant excessive costs. Table No. 9 depicts the present assignments. All the colleges offer training for four teaching credentials: elementary, junior high, administrative and supervision, and physical education. English is the only preseeondary curriculum offered by all the colleges.

TABLE No. 10

Degree Curricula Offered by California State Teachers Colleges and the Year Each Curriculum was Authorized

	Year each curriculum authorized						
	Chico	Fresno	Humboldt	San Diego	San Francisco	San Jose	Santa Barbara
Curricula leading to teaching credentials							
Elementary	1923	1923	1926	1923	1923	1923	1923
Kindergarten-primary	1923	1928	1932		1923	1923	
Home economics	1923	1923				1925	1923
Industrial arts	1926					1925	1923
Physical education	1928	1928	1930	1928	1929	1928	1929
Junior high school	1929	1923	1930	1923	1924	1923	1929
Music	1930	1923		1930	1930	1925	
Administration and supervision	1930	1930	1930	1930	1930	1930	1930
Art		1923		1928		1925	1926
Commercial education		1928		1930		1928	
Speech arts		1931				1928	
Special education [1]					1930		
Librarianship						1930	
Presecondary Curricula with majors in the following [2]							
English	1932	1928	1930	1928	1929	1928	1928
Biology	1932	1928	1930	1930	1929	1928	
Commerce		1928		1930		1928	
Social science	1932	1928	1930	1930	1929	1928	
Mathematics		1929		1932		1932	
Physical science		1929			1929	1928	
Art	1932	1929		1930			
Music	1932	1929		1931			
Home making	1932	1929				1929	1929
Physical education	1932	1929					
Psychology and philosophy		1930					
Speech arts		1931				1929	
Romance foreign languages	1932	1931		1928			
Chemistry				1928			
History	1932			1928			1928
Modern languages						1932	

[1] For training teachers of backward and mentally deficient children, the deafened, and of speech correction.
[2] Subject matter majors in which the A. B. degree is offered.

The offering of presceondary curricula in the state teachers colleges became necessary both because of the increased need for junior high school teachers and because the state university failed to provide adequate training for high school teachers in certain special subject fields.

It has been necessary from time to time to change the state teacher certification requirements for the purpose of restricting the number of entrants as well as improving the training program. The recent increase in the surplus of teachers has lead the State Department of

Education to give further consideration to the problem of again refining and raising the requirements for entrance into the teaching profession. The following means of restriction are now being suggested and studied:

1. The reevaluation of the subject matter now offered with a view to adopting a new master plan of curriculum requirements.
2. The adoption of more stringent requirements for entrance into the teacher training curricula. Applicants to these curricula must have completed the sophomore year.
3. Candidates to be selected on the bases of personal qualities and habits as well as upon academic preparation.
4. A strict check on the applicant's mastery of the fundamental subjects.

CORRELATION

The teachers colleges are governed by state law supplemented by rules and regulations of the State Board of Education. In addition common problems have been discussed and minor regulations have been adopted at quarterly meetings of the teachers college presidents and the Superintendent of Public Instruction and at the annual all-day session of these administrators with the State Board of Education. The need for further correlation of the work of the state teachers colleges led to the appointment, in January, 1932, of Andrew P. Hill, Jr., as Correlator of Teachers College Education. Mr. Hill is a member of the staff of the State Department of Education and is directly responsible to the State Superintendent of Public Instruction. To assist in the work of correlation Dr. J. A. Burkman was appointed to the position of Adviser on Teachers College Problems. At the first meeting of these officers with Superintendent Kersey, it was decided that immediate preparation should be made to start studies looking toward (1) the development of a dependable and efficient system of records and reports, and (2) the compilation and analysis of basic facts concerning the state teachers colleges and the functions they are performing.

THE IMPROVEMENT OF BASIC RECORDS

To this end two studies have been set up—one dealing with the work and records of the registrars, and the second with the work and records of business officials in the teachers colleges.

The study of registrars' work includes a complete analysis of the work of registrars under the following five major headings: admissions, registration, recording, compiling, and advising. New methods of securing the information needed are being devised and will be adopted as standard, and the methods of student accounting are being changed to produce figures usable in connection with cost measures. Lastly, the records will be so arranged that last-minute comparable items of information may be compiled.

Business office standards will be developed by the use of the accounting headings adopted by the State Department of Finance. The functional divisions are:

Administration
Instruction
Maintenance and operation
Additions and betterments

These major items will be broken up again into the following object classifications:

Salaries and wages
Materials and supplies
Service and expense
Property and equipment

The main concern is to make available accurate measures of the cost of training the students enrolled in the various curricula of the several state teachers colleges. At present unit costs are being computed on buildings by class of construction and per cubic foot and per square foot. Costs are also being computed on such items as: repair of buildings; repair of grounds; building operation, including light, heat, water and power; improvement of grounds; equipment; administration; and instruction.

OTHER RESEARCH

Beside carrying forward the two studies outlined above, studies dealing with the following basic factors have either been completed or are in the process of preparation for publication:

1. Data concerning the state area, population, growth trends, and ability to support education
2. Trends in and size of, school enrollments on the various levels
3. The extent to which the people of the entire state and its various sections attend the tax-supported educational institutions now available
4. The manner in which the teachers colleges tend to supplement the work of other educational institutions
5. Present functions performed by teachers colleges
6. The number of new teachers needed annually on the various educational levels
7. The length of the training period
8. Unit costs of teachers college education

BUILDING AND SITE STANDARDS

Prior to this biennium a standard for the selection of college sites was adopted. With the acquisition of a new site at Santa Barbara it became necessary to develop a standard dealing with college site development.

The value of a basic control in site development became evident when schemes for a master plan were presented from the Associated Architects of Santa Barbara, the State Architect's office, local associated architects Edwards and Plunkett, landscape architect Ralph Stevens,

and the County Regional Planning Service, headed by Mr. L. Deming Tilton. The first plans tended to be elaborate and expensive. They were checked against the standards, and more practical plans were developed. These were checked again, and the final plans, representing a maximum of idealism brought into a practical arrangement at a reasonable cost, were adopted. (See Plate I.)

During the biennium it has been necessary to develop specific housing standards for college physical education departments, libraries, swimming pools, science classrooms, training schools, and other minor items. These standards called for the development of 99 full-page illustrations and 260 printed pages. In each instance the standards have been instrumental in providing educational facilities at minimum cost. A case in point is the San Diego gymnasium plans. This building came from the architect with many basic requirements ignored, and an estimated cost of $35,000 in excess of available funds. Revision to meet the standards resulted in a better plan which can be provided within the appropriation. The adoption of a science laboratory class load at San Jose State Teachers College of 28 and 30 will materially reduce building and teaching costs in that institution. The new libraries at Chico and Fresno will approach the ideal, and both have been procured at an expenditure far below current costs for this type of housing. Here again the standards were instrumental in eliminating waste. Plate II shows shows the floor plan of the Fresno State Teachers College library.

