

IOWA COMMITTEE ON EDUCATION

Dr. James Farrell
Iowa State Teachers College
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Iowa State Teachers College
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Chairman (Prior to 10-1-50)

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Ames, Iowa
(Consultant)

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Reverend A. A. Halbach, Director
Archdiocesan Schools
Dubuque, Iowa

Karl Smith
Dept. of Public Instruction
Des Moines, Iowa

Reverend C. O. Strohl, Director
Religious Education
Methodist Area Office
Des Moines, Iowa

Reverend Victor O. Wik, Director
Christian Education
Iowa Baptist Convention
Des Moines, Iowa

George W. Willoughby
American Friends Service Committee
Des Moines, Iowa

L. L. Woodruff
County Superintendent
Burlington, Iowa

THE IOWA COMMISSION ON CHILDREN AND YOUTH

THE SEPTEMBER REPORT OF THE EDUCATION COMMITTEE

INTRODUCTORY STATEMENT

Before assembling the materials for this report it had become the habit of those most intimately associated with it to term it "The Final Report". It becomes evident upon studying the reports of the various sub-committees that this is not a "final report", nor is there ever likely to be one. Youth problems seem not to lend themselves to final solution. It is the realization of this fact that suggests the title this report bears. The Education Committee of the Iowa Commission on Children and Youth reports its progress as of September 15, 1950. The Committee hopes that these dates together with the suggested interpretations may help to set forth some of the education problems of Iowa Youth to the White House Conference during the first week of December.

THE EDUCATION COMMITTEE AND ITS ACTIVITIES

The Education Committee is composed of about fifty consultants and committee members, sub-divided into six sub-committees to study the various phases of education in Iowa. The committee first met during the winter months and continued its work throughout the spring and summer of 1950. Its work has been characterized by whole hearted participation of all of its members, sub-committee chairman, and consultants. The report itself is a composite of the work of each person associated with the committee.

The first step in the activities of this committee was to devise a series of statements representing the beliefs of the committee as a whole as to just what kind of education is needed by the children of Iowa.

The second step was to attempt to determine how nearly the existing education program in Iowa come to meeting the needs of children set forth in the "credo".

The third step was to report the findings that resulted from step two.

NATURE OF THE REPORT

The report that follows sets forth the statement of what the committee believes education in Iowa should be and treats the work of each sub-committee separately. For the most part the sub-committee reports are the work of the sub-committee chairman and consultants. The names of persons associated with each sub-committee are listed at the head of appropriate sections of the report.

THE KIND OF EDUCATION WE WANT FOR IOWA (statements used as a guide by the Education Committee)

We believe in educational activities and institutions which exemplify:

1. The kind of educational program that fosters straight thinking and vigorous action. It emphasizes the competencies, appreciations and attitudes needed for effective citizenship, family living and productive work.

2. A recognition of individual differences and the importance of provisions for meeting these differences.

3. A belief in the importance of health, physical fitness and recreation as valuable aspects of the child's education.

4. An interest in helping the child be aware of and interested in using his community resources.

5. A desire to give children chances to share and enjoy creative experiences and activities.

6. A realization of the significance of prevocational and vocational education appropriate to the specialized interests and needs of the pupils.

7. The vital contribution of certain services as integral parts of the child's development, such as health and mental hygiene clinics, school lunches, libraries, audio-visual aids and functional guidance programs.

8. Reverence for God and concern for the dignity of man; understanding the Judeo-Christian heritage, the religious duties of man, and the place of worship in life; a sense of the ethical basis of life in our culture, self disciplined moral behavior, and a sympathetic understanding of deviates from that behavior.

PRE-SCHOOL EDUCATION

The Committee:

Mr. Ernest W. Barker, Chairman
Dr. Gertrude Gilttenden, Consultant
Dr. Ruth Updegraff, Consultant
Mrs. Max Bebensee
Mrs. H. C. Breskenwidge
Mrs. Maude Broadfoot
Miss Jean Safely

This committee believed that the most pressing Iowa problem in group education for preschool children was the complete lack of control regarding standards in such education. There is no provision in Iowa for inspection, licensing or supervision of schools for children of preschool age. Also there is considerable evidence of an empirical value that there are a good many unqualified persons operating "nursery schools" for profit.

It seemed that one of the first steps toward securing state regulation of minimum standards would be the securing of information regarding the groups now operating. In obtaining such information the initial step was to locate the groups.

