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# INDEX, SCHOOL LIFE, VOLUME XXIX

## October 1946–July 1947

### A

AASA: First postwar convention, 7–9, no. 8, May. See also American Association of School Administrators.

Acceleration: Summer school, Rochester, Minn., Senior High School, 24, no. 8, May.

Accident rate, report of National Safety Council, 27, no. 4, Jan.

Accredited Library Schools announce training programs, 13, no. 7, Apr.

Accrediting standards: Secondary schools, revision, 27–28, no. 5, Feb.

Achieving Public Recognition for Teaching, 8, 13, no. 2, Nov.

Activities in Elementary Science (Blough), 19–21, no. 4, Jan.

Activity program. See Pupil Activity program.

Acts of the 79th Congress, 2d Session, Relating to Education (Keesecker), 3–5, 15, no. 3, Dec.

Adams State Teachers College (Alamosa, Colo.): Trained student teachers, Spanish-speaking communities, 4, no. 6, Mar.

Adelante, *Caminante* (Johnston), 11–12, no. 1, Oct.

Adjustment program, overage, slow-learning boys and girls, New Orleans public schools, 22–23, no. 6, Mar.

Administration: Guidance programs, U. S. Office of Education, 1, no. 8, May; outdoor education problems, 24, no. 6, Mar.; responsibilities outlined, 10, no. 4, Jan.; children of migrating families, 12, no. 3, Dec.; vocational education, 19, no. 5, Feb.

Administrative approach: Responsibility for achieving public recognition, 8, no. 2, Nov.; revised accrediting standards, 28, no. 5, Feb.

Adult activities council, Baltimore, Md.: Sponsors Institute for Community Leaders, 24, no. 3, Dec.

Adult education: Chicago Public Library, film programs, 26, no. 2, Nov.; Cincinnati Council offers library course, 25, no. 2, Nov.; importance of books, 29, no. 4, Jan.; libraries, 28, no. 4, Jan.; Louisiana, legislation for handicapped, 13, no. 5, Feb.; Manhattan, Kans., 13–14, no. 7, Apr.; parent-teacher, 8, no. 3, Dec.; radio broadcasts, Cincinnati, 26, no. 3, Dec.; summer school, Rochester, Minn., 24, no. 8, May; Teachers College, Columbia University, 19, no. 5, Feb.; vocational program, 10, no. 5, Feb.

Adult Education of Negroes (Caliver), 26–28, no. 1, Oct.

Adults: Education influences opinions, Minnesota nursery school survey, 24, no. 3, Dec.

Advisory Committee on Secondary Education: Report, Washington meeting, 16, no. 7, Apr.

Advisory councils on teacher education, National Council of Chief State School Officers, 6, no. 6, Mar.

Aeronautical training, legislation, 10, no. 7, Apr.

After-school activities, 25, no. 6, Mar. See also Extended School Services.

Age levels determine interests of health-teaching program, 6, no. 4, Jan.

Agricultural education: Program plannings, 6–7, no. 3, Dec.; recent theses, 15, 19, no. 7, Apr.; Veterans' education, 2, no. 8, May.

Agricultural high schools: Financing, Mississippi, 14, 15, 16, no. 8, May.

Agriculture: Appropriations, vocational education, 4, 5, 15, no. 3, Dec.; stressed in high-school laboratory work, 6, no. 1, Oct.; Federal legislation, 22, no. 4, Jan. 12, no. 7, Apr.; aids to instruction, devices of radio and motion pictures, 4, no. 1, Oct.

AIEA. See American Home Economics Association.

Air-age education, 15, 17, no. 7, Apr.

Airport models: Junior high-school boys, Fort Smith, Ark., 21–23, no. 3, Dec.

ALA. See American Library Association.

Alabama: Courses of study, social studies, elementary and secondary, 24, no. 2, Nov.

Alaska: Agriculture and vocational rehabilitation, legislation, 12, no. 7, Apr.

Albuquerque (N. Mex.): Inter-American education center, 29, no. 6, Mar.

America *the Beautiful*, technicolor film, 8, no. 4, Jan.

American Association for Adult Education; Sponsors Commission on Motion Pictures in Adult Education, 12, no. 10, July; sponsors project for functionally illiterate Negro, 26–28, no. 1, Oct.

American Association for the Advancement of Science: Study, secondary school science teaching, 18–21, 30, no. 3, Dec.

American Association for Gifted Children, newly organized, 25, no. 6, Mar.

American Association for Health, Physical Education, and Recreation (NEA): Meeting, Seattle, Wash.; 26, no. 8, May.

American Association of School Administrators (NEA): *Schools for a New World*, 25th year-book, 13, no. 8, May. See also AASA.

American Automobile Association: Safety education, 24, no. 6, Mar.

American citizens, selected for study in foreign countries, 4, no. 3, Dec.

American Council on Education: National teacher examinations announced, 11, no. 2, Nov.; publication, wartime training programs, 30, no. 6, Mar.

American Democratic Ideas Discussed, 13–14, no. 7, Apr.

American Education Week, 17, no. 1, Oct.; 31, no. 7, Apr.

American Foundation for the Blind: Sponsors national conference, 25, no. 8, May.

American Home Economics Association: Report of annual meeting, 18, no. 1, Oct.

American Legion: Sponsors (jointly) American Education Week, 17, no. 1, Oct.; 31, no. 7, Apr.

American Library Association: Conference, 25, 26, no. 1, Oct.; 14, no. 7, Apr.; 15, no. 9, June; Newberry and Caldecott awards, 26, no. 1, Oct.; publication, picture and chart collection, 21, no. 5, Feb.; sound film, rural library service, 26, no. 2, Nov.; readers' interests, 29, no. 9, June; sponsors Children's Book Week (jointly), 13, no. 2, Nov.

American Public Health Association: Need for public health nurses, 9, no. 7, Apr.; convention, Atlantic City, N. J., 9, no. 10, July.

American Republics. See Other American Republics.

American-Russian relations, study outline, 4–5, no. 2, Nov.

American Students Can Develop International Understanding by Foreign Correspondence (Kabat), 31, no. 2, Nov.

American teachers in Great Britain: A summary, 14–15, no. 6, Mar.

American Vocational Association: Excerpts from reports at annual meeting, St. Louis, Mo., 16–21, no. 6, Mar.

Analysis of Legislative Proposals on Federal Aid and Governmental Reorganization Affecting Education considered by the 79th Congress, 6–9, no. 5, Feb.

Anderson, Howard R.: Consultative service in Germany for U. S. Office of Education, 2, no. 7, Apr.; Techniques in Teaching Current Affairs, 3–5, no. 2, Nov.; and others: Bibliography of Social Studies Courses of Study, 14–25, no. 2, Nov.

Andrews, Col. John N.: Revitalization of education through veterans' program, 5, no. 5, Feb.

Animal feeding: Project of summer workshop, Minnesota State Teachers College, Mankato, 25, no. 5, Feb.

Annual bonus: New Jersey, legislation, 15–16, no. 5, Feb.

Annual Institute for Education by Radio, 14, no. 7, Apr.

Applied arts and sciences, New York State, legislation, 16, no. 5, Feb.

Appointments and assignments, U. S. Office of Education, 15, 22, 23, no. 1, Oct.; 4, 25, no. 3, Dec.; 18, no. 9, June.

Apprentice teacher: Characteristics and duties in high school of the future, 5, 6, no. 7, Apr.

Apprentice training: Analysis of needs, 17, no. 6, Mar.; State aid, New York, 16, no. 5, Feb.; increased appropriations, 19, no. 5, Feb.; veterans' education, 9, 10, no. 6, Mar.

Appropriation per census child, 6, no. 5, Feb.

Architectural services and design, magazine articles, 23, no. 7, Apr.

Arkansas Program of Evaluation and Analysis of Instruction, 24–25, no. 8, May.

Arkansas State Education Association: Conference on Improving Ways of Working with Children, 24, no. 3, Dec.

Armed Services: Experiences for high-school equivalency certificates, 24–25, no. 1, Oct.

Armsby, Henry H., and Hollis, Ernest, V.: Assignment, educational facilities for veterans, 8, no. 1, Oct.

Army Training Program for Illiterates, outline, 26–27, no. 1, Oct.

Arndt, C. O.: Japan-Selected References for Teachers, 19–21, no. 8, May.

Assembly of Librarians of the Americas, 14, no. 7, Apr.

Association for Childhood Education, meeting, Oklahoma City, 25, 26, no. 5, Feb.

Association for the Study of Negro Life and History: Sponsors Negro History Week, 29, no. 4, Jan.

Association of State Directors of Elementary Education, meeting, Chicago, 24, no. 8, May.

Athletics: Duties and responsibilities, State directors, report, 26, no. 4, Jan.

Atomic age: Education, 1946, 17, no. 1, Oct.; 26, No. 5, Feb.; School's responsibility, no. 7, Apr.

Attendance: Japanese schools, 14, no. 3, Dec.; rural and small high schools, 27–28, no. 2, Nov.

Atwood, Wallace W.: Space annihilated by science, 21, no. 6, Mar.

Audio-visual aids: Civil Aeronautics Administration, 28, no. 9, June; magazine articles, 23, no. 7, Apr.; theses, 15, 18, no. 4, Jan.

Auditoriums, magazine articles, 23, no. 7, Apr.

Austria: Correspondence with youth, 19, no. 7, Apr.

Auxiliary Services, U. S. Office of Education: Activities, 10, no. 8, May.

Aviation and industrial arts, 16–17, no. 7, Apr.

### B

"Bag O' Tales," radio program, White Plains, N. Y., 28, no. 4, Jan.

Ball State Teachers College (Muncie, Ind.): Teacher Education for Health Workshop, 7–8, no. 2, Nov.

Baltimore, Md.: Enoch Pratt Free Library, Youth services programs, 28, no. 8, May; parent education, 8–10, no. 3, Dec.; School community cooperation, 25, no. 8, May.

Baltimore (Md.) Council of Social Agencies: Sponsors Institute for Community Teachers, 24, no. 3, Dec.

Bankhead-Jones Act: Amended in promoting agricultural research, 5, 15, no. 3, Dec.

Barrow, John: Iran—Selected References, 28–30, no. 3, Dec.

Basic educational programs and services, provisions of Federal bill, 6, no. 5, Feb.

Bathurst, Edie G.: Inter-American Teacher-Education Program, 3–4, 27, 30, no. 6, Mar.

Beach, Fred F.: Educational Orphans, 25–26, no. 10, July.

Beard, Martha: Exchange teacher, 14, no. 6, Mar.

Behavior patterns affected by school facilities, 6, no. 2, Nov.

Belgium: Summer programs, 19, no. 8, May.

Benjamin, Harold R.: UNESCO—Report from the United States, 9, no. 1, Oct.

Berkeley, Calif., Public Schools: Parent-nursery-school program, 21–22, no. 7, Apr.

Bethesda, (Md.) Public Library: Volunteer services, 26, no. 2, Nov.

Beust, Nora: Librarianship conferences and workshops this summer, 12, no. 9, June; Services to Youth in Public Libraries, 26–28, no. 8, May.

Bibliography of Social Studies Courses of Study (Strawbridge, Mackintosh, and Anderson), 14–25, no. 2, Nov.

"Bill Scott—Forest Ranger," series of school radio programs, 11, no. 8, May.

Binghamton, N. Y.: School children's programs, "Story Road," 26, no. 2, Nov.

Biology, Medicine, and Science: Applied to physical education, 30, no. 8, May.

Bivin Foundation. See George Davis Bivin Foundation.

Blind: Library services in Veterans' Hospitals, 26, no. 2, Nov.

Blough, Glenn O.: Activities in Elementary Science, 19–21, no. 4, Jan.; Elementary Science Objectives, 28–29, 31, no. 1, Oct.; Some Newer Directions in Elementary Science, 7–9, no. 7, Apr.

Bonnet, Henri: To speak on UNESCO, at Council of Guidance and Personnel Associations, 13, no. 7, Apr.

*The Book Parade*, library newspaper, Test Junior High School, Richmond, Ind., 14, no. 7, Apr.

Book Week, Children's, 13, no. 2, Nov.

Bookmobiles: Fort Worth (Tex.) Public Library, 28, no. 4, Jan.

Books: Adaptations for radio programs, Binghamton, N. Y., 26, no. 2, Nov.

Books and current events: Lecture series and radio program, University of Illinois Library service, 28, no. 4, Jan.

Boushall, Thomas C.: Crisis affecting the teaching profession, 27, no. 4, Jan.

Bristol, England: Children's Club addresses American students, 31, no. 2, Nov.

Broderick, Gertrude C.: Radio in the Curriculum, 28–29, no. 7, Apr.

Brooker, Floyd E.: Effective Use of Films, 15–17, no. 10, July, UNESCO—Report from London, 9–10, no. 1, Oct.

Bureau of the Census: Publication, 13, no. 1, Oct.

Bureau of Mines, Interior Department: Free films, 28, no. 9, June.

Bureau of Prisons, U. S. Dept. of Justice: Agricultural training program, 28, no. 9, June.

Burlington County, N. J.: Free Library Commission publication, 29, no. 4, Jan.

Bus drivers: Age requirement, Louisiana, 13, no. 5, Feb.

Caldecott award, made by ALA, 26, no. 1, Oct.  
 California: Courses of study, 14, 15, 16, 17, 20, 22, no. 2, Nov.; education for children of migratory workers, 11, no. 3, Dec.; educational legislation, 18, 26, no. 5, Feb.; small high schools, study, 4, no. 9, June; State Department of Education news notes, elementary education, 24, no. 6, Mar.  
 Caliver, Ambrose: Adult Education of Negroes—new project under way, 26-28, no. 1, Oct.  
 Campaign, French newspaper, 31, no. 2, Nov.  
 Camping and outdoor education, report, 24, no. 6, Mar.  
 Camping for Children and Youth, proposed legislation, 6, no. 5, Feb.; PTA, 25, no. 3, Dec.  
 Carnegie Corporation of New York: Annual report of officers, 26, no. 1, Oct.; 15, no. 7, Apr.; 15, 19, no. 10, July; library beneficiaries, 22, no. 5, Feb.  
 Central Services Division, U. S. Office of Education: Annual report, 9-10, no. 8, May.  
 Changes in State Supervisory Personnel, 24-25, no. 3, Dec.  
 Changing Trends in the Teacher Shortage (Frazier), 3-6, 10, no. 8, May.  
 Chicago Public Library: Weekly noon-hour programs, 26, no. 2, Nov.  
 Chief State School Officers. *See* National Council of Chief State School Officers.  
 Child-care centers: 20, no. 5, Feb.; National Education Association, legislative policy, 17-18, no. 1, Oct.; needed for children of migratory families, 12, no. 3, Dec.; New Jersey, legislation, 15, no. 5, Feb.  
 Child-care program, 26, no. 5, Feb.  
 Child delinquency: Massachusetts, legislation, 14, no. 5, Feb.  
 Child Guidance Clinic, 14, 18, no. 4, Jan.  
 Child health, cooperative planning, 26-27, no. 6, Mar.  
 Child labor: Early social legislation, 22, no. 4, Jan.; New York State, legislation, 16-17, no. 5, Feb.  
 Child welfare: Extended program, Social Security Administration, 19-21, no. 5, Feb.; National Education Association, legislative policy, 17, no. 1, Oct.  
 Children: Club, Bristol, England, 31, no. 2, Nov.; migrant, educational solutions, 11-12, no. 3, Dec.; need of good reading, 26, no. 1, Oct.; State obligated for welfare, Mexico, 29, no. 8, May; under 6, 24, no. 3, Dec.; 30, no. 7, Apr.  
 Children of the World, pageant, Richmond, Va., 9-11, no. 2, Nov.  
 Children's Book Week, 13, 26, no. 2, Nov.  
 Children's Bureau: Health and welfare services for children, 19, no. 5, Feb.; "Counseling Young Workers," reprint available, 22, no. 1, Oct.; studies recreation activities, 9, no. 10, July.  
 Children's Library Association (ALA), Newberry and Caldecott awards, 26, no. 1, Oct.  
 Children's Theatre Council, Binghamton, N. Y., presents book adaptations by radio, 26, no. 2, Nov.  
 Cincinnati, Ohio: Adult Education Council offers library course, 25, no. 2, Nov.; greater number of school facilities planned, 25, no. 6, Mar.; "Pathways in Peace" radio program, 26, no. 3, Dec.  
*Circulate the News*, publication, Nathan Straus Library, 27, no. 8, May.  
 Citizen's Federal Committee Plans Reports on Crisis in Teaching Profession, 27, no. 4, Jan.  
 Citizenship: Resolution, American Association of School Administrators, 8, no. 8, May; city expenditures for libraries, 28, no. 4, Jan.  
 City-wide health council, problems outlined, 26-27, no. 6, Mar.  
 Civic competence: Acquired as a human experience in life-adjustment program, 20, no. 6, Mar.  
 Civic responsibility: Developed through teaching public affairs in the schools, 27, no. 2, Nov.; need of more training, 6-7, no. 1, Oct.  
 Civil Aeronautics Administration, Audio-Visual Training Aids Division, activities, 28, no. 9, June.  
 Civilian Production Administration, school construction requirements, 4, no. 5, Feb.  
 Clark, Harold F.: Program to further interests of gifted children, 25, no. 6, Mar.  
 Clark, Tom C.: Calls National Conference for prevention and control of juvenile delinquency, 10, no. 3, Dec.; concerned with juvenile delinquency problems, 14, no. 4, Jan.  
 Classroom teacher, responsibilities, and duties in guidance program, 11, no. 4, Jan.  
 Clerical services for high-school teachers inadequate, 5, no. 7, Apr.  
 Cleveland (Ohio): Youth programs on world understanding, 26, no. 8, May.  
 Coeducation, Okinawa, 14, no. 3, Dec.  
 Collective bargaining, legislation, 23, no. 4, Jan.  
 College problems, pamphlet, 29, no. 2, Nov.  
 Colombia: Summer institute, international relations, 18, no. 8, May.  
 Color in schoolhouses, magazine article, 23-24, no. 7, Apr.  
 Colorado: Courses of study, social studies, 17, no. 2, Nov.; Inter-American teacher-education programs, 4, no. 6, Mar.  
 Columbia University, Teachers College: New film research, Institute of Adult Education, 19, no. 5, Feb.; school lunch workshop, 2, no. 8, May.  
 Comanche County Tex.: Free public library service, 21, no. 5, Feb.  
 Commission for International Educational Reconstruction; program supported by National Council of Chief State School Officers, 4, no. 5, Feb.

Commissioner of Education. *See* U. S. Commissioner of Education.  
 Commission on Motion Pictures in Adult Education established, 12, no. 10, July.  
 Common schools: Definition, Kentucky Legislature, 12, no. 5, Feb.  
 Communicable diseases: Prevention and control, elementary schools, 25, no. 5, Feb.  
 Communication, media used by libraries, 25, no. 1, Oct.  
 Communication skills, increasingly important, 5-6, no. 1, Oct.  
 Community activities: Spanish-speaking group, San Luis, Colo., 4, no. 6, Mar.; book, 29, no. 10, July.  
 Community coordination: Panel reports on juvenile delinquency, 14, 18, no. 4, Jan.  
 Community Health Council: Organized to synchronize efforts in health, 26, no. 6, Mar.  
 Community use of school buildings, magazine articles, 24, no. 7, Apr.  
 Compulsory attendance: Children of migratory farm workers, 11, no. 3, Dec.; laws governing part-time schools and classes, 16, no. 6, Mar.  
 Compulsory education: Japanese law, 14, no. 3, Dec.  
 Conferences, pamphlet, 30, no. 6, Mar.  
 Congested areas: Educational legislation, 5, no. 3, Dec.  
 Conservation: Forests, taught by school radio, 1, no. 8, May; loan packets, 26, no. 8, May; used fats, 14, no. 1, Oct.; vision, 28-29, no. 9, June.  
 Consolidation: Increased for rural high school of the future, 5, no. 7, Apr.; problem of rural education, 4, no. 1, Oct.; result of teacher shortage, 4, no. 8, May.  
 Constructing, a useful activity in teaching elementary science, 21, no. 4, Jan.  
 Controversial Issues and School Policy (Reavis), 26, no. 3, Dec.  
 Cook, Katherine M.: Retirement, 16, no. 1, Oct.  
 Cooperative planning: Education of exceptional children, 7, no. 6, Mar.; school plants, 24, no. 7, Apr.  
 Cooperative Planning for the Child's Health (Manley), 26-27, no. 6, Mar.  
 Coordination of health education in home, school, community, 6, no. 2, Nov.  
 Cornell, Francis G.: Resignation, 10, no. 9, June.  
 Correlations of subject-matter areas in study of elementary science, 9, no. 7, Apr.  
 Correspondence: With German or Austrian youth, 19, no. 7, Apr.  
 Correspondence course: Extending high-school services, 6, no. 9, June.  
 Costa Rica: Inter-American Summer University, 18, no. 8, May.  
 Cotner, Thomas E.: Training Program for Teachers of English from the Other American Republics, 18-19, no. 7, Apr.  
 Counseling Young Workers, reprint available, 22, no. 1, Oct.  
 Counselor of guidance program, responsibilities and duties, 10-11, no. 4, Jan.  
 Counties: Mississippi, financing public schools, 14-16, no. 8, May.  
 County Library Growth, Burlington County, N. J., 29, no. 4, Jan.  
 County school fund, Mississippi, legislation, 14-15, no. 8, May.  
 County superintendents: New Jersey, legislation, 15, no. 5, Feb.; provide specialized services to high schools, California, 7, no. 9, June; retirement legislation amended, South Carolina, 17, no. 5, Feb.  
 Courses of study: Okinawan School, 14, no. 3, Dec.; received by Office of Education Library, 31, no. 1, Oct.; 30, no. 2, Nov.; 18, no. 4, Jan.; 31, no. 6, Mar.; 17, no. 9, June; 30, no. 10, July; social studies, bibliography by State and level, 14-25, no. 2, Nov. *See also* Curricula.  
 Council of Guidance and Personnel Association, meeting, Columbus, Ohio, 13, no. 7, Apr.  
 Covert, Timon: Financing Mississippi's Public Schools, 14-16, no. 8, May; Pennsylvania's Plan for Financing Its Public Schools, 12-15, no. 10, July.  
 CPA. *See* Civilian Production Administration.  
 Crippled children: Extended program, Social Security Administration, 19-21, no. 5, Feb. *See also* Handicapped.  
 Crisis in teaching profession, reports of Citizens' Federal Committee planned, 27, no. 4, Jan.  
 Criteria for evaluating high-school contests, 11, no. 9, June.  
 Criteria needed for critical thinking, 5-6, no. 1, Oct.  
 Criteria to evaluate science teaching, 9, no. 7, Apr.  
 Cuba: International relations, summer institute, 18, no. 8, May.  
 Culminating activities in teaching elementary science, 21, no. 4, Jan.  
 Cultural programs, UNESCO, 13, no. 6, Mar.  
 Cumulative records: Health, 24, no. 5, Feb.; junior high schools, Philadelphia, 28, no. 5, Feb.  
 Cunningham, Myron: Arkansas Program of Evaluation and Analysis of Instruction, 24-25, no. 8, May.  
 Current affairs, Techniques in teaching, 3-5, no. 2, Nov.  
 Curricula: Adjusted to program for overage adolescents, New Orleans Public Schools, 22, 23, no. 6, Mar.; camping and outdoor education made a regular part, 24, no. 6, Mar.; enlarged by library instruction, Fitchburg (Mass.) High School, 25, no. 2, Nov.; health education, basic part, 5-6, no. 2, Nov.; high-school science, reconstruction, 18, 20, no. 3, Dec.; inter-American education program included, Washington State, 28, no. 6, Mar.; legislation affecting common free schools, Mississippi, 14-15, no. 5, Feb.; limited to needs of children of migratory families, 12, no. 3, Dec.;

offerings of high schools of tomorrow, 4, no. 7, Apr.; objectives of changes needed in high schools, 5, no. 1, Oct.; Okinawan School, 14, no. 3, Dec.; physical education, 26, no. 4, Jan.; Prosser Resolution, provisions, 26-27, no. 3, Dec.; radio acceptance increasing, 28-29, no. 7, Apr.; reconstructed to meet needs of farm children, 27, no. 2, Nov.; related to everyday environment, 28, no. 2, Nov.; social studies and fine arts, German elementary schools, 2, no. 7, Apr.; strengthened in study of human relationship problems, 13-14, no. 4, Jan.; to meet needs of high-school student, 23, no. 1, Oct.; workshops, summer school teaching program, Rochester, Minn., Senior High School, 24, no. 8, May. *See also* Courses of study.  
 Curricular offerings broadened, small California high schools, 6, no. 9, June.  
 A Curriculum for the Child's Health (Manley), 5-7, no. 4, Jan.  
 Curriculum survey Hawaii, 29, no. 2, Nov.  
 Curriculum workshop on international relations, University of Idaho, 17, no. 8, May.  
 Cushman, Frank: Retirement, 16-17, no. 1, Oct.  
 Custodial service to school building, 22-23, no. 8, May.  
 Czechoslovakia: World Youth Festival, summer program, 18, no. 8, May.

## D

Dale, Edgar: "Don't Feel Sorry for Teachers," 30-31, no. 10, July.  
 Davis, Mary Dabucy: Consultative service in Germany, 2, no. 7, Apr.  
 Davis, Sarah W.: Expanding Role of the School in Parent Education, 8-10, no. 3, Dec.  
 Davis Township Board of Education, Tom's River, N. J., Annual report, 21-22, no. 1, Oct.  
 Day-care centers. *See* Child-care centers.  
 Deaf: State provision of schools, Mississippi, 15, no. 5, Feb.  
 Deafness: Problems, pamphlet, 15, no. 7, Apr.  
*The Declarations of Mexico*, 29, no. 8, May.  
 Deerink, Laura: Exchange teacher, 15, no. 6, Mar.  
 Delinquency. *See* Juvenile delinquency.  
 "Democracy Possible Only Through Brotherhood," theme, Negro History Week, 29, no. 4, Jan.  
 Demonstration Workshop on Teacher Training for Health (Stafford), 7-8, no. 2, Nov.  
 Denver (Colo.): Public library serves youth, 28, no. 8, May; public schools, parent and preschool education, 22-23, no. 7, Apr.  
 Denver University: Inter-American understanding center, 4, no. 6, Mar.  
 Department of Agriculture: Extension Service and Forest Service sponsor recreation activities, 8, no. 10, July; publications, 13, no. 1, Oct.; 32, no. 2, Nov.; 32, no. 3, Dec.; 31, no. 5, Feb.; 32, no. 6, Mar.; 31, no. 7, Apr.; 30, no. 9, June; school lunch programs, 20-21, no. 1, Oct.; 15, no. 3, Dec.; 3-4, no. 5, Feb.  
 Department of Commerce: Publications, 13, no. 1, Oct.; 30, no. 4, Jan.; 32, no. 6, Mar.; 31, no. 7, Apr.; 30-31, no. 9, June.  
 Department of Justice: Calls conference on juvenile delinquency, 13, 14, 18, no. 4, Jan.  
 Department of Labor: Legislation, 23, 24, no. 4, Jan.; publications, 13, no. 1, Oct.; 32, no. 2, Nov.; 32, no. 3, Dec.; 31, no. 5, Feb.; 32, no. 6, Mar.; 31, no. 7, Apr.; 31, no. 9, June; USES—a Nation-wide personnel service, 14-15, no. 1, Oct.; veterans' education program, National Council of Chief State School Officers, report, 10, no. 6, Mar.  
 Department of State: *Bulletin*, 28, no. 4, Jan.; cultural relations program, Latin American Republics, 14, no. 7, Apr.; exchange of teachers, 12, no. 1, Oct.; S, 10, no. 8, May; publications, 32, no. 2, Nov.; 32, no. 3, Dec.; 30, no. 4, Jan.; 31, no. 5, Feb.; 32, no. 6, Mar.; 31, no. 7, Apr.; 31, no. 9, June; surplus property outside continental United States, legislation, 4, no. 3, Dec.; teacher-training grants to teachers of English in certain of the other American Republics, 18-19, no. 7, Apr.  
 Deputy Commissioner of Education named, 4, no. 3, Dec.  
 Des Moines (Iowa) Public Schools: Leaflet—*Let's Give the Children a Break*, 8, no. 2, Nov.  
 Detroit (Mich.): Inter-American education, visiting programs and exhibits, 29, no. 6, Mar.; Public Library, youth services program, 26, 27, no. 8, May.  
 Disinfectants and insecticides: Manufacture approved, Mississippi, 15, no. 5, Feb.  
 Disposal of surplus property, 19-20, no. 1, Oct.  
 Distributive education: Appropriations, 5, no. 3, Dec.  
 Diversified occupations, program, 16-17, no. 6, Mar.  
 Do People Want Schools for Children Under Six? 24, no. 3, Dec.  
 Do These Facts Sound Familiar? 22, no. 1, Oct.  
 "Don't Feel Sorry for Teachers" (Dale), 30-31, no. 10, July.  
 Douglas, Emily Taft: Extension of library facilities, 25, no. 1, Oct.  
 Drafting: Junior High School, Fort Smith, Ark., 21-23, no. 3, Dec.  
 Driggs, M. P.: National School Lunch Act, 20-21, no. 1, Oct.  
 Dunbar, Ralph M.: Librarians Chart Their Programs, 25-26, no. 1, Oct.  
 Dunham, Franklin: Opportunities for Educational Radio, 3-4, no. 4, Jan.  
 Duties and Responsibilities of State Directors of Health and Physical Education, 25-26, no. 4, Jan.

Economic citizenship training: Resolution, AASA, 8, no. 8, May.

Edison Centennial Celebration, 1847-1947, 16-17, no. 4, Jan.

Educated person's reaction to health and disease, 5, no. 4, Jan.

Educating Migrant Children—Some Proposed Solutions (Gammnitz), 11-12, no. 3, Dec.

Education: Affected by social legislation, 22, no. 4, Jan.; equalization of opportunities, 5, no. 5, Feb.; excerpts from the President's Message to Congress January 10, 1947, 11, no. 7, Apr.; FM a new tool, 32, no. 8, May; for world peace, legislative policy, NEA, 17, no. 1, Oct.; legislation, 12-18, no. 5, Feb.; 10-13, no. 7, Apr.; 19-24, no. 9, June; means of social adaptation, 3, no. 8, Apr.; rural nature and purpose, 23-24, no. 1, Oct.; revitalized at all levels through veterans' program, 5, no. 5, Feb.

Education Commission to Germany: Members, 5, no. 3, Dec. "Education for the Atomic Age," theme, American Education Week, 1946, 17, no. 1, Oct.

Education for Victory replaced SCHOOL LIFE during war period, 8, no. 1, Oct.

Education of Exceptional Children, report, National Council of Chief State School Officers, 6, no. 6, Mar.

Education Pays: Bureau of the Census report, 12, no. 1, Oct.

Educational and vocational guidance, theses, 29-30, no. 2, Nov.

Educational costs: High schools of the future, figured in terms of youth, 6, no. 7, Apr.

Educational facilities for veterans, legislation, 8, no. 1, Oct.; 4, no. 3, Dec.; 18-19, no. 5, Feb.