ECONOMIES

In accordance with the request of the Governor that every economy be exercised to conserve the state's finances during this biennium, the teachers colleges adjusted their work so as to return $181,175 to the state treasury. This represents a saving of 10 per cent of the amount appropriated in their budget for the eighty-fourth fiscal year, and was made in the face of a growth in enrollment of 21.15 per cent for the first half of the biennium and a continued growth for the second half.

Studies are now being made for the purpose of discovering ways and means of effecting further economies without injuring too seriously the educational program of these institutions. With the erection of new buildings with spacious rooms, several of the institutions have been able to schedule larger classes. In addition to this, an attempt is being made to eliminate all classes of less than ten pupils. These economies, coupled with the low building and per-pupil costs already obtaining, constitute a contribution to educational efficiency of which California may well be proud, especially since it has been done without too seriously sacrificing educational or housing standards.

ADEQUACY OF CALIFORNIA TEACHERS COLLEGES

California has seven state teachers colleges located one each in the following cities: Chico, Fresno, Arcata (Humboldt), San Diego, San Francisco, San Jose, and Santa Barbara. Criticism to the effect that the state contains too many state teachers colleges loses its point in view of the fact that California has a population of 811,038 per teachers college. A tabulation showing the corresponding figures for

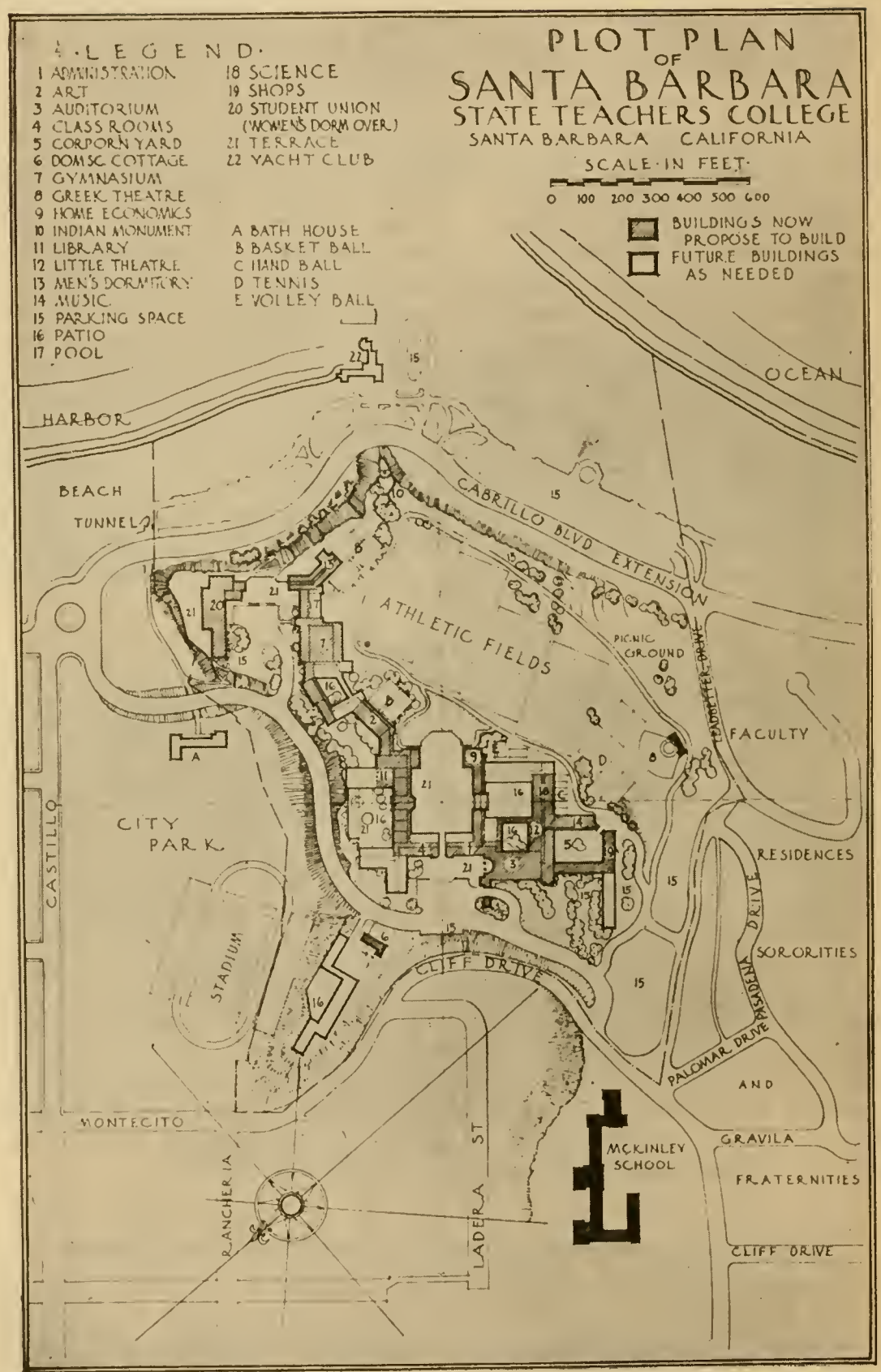
PLOT PLAN
OF
SANTA BARBARA
STATE TEACHERS COLLEGE
SANTA BARBARA CALIFORNIA
SCALE IN FEET
0 100 200 300 400 500 600
BUILDINGS NOW
PROPOSE TO BUILD
FUTURE BUILDINGS
AS NEEDED
LEGEND
1 ADMINISTRATION
2 ART
3 AUDITORIUM
4 CLASS ROOMS
5 CORPORN YARD
6 DOMSC. COTTAGE
7 GYMNASIUM
8 GREEK THEATRE
9 HOME ECONOMICS
10 INDIAN MONUMENT
11 LIBRARY
12 LITTLE THEATRE
13 MEN'S DORMITORY
14 MUSIC
15 PARKING SPACE
16 PATIO
17 POOL
18 SCIENCE
19 SHOPS
20 STUDENT UNION
(WOMEN'S DORM OVER)
21 TERRACE
22 YACHT CLUB
A BATH HOUSE
B BASKET BALL
C HAND BALL
D TENNIS
E VOLLEY BALL
OCEAN
HARBOR
BEACH
TUNNEL
CABRILLO BLVD EXTENSION
ATHLETIC FIELDS
PICNIC GROUND
LADERA ST
FACULTY
CITY
PARK
CASTILLO
STADIUM
CLIFF DRIVE
RESIDENCES
SORORITIES
PASADENA DRIVE
PALOMAR DRIVE
AND
GRAVILA
FRATERNITIES
CLIFF DRIVE
MONTECITO
RANCHERIA
LADERA ST
McKINLEY
SCHOOL