The enclosed questionnaire and letter were sent to persons in 140 towns. In an effort to reach in every community at least one person would reply, several letters were sent to each community. The following received questionnaires:

1. All county superintendents of schools
2. School superintendents in towns of 1000 or more
3. Secretaries of Chamber of Commerce towns of 1000 or more
4. President of one women's club included in Iowa Federation of Women's Clubs in towns of 1000 or more
5. All county education Farm Bureau chairman

Bureau of Labor Statistics estimates a shortage in Iowa of 2100 in 1956. This is based on a pupil-teacher ratio of 30-1.

An attempt was made to find how many students were engaged in an elementary teacher training program at the present time. A questionnaire was submitted to the registrars of those institutions in Iowa providing teacher-training at the elementary level. Replies were received from 29 of these institutions.

Students enrolled in a teacher-training program	Students enrolled on a limited elementary program	Students enrolled on a standard elementary program	Students enrolled on an advanced elementary program	Students enrolled on a secondary program	Standard	Special
4459	216	1545	369	3852		

Students working toward a Standard Elementary Certificate ready to teach in 1950

144	1951
152	1952
174	1953
170	

Degree students on a secondary program enrolled in a ten semester hour program to obtain an elementary certificate 105

These figures would indicate that most of the teachers entering the field of elementary teaching within the next few years will do so with two years of college preparation.

They would tend to support the estimate of the Bureau of Labor Statistics that the shortage of trained elementary teachers in the next four years will continue.

The Elementary Sub-Committee also submits their results of a questionnaire study which would seem to indicate some of the possible strengths and shortcomings of the present educational picture in the elementary school of Iowa.

The purpose of the questionnaire was to determine prevalent practices in elementary schools in two selected areas; namely, provisions in the instructional program for meeting individual differences and present school-community projects for improving health, physical fitness and recreational activities of youth. The questionnaire was submitted to elementary teachers attending summer school at the State University of Iowa and at Iowa State Teachers College and to certain parents and interested community leaders throughout the state.

One hundred and thirty-five replies were tabulated. The range of distribution of elementary enrollment for those schools reporting was from 6 pupils to 22,000 pupils. Approximately half of the schools considered have an elementary enrollment of less than two-hundred and fifty. It seems reasonable to assume that the replies should give a fairly representative picture of prevalent practices in the elementary schools of the state.

The nature of the data was such that it seemed inadvisable to attempt exact statistical treatment. The committee, however, submits the following facts based upon the replies and certain generalizations based upon them.

1. About one-third of the schools reporting state that all children are given a physical examination upon entering school; one-tenth state that physical examinations are given every third year; one-tenth report examinations are given every year; and about one-sixth report some other plan of securing information concerning the child's health.
2. Half of the schools reporting indicated they believed teachers were fully informed concerning the physical condition of their pupils.
3. Approximately two-thirds of the schools reported an immunization program was available for all children. One-third stated the immunization program reached all children.
4. Slightly less than half report provision for parent education in the need for correction as a part of the school dental program.
5. Less than one-sixth of the schools state that parents are present at the time physical examinations are given.
6. Approximately half of the schools considered follow the practice of giving awards for perfect attendance and an equal number have the children keep personal records of desirable health practices.
7. Practically all of the schools report that provision is made for planned periods of quiet, relaxation and rest for the small child who spends the whole day at school. Apparently this is true for kindergarten and some first grade children.
8. About four-fifths state they have a planned period for physical education, teachers and students sharing in the planning. Approximately one-fourth consider the recess period as their physical education period.
9. Five-sixths of the schools have a playroom or gymnasium available for daily use, ground surface that is level and well-drained and so arranged that younger children may be separated from older children in active play.
10. Practically all report that school equipment is shared by all children.
11. Approximately two-thirds of the grounds are spacious enough to provide uncrowded playing space for all children.
12. Approximately two-thirds of the schools have school teams at the elementary level and half of these use the physical education period for practice.
13. Slightly more than one-third of the communities support summer playgrounds under trained leadership. Three-fourths of these playgrounds are school-community sponsored and three-fourths of the playgrounds have softball teams for elementary boys sponsored by commercial firms of the towns. Practically all of these teams play teams from other towns.
14. Very few (approximately one-fourteenth) stated that opportunities were given for parents to participate in activities of a recrea-