Educational Film Library Association, meeting, Columbus, Ohio, 14, no. 7, Apr.

Educational legislation. See Legislation.

Educational Orphans (Beach), 25-26, no. 10, July.

Educational plant facilities, 4, no. 1, Oct.; 6, no. 5, Feb.

Educational Policies Commission (NEA): An educated person's reaction to health and disease, 5, no. 4, Jan.

Educational problems: Reports of Study Commission, National Council of Chief State School Officers, 5-11, no. 6, Mar.

Educational programs: Army and War Department, 10, no. 3, Dec.; based on individual differences and group characteristics, 19, no. 6, Mar.; outlined for revision of accrediting standards of secondary schools, 27-28, no. 5, Feb.; research, experimentation, and evaluation essential, 11, no. 5, Feb.; UNESCO, résumé, 12-13, no. 6, Mar.

Educational projects: National Council of Chief State School Officers, resolutions, 3-4, no. 5, Feb.

Educational radio opportunities, 3-4, no. 4, Jan.

Educational Radio Script and Transcription Exchange, U. S. Office of Education: Recordings on the people of Japan, 23, no. 8, May.

Educational rehabilitation. See Rehabilitation, educational.

Educational surveys. See Surveys, educational.

Educational Uses of Radio, 10, no. 8, May.

Educators Bulletin Board, 30-31, no. 1, Oct.; 29-30, no. 2, Nov.; 15, 18, no. 4, Jan.; 30-31, no. 6, Mar.; 15, 19, no. 7, Apr.; 16-17, no. 9, June; 29-30, no. 10, July.

Educators included in National Clearing House, 14, no. 1, Oct.

Effective Use of Films (Brooker), 15-17, no. 10, July.

Eightieth Congress, 1st session: Educational legislation, 10-13, no. 7, Apr.

Elementary and Secondary Schools Join in Adjustment Program (Martens), 22-23, no. 6, Mar.

Elementary education, 24-25, no. 3, Dec.; 25-26, no. 5, Feb.; 24-25, no. 6, Mar.; 24-26, no. 8, May; featured in annual meeting of American Association for Health, Physical Education, and Recreation, 26, no. 8, May; health programs for schools, 25, no. 6, Mar.; national conferences, calendar, 25, no. 3, Dec.; workshops, 24, no. 3, Dec.; 13, no. 8, May. See also Elementary schools.

Elementary school child: Health, 5-7, no. 2, Nov.; 23-25, no. 5, Feb.

Elementary School Division, U. S. Office of Education: Addition to staff, 25, no. 3, Dec.; annual report, summary, 29-30, no. 7, Apr.; loan packets, 25, no. 6, Mar.; 26, no. 8, May; staff participation in conferences, 24, no. 3, Dec.; 25, no. 5, Feb.

Elementary schools: Courses of study, 14-15, 16-20, 24-25, 30, no. 2, Nov.; 5-7, no. 4, Jan.; desirable characteristics, 24, no. 8, May; enrollments increasing, 13, no. 8, May; exchange of teachers from England and Scotland, 24, no. 3, Dec.; facilities in planning school plants, 24, no. 7, Apr.; Germany, 4-5, no. 10, July; Japan, 14, no. 3, Dec.; legislation, 10, 12, no. 7, Apr.; science teaching, 21, no. 4, Jan.; 25, no. 5, Feb.; teacher shortage, 3, 5-6, no. 8, May. See also Elementary education.

Elementary science: Conference workshop, 24, no. 6, Mar.; newer directions, 7-9, no. 7, Apr.

Elementary Science Objectives (Blough), 28-29, 31, no. 1, Oct.

Ella K. McClatchy Branch Library (Sacramento, Calif.): Young peoples library, 27, no. 8, May.

Emergency school funds, Mississippi, 14-15, no. 8, May.

Employment: Report, Federal Security Agency, 8, no. 4, Jan.

Eng. Lt. Comdr. Ransom L.: The Okinawan School, 13-15, no. 3, Dec.

England: Social legislation affecting work and education of apprentices, 22, no. 4, Jan.; summer schools, 18, no. 8, May. See also Great Britain.

English: For children of foreign-speaking migratory families, 12, no. 3, Dec.; for foreign students, University of London, 19, no. 7, Apr.; Institutes for foreign students—University of California and University of Michigan, 16-17, no. 8, May; Okinawan School, 14, no. 3, Dec.; teachers from other American Republics, 18-19, no. 7, Apr.; 3-5, no. 9, June; summer workshops, on teaching Spanish-speaking children, 3, no. 6, Mar.

"English for These Times," theme, National Council of Teachers of English, convention, Atlantic City, 30, no. 2, Nov.

English literature: Summer study, University of Birmingham, 18-19, no. 8, May; summer study program, Bureau of University Travel, 19, no. 8, May.

English program in the schools: Plans for integration, 25, no. 5, Feb.

Enoch Pratt Free Library (Baltimore, Md.): Youth services program, 28, no. 8, May.

Environment: Factor in health development, 6, no. 2, Nov.; furnishes subject matter for science classes, 28, no. 2, Nov.; 8, no. 7, Apr.; Idaho public schools, survey, 7, no. 4, Jan.; public schools, 13, no. 8, May; rural schools, 8, no. 1, Oct.; schools of future, 3-4, no. 7, Apr.; teachers colleges, 5, no. 8, May.

Equalization aid: State department of education acts on school budgets, Mississippi, 16, no. 8, May. See also State aid.

Equalization fund; Kentucky, 12, no. 5, Feb.

Equalization of educational opportunity, 7, no. 5, Feb.

Equipment: School lunch program, 21, no. 1, Oct.; school plant construction and furnishing, 24, no. 7, Apr.

Equipment and supplies: Okinawan School, 13-14, no. 3, Dec.

Equivalence: Certificates by examination and through experience, 24-25, no. 1, Oct.; degrees, UNESCO Preparatory Commission, 10, no. 1, Oct.; veterans' certificates under certain conditions, New Jersey, 15, no. 5, Feb.

Erskine, Maj. Gen. C. B.: Problems in the Disposal of Surplus Government Property, 4-5, no. 5, Feb.

Europe: Summer schools in international relations, 18-19, no. 8, May.

Evaluation activities in teaching elementary science, 19, 21, no. 4, Jan.; credentials of foreign students, U. S. Office of Education, 10, no. 8, May; educational programs, Arkansas, 24-25, no. 8, May; essential to development, 11, no. 5, Feb.; everyday life situations and problems used in teaching elementary science, 20, no. 4, Jan.; military service and war training, 8, no. 8, May.

Examinations: High-school equivalence certificates, 24-25, no. 1, Oct.; teachers, 11, no. 2, Nov.

Exceptional children: Conference on, sponsored by Syracuse University and George Davis Bivin Foundation, 25, no. 8, May; conferences and workshops, 24, no. 3, Dec.; definition and incidence, National Council of Chief State School Officers, 6-7, no. 6, Mar.; State educational programs, criteria, 7-8, no. 6, Mar.

Exchange of teachers: 10, no. 8, May; England and Scotland, 24, no. 3, Dec.; Great Britain and the United States, 12, no. 1, Oct.; policies of program, National Council of Chief State School Officers, 5, no. 6, Mar.; UNESCO Preparatory Commission, 10, no. 1, Oct.

Excitement of Teaching, 27, no. 3, Dec.

Expanding Role of the School in Parent Education (Davis), 8-10, no. 3, Dec.

Expenditures: High-school students, 8, no. 9, June; per pupil in elementary and secondary schools, 10, 11, no. 7, Apr.

Experience in teaching, Okinawan School, 13, no. 3, Dec.

Experimental schools, New York State, 16, no. 3, Feb.

Experimentation: Essential to development of educational programs, 11, no. 5, Feb.; guiding principles in teaching elementary science outlined, 19, no. 4, Jan.; needed for education of children of migratory families, 12, no. 3, Dec.

Extended school services: After-school activities, reports, 25, no. 6, Mar.; children of working mothers, Massachusetts, 14, no. 5, Feb.

Extra-curricular activities, 10, no. 5, Feb.; Rochester, Minn., 23-24, no. 8, May.

## F

Family life: American Association of School Administrators, resolution, 7, no. 8, May; education, Baltimore, Md., 8, 9, no. 3, Dec.; film research program expanded, Institute of Adult Education of Teachers Colleges, Columbia University, 19, no. 5, Feb.; juvenile delinquency, 13-14, no. 4, Jan.; life-adjustment program, 20, no. 6, Mar.; 20-21, no. 7, Apr.

Family-school-community program, Berkeley, Calif., Public Schools, report, 21-22, no. 7, Apr.

Far and Near East—Iran—selected references, 28-30, no. 3, Dec.

Far East: Summer study program, Pennsylvania State College, 17, no. 8, May.

Farm children: Survey of availability of secondary education, 27, no. 2, Nov.

Farm training in Federal prisons, 28, no. 9, June.

Farm workers, migrant families, education, 11-12, no. 3, Dec.

Farnsworth, R. Earl: Model Airport and Houses Built by Junior High School Boys, 21-23, no. 3, Dec.

FCC. See Federal Communications Commission.

Featherston, E. Glenn: Statistics on Pupil Transportation, 11-13, no. 8, May.

Federal aid for education: Analysis of legislative proposals of 79th Congress, 6-8, no. 5, Feb.; children of migratory families, 12, no. 3, Dec.; grants under Public Library Demonstration Bill, 13, no. 7, Apr.; legislative policy, National Education Association, 17-18, no. 1, Oct.; 7, no. 8, May; Mississippi, 14-15, no. 8, May; proposed legislation, welfare, education, health programs, 11, no. 7, Apr.; school lunches, 20-21, no. 1, Oct.; 15, no. 3, Dec.; 3-4, no. 5, Feb.; 9, no. 8, May; 10-year program of assistance, 6, no. 5, Feb.; veterans' education, 5, no. 1, Oct.; vocational education, 6, no. 3, Dec.; 2, no. 8, May. See also Grants-in-aid.

Federal Communications Commission: Report on enlargement of FM broadcasts, 4, no. 4, Jan.

Federal Government: Relationship with States, 4, no. 5, Feb.; 13, no. 7, Apr.; representatives to UNESCO, 12-13, no. 2, Nov.

Federal grants-in-aid: Distributions through State central authority, 7, no. 5, Feb.

Federal interagency committees: Migratory labor, 11, no. 3, Dec.; recreation organized, 15, no. 6, Mar.

Federal old-age benefits, legislation, 24, no. 4, Jan.

Federal Public Housing Authority: Housing facilities for veterans' education, 10, no. 6, Mar.; 9, no. 8, May.

Federal Radio Education Committee: Monthly lists of network programs, 29, no. 7, Apr.; offers cooperation and personal services, 4, no. 4, Jan.

Federal reservations: Education, legislation affecting, 5, no. 3, Dec.

Federal Security Agency: Publications, 30, no. 4, Jan.; 32, no. 6, Mar.; 31, no. 7, Apr.; 31, no. 9, June.

Federal-State relations: Kentucky, legislation, 13, no. 5, Feb.; Mississippi, legislation, 14, no. 5, Feb.

Federal Works Agency: Legislation affecting, 4, 5, no. 3, Dec.; public-school buildings, construction, 7, no. 8, May; supplies from surplus properties for educational facilities, 9, no. 8, May; veterans' educational facilities, 8, no. 1, Oct.; 18-19, no. 5, Feb.; 10, no. 6, Mar.

Fellowships and scholarships: Postwar secondary education, 5, no. 1, Oct.; provision of Federal bill, 6, no. 5, Feb.

Field Services Operation Branch, Vocational Division, U. S. Office of Education, 7, no. 3, Dec.

Film Forum Review, 19, no. 5, Feb.

Film strips: Available from U. S. Office of Education, 6, no. 7, Apr.

Films: Library material, 25-26, no. 1, Oct.; available from States Savings Bond offices, 8, no. 4, Jan.; international exchange, proposals, UNESCO Preparatory Commission, 10, no. 1, Oct.; research program for adults, Institute of Adult Education, Teachers College, Columbia University, 19, no. 5, Feb.; rural library service, British Columbia, 26, no. 2, Nov.; used in adult education program, Chicago Public Library, 26, no. 2, Nov.

Finances: Education programs—Exceptional children, 8, no. 6, Mar.; and Federal, State, and local, 11, no. 5, Feb.; Okinawan schools, 15, no. 3, Dec.; recreation programs, 7, no. 10, July; school plants, 25, no. 7, Apr.

Financial aid: Children of rural and small high schools, 28, no. 2, Nov.; veterans' education 11, no. 6, Mar.

Financing Mississippi's Public Schools (Covert), 14-16, no. 8, May.

Fine, Benjamin, Teacher shortage, 4, no. 8, May.

Fine Arts: Place in curriculum enlarged, 6, no. 1, Oct.; proposals for international extension, UNESCO Preparatory Commission, 10, no. 1, Oct.

Fire prevention education: Working conference and publication sponsored by U. S. Office of Education, 24, no. 6, Mar.

Fire protection: Hazards in school buildings, 22, no. 8, May; substandard school buildings, 30, no. 5, Feb.

Fire-training programs, U. S. Office of Education, 2, no. 8, May.

First aid: Elementary school child, 24, no. 5, Feb.; provision in school building, 7, no. 2, Nov.

Fish and Wildlife Service: Sponsors recreation activities, 9, no. 10, July.

Fitchburg (Mass.) Public Library: Cooperates in introducing library instruction into high-school curriculum, 25, no. 2, Nov.

Five-Year Report, publication, United China Relief, 15, no. 3, Dec.

Florida: Courses of study, social studies, 23-24, no. 2, Nov.; leadership training conference, 24, no. 3, Dec.

FM broadcasts: Increase, 3-4, no. 4, Jan.; new tool for education, 32, no. 8, May.

FM in Education, publication, U. S. Office of Education, 4, no. 4, Jan.

"Food in the International Situation": Discussions at AHEA annual meeting, 18, no. 1, Oct.

Foreign correspondence: A means to develop international understanding, 31, no. 2, Nov.; Great Britain and the United States, 15, no. 6, Mar.; Vienna schools, letter, 31, no. 2, Nov.

Foreign languages, facility needed, 6, no. 1, Oct.

Foreign-speaking migrant children: Proposed solution for education, 12, no. 3, Dec.

Forest Conservation Taught by School Radio, 11, no. 8, May.

Forest fires: New York State, radio program, 11, no. 8, May.

Forest Service: Conservation loan packets, 26, no. 8, May; publications, 13, no. 1, Oct.; 32, no. 2, Nov.; 32, no. 3, Dec.; 31, no. 7, Apr.

Forestry: Legislation for inclusion in common free school curriculum, Mississippi, 14-15, no. 5, Feb.

Forests: National reserves provide school funds, Mississippi, 14, 15, no. 8, May.

Fort Smith, Ark.: Junior high school boys build model airport and houses, 21-23, no. 3, Dec.  
 Fort Worth (Tex.) Public Library: Gift for purchase of bookmobile, 28, no. 4, Jan.  
 France: *Campagne*, newspaper dedicated to teaching profession, 31, no. 2, Nov.; summer programs, 19, no. 8, May.  
 Fraser Valley Union Traveling Library, British Columbia, sound film of library service, 26, no. 2, Nov.  
 Frazier, Benjamin W.: Changing Trends in the Teacher Shortage, 3-6, 10, no. 8, May.  
 Freedom: Children of the World, pageant, 9, 10, no. 2, Nov.  
 Freedom of press and of speech, 3, no. 2, Nov.  
 Freedoms in a democracy (Reavis), 26, no. 3, Dec.  
 Frequency modulation used for State-wide educational purposes, Virginia, 18, no. 5, Feb.  
 Friendship: Children of the World, pageant, 9, 10, no. 2, Nov.  
 Fuel for schools: Mississippi, legislation, 15, no. 8, May.  
 Functional literacy, UNESCO program of fundamental education, 12, no. 6, Mar.  
 Functional planning of school plants, 25, no. 7, Apr.  
 Functionally illiterate adults, defense, 26-27, no. 1, Oct.  
 Future Farmers of America: Appropriations for vocational education, 4-5, no. 3, Dec.  
 Future Homemakers of America, report at AHEA annual meeting, 18, no. 1, Oct.

## G

Gabbard, Hazel F.: Parent Education Through Children's Play Groups, 20-23, no. 7, Apr.  
 Gaumnitz, Walter H.: Educating Migrant Children—Some Proposed Solutions, 11-12, no. 3, Dec.; public relations for rural and village teachers, announcement, 32, no. 4, Jan.; a senior high school extends its program, 23-24, no. 8, May; and La Franchi, E. H.: A State Committee Studies Its Small High Schools, 5-7, no. 9, June.  
 General education: Basis and extent, National Council of Chief State School Officers, report, 10-11, no. 5, Feb.; more attention to utilitarian aspects predicted, 4, no. 7, Apr.; necessary for adequate understanding of world, 6, no. 1, Oct.  
 General Educational Development Tests for Equivalency: high-school certificate, 24-25, no. 1, Oct.; veterans, 28, no. 2, Nov.  
 Geography: Concepts to be developed in curriculum, 21, no. 6, Mar.; school bulletins available for teachers and students, National Geographic Society, 27, no. 5, Feb.; summer study program, 17, no. 8, May; teaching, 21, no. 6, Mar.  
 George-Barden Act: Federal aid to States in guidance program, 8, no. 6, Mar.; increased appropriations, vocational education, 19, no. 5, Feb.  
 George Davis Bivin Foundation: Sponsors jointly conference on mental hygiene and problems of exceptional children, 25, no. 8, May.  
 George Peabody College for Teachers: Library school offers summer scholarships, 31, no. 6, Mar.  
 German: Middleburg College Language School, 18, no. 8, May; summer course, Zurich, Switzerland, 19, no. 8, May.  
 Germany: Correspondence with American youth, 19, no. 7, Apr.; education commission named, 5, no. 3, Dec.; education report available, 15, no. 6, Mar.; educational rehabilitation, War Department uses consultants from U. S. Office of Education, 2, no. 7, Apr.; 10, no. 8, May; postwar emergency teachers colleges, 4, no. 10, July; summer study programs, 17, 19, no. 8, May.  
 Gettysburg Address on permanent display, Library of Congress, 22, no. 5, Feb.  
 Gifted Children: New association organized, 25, no. 6, Mar.  
 Goeth, E. W.: Teacher-placement survey, 3, 5, no. 8, May.  
 Goetz, Delia: Inter-American Understanding Gained Through Experience, 3-5, no. 9, June; So You Want To Teach in Latin America, 10-11, no. 10, July.  
 Good reading, importance in lives of children, 26, no. 1, Oct.  
 Goodykoontz, Bess: Education Commission to Germany, 5, no. 3, Dec.; 2, no. 7, Apr.; teachers and children in German schools, 3-6, no. 10, July.  
 Goslin, Willard E.: Radio as an aid to instruction, 28, no. 7, Apr.  
 Government Agencies, new publications, 13, no. 1, Oct.; 32, no. 2, Nov.; 32, no. 3, Dec.; 30, no. 4, Jan.; 31, no. 5, Feb.; 32, no. 6, Mar.; 31, no. 7, Apr.; 30-31, no. 9, June; 31, no. 10, July.  
 Governmental reorganization affecting education, 9, no. 5, Feb.  
 Grade-school science teaching progress, 7, no. 9, Apr.  
 Grants-in-aid: Industry provides secondary school science teachers, 19-20, no. 3, Dec.; library services to areas unserved, 13, no. 7, Apr.; national school lunch program, 20, no. 1, Oct. See also Federal grants-in-aid.  
 "The Great Books," Youth library program, Potomac Branch Library (Washington, D. C.), 27, no. 8, May.  
 Great Britain: Exchange of teachers with the United States, 12, no. 1, Oct.; 14-15, no. 6, Mar.; 8, 10, no. 8, May.  
 Gregory, R. W.: Reorganization of the Vocational Division, U. S. Office of Education, 6-7, no. 3, Dec.  
 Grierson, John: Libraries a source of media of communication, 25, no. 1, Oct.  
 Group activities: Elementary science teaching, 20, no. 4, Jan.; rural youth in home, church, school, 14, no. 4, Jan.  
 Group characteristics: Educational program based on need, 19, no. 6, Mar.

Group living: Responsibilities, 24, no. 3, Dec.  
 Group thinking and planning, 6, no. 6, Mar.  
 Guatemala: International relations, summer institute, 18, no. 8, May.  
 Guidance: High schools of the future, 5, no. 7, Apr.; new publication, 30, no. 6, Mar.; 29, no. 10, July; report of National Council of Chief State School Officers, 8-9, no. 6, Mar.; Summer workshops, Rochester, Minn., Senior High Schools, 24, no. 8, May; youth library services, 28, no. 8, May.  
 Guidance and personnel associations meet, 13, no. 7, Apr.  
 Guidance services: Child clinic panel report, juvenile delinquency conference, 14, 18, no. 9, Jan.; future scientists, 19, no. 3, Dec.; improving program, 7, no. 8, May; results of program, 12, no. 4, Jan.; revised accrediting standards for secondary schools, 27-28, no. 5, Feb.; theses, 29-30, no. 2, Nov.; training as an element in providing educational opportunities, 9-12, no. 4, Jan.; U. S. Office of Education, 2, no. 8, May.  
 Guide for Planning School Plants, publication, National Council on Schoolhouse Construction, 26, no. 5, Feb.

## H

Halloween celebration, Tom's River, N. J., 21-22, no. 1, Oct.  
 Hamon, Ray S.: Consultation in reorientation of German educational system, 2, no. 7, Apr.  
 Handicapped: Aid from Social Security Administration, 20, no. 5, Feb.; cooperative planning for health, 26-27, no. 6, Mar.; legislation, 13, 14, 15, no. 5, Feb.; 11, no. 7, Apr.; publications, 30, no. 1, Oct.; school plant construction, list of articles, 28, no. 7, Apr.; study, UNESCO, 11-12, no. 6, Mar. See also Exceptional children.  
 Hawkins, Layton S.: Retirement, 18, no. 10, July.  
 Health: Legislation, 9, no. 5, Feb.; 12, no. 7, Apr.; protection, 22, 31, no. 8, May.  
 Health and child welfare, legislative policy, National Education Association, 17, no. 1, Oct.  
 Health and physical education: Children of migratory farm families, 12, no. 3, Dec.; elementary schools, 25, no. 8, May; high schools, 5, no. 1, Oct.; workshop, 25, no. 6, Mar.  
 Health and physical fitness: Essential in life-adjustment educational program, 20, no. 6, Mar.  
 Health and recreation: School plant construction, list of articles, 25-26, no. 7, Apr.  
 Health and safety education, 26-27, no. 4, Jan.  
 Health and the Elementary School Child (Manley), 5-7, no. 2, Nov.  
 Health and welfare: Legislation, 12, no. 7, Apr.  
 Health and Welfare Services for Children (Lenroot), 19-21, no. 5, Feb.  
 Health education: American Association for Health, Physical Education, and Recreation, annual meeting, 26, no. 8, May; basic part of curriculum, 5-6, no. 2, Nov.; elementary school, 5-7, no. 4, Jan.; 26-27, no. 6, Mar.; high schools, 5, no. 1, Oct.; legislation, 11, no. 7, Apr.; 7, no. 8, May; publications, 30, no. 1, Oct.; 25, no. 6, Mar.; 16-17, no. 9, June; 29, no. 10, July; report of State directors, 25-26, no. 4, Jan.; services organized in all areas of United States, 2, no. 7, Apr.; theme of one day, American Education Week, 31, no. 7, Apr.; UNESCO to cooperate with other world organizations, 12, no. 6, Mar.; workshops, 7-8, no. 2, Nov.; 25, no. 3, Dec.  
 Health instruction: Aim defined, 26, no. 4, Jan.; duties and responsibilities of State directors, report, 25, no. 4, Jan.  
 Health service: Duties and responsibilities of State directors, report, 25, no. 4, Jan.; outline for elementary schools, 24-25, no. 8, Feb.  
 A Healthful School Day for the Elementary School Child (Manley), 23-25, no. 5, Feb.  
 Heating and ventilating school buildings, 22, no. 8, May.  
 High-School Attendance and Family Income (Wright), 7-10, no. 9, June.  
 High schools: Athletic programs, Rochester, Minn., 24, no. 8, May; attendance statistics, 23, no. 1, Oct.; 7-10, no. 9, June; classes combined under one teacher, 6, no. 9, June; control of contests, 11-12, no. 9, June; correspondence with Vienna school children, 31, no. 2, Nov.; costs, 6, no. 7, Apr.; courses of study, 30, no. 2, Nov.; credits and diplomas, 24-25, no. 1, Oct.; curriculum, 5, no. 1, Oct.; 26-27, no. 3, Dec.; driver training and safety education programs, 4, no. 5, Feb.; enrollments, 18, no. 6, Mar.; 30, no. 7, Apr.; 13, no. 8, May; fraternities and secret societies prohibited, Mississippi, 15, no. 5, Feb.; holding power, Idaho school survey, 7, no. 4, Jan.; library instruction added to curriculum, Fitchburg, Mass., 25, no. 2, Nov.; overage adolescents, New Orleans Public Schools, adjustment program, 22, 23, no. 6, Mar.; veterans enrolled, 28, 30, no. 2, Nov.; visited by teachers of English from the other American Republics, 18, no. 7, Apr.; vocational and special teachers, shortages, 3, 5-6, no. 8, May.  
 High Schools of the Future (Studebaker), 3-6, no. 7, Apr.  
 Higher education: Army personnel trained, 10, no. 3, Dec.; legislation, 18, no. 1, Oct.; 12-16, no. 5, Feb.; library statistics, 21, no. 5, Feb.; relationship to Federal Government, excerpt of President's Message to Congress, 11, no. 7, Apr.; veterans' program, 5, no. 5, Feb.  
 Higher Education Division, U. S. Office of Education: Annual report, 2, 9, no. 8, May; new director appointed, 15, no. 1, Oct.; responsibility in veterans' educational facilities program, 18, no. 5, Feb.; survey of libraries, institutions of higher education, 21, no. 5, Feb.

Higher educational institutions: Cooperation with secondary school science teachers, 20-21, no. 3, Dec.; curricula revisions, 9, no. 8, May; enrollment, Idaho, 7, no. 4, Jan.; FM broadcasting, 4, no. 4, Jan.; legislation, 14, 17, 19, no. 5, Feb.; libraries, statistics, 21, no. 5, Feb.; radio broadcasts, 26, no. 3, Dec.; radio used, 28, no. 7, Apr.; surplus properties from Federal Works Agency, 9, no. 8, May; teaching preparation, secondary school science, 19-20, no. 3, Dec.; visited by teachers of English from other American Republics, 18, no. 7, Apr.  
 Highlights of 1946 State Legislative Action Affecting Education (Keesecker), 12-18, no. 5, Feb.  
 Hispanic folklore and culture: Summer study courses, University of New Mexico, 17, no. 8, May.  
 History: Furnishes perspective in controversial issues, 26, no. 3, Dec.; taught on radio, 28, no. 7, Apr.  
 Hobby interests of youth, 11, no. 9, June.  
 Hollis, Ernest V.: In charge of veterans' educational facilities program, 8, no. 1, Oct.; 18, no. 5, Feb.  
 Home: Responsibilities, 13, no. 4, Jan.; 27, no. 6, Mar.  
 Home and Community Life, theme of one day, American Education Week, 31, no. 7, Apr.  
 Home and family life: Children of the World, pageant, 9, 10, no. 2, Nov.  
 Home economics: Appropriations for vocational education, 5, no. 3, Dec.; to have more stress in high-school laboratory work, 6, no. 1, Oct.  
 Home economics college clubs, report at AHEA annual meeting, 18, no. 1, Oct.  
 Home-school relations: Seattle, Wash., Family Life Education Program, 20-21, no. 7, Apr.  
 Homemaking education: Facilities in school plant construction, list of articles, 26, no. 7, Apr.; program planning, 6-7, no. 3, Dec.  
 House Committee on Education and Labor: Organization and personnel, 10, 11, no. 7, Apr.  
 Housing facilities: Veterans' education, responsibilities of Federal agencies, 10, no. 9, Mar.  
 Housing project: Fort Smith, Ark., Junior High School boys, 23, no. 3, Dec.  
 Housing shortages: College students, 2, no. 8, May; handicap to interchange of teachers, 12, no. 1, Oct.; legislation, 14-16, no. 5, Feb.; 10, no. 7, Apr.  
 How-to-do books, Children's Book Week, 13, no. 2, Nov.  
 How-To-Do-It Series: Publications, 15, no. 4, Jan.  
 How To Judge a School Broadcast, publication, 29, no. 7, Apr.  
 How To Obtain U. S. Government Publications, 31, no. 4, Jan.  
 Howard, Paul: Extension of library service, 29, no. 4, Jan.  
 Human experience areas: Stressed in life-adjustment educational program, 20, no. 6, Mar.  
 Human relationship, study should be included in curriculum, 13-14, no. 4, Jan.  
 Humanities, proposals for international extension, UNESCO Preparatory Commission, 10, no. 1, Oct.  
 Hutchins, C. D.: Initial tabulation of records on school bus operation, 11, no. 8, May.  
 Huxley, Julian: First Director-general, UNESCO, 22, no. 5, Feb.; 13, no. 6, Mar.

## I

Idaho: Courses of study, social studies, bibliography, 17, no. 2, Nov.; educational survey, report, 7, no. 4, Jan.  
 Ignorance Now the Only Barrier Between Peoples (Atwood), 21, no. 6, Mar.  
 Illinois Agricultural Association School Committee, rural school problems and policies, report, 24, no. 1, Oct.  
 Illinois State Normal University: Curricula in special education, 6, no. 10, July.  
 Illiteracy: Proposal to combat, UNESCO Preparatory Commission, 10, no. 1, Oct.  
 Improving ways of working with children, Arkansas State Education Association, conference, 24, no. 3, Dec.  
 Incarnate Word College (San Antonio, Tex.): Teacher demonstration project for Spanish-speaking children, 28, no. 6, Mar.  
 Income for religious or educational purposes: Legislation, 13, no. 7, Apr.  
 Indiana: Courses of study, social studies, bibliography, 14, 17, 22, 24, no. 2, Nov.  
 Indians: Education of, publication, 29, no. 10, July.  
 Individual differences: Adjustments for children of migratory families, 12, no. 3, Dec.; affect educational program, 9, no. 4, Jan.; considered in healthful school day for elementary child, 23-25, no. 5, Feb.; educational programs needed, 19, no. 6, Mar.; exceptional children, 6-7, no. 6, Mar.; principle of a good school, 13, 14, no. 4, Jan.; secondary school curricular procedures, 20-21, no. 3, Dec.; special attention in high schools of the future, a prediction, 5, no. 7, Apr.; study of each overage adolescent, New Orleans Public Schools, 22-23, no. 6, Mar.  
 Individual needs: Demand adjustment to education for occupational competence, 10, no. 5, Feb.  
 Individual "research," in teaching elementary science, 20, no. 4, Jan.  
 Individual rights to earn a living demand necessary counseling, 9-10, no. 4, Jan.  
 Industrial arts: A phase of general education in life-adjustment program, 20, no. 6, Mar.; place in the American schools, 17, no. 7, Apr.; Its Interpretation in American Schools (Proffitt), 17, no. 7, Apr.  
 Industrial nurse, 29, no. 7, Apr.  
 Industrial relations, 24, no. 4, Jan.