Plate I

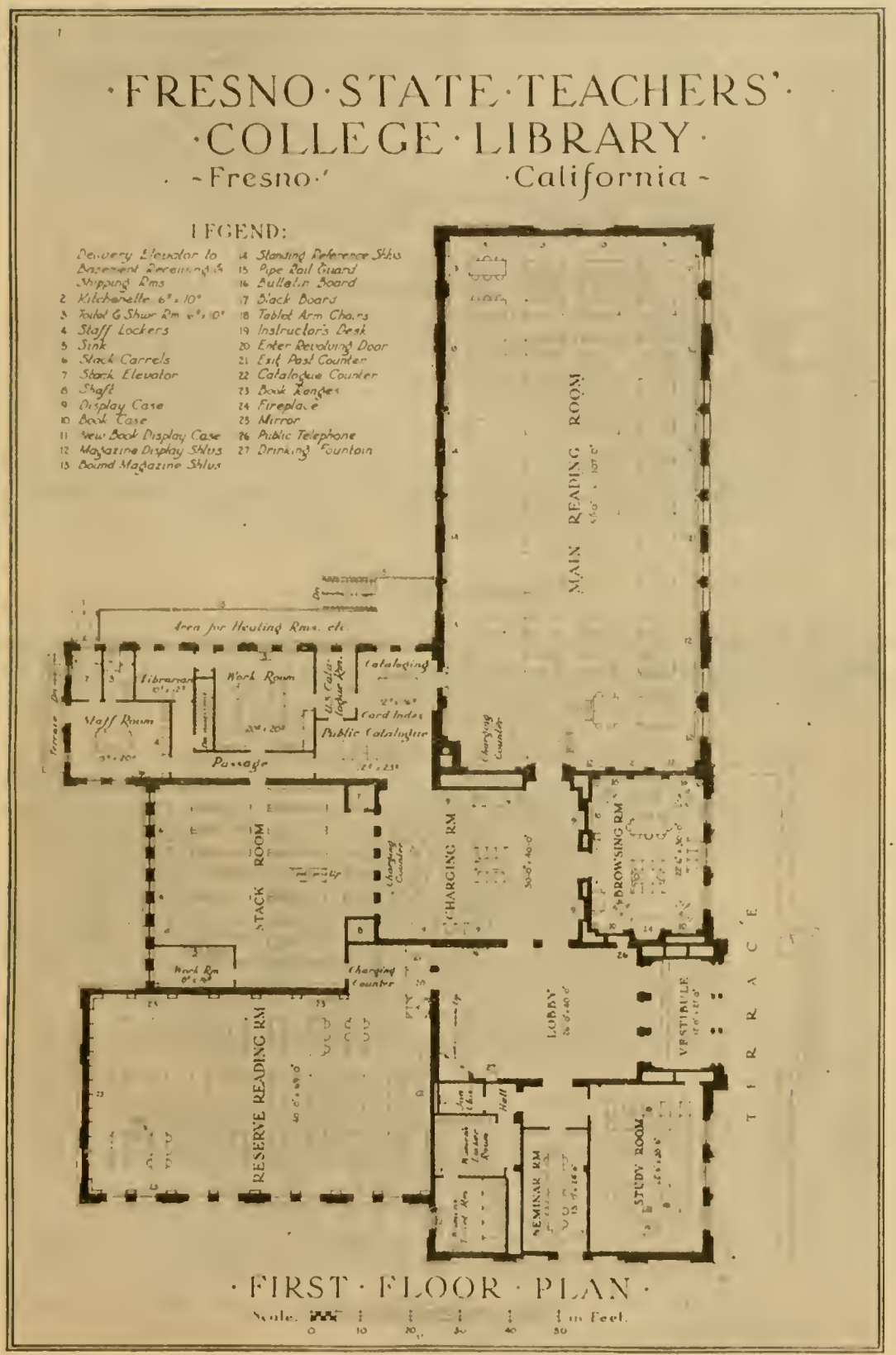
FRESNO STATE TEACHERS'
COLLEGE LIBRARY
Fresno California
LEGEND:
1 Delivery Elevator to Basement Receiving & Shipping Rms
2 Kitchenette 6' x 10'
3 Toilet & Shwr Rm 6' x 10'
4 Staff Lockers
5 Sink
6 Stack Carrels
7 Stack Elevator
8 Shaft
9 Display Case
10 Book Case
11 New Book Display Case
12 Magazine Display Shlvs
13 Bound Magazine Shlvs
14 Standing Reference Shlvs
15 Pipe Rail Guard
16 Bulletin Board
17 Black Board
18 Tablet Arm Chairs
19 Instructor's Desk
20 Enter Revolving Door
21 Exit Post Counter
22 Catalogue Counter
23 Book Ranges
24 Fireplace
25 Mirror
26 Public Telephone
27 Drinking Fountain
MAIN READING ROOM
Area for Heating Rms. etc.
Librarian
Work Room
Cataloging
Staff Room
Card Index
Public Catalogue
Passage
Charging Counter
CHARGING RM
BROWSING RM
STACK ROOM
Work Rm
RESERVE READING RM
LOBBY
VESTIBULE
TERRACE
SEMINAR RM
STUDY ROOM
FIRST FLOOR PLAN
Scale
0 10 20 30 40 50 In Feet

Plate II

all the states shows that only eight states have more population per teachers college and normal school than does California. In none of these eight states are the standards of teacher certification as high as in California and most of them supply teachers by means of city normal schools, high school training departments, additional universities, county examinations, or by other public agencies. If the list be corrected to take other training agencies into consideration, California will rank about fourth. No other state, with a training program that approaches that of California in content, has as large a population per teacher-training institution.

GROWTH OF ENROLLMENT

In 1920–1921, the seven state teachers colleges had a total regular enrollment of 2513 pupils. By 1930–1931, this enrollment had increased to 7315, an increase of 191.1 per cent. (See Table No. 10.) During this period, the colleges were changed from two- to four-year institutions. There was also a rapid increase in population during this decade. In 1920, the total enrollment of the teachers colleges amounted to .073 per cent of the state population, while in 1930, it was .129 per cent.