15. Slightly more than one-half of the schools report uniform texts for all children in each subject. Approximately one-fourth expect all children to attain the same standards of achievement and more than one-third state that room activities are so organized that all children participate in the same activities at the same time.
 16. More than half provide for some grouping in order that more suitable instruction may be given and one-third state that children are organized into classes according to their mental ability.
 17. More than half of the schools indicate that children are given special help when they experience difficulty with a subject such as arithmetic.
 18. Slightly more than one-third report children of superior ability are given special instruction.
 19. Less than one-twelfth of those schools make special provision for those children who do not adjust to regular classroom instruction. In no instance was special provision made for the fast learner.
 20. About one-third report that numerical grades are the main factor in determining whether a child shall be promoted to the next grade. Achievement tests, social development, emotional development and physical development rank in this order as a basis for promotion.
 21. In half of the schools a child is promoted automatically after spending two years in a grade. In about one-sixth there is automatic promotion after one year in a grade and one-fifth consistently use some other basis for determining promotion.
 22. Five-sixths of the schools expect all children to learn to read in the first grade.
 23. There is some provision for parent-teacher conferences, and teachers in more than half of the schools are encouraged to make home calls.
 24. Community assistance in a follow-up program for indigent children is available in less than one-third of the schools.
- On the basis of the preceding information the following generalizations have been made.
1. Personnel in the elementary schools of Iowa do not have as much knowledge of the physical condition of the students attending as is recommended in accepted standards for school health practices. There is need for parent education and the development of an adequate follow-up program.
 2. Schools are varying from the practice of striving to attain perfect attendance records and placing social pressures upon students to develop desirable health habits.
 3. Generally speaking, physical plants make adequate provision for desirable play space and the groups answering the questionnaire believe equipment and instruction to be adequate.

tional nature with their children.

4. The development of athletic teams and desire for competition influences the instructional program in physical education to a marked degree.
5. School-community cooperation is evident in the development of playgrounds.
6. Although individual differences are recognized the general organization of the instructional program in most schools tends to measure children by a uniform pattern.
7. Numerical grades and achievement test scores are major factors in determining promotions.
8. More assistance is given the child with learning difficulties than is given the more capable children.
9. There are indications that attempts to further desirable home-school relationships are being promoted successfully.

SECONDARY EDUCATION

The Committee:

Mr. Tom Greene, Chairman
 Dr. James Farrell, Consultant
 Dr. John McAdam, Consultant
 Dr. John B. McClelland, Consultant
 Mr. Earl Cope
 Mr. L. L. Pickett
 Mr. I. H. Seibert
 Mr. Hamilton Vasey

There are many agencies which contribute to the education of adolescent youth. Some of these are the school, church, family, radio, theatre, books and magazines, youth organizations, television. Each agency should recognize contributions of others, and efforts should be made to utilize and coordinate the activities of these agencies in terms of the education of the adolescent youngster.

Number and size of secondary schools

There is a total of 841 public, tax-supported secondary schools in the state of Iowa. (This figure is from data of the year 1949 supplied by the State Department of Public Instruction.) These 841 secondary schools are divided in size as follows:

Pupil Enrollment Classification	Number of Schools in Classification
0 - 99	586
100 - 299	197
300 & over	58
Total -	841

The median enrollment in the Iowa secondary schools included above is approximately 67 pupils. The average daily attendance for all Iowa schools (elementary and secondary) during the school year 1948-1949 was 411, 639.8 pupils. The average daily attendance for secondary schools in Iowa was approximately 118, 845 pupils.

Per pupil cost

The median cost per pupil enrolled in these 841 secondary schools is \$282. The range is from \$211 in the largest schools to \$117 in the smallest secondary schools. There is a regular decrease in the per pupil cost of

instruction with increasing size of secondary school, according to the data on hand.

Per capita wealth

There is much evidence of educational inequality in Iowa schools. This inequality exists as between one county and another, and between one school district and another within the same county. The average evaluation per census child (1948 school census) ranges from \$2,700.28 in Appanoose County to \$8,758.80 in Ida County.

In some counties of the state the tax evaluation per child is well distributed among the school districts of the county. In other counties there are very rich and very poor school districts within the same county. For instance, in Polk County the richest school district has 85 times as much tax evaluation per census child as does the poorest school district within that county. In 25 counties in Iowa the evaluation of the richest school district in the county is 20 times or more as great as the evaluation of the poorest school district in the county.

The richest school district in the state is in Tama County with an evaluation of \$142,087.00 per census child, and the poorest school district in the state is in Appanoose County with an evaluation of \$653.10 per census child. Thus the richest school district in the state is 217.6 times richer than the poorest school district in the state.