- Industrial research, 18, no. 3, Dec.
- Industry: Appropriations for vocational education, 5, no. 3, Dec.; legislation, 22-24, no. 4, Jan.; more stress in high-school laboratory work, 6, no. 1, Oct.; publications, 13, no. 2, Nov.; scientific personnel encouraged, 19-20, no. 3, Dec. *See also* Trades and industrial education.
- Infantile paralysis, publication, 15, no. 7, Apr.
- In-service training: Inter-American programs, 3, no. 6, Mar.; needed, 30, no. 10, July; science teachers for secondary schools, 18, 20, 30, no. 3, Dec.; teachers and administrators for guidance program, 12, no. 4, Jan.; teachers for adult education, 8, no. 3, Dec.
- Institutes: Adult education, 19, no. 5, Feb.; applied arts and sciences, 16, no. 5, Feb.; community leaders, 24, no. 3, Dec.; international education, 19, no. 8, May; technical training for veterans, 17, no. 5, Feb.
- Instruction: Evaluation and analysis, Arkansas, 24-25, no. 8, May.
- Integrated personality: Built through curriculum, 5, no. 4, Jan.; objective of a good school, 13, no. 4, Jan.
- Inter-American Education News*: Publication, National College of Education, 28, no. 6, Mar.
- Inter-American Teacher-Education Program (Bathurst), 3-4, 27, 30, no. 6, Mar.
- Inter-American Understanding Gained Through Experiences (Goetz), 3-5, no. 9, June.
- Inter-American Workshop, operated as part of Field School of Texas State College for Women (Saltillo, Coahuila), 11-12, no. 1, Oct.
- Interchange of Teachers Between Great Britain and the United States (Smith), 14-15, no. 6, Mar.
- Intercultural education: Publications, 29, no. 2, Nov.; 15, no. 7, Apr.
- Interests and needs determine transfer of health knowledge to practice, 6, no. 4, Jan.
- Intergroup education, publication, 16, no. 9, June.
- Intergroup living: Resolution commending work of schools in confruing understanding, American Association of School Administrators, 8, 9, no. 8, May.
- Intergroup relations: Film research program, Teachers College, Columbia University, 19, no. 5, Feb.; improvement through observance of Negro History Week, 29, no. 4, Jan.; publication, 15, no. 4, Jan.; summer study programs, Fisk University, 17, no. 8, May.
- Intermediate grades: Courses of study, social studies, 15-16, no. 2, Nov.
- International education: Reconstruction, 3, 4, no. 5, Feb.; 3, no. 7, Apr.
- International Educational Relations, 11-12, no. 1, Oct.; 31, no. 2, Nov.; 28-30, no. 3, Dec.
- International Educational Relations Division, U. S. Office of Education: Annual report, 10, no. 8, May; correspondence arranged with German or Austrian youth, 19, no. 7, Apr.; 19-20, no. 10, July; delegates to meetings and consultants to War Department furnished, 10, no. 8, May; exchange teachers from England and Scotland, 24, no. 3, Dec.; loan packet service on Latin-American countries, 10, no. 8, May; studies of educational systems in Central and South America, publications, 10, no. 8, May.
- International relations: America's new role affects content of curriculum, 9, no. 8, May; film research program expanded, Institute of Adult Education, Teachers College, Columbia University, 19, no. 5, Feb.; legislation, 3-4, no. 3, Dec.; libraries, responsibility unique, 25, no. 1, Oct.; publications, Department of State, 31, no. 7, Apr.; study, a postwar responsibility, 6-7, no. 1, Oct.; summer programs, 16-19, no. 8, May; UNESCO, 27, no. 3, Dec.; 2, no. 6, Mar.; youth programs, Cleveland Public Library, 26, 27, no. 8, May.
- International responsibilities for food, AHEA report, 18, no. 1, Oct.
- International theater institute, proposals for establishment, UNESCO Preparatory Commission, 10, no. 1, Oct.
- International understanding: Developed by American students through correspondence, 31, no. 2, Nov.; UNESCO, 10, no. 1, Oct.; 11-16, no. 6, Mar.
- International Youth Service, UNESCO Preparatory Commission, 10, no. 1, Oct.
- Interscholastic Athletic Association, report of State directors, 26, no. 4, Jan.
- Interstate and intrastate conferences on education for children of migrating families, 12, no. 3, Dec.
- Interstate controversies in transportation, legislation, 22, 23, no. 4, Jan.
- Interstate Migration of Destitute Citizens, Committee: Survey and publications of migratory farm workers 11, no. 3, Dec.
- Iowa: Courses of study, social studies, 17, no. 2, Nov.
- Iran—Selected References (Barrow), 28-30, no. 3, Dec.
- Italian: Study, Middleburg College Language School, 18, no. 8, May; University of Florence, 19, no. 8, May.
- Italy: Summer programs in architecture, art, and the classics, 19, no. 8, May.
- J**
- Jamestown, N. Dak.: Health workshop for government and nongovernmental agencies, 25, no. 3, Dec.
- Japan: Elementary schools, 14, no. 3, Dec.; selected References for Teachers (Arndt), 19-21, no. 8, May.
- Japanese Ministry of Education: Coeducation, 14, no. 3, Dec.
- Jennings, Marion: Exchange teacher, 15, no. 6, Mar.
- Job satisfaction necessary for teacher's professional welfare, 27, no. 4, Jan.
- Johns Hopkins Children's Educational Theater, 28, no. 8, May.
- Johnson, Philip G.: Consultative service in Germany for U. S. Office of Education, 2, no. 7, Apr.; Preparation of Science Teachers for Secondary Schools, 18-21, 30, no. 3, Dec.
- Johnston, Marjorie C.: *Adelante, Caminante*, 11-12, no. 1, Oct.
- Jones, Galen: Chairman of regional conferences on Prosser Resolution, 29, no. 5, Feb.; elected president of National Association of Secondary School Principals, 12, no. 9, June; a life-adjustment program, excerpts from report, 18-21, no. 6, Mar.
- Junior aviation: Publications, New York State Educational Department, 1-17, no. 7, Apr.
- Junior colleges: Legislation, 12, 15-16, no. 5, Feb.; 14-16, no. 8, May.
- Junior high schools: Boys building model airport and houses, 21-23, no. 3, Dec.; courses of study, social studies, 20-21, 23-24, no. 2, Nov.; measurements used, Philadelphia schools, 28, no. 5, Feb.
- Junior teacher: Characteristics and duties in high school of the future, 5, 6, no. 7, Apr.
- Justifications of need, veterans' educational facilities program, 18-19, no. 5, Feb.
- Juvenile delinquency: Adjustment school program, 23, no. 6, Mar.; aid from health and welfare services programs, Social Security Administration, 20, no. 5, Feb.; annual report, U. S. Office of Education, 29, no. 7, Apr.; conference called by U. S. Attorney General, 10, 24, no. 3, Dec.; 13-14, 18, no. 4, Jan.; legislation, special classes, New York State, 16, no. 5, Feb.
- K**
- Kabat, George J.: American Students Can Develop International Understanding by Foreign Correspondence, 31, no. 2, Nov.; The Launching of UNESCO, 11-13, no. 6, Mar.
- Kansas: Courses of study, social studies, 17, no. 2, Nov.; inter-American education, Winfield Public Schools, 28, no. 6, Mar.
- Kansas Library Bulletin*, 13-14, no. 7, Apr.
- Kansas State College of Agriculture and Applied Science: Co-sponsors adult education discussion program, 13-14, no. 7, Apr.
- Kansas State Teachers Colleges: Inter-American education services, 28-29, no. 6, Mar.
- Keesecker, Ward W.: Acts of the 79th Congress, 2d Session, Relating to Education, 3-5, 15, no. 3, Dec.; Additional Information on Legislation—veterans' and vocational, 18-19, no. 5, Feb.; Education and the 80th Congress, 1st Session, 10-13, no. 7, Apr.; 19-24, no. 9, June; Highlights of 1946 State Legislative Action Affecting Education, 12-18, no. 5, Feb.
- Kelly, Frederick J.: Retirement, 16, no. 1, Oct.
- Kentucky: Legislation, 12-13, no. 5, Feb.
- Kindergartens: Courses of study, social studies, 14-15, no. 2, Nov.; elementary school program in Germany, 2, no. 7, Apr.; enrollments increased, 13, no. 8, May; Louisiana, legislation, 13, no. 5, Feb.; teachers exchanged from England and Scotland, 24, no. 3, Dec. *See also* Nursery schools.
- Kirby, Dorothy M.: An Opportunity for International Understanding, 19-20, no. 10, July.
- Korea: Educational rehabilitation, War Department uses consultants from U. S. Office of Education, 10, no. 8, May.
- Kressner, Anna: "We Will Make It a Better World," 2, no. 9, June.
- L**
- Labor camps: Educational centers established for children of migratory families, 12, no. 3, Dec.
- Labor market presents stiffer competition, 4, no. 7, Apr.
- Labor relations with management, legislation, 22-24, no. 4, Jan.
- Laboratory facilities: Secondary school science courses, 21, no. 3, Dec.
- Laboratory work in high schools directed into more practical fields, 6, no. 1, Oct.
- Land-grant colleges: Federal legislation, 22, no. 4, Jan.
- Lane, Maj. David: Literacy training, 27, no. 1, Oct.
- Language mastery, as communication tool in human experiences, 20, no. 6, Mar.
- Lanham Act: Federal investment in child-care services, 26, no. 5, Feb.; resolution to amend, 7, no. 8, May.
- Latin America: Summer institutes, announcements, 18, no. 8, May; teaching opportunities, 10-11, no. 10, July.
- Latin-American educational relations: Workshops, San Bernardino County, Calif., 4, no. 6, Mar.
- Latin-American Literature and Life in Albuquerque High School* (Komadina), 29, no. 6, Mar.
- Latin-American Republics: Cooperate with U. S. Department of State in cultural relations program, 14, no. 7, Apr.; loan packets, 10, no. 8, May.
- The Launching of UNESCO (Kabat), 11-13, no. 6, Mar.
- Laves, Walter H. C.: Appointed Deputy Director-General of UNESCO, 13, no. 6, Mar.
- Lay groups: Responsibility for achieving public recognition for teaching, 8, 13, no. 2, Nov.
- Leadership: Community, Baltimore (Md.) conference, 24, no. 3, Dec.; secondary education, 30, no. 7, Apr.; training conference, Florida, 24, no. 3, Dec.; U. S. Office of Education in Vocational education, 6, no. 3, Dec.
- Learning-teaching situations, 16-17, no. 7, Apr.
- Learning vs. teaching, 4-5, no. 1, Oct.
- Leave of absence, World War II veterans: New York State, legislation, 17, no. 5, Feb.
- Lecture: Parent education, 8-9, no. 3, Dec.
- Legislation: Children of migratory workers, 11, 12, no. 3, Dec.; exceptional children, 7-8, no. 6, Mar.; Federal, 3-5, 15, no. 3, Dec.; 22, no. 4, Jan.; 6-9, no. 5, Feb.; 10-13, no. 7, Apr.; health services, 26, no. 4, Jan.; State, 15, no. 1, Oct.; 12-18, 26, no. 5, Feb.; 5, no. 6, Mar.; 14, no. 8, May; U. S. Office of Education, 30, no. 7, Apr.; 10, no. 8, May; veterans' program and vocational education, 18-19, no. 5, Feb.
- Legislative policy, National Education Association, 17-18, no. 1, Oct.
- Leisure, resources needed, 6, no. 1, Oct.
- Lenroot, Katharine P.: Health and Welfare Services for Children 19-21, no. 5, Feb.
- Let There Be Light*, report, National Society for the Prevention of Blindness, 28-29, no. 9, June.
- Let's Give the Children a Break!* leaflet, Des Moines Public Schools, 8, no. 2, Nov.
- "Let's Look at the New World," youth program sponsored by Detroit Public Library, 26, no. 8, May.
- Leyden, Netherlands: Summer courses for foreign students, 19, no. 8, May.
- Librarians: Assembly of the Americas, announced by the Library of Congress, 14, no. 7, Apr.; responsibilities and duties in guidance program outlined, 11, no. 4, Jan.
- Librarians Chart Their Programs (Dunbar), 25-26, no. 1, Oct.
- Librarianship Conferences and Workshops (Beust), 12-13, no. 9, June.
- Libraries: City expenditures, 28, no. 4, Jan.; facilities in school plant construction, 26, no. 7, Apr.; international extension, UNESCO Preparatory Commission, 10, no. 1, Oct.; long-range programs, UNESCO, 16-17, no. 3, Dec.; scholarships, George Peabody Library School, 31, no. 6, Mar.; statistics, institutions of higher education, 21, no. 5, Feb.
- "Libraries Must Learn to Live Together" (Howard), 29, no. 4, Jan.
- Library beneficiaries, Carnegie corporation, annual report, 22, no. 5, Feb.
- Library facilities: Secondary school science courses, 21, no. 3, Dec.
- "The Library Hour," weekly lecture series, University of Illinois Library, 28, no. 4, Jan.
- Library instruction, incorporated into high-school curriculum, Fitchburg, Mass., 25, no. 2, Nov.
- Library newspaper issued, Test Junior High School, Richmond, Ind., 14, no. 7, Apr.
- Library of Congress: Assembly of Librarians of the Americas, 14, no. 7, Apr.; films to be loaned, 27, no. 9, June; legislation, 12, no. 7, Apr.; Lincoln memorabilia, permanent exhibit, 22, no. 5, Feb.
- Library on Wheels, film, National Film Board of Canada, 26, no. 2, Nov.
- Library schools, accredited: Announce training programs, 13, no. 7, Apr.
- Library Service Division, U. S. Office of Education, Activities, 10, no. 8, May; report, ALA convention, 25-26, no. 1, Oct.; survey of libraries, institutions of higher education, 21, no. 5, Feb.
- Library services: 25-26, no. 2, Nov.; 30-31, no. 3, Dec.; 28-29, no. 4, Jan.; 21-22, no. 5, Feb.; 13-14, no. 7, Apr.; 12-15, no. 9, June; 26-27, no. 10, July; adult education, 28, no. 4, Jan.; blind veterans in hospitals, 26, no. 2, Nov.; "Bookmobile Lady," 15, no. 9, June; books and current events, University of Illinois Library, 28, no. 4, Jan.; *Books and People—the Wealth Within*, film, 14, no. 9, June; Boston, Mass., 14, no. 9, June; Comanche County, Tex., 21, no. 5, Feb.; course offered, Public Library of Cincinnati and Hamilton County, 25, no. 2, Nov.; demonstrations for visiting librarians of Latin-American Republics, 14, no. 7, Apr.; district demonstrations, Texas, 26, no. 10, July; extension program defined, Nebraska, 27, no. 10, July; Federal grants-in-aid to provide and to study methods, 13, no. 7, Apr.; films, 26, no. 2, Nov.; 14, no. 9, June; leadership workshop, Tallahassee, Fla., 13, no. 9, June; legislation, 26, no. 1, Oct.; memorial bookshelf, Reading, Pa., 14, no. 9, June; New Mexico appropriation for rural areas, 28, no. 2, Nov.; not available for many rural schools, 8, no. 1, Oct.; obligation of libraries to publicize their facilities, 27, no. 10, July; operating expenditures, 15, no. 9, June; panel discussion, 13-14, no. 9, June; parent and preschool education, Denver, Colo.; 22, no. 7, Apr.; public libraries, statistics, 26, no. 10, July; recreational reading, preventive agency in juvenile delinquency, 14, no. 4, Jan.; rural funds and plans, North Carolina, 14, no. 7, Apr.; significance of recent children's books, 14, no. 9, June; standards revised for school librarians, 21-22, no. 5, Feb.; summer course, Indiana State Library, 15, no. 9, June; teacher-librarian interaction, 14, no. 9, June; to be extended to all sections of country, 25, no. 1, Oct.; training laboratory, Newark Public Library, 14, no. 9, June; workshop techniques, 12, no. 9, June. *See also* Public Libraries.
- Life-adjustment program: Excerpts from reports, 16-21, no. 6, Mar.
- Life conservation, center of national program of health and safety education, 26, no. 4, Jan.
- Lighting in school buildings: Aid to learning process, 22, no. 8, May; desirable factors, 6, no. 2, Nov.
- Lincoln memorabilia, permanent display, Library of Congress, 22, no. 5, Feb.
- Linguistic institute: Summer study programs, University of Michigan, 17, no. 8, May.
- Literacy training, Army non-military phases, 27, no. 1, Oct.

Living conditions: Federal legislation affecting industry and worker relations, 24, no. 4, Jan.  
 Loan exhibit: Picture-story of nutrition education in the elementary school, 25, no. 6, Mar.  
 Loan packets: Conservation, for curriculum workers and workshop groups, 26, no. 8, May; Latin-American countries, 10, no. 8, May.  
 Loans: U. S. Forest Service, transcriptions and scripts on forest conservation programs, 11, no. 8, May.  
 Local food purchases, school lunch program, 21, no. 1, Oct.  
 Local school authorities: Cooperative spirit in matters of teacher change, 14, no. 6, Mar.; make distinct levy for schools, 15, no. 8, May.  
 Local school districts: Classification and duties, Mississippi, 14, 15, 16, no. 8, May.  
 Long Island Agricultural and Technical Institute: Name changed from State Institute of Agriculture, 16, no. 5, Feb.  
*Looking Forward with Parma (Ohio) Public Schools, 1946-1947*, handbook, 27, no. 3, Dec.  
 Los Angeles Public Schools: Health program for third and fourth grades, 25, no. 6, Mar.  
 Louisiana: Building stage of educational radio, 3, no. 3, Jan.; courses of study, social studies, 14, 16, 22, no. 2, Nov.; legislation, 13, 26, no. 5, Feb.  
 Louisiana State University and Agricultural and Mechanical College: State educational survey authorized, 13, no. 5, Feb.  
 Lowdermilk, Ronald R.: Consultative service in Germany for U. S. Office of Education, 2, no. 7, Apr.  
 Lower age levels, special supervisory services, 25, no. 3, Dec.  
 Lunchrooms: Articles, 26, no. 7, Apr.  
 Lund, John: Adviser to educational program of Army and War Departments, 10, no. 3, Dec.

M

McHale, Kathryn: Report on teaching crisis, 27, no. 4, Jan.  
 Mackintosh, Helen K.: The Children of the World, pageant program, 9-11, no. 2, Nov.; consultative service in Germany, for U. S. Office of Education, 2, no. 7, Apr.; and others: Social Studies Courses of Study, 14-25, no. 2, Nov.  
 Madison, Wis.: Extensive community center program, 25, no. 6, Mar.  
 Maine: State supervisory personnel, changes, 24, no. 3, Dec.  
 Making excursions an integral part of teaching elementary sciences, 21, no. 4, Jan.  
 Management and labor relations, legislation, 22-24, no. 4, Jan.  
 Manhattan, Kans., Public Library: American democratic ideas discussed, 13, no. 7, Apr.  
 Manley, Helen M.: Appointment, U. S. Office of Education, 25, no. 3, Dec.; Cooperative Planning for the Child's Health, 26-27, no. 6, Mar.; A Curriculum for the Child's Health, 5-7, no. 4, Jan.; Health and the Elementary School Child, 5-7, no. 2, Nov.; A Healthful School Day for the Elementary School Child, 23-25, no. 5, Feb.  
 Maps: Iran, 29, no. 3, Dec.; Japan, 21, no. 8, May; study and interpretation, Fort Smith, Ark., Junior High School boys, 21-22, no. 3, Dec.  
 "March of Time" films used in adult education program, Chicago Public Library, 26, no. 2, Nov.  
 Marshall, Kendric N.: Appointment, U. S. Office of Education, 18, no. 9, June.  
 Martens, Elise H.: Elementary and Secondary Schools Join in Adjustment Program, 22-23, no. 6, Mar.  
 Maryland: Courses of study, social studies, 14-15, no. 2, Nov.; Educational FM Planning Committee advances educational radio, 3, no. 4, Jan.  
 Mass communication: Consultative service in Germany, for U. S. Office of Education, 2, no. 7, Apr.; UNESCO, 16-17, no. 3, Dec.; 13, no. 6, Mar.  
 Mass media, proposals for visual aids, UNESCO Preparatory Commission, 10, no. 1, Oct.  
 Massachusetts: Legislation 24, no. 4, Jan.; 13-14, no. 5, Feb.; social studies, courses, 15, no. 2, Nov.  
 Maternal and child health, extended program, Social Security Administration, 19-21, no. 5, Feb.  
 Mathematics: Basic disciplines, 6, no. 1, Oct.; State-wide study, elementary schools, Ohio, 24, no. 6, Mar.  
 Matching funds, State and Federal, school lunch program, 20-21, no. 1, Oct.  
 Matthew F. Manry Public School, Richmond, Va., 9-11, no. 2, Nov.  
 Mead bill authorizes temporary educational facilities for veterans, 8, no. 1, Oct.  
 Measurements in Philadelphia junior high schools, 28, no. 5, Feb.  
 Mechanical arts: Federal legislation, 22, no. 4, Jan.  
 Media of communication, library material, 25, no. 1, Oct.  
 Medical examination annually, a demand for post-war high school, 5, no. 1, Oct.  
 Medicine: Applied to physical education resolutions, Second Pan American Congress on Physical Education, 30, no. 8, May.  
 Mental hygiene is: Conference, 25, no. 8, May; publications, 29, no. 2, Nov.  
 Mental Hygiene and Child Guidance Clinics, panel on juvenile delinquency, 13, no. 4, Jan.  
 Mexico: Entertains Pan American Congress on Physical Education, 28-31, no. 8, May; 24-27, no. 9, June; 21-25, no. 10, July; international relations, summer institutes, 18, no. 8, May; tours sponsored by National Education Association, 11-12, no. 1, Oct.

Michigan: Courses of study, social studies, 17-18, 24, no. 2, Nov.; equipment for educational radio, 3, no. 4, Jan.; inter-American education, exhibits, Detroit schools, 29, no. 6, Mar.; legislation, 18, no. 5, Feb.; State Department of Education, News Notes, elementary education, 24, no. 6, Mar.  
 Microfilm directory, 22, no. 5, Feb.  
 Middle States Association of Colleges and Secondary Schools: Revised standards for accrediting secondary schools, 27-28, no. 5, Feb.  
 Migrant children: Education, proposed solutions, 11-12, no. 3, Dec.  
 Military academy: California, proposed legislation, 11, no. 7, Apr.  
 Military services, utilization of scientifically trained personnel, 18, no. 3, Dec.  
 Minimum-wage legislation for certain States, 24, no. 4, Jan.  
 Minneapolis Public Library: Tests "Pocket Books" Teen-Age Book Show, 27, no. 8, May.  
 Minnesota: Courses of study, social studies, 18, no. 2, Nov.; Department of Education, Library Division, report, 1945-46, 23, no. 4, Jan.; schools for children under six, survey, 24, no. 3, Dec.  
 Minnesota State Teachers College (Mankato): Aid to nutrition program in rural schools, 25, no. 5, Feb.  
 "The Missing Link in Our Schools" (Studebaker), 5, no. 7, Apr.  
 Mississippi: Financing public schools, 14-16, no. 8, May; legislation, 14-15, no. 5, Feb.  
 Missouri: Appropriation to aid local libraries, 27, no. 10, July; courses of study, social studies, 18, 22, no. 2, Nov.  
 Model Airport and Houses Built by Junior High School Boys (Farnsworth), 21-23, no. 2, Dec.  
 Modern Language Association of America meeting, Washington, D. C., 23, no. 6, Mar.  
 Montana: Courses of study, social studies, 18, no. 2, Nov.  
*More People Employed*, report, Federal Security Agency, 8, no. 4, Jan.  
 Morey, Victor: Development of Material for Adult Education of Negroes Project, 27, no. 1, Oct.  
 Morrill Act: Agricultural and mechanical arts, 22, no. 4, Jan.  
 Mothers: Learning on the job, 20-23, no. 7, Apr.  
 Motion pictures: Aid to instruction, 4, no. 1, Oct.; available from U. S. Office of Education, 6, no. 7, Apr.; Baltimore, Md., school-community cooperation in recreational and enriching programs for children, 25, no. 8, May. See also Visual aids.  
 Motor ability and skills: Acquired in elementary health education, 6, no. 4, Jan.  
 Museums: Proposals for international extension, UNESCO Preparatory Commission, 10, no. 1, Oct.  
 Music education: Facilities in school plant construction, articles, 26, no. 7, Apr.; Ohio County Public Library opens department, 25, no. 2, Nov.; publications, 15, no. 4, Jan.; recordings as library material, 26, no. 1, Oct.; summer school, Rochester, Minn., Senior High School, 24, no. 8, May; wide use on radio, 28-29, no. 7, Apr.

N

Nathan Straus Branch Library (New York City): Youth services and broadcasts, 27, no. 8, May.  
 National Advisory Panel to the Attorney General on Juvenile Delinquency Problems, 14, 18, no. 4, Jan.  
*National Aid to Vocational Education*, report, 16, no. 6, Mar.  
 National Association for Nursery Education, meeting of governing board, 24, no. 3, Dec.  
 National Association of Deans of Women, report of meeting, 13, no. 7, Apr.  
 National Camp, Life Camps, Inc., conference, 24, no. 6, Mar.  
 National Child Labor Committee: Annual report, 18, no. 4, Jan.; study of migratory farm workers, 11, no. 3, Dec.  
 National Clearing House—Nation-wide Personnel Service, 14-15, no. 1, Oct.  
 National College of Education (Evanston, Ill.): Information and observation service center on inter-American education, 28, no. 6, Mar.  
 National Commission for Safety Education (NEA): Cooperates with other agencies in preparing bulletin, 24, no. 6, Mar.; cooperates in tabulation of records on school bus operation, 11-13, no. 8, May.  
 National Committee on Coordination in Secondary Education dissolved, 10-11, no. 9, June.  
 National Conference of Christians and Jews: Brotherhood Week, 7, no. 3, Dec.; sponsors (jointly) project for functionally illiterate Negro, 26-28, no. 1, Oct.  
 National Conference on Juvenile Delinquency: Discuss school's role, 13-14, 18, no. 4, Jan.  
 National conferences related to elementary education, calendar 25, no. 3, Dec.  
 National Congress of Colored Parents and Teachers: Official publication, 25, no. 3, Dec.  
 National Congress of Parents and Teachers: Sponsors (jointly) American Education Week, 17, no. 1, Oct.; 31, no. 7, Apr.  
 National Contest for School Safety Posters: U. S. Office of Education judges contest, 24, no. 6, Mar.  
 National Council for the Social Studies (NEA): Joint preparation of yearbook on teaching geography, 5, no. 2, Nov.; 21, no. 6, Mar.  
 National Council of Chief State School Officers: Annual meeting, report, 3-11, no. 5, Feb.; 5-11, no. 6, Mar.; committee in conference with Advisory Committee on Secondary Education, 16, no. 7, Apr.; consultant services from U. S. Office of Education, 10, no. 8, May.

National Council of Geography Teachers meeting, Columbus, Ohio, 21, no. 6, Mar.  
 National Council of Teachers of English, meeting, Atlantic City, N. J., 25, no. 5, Feb.  
 National Council on Elementary Science: Reorganization and meetings announced, 25, no. 5, Feb.  
 National Council on Schoolhouse Construction, meeting, Jackson, Miss., 26-27, no. 5, Feb.  
 National defense: Bill to promote progress, 12, no. 7, Apr.  
 National Defense Housing Act: Legislation, 4, 5, no. 3, Dec.  
 National Education Association: Establishes Rural School Charter Day, 8, no. 1, Oct.; estimate on emergency certificates, 3, no. 8, May; legislative policy, 17-18, no. 1, Oct.; publications, 15, no. 4, Jan.; sponsors (jointly) American Education Week, 17, no. 1, Oct.; 31, no. 7, Apr.; sponsors tour of Mexico, 18, no. 8, May; sponsors World Conference of Teaching Profession, 7, no. 4, Jan.; teacher strikes, statement, 29, no. 4, Jan.  
 National educational policy, legislation, 6, 7, no. 5, Feb.  
 National Emergency Conference on Teacher Preparation and Supply: Recommendations, 8, 13, no. 2, Nov.  
 National employment system, legislation, 23, no. 4, Jan.  
 National Federation of Modern Language Teachers Association, Annual meeting of Executive Committee, report, 23, no. 6, Mar.  
 National Film Board of Canada, film on rural library service, 26, no. 2, Nov.  
 National Fire Protection Association: Cooperation with U. S. Office of Education, 24, no. 6, Mar.  
 National Foundation for Infantile Paralysis, publication, 2, 18, no. 9, June.  
 National Geographic Society, school bulletins, 27, no. 5, Feb.  
 National preparedness, National Education Association, legislative policy, 17, no. 1, Oct.  
 National Safety Council: Accident rate, report, 27, no. 4, Jan.  
 National School Lunch Act (Driggs), 20-21, no. 1, Oct.; 65, no. 3, Dec.  
 National Park Service, recreational activities, 8-9, no. 10, July.  
 National School Lunch Program, legislation, 5, no. 1, Oct. See also School lunches.  
 National service resolution, American Association of School Administrators, 8, no. 8, May.  
 National Society for Crippled Children and Adults, Inc.: Silver Anniversary, 26, no. 5, Feb.  
 National Society for the Study of Education, 46th yearbook, 25, no. 5, Feb.  
 National Trades Unions: Legislation to legalize incorporation, 23, no. 4, Jan.  
 National Tuberculosis Association: Sponsors (jointly) regional demonstration workshop in teacher education for health, 7-8, no. 2, Nov.  
 National University of Colombia: Summer institute, 18, no. 8, May.  
 National University of Mexico: Cooperates in Spanish language seminar, 18, no. 8, May.  
 National Vocational Guidance Association, meeting, Columbus, Ohio, 13, no. 7, Apr.  
 National Teacher Examinations, American Council on Education, 11, no. 2, Nov.  
 Natural sciences, program for UNESCO, 6, 10, no. 1, Oct.; 16-17, no. 3, Dec.  
 Nature-study programs: Advancement in elementary science 8, no. 7, Apr.  
 Navy Department: Donation program, surplus property, 19-20, no. 1, Oct.; housing facilities for veterans' education, 10, no. 6, Mar.; legislation, 5, no. 3, Dec.; 10, 12, no. 7, Apr.  
 Navy School of Music: Receiving applicants, 28, no. 9, June.  
 NEA. See National Education Association.  
 Negro education: State aid for attendance in out-of-State institutions of higher learning, Kentucky, legislation, 12-13, no. 5, Feb.; theses, 30-31, no. 6, Mar.; U. S. Office of Education gives consultative and advisory services to higher institutions, 9, no. 8, May.  
 Negro History Week, 29, no. 4, Jan.  
 Negro institutions: Legislation changing names of certain schools and colleges, Virginia, 18, no. 5, Feb.  
 Negroes: Adult education, 26-28, no. 1, Oct.; maternal and child health funds for hospital facilities, Tuskegee Institute Hospital, 21, no. 5, Feb.; PTA children's camp and parent workshop, 25, no. 3, Dec.; publications, Association for the Study of Negro Life and History, 29, no. 4, Jan.; representation on Citizens' Federal Committee, 27, no. 4, Jan.; vocational training, Mississippi, legislation, 15, no. 5, Feb.  
 Nelson, Edith: Exchange teacher, 14-18, no. 6, Mar.  
 Netherlands: Youth program, Cleveland Public Library, 26, no. 8, May; summer programs, 19, no. 8, May.  
 New Books and Pamphlets, 30-31, no. 1, Oct.; 29, no. 2, Nov.; 15, no. 4, Jan.; 30, no. 6, Mar.; 15, no. 7, Apr.; 16, no. 9, June; 29, no. 10, July.  
 New Director of Higher Education appointed, 15, no. 1, Oct.  
 New England: Teachers' salaries increased, 5, no. 8, May.  
 New Farmers of America: Appropriations for vocational education, 4-5, no. 3, Dec.  
 New Hampshire: Social legislation, 24, no. 4, Jan.; State supervisory personnel, changes, 24, no. 3, Dec.  
 New Jersey: Courses of study, social studies, 15, 16, 18, 22, no. 2, Nov.; legislative action affecting education, 1946 highlights, 15-16, no. 5, Feb.