TABLE No. 11

Regular Students[1] Enrolled in Regular Semesters in the State Teachers Colleges of California, for Years 1920–21 and 1925–26 to 1930–31, Inc.

College	Enrollment by years						
	1920-21[2]	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31
Chico	337	481	[3]517	598	645	620	621
Fresno	517	693	614	994	1,132	1,378	1,172
Humboldt	61	239	280	267	301	297	286
San Diego	263	976	885	940	1,157	1,235	1,394
San Francisco	584	1,042	920	870	867	880	1,328
San Jose	577	1,147	1,652	1,708	1,293	1,509	1,807
Santa Barbara	174	596	442	444	521	595	707
Totals	2,513	5,174	[3]5,310	5,830	5,916	6,514	7,315

[1] Regular students are those enrolled in regular academic year and who carry more than six units of work.
[2] Includes teacher-training and collegiate students only.
[3] Estimated.

Another view of the training problem with reference to population growth may be had by noting trends in school populations on the different levels. During the last decade, the enrollment in the first eight grades increased 41 per cent and that on grades nine to twelve, inclusive, 142.8 per cent. Thus, the enrollment on the elementary level increased less rapidly than the population (41 per cent as compared with 65.7 per cent), while the enrollment in the four high school grades increased more rapidly than the population.

The failure of the elementary enrollment to keep pace with the increase in our population is accounted for by the continually decreasing percentage that children are of total population. California has the smallest ratio of children to total population of any state in the union, and the decrease of that proportion is most rapid in California. High

school growth is now slowing down. The per cent which high school enrollment is of elementary school enrollment has increased from 19 in 1920 to 32.8 in 1930. Some counties constantly attract as high a percentage as 37, and this figure is probably very close to ultimate limit.

The number of years each individual spends in school is increasing. This increase, however, no longer affects the size of the elementary enrollment. In 1920 a total of 15.9 per cent of the state population was enrolled in the first eight grades. By 1930 this percentage had decreased to 13.5. However, during this same period the percentage of the state population enrolled in the four high school grades increased from 3.0 to 4.4. The combined enrollment in the first twelve grades was 18.9 per cent of the state population in 1920 and 17.9 per cent of the state population in 1930. To the extent that these tendencies continue the state will need a decreasing number of elementary teachers and an increasing number of high school teachers per unit of population.

Another phase of teachers college growth is their utilization by some students for general cultural education. The report of the Carnegie Foundation for the Advancement of Teaching points out that upper division enrollments last year in presecondary curricula in three of the colleges were as follows:

"Fresno, 220; San Diego, 142; San Jose,, 113. These represent 42 per cent, 36 per cent, and 13 per cent, respectively, of the total upper division enrollments."

This development of the upper division undoubtedly will and should continue because:

It allows each teachers college to broaden its cultural base.
It justifies an admirable general culture college course.
It costs less than similar training at the State University.
It saves the local parent-taxpayers the cost of board, lodging, and railroad expenses for students.
It keeps more local money in circulation.
It helps reduce teacher-training costs.
It is a distinct aid to guidance, and the selection of desirable teacher-training candidates.

That local residents do use the teachers college for general educational purposes is shown by the fact that the number of students enrolled from the local county for each 10,000 of population for six of the state teachers colleges[1] ranges from 107 in Butte County (locale of the Chico State Teachers College) to 58 in Santa Barbara County. The average for counties having teachers colleges is 71 students attending for each 10,000 of population, whereas the average for all the counties of the state is but 13.

COSTS

For the year 1931–32 the per pupil expenditures for teachers' salaries in the California state teachers colleges, except Humboldt,

[1] San Francisco omitted because of its proximity to universities of California, Stanford, and other colleges.

ranged from 36 per cent to 85 per cent of the national average. In total operative costs the California teachers colleges ranged from 55 per cent to 84 per cent of the national average. The average per pupil operative cost in the California state teachers colleges for the year 1931–1932 was $219.10, or 28 per cent below the national average for the preceding year.

President Bowden of New Mexico State Teachers College, tabulated the capital outlay per pupil enrolled for all of the publicly supported teachers colleges of the United States. The average was $1,321. Santa Barbara State Teachers College has an investment of $1,440.60 per pupil enrolled. The capital investment in the other California state teachers colleges ranges from $842 to $104 per pupil below the national average. With increased attendance at the Santa Barbara State Teachers College and no increase in capital outlay, it also will soon be below the national average in capital investment per pupil.

ABILITY OF CALIFORNIA TO SUPPORT EDUCATION

The State Tax Bureau in the State Department of Finance under the direction of Earl Lee Kelly, declares that "California contains 4.6 per cent of the national population and enjoys 6.5 per cent of the retail store sales, indicating a purchasing power of 142 per cent, if the national average is taken at 100 per cent."

The ability of a state to finance its educational activities is primarily dependent upon the relationship that obtains between available wealth and the number of individuals to be educated. The United States Bureau of Census estimates that, in 1922, the wealth in all the states amounted to $314,718,820,000.[1]

By 1930, this wealth had increased to $322,735,000,000[2] an increase of 2.55 per cent. During the same period the wealth in California increased from $14,049,699,000 to $15,433,000,000, an increase of 9.85 per cent. Thus the increase in California was 3.86 times as great as in the whole United States.

According to the reports of the California State Board of Equalization, the total assessed valuation in California increased from $4,556,181,682 in 1920 to $10,143,131,534 in 1930, an increase of 122.62 per cent.

Thus it is seen that both wealth and population are increasing approximately three times as fast in California as in the United States as a whole. In fact, in so far as the assessed valuation in the state is a true index of actual wealth the figures show that during the past decade the wealth of the state has increased twice as fast as has its population.

Wealth, however, is one factor while income is another. California's per capita income in relation to the per capita income in the United States as a whole can be computed from estimates compiled by the National Bureau of Economic Research. In 1928, the last year for which estimates are available, California's income amounted to

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[1] *Wealth, Public Debt and Taxation: 1922. Estimated National Wealth.* Bureau of Census, Department of Commerce. Washington, D. C.: U. S. Government Printing Office, 1924, p. 21.

[2] The Conference Board Bulletin, No. 62, Feb. 20, 1932, New York: The National Industrial Conference Board, p. 496.

