

MRS. A. L. BURDICK GIVES VOCATIONAL EDUCATION SPEECH

Educator Talks on Experiences As Member of Federal Board Staff

DIVIDES DISCUSSION INTO SOCIAL, ECONOMIC FIELDS

Industrial Education Begins To Affect Industry, Mrs. Burdick Says

Dividing her observations into things important sociologically and things important economically having a bearing on vocational education, Mrs. Anna L. Burdick of the federal board for vocational education, Washington, D. C., addressed the conference of the industrial education department Tuesday night.

Mrs. Burdick, taking as her topic "As Seen by a Member of the Federal Board Staff," first reviewed the affairs affecting vocational education in relation to society and to economics and afterward discussed the types of vocational schools. The different types are public, private, federal subsidized and nonsubsidized.

"Industrial education is beginning to have its effect in industry," Mrs. Burdick said. "Because of the mechanism now used in agriculture, urban populations are increasing, with migrations to cities from farms where less labor is needed."

"As a result of this increased use of mechanics, people are fed better and there have been changes in home life. Hotels and apartments are supplanting some old homes," she spoke of. "Other noticeable changes include an observation of women who have been overcome by an urge to work, following a clamor from the field of employment for women workers."

Effect of Engineering Mechanism has also been the cause of a high degree of specialization and a reduction in the period of training required for workers, Mrs. Burdick explained. Viewed from the side of industry the span of working years is decreasing, she pursued.

The speaker also pointed out that medicine and engineering had important bearing on these changes in vocational education, especially in connection with the unit day trade schools. Socially, she continued, the problem is one of the relation between the activity in a day's work and the period given to meditation, or to use of leisure.

"In the mid-west," she said, "Girls and boys work on a farm in the summer and spend the winter in an industrial plant. Here mechanism is again an important factor, since the workers often are able to commute some distance to accomplish their aim of working all year round."

Vocational Schools Develop

Beginning her discussion of changes in schools, Mrs. Burdick revealed that day schools for girls were not developing rapidly. There are thirty-five in the United States, she said, all of which are federal subsidized. "Industrial concerns are now setting up apprentice training schools for women who have graduated from colleges and universities," she explained. "Organized, systematized, graduate apprenticeship is creeping into industry for women, and with this the upper age of continuation school is rapidly rising."

ZONA GALE TALKS ON IMPLICATIONS

(Continued from first page)

prepared, a pair of scissors lost, or when she was at a loss as to which garment to wear, a momentous crisis was at hand, the author said.

Between the lines of this conduct, she pursued, one could discern a fine sense of the dramatic which the girl did not have an opportunity to express. She therefore took advantage of every situation arising in every-day life to portray the dramatics she felt. A similar character is found in Edna Feiler's "Show Boat," the novelist mentioned.

"Let Go My Elbow"

A mother and daughter crossed a street and as they approached the curb, the daughter grasped her mother firmly by the elbow and helped her over the step. This is the basis for another implication narrated by the lecturer. The mother rather resenting being assisted physically or being advised as to her welfare.

Later the implication was carried further when the couple were lunching. A rather rich dessert was served, and the daughter suggested that her mother should not eat it. "Let go my elbow," was her mother's quick rejoinder.

Illustrating the implications in dramatics, Miss Gale told the story of an actor who lost his applause by failing to maintain the implication in a portion of the play which usually received appreciation from the audience.

"If you want me, I'll be here—I guess you know that," were the lines so well received. When in one of his performances, the actor dropped the pause from the passage and inserted "but," saying "If you want me, I'll be here, but I guess you know that," he lost the audience's appreciation and regained it only after removing the inserted word and replacing the essential pause.

"The Woman"

At the conclusion of her discussion of "Implications," the dramatist lecturer read one of her own works. Entitled "The Woman," Miss Gale explained that it was an effort of hers to write a novel in 800 words.

The story is of a prospective financier who was side-tracked through a marriage which turned out to be a thoroughly happy one. On the surface all was not well, since the couple even in their late years lived in a sordid, ill-painted, poorly repaired home.

In spite of this, after children had grown up and left the home, to return patronizingly after their father had become a bankrupt, their mother on being asked by her husband what she would like to have above all else, replied, "I want you to be as happy as I am."

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M. GEORGES VITRAY

Portraying the role in which he appeared before more than one hundred French audiences, M. Georges Vitray, noted French stage star, will enact the title character in the Institute Play "Knock" August 6.

FRENCH INSTITUTE PRESENTS 'KNOCK'

(Continued from first page)

Jeanne Galway, Ethel Staley, William H. Beckwith, P. Colombo, Augustin Goldiere, and M. K. Hoke from student ranks.

"Knock" was first produced in France in 1921. It is considered by many critics as the best French satirical play since the war, and had a long run on the Parisian stage. The work was translated into English, and in 1928 was produced in a New York theater.

The author is a prominent French

doctor. He has attained prominence by his work with the blind. It is his belief that the sense of sight is spread all over the body. Because it is concentrated in the eyes, he claims, we have neglected to educate it in other spots.

Working on the basis that the sight sense is concentrated also at the extremities, Dr. Faigoulet is trying to teach the blind to see again with the fingers. The process is that of educating the sense at the fingertips.

115 FRIEND GRADUATE FETE One hundred and fifteen graduate students in the school of education attended the annual dinner held by the group in the University club Wednesday night.

6 Weeks in French Institute Bests Training Abroad

Six weeks at the French Institute give a student a better command of the language than three months in France, in the opinion of Director Frederic Ernst, a native of that country.

"Students who have come back for several years have developed a facility in the tongue almost equal to a native's," claimed Dr. Ernst. "Those who come here with only a high school knowledge and with no vocal training in the tongue are chattering quite effortlessly at the end of their six weeks. I believe we are on the right track to teach foreign languages at Penn State."

In France, the director explained, the student is surrounded by French-speaking people. But they do not take pains to check and correct the diction as is done constantly by the instructors.

"Even though the present group promised rapid progress," continued the Director, "we are repeatedly astonished at the speed with which students master the tongue under the system now in use."

The plan under which the Institute is operated gives each student four to six hours practice in speaking and hearing French under direct supervision of an instructor. All of the social life being conducted through the medium of the tongue, the entire six weeks is as French as though it were located in a French village.

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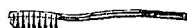


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