New Mexico: Courses of study, social studies, 18-19, no. 2, Nov.; inter-American education, 29, no. 6, Mar.; library service to rural areas, 25, no. 2, Nov.

New Orleans (La.) Public Schools: Adjustment programs, 22-23, no. 6, Mar.

New Radio Brochure available, 30, no. 2, Nov.

New Trier High School (Evanston, Ill.): Inter-American education, 28, no. 6, Mar.

New York City: Board of Education cooperates in radio programs on forest conservation, 11, no. 8, May; Nathan Straus Branch Library, radio broadcasts for youth, 27, no. 8, May; war memorials, suggestions of committee, 28, no. 5, Feb.

New York State: Commission appointed to examine need for a State university, 16, no. 5, Feb.; Conservation Department, cooperation in radio programs on forest conservation, 11, no. 8, May; counselors needed in secondary schools, 17, no. 10, July; courses of study, social studies, 15-16, 19-22, 24, no. 2, Nov.; Education Department, publications, 16-17, no. 7, Apr.; educational legislation, 16-17, 26, no. 5, Feb.; inter-American education, 27, 30, no. 6, Mar.

New York State College for Teachers: Curricula in special education, 6, no. 10, July.

New York State College of Forestry (Syracuse University): Radio programs on conservation, 11, no. 8, May.

New York State Council on Rural Education, surveys and studies, 24, no. 1, Oct.

New York State Maritime Academy: Legislation, 16, no. 5, Feb.

Newark, N. J. Public Library: Board report, *The Power of Print*, 14, no. 7, Apr.; Teen-Age Book Show, 27, no. 8, May.

Newberry medals, awarded by ALA, 26, no. 1, Oct.

News notes from State Departments of Education, elementary education, 24, no. 6, Mar.

Noninstructional school employees: Legislation, 13, 28, no. 5, Feb.

Nonresident pupils: Virginia, legislation, 18, no. 5, Feb.

North Carolina: Courses of study, social studies, 24, no. 2, Nov.

North Carolina Congress of Colored Parents and Teachers: Children's camp and parent workshop, 25, no. 3, Dec.

North Carolina Education Association: Sponsors work conference on elementary education, 24, no. 3, Dec.

North Carolina State Library Commission: Report of progress, 14, no. 7, Apr.

North Central Association of Colleges and Secondary Schools: Revised standards for accrediting secondary schools, 27, no. 5, Feb.

Norton, E. B.: Appointed director, Division of School Administration, U. S. Office of Education, 22, no. 1, Oct.; designated Deputy Commissioner of Education, 4, no. 3, Dec.

Norway: Summer schools in international relations, 19, no. 8, May.

Nursery-kindergarten education: Minnesota, survey, 24, no. 3, Dec.; proposed legislation, 10, no. 7, Apr.

Nursery schools: Berkeley, Calif., Public Schools, 21-22, no. 7, Apr.; National Education Association, legislative policy, 17-18, no. 1, Oct.; State standards and guides, 25, no. 3, Dec. *See also* Kindergartens.

Nursing education, publications, 29-30, no. 10, July.

Nutrition education: Loan exhibit, Terre Haute (Ind.) Workshop, 25, no. 6, Mar.; a *must* in school health, 7, no. 2, Nov.

Nutrition program: Minnesota rural schools, 25, no. 5, Feb.

O

Objectives to be met in guidance training, 11-12, no. 4, Jan.

Obligations of the school, 10, no. 4, Jan.

Observation, essential activity in teaching elementary science, 21, no. 4, Jan.

Occupational competence: Goal of vocational educational program, 10, no. 5, Feb.

Occupational health, problems to be understood, 27, no. 4, Jan.

Occupational information and guidance: Future scientists in secondary schools, 19, no. 3, Dec.; report of guidance and personnel associations, 13, no. 7, Apr.

Occupational training: Greater emphasis in curriculum of the future, 4, no. 7, Apr.; for youth likely to drop out of school, 10, no. 5, Feb.

Office of Defense Transportation: Tabulation of travel of school busses, 11-13, no. 8, May.

Office of the Coordinator of Inter-American Affairs: Cooperates with U. S. Office of Education in programs of inter-American understanding, 3-4, 27, 30, no. 6, Mar.

Ohio: Courses of study, social studies, 15, 16, 19, 21, 23, no. 2, Nov.; State Department of Education, news notes, elementary education, 24, no. 6, Mar.; workshop on physical education, Cleveland, Ohio, 18, no. 10, July.

Ohio Conference on the Preschool child, 24, no. 3, Dec.

Ohio County Public Library, (Wheeling, W. Va.), opens music department, 25, no. 2, Nov.

Ohio State University: Cooperates in workshop conference on elementary education, 13, no. 8, May; WOSU radio station broadcasts State Department of Education programs, 24, no. 6, Mar.

Okinawan School (Eng), 13-15, no. 3, Dec.

Oklahoma: Courses of study, social studies, 24, no. 2, Nov.

On-the-job training: Legislation, 4, no. 3, Dec.; 10-12, no. 7, Apr.; veterans, 9, 10, no. 6, Mar.

Opportunities for Educational Radio (Dunham), 3-4, no. 4, Jan.

An Opportunity for International Understanding (Kirby), 19-20, no. 10, July.

Orange (Tex.) Elementary School: Health and child development, group project, 25, no. 6, Mar.

Oregon: Courses of study, social studies, 19, 24, no. 2, Nov.

Organized labor, support of public schools, 22, no. 4, Jan.

Orientation programs: Exchange kindergarten—elementary teachers from England and Scotland, 24, no. 3, Dec.; new teachers, 23-24, no. 5, Feb.

Other American Republics: Training program for teachers of English, 18-19, no. 7, Apr.

Our Lady of Guadalupe School (San Antonio, Tex.): Teacher demonstration project for Spanish-speaking children, 28, no. 6, Mar.

*Our National Family*, official publication, National Congress of Colored Parents and Teachers, 25, no. 3, Dec.

Outdoor education: Publications, Cornell University 30, no. 6, Mar.; regular part of school curriculum, National Camp, Life Camps, Inc., 24, no. 6, Mar.

"Out-of-schoolers," 16, 18, no. 6, Mar.

Overage adolescents: Adjustment program described, New Orleans Public Schools, 22-23, no. 6, Mar.

P

Packet service, U. S. Office of Education, 25, no. 6, Mar.

Pageant for parent education, 9, no. 3, Dec.

Pan American Congress on Physical Education: Report of Mexico meeting, 28-31, no. 8, May; 24-27, no. 9, June; 21-25, no. 10, July.

Pan American Institute of Physical Education, 28, 31, no. 8, May.

Pan American Union: *Bulletin*, new department added, 11, no. 8, May.

Pan American Week, material available, 6 no. 7, Apr.

Pan-Americanism, study through correspondence and other exchange of ideas, Albuquerque, N. Mex., 29, no. 6, Mar.

Parent education: Adjustment program for over-age adolescents, 22, no. 6, Mar.; child development and family relations program, personnel, 13-14, no. 4, Jan.; health and safety programs, 27, no. 4, Jan.; local school authorities to increase opportunities, 25, no. 3, Dec.; PTA workshop, 25, no. 3, Dec.; role of school, 8-10, no. 3, Dec.

Parent Education Through Children's Play Groups (Gabbard), 20-23, no. 7, Apr.

Parent-nursery schools, establishment and operation, 21-22, no. 7, Apr.

Parent-teacher associations: Children's camp and parent workshop, 25, no. 3, Dec.; Health workshop to celebrate Founders' Day, Washington School (Kingsport, Tenn.), 25, no. 8, May.

Parma (Ohio) Public Schools, handbook, 1946-1947, 27, no. 3, Dec.

Part-time schools and classes, recommended for "out-of-schoolers," 16, no. 6, Mar.

"Pathways in Peace," radio broadcast, 26, no. 3, Dec.

Peace: Advanced through education, science, and culture, 16-17, 27, no. 3, Dec.; American foreign relations analysis, Department of State *Bulletin*, 28, no. 4, Jan.; atomic energy, constructive uses, 26, no. 5, Feb.; bill to create a Federal department, 12, no. 7, Apr.; radio broadcasts, Cincinnati, Ohio, 26, no. 3, Dec.; resolution, American Association of School Administrators, 8, no. 8, May; theme, Brotherhood Week, 7, no. 3, Dec.; theme for one day, American Education Week, 31, no. 7, Apr. UNESCO, 17, no. 1, Oct.; 2, 12, no. 6, Mar.; world relations to be taught in schools, 27, no. 2, Nov.

"Pen pals" in America sought by Children's Club, Bristol, England, 31, no. 2, Nov.

Pennsylvania: County school supervision, 15, no. 10, July; courses of study, social studies, 21, 23-24, no. 2, Nov.; per pupil grants for special education, 15, no. 10, July; sources of income for the public schools, 13-14, no. 10, July; *State aid for—education of home-bound children and adults*, 14-15, no. 10, July; rural pupils' transportation, 14, no. 10, July; tuition, 14, no. 10, July.

Pennsylvania State College: Counselors provided for schools cooperating in inter-American teacher-education program, 4, 27, 30, no. 6, Mar.

Pennsylvania's Plan for Financing Its Public Schools (Covert), 12-15, no. 10, July.

*People and Books: A Study of Reading and Book-Buying Habits*, 25, no. 2, Nov.

Per capita apportionment, legislation, 15, no. 3, Dec.

Per pupil expenditure, rural schools, 8, no. 1, Oct.

Personal adjustment vs. scholastic achievement for life success, 23, no. 6, Mar.

Personality adjustment: Problems to be met in high schools of the future, 5, no. 7, Apr.

Personnel associations: Report of meeting, 13, no. 7, Apr.

Personnel services: Minimum qualifications for guidance, 9, no. 6, Mar.; needed in high schools, 23, no. 1, Oct.

Peterborough, N. H.: Summer school, 17, no. 8, May.

Petworth Branch Library (Washington, D. C.): Youth services program, 27, no. 8, May.

Phelps, William Lyon: Excitement of teaching, 27, no. 3, Dec.

Philadelphia (Pa.): Measurements in junior high schools, 28, no. 5, Feb.

Philosophy, proposals for international extension, UNESCO Preparatory Commission, 10, no. 1, Oct.

Philosophy for secondary schools, revised standard for accrediting, 27, no. 5, Feb.

Physical education: Definition, 6, no. 4, Jan.; duties and responsibilities of State directors, 26, no. 4, Jan.; Okinawan School, 14, no. 3, Dec.; publications, 16-17, no. 9, June; report of State directors, 25-26, no. 4, Jan.; second Pan American Congress, report of Mexico meeting, 28-31, no. 8, May; 24-27, no. 9, June; 21-25, no. 10, July; taking strong hold on curriculum, 4, no. 7, Apr. *See also* Health and physical education.

Physical examinations and follow-up for elementary school child, 24, no. 5, Feb.

Physical fitness, proposed legislation, 12, no. 7, Apr.

Physical fitness and health: Essential in life-adjustment educational program, 20, no. 6, Mar.

Pictures: Library collection, publication, American Library Association, 21, no. 5, Feb.

"Plan of Action for 1947-49": Theme for annual meeting, Association of Childhood Education, 25-26, no. 5, Feb.

Planning, educational: Cooperatively for the child's health, 26-27, no. 6, Mar.; proper balance of vocational and of general education, 10, no. 5, Feb.; school building, 5, no. 3, Dec.; 27, no. 7, Apr.; U. S. Office of Education sponsors conferences, 4, no. 5, Feb.

*Planning and Equipping School Lunchrooms*, publication, 32, no. 7, Apr.

Planning School-Plant Management Programs (Viles), 21-23, no. 8, May.

Play: Children of the World, pageant, 9, 10, no. 2, Nov.; groups for children provide parent education, 20-23, no. 7, Apr.; playground and gymnasium facilities, needed by every high school, 5, no. 1, Oct.; preventative of ingrown personality, 6, no. 4, Jan.

Playground supervision: Madison, Wis., community center program, 25, no. 6, Mar.

Poll tax: Mississippi, furnishes county school fund, 15, no. 8, May.

Population groups: School systems based on stability, 11, no. 3, Dec.

*Position Book*, publication, Department of State, for UNESCO, 12, no. 6, Mar.

Post Office Department: 8-hour legislation, 23, no. 4, Jan.

Postwar secondary education, needed changes, 3-4, no. 1, Oct.

*The Power of Print*, 4-year report, Newark, N. J., Public Library Board, 14, no. 7, Apr.

Practical and fine arts, place in curriculum enlarged, 6, no. 1, Oct.

Practical arts: Wider range in curriculum of tomorrow, 4, no. 7, Apr.

*Practical Nursing*, publication, U. S. Office of Education, 30, 32, no. 9, June.

Preamble to the UNESCO Constitution, 2, no. 6, Mar.

Preparation of Science Teachers for Secondary Schools (Johnson), 18-21, 30, no. 3, Dec.

Preparatory Commission of UNESCO, London report (Brooker), 9-10, no. 1, Oct.

Preschool child: National conference sponsored by American Foundation for Blind, 28, no. 8, May; Ohio conference to promote State-wide programs, 24, no. 3, Dec.

Preschool education: Facilities in planning school plants, 24, no. 7, Apr.

Preservice teacher training: Inter-American programs, 3, no. 6, Mar.

President's Highway Safety Conference, 24, no. 6, Mar.

President's Message to Congress: Excerpts on education, 11, no. 7, Apr.

Preventive measures, new emphasis for health education, 26, no. 4, Jan.

Price lists, U. S. Government publications, 31, no. 4, Jan.

Primary education: Development, proposal, UNESCO Preparatory Commission, 10, no. 1, Oct.

Primary schools: Courses of study, social studies, 14-15, no. 2, Nov.; Louisiana, State educational survey authorized, 13, no. 5, Feb.

Prison-made products, social legislation, 23, no. 4, Jan.

Private educational institutions: New Jersey, legislation, 15, no. 5, Feb. *See also* Private schools.

Private homes for children, Kentucky, legislation, 13, no. 5, Feb.

Private schools: Federal aid, recommendations, National Council of Chief State School Officers, 8, no. 5, Feb.; procedures for registration, current legislation, 25, no. 3, Dec.; school lunches, 20, no. 1, Oct.; 15, no. 3, Dec.

Problem to be solved, basis for study of science, 8, no. 7, Apr.

Production and Marketing Administration (USDA), School lunch program for nonprofit private schools, 20, no. 1, Oct.

Professional Guidance Training as an Element in Providing Educational Opportunities (Zeran), 9-12, no. 4, Jan.

Professional status of teachers: To be genuine in high schools of the future, a prediction, 5-6, no. 7, Apr.

Professions: Mississippi, legislation prohibits practice without license, 15, no. 5, Feb.; representation on Citizens' Federal Committee, 27, no. 4, Jan.

Proffitt, Maris M.: Birmingham Conference, 29-30, no. 5, Feb.; retirement, 17, no. 7, Apr.

Program planning, vocational education, 6-7, no. 3, Dec.

Prosser Resolution, 26, no. 3, Dec.; 29-30, no. 5, Feb.; 17-21, no. 6, Mar.; 16, 30, no. 7, Apr.; 18, no. 10, July.

P.T.A. See Parent-teacher association.  
 Public affairs in the schools, responsibility for teaching, 27, no. 2, Nov.  
 Public education: Funds needed, 13, no. 8, May; re-evaluation of worth and cost, 7-8, no. 8, May. See also Public schools.  
*Public Education in Idaho*, report of educational survey, 7, no. 4, Jan.  
 Public esteem, relationship to exodus of teachers from profession, 27, no. 4, Jan.  
 Public Health Nursing Week, observance, 2, 9, no. 7, Apr.  
 Public health services: Aims emphasized in Public Health Nursing Week, 2, no. 7, Apr.; cooperative planning for elementary school children, 26-27, no. 6, Mar.  
 Public indebtedness affecting education, Massachusetts, legislation, 14, no. 5, Feb.  
 Public lands: Legislative policy, National Education Association, 17, no. 1, Oct.  
 Public libraries: Legislation to provide service to areas without facilities, 10, no. 7, Apr.; progress report, North Carolina State Library Commission, 14, no. 7, Apr.; services interpreted, 4-year report, Newark, N. J., Public Library Board, 14, no. 7, Apr.; services to youth, 26-28, no. 8, May; survey, importance in the reading life of Nation, 25, no. 2, Nov. See also Library services.  
 Public Library Demonstration Bill, 26, no. 1, Oct.; 13, no. 7, Apr.  
 Public Library—People's University, 28, no. 4, Jan.  
 Public opinion, created to provide desirable life-adjustment education, 19, no. 6, Mar.  
 Public problems, learning to think them through effectively, 5, no. 2, Nov.  
 Public relations and the libraries, 27, 29, no. 10, July.  
*Public Relations for Rural and Village Teachers*, announcement, 32, no. 4, Jan.  
 Public relations in rural schools, studies and surveys, 23-24, no. 1, Oct.  
 Public-school system: Extension through grades XIII and XIV, resolution, American Association of School Administrators, 7-8, no. 8, May.  
 Public schools: Idaho, legislative survey, 7, no. 4, Jan.; Mississippi financing, 14-16, no. 8, May; support of organized labor, 22, no. 4, Jan.; uniform accounting of funds, 4, no. 5, Feb.; war memorials, suggestions of New York City Committee, 28, no. 5, Feb.  
 Public schools vs. private schools, Federal aid for States, 8, no. 5, Feb.  
 Public works: Proposed legislation, 12, no. 7, Apr.  
 Publicity in parent education, 9, no. 3, Dec.  
 Pullen, Thomas G.: Resolution of appreciation, National Council of Chief State School Officers, 4, no. 5, Feb.  
 Pupil activity program, 19-20, no. 6, Mar.; revised accrediting standards for secondary schools, 27, no. 5, Feb.  
 Pupil experiences broadened, in school and out of school, 20, no. 6, Mar.  
 Pupil transportation: Statistics, 11-13, no. 8, May. See also School transportation.  
 Purposeful activity: In teaching elementary science, 19, no. 4, Jan.; stirs interest and "holds" high-school students, 7, no. 1, Oct.

Q

Quiz program for parent education, 9, no. 3, Dec.

R

Radio, an aid to instruction, 4, no. 1, Oct.; book adaptation programs, Binghamton, N. Y., 26, no. 2, Nov.; "Bookmobile Lady," Station WKAR, Michigan State College, 15, no. 9, June; Cincinnati, Ohio, broadcasts—"Pathways in Peace," 26, no. 3, Dec.; Cleveland Public Library, radio programs, 14, no. 9, June; educational opportunities, 3-4, no. 4, Jan.; new publications, 30, no. 2, Nov.; "The People of Japan," recordings, U. S. Office of Education, 21, no. 8, May; school uses to teach forest conservation, 11, no. 8, May; timeliness and use in emergencies, 28, no. 7, Apr.; youth services program, broadcasts, Nathan Straus Branch Library, New York City, 27, no. 8, May.  
 Radio broadcasts: "The Library Presents," weekly program, University of Illinois Library and Library Schools, 28, no. 4, Jan.; "Young Book Reviewers," 27, no. 8, May; Westchester County, N. Y., Library Association, "Bag O' Tales," 28, no. 4, Jan.  
 Radio education: Virginia, legislation, 18, no. 5, Feb.  
 Radio in the Curriculum (Broderick), 28-29, no. 7, Apr.  
 "Radio listening sense" vs. reading tactics, 29, no. 7, Apr.  
 Rakestraw, C. E.: Social Legislation Concerned with Management and Labor Relations, 22-24, no. 4, Jan.  
 Reading: Importance in lives of children, 26, no. 1, Oct.; significance in teaching elementary science, 20, no. 4, Jan.; survey on importance of public libraries, 25, no. 2, Nov.  
 Reading habits and interest, valuable in human experience areas, 20, no. 6, Mar.  
 Real property of the United States: Proposed legislation, 11, 12, no. 7, Apr.  
 Reavis, C. H.: Controversial Issues and School Policy, 26, no. 3, Dec.  
*Recent Books for Hospital Use*, 26, no. 2, Nov.  
 Recent theses, 30-31, no. 1, Oct.; 29-30, no. 2, Nov.; 15, 18, no. 4, Jan.; 30-31, no. 6, Mar.; 15, 19, no. 7, Apr.; 16-17, no. 9, June; 29-30, no. 10, July.

Records: State-wide system for children of migratory families, 12, no. 3, Dec.  
 Recreation: Federal inter-agency committee organized, 15, no. 6, Mar.; panel report, juvenile delinquency, 14, 18, no. 4, Jan.; planned activities, a part of health education life-adjustment programs, 20, no. 6, Mar.; summer programs, Rochester, Minn., Senior High School, 24, no. 8, May.  
 Recreation Programs Encouraged Through Federal Inter-Agency Committee (Scott), 7-9, no. 10, July.  
 Recruitment: Potential scientists for secondary school work, 19-20, no. 3, Dec.; potential teachers, 27, no. 3, Dec.; teachers, 7, no. 8, May.  
 Reforestation: New York State, radio program on forest conservation 11, no. 8, May.  
 Regional high-school districts: New Jersey, legislation, 15, no. 5, Feb.  
 Regional institutes for adult education of Negroes, 28, no. 1, Oct.  
 Rehabilitation, educational: War Department uses consultants from U. S. Office of Education, 10, no. 8, May.  
 Rehabilitation, vocational: Legislation, 22, no. 4, Jan.; State fund, Mississippi, 16, no. 8, May.  
 Rehabilitation and reconstruction: War devastated areas, 4, no. 5, Feb.  
 Reorganization of the Vocational Division (Gregory), 6-7, no. 3, Dec.  
 Repair of school buildings: Proper care extends school life, 22, no. 8, May.  
 Report from AHEA Annual Meeting, 18, no. 1, Oct.  
 Research: Edison's scientific experiments, 16-17, no. 4, Jan.; educational fields, excerpts from President's message, 11, no. 7, Apr.; Elementary School Division, U. S. Office of Education, 30, no. 7, Apr.; essential to development of educational programs, National Council of Chief State School Officers, report, 11, no. 5, Feb.  
 Research, scientific: Agriculture, legislation, 5, 15, no. 3, Dec.; 22, no. 4, Jan.; benefits to the Nation's families, AHEA report, 18, no. 1, Oct.; National Education Association, legislative policy, 17, no. 1, Oct.  
 Retraining of science teachers needed, 18-20, no. 3, Dec.  
 Revision of accrediting standards, secondary schools, 27-28, no. 5, Feb.  
 Revitalization of Education (Andrews), 5, no. 5, Feb.  
 Rhode Island: Courses of study, social studies, 21, 23, no. 2, Nov.; legislation, 17, no. 5, Feb.; 24, no. 4, Jan.  
 "Roads to World Understanding," youth programs sponsored by Cleveland Public Library, 26, no. 8, May.  
 Rochester, Minn.: A senior high school extends its program, 23-24, no. 8, May.  
 Rogers, Virgil M.: Gravity of teacher situation and its implications, 29, no. 4, Jan.  
 Rural Aspects Panel: Report, juvenile delinquency, 14, 18, no. 4, Jan.  
 Rural communities: Library service, film, British Columbia, 26, no. 2, Nov.; Minnesota survey of schools for children under six, 24, no. 3, Dec.; New Mexico Legislature makes appropriation for library service, 25, no. 2, Nov.  
 Rural education: Attendance figures, secondary education, 27-28, no. 2, Nov.; study of its importance and problems, 8, no. 1, Oct.  
 Rural Education Conference, invited to the White House, 8, no. 1, Oct.  
 Rural high schools: Better program, the future, a prediction, 5, no. 7, Apr.; special problems, 4, no. 1, Oct.  
 Rural life: Group activity for youth in home, church, and school, 14, no. 4, Jan.; statistics, 8, no. 1, Oct.  
 Rural School Charter Day, established by National Education Association, 8, no. 1, Oct.  
 Rural schools: Nutrition program parallels summer workshop, Minnesota State Teachers College, Mankato, 25, no. 5, Feb.; teacher shortages, 3, no. 8, May.  
 Rural schools and public relations, publication, 23-24, no. 1, Oct.  
 Rural teachers: Public relations, publication, 32, no. 4, Jan.  
 Russell, Jane: Summer Study Programs in International Relations, 16-19, no. 8, May.  
 Russell, John Dale: Appointed director, Higher Education Division, U. S. Office of Education, 15, no. 1, Oct.  
 Russia: Summer courses, Cornell University and Pennsylvania State College, 17, no. 8, May.  
 Russian: Studied at Middlebury College (Vt.) Language School, 18, no. 8, May.

S

Sacramento (Calif.) Public Library: Services to youth, 27, no. 8, May.  
 Safeguarding the School From Fire (Scherer), 30, no. 5, Feb.  
 Safety and accident prevention, legislation, 23, no. 4, Jan.  
 Safety education, 25, 26-27, no. 4, Jan.; fire hazards in schools, 30, no. 5, Feb.; National Council of Chief State School Officers, resolutions, 3, 4, no. 5, Feb.; publications, 30, no. 6, Mar.; theme of one day, American Education Week, 31, no. 7, Apr.; U. S. Office of Education cooperates with other agencies, report, 24, no. 6, Mar.  
 Safety in school buildings, 6, no. 2, Nov.; 21, no. 8, May.  
 St. Louis (Mo.): After-school activities for elementary school children, report, 28, no. 6, Mar.

St. Paul (Minn.) Public Library: Youth services program, 28, no. 8, May.  
 Salaries of teachers: Inadequacies responsible for recent exodus, 27, no. 4, Jan.; legislative survey authorized, Massachusetts, 13, no. 5, Feb.; Okinawan School, 13, no. 3, Dec.; survey, 4, no. 8, May.  
 Sales tax, legislation, Michigan, 18, no. 5, Feb.  
 San Bernardino County, Calif.: Inter-American education program, 4, no. 6, Mar.  
 Sanitation in school buildings, 6, no. 2, Nov.  
 Savings bonds program in the schools, Treasury Department, 8, no. 4, Jan.  
 Scandinavia: Studies in summer schools, 19, no. 8, May.  
 Scholarships: For subsistence in high schools of the future, 5, no. 7, Apr.; for summer session, George Peabody Library School, 31, no. 6, Mar.; industry provides scientifically talented youth, 19-20, no. 3, Dec.; National Education Association, legislative policy, 18, no. 1, Oct.; needed for capable young people, 5, no. 1, Oct.; veterans of World War I or World War II, legislation, New York State, 17, no. 5, Feb.  
 Scholarships and fellowships, provisions of Federal bill, 6, no. 5, Feb.  
 School administration: New Jersey, legislation, 15, no. 5, Feb.; Virginia, legislation, 18, no. 5, Feb.; units broadened in life-adjustment program, 20, no. 6, Mar.  
 School administration and support, Mississippi, 14, no. 8, May.  
 School Administration Division, U. S. Office of Education: Annual report, 10, no. 8, May; director appointed, 22, no. 1, Oct.  
 School age: Attendance provision, Kentucky, 12, no. 5, Feb.  
 School-and-work program, 17, no. 6, Mar.  
 School attendance: Prosser Resolution, 29, no. 5, Feb.  
 School attendance officers: Duties and powers, Kentucky, legislation, 12, no. 5, Feb.  
 School bonds: Legislation authorized for erection, repair, and equipment of school buildings, Virginia, 18, no. 5, Feb.  
 School Broadcast Conference, report of Chicago meeting, 28, no. 7, Apr.  
 School building and property, valuation in rural areas, statistics, 8, no. 1, Oct.  
 School buildings: Architectural services and designs, 23, no. 7, Apr.; Cincinnati, Ohio, planned for greater use of facilities, 25, no. 6, Mar.; deterioration during war years, 21, no. 8, May; economy of operation, 22, no. 8, May; examples of individual plants, 24-25, no. 7, Apr.; facilities for safety and health, 6-7, no. 2, Nov.; Federal aid, 7, no. 8, May; fire protection, 30, no. 5, Feb.; flexibility, 28, no. 7, Apr.; heating and ventilating, 26, no. 7, Apr.; Kentucky, legislation, 12, no. 5, Feb.; lighting, 26, no. 7, Apr.; materials and construction, 26-27, no. 7, Apr.; Mississippi, legislation, 15, no. 5, Feb.; National Council of Chief State School Officers, resolutions, 4, no. 5, Feb.; New York State, legislation, 16, no. 5, Feb.; planning appropriations, 5, no. 3, Dec.; remodeling and maintenance, 27, no. 7, Apr.; usefulness extended by proper care, 22, no. 8, May; Virginia, legislation, 18, no. 5, Feb.  
 School bus drivers: South Carolina, legislation, 17, no. 5, Feb.  
 School bus standards: Publications, 29, no. 2, Nov.; rapid adoption, 10, no. 8, May.  
 School busses: Office of Defense Transportation rationed travel, 11-13, no. 8, May; repair and storage, Virginia, legislation, 18, no. 5, Feb.; shortages, 4, no. 5, Feb.; special uses of county- or district-owned busses, Mississippi, legislation, 14, no. 5, Feb.  
 School camps, a need in postwar health education, 5, no. 1, Oct.  
 School census: Basis for State appropriation for general aid, Mississippi, 16, no. 8, May.  
 School-community cooperation: Baltimore, Md., calendar of recreational and enriching programs for children, 28, no. 8, May.  
 School-community recreation program, preventive measure in juvenile delinquency, 14, no. 4, Jan.  
 School-community relations: Coordination for 12-month elementary program, 24, no. 8, May; revised accrediting standards for secondary schools, 28, no. 5, Feb.  
 School consolidation: Legislation, 12, 13, no. 5, Feb.  
 School day and school term, established for children of migratory families, 12, no. 3, Dec.  
 School day extended, California high schools, 6, no. 9, June.  
 School equipment and supplies: Minimum shortages for war-devastated countries, UNESCO report, 13, no. 6, Mar.  
 School facilities: Affect total health development, 6, no. 2, Nov.; greater uses, Cincinnati, Ohio, 25, no. 6, Mar.; high schools of the future, a prediction, 4, no. 7, Apr.  
 School fraternities: Mississippi, legislation, 15, no. 5, Feb.  
 School funds: Legislation, 12, 15, 16, 17-18, no. 5, Feb.  
 School gardens: Summer workshop, Minnesota State Teachers College, Mankato, 25, no. 5, Feb.  
 School grounds: List of articles, 25, no. 7, Apr.  
 School health and recreation, State directors' reports, 26, no. 4, Jan.  
 School health program: Coordinated with home and community, 26-27, no. 6, Mar.; Federal legislation proposed for increased funds, 10, no. 7, Apr.  
 School health service, factor in health development, 6, no. 2, Nov.