$4,864,396,000. Only four states (Illinois, New York, Ohio, and Pennsylvania) exceeded California in income. California's income in this same year amounted to 5.4 per cent of the income in all the states. According to the 1930 census California's population amounted to 4.6 per cent of the population in the United States. That is, California's per cent of the national income is 17.4 per cent greater than is California's per cent of the national population.

The ability of the state to finance its educational activities is also dependent upon the proportion that the children are of the population. Should all individuals be given an equal amount of education and were equal units of education in all states equally expensive, it would follow that any state containing a relatively small number of children in relation to its total population would in a corresponding degree enjoy the benefits of a small educational load.

California has consistently ranked lowest among the states in the per cent that the children are of the total population. In 1920 only 12.7 per cent of California's population was included in the group aged six to thirteen inclusive, while for the United States as a whole this per cent was 16.7. The average annual income of California per child aged six to thirteen inclusive, was $7,693 while the average for the United States as a whole was $4,194.

The percentage that children are of the total population is decreasing in the United States. In 1930, 31.8 per cent of the population was fourteen years of age or under while the corresponding percentage in 1930 was 29.4. In California the number of children in this age group in 1920 was 23.8 per cent, and in 1930 was 22.8 per cent. Thus it is found that the per cent which children are of the population is also less and decreasing more rapidly in California than in the United States as a whole.

These facts definitely point the conclusion that California, in relation to the other states, is well able to provide an adequate educational program.

The amount of effort that California puts into the support of its education is indicated by the per cent of its total income which is devoted to the public support of education. In 1928, the last for which data are available, the people of the United States as a whole devoted 10.39 per cent of their income to federal, state, and local taxes. One-fourth (26.36 per cent) of these taxes, that is, 2.74 per cent of the national income, was devoted to the public support of all education from the kindergarten through the university. In the several states the per cent of the income of the people devoted to the public support of education ranged from 1.85 per cent in Massachusetts to 6.13 per cent in North Dakota. The medium for all the states was 3.11 per cent. The per cent in California was 3.25 and was exceeded by 21 of the 48 states.

These findings demonstrate (1) that California ranks highest among the states in income per pupil and (2), that, in spite of California's favorable position with respect to ability, it exceeds but slightly the medium state in the percentage of income that is devoted to the public support of education.

THE FUTURE

The development of teachers colleges into centers in which junior college and even four-year liberal arts programs, low in cost and directly related to teacher-training needs, may be given, has proved effective socially, practical and economical educationally, and warranted on the basis of use by local residents. It is desirable that this development continue under careful guidance and improved legal regulation. Compared with other states, California has progressed to a high cultural level, has the highest per-pupil wealth of any state, is becoming proportionately wealthier, possesses fewer children per adult than any other state, but has provided a high type of teacher training education at a per-pupil cost below the average for continental United States. The completion of this teacher-training program calls for the completion of the housing of the several colleges, not only for the instructional facilities, but also for the social-control facilities. This development must, of course, be gradual in nature, and in keeping with the state's ability to pay. Major problems include the sale of old sites and rebuilding on new sites of the Santa Barbara and San Francisco colleges, the procuring of a new site for San Francisco, site extensions for the Chico and Fresno colleges, and the completion of the physical plant of each school in keeping with the standards developed by the State Division of Schoolhouse Planning.

On account of the needed development of social-control agencies, without which technical facilities for teacher training will be largely wasted, the program for the development of the teachers colleges calls for the establishment and control of proper student union and student dormitory quarters—a program, which, unfortunately, has been vigorously opposed by the last two state directors of finance. If it can be shown that this program can be carried out on a self-financing basis, the objection of the Department of Finance presumably can be overcome.

State Special Schools

The California School for the Blind

GENERAL EDUCATIONAL PROGRAM

On account of the tendency of the general public to take a traditional view toward the blind, in spite of the great advances made in their education and general welfare, it has been the policy of the school to stress constantly the purely educational nature of its purpose and work. Hence the number of the mentally handicapped has been kept as low as possible, and the mentally competent given every facility for as rapid progress as is consistent with sound work. Also the normalizing influences, such as homelike conditions in the school, participation in Boy Scout work and attendance at outside high schools have been fostered, with the result that it would be hard to find a group of so-called normal persons anywhere with a more normal or wholesome point of view than these boys and girls have.

The plan of cooperative education in the upper high school grades continues to have unfailing success. In the semester closing June 3, 1932, ten boys and one girl were registered in the University High School, in a total of 46 subjects or slightly over four subjects per pupil. In addition they took at least one subject each in the School for the Blind and some took two additional subjects. One course was dropped; out of the 45 final reports, 21 were A's, 23 were B's, and only one a C. This means that practically 100 per cent of the grades received were recommending grades and that nearly 50 per cent were in the highest achievement group. When it is considered that all but one of the blind pupils registered were wholly dependent on Braille or oral reading for their studies and that they were in competition with a superior group in a regular public school, the achievement appears little short of marvelous. I doubt if it can be equalled elsewhere.

Such excellent work in the advanced group can be maintained only on condition that equally excellent work pervades the whole school. Already the school has been somewhat weakened by dropping part of the handwork, which is particularly important for those of inferior mental ability. A strong academic department and a strong music department must be maintained, but further sacrifices in any direction are going to lower the efficiency and prestige of an institution which has won national and even international reputation.

GRADUATES, THEIR WORK, AND THE NEED OF FURTHER GUIDANCE AND AID

In addition to those graduates and ex-pupils who have already won their way to independence and to respect and reputation in their various communities, there is an increasing number of excellently trained young people in attendance in institutions of higher learning.

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Some are making notable records. One is a protege of Mr. Roland Hayes: In less than two years in Boston he has matured sufficiently to go on a student concert tour and is not only winning recognition for his musicianship in voice and pipe organ but eliciting from severe critics predictions of a great future. One of our most recent graduates won a place on the 1932 University of California Foch debating team. Others are making records scarcely less brilliant.

Within two years two of our graduates have won worthy places in the educational world, one as grade teacher in New Mexico and one as supervising teacher in Arizona. Fully as gratifying is the placement of another graduate in part-time work in the field of social investigation. These and other cases of marked success serve only to emphasize the necessity of further guidance and placement work. Such positions unfortunately must still be looked upon as windfalls: there is urgent need of careful and systematic placement, so that the matured and trained talents of these fine young people may be utilized to the utmost of their social and economic worth.

Some of the graduates have secured state and county aid, while pursuing their advanced studies. As a temporary expedient this practice is highly commendable. It would seem, however, to confuse two very diverse functions. It would be far better to legalize scholarship grants to needy blind students and keep the other form of relief for those unable to find employment or too old or infirm to engage in profitable employment. This matter should be given careful consideration in any plan of reorganization looking toward a more effective and rational solution of the problems of the blind.