Teacher qualifications

The total number of special war emergency certificates and special emergency certificates issued per year has declined steadily from the year 1945-1946 to the present date. During the school year 1945-1946 a total of 6380 emergency certificates were issued, while only 525 emergency certificates were issued during the school year 1949-1950. The emergency certificate for rural teachers was the only type in which there was a notable increase in number during the 1949-1950 school year as compared to the year 1948-1949 - the increase being from 292 to 338.

Curricular offerings

The following remarks illustrate in a general way the status of the curriculum in various subject matter areas in the secondary schools of the state. The data which follows is based upon questionnaire returns from 807 secondary schools in the state. (The data are for the school year 1948-1949, and were supplied by the State Department of Public Instruction.)

1. In English the average offering throughout the secondary schools of the state is a total of 7.6 semesters of English. The range is from 4.7 semesters of English offered in the smallest schools to 14.1 semesters of English offered in the largest schools.
2. In mathematics the average offering is 4.9 semesters, with the smallest schools offering 3.0 semesters and the largest schools offering 10.5 semesters of work in mathematics.
3. In foreign languages the average offering throughout the state is 0.8 semesters, with the smallest schools offering 0.07 semester on the average, and the largest schools offering 8.7 semesters of work.

4. In science the state average is 4.5 semesters. The smallest schools offer 2.6 semesters on the average, and the largest offer 9.3 semesters on the average.

5. In social studies the state average is 6.1 semesters. The smallest schools offer 3.7 semesters, and the largest offer 9.6 semesters of work.

6. In federally reimbursed vocational education the state average is 2.3 semesters offered. The smallest schools offer, on the average, zero semesters of work, and the largest schools offer 9.6 semesters of work.

Vocational education appears to become strong in schools having a pupil enrollment of 100 and over, and foreign language appears to become strong in schools having an enrollment of 200 and over.

Extra Class activities (extra curricular)

In an effort to get some estimate of the status of extra class activities in the secondary schools of the state a study was made of the extra class activities offered in 159 high schools located in 19 Iowa counties. The counties chosen are representative of all sections of the state. TABLE I shows the "Schools Participating in Extra Curricular Activities." TABLE II shows the "Median Enrollments in Extra Curricular Activities." TABLE III shows the "Schools With Student Councils." TABLE IV shows the "Schools that Limit Number of Activities for Pupils."

TABLE I.

SCHOOLS PARTICIPATING IN THE NATIONAL YOUTH CENTER

Enrollment Classification	0-99		100-299		300 and over	
	Number of Schools in Classification	Per Cent	Number of Schools Providing Classification	Per Cent	Number of Schools Providing Classification	Per Cent
Football	21	18.9	29	67.9	15	100.0
Boys Basketball	108	97.3	33	100.0	15	100.0
Track	10	9.0	19	57.6	15	100.0
Baseball	99	88.2	33	100.0	5	33.3
Boys Intramurals	32	28.8	19	57.6	9	60.0
Girls Basketball	99	88.2	18	54.5	3	20.0
Softball or Strider	13	11.7	9	27.3	10	66.7
Golf			3	9.1	5	33.3
Tennis			1	3.0	6	40.0
Girls Glee Club	92	82.0	33	100.0	15	100.0
Boys Glee Club	66	59.4	25	75.7	11	73.3
Chorus	53	47.4	23	64.3	15	100.0
Instrumental Music	75	67.5	28	64.3	12	80.0
Flays	96	86.4	31	93.9	15	100.0
Debate	2	1.8	3	9.1	6	40.0
Other Speech Activities	32	28.8	13	54.5	9	60.0
Publications	86	77.4	32	76.2	15	100.0
Clubs:	10	9.0	15	45.4	7	46.7
A.S.A.	30	27.0	17	51.5	7	46.7
Tomorrow	22	19.8	11	33.3	11	73.3
Dramatics	22	19.8	11	33.3	10	66.6
Commercial	26	23.4	11	33.3	5	33.3
Science	6	5.4	3	9.1	5	33.3
Jehernment's	19	17.1	14	42.4	12	80.0
Latin			4	12.1	5	33.3
National Honorary	2	1.8	7	21.2	7	46.7
N.Y.	2	1.8	6	18.2	11	73.3
Girls Reserve	4	3.6	4	12.1	5	40.0
Tri-Y			1	3.0		
4-7	6	5.4				