- School in parent education, 8-10, no. 3, Dec.
- School level attained in relation to economic index, 9, no. 9, June.
- School librarians, standards revised, 21-22, no. 5, Feb.
- School libraries: Postwar trends and emphasis, 26, no. 1, Oct.; revised accrediting standards, 28, no. 5, Feb.
- School lunch act, provisions explained, 20-21, no. 1, Oct.
- School lunch programs: New York State, legislation, 16, no. 5, Feb.; resolutions, 3-4, no. 5, Feb.
- School lunches: Consultant provided, 2, no. 8, May; legislation, 15, no. 3, Dec.; 13, no. 5, Feb.; proposed Federal aid, 9, no. 8, May; publication, U. S. Office of Education 32, no. 7, Apr.; summer workshop, Minnesota State Teachers College, Mankato, 25, no. 5, Feb.; well-balanced noonday meal for every child, 5, no. 1, Oct.
- School nurses, 9, no. 7, Apr.
- School Plant Articles (Hamon), 23-28, no. 7, Apr.
- School plants: Aesthetic factor in planning program, 22, no. 3, May; contribution to health and safety program, 26, no. 4, Jan.; expansion, temporary vs. permanent, 5, no. 5, Feb.; facilities needed in high schools, 6, no. 9, June; high schools of the future, 4, no. 7, Apr.; information and guidance furnished, U. S. Office of Education 10, no. 8, May; needs and plans, Federal aid, legislation, 7, no. 5, Feb.; planning and construction, legislation affecting, 6, no. 5, Feb.; planning management programs, 21-23, no. 8, May; program coordinated with educational program, 21, no. 8, May.
- School responsibilities in cooperative planning for child's health, 26-27, no. 6, Mar.
- School Savings Journal, publication, Treasury Department, 8, no. 4, Jan.
- School services: Implementing new program of high schools of the future, 4, no. 7, Apr.
- School Services, news letter, Pennsylvania State College, 4, 27-30, no. 6, Mar.
- School Sound Systems, publication, 30, no. 2, Nov.
- School staff: Revised accrediting standards for secondary schools, 28, no. 5, Feb.
- School supplies: Mississippi, legislation, 15, no. 5, Feb.
- School support, publication, 30, no. 1, Oct.
- School systems: Responsibility for wiping out illiteracy, 27, no. 1, Oct.
- School taxes, legislation, 12, 15, 18, no. 5, Feb.
- School term: Rural schools, average length 8, no. 1, Oct.
- School transportation: Improvement for high schools of the future, 5, no. 7, Apr.; legislation, 14, 17, 18, no. 5, Feb.; 10, no. 7, Apr.; problem of rural education, 4, no. 1, Oct.
- School tuition: Legislation, 16, 17, no. 5, Feb.
- Schoolhouse construction: Legislative policy, National Education Association, 17, no. 1, Oct.; program ahead, 4, no. 1, Oct.; publication, 26, no. 5, Feb.
- Schoolhouses: Facilities for desirable educational program, 24, no. 8, May.
- Schools: Handicaps as to plants, equipment, textbooks, 3, no. 7, Apr.; places for *learning* not *teaching*, 4, no. 7, Apr.; teacher's efficiency sacrificed, 22, no. 1, Oct.
- Schools for a New World, yearbook, 13, no. 8, May; 16, no. 9, June.
- "The Schools Are Yours," theme of American Education Week, 1947, 31, no. 7, Apr.
- Schools for children under six, Minnesota survey, 24, no. 3, Dec.
- Schools of pharmacy: Standards established, Massachusetts, 14, no. 5, Feb.
- School's program: Guide for evaluating, 13, no. 4, Jan.
- School's role in juvenile delinquency, 13-14, 18, no. 4, Jan.
- Schools Serve Children After School Hours, 25, no. 6, Mar.
- Science: Applied to physical education, 30, no. 8, May; elementary objectives, 28-29, 31, no. 1, Oct.; elementary school activities, 19-21, no. 4, Jan.; 30, no. 7, Apr.; publications, Children's Book Week, 13, no. 2, Nov.; study of environment in the out-of-doors, 28, no. 2, Nov.; teaching at all levels, 25, no. 5, Feb.; UNESCO's program for international understanding and peace, 13, no. 6, Mar.
- Science and the useful arts: Proposed legislation, 12, no. 7, Apr.
- Science experiences: High-school students, 6, no. 1, Oct.; subject matter of a planned sequence through school, 8, no. 7, Apr.
- Science teachers for secondary schools, preparation, 18-21, 30, no. 3, Dec.
- Sciences: Natural and social, proposals for international extension, UNESCO Preparatory Commission, 10, no. 1, Oct.; New York State, legislation, 16, no. 6, Feb.
- Scientific implications: Significance in teaching elementary science, 19, no. 4, Jan.; story of Edison's life, 16-17, no. 4, Jan.
- Scientific studies, encouragement for study beyond high school, 6, no. 1, Oct.
- Scientific techniques in controversial issues, necessary in classroom, 26, no. 3, Dec.
- Scotland: Exchange of teachers, kindergarten elementary, 24, no. 3, Dec.; summer programs in architecture, art, the classics, and international relations, 19, no. 8, May.
- Scott, Walter L.: Appointed secretary of newly organized Federal Inter-Agency Committee on Recreation, 15, no. 6, Mar.; Recreation Programs Encouraged Through Federal Inter-Agency Committee, 7-9, no. 10, July.
- Scout activities: Summer school teaching program, Rochester, Minn., Senior High School, 24, no. 8, May.
- Seattle, Wash.: Cooperative play groups and family life education, 20-21, no. 7, Apr.; recreation programs for elementary school children, 25, no. 6, Mar.
- Second Pan American Congress on Physical Education, 28-31, no. 8, May; 24-27, no. 9, June; 21-25, no. 10, July.
- Secondary education, 23-25, no. 1, Oct.; 27-28, 30, no. 2, Nov.; 26-27, no. 3, Dec.; 25-27, no. 4, Jan.; 27-28, no. 5, Feb.; 16-17, no. 7, Apr.; 23-24, no. 8, May; 5-12, no. 9, June; available for farm children, 27-28, no. 2, Nov.; controversial issues, 26, no. 3, Dec.; effective leadership, 30, no. 7, Apr.; for all American youth, 4, no. 1, Oct.; ideal for all youth in United States, 18, no. 6, Mar.; meeting of Advisory Committee, 16, no. 7, Apr.; publication, 30, no. 1, Oct.; relation to vocational education, 16, no. 7, Apr.
- Secondary Education Division, U. S. Office of Education: Annual report, 30, no. 7, Apr.; staff, 23, no. 1, Oct.
- Secondary Education for a New World (Studebaker), 3-8, no. 1, Oct.
- Secondary schools: Accrediting standards revised, 27-28, no. 5, Feb.; courses of study, social studies, 20-25, no. 2, Nov.; curricula for students planning college or skilled occupations, 26-27, no. 3, Dec.; future scientists, preparation, 19, no. 3, Dec.; German school visited, 3-4, no. 10, July; initial education for occupational competence, 10, no. 5, Feb.; join with elementary schools in adjustment program, 22-23, no. 6, Mar.; legislation proposed, 10, 12, no. 7, Apr.; philosophy formulated for full development of human personality, 27, no. 5, Feb.; radio appreciation, 29, no. 7, Apr.; science teaching, preparation, 18-21, 30, no. 3, Dec.; State educational survey authorized, Louisiana, 13, no. 5, Feb.
- Segel, David: Characteristics of group with whom Prosser Resolution is concerned, 29-30, no. 5, Feb.; consultative service in Germany, 2, no. 7, Apr.
- Selective Service: Deferment of essential college teachers authorized, 9, no. 8, May; draft findings exposed weaknesses in educational program, 6, no. 2, Nov.; letter of appreciation to Office of Education, 17, no. 9, June.
- Self-appraisal guidance program, aids measurement in junior high schools, Philadelphia, 28, no. 5, Feb.
- Self-improvement, for students learning to teach Spanish-speaking children, 3, no. 6, Mar.
- Senate Committee on Labor and Public Welfare: Organization and personnel, 10, 11, no. 7, Apr.
- A Senior High School Extends Its Program (Gaumnitz), 23-24, no. 8, May.
- Senior high schools: Courses of study, social studies, 22-24, no. 2, Nov. See also High schools; Secondary schools.
- "Separate" school districts: Mississippi, financing, 14, 16, no. 8, May.
- Servicemen's Readjustment Act: Purpose of educational and training provisions, 5, no. 5, Feb.; proposed legislation, 12, no. 7, Apr.
- Services of Public Health nurse, summary, 2, 9, no. 7, Apr.
- Services to Youth in Public Libraries (Beast), 26-28, no. 8, May.
- 79th Congress, 2d Session, Acts relating to education, 3-5, 15, no. 3, Dec.; proposed legislation on Federal aid and governmental reorganization affecting education, 6-9, no. 5, Feb.
- Sherer, Francis K.: Safeguarding the School From Fire, 30, no. 5, Feb.
- Shop facilities in school plant construction, 27-28, no. 7, Apr.
- Shortage of science specialists, a national hazard, 18, 30, no. 3, Dec.
- Skilled occupations: High-school curriculums prepare students, 26-27, no. 3, Dec.
- Skilled workers, required by postwar world, 6, no. 1, Oct.
- Small high schools: Attendance figures, 27-28, no. 2, Nov.; findings of Committee on the Problems of the Small High School, 5-7, no. 9, June.
- Smith, Paul E.: Interchange of Teachers Between Great Britain and the United States, 14-15, no. 6, Mar.; named chairman of committee on exchange of teachers with Great Britain, 12, no. 1, Oct.
- So You Want to Teach in Latin America. (Goetz), 10-11, no. 10, July.
- Social adjustment: Cincinnati, Ohio, radio broadcasts, 26, no. 3, Dec.
- Social Legislation Concerned with Management and Labor Relations (Rakestraw), 22-24, no. 4, Jan.
- Social problems: Part of school in treatment, 13, no. 4, Jan.
- Social sciences: Programs for UNESCO, 10, no. 1, Oct.; 16-17, no. 3, Dec.
- Social Security, extension for teacher welfare, 17, no. 1, Oct.
- Social Security Administration: Enlarged program, 24, no. 4, Jan.; 19-21, no. 5, Feb.
- Social studies: Courses of study, 14-25, no. 2, Nov.; publications, 29, no. 2, Nov.; summer school courses, Universities of London and Liverpool, 19, no. 8, May; train for civic responsibilities, 6-7, no. 1, Oct.
- Social-studies teacher, responsibility and opportunity in current affairs, 4, no. 2, Nov.
- Social surveys: Symptoms of social and economic dislocations, 3, no. 7, Apr.
- Social work: North Dakota State Conference, 24, no. 3, Dec.
- Soil Conservation Service: 26, no. 8, May; publication, 13, no. 1, Oct.
- Solomon, Ann; Exchange teacher, 14, no. 6, Mar.
- Some Newer Directions in Elementary Science (Blough), 7-9, no. 7, Apr.
- Sound Film on Rural Library Service, Fraser Valley regional library, British Columbia, 36, no. 2, Nov.
- South America: Educational systems, studies made by U. S. Office of Education, 10, no. 8, May; summer study programs on, 17, no. 8, May.
- South Carolina: Educational legislation, 17, no. 5, Feb.
- South Dakota: Courses of study, social studies, 19, no. 2, Nov.
- Southeastern Association of Colleges and Secondary Schools; Standards for school librarians revised, 21-22, no. 5, Feb.
- Southeastern Library Association, twelfth biennial conference, report 28-29, no. 4, Jan.
- Southern Association of Science and Industry, conference, 25, no. 5, Feb.
- Southern States Work Conference: Sponsors workshop on elementary education, 24, no. 3, Dec.; 2, no. 8, May.
- Southside School (San Marcos, Tex.): Teacher observation center serving Mexican-American community, 28, no. 6, Mar.
- Southwest Texas State Teachers College, San Marcos: Inter-American teacher education for work with Spanish-speaking children, 28, no. 6, Mar.
- Soviet Union. See Russia.
- Spanish: Courses for teachers, Spanish Language Institute, 11, no. 1, Oct.; methods and materials for teaching, Inter-American Workshop in Saltillo, Coahuila, 12, no. 1, Oct.; workshops, 17-18, no. 8.
- Spanish-Language Institute, report, 11-12, no. 1, Oct.
- Spanish-speaking children: Learning to *speak* English, learning to *teach*, 28, no. 6, Mar.
- Special class for overage adolescents, 23, no. 6, Mar.
- Special classes, New York State, legislation, 16, no. 5, Feb.
- Special education: Meeting announced for State Directors and Supervisors, 25, no. 6, Mar.; new curricula announced, 6-9, no. 10, July.
- Special groups: Social legislation needed to abolish, 24, no. 4, Jan.
- Special Libraries Association: Microfilm directory, publication, 22, no. 5, Feb.
- Special training, necessary to prepare for occupations, 6, no. 1, Oct.
- Specialists confer on juvenile delinquency, 10, no. 3, Dec.
- Specialized services extended to small high schools, 6-7, no. 9, June.
- Speech education, publication, 29, no. 10, July.
- Sponsors of school lunch programs, requirements, 21, no. 1, Oct.
- Stability of farm workers, proposed solution for education of children, 12, no. 3, Dec.
- Stafford, Frank S.: Demonstration Workshop on Teacher Training for Health, 7-8, no. 2, Nov.; Teacher Education and Health, 28, 30, no. 10, July.
- Stanford University: Conducts conference-workshop, with assistance of U. S. Office of Education, 24, no. 6, Mar.
- State aid: For education of children of migratory families, 12, no. 3, Dec.; legislation, 13-18, no. 5, Feb.; 14-16, no. 8, May; resolution, American Association of School Administrators, 7, no. 8, May.
- State departments of education: Assist in adjusting and verifying information on school bus operation, 11-13, no. 8, May; curriculum material provided for Packet Service, 25, no. 6, Mar.; education for children of migratory farm workers, 11, 12, no. 3, Dec.; organization and programs, resolutions, American Association of School Administrators, 9, no. 8, May; responsibility for achieving public recognition for teaching, 8, 13, no. 2, Nov.; teacher certification standards raised, 10, no. 8, May; vocational education programs developed, 6, no. 3, Dec.; leadership in teacher education, 5-6, no. 6, Mar.; proposed policy for legislation and other assistance in teacher exchange programs, 5, no. 6, Mar.; publications in health education, 25, no. 6, Mar.
- State directors of health and physical education, reports of duties and responsibilities, 25-26, no. 4, Jan.
- State (educational) agencies: Reimbursement legislation, 4, no. 3, Dec.; school lunch program, legislation, 15, no. 3, Dec.; supervisory personnel, changes, 24-25, no. 3, Dec.; Surplus Property, new responsibilities, 19-20, no. 1, Oct.
- State educational problems, reports of study commission, 5-11, no. 6, Mar.
- State educational surveys, legislation, 13-14, no. 5, Feb.
- State high-school contest committees, 11, no. 9, June.
- State operation of employment services, legislation, 15, no. 1, Oct.
- State School Administrators Conference, Salem, Ore., 25, no. 3, Dec.
- State-wide programs: North Carolina, 24, no. 3, Dec.; Ohio, 24, no. 3, Dec.
- State-wide system of records for children of migratory families, 12, no. 3, Dec.
- Statistics, educational: Proposal to establish committee, UNESCO Preparatory Commission, 10, no. 1, Oct.
- Statistics on Pupil Transportation (Featherston), 11-13, no. 8, May.

- Stevenson Room for Young People (Cleveland, Ohio, Public Library), 27-28, no. 8, May.
- Story Hour, WFAS, Westchester County, N. Y., Library Association, 28, no. 4, Jan.
- Stout, M. W.: Extended senior high school program, Rochester, Minn., report, 23, no. 8, May.
- Straus, Nathan. See Nathan Straus Branch Library.
- Strawbridge, Ruth Gray; Mackintosh, Helen K.; and Anderson, Howard R.: Bibliography of Social Studies Courses of Study, 14-25, no. 2, Nov.
- Studebaker, John W.: Commendation, National Council of Chief State School Officers, 4, no. 5, Feb.; The High Schools of the Future, 3-6, no. 7, Apr.; Individual Responsibility To Promote UNESCO, 10, no. 1, Oct.; deep concern for education, 27, no. 4, Jan.; progress of FM in radio, 3-4, no. 4, Jan.; Secondary Education for a New World, address, University of Michigan, 3-8, no. 1, Oct.; UNESCO to engage in campaign against war, 9, no. 1, Oct.; welcomes Conference on Adult Education of Negroes, 26, no. 1, Oct.
- Student and faculty interchange, international, 16-17, no. 3, Dec.
- Student guidance: Needed to relate teacher demand to supply in specific fields, 6, no. 8, May.
- Students: Activity program, full participation, Rochester, Minn., 23-24, no. 8, May; aid for gifted but needy, 7, no. 8, May; correspondence, Buenos Aires and Utica (N. Y.), Free Academy, 19, no. 7, Apr.; foreign, offered holiday course in English, University of London, 19, no. 7, Apr.; guide for radio listening, 29, no. 7, Apr.; high schools observe work of parents' education and preschool program, Denver, Colo., 22-23, no. 7, Apr.; international exchange, 10, no. 1, Oct.; loans, 12-13, no. 7, Apr.; summer school study in international relations, 18, 19, no. 8, May; surplus war funds abroad for study in foreign countries, 8, no. 8, May.
- Students Can Save, 8, no. 4, Jan.
- Studies and surveys: Needed for education of children of migratory families, 12, no. 3, Dec.
- Study centers: Proposed solutions for children of migratory families, 12, no. 3, Dec.
- Study Commission on State Educational Problems, 5-11, no. 6, Mar.
- Study groups for mothers, Denver, Colo., Public Schools, report, 22-23, no. 7, Apr.
- Subscription Books Bulletin, 21, no. 5, Feb.
- Suggested Activities for a Latin-American Club, 29, no. 6, Mar.
- Summer program: Colleges and industry provide for secondary school science teachers, 19-20, no. 3, Dec.; Rochester, Minn., Senior High School, 23-24, no. 8, May.
- "The Superintendent Looks at Radio," 28, no. 7, Apr.
- Superior children, publication, New York City Public Schools, 15, no. 7, Apr.
- Supervision: Program of vocational education, 19, no. 5, Feb.; special services for lower age levels, 25, no. 3, Dec.
- Supervisory personnel: State educational agencies, changes, 24-25, no. 3, Dec.
- Surplus property: Disposal, 19-20, no. 1, Oct.; 4, no. 3, Dec.; educational facilities, higher educational institutions, 9, no. 8, May; Mississippi, legislation, 14, no. 5, Feb.; National Council of Chief State School Officers, resolutions, 3, 4, no. 5, Feb.; problems in disposal, 4-5, no. 5, Feb.; public schools, 7, no. 8, May; veterans' educational facilities program, 18-19, no. 5, Feb.
- Surplus Property Utilization Division, U. S. Office of Education: Annual report, 29, no. 7, Apr.
- Surplus school funds: Louisiana, legislation, 13, no. 5, Feb.
- Surplus war funds in foreign countries: Legal provision for study abroad of American students, 8, no. 8, May.
- Surveys, educational: California and Louisiana Legislatures, needs, 26, no. 5, Feb.; Idaho public-school situation, 7, no. 4, Jan.; report, 16, no. 9, June; Public Education in Hamilton, Ohio, 15, no. 7, Apr.; public libraries in reading life of Nation, 25, no. 2, Nov.; schools for children under six, Minnesota, 24, no. 3, Dec.; training in technique for teachers and administrators, 9, no. 4, Jan.; veterans enrolled in high schools, 28, 30, no. 2, Nov.
- Survey of Courses of Study and Other Curriculum Materials Published Since 1934, 14, no. 2, Nov.
- Switzerland: Summer programs in architecture, international relations, 19, no. 8, May.
- Syracuse University: Inter-American education center, visiting programs and exhibits, 29-30, no. 6, Mar.; sponsors conference on Mental Hygiene and Problems of Exceptional Children, 25, no. 8, May.
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- Talamon, Rene: Leader, French summer school, 19, no. 8, May.
- Tax wealth to educate children, criterion for proposed Federal legislation, 7, no. 5, Feb.
- Taxation: For school purposes, Mississippi, 15-16, no. 8, May; schools for children under six, Minnesota, 24, no. 3, Dec.
- Teacher education: Camping and outdoor experiences integrated into program, 24, no. 6, Mar.; programs in inter-American relations, 3-4, 27-30, no. 6, Mar.; publication, 30, no. 1, Oct.; recruitment of students for, 6, no. 6, Mar.
- Teacher Education and Health (Stafford), 28, 30, no. 10, July.
- Teacher employment: Legislation affecting reinstatement, New York State, 17, no. 5, Feb.
- Teacher exchange, 10, 12, no. 1, Oct.; 16-17, 24, no. 3, Dec.; 5, 14-15, no. 6, Mar.
- Teacher inspection or observation of elementary school child, 24, no. 5, Feb.
- Teacher shortages: Changing trends, 3-6, 10, no. 8, May; colleges, 2, no. 8, May; elementary schools, 29, no. 7, Apr.; a handicap to interchange of teachers between Great Britain and the United States, 12, no. 1, Oct.; higher salaries and better working conditions needed, 5, no. 5, Feb.; recruitment, 7, no. 8, May.
- Teacher-training: Grants, qualifications of visiting teachers, 18, no. 7, Apr.; health and physical education, standards, 26, no. 4, Jan.; health, workshop, 7-8, no. 2, Nov.; improved facilities, 9, no. 8, May; international relations, proposals, UNESCO Preparatory Commission, 10, no. 1, Oct.; Negroes in rural and elementary schools, Mississippi, legislation, 15, no. 5, Feb.; secondary school science, 19-20, no. 3, Dec.; students who will teach in Spanish-speaking communities, 4, no. 6, Mar.; to understand and use individual differences, 9, no. 4, Jan.; vocational education program, increased appropriations, 19, no. 5, Feb.
- Teacher-training institutions: Outdoor education problems, 24, no. 6, Mar.
- Teacher welfare, legislative policy, NEA, 17, no. 1, Oct.
- Teachers: Adult education, qualifications, 27, no. 1, Oct.; 8, no. 3, Dec.; continuous professional preparation, 24, no. 8, May; emergency qualifications, 4, no. 8, May; of English from other American Republics, training programs, 18-19, no. 7, Apr.; estimates on emergency certificates, 3, no. 8, May; equalizing supply and demand among different fields, 6, no. 8, May; exchange, characteristics of, 5, no. 6, Mar.; exchange between Great Britain and the United States, 12, no. 1, Oct.; 10, no. 8, May; high schools of the future, characteristics, 4-6, no. 7, Apr.; higher salaries for superior, 4, no. 1, Oct.; improved status, UNESCO's educational program, 12, no. 6, Mar.; interchange, 14-15, no. 6, Mar.; international exchange proposals, UNESCO Preparatory Commission, 10, no. 1, Oct.; 8, no. 8, May; international interchange, 16-17, no. 3, Dec.; kindergarten-elementary, exchanged from England and Scotland, 24, no. 3, Dec.; national examinations announced, 11, no. 2, Nov.; needed in small high schools, 6, no. 9, June; newly proposed, shortage, 5, no. 8, May; number should be doubled, 13, no. 8, May; Okinawan School, 13-15, no. 3, Dec.; orientation program builds morale, 23-24, no. 5, Feb.; out-of-State, services credited in teacher-retirement legislation, Kentucky, 13, no. 5, Feb.; of overaged adolescents, characteristics, 23, no. 6, Mar.; participation in guidance program, 10, no. 4, Jan.; part-time teachers utilized, small high schools, 6, no. 9, June; raised standards, 9, no. 8, May; recruitment, 27, no. 3, Dec.; 7, no. 8, May; regular, many legally qualified, but professionally underqualified, 4, no. 8, May; responsibility for achieving public recognition, 8, no. 2, Nov.; rural and small high schools, qualifications, 27-28, no. 2, Nov.; retirement, legislation, 13, 16, 17, no. 5, Feb.; role of impartial judge in controversial issues, 26, no. 3, Dec.; salaries, 22, no. 1, Oct.; 27, 29, no. 4, Jan.; 10, 15, 17, 18, no. 5, Feb.; 5-6, no. 6, Mar.; 10, no. 7, Apr.; 7, no. 8, May; science for secondary schools, preparation, 18-21, 30, no. 3, Dec.; special summer programs, Rochester, Minn., Senior High School, 24, no. 8, May; special training for physical education program, 29, no. 8, May; specialists in inter-American education visit schools, Washington State, 28, no. 6, Mar.; status, thesis, 30-31, no. 1, Oct.; strikes, resolution protection, 8, no. 8, May; survey of qualifications Massachusetts, 13, no. 5, Feb.; tenure, 14, 16, 17, no. 5, Feb.; trained to meet needs of children of migratory families, 11, no. 3, Dec.; training for health education, 7, no. 2, Nov.; turn-over, a serious problem, 4, no. 8, May; usable standards and ideals of service needed to attract superior candidates, 6, no. 8, May; want best possible education for children, 6, no. 7, Apr.
- Teachers colleges: Converted to State colleges, effect on teacher recruiting, 5, no. 8, May; enrollments, surveys, 5, no. 8, May; function, 6, no. 6, Mar.; Germanv, 4, no. 10, July.
- Teachers' homes: Mississippi, legislation, 15, no. 5, Feb.
- Teachers and Children in German Schools (Goodykoontz), 3-6, no. 10, July.
- Teachers' and students' visitation programs, 14, no. 6, Mar.
- Teachers and teaching methods, affected by postwar secondary education, 7, no. 1, Oct.
- Teaching: Latin-America, 10-11, no. 10, July; materials for international understanding UNESCO, 12, no. 6, Mar.; nutrition in rural schools, Minnesota State Teachers College, 25, no. 5, Feb.; should be made a more attractive profession, 7, no. 1, Oct.; "Splendid excitement," 27, no. 3, Dec.; standards: need to be raised as supply permits, 6, 10, no. 8, May.
- Teaching aids: American students, foreign correspondence, 31, no. 2, Nov.; industry provides secondary school science teachers, 19-20, no. 3, Dec.
- Teaching current affairs, techniques, 3-5, no. 2, Nov.
- Teaching driving and traffic safety to high-school students, 4, no. 5, Feb.
- Teaching Guide, publication, adult education of Negroes, 28, no. 1, Oct.
- Teaching methods, affected by changes in postwar secondary education, 7, no. 1, Oct.
- Teaching profession: Crisis, 27, no. 4, Jan.; French newspaper dedicated to, 31, no. 2, Nov.; public recognition achieved, 8, 13, no. 2, Nov.; strengthening, theme for one day, American Education Week, 31, no. 7, Apr.; world conference, 7, no. 4, Jan.
- Teaching vs. learning, 4-5, no. 1, Oct.
- Technical training, increased demand, 6, no. 1, Oct.
- Technique in Teaching Current Affairs (Anderson), 3-5, no. 2, Nov.
- Teen-agers: Book show, 27, no. 8, May; employment, 18, no. 4, Jan.
- Television, an aid to instruction, 4, no. 1, Oct.
- Temporary educational facilities for veterans, 8, no. 1, Oct.
- Tennessee: Courses of study, social studies, 19, no. 2, Nov.
- Terra Haute, Ind.: Workshop on nutrition in elementary school, 25, no. 6, Mar.
- Test Junior High School (Richmond, Ind.); Issues library newspaper, 14, no. 7, Apr.
- Tests: Intelligence and achievement in adjustment program for overage adolescents, 22, no. 6, Mar.; measurement in junior high schools, Philadelphia, 28, no. 5, Feb.; physical capacities measured, 31, no. 8, May; skills, program of evaluation and analysis of instruction, 24-25, no. 8, May; use in guidance program in high schools of the future, 5, no. 7, Apr.
- Texas: Course of study, social studies, 15, 16, 19-20, 21, 23, 24, no. 2, Nov.; inaugurates summer courses in special education in teachers colleges, 6, no. 10, July; inter-American teacher-education programs, 28, no. 6, Mar.
- Texas State College for Women, Saltillo, Coahuila, conducts field school, 11-12, no. 1, Oct.; inter-American workshop for teachers of Spanish, 18, no. 8, May.
- Texas State Library: Bookmobiles, 28, no. 4, Jan.; County-wide library service, 21, no. 5, Feb.; district library demonstrations, 26, no. 10, July.
- Texas State Teachers Colleges (San Marcos and Denton): Exceptional children, conference, 24, no. 3, Dec.
- Textbooks: Legislation, 14, 18, no. 5, Feb.; revision, UNESCO, 10, no. 1, Oct.; 12, no. 6, Mar.; use increasing in health education, 6, no. 4, Jan.
- Therapy: Fundamental centers to be established, 31, no. 8, May.
- Theses. See Recent theses.
- They Served for Many Years: U. S. Office of Education's staff members retire, 16, no. 1, Oct.
- Three R's, legislation for teaching in England, 22, no. 4, Jan.
- Tom's River, N. J.: Halloween celebration, 21-22, no. 1, Oct.
- Town meeting, for parent education, 9, no. 3, Dec.
- Trade schools: Adjustment program for overage adolescents, New Orleans Public Schools, 22, 23, no. 6, Mar.; shop facilities, 27-28, no. 7, Apr.
- Trades: Appropriations for vocational education, 5, no. 3, Dec.
- Trades and industrial education: Vocational Division, U. S. Office of Education, 2, no. 8, May; program planning, 6-7, no. 3, Dec.
- Training in guidance programs: Objectives outlined, 11-12, no. 4, Jan.
- Training Program for Teachers of English From the Other American Republics (Cotner), 18-19, no. 7, Apr.
- Training programs: Announced by accredited library schools, 13, no. 7, Apr.; veterans, legislation, 4, no. 3, Dec. See also War training programs.
- Training schools for delinquents, a part of community education, 14, no. 4, Jan.
- Transportation. See School transportation.
- Transportational health, problems to be understood, 27, no. 4, Jan.
- Travel: Teacher assignments, summer school teaching program, Rochester, Minn., Senior High School, 24, no. 8, May.
- Traveling schools: Proposed solution for migratory children in labor camps, 12, no. 3, Dec.
- Treasury Department: Savings bonds program in the schools, 8, no. 4, Jan.
- Truman, Harry S.: American Education Week, 17, no. 1, Oct.; juvenile delinquency, root of the problem, 13, no. 4, Jan.; message to Congress, January 10, 1947, excerpts, 11, no. 7, Apr.; signs resolution authorizing United States to join UNESCO, 9, no. 1, Oct.
- Tuberculosis: Public health nurse services, 2, 9, no. 7, Apr.
- Turberville, Kathleen: Exchange teachers, 14, no. 6, Mar.
- Tuskegee Institute: Maternal and child health funds for hospital facilities, Social Security Administration, 21, no. 5, Feb.
- 12-month school year: Rochester, Minn., Senior High School develops plan, 23-24, no. 8, May.
- U**
- Unemployment, social legislation, 24, no. 4, Jan.
- UNESCO Holds First Session in Paris, Nov. 19-20, Dec. 10, 16-17, 27, no. 3, Dec. See also United Nations Educational, Scientific and Cultural Organization.
- Ungraded classrooms: Proposed solutions for children of migratory families, 11, no. 3, Dec.
- Uniform accounting of public-school funds, 3, 4, no. 5, Feb.
- United China Relief, Five-year Report, publication, 15, no. 3, Dec.
- United Nations: Charter to be supported by UNESCO, 10, no. 1, Oct.; film strip, 18, no. 9, June; publications, 29, no. 2, Nov.; 32, no. 3, Dec.; 15, no. 4, Jan.; 20, 32, no. 6, Mar.; relationship with UNESCO, 11, 13, no. 6, Mar.; representatives hear the children of the world, pageant, 9-11, no. 2, Nov.; study of structure and work, 8, no. 8, May.