PROPOSED REORGANIZATION SCHEMES

There is no doubt that there should be better coordination in work for the education and welfare of the blind. There is much lost motion, much futile effort in the present set-up, or rather lack of set-up. On the whole the Massachusetts plan would seem to be the most effective. A separate department or commission is out of the question under present conditions and is probably not even ultimately desirable. A division within an existing department would seem to answer all reasonable needs, with relief treated as a separate and distinct function in another department. Until a more complete correlation can be brought about, a serious break is bound to occur between education and the economic utilization of the trained powers of the educated person. There is surely a place in the social whole for every competent blind person, but up to date there has been mostly waste and tragedy instead of successful placement.

Our whole conception of economics is undergoing such revolutionary changes that it is doubtful if reorganization can be logically urged from a mere savings point of view. However, even in this respect desirable changes could doubtless be effected. At least consolidation and coordination along the lines of the Massachusetts Division of the Blind would involve no additional outlay and there would be one unified and consistent policy in the education, guidance, and placement of the competent blind and a weeding out of the incompetent from expensive organizations and institutions.

KINDERGARTEN AND RECEIVING BUILDING NEEDED

Due to the modesty and economy with which building plans for the School for the Blind were formulated and carried out, there still exists the need of a receiving building, with certain kindergarten and hospital accommodations. It was the evident intent of the enactments of 1927 that funds should be provided for such a building. However, neither the appropriations of that year nor those allowed for the following biennium were sufficient for covering more than the most urgent needs under the older form of organization and with the old resident population. Hence, it has been necessary to restrict the admission of younger children. Best practice demands the segregation of the younger children, both boys and girls. Many children come to the school at nine or ten years of age, after having learned all sorts of incorrect habits, especially the habit of abject dependence on others. Such children should have entered the school at a much earlier age and been trained under nursery conditions. Even when parents have endeavored to train blind children of from three to six years of age in helping themselves and becoming self-reliant, almost invariably they fail through lack of time or lack of proper training on their own part. Obviously there is a very appealing need for the proper housing and care of these pathetic little ones. They should not be compelled to spend trying years in unlearning incorrect habits that might easily have been avoided.

California School for the Deaf

EDUCATIONAL ACTIVITIES 1930–1932

Considerable advancement has been made in the organization of the personnel having to do with the life and welfare of the deaf child, and this in turn has resulted in noticeable progress in our standard throughout. It can definitely be stated that the degree of educational accomplishment on the part of the child and of the morale of the entire school has been greater than heretofore.

During the period of two years there have been 301 deaf children enrolled. Of this number it is of interest that 114 have been new children. During this same period 66 boys and girls have left the school.

Below, in a very brief and concise form, are listed some of the outstanding factors, aside from the routine, that have been evidenced in this period:

(1) A new and carefully planned course of study which is the result of two years of concentrated effort. It is being used by the state school and by all special classes for the deaf in California. It is now being studied by several other states and will soon be adopted by them. In addition to this course, which represents ten years of school preparation, there has been a revision and an improvement of the upper grade work which covers three years beyond this common course of study.

(2) A better and stronger classification and a greater stress placed on language, reading, and speech.

(3) The staff has been increased six teachers to care for the additional 50 to 60 pupils.

(4) The school population has been increased 25 per cent.

(5) Certain necessary equipment has been added to the cabinet and the printing shops for the benefit of proper instruction of the boys.

(6) The organizing and systematizing of regular language teaching in outside activities by housemothers and counselors. This covers personal hygiene, speech work, lip-reading, reading, manners and morals, and similar phases outside the formal teaching done in the classroom. In this way, the school has made a forward step in the full education of the deaf child. Housemothers and counselors are now teaching at regular periods during the week and are affording the children greater opportunities. This is a most progressive step and is being quickly followed in other states.

(7) The establishment of a primary industrial department for young boys. It is more commonly known as sloyd and is used as a "trying out" shop in which the aptitudes and bents of the individual pupil are studied and the pupil placed in the proper shop later when he enters the vocational department.

(8) The actual functioning of a vocational placement officer in placing the deaf graduates in fields of employment. These services are also used in aiding the general welfare of the deaf throughout the state. This is a most vital and essential endeavor.

(9) Every pupil in the school has been examined and tested for hearing on the audiometer. All such records are to be found on each pupil's school record card.

(10) There is now a full and complete history and school record of each pupil from the date of entrance to the date of graduation.

(11) An art department has been established with commercial art as the main objective. The work is closely correlated in many ways with the other shops. Soap modeling and show card writing are also covered in this department.

(12) Arrangements have been made whereby a number of the older pupils, because of certain conditions, have been allowed to attend shop classes all day with a set period out for language teaching.

(13) Today throughout the state wherever there is a special class for deaf children, there is a common system of record cards, transfer cards, and transcript sheets to make available a complete history and record of each deaf child under instruction. Such record follows the pupil should he transfer from one special class to another in a different city.

(14) The above are matters that stand out and are in addition to the daily routine of school activities and accomplishments. The children show a greater interest in their work and are of a higher educational accomplishment than they were several years ago. The speech work and lip-reading are far better in general. The use and comprehension of language are stronger today then they have been at any previous time. These points are mentioned so as to give an indication of the standard of school activities of today. The teachers feel a greater interest as shown by enrollment in extension classes in special studies beneficial to their own line of teaching. Another strong evidence of progress is that during the last two years seven of our

graduates successfully passed the entrance examinations to Gallaudet College in Washington, D. C., where they are now students.

BUILDING ACTIVITIES 1930–1932

Today the necessary physical accommodations at the California School for the Deaf can be considered as one of the critical responsibilities of the state. The initial step to remedy this serious situation was taken by the Legislature of 1929. Upon the recommendation of a special legislative committee appointed to study the situation and to make a comprehensive report on its findings, the Legislature passed a bill sanctioning and supporting a ten-year building program to construct a new school plant, sufficiently large to accommodate 500 students. During this same session the first appropriation of $300,000 was made possible for the construction of (1) a primary dormitory building for boys, (2) a primary dormitory building for girls, (3) primary dining room, (4) main kitchen and commissary. This amount also covered the necessary furnishings, equipment, and grading. The next legislative body passed an appropriation of $242,000 for the construction and equipment of the primary school building and academic dining room. This amount also covered necessary grading, road work, landscaping, and the arrangement of the primary playground. This construction will be completed this summer and ready for occupancy in the fall. With the addition of one more building—the kindergarten building—which is needed very badly, the primary unit will have been completed.

Four years ago the school population was approximately 200 pupils. Today the enrollment is approximately 265 pupils. When school opens in the fall the number will be 280 deaf children, ranging from five years up to twenty-one years of age.

The residential school at Berkeley and the special classes for the deaf located in different cities in California are caring for approximately 600 deaf children. These provisions are far from adequate as there are, conservatively speaking, something like 1000 deaf children of school age in the state. This means that there are numerous children without education largely because the residential school at Berkeley does not have the necessary physical accommodations to care for them.

With the opening of the fall session, the school will admit 40 new children. Nevertheless, there will be approximately 100 children on the waiting list seeking admission. This is an unusual situation and does not obtain in any other state. Each succeeding year brings 25 to 30 new applicants for admission. From this one can readily appreciate the seriousness of the need of continued building plans to alleviate the condition and to avoid a catastrophe in the educational provisions for the deaf children in California. Although it may not be possible to follow out the plan of building as set up in the proposed ten-year building program which calls for two new buildings this coming biennium, yet the situation is so critical that a cessation of building can not be thought of in any way and that at least the one building for the smaller children should be made possible so as to partially care for the rapidly growing waiting list. By the erection of this building, the list would be reduced 50 per cent. This new building construction

has required a four-year period for initial occupancy from the time the appropriations were made available. This shows the need of attention.

The building plan is to construct the school plant in two units, namely, the Primary Unit and the Academic Unit. When completed at a possible expenditure of between $1,200,000 and $1,500,000, the school will accommodate 500 deaf pupils.

When school begins in the fall, 120 primary deaf children will occupy the partially completed primary unit. They will be entirely separate from the older boys and girls. They will have their own school building, dining room, and play area. This will be a step forward for several reasons. When such unit is functioning normally, it will be possible to do many things that can not be done under the present arrangement. The primary children (5 years to 13 years of age) will have a separate schedule of time affecting their rising, school attendance, and dismissal, meal time, play time, and bedtime. All such factors are important in the lives and health of young children. Furthermore, because of the new arrangement the housemothers will be better able to carry on their "outside activities" program with the children because of the possible accommodations, the new schedule of time, and the complete separation from the older pupils.

Aside from the school benefits, although it plays a great part in the full education of the child, there is no denying the great advantage in the teaching of morals and in habit formation in this separate unit idea. By having the younger children entirely apart and separate from older boys and girls of mature age, greater progress in discipline and order can be expected.

Because of the accommodations made possible in the new school building, more progressive and modern procedure can be followed in the work with the younger children. In the first place the physical improvement of the new over the old classrooms is best described by saying that the school is passing through the transitional period from the dark ages to the modern. Greater and more intensive work can be done in speech and lip-reading. Greater opportunity will be available for handwork activity. An activities room, in which language common to various places such as railroad stations, banks, department stores and drug stores can be taught, will increase the teaching possibilities in this special phase of education. Two of the greatest innovations now possible in the education of the children will be that of musical rhythm and auricular work. There will be musical rhythm exercises to develop the voices and to improve the speech of the deaf children. A very thorough and careful survey of the hearing and sound perception of all children can now be made through the aid of the radio-ear. In this way and through proper exercises children who possess a degree of residual hearing will be benefited to the extent of utilizing this remnant of hearing for language purposes as well as voice improvement. Those who are found to possess sound perception will be greatly aided in securing better tone quality and position. Through the use of musical rhythm and the use of the radio-ear, one can look for greater progress in the teaching of speech and lip-reading.

When considering the housing element of the new unit, the state can feel that it is affording the children wholesome, healthful, and

enlightening environment. No longer will the younger children be housed on third floors, in large dormitory spaces for 25 to 30 beds, with bathing facilities in the basement, and in cold and drafty buildings. The children will live four in a room with their own private closet spaces. Their washrooms and bathing facilities will be on the same floor as their sleeping quarters. Their living accommodations and surroundings are wholesome and homelike. Everything points to a more healthful condition. Housemothers' rooms are adjacent to those of the young children and within immediate call. Nothing has been overlooked in the way of proper and normal care of the young children. In so far as the building plan has progressed, everything has been ideally provided. The state is to be complimented for the present accommodations as far as they have been completed. A new era in the care and education of the deaf child has started. The critical point at present is the possibility of the erection of the primary kindergarten building to house from 60 to 70 children, thus fully completing the primary unit with a capacity of 190 small deaf children.

The California Polytechnic School

The California Polytechnic School was established in 1903 by legislative enactment providing as follows:

The People of the State of California, represented in Senate and Assembly, do enact as follows:

There is hereby established in the county of San Luis Obispo, at or near the city of San Luis Obispo, a school to be known as the California Polytechnic School. The purpose of this school is to furnish to young people of both sexes mental and manual training in the arts and sciences, including agriculture, mechanics, engineering, business methods, domestic economy, and such other branches as will fit the students for the nonprofessional walks of life. This act shall be liberally construed, to the end that the school established hereby may at all times contribute to the industrial welfare of the State of California.

In 1929, this act was amended to limit the attendance to boys and young men.

During the past biennium the physical plant has been materially improved by the addition of another excellent dormitory which, together with those previously built, provides very comfortable accomodations for the housing and care of the students.

The students of the California Polytechnic School are enrolled from over 140 different California communities, representing all sections of the State. In addition, students are enrolled from 12 other states, from two United States territories, and from two foreign countries. The following summary statistics of enrollment are herewith presented:

According to Public School Grouping:

	1930–31	*1931–32*
Junior high school	47	44
Senior high school	211	135
Junior college	127	158
Totals	385	337

Enrollment by Names of Courses:

	1930–31	*1931–32*
Agriculture	49	55
Engineering-Mechanics	284	236
Academic	52	46
Totals	385	337

Number of Graduates:

	1930–31	*1931–32*
Lower division (high school)	32	39
Upper division (junior college)	11	15
Totals	43	54

The site of the California Polytechnic School covers 1180 acres. The grounds, buildings and equipment, during the second year of the biennium, were valued at $916,731.

REORGANIZATION

During the past biennium an analysis of the program and accomplishments of the California Polytechnic School at San Luis Obispo was made. The following facts indicated an imperative need for the reorganization of the institution, which is to be effective beginning with the school year 1932–33:

1. Since its first establishment in 1903 the California Polytechnic School has been operated without specific educational objectives, distinct from and different than those educational objectives governing the public secondary schools of the state. This condition obtains at the present time.