- United Nations Educational, Scientific, and Cultural Organization: Campaign against illiteracy, 2, no. 10, July; first Director General elected, 22, no. 5, Feb.; 11-13, launching legislation, 3-4, no. 3, Dec.; Preamble to Constitution, 2, no. 6, Mar.; publication, 16, no. 9, June; report from the United States (Benjamin), 9, no. 1, Oct.; report from London (Brooker), 9-10, 31, no. 1, Oct.; report of work (Bonnet), 13, no. 7, Apr.; representatives to lecture at University of Chicago's summer program in international relations, 17, no. 8, May; U. S. national commission representatives, 12-13, no. 2, Nov.
- United Nations Organization: Program of partial information, developed for teachers and students by U. S. Office of Education, 9, no. 8, May.
- United Nations Weekly Bulletins, 12, no. 1, Oct.
- United States: In world affairs, American University Institute, 18, no. 8, May; interchange of teachers with Great Britain, 12, no. 1, Oct.; 14-15, no. 6, Mar.
- U. S. Attorney General: Calls conference on juvenile delinquency, 24, no. 3, Dec.
- U. S. Bureau of Census: High-school attendance estimates, 7, no. 9, June.
- United States Commission for the Promotion of Physical Fitness; Bill to establish, 12, no. 7, Apr.
- U. S. Commissioner of Education: Urged to call national conference on Prosser Resolution, 1947, 20-21, no. 6, Mar.
- United States Educational Mission to Germany: Report on German education available, 15, no. 6, Mar.
- United States Employment Service: Establishes a National Clearing house, 14-15, no. 1, Oct.
- U. S. foreign policy, analysis, 28, no. 4, Jan.
- United States Foreign Service Academy: Bill proposed for establishment, 12, no. 7, Apr.
- U. S. Forest Service, school radio program, 11, no. 8, May.
- U. S. Government: Publications, 31, no. 4, Jan. See also U. S. Government Announces.
- U. S. Government Announces, 13, no. 1, Oct.; 32, no. 2, Nov.; 32, no. 3, Dec.; 30, no. 4, Jan.; 31, no. 5, Feb.; 32, no. 6, Mar.; 31, no. 7, Apr.; 30-31 no. 9, June; 31, no. 10, July.
- United States Military Government in Germany: Educational program, 15, no. 6, Mar.
- United States National Commission to UNESCO: Guiding principles for first international conference, 12, no. 6, Mar.; membership to be announced, 9, no. 1, Oct.; representatives, 12-13, no. 2, Nov.
- U. S. Office of Education: Administration, proposed legislation, 6-7, no. 5, Feb.; aids Negro education with consultative and advisory service, 9, no. 8, May; Annual Report, 29-30, no. 7, Apr.; 2, 9-10, no. 8, May; appointments and assignments, 15, 23, no. 1, Oct.; 4, 25, no. 3, Dec.; appropriation for vocational education, 5, no. 3, Dec.; cooperates in development of agricultural training program in Federal prisons, 28, no. 9, June; exhibit for UNESCO, 16-17, no. 3, Dec.; film catalog, 27, no. 9, June; Food Conservation Program, appropriations, 5, no. 3, Dec.; inter-American understanding 3-4, 27-30, no. 6, Mar.; loan packets 26, no. 8, May; motion pictures and film strips available, 6, no. 7, Apr.; organization, 2, no. 1, Oct.; 2, no. 2, Nov.; 2 no. 3, Dec.; 2, no. 4 Jan.; 2, no. 5, Feb.; new publications, 13, no. 1, Oct.; 30, 32, no. 2, Nov.; 32, no. 3, Dec.; 30, no. 4, Jan.; 31, no. 5, Feb.; 32, no. 6, Mar.; 31, no. 7, Apr.; 30, no. 9, June; 31-32 no. 10, July; program for veterans' education, 9-10, no. 6, Mar.; representation, Federal Inter-agency Committee on Recreation, 15, no. 6, Mar.; responsibility in veterans' educational facilities program, legislation, 18, no. 5, Feb.; retirement of staff members, 16, no. 1, Oct.; sponsors American Education Week, 31, no. 7, Apr.; staff members in consultative service in Germany, 2, no. 7, Apr.; teacher exchange, 12, no. 1, Oct.; 5, no. 6, Mar.; 18-19, no. 7, Apr.; 8, 10, no. 8, May; statistical publications, summary, 4, 21, no. 5, Feb.; surplus property disposal, 19, 20, no. 1, Oct.; survey of health and physical education directors, 25-26, no. 4, Jan.; survey of libraries in institutions of higher education, 21, no. 5, Feb.; survey of veterans enrolled in high schools, 28, 30, no. 2, Nov.; workshops, 7-8, no. 2, Nov.; 24, 25, no. 6, Mar.; 25 no. 8, May.
- U. S. Public Health Service: Assists (jointly) Regional Demonstration Workshop in Teacher Education for Health, 7-8, no. 2, Nov.; films, 27, no. 9, June.
- Universal free education in the United States, 7, no. 8, May.
- University education abroad, 17, no. 7, Apr.
- University extension courses: Free for veterans, Massachusetts, legislation, 14, no. 5, Feb.
- University of Aberdeen: Summer courses in history and practice of education in Scotland, 19, no. 8, May.
- University of Arkansas: Cooperates in program of evaluation of instruction, 24, no. 8, May.
- University of Cincinnati: Participation in radio broadcasts, 26, no. 3, Dec.
- University of Illinois Library: Future series and radio broadcast, 28, no. 4, Jan.
- University of Michigan: Address by U. S. Commissioner of Education, 3-8, no. 1, Oct.
- University of Mississippi, legislation, 15, no. 5, Feb.
- University of New Jersey, legislation, 16, no. 5, Feb.
- University of Newark, legislation, 16, no. 5, Feb.
- University of North Carolina: Teacher-education program in special education, 6, no. 10, July.
- University of North Carolina: Work conference on elementary education, 24, no. 3, Dec.
- University of Oklahoma: Conference on exceptional children, 24, no. 3, Dec.
- University of Texas: Conference on exceptional children, 24, no. 3, Dec.
- University of Washington, Demonstration proposed for children of the University's student veterans, 21, no. 5, Feb.
- Unknown Teacher, The (Van Dyke), 8, no. 4, Jan.
- Used fats, attention called to shortage, 14, no. 1, Oct.; 30, no. 2, Nov.
- USES. See United States Employment Service.
- Utah: Courses of study, social studies, 20, no. 2, Nov.

## V

- Vacation work permit, New York State, legislation, 17, no. 5, Feb.
- Van Dyke, Henry: The Unknown Teacher, 8, no. 4, Jan.
- Variety of approaches to health education, 5-6, no. 4, Jan.
- Vermont: Courses of study, social studies, 23, no. 2, Nov.
- Veterans: Enrolled in teachers colleges, 5, no. 8, May; library service for the blind in hospitals, 26, no. 2, Nov.; proposed legislation to extend loan and educational benefits to widows and children, 10, 12, no. 7, Apr.; representation on Citizens' Federal Committee, 27, no. 4, Jan.; responsibility in electing to take training under Servicemen's Readjustment Act, 5, no. 5, Feb.
- Veterans' Administration: Legislation authorizing reimbursement of State educational agencies, 4, no. 3, Dec.; program for veterans' education, 9-10, no. 6, Mar.; summer programs, vocational rehabilitation, 16, no. 8, May; uses Agricultural Education Service, U. S. Office of Education, 2, no. 8, May.
- Veterans' education, 9-11, no. 6, Mar.; Federal provisions for financing, 5, no. 1, Oct.; guidance services, 8, no. 6, Mar.; housing facilities, measures for providing, 2, 9, no. 8, May; legislation, 4, no. 3, Dec.; 14, 15, 17, no. 5, Feb.; 10, 11, 12, no. 7, Apr.; overlapping and duplication of Federal, State, and other agencies, 10, no. 6, Mar.; publication, 30, no. 1, Oct.; readjustment program, excerpt from President's message to Congress, 11, no. 7, Apr.; recommended policies, 10-11, no. 6, Mar.; summer study programs in international relations, 16-19, no. 8, May; temporary facilities authorized, 8, no. 1, Oct.
- Vienna schools: Letters to American students, 31, no. 2, Nov.
- Viles, N. E.: Planning School-Plant Management Programs, 21-23, no. 8, May.
- Virginia: Courses of study, social studies, 20, no. 2, Nov.; legislation, 17-18, no. 5, Feb.
- Virginia State College: Legislation changing name, 18, no. 5, Feb.
- Virginia State School at Newport News: Legislation changing name, 18, no. 5, Feb.
- Visit Your School: Poster, American Education Week, 17, no. 1, Oct.
- Visiting School, parent group, 9, no. 3, Dec.
- Visiting teachers: Assistance in adjustment program for overage adolescents, New Orleans Public Schools, 22, no. 6, Mar.; of English from the other American Republics, comments, 18-19, no. 7, Apr.
- Visual aids: Bulletin, American Library Association, 21, no. 5, Feb.; Government agencies, 27, no. 9, June; proposals for mass media, UNESCO Preparatory Commission, 10, no. 1, Oct.
- Vocational education: Basis and direction, 10, no. 5, Feb.; college grade, services to engineering, 9.
- Vocational agriculture, publications on, 15, 19, no. 7, Apr.
- no. 8, May; gap between general education to be narrowed, 4, no. 7, Apr.; high-school curriculums, 26-27, no. 3, Dec.; legislation, 4-5, 6, no. 3, Dec.; 22, no. 4, Jan.; 14, 15, 19, no. 5, Feb.; Mississippi matches funds with the Federal Government, 16, no. 8, May; programs of housing and standards, 10, no. 5, Feb.; proper balance with general education, 7, no. 8, May; publications, 13, no. 1, Oct.; 32, no. 6, Mar.; 15, no. 7, Apr.; relationship to secondary education, 16, no. 6, Mar.; 16, no. 7, Apr.; shop facilities in school plant construction, list of articles, 27, 28, no. 7, Apr.; viewpoint of National Council of Chief State School Officers, 10-11, no. 5, Feb.
- Vocational Education Division, U. S. Office of Education: Aid to many types of training programs, annual report, 2, no. 8, May; reorganization, 6-7, no. 3, Dec.; study undertaken resulting in Prosser Resolution, 17, no. 6, Mar.
- Vocational guidance: Theses, 29-30, no. 2, Nov.; 16, no. 9, June.
- Vocational rehabilitation: Legislation proposed to extend to Alaska, 12, no. 7, Apr.
- Vocational schools: Postwar German school visited, 5, no. 10, July.
- Vocational teacher, responsibilities and duties in guidance program outlined, 11, no. 4, Jan.
- Vocational training, a need of rural high schools, 4, no. 1, Oct.
- Vocations: Youth service programs, Detroit Public Library, 26, no. 8, May.
- Volunteers in library projects, Bethesda, Md.; 26, no. 2, Nov.
- Votes took action: Educational legislation in California and Michigan, 18, no. 5, Feb.
- WAA sales programs for surplus property, 19-20, no. 1, Oct. See also War Assets Administration.
- Wagner-Ellender-Taft housing bill: AFIEA to support, 18, no. 1, Oct.
- War Assets Administration: Housing facilities for veterans' education, 10, no. 6, Mar.; legislation, veterans' education program, 18-19, no. 5, Feb.; provides material for schools, 7, no. 8, May; surplus facilities to be determined, 4, no. 3, Dec.
- War Department: Housing facilities for veterans' administration, 10, no. 6, Mar.; U. S. Office of Education staff members give consultative service, 2, no. 7, Apr.; 8, 10, no. 3, Dec.; 10, no. 8, May.
- War-devastated areas: Educational assistance through UNESCO, 16-17, no. 3, Dec.
- War memorials in public schools: Suggestions of advisory committee, New York City, 28, no. 5, Feb.
- Wartime armed services training, 29, no. 10, July.
- Wartime schools, 15, no. 4, Jan.
- War-training programs, U. S. Office of Education: Annual report, 2, no. 8, May; publication, 30, no. 6, Mar.
- Washington, D. C., Public Library: Branches report on Teen-age Book Show, 27, no. 8, May.
- Washington (State): Courses of study, social studies, 15, 20, 21, no. 2, Nov.; inter-American education, a part of State curriculum program visiting specialists, 28, no. 6, Mar.
- "We Will Make It a Better World" (Krassner), 2, no. 9, June.
- Webster Groves (Mo.) Schools: Inter-American education, visiting exhibits, 29, no. 6, Mar.
- Welfare agencies share responsibilities for child-care programs, 26, no. 5, Feb.
- Welfare services: For children, Social Security Administration, 19-21, no. 5, Feb.; proposed legislation, 11, no. 7, Apr.
- West Central United States: Teachers' salaries increased, 5, no. 8, May.
- "Who-what-how" Committees of Birmingham conference, 29, no. 5, Feb.
- Why pupils leave school, 7-10, no. 9, June.
- Wildlife: New York State, radio programs on forest conservation, 11, no. 8, May.
- Winfield (Kans.) Public Schools: Inter-American education service center for English-speaking teachers and students, 28, 29, no. 6, Mar.
- Wisconsin: Building stage of educational radio, 3, no. 4, Jan.; courses of study, social studies, 16, 25, no. 2, Nov.
- Women: Early social legislation for industry, England, 22, no. 4, Jan.
- Women's Army Auxiliary Corps: Legislation proposed to provide benefits, 12, no. 7, Apr.
- Woodburn, Clarissa: Exchange teacher, 15, no. 6, Mar.
- Work experiences desirable in life-adjustment program, 20, no. 6, Mar.
- Work permit laws: Children of migratory farm workers, 11, no. 3, Dec.
- Work To Be Happy, report, 21-22, no. 1, Oct.
- Worker relations: Federal legislation, 22-24, no. 4, Jan.
- Workers: Early organization, 22, no. 4, Jan.; welfare, the concern of whole Nation, 24, no. 4, Jan.
- Working conditions: Federal legislation affecting industry and worker relations, 22-23, no. 4, Jan.
- Workshops: Curriculum and guidance, 24, no. 8, May; elementary education, 13, no. 8, May; elementary science, 24, no. 6, Mar.; exceptional children, problems, 24, no. 3, Dec.; health, 25, no. 6, Mar.; physical education, 18, no. 10, July; intercultural and inter-American goodwill, 4, no. 6, Mar.; international relations, 17, no. 8, May; nutrition education, 25, no. 5, Feb.; 25, no. 6, Mar.; PTA, 25, no. 3, Dec.; 25, no. 8, May; school lunches, 2, no. 8, May; Spanish-speaking children taught to speak English, 3, no. 6, Mar.; teacher education and health, 7-8, no. 2, Nov.; 28, 30, no. 10, July.
- World Broadcasting Company, book adaptation programs for Binghamton, N. Y., children, 26, no. 2, Nov.
- World Goodwill, publication, 15, no. 4, Jan.
- World literature, proposals for international extension, UNESCO, 10, no. 1, Oct.
- World organization, publication, 29, no. 10, July.
- World Organization of the Teaching Profession, 7, no. 4, Jan.; 8, no. 8, May.
- World Peace Foundation, publication, 29, no. 2, Nov.
- World peace, legislative policy, NEA, 17, no. 1, Oct.
- World relations, taught to build for peace, 27, no. 2, Nov.
- World understanding: Objectives and means in geography study, 21, no. 6, Mar.; youth programs, Cleveland Public Library, 26, no. 8, May.
- Wright, Grace S.: High-School Attendance and Family Income, 7-10, no. 9, June.
- Wright, J. C.: Active in regional conferences on Prosser Resolution, 29, no. 5, Feb.; Life-Adjustment Program, excerpt from a report, 16-18, no. 6, Mar.; retirement, 16, no. 1, Oct.
- Wyoming: Courses of study, social studies, 15, no. 2, Nov.

Y

Yearbooks: Treating problem of learning to think, 5, no. 2, Nov.  
 "Young Book Reviewers," radio broadcasts, New York's Nathan Straus Branch Library, 27, no. 8, May.  
 Young children: Baltimore (Md.) School-community programs for out-of-school time, 25, no. 8, May; Ohio State-wide program, 24, no. 3, Dec.; needs of long-range educational program, California, 26, no. 5, Feb.

Young workers: Counseling, 22, no. 1, Oct.  
 Youth: Camping experiences, 6, no. 5, Feb.; 24, no. 6, Mar.; constructive group activity in rural home, church, school needed, 14, no. 4, Jan.; continuation schools, 16, 19, no. 6, Mar.; continued assistance from balanced vocational program, 10, no. 5, Feb.; diversified occupation program for those in cities, towns, and villages, 17, no. 6, Mar.; employment curve, 18, no. 4, Jan.; preparation for democratic living, 3, no. 2, Nov.; secondary schools in rural areas, 27, no. 2, Nov.;

services extended, 7, no. 8, May; services in public libraries, 26-28, no. 8, May.  
 Youth Participation Panel: Juvenile delinquency conference, report, 14, 18, no. 4, Jan.

Z

Zeran, Franklin R.: Professional Guidance Training as an Element in Providing Educational Opportunities, 9-12, no. 4, Jan.  
 Zouck, Marguerite: Exchange teacher, 14, no. 6, Mar.



# School Life

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## **C O N T E N T S**

**October 1946**

	Page		Page
<i>Secondary Education for a New World</i> .....	3	<i>Legislative Policy for NEA</i> .....	17
<i>Rural School Charter Day Established</i> .....	8	<i>AHEA Annual Meeting</i> .....	18
<i>Temporary Educational Facilities for Veterans</i> .....	8	<i>Disposal of Surplus Property</i> .....	19
<i>UNESCO</i> .....	9	<i>National School Lunch Act</i> .....	20
<i>International Educational Relations</i> .....	11	<i>Work To Be Happy</i> .....	21
<i>U. S. Government Announces</i> .....	13	<i>Do These Facts Sound Familiar?</i> .....	22
<i>National Clearing House</i> .....	14	<i>Secondary Education</i> .....	23
<i>New Director of Higher Education Appointed</i> .....	15	<i>Librarians Chart Their Programs</i> .....	25
<i>They Served for Many Years</i> .....	16	<i>Adult Education of Negroes</i> .....	26
		<i>Elementary Science Objectives</i> .....	28
		<i>Educators' Bulletin Board</i> .....	30

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# School Life

Published monthly except August and September

Federal Security Administrator-----WATSON B. MILLER

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The Congress of the United States established the United States Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

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# SECONDARY EDUCATION FOR A NEW WORLD

**T**HE FOLLOWING address was given by John W. Studebaker, U. S. Commissioner of Education, at the University of Michigan, August 5, 1946.

## A New or Changing World

I accepted an invitation to speak to you on the subject: "Secondary Education for a New World"—even though I am not exactly certain what connotation I should attach to that term "new world." Surely not a "new world" as meaning America and the Western Hemisphere in contrast with the "old world" of Europe and Asia. For we are all aware, I am sure, that we live today in "one world," not two worlds—one old, one new; a world in which we are so closely bound together by economic and social and political ties that "we cannot," in the words of Prime Minister Atlee, "make a Heaven in our own country and leave a Hell outside."

Is it then a "new world" in the sense

that the applications of science and technology have already resulted in the change of many of our institutions, laws, and customs and challenged not a few of our beliefs? In this sense "new world" is synonymous with "changing world," and especially with the accelerated rate of change brought about by the war.

In the words of Prof. Carl Becker's little book published during the war under the arresting title *How New Will the Better World Be?*—"Making a new and better world is something that is or should be *always* going on. In the present state of the world the task is far more complex, and therefore far more difficult, than it has been for some centuries past; our only advantage is that we have more knowledge and more power for doing what needs to be done.

If the war shocks us into taking the task more seriously than we have hitherto done, so much the better. But let no one suppose that the war will have made the task any easier or have revealed to us any magic formula for setting the world straight all at once \* \* \*."<sup>1</sup>

How then shall we approach our task? How shall we assay the "pay dirt" in the present secondary school curriculum? How shall we project the changes needed in secondary education to prepare young people to play their parts in the building of whatever brave new postwar world is in the making?

## Needed Changes in Postwar Secondary Education

To assert that changes are needed in secondary education for the postwar world is neither to join the ranks of those perennial critics who can find

<sup>1</sup> Becker, Carl L. *How New Will the Better World Be?* Knopf, 1944, p. 244.

nothing good in our American high schools; nor is it to adopt the Pollyanna position of others who seem to believe that all is quite well in every department and level of educational activity in the United States.

Education in our democracy, like many other aspects of our common life, is something less than perfect. It suffers from many ills; it is in some respects a concoction brewed by many well-meaning cooks. But we must have a care lest we toss out baby and bath together; lest in our zeal for improvement or reform we make the mistake of ignoring the good points and the successes of our educational programs. There is much in American education of which we can justifiably be proud. There is first of all the ideal of free and universal schooling: Schooling for the children of the rich and the poor; an ideal generally accepted, for all that it is still so largely unattained. Granted there are wide discrepancies between our educational ideals and our educational practices! Every effort should be made during the postwar years to eliminate these discrepancies.

### **Special Problem of Rural High Schools**

The first challenge to postwar effort must be secondary education for *all* American youth. We have come a long way in the last generation toward greater equality of educational opportunity! In 1890 only about 1 boy or girl in 10 attended high school; just before the war, 7 in 10 attended; and in some larger communities, 9 of every 10 were in high school. Yet, even now, in many rural areas fewer than half of the farm youth of high-school age are in high school.

Special attention in the postwar world must be given to the problems of these rural high schools. The extension of free transportation to rural youth constitutes one of the major developments of recent years. Despite this development, and the appearance of an increasing number of consolidated rural high schools, thousands of rural youth must still travel long distances on their own, or board out, to reach a high school. Of those transported, many must leave home at daybreak to return at nightfall. The expense of high-

school attendance, both in actual cash outlays and in loss in productive services at home, is an additional deterrent to high-school attendance by farm youth.

In the smaller rural high schools, dependent upon staffs of three to five teachers for all teaching, administrative and extracurricular services, a broad curriculum suited to the various needs of rural youth is a rarity, if not a practical impossibility.

These small high schools can and do quite generally offer only the academic college preparatory staples of English, history, mathematics, science, and a foreign language plus some physical education. A relatively few larger rural high schools may perhaps be able also to provide a course or two in home economics for girls and in agriculture for boys.

Curricular diversification, especially of a vocational preparatory character, in most of our States is tied up with problems of school organization and finance. No doubt something more could be done in many small high schools to provide a better balanced program of subject offerings than is being done. Yet there still remains the obstinate fact that the size of a school puts severe limitations upon the number and variety of specialized subjects it is possible to offer with requisite economy. These limitations can be relieved only as the States find it possible to consolidate more of their smaller rural high schools; and also to provide means by which many more youth are enabled to attend these larger and centrally located high schools.

### **Educational Plant Facilities**

And that leads me to say a word about the building of educational plant facilities for the new world. No one doubts that during the next few years we shall witness a great program of schoolhouse construction. The cessation of such construction during the war has created a backlog of need for new and modern educational plant facilities that we shall be many years in filling.

Now it is obvious that school housing is housing for educational programs; and hence plans for the building of educational structures cannot be dissociated from plans for the curriculum

and program of the schools—not just the schools of a single community but of a State as a whole. Locating school buildings of given types as a part of a general program of public works without regard to more than local educational needs may commit not only the community but the State to an expensive and ineffective program for decades to come. It has the possibility of freezing for another century the present wasteful and inefficient organization of a multitude of little school districts each with insufficient wealth or population to provide a modern program of secondary education. Only by planning on a State-wide basis for the location of new educational structures to house the program of secondary education for the new world can we hope to make available the diversified courses needed.

### **Newer Aids to Instruction**

In the planning of new high schools we would do well, moreover, to consider adequate provisions for some of the newer educational aids and devices such as radio, television, and motion pictures. The wide use of such instructional aids in the training programs of the armed forces has resulted in convincing evidence of their important possibilities for postwar education. If these possibilities and others are to be realized we shall need to build into our modern high schools several larger classrooms equipped with these instructional devices, where, under the direction of master teachers, large groups of young people may be assembled for purposes of large-group instruction. By breaking away from the stereotyped notion that the high-school classroom should accommodate not more than about 40 pupils, we can increase materially the efficiency of instruction and pay higher salaries to superior teachers—and do both without any unreasonable increase in per pupil costs for such instruction.

It has been customary to think that apart from the auditorium, the gymnasium, the lunchroom, and the library, the high-school building should be cut up into rooms 22 feet wide and 32 feet long, each to accommodate about 35 pupils and to be served by a regular full-time teacher. There inheres in this custom the notion that practically all subjects should be treated uniformly and

that the number of pupils in the various groups should be kept nearly equal. In general, the policies and programs of the schools have emphasized the need for *teaching* rather than the importance of learning. Schools of the future should reverse the emphasis.

Before leaving this subject of means for making an improved high-school program available and effectively free to all youth, let me insert just a brief word about the need for scholarships to enable young people of ability to continue their education in high schools and colleges.

### **Scholarships and Fellowships**

Before the war almost a third of the graduates of our high schools entered colleges. Both numerically and relatively that was a larger proportion than ever before had entered college in this or any other country. Yet, before the war fully half the youth who should have been in college could not afford to attend. Next year, with Federal provisions for financing veterans' education, more than 2,000,000 students will be crowding into these same colleges and universities. But, as I have said, in ordinary times about half of the young people who should and could profit society greatly by their continued education are denied college opportunities because of the expense involved. This is selling the Nation short with a vengeance. No investment we could make for a new world would bring greater dividends than would a generous investment in scholarships and fellowships for these capable youth.

So much for a few of the quantitative aspects of educational improvements needed for postwar secondary education. But what of qualitative changes? Particularly, what of the curriculum of the high schools?

### **Changes in the High-School Curriculum**

One approach to the problem of needed postwar changes in the curriculum of the high schools is to ask what weaknesses, if any, the war disclosed in the human product of these schools, and then seek to strengthen education at these points of weakness.

Such an approach discloses the need for improvement in the accomplishment

of at least three objectives: (1) maintenance and improvement of the physical and mental health of students; (2) improvement of basic understandings, skills and attitudes in the fields of language, mathematics, science, the fine and practical arts; (3) strengthening of the civic and ethical elements of the educational program. Let me comment briefly on each of these objectives.

### **Health and Physical Education**

During the war the Nation was shocked to discover that almost 3 million of its youth were physically unfit for military service. Said a Senate Report in this connection: "A large number of these (Selective Service) rejections were preventable and would undoubtedly have been prevented had a health program in the public schools of the Nation been adequately supported during the two decades prior to the outbreak of the war" (Senate Report No. 1497).

It is hoped that we may never need to prepare our young men to fight another war. But whether for war or peace we certainly need to give greater place in the educational program of the future to physical and health education.

Time will permit me to mention briefly only a few of the planks in a platform of health education for the postwar years. First of these planks is the need for greater stress on a properly graded program of health instruction in the high schools where the students have a sufficient mental and physical maturity to understand and utilize the wealth of modern scientific information which is functionally related to healthful living. Second, every high school in America should be provided with sufficient gymnasium and playground facilities to permit a program of physical activities, games, and sports throughout the year. Third, provision should be made for an annual medical examination of high-school youth with a follow-up to acquaint parents with the results of the examination; and to provide encouragement and assistance in securing such reparative or remedial work as may be indicated.

Fourth, I propose, as a plank in the platform of postwar health education, that the schools undertake to provide opportunities for older children and

youth to experience the health-producing activities of a well-conducted school camp for at least one month each year. Although school camping is not exclusively a health education matter, nevertheless, it is a major help in building health and physical vigor. At present, the opportunity to experience the benefits of a well-directed camp is limited largely to children from homes of comfortable economic circumstances and to a very limited extent to children from economically underprivileged homes. I believe it is properly a project for organized education to provide these opportunities for many more children, especially for children living in urban areas.

Fifth, and finally, I would include provision for a well-balanced noonday meal for every school child in American elementary and secondary schools. The passage by the Congress, at the last session, of legislation providing for the National School Lunch Program should go far to implement this proposal.

So much for improvement in the physical and mental health of students. Turn next to the need disclosed by the war for improvements in basic understandings, skills and attitudes.

### **Critical Listening and Critical Thinking**

Improvement in basic skills in the field of language, i. e., reading, writing, listening, and speaking, is a perennial need which the war but served to accentuate. All communication skills are becoming increasingly important to the intelligent citizen, listening skills especially. Critical *listening* is an art to which the high-school curriculum may well give more attention in a world in which radio broadcasts are daily heard by multiplied millions. Critical *thinking* is our only democratic safeguard against the domination of our thinking and feeling by various organs of mass communication.

Please do not confuse the idea of "critical thinking" with the idea of derogatory criticism of everything in American life. "Critical thinking" implies criteria or standards against which to compare and judge proposals. An understanding and acceptance by students of these criteria of judgment are an important responsibility of second-

ary schools. Many of them inhere in our ethical and humanitarian heritage as embodied in the classics of English and American literature. Others are found in our Declaration of Independence and in our Constitution. Against the ideals and moral principles of these and other documents we must critically judge proposals to fasten upon this country certain so-called "democratic" doctrines which have made slaves of millions in other countries; or other proposals that would sell our heritage of civil and political liberties for a mess of economic pottage. Against these criteria we must evaluate all slogans, catchwords, and stereotyped phrases.

### **Facility in Foreign Languages**

Among the communication skills needed for a new world, mention is often made of the need of facility in foreign languages. How otherwise shall we understand other nations and peoples speaking strange tongues? But facility in the use of which foreign languages? Chinese? Russian? Spanish? French? And by whom are these foreign language skills needed? Shall *all* high school students become adept in at least one foreign language? And is the investment of the time of *all* students that is necessary to achieve real communication skill in a foreign language justified? If so, on what grounds? I raise the questions. The answers are by no means clear at this time.

### **Mathematics**

I need say little concerning the basic disciplines of mathematics. Not everyone needs to pursue the higher mathematics. But everyone does have need for certain abilities in arithmetic and some understanding of the principles and a mastery of the simpler techniques of general mathematics. A major weakness in the work of the schools, according to military authorities, was our failure to require older youth to carry their mathematics to the point of reasonable mastery. Mathematical skills, acquired in elementary schools, were permitted by the high schools to vanish through disuse. The high schools must remedy this weakness.

### **Natural Sciences**

Similarly, the emphasis on the natural sciences, which during the war

came to occupy a larger place in the general education of American youth, must be continued. No adequate understanding of the postwar world will be possible without a knowledge of the natural sciences; and many careers in technical, professional, and scientific pursuits, whether of industry, business, or agriculture are handicapped without it.

What will be some of the characteristics of high-school science instruction for the new world? I shall note three in passing.

1. Greater attention than now prevails will be given in the laboratory work for high-school students to the science applications in agriculture, home economics, industry, etc.

2. The attempt will be made to interest *all* high-school students in the study and use of science; but special encouragement will be given students with unique scientific aptitudes to continue the pursuit of scientific studies beyond the high school.

3. There will be a larger use by high schools of films, excursions, and other means to provide greater reality to the science experiences of students. High-school science courses will become less bookish, less dependent on a single textbook.

### **Practical and Fine Arts**

Along with the larger place of the natural sciences in the general education of all American youth will go more attention to the practical arts. They will be depended upon to provide those elementary experiences in the use of tools, the processing of materials, and the shaping of means to ends which were once present in the daily life of youth living in rural communities but are now so largely absent from the environment of urban youth.

Under the category of the practical arts I am including education for productive work or vocational education. Skilled workers will be required by the new postwar world, workers with a scientific understanding of their environment and with broad technical training; workers who in their role as citizens are broadly educated. The days of narrow vocationalism in which a man learned a few operations of machine-tending are gone. Today, workers need both general education to give them an

adequate understanding of the world in which they live and special training to prepare them for their occupations. Increasingly the latter will be started in high school and continued by in-service training on the job or in post-high-school special training courses.

Nor should we forget that in the postwar world there will probably be increased leisure, as the advances of technology make possible a shorter working day. Jobs will frequently fail to provide opportunity to use the creative talents. Men and women will need resources by which some of their leisure time may be used in such recreative ways as craft work in wood, metal and plastics, painting, gardening, games, music, as well as reading and study. Carrying forward the experiences of elementary education, the high school must provide the groundwork for such leisure time and recreational interests and activities. Both the practical and the fine arts will have an increasingly important role to play in the personal cultural enrichment of youth and adults alike.

### **Social Sciences**

And lastly, I come to those basic understandings, attitudes and skills which fall within the field of the social studies. The social studies will assume increasing importance in the high-school curriculum for a new world. For it is upon the social studies that we shall continue to lean most heavily for the training of youth for their civic responsibilities. Chief among the social studies will doubtless remain the study of the history of our country and its institutions. Upon it we shall continue to depend largely for a grounding of our youth in the American tradition of economic, political, and civil liberty and for an understanding of our republican form of government.

But the study of U. S. history can hardly constitute the beginning and the end of civic education for a new world. Young people must be taught to recognize and to think constructively about the major social, economic, and political problems which confront them as citizens of "one world"—problems of racial, religious, and other differences among men in their bearing on domestic and international peace and security; problems of government in relation to labor and management, agriculture, in-

dustry, the consumer; problems of foreign policy, world organization, peace, and many others.

We have heard a great deal in recent months about the postwar responsibility of the schools to provide a firm basis for international cooperation by an emphasis upon the study of international relations. Not only will it be necessary to add to the subject matter of the social studies in our high schools material dealing with the mechanics of the United Nations, but it will be necessary to go beyond a study of such mechanics to a development of those underlying attitudes and solid understandings which are necessary to make any social machinery work effectively.

The subject matter of international relations will involve at least four major areas: First, history with its account of the experiences of the race in its long struggle for freedom and self-government; second, contemporary problems, requiring an understanding of the forces (economic and political, social, scientific, and ideological) which help to mould the pattern of events; third, political economy requiring an understanding of the instruments which men have devised, their political forms and their social and economic systems, for protecting the rights of the individual and increasing his freedom through self-government; and finally much knowledge concerning the different resources, customs, peculiarities, and cultures of other peoples, the possession of which will help to temper judgments and broaden sympathies toward all races and peoples engaged in the common enterprise of living together on a shrunken planet.

### **Teachers and Teaching Methods**

So much for some of the qualitative changes in secondary education as represented by the high-school curriculum. Last, but not least, among the needed qualitative changes in postwar secondary education to which I shall allude are changes in teaching method. Here it seems to me the need is for a greater utilization of methods that lead to a development of self-reliance and sharpening of the student's desire to learn.

One frequent criticism of our high schools is the observation that so many youth left high school without zest for continued learning. Perhaps one rea-

son for this lack of zest for life-long learning has been the continued prevalence, among many teachers and laymen alike, of the cold-storage concept of education; the idea that education is the embalming in memory of a miscellaneous assortment of information supposedly valuable to the adult at some future time and place; as contrasted with the idea that education should be something related directly to problems and purposes which have meaning for youth here and now.

If interest is the key to learning and if interest inheres in purposeful activity, then the great task of teachers is to help youth to form and clarify their purposes, to guide them in their efforts to effectuate those purposes that are socially acceptable, whether the purpose is to publish a school newspaper, to operate a school-community cannery, to win a football game, or to make a new and better world; and in so doing promote the growth of the individual in intelligent self-direction and self-reliance in an increasing variety of real life situations. Incidentally, it is not unlikely that the student will acquire more genuine knowledge, better attitudes, greater and more useful skills by such means than by much study of lessons for the purpose of reciting them to the teacher.

It must be obvious, of course, that if we are to have teachers qualified to act as inspiring educational guides for young people as they grow in wisdom and self-direction, we must make the profession of teaching more attractive. In the minds of some citizens, teaching is neither an art nor a science. They think of teachers as being merely "hearers of lessons." But teaching is both a great art and to a considerable extent a science. It calls for unusual skill and a personality whose interest and enthusiasm are radiated to the students in the teacher's charge.

One major item of change in making the profession of teaching more attractive must be the greater social recognition which the public concedes to teachers. That social recognition will take a variety of forms. One form will be a greater willingness to regard teachers as human beings, subject to the same impulses and entitled to the same personal freedom and respect as are other professional workers. Another form it

must certainly take is that of a greater financial security for the teacher. The public can hardly expect talented young men and women to spend years in expensive preparation for the teaching profession if salaries of teachers are not to be substantially higher than at present.

### **In Conclusion**

In conclusion and by way of summary, the challenge of the new world to secondary education as to many other institutionalized aspects of our life, is the old challenge of a sense of proportion in all things; the challenge of holding fast to that which is good, while adding innovating practices of promise. The challenge of the new world with respect to the high-school curriculum is for a program of studies and activities which does not ignore the claims either of a common citizenship and culture or of the individual student's hopes, abilities and interests; the challenge of a teaching staff that can kindle the zeal of students and guide it into channels both of self-improvement and of social betterment; the challenge of an administrative and fiscal structure that makes available to every youth his American heritage of educational opportunity.

These are the challenges of Secondary Education for a New World—a world characterized by complexity and change, by technology and specialization, by mass communication and swift transportation, by the impulse to greater unity and, above all, by the sheer necessity of that unity if we are to escape the catastrophe of atomic warfare with its certainty of destruction for ourselves and for civilization. These challenges may not be met in a day or a month or a year.

Making a new and better world will probably always be a slow and dearly won process of adaptation and accretion; evolutionary rather than revolutionary in character. Secondary education for the new world will be no exception. It will scarcely be transformed overnight. Yet, if during the next decade we achieve these goals: (1) if we provide full and equal access to educational opportunities; (2) if we achieve a revised and strengthened curriculum; and (3) if we can count on better methods of teaching by a better educated, better selected, and a better paid teach-

ing profession, we shall have made real and substantial progress in adapting Secondary Education for a New World. Thus we shall have made a contribution of no little magnitude to the building of a better world—a world of peace and plenty.

## THIS MONTH

Statisticians say that more than 28 million students and more than 1 million teachers are starting to school for another year. They have one great goal in common—to grow in understanding and in service.

SCHOOL LIFE, too, is starting to school for another year—its twenty-sixth year of endeavoring to render services to the schools. Beginning with 16 newsprint pages in August 1918—in the midst of World War I—SCHOOL LIFE was issued without break for 24 years. Then came World War II.

Emergency needs temporarily suspended this periodical and early in 1942 a wartime biweekly—EDUCATION FOR VICTORY—took its place in order to carry messages swiftly to the schools, with the single purpose of all—to help win the war.

When victory came, EDUCATION FOR VICTORY made its exit and SCHOOL LIFE returned to renew and to expand its services to the Nation's schools. SCHOOL LIFE wishes to join with teachers and students in the endeavor to grow in understanding and in service, for a peaceful, intelligent, and happy world.

For those who wish to receive SCHOOL LIFE regularly throughout the school year, subscriptions (\$1 for 10 issues) should be sent directly to the Superintendent of Documents, United States Government Printing Office, Washington 25, D. C.

## Rural School Charter Day Established

RURAL SCHOOL CHARTER DAY, says an announcement from the National Education Association, has been established as a time each year when rural communities throughout the Nation may take inventory of their educational needs and achievements and plan further steps to improve educational opportunities in their local communities and States and in the Nation. It is also a day when the people of the Nation generally are asked to examine the importance and the problems of rural education and to take steps to help solve them.

This year Rural School Charter Day was October 4, throughout the Nation's schools.

In October 1944, a 2-day Conference on Rural Education, planned and directed by the Division of Field Service, Rural Service, and Legislation and Federal Relations of the National Education Association, was held at the White House upon invitation of President and Mrs. Franklin Delano Roosevelt. Thus for the first time under the auspices of the highest office in the Nation a conference devoted exclusively to the educational needs of rural children was held. The responsibility of citizens everywhere, in both city and country, to work for better educational opportunities for rural children and youth was stressed by the Conference.

The great part rural education plays in American life is suggested by these facts:

43 percent of our people live in rural areas (57,245,573).

Of those in rural areas 30,216,188 live on farms; 26,029,385 live in towns under 2,500 population.

More than half (15,041,289) of the children of school age (5-17) live in rural areas (Total: 29,745,246).

Of the children enrolled in school 46.4 percent are in rural schools.

More than half (437,031) of the elementary and secondary school teachers work in rural schools (total: 856,661).

86 percent of the Nation's school buildings are in rural school systems.

These statements also are in a release from the NEA's Division of Rural Service and Field Service:

3½ million children of school age in rural communities are not enrolled in school.

On the basis of the average length of the school term, the average high-school graduate in rural schools has had 1 school year less of schooling in his 12 years than the average urban graduate (rural: 167 days' annual average; Urban: 181 days).

\$84.41 annually is spent per pupil in average daily attendance in rural schools; \$131.83 in urban schools.

\$200 is the value of school property per pupil enrolled in rural schools as compared with \$429 per pupil in urban schools.

Of the 100,000 emergency teacher certificates in 1945-46 at least 75,000 are in use in rural schools.

Of the 35,000,000 citizens without library services 32,000,000 live in small villages or in the open country.

## Temporary Educational Facilities for Veterans

THE PRESIDENT signed the Mead bill (S. 2085) and the Congress has appropriated \$75,000,000 to implement its provisions. The act authorizes the Federal Works Agency to provide temporary educational facilities, other than housing, to public and nonprofit institutions in which the U. S. Commissioner of Education certifies that an acute shortage exists or impends in such facilities needed for the education of veterans.

Responsibility for developing and administering a plan for discharging the duties required of the Commissioner of Education has been delegated to Dr. Ernest V. Hollis, specialist in State-wide programs. He will have associated with him in the Washington office Henry H. Armsby, specialist in engineering education. There will be a field staff in each of the nine regional offices of the Federal Works Agency to receive and study applications, visit institutions, and make final decisions on the nature and extent of needs that can be certified to FWA. It is believed that decentralized administration will assure prompt decisions made after face-to-face contacts.





PRESIDENT TRUMAN SIGNING THE RESOLUTION WHICH AUTHORIZES THE UNITED STATES TO JOIN UNESCO OFFICIALLY

LEFT TO RIGHT: William Benton, Assistant Secretary of State; William G. Carr, Associate Secretary, National Education Association; Monsignor Frederick Hochwalt, Director, Department of Education, National Catholic Welfare Conference; Mark Starr, International Ladies' Garment Workers' Union; John W. Studebaker, U. S. Commissioner of Education; Charles A. Thomson, Consultant, Department of State; Congressman Chester E. Merrow, of New Hampshire; Luther Evans, Librarian of Congress; Senator James E. Murray, of Montana; George F. Zook, President, American Council on Education; Mrs. Lucille Simmons, teacher, District of Columbia public schools; and Waldo A. Leland, Director, Council of Learned Societies.

# UNESCO

## Report From the United States

*Harold R. Benjamin, Director, International Educational Relations Division, U. S. Office of Education, and Deputy for Education for the United States Representative on the Preparatory Commission of UNESCO, gives the following report.*

The United States formally accepted membership in the United Nations Educational, Scientific and Cultural Organization on July 30, 1946, when President Truman signed the Joint Resolution authorizing this action. The President expressed clearly the purpose of the organization and the determination of the United States to help carry out that purpose when he said:

"UNESCO will summon to service in the cause of peace the forces of education, science, learning and the creative arts, and the agencies of the film, the radio and the printed word . . ." and that "the United States will work with and through UNESCO to the end that the minds of all people may be freed from ignorance, prejudice, suspicion and fear, and that men may be edu-

cated for justice, liberty and peace. If peace is to endure, education must establish the moral unity of mankind."

By the time this issue of *SCHOOL LIFE* leaves the press, the United States National Commission for UNESCO will probably have been announced. This commission of 100 members is being selected to be widely representative of organizations and individuals of outstanding importance in educational, scientific, and cultural matters. Its functions will include serving as an advisory body to the Department of State on all UNESCO activities, acting as a link between the people of the United States and UNESCO on all international projects in education, science, and culture, and in general aiding UNESCO to carry out its program.

The Commissioner of Education, John W. Studebaker, described the work of the new commission in picturesque terms by saying, "UNESCO is going to engage in a great campaign, the campaign against war. In this campaign UNESCO will use all those instruments of instruction and enlightenment which can be wielded by schools, universities, scientific associations, cultural bodies, and citizens' groups in all the United Nations. But UNESCO

will be only a reconnaissance unit operating along the battle line. Behind UNESCO and supporting it must be the task forces of all the agencies in every crossroads hamlet, in every State and Province, in every Commonwealth and Nation that are willing to carry on this fight. The National Commission in the United States must be the staff and planning group to guide and inspire us in this country's effort to do its necessarily great share in achieving this mission."

## Report from London

*Floyde Brooker, Chief, Visual Aids to Education Section, U. S. Office of Education, Adviser for Mass Media for the United States Representative on the Preparatory Commission of UNESCO and Consultant to the Secretariat of the Preparatory Commission of UNESCO, presents a report on the Preparatory Commission's meeting in London.*

The fifth session of the Preparatory Commission of the United Nations Educational, Scientific and Cultural Organization was held in London, July 5-12, 1946.

This session of the Preparatory Commission was a direct outgrowth of the International Conference in London in November 1945, when the Constitution was adopted; a temporary secretariat authorized; a permanent site in Paris selected; and a Preparatory Commission created to make plans for the first general conference which will be held in Paris in November this year.

Thirty-six nations sent representatives.

The meeting had a threefold task as follows:

Preparing a tentative program for UNESCO's future work to be submitted at the first general conference;

Formulating recommendations concerning its future organization and budget;

Assisting educational relief and reconstruction in the countries invaded and devastated by the war.

## Recommendations for Action

Decisions taken at the Preparatory Commission's meeting were in the nature of recommendations for action by the permanent organization. UNESCO cannot formally come into being until

the Constitution has been ratified by 20 nations. At the time of the July meeting some 15 nations had formally accepted the Constitution.

The Secretariat, therefore, acted as an interim organization, and the Preparatory Commission as a provisional body charged with the duty of preparing the agenda for the first meeting of UNESCO.

The temporary Secretariat during the months of May and June held a series of conferences. Experts in various areas discussed problems and proposed action for the permanent UNESCO. The Secretariat then took the notes of these meetings and drew up definite projects for action in the fields of education, mass media, natural sciences, social sciences, fine arts, letters, philosophy and humanities, and libraries and museums.

In the submission of all these proposals for action it was assumed that (1) UNESCO would concern itself with international programs only, and (2) UNESCO would make the fullest possible use of existing agencies and facilities to achieve the purpose set forth in its Constitution.

### Proposals Presented and Discussed

In Education, the temporary secretariat presented, and the July meeting of the Preparatory Commission discussed, the following proposals:

Surveys of national systems of education and the formulation of recommendations to the end that educational systems inculcate the knowledge, attitude, and skills which contribute to the peace and security of nations and to the support of the Charter of the United Nations.

Assistance by UNESCO in fundamental education; i. e., development of primary education and the combating of mass illiteracy.

Studies of the problems of constructive revision of textbooks.

Encouragement of international understanding through youth clubs, correspondence, and the like.

Encouragement of International Youth Service Projects.

Establishment of a Committee on Educational Statistics.

Conferences on such subjects as Adult Education, Teacher Training in International Relations, the Equivalence of Degrees.

Promotion of the development and freer exchange of authoritative articles and information on the international aspects of education.

Promotion of the greater exchange of international students and teachers.

### Other Proposals Listed

Other proposals of equal interest to education are listed in part as follows:

*Mass Media.*—Educational visual aids: Preparation of draft agreement to facilitate the international exchange of educational, scientific, and cultural films; stimulation of the educational use of films; promotion of and undertaking research in the use of films; and stimulation of the production of films on educational, scientific, and cultural subjects.

*Natural Sciences.*—Conferences on publications looking toward improvement in the exchange of knowledge; preparation of materials suitable for use in textbooks for college and adult

ing the arts of different peoples; promotion of traveling exhibits, festivals, etc.

*Letters, Philosophy, and Humanities.*—Development of plans for the systematic translation of literary works and of books for children; consideration of anthologies of world literature of various types; establishment of an International Theater Institute.

*Libraries and Museums.*—Promotion of popular and public library services; investigation of obstacles to the circulation of books; promotion of museum collections, lending and exchange; study and advancement of museums as educational forces.

### National Commission To Present Views

The temporary Secretariat will further develop these proposals in the light of the discussion of the July meeting of the Preparatory Commission, submitting them for final approval to the Executive Committee of the Preparatory Commission.

It is anticipated that the film report will be made available toward the end of September for detailed study by the National Commission and interested persons in this country. At the November 1946 meeting in Paris, the National Commission will present its views on the desirability of these proposals for action to be undertaken by the permanent United Nations Educational, Scientific and Cultural Organization.

### U. S. Representatives

The United States was represented at the meeting of the Preparatory Commission by Dr. Esther C. Brunauer as Delegate, Harvard Arnason as Alternate, and nine advisers acquainted with particular fields of proposed UNESCO activity. The advisers were:

John M. Begg: Acting Chief, Division of International Motion Pictures, Department of State.

Floyde E. Brooker: Chief, Visual Aids to Education Section, U. S. Office of Education.

Verner Clapp: Director, Acquisition Department, Library of Congress.

Ferdinand Kuhn Jr.: Consultant to the Department of State.

Charles R. Morey: Cultural Attaché, American Embassy, Rome, Italy.

Donald C. Stone: Assistant Director of Bureau of the Budget.

(Concluded on page 31)

## INDIVIDUAL RESPONSIBILITY

► "Behind UNESCO and supporting it must be the task forces of all the agencies in every crossroads hamlet, in every State and Province, in every Commonwealth and Nation, that are willing to carry on this fight. The National Commission in the United States must be the staff and planning group to guide and inspire us in this country's effort to do its necessarily great share in achieving this mission."

*John H. Studdaker*

U. S. Commissioner of Education.

education; establishment of a Scientific Apparatus Information Bureau, concerned with the standardization of scientific equipment and dissemination of technical information; facilitation of travel by scientists, through issuance of cartes d'identite.

*Social Sciences.*—Establishment of an international clearing house on home and community planning; establishment of a Study Center in International Relations; studies and reports on such problems as: Nationalism and internationalism; effectiveness of mechanization upon civilization; the use and misuse of modern psychology as a political technique; public opinion surveys; the cultural purposes of economic planning; population problems; and the methods of promoting international understanding.

*Fine Arts.*—Study of the role of the arts in general education; facilitation of broadcasting of programs present-

**ADELANTE, CAMINANTE**

by Marjorie C. Johnston,  
Consultant on the Teaching of Spanish

ALMOST any afternoon during the 6 weeks of summer school at the National University of Mexico the loiterer in the courtyard could distinguish the words "*Adelante, caminante, caminante del Mayab*" as they were sung to the slow pulsating rhythm of the Yucatec music. And many were the passersby who peered inside the carved doorway of the old Casa de Mascarones and wandered on without need for further explanation of why so large a group of foreigners found this atmosphere attractive. The singers were *caminantes*, too, from the United States, and their slogan might well be *adelante*. They were the members of the Spanish Language Institute, which was sponsored by the U. S. Office of Education for the purpose of improving the preparation of forward-looking teachers of Spanish.

**Courses Offered Made Full Program**

Ninety-six teachers, representing 35 States, the District of Columbia, and Puerto Rico, composed the membership of the Institute. The faculty was all Mexican and included some of the most distinguished professors and lecturers of the National University and the Ministry of Public Education. Four courses and a number of optional activities made a very full program.

The first course, called "Oral-aural Practice," dealt with Mexican music and literature. Popular Mexican folk-songs suitable for use in class and extra-curricular activities of Spanish departments were taught by Julián Zúñiga, the organist at Guadalupe Shrine. Correlated with the singing practice were special optional classes in practical phonetics offered by the director of the Institute, Dr. Francisco Villagrán. The discussions of literature centered about outstanding writers and their principal works.

The second course, "Conversation on Everyday Life Topics," was conducted in small groups in which situations representative of daily life in the Mex-

ican capital were enacted. Vocabularies of a practical nature, not ordinarily treated in textbooks, served as suggestions for short dialogues and skits which were prepared in advance, rehearsed with informants, and produced in class. Correlated with this course were informant services on an exchange-for-English basis by Mexican students of English at the Benjamin Franklin Library.

The third course, "Mexican Civilization," was a series of lectures on various aspects of Mexican life. Supplementing the lectures were visits to schools and social service centers in the Federal District which were conducted by specialists from the Ministry of Public Education. Members of the Institute had prepared themselves in advance on the collateral reading for the different lecture topics, such as geography, history, pre-Hispanic culture, colonial art, education, etc.

In the fourth course, "Advanced Grammar and Composition," the teachers considered technical grammar problems and precise translation. Exercises in social and business correspondence and free compositions were related to the materials of course II. Representatives from each section of this course composed a program committee whose responsibility it was to plan a weekly assembly. The assemblies were of varied type, including group singing, dramatizations prepared by classes in conversation, round-table discussions of teaching methods and materials for use in U. S. Spanish classes, programs of folk music and dancing and readings of authors from their own works.

**Lived in Mexican Homes**

Most of the members of the Institute lived in Mexican homes, since in this way they were able to obtain a more intimate knowledge of Mexican life and have more opportunities for personal acquaintances and sustained conversation with persons who speak Spanish as their mother tongue. Sixty of the group were visiting Mexico for the first time this summer; others had traveled or studied there before.

Teachers were enrolled in the Spanish Language Institute upon the recommendation of city and State superintendents of schools and college deans. Approximately three-fourths of the group were teachers of Spanish in high schools; 21 were college instructors. Since the Institute was an official educational program involving neighboring republics, it was expected that the participants would be vigilant in cultivating the cooperative spirit in which it was planned. The cooperating agencies of the two Governments were the Department of State, the U. S. Office of Education, the Benjamin Franklin Library, the National University of Mexico, and the Mexican Ministry of Public Education. The group was truly representative and did much to create among the Mexicans a feeling of respect and liking for the United States teacher. There is no doubt either that upon their return to United States schools they will be able to interpret more understandingly the life and thought of the Mexican people.

At the conclusion of the Institute each teacher received from the Office of Education a maintenance grant of \$100 to help defray living expenses in Mexico. This assistance and recognition on the part of the U. S. Government has a four-fold purpose: To call attention to the importance of language study in developing better international understanding, to give teachers of Spanish greater facility in speaking and understanding the spoken language, to encourage firsthand acquaintance with the country and people whose language is being taught, and to foster interchange of ideas and information among teachers of different countries. It is anticipated that similar institutes may be established in other countries and in other languages within the next few years.

**Other Programs Offered**

In addition to the Spanish Language Institute there were two other programs for U. S. teachers in Mexico this summer which deserve special mention: The National Education Association's Tours to Mexico and the Inter-American Workshop which formed a part of

the Field School conducted by the Texas State College for Women in Saltillo, Coahuila. Through these activities teachers from all parts of the United States were able to combine foreign travel and educational conferences in a profitable way. Approximately 75 teachers in each of 3 tours directed by the NEA Travel Service participated in all-day conferences arranged with Mexican teachers through the courtesy of the Ministry of Public Education. These conferences resulted in many agreements with regard to practical means of carrying on exchange of persons, materials, and information between the schools of the United States and Mexico. The encouraging thing about the discussions was that many teachers of both countries came a little closer to each other's problems and will make a determined effort to carry out the resolutions which they approved in joint session.

The Inter-American Workshop in Saltillo was composed of teachers whose chief interest lay in one of the following fields: Methods and materials for teaching Spanish in the high school, development of a program for Spanish in the elementary school, teaching of Spanish-speaking children in our schools, enrichment of the curriculum through Mexican art, music, and customs. To aid their study, the Cultural Missions Department of the Ministry of Public Education sent a group of missionaries to interpret Mexican folklore and demonstrate regional folk dances and music. The teachers who worked in an environment so uniquely conducive to the gathering of authentic information have gained an awareness of the inter-American spirit which can scarcely fail to convey itself to their pupils. *Adelante, caminante!*

## NEW INTERNATIONAL ASSIGNMENT

### *Great Britain and United States Exchange Teachers*

THE 148 successful candidates selected for the first postwar exchange of teachers between the United States and Great Britain were announced recently by Commissioner Studebaker.

Students in 74 schools in this country will hear this fall accents and pronun-

ciations new to them when they listen to their new teachers from England, Scotland, and Wales. And overseas, British, Welsh, and Scottish children will come in contact with the American language at first hand as teachers from the various States begin work on this new international assignment.

The suggestion for the exchange came to the U. S. Department of State from the British Foreign Office for the Committee on the Interchange of Teachers in Great Britain shortly after VJ-day. The State Department's Division of

### Education Pays

► That schooling increases one's earning power is indicated in a report (P-46 No. 5) just issued by the Bureau of the Census, showing that, among native white males, about 1 in 3 college graduates, 1 in 8 high-school graduates, and 1 in 19 grammar school graduates earned \$2,500 or more in 1939. Only about 1 in 66 of those with no schooling earned as much.

Among white males who earned less than \$1,000 in 1939 were about 1 college graduate in 8, 1 high-school graduate in 4, 4 grammar school graduates in 9, and 4 out of 5 of those with no schooling.

International Exchange of Persons in its Office of International Information and Cultural Affairs, in collaboration with leading educational groups, formed a committee which requested the U. S. Office of Education to assume responsibility for arranging the administrative details of the exchange project. To serve as chairman of the committee Commissioner Studebaker named Paul E. Smith of the Division of International Educational Relations of the Office.

Because of the limited time in which to arrange for the first interchange, the Committee for the United States announced the plan to school officials chiefly in cities of 20,000 to 200,000 population and asked for the nomination of teachers. The 74 teachers finally selected from several hundred candidates are representative of all fields of education from nursery school through high school. The same method of selec-

tion in Great Britain resulted in approximately 1,700 applications from which 74 teachers were chosen.

Two obstacles had to be overcome. Both countries are handicapped by a shortage of teachers and a shortage of housing. Exchanges, therefore, had to be on an almost identical basis, so far as grades and subjects taught. In most instances the teachers on both sides of the Atlantic have been in touch with each other by mail, and assurances of housing accommodations were received.

Each teacher concerned assumes all traveling expenses incident to the transfer from his present post to the new one. Each teacher has been granted a year's leave of absence with pay from the school district in which he is regularly employed.

### United Nations Weekly Available

DESIGNED to provide an accurate authoritative survey of the activities of the United Nations Organization and its associated and affiliated bodies, the *United Nations Weekly Bulletin*, a 20-page periodical which began publication on August 3, 1946, will furnish objective accounts of important reports and proceedings. Feature articles giving the background of the news will cover the meaning and perspective of current events. Messages and statements from leading United Nations personalities will be presented from time to time. The new periodical is published by the Department of Public Information of the United Nations.

According to announcement the Bulletin will include photographs, charts, and diagrams and will include among its special features a chronological record of activities, a calendar of forthcoming events, a bibliography of books on the United Nations, a Who's Who of United Nations personalities, and announcements of United Nations publications.

The annual subscription of \$6 entitles the subscriber not only to a regular supply of the copies post free, but also to special numbers and supplements without additional charge. All orders and remittances for the *United Nations Weekly Bulletin* should be sent to International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N. Y.

# U. S. GOVERNMENT ANNOUNCES

## New U. S. Office of Education Publications

### Vocational Education in the Years Ahead

Washington, U. S. Government Printing Office, 1945. 329 p., illus. (Vocational Division Bulletin No. 234.) 50 cents.

A report of a committee to study postwar problems in vocational education. Part I deals with general considerations and Part II with reports from the following services: Agricultural Education, Business Education, Homemaking Education, Trade and Industrial Education, Public Service Training, and Occupational Information and Guidance.

### School Bus Drivers

By *E. Glenn Featherston*. Washington, U. S. Government Printing Office, 1946. 38 p. (Pamphlet No. 100.) 10 cents.

Contents: Selection, requirements, training programs, factors affecting efficiency, and suggestions to consider in formulating a program for selection and training.

### Digest of Annual Reports of State Boards for Vocational Education to the U. S. Office of Education, Vocational Division, Fiscal Year Ended June 30, 1945

Processed. 79 p. Free.

Prepared in compliance with mandatory provisions in section 6 of the Federal Vocational Education Act approved February 23, 1917, which reads as follows: "It shall be the duty of the Federal Board of Vocational Education to make, or cause to have made, studies, investigations, and reports, with particular reference to their use in aiding the State in the establishment of vocational schools and classes \* \* \*"

### Introducing the Peoples of the Far East

Washington, U. S. Government Printing Office, 1946. 72 p. (Bulletin 1945, No. 7.) 15 cents.

Six lectures presented by Miner Teachers College, Wilson Teachers College, the Education Association of the District of Columbia, the Columbian Educational Association, and the U. S. Office of Education: *The People of Japan*. Joseph C. Grew; *Japan in the Postwar World*. Sir George Sansom; *China in the Postwar World*. George E. Taylor; *The People of the Philippines*. Brig. Gen. Carlos P. Romulo; *The People of Thailand*. M. R. Seni Pramoj; and *The People of the Netherlands East Indies*. Raymond Kennedy.

## New Publications of Other Agencies

### U. S. DEPARTMENT OF COMMERCE

#### BUREAU OF THE CENSUS

### Balances in State General, Highway, and Postwar—Reserve Funds in 1945

Prepared under the direction of *Calvert L. Dedrick* by *N. B. Gerry*. Washington, U. S. Bureau of the Census, 1946. (State Finances: 1945, vol. 2, No. 4 final.) Processed. 14 p. Free as long as supply lasts.

Tabulations by States with explanations and some interpretations.

### U. S. DEPARTMENT OF AGRICULTURE

#### FOREST SERVICE

### Water and Our Forests

By *Bernard Frank* and *Clifford A. Betts*. Washington, U. S. Government Printing Office, 1946. (Miscellaneous Publication No. 600.) 29 p. Single copies free from Forest Service, U. S. Department of Agriculture as long as supply lasts.

A popular account of man's dependence on the proper adjustment between water and forests.

#### SOIL CONSERVATION SERVICE

### Our American Land: The Story of Its Abuse and Its Conservation

By *Hugh H. Bennett*. Washington, U. S. Government Printing Office, 1946.

*Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.*

(Miscellaneous Publication No. 596.) 31 p. 10 cents.

Presents facts and figures, with illustrations, about soil erosion and how to prevent it.

### Soil Conservation During the War

By *George W. Collier*. Washington, U. S. Department of Agriculture, 1946. (War Records Monograph—2.) Processed. 25 p. Single copies free from Soil Conservation Service, Section of Education, as long as supply lasts.

One of the monographs in a series describing the wartime changes in various sectors of agriculture.

### U. S. DEPARTMENT OF LABOR

#### CHILDREN'S BUREAU

### Children Still Labor in the Fields

By *Ione L. Clinton*. (In *The Child*, vol. 10, No. 12, June 1946, p. 183-185.) Annual subscription, \$1.00 per year; single copies 10 cents.

Describes the hard work which children do in the fields and reports that only a few States have laws which protect children employed in agricultural work.

### In Behalf of the Youth of the World

Washington, U. S. Government Printing Office, 1946. (Children's Bureau Publication 315.) 24 p. 10 cents.

Conclusions and resolutions adopted by the International Labor Conference in the twenty-seventh session, Paris, France, October 15 to November 5, 1945.

### Ten Questions Answered About Child Labor Provisions of the Fair Labor Standards Act of 1938

Washington, U. S. Government Printing Office, 1945. 6-page folder. 5 cents.

Answers such questions as: To whom do provisions apply? What conditions of work apply? and who issues employment and age certificates?

### Your Community and Its Young People; Their Employment and Educational Opportunities

Prepared by the Interagency Committee on Youth Employment and Education. Washington, U. S. Government Printing Office, 1946. (Children's Bureau Publication No. 316.) 32 p. Free from Children's Bureau as long as limited supply lasts.

Poses pertinent questions for communities to consider in planning to help their young people readjust themselves in the postwar period.

# National Clearing House

## A Nation-Wide Personnel Service

*THE following information was made available by the United States Department of Labor.*

A national clearing house has recently been established by the United States Employment Service for the purpose of bringing together employers seeking "key" employees and qualified professional, semiprofessional, and administrative workers searching for appropriate employment.

The program, put in effect by Robert C. Goodwin, USES Director, is now in operation in every section of the country. It represents an arrangement between the USES headquarters in Washington, D. C., and the 1,700 USES offices located in the principal cities in the Nation.

Through these offices, located in principal cities in every State, the District of Columbia, Hawaii, Alaska, and Puerto Rico, every effort will be made to put employers, interested in obtaining qualified personnel for their establishments, in touch with professionally trained and highly qualified applicants who are available because their communities do not offer their desired types of employment.

### **National Roster Pointed the Way**

During wartime highly specialized professional and technical personnel were asked by Uncle Sam to register their qualifications with the National Roster of Scientific and Specialized

Personnel so that they could be called to serve the war effort.

The signal success attained from this operation during the national defense preparation and during the war pointed the way for the development of the present program which has been set up by the United States Employment Service.

Experience taught officials connected with the wartime project that speed in serving employers and applicants was essential. Many times, hundreds of workers were idle until the war production employer was able to locate an experienced or highly trained supervisor or "key" employee to fill a vital vacancy.

USES officials have arranged to coordinate this special service by maintaining a National Clearing House in the USES headquarters in Washington, D. C.

The "National Clearing House" will keep an active file at Washington headquarters of all professional and technical job orders for which local offices throughout the United States have no qualified applicants. Also, when the local office has a qualified applicant possessed of technical training and skill for whom there is no suitable local employment opportunity, his application and a record of his qualifications will be sent promptly to the National Clearing House by airmail.

Thus, the USES will bring together at one central point, all employer job orders which cannot be filled locally and applications of highly qualified workers.

### **Classifications Include Educators**

These applications and orders will cover such classifications as educators, personnel executives, graduate engineers, chemists, management executives, lawyers, physicians, dentists, editors, social workers, and others

with professional and semiprofessional training and experience.

On receipt of a worker's application, his qualifications will be matched against employer requirements of all jobs in his field of work on file with the National Clearing House. If he is qualified for one or more of these positions, copies of his application will be forwarded by air mail to the appropriate local USES office for immediate presentation to the employers concerned.

USES officials say the plan will work along these lines. A mechanical engineer, who lives in Joplin, Mo., was recently returned from 3 years service with the Navy. The organization for which he worked prior to entering the service was a wartime organization which is no longer in operation.

He goes to his local USES office in search of employment. After checking its employer register and a current inventory of jobs in the State, the office finds it has no suitable position available for the applicant. Immediately, a copy of his qualifications is sent to the USES National Clearing House in Washington. Upon receipt, his qualifications are checked against all of those employer orders on file for mechanical engineers. It is found that the applicant's qualifications meet the requirements of two different employers who are seeking engineers. One of these is an employer located in New York City, the other is located in Dallas, Tex.

Copies of the applicant's qualifications are forwarded by air mail to both of these employers by way of the local USES office serving the areas in which the employers are located. The employer in Dallas, Tex., is vitally interested in the applicant's qualifications. He immediately contacts this man by telephone and arrangements are made for a personal interview resulting in employment for the applicant.

Take the case of an employer in Indianapolis who needed a top flight personnel officer. His order was placed with the local USES in Indianapolis. This office checked its local supply of applicants for a qualified person to meet the employer's specifications.

No one was available to fill the position either on the local register or on the State list.

### **CONSERVATION**

Attention of schools is again called to the continuing need for the saving of used fats. The shortage still exists and the concerted efforts of schools will go a long way toward helping in this cause. Conservation is a good habit even in normal times.

# ★ NEW DIRECTOR OF HIGHER EDUCATION APPOINTED ★

A copy of the employer's specifications was air mailed at once to the National Clearing House in Washington. On receipt of the order, a check was made of the qualifications of all personnel officers registered.

It was found that two applicants met the specifications, one from Philadelphia, the other from Atlanta.

Immediately, copies of their qualifications were forwarded to the employer through the local employment office in Indianapolis. After reviewing the qualifications of the applicants, the employer decided to check further with both applicants by telephone. As a result of the telephone conversations, the applicant from Philadelphia received an appointment for a personal interview and was hired.

## Employment in Foreign Fields

In addition to bringing employer needs and an applicant together for private positions throughout the United States, the National Clearing House also will handle orders for Federal employment, and employment in foreign fields. Recently the national USES office has placed several teachers in teaching positions in various foreign countries and United States Territories. These included, Hawaii, Alaska, and Puerto Rico, and several countries in South America.

The National Clearing House by working closely with the local offices of the United States Employment Service, provides applicants who possess top qualifications with maximum possibilities for the selection of suitable employment, and for the utilization of their highest skills. The arrangement also provides employers with a nationwide source for selection of highly skilled technicians from which to fill personnel needs.

Congress recently enacted legislation which provides for the return of the Employment Service to State operation on November 16, 1946. At that time, the United States Employment Service will cooperate with the States through the National Clearing House to transfer workers between States in the same manner as the National system will operate prior to the date of return. Finding the right position for qualified men and women will speed reconversion.

JOHN DALE RUSSELL, professor of education, University of Chicago, has been appointed director, Division of Higher Education, U. S. Office of Education. He succeeds Dr. Fred J. Kelly, who recently retired.

Dr. Russell was born in Bloomington, Ind., in 1895. He received his A. B. degree from Indiana University, and his M. A. from the same institution. He attended the University of Kentucky and the University of Chicago for grad-



John Dale Russell.

uate work on his Ph. D., which was awarded by Indiana University in 1931. He served in the Army overseas in World War I.

In 1922 Dr. Russell was assistant to the dean of the school of education at Indiana University, and also assistant director of the summer session. In 1925 he became director of research and statistics in the Indiana State Department of Education, where he remained 2 years. Then followed a half-year's service as assistant professor of education and director of research at Ball State Teachers College, Muncie, Ind. In 1927 he became associate professor of education and assistant director of the Bureau of School Service, at the University of Kentucky, which post he held for 2 years. He then served for 2 years

as assistant director of surveys for the Board of Education of the Methodist Episcopal Church.

Since 1931 Dr. Russell has been a member of the faculty of the University of Chicago where, as professor of education, he has been teaching classes and directing student research in the field of higher education. He has also served for a number of years at the University of Chicago as associate dean of the Division of Social Sciences and as dean of students in that division. For many years he has directed the annual Institute for Administrative Officers of Higher Institutions and has edited the published proceedings of the Institute. Since 1944 he has served as secretary of the Commission on Colleges and Universities of the North Central Association of Colleges and Secondary Schools, an organization with more than 300 collegiate members which is concerned with the accrediting of institutions of higher education in 20 midwestern States. In recent years he has assisted the New York State Education Department on a part-time basis as research consultant for studies connected with postwar planning. Dr. Russell is widely known for his work in conducting surveys of institutions of higher education, and for the advisory service he has furnished large numbers of colleges and universities.

In 1945, at the request of the Army, Dr. Russell was granted leave from the University of Chicago to take the post of dean and academic adviser of the Biarritz American University in France. In this capacity he was responsible for the selection of civilian faculty members for Army university centers in the European theater, and for supervising the academic program at Biarritz. He resumed his post at the University of Chicago when he returned to this country this year.

Dr. Russell has edited or is the author or coauthor of more than 100 articles, bulletins, or books, including *The American Education System* (1940), and *The Finance of Higher Education* (1944).

# THEY SERVED FOR MANY YEARS

Four U. S. Office of Education staff members recently retired from the service. They are: Mrs. Katherine M. Cook, who had been associated with the Office for the past 31 years; John C. Wright, 29 years; Frank Cushman, 28 years; and Frederick J. Kelly, 15 years. All are recognized as authorities in their respective fields of education,

## John C. Wright

When the Federal Board for Vocational Education was organized in 1917, Dr. Wright came to Washington and was associated with the new organization as field agent. He later served for 12 years as director of the Federal Board for Vocational Education. In 1933, when the functions of the Board were transferred to the Office of Education, Dr. Wright was named Assistant U. S. Commissioner of Education in charge of vocational education.

During his service with the Federal Board for Vocational Education and the U. S. Office of Education, Dr. Wright was associated with surveys concerned with vocational education programs not only in this country, but also in Canada, Hawaii, Puerto Rico, Mexico, the Canal Zone, and Central and South America.

Dr. Wright was named chairman of the United States delegation to the Second Inter-American Conference on Education, held in 1934, in Santiago, Chile. He represented the United States at a conference in Mexico City in 1941 which was attended by outstanding educators from the republics of the Pan American Union, and was chairman of several committees of the conference. At the request of the Mexican Minister of Education, he headed a group which surveyed the vocational training facilities of Mexico City, and made recommendations regarding further expansion.

In commenting on Dr. Wright's retirement, Commissioner Studebaker said: "Dr. Wright's contribution to the progress of vocational education in this country cannot be summed up in mere words. It would be difficult to say just what progress vocational education

would have made had it not been for the faith, the enthusiasm, and the tireless energy of this one man." A commendatory resolution of appreciation of Dr. Wright's services was adopted by the Federal Advisory Board for Vocational Education at its meeting held in June.

## Frederick J. Kelly

When Dr. Kelly came to the U. S. Office of Education as chief of the Section of Colleges and Professional Schools, later designated the Division of Higher Education, he had been a teacher and superintendent of schools in Nebraska and South Dakota, a dean of education at the University of Kansas and dean of administration at the University of Minnesota, a research professor in higher education, president of the University of Idaho, and a participant in many surveys of higher education.

While with the Office of Education he was concerned largely with the organization and direction of various research studies. He served as consulting specialist to university and college presidents on national and State problems of higher education. During the war years he directed the ESMWT program in which engineering, physics, chemistry, and business departments made a vital contribution to the war effort.

Dr. Kelly served as chairman of the Section on Education and Training of the White House Conference on Child Health and Protection, and was chairman of the National Education Association Committee on Social Economic Goals of America. He has been actively identified with many educational associations, having been president of the National Society for the Study of Education and of the National Society of College Teachers of Education.

Commissioner Studebaker, in commenting on the retirement of Dr. Kelly, stated: "We say goodbye to Dr. Kelly with regret. His work with this Office was distinguished by his high ideals and the practical application of his wide experience to the problems of higher learning."

## Katherine M. Cook

After having served as county superintendent of schools, of Adams County, Colo., as State superintendent of public instruction of Colorado, and as principal of a county normal school

and of a county high school, Mrs. Cook came to the Office of Education as specialist in rural education, and became, in turn, chief of the Division of Rural Education, chief of the Division of Special Problems in Education, consultant in educational services, and chief of the Division of Organization and Supervision, Elementary Schools.

Author of numerous publications, she also aided in the preparation of the Merriam report on *Problems of Indian Administration*, and served on a committee of the White House Conference on Child Health and Protection. Her bulletin, entitled *House of the People: An Account of Mexico's New Schools of Action*, has been translated into Spanish, Chinese, and Indian, and her six bulletins describing education in the Territories and Insular Possessions of the United States have been widely used.

During the war years Mrs. Cook wrote numerous leaflets on postwar planning, and has recently cooperated with the National Association of Social Workers in the furtherance of visiting teacher work.

## Frank Cushman

Commander Cushman joined the staff of the Federal Board for Vocational Education in 1918 and served as regional agent for trade and industrial education until 1922. He was chief of the Trade and Industrial Education Service from 1922 to 1938, and has been consultant in vocational education since 1938, except for his tour of duty with the Navy.

Commissioned as lieutenant commander, USNR, in 1930, he remained on the inactive list until called into active service in November 1940. Later he was promoted to the rank of commander. During his active service in the Naval Reserve he was concerned with the preparation of emergency plans for the training of mechanics in navy yards and other naval shore activities, served in the Shore Establishments Division in charge of civilian training in the field, and later as head of the Training Branch of the Division of Shore Establishments and Civilian Personnel.

Throughout his years of service, Commander Cushman has promoted foreman and supervisory training, conducted foreman conferences on con-



ference leader training, as well as courses in the training of supervisors and instructors of trade and industrial education. He is also an honorary member of the faculty of the National Police Academy conducted by the Federal Bureau of Investigation where he taught courses in training methods.

Commander Cushman is author of a number of books in the field of trade and industrial education, one of which was used as a text for the Armed Forces Institute.

## LEGISLATIVE POLICY FOR NATIONAL EDUCATION ASSOCIATION

*The following legislative policy, for the National Education Association was adopted by the NEA Representative Assembly at its summer meeting in Buffalo, N. Y.:*

**Federal Aid.**—Congress should provide Federal aid without Federal control to assist the State in more nearly equalizing educational opportunity through public elementary and public secondary schools in the United States.

**Education and World Peace.**—Federal Government should take such steps as are necessary to make the United Nations Educational, Scientific and Cultural Organization an effective international agency for world peace. Federal Government should encourage international conferences and exchange of educators.

**National Preparedness.**—The National Education Association believes in adequate preparedness for the preservation of our national security. Such security rests upon the physical vigor, scientific knowledge, technical skill, civic responsibility, and military competence that reside in our citizens. To this end the Association urges the continuation and expansion of educational programs in these areas, and it calls upon the Congress to take immediate steps to determine the security needs of our Nation and to adopt such measures as will properly satisfy these needs. The intent of this resolution shall be the accepted policy of the National Education Association.

**Price Controls.**—Federal price controls should be continued until supply and demand are sufficiently in balance for competition to control prices.

## TO THE PATRONS, STUDENTS, AND TEACHERS OF AMERICAN SCHOOLS



**T**HE week beginning November 10 has been designated for the twenty-sixth observance of American Education Week. It should be the occasion for all citizens to visit their schools and to give serious thought to the theme selected for this year's observance, "Education for the Atomic Age."

Atomic energy can contribute immeasurably to man's welfare, or it can destroy civilization as we know it. Whether its powers shall be harnessed for good or for evil, the adult citizens of the United States will in large measure decide. It is the task of education to bring about a realiza-

**Health and Child Welfare.**—Congress should provide funds, to be administered through public agencies and under State and local control, to strengthen the health and physical education program for all children in all schools and colleges.

**School Construction.**—Federal Government should assist the States to meet construction needs. Funds should be made available at once for surveys of construction needs.

**Teacher Welfare.**—Social Security coverage should be extended, by means of voluntary contracts, to employees of school systems not now protected by pension or retirement programs. Such extension should in no way amend or

interfere with the operation of existing teacher-retirement systems. Retirement pay for teachers should be free from Federal income taxes up to the highest amount allowed any other group under existing Federal law.

tion of the issues at stake and to develop the practices of human brotherhood that alone will enable us to achieve international cooperation and peaceful progress in the atomic age.

—Harry S. Truman

**EDUCATION FOR THE ATOMIC AGE** is the general theme for American Education Week this year. This school-and-community-wide week throughout the Nation is sponsored by the National Education Association, the American Legion, the National Congress of Parents and Teachers, and the U. S. Office of Education.

The schedule of subjects for discussion follows. It is hoped by the sponsors that valuable results will come in every community from the 1946 American Education Week.

**Practicing Brotherhood—Sunday, November 10.**

**Building World Security—Monday, November 11.**

**Facing New Tasks—Tuesday, November 12.**

**Developing Better Communities—Wednesday, November 13.**

**Strengthening Home Life—Thursday, November 14.**

**Investing in Education—Friday, November 15.**

**Promoting Health and Safety—Saturday, November 16.**

**Scientific Research.**—Federal Government should subsidize and coordinate scientific research.

**Public Lands.**—Federal Government should make payments in lieu of State and local taxes for lands acquired for Federal uses.

**Nursery Schools and Child-Care Centers.**—Any Federal funds made available for nursery schools and child-care centers should be channelled through

the regularly established Federal and State educational agencies.

*Federal Aid for Higher Education.*—Federal Government should provide financial aid for the support of higher education to be granted only to publicly controlled institutions. Federal Government should make adequate compensation to privately controlled colleges and universities for the cost of specific services rendered at the request of the Government.

*Scholarships.*—Federal Government should finance the establishment in every State of a system of competitive scholarships under which young men and women of high capabilities may attend college. Scholarships for teacher preparation should cover the complete cost of training to the individual.

*United States Office of Education.*—The Federal Government should create a national educational commission, composed of outstanding citizens, appointed by the President and approved by the Senate, with overlapping terms, subject to removal only by Congress, non-administrative in functions, to serve in a consultative capacity to the head of the Federal educational agency. This agency should have sufficient rank to deal directly with the President and the Congress.

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## REPORT FROM AHEA ANNUAL MEETING

MORE THAN 2,000 home economists from all sections of the country and representing the many fields of their profession, registered for the thirty-seventh annual meeting of the American Home Economics Association held in Cleveland, Ohio, late in June. The convention theme, "Better Professional Workers for Better Homes and Happier Family Life," was developed through work meetings, research reports, general sessions, and informal conferences.

Increasing demands for the services of home economists was emphasized again and again. The first general session was devoted to recruitment through jobs well done in teaching, homemaking, business, extension, and participation in research. Cornelia Lindstrom of Iowa State College, national president of Home Economics College Clubs, indicated the potentialities of the 336 clubs in the organization. And the 1-year-old Future Home-

makers of America, represented by the national president, Myrtle Hilton of Tennessee, reported 4,332 high-school chapters with nearly 170,000 members. This organization is co-sponsored by the Association and the U. S. Office of Education. Home economist Mary I. Barber, planner of food and diets for the Army during the war, recommended as one of the best recruitment ideas a pride and respect for the profession of home economics through which "you may learn a trade, live in comfort, and serve your community."

The Association's interest in the consumer turned the spotlight on housing, as Deane G. Carter, professor of farm structures at the University of Illinois and member of the Executive Committee of the Small Homes Council, discussed "The Consumer's Investment in Housing." He pointed out the decided trend toward functional housing and the increasing recognition by architects and builders of the home economists' point of view—that of building for "family living requirements." One of the planks of AHEA's legislative platform, approved at a later business session, authorized action in support of the Wagner-Ellender-Taft housing bill.

Ruth O'Brien of the Bureau of Human Nutrition and Home Economics reported briefly on "The Consumer Speaks" project of the association, through which already more than 20,000 homemakers of the Nation have reported their desires with respect to certain items of clothing, food, and equipment.

### **International Responsibilities Too**

International responsibilities of the Association were made apparent in the third general session. Frank L. McDougall, special adviser to the Director General of the Food and Agriculture Organization of the United Nations, discussed "Food in the International Situation." He emphasized the fact that poverty and malnutrition still exist among more than two-thirds of the earth's people and that the "root of the problem lies in improving the standard (the chance) for living throughout the world."

Two foreign fellows, brought to the United States by AHEA for study in home economics, were introduced at this session, Ho-I Pai from China and

Zarina Soule from India. Each spoke briefly in English. College Home Economics Clubs throughout the country have adopted as their major project the increasing of international understanding. These groups alone reported contributions of more than \$750 to the fellowship fund last year. And at the close of the session these student representatives received donations which filled their purse above the \$1,000 mark.

### **Benefits Through Research**

Benefits to the Nation's families through research were high lighted in the final session when Earl C. McCracken of the Bureau of Human Nutrition and Home Economics reported on work in the field of household equipment; Cleo Fitzsimmons of Purdue University discussed family economics; Mary Louise Collings of the United States Extension Service talked of research in adult education methods; Mildred L. Stenswick of the Bureau of Human Nutrition and Home Economics considered housing; and Winona Morgan of Pennsylvania State College reported on research in child development.

Work sessions for each department and division were held daily throughout the convention. In these the latest findings in various fields were reported and program-of-work plans for the coming year developed.

### **President and Other Officers**

Mrs. Katharine M. Alderman of Minnesota, newly elected president of the Association, took over her duties at the final business meeting. Executive Board members elected at this meeting were Claribel Nye of California, vice president, and Marie Mount of Maryland, treasurer. Voting on national officers of the American Home Economics Association henceforth is to be by all members rather than by the 150 members of the council. Junior memberships were abolished.

Launched at this meeting was the drive for \$250,000 to provide a permanent "home for home economics" by 1949.

Throughout the week more than 150 exhibitors, with from 1 to 8 booths each in the Cleveland Public Auditorium, displayed postwar attractions for home economists.

# DISPOSAL OF SURPLUS PROPERTY

## Some Recent Developments

**A** NUMBER of important changes concerning the disposal of surplus property to schools and colleges, have developed during recent weeks and are herewith reported upon.

Changed procedures for educational institutions to use when purchasing property from War Assets Administration have been announced.<sup>1</sup> Under these procedures the State Educational Agencies for Surplus Property<sup>2</sup> have been reassigned important responsibilities, among which is the allocation of items in short supply to eligible educational institutions in each State.

Under expanded Army and Navy donation programs educational institutions should receive a greater volume as well as a greater variety of items of value to education. New Navy donation procedures also allow for an equitable distribution of the property among all educational institutions.

Attention of schools and colleges is called to two points regarding acquisition of surplus property from whatever source: (1) When requesting an item, be specific, be sure to include enough description so that it can be easily recognized. For example: Specify "1 claw hammer" or better still "1 hammer, chipping, pneumatic, Detroit Model, 2WA, Series No. 154169x," rather than "1 hammer." (2) An authorized official of each educational institution must sign all requests for surplus property, purchase orders, etc. A classroom teacher or professor desiring surplus items should have the authorized official in his institution order the items.

Specific information on procedures in the WAA sales program and the Army and the Navy donation programs are available from your State Educational Agency.

### Navy Donations

Since most of the property that may be donated by the Navy is located near

the coast, the U. S. Office of Education has developed procedures allowing educational institutions regardless of location, an equal opportunity to acquire such property. These procedures have been approved by the Navy.

Under the Navy donations program, any items donated must be used in instruction. These items may be certain types of (1) machinery, mechanical equipment, tools, boats and boat equipment for use in courses of vocational training, and (2) airborne electronic and radar equipment for use in aeronautical courses which do not involve actual flight training. While the latter equipment is obsolete for navy planes, it is useful for training equipment in the classroom.

The only cost to educational institutions for this property is the packing, handling and shipping charges.

Under the present procedures property that may be donated by the Navy is first screened by a representative of the U. S. Office of Education and selected items are frozen for a 15-day period. This representative immediately notifies the representatives in other States regarding the property available. Each representative passes the information on to the State Educational Agency for Surplus Property, which notifies the schools within the State.

An educational institution upon receipt of such notice makes application for any items desired. These applications are made out to the United States Navy but they are submitted, an original and four copies, to the appropriate State Agency for Surplus Property. Furthermore, it is important that a sufficient description of the property to make it easily identified is included on each application.

Applications also should include (1) applicant's eligibility certification symbol, (2) name of vocational or aeronautical course in which property is to be used (3) indication that applicant has facilities and personnel for maintenance and use of donated property in continuing educational program, and (4) a list of property previously received or known to be en route from the

Army, Navy, or War Assets Administration under donation programs since January 1, 1944.

Each State agency reviews, approves, and assigns priority ratings to the applications received from educational institutions in the State. The U. S. Office of Education's field representative in the State certifies the applications regarding the eligibility of schools to receive donations and forwards the applications to the field representative of the State in which the Navy donable property is located. The field representative in the State where the holding activity is located transmits them direct to the activity.

Schools and colleges are notified regarding items and the number of each that have been allocated to them, when the property is to be shipped, and the cost of packing, handling, and shipping.

### Army Donations

The Army under its expanded program has listed by categories, the types of items that may be donated. This list as indicated by the selections given below, includes many types of items that previously have been donated in extremely small amounts or not at all: Gas and electric welding equipment, sheet metal equipment, domestic and power sewing machines, business machines, electronic equipment, refrigeration and air conditioning equipment, photographic and projection equipment, mess and food preparation and preserving equipment, laboratory equipment drafting equipment, safety equipment and accessories. (Some items in these categories may be frozen for veterans.)

Procedures for acquisition of donable Army property are very similar to those detailed above for Navy donation program.

### Purchasing From War Assets Administration

In addition to changes in the Army and Navy donation programs, there also have been changes in WAA's disposal program. Procedures which became effective July 1 were developed by the U. S. Office of Education and approved by WAA.

Under these procedures, at the close of each period of offering made through

<sup>1</sup> Cf. Educational Surplus Property Memorandum No. 9, available from the U. S. Office of Education, Washington 25, D. C.

<sup>2</sup> Each State has established a State agency for surplus property. The name of the director and his address may be obtained by writing to the U. S. Office of Education or the chief State school officer in any State.

catalogs or notices of offerings, the WAA now allocates the available surplus property among States, local governments, educational, health, welfare, and other priority claimants in the same priority class. Allocations among States of the total surplus property available to educational claimants, is made by representatives of the U. S. Office of Education with the assistance of the State educational agencies.

Since requests (declarations of intent) from educational institutions for surplus items are sent directly to State educational agencies under the July 1 procedures and the State agencies know the amounts available for educational claimants by the end of each period of offering, each State agency allocates any items in short supply, on a basis of need and utilization, among the educational institutions within the State.

Furthermore, at the close of each period of offering, State agencies inform schools and colleges which of the requested items and the number each educational institution will receive. Not until this information has been received from the State agency, is a claimant required to prepare its purchase order. Thus, educational institutions will no longer be required to tie up funds for a long period of time or pay for surplus items they have requested until they know what will be available and how much they will receive.

Under the July 1 procedures, the State Educational Agency for Surplus Property is responsible for the certification of purchase orders or declarations of intent to buy. While a "declaration of intent" need not be a purchase order, it is a firm commitment to buy the listed surplus items if and when the surplus becomes available.

Any educational institution desiring to purchase surplus property listed in catalogs or notices of offering, immediately upon receipt of the notice, should send a declaration of intent in triplicate to the State Educational Agency.<sup>3</sup> Each declaration of intent must contain (1) the name, location and certification symbol of the institution;

(2) the file number of the notice of offering or catalog; (3) a list of items, the quantities desired together with an item number for each item from the notice or catalog, and a brief description of each item; and (4) a statement certifying that funds are available to purchase the property listed at a 40 per cent discount from fair value.

The declaration of intent must be signed by an authorized officer of the institution.

As soon as a school or college receives notice regarding what and how many items are available, it should send two copies of a purchase order together with a copy of its approved declaration of intent to purchase, which it will receive from the State agency, to the WAA regional office in which the property is located. WAA is responsible for shipment of property and for billing the institution.

### **Spot and Site Sales**

At the present time, when purchasing at spot and site sales, an educational institution should provide its representative with a letter of authorization giving the institution's certification symbol and stating that the representative is authorized to make purchases and sign any required WAA documents. The representative also should be prepared either to furnish a purchase order or an order number for a purchase order. However, those institutions with established credit in the WAA regional office will not need to furnish purchase orders at spot or site sales if they have a credit card from the regional office.

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## **NATIONAL SCHOOL LUNCH ACT**

**by M. P. Driggs, Chief,  
School Lunch Division, Food  
Distribution Programs Branch, USDA**

PRESIDENT TRUMAN, on June 4, 1946, placed his signature on the National School Lunch Act, a measure of interest to all school administrators. For the first time there is a guarantee of continuing Federal assistance for these local programs that contribute so

greatly to the health and well-being of the Nation's school children.

The funds will be administered by the United States Department of Agriculture.

They will be apportioned to the States in accordance with the number of school children in the State, between the ages of 5 and 17 inclusive, and the per capita income of the State in relation to the per capita income of the United States. Under the Act the money will be given as grants-in-aid for channeling through the State educational agency if that agency is legally permitted to handle the funds. Where the educational agency has not such legal authority, the Governor will designate another State agency to handle the program.

Both public and nonprofit private schools are eligible to apply for assistance. The State agency will accept applications from both types of schools unless it is legally prohibited from disbursing funds for private schools. In States where this is true the State office of the Production and Marketing Administration, USDA, will work with the nonprofit private schools.

### **Must Be Matching of Funds**

According to the Act there must be matching of Federal funds from sources within the State. For the first