2. Surveys conducted at the institution, together with current studies now under way, indicate that the institution has been needlessly costly, both with regard to per capita costs and with regard to the total expenditure.

3. The state has made an investment of approximately one million dollars in the physical plant of the California Polytechnic School which should be utilized to the fullest advantage by the state.

PROGRAM FOR CALIFORNIA POLYTECHNIC SCHOOL

Objectives

The California Polytechnic School shall provide strictly vocational training in the fields of agriculture and industry. This training shall be on two levels, the first to be designated as the trade level, the second as the technical level of training. On the trade level training shall be provided for the purpose of giving students general training in several specialized fields of agriculture and industry. On the technical level training shall be provided for the purpose of giving students more highly specialized preparation for the manufacturing and industrial phases of agriculture and for the strictly technical phases of specified industrial occupations.

Admission

The California Polytechnic School will enroll only such male students who have completed the tenth grade or who can give evidence of equivalent educational preparation or acceptable occupational experience, as shall be deemed capable of profiting by the types of instruction offered. The total enrollment in the institution shall not at any time exceed 350 students, 125 in the field of agriculture and 225 in the industrial fields. This maximum enrollment is fixed for the school year 1932–33 but may be revised for subsequent years in the event that the facilities of the institution are expanded and the demand for the specialized types of training provided in the institution requires the admission of a greater or lesser number of students. Present facilities and the limitation on the amount which may be expended for the maintenance of the institution require the fixing of the stated limitation on enrollment. Applications for admission in excess of the maximum number of 350 shall be placed on file and shall be considered in order of submission in the event of student withdrawals.

Program of Studies

1. Agriculture

a. Separate curricula shall be offered on the trade and technical levels in the fields of dairying, poultry, horticulture, and meat animals.

b. Each curriculum shall provide definitely vocational training preparatory to actual employment on one of the two specified levels in the fields enumerated. Related instruction shall be provided as a part of each curriculum.

2. Industry

a. Separate curricula shall be offered on the trade and technical levels in the fields of aeronautics, architectural and mechanical drafting, automobile mechanics and machine practice, electricity, and printing.

b. Each curriculum shall provide definitely vocational training preparatory to actual employment in specified type positions within each of the general fields specified.

3. Student activity

The publication of a student paper and the conduct of band and orchestra work and of athletics in conjunction with the physical education program shall be continued but the military training now provided shall be discontinued since it does not contribute in any way to the vocational purposes for which the institution is established.

4. Instruction shall be organized on a sixty-minute clock hour period basis.

Type of Instruction

Instruction shall in all cases be individualized for the purpose of affording each student enrolled opportunity to prepare himself for occupational employment in accordance with individual ability and accomplishment.

Length of Curricula

Curricula established on the trade level shall be such as in general will require approximately two years of training. Curricula established on the technical institute level shall be such as in general will require two years of training beyond the trade level. There shall be no differentiation on the basis of senior high school or junior college classification. The entire work of the institution will be on a trade and technical institute plan.

Diploma of Graduation

A diploma of graduation shall be awarded to each student upon completion of any curriculum on the trade or technical institute level certifying the accomplishment attained by the student in the specialized fields pursued.

Period of Adjustment

During the school year 1932–33 those students now enrolled in the California Polytechnic School shall be allowed to continue, provided they shall have completed the work of the ninth grade and shall enroll in one of the specified vocational curricula of the institution. Those students enrolled in the first year of the junior college shall be allowed to continue until the close of the school year 1932–33.

Organization and Administration

1. The State Director of Education and the Chiefs of the Bureaus of Agricultural Education and Trade and Industrial Education, together with the President of the California Polytechnic School, shall initiate all policies relative to the conduct of the California Polytechnic School for recommendation to the State Board of Education for approval.

2. The President of the California Polytechnic School shall be the administrative officer in charge of the institution. All relationships between the State Department of Education and California Polytechnic School shall be conducted through the office of the President.

3. The President of California Polytechnic School shall have as an administrative staff a director of agricultural education, a farm superintendent, and a director of industrial education.

Placement

Provision shall be made for a full-time coordinator in the industrial fields and for a coordinator in agriculture.

The California Nautical School[1]

An act of the Legislature of 1929, authorized the establishment and maintenance of the California Nautical School.

This school, like its contemporaries operated by the states of New York, Massachusetts, and Pennsylvania, functions by virtue of an act of Congress of March 4, 1911. The federal law provides that upon request of the Governor the Navy Department will furnish a vessel suitable for training purposes for officers of the U. S. Merchant Marine.

In accordance with state and federal authorization the steamship *Henry County* was transferred from the U. S. Shipping Board to the U. S. Navy and in turn loaned to the State of California as a training vessel. The ship was brought from Norfolk, Virginia, to Mare Island, California, at the expense of the federal government. Extensive repairs and alterations necessary to convert the erstwhile freighter into a suitable training vessel were made at the Union Iron Works, San Francisco, at the expense of the federal government. In the meantime the Navy Department granted the use of the U. S. Naval Fuel Depot, Tiburon, California, as a shore base for the institution.

Pending repairs and alterations to the training vessel the school was temporarily established at the shore base on February 10, 1931. Classes were held in the buildings and shops of the fuel depot.

On December 15, 1931, work on the ship was completed and on December 31 the ship began its first practice cruise. The itinerary of this cruise included a circumnavigation of South America, down the west coast, through the Straits of Magellan, up the east coast as far as New York, and return via the Panama Canal. Approximately 21,000 miles was covered and included stops in Balboa, St. Elmo Bay, Callao, Valparaiso, Buenos Aires, Montevideo, Rio de Janeiro, Port of Spain, Hampton Roads, Washington, D. C., New York, San Diego, Los Angeles, Santa Barbara and San Francisco. Upon return to the shore base two week's vacation was granted cadets. Studies and drills are conducted now aboard the ship and at the base. It is contemplated to begin another cruise about January 1, 1933.

The function of the school is to train the youth of this State for positions as executives in the United States Merchant Marine. This augments the chain of vocational training offered the youth of California. It is, also, a direct contribution to the "New American Merchant Marine." Technical and social requirements of executives in the Merchant Marine are such that the State schoolship system is the only source from which the country may draw effective officers. The economical development of our State depends in a large degree on ships and shipping. It is necessary, therefore, that California do everything possible to encourage the establishment and maintenance of a Merchant Marine built in American shipyards, owned by American capital and manned by American seamen.

[1] A more complete description of the functions and activities of the California Nautical School is published in *Department of Education Bulletin, No. 16*, August 15, 1932, *Information Concerning the California Nautical School.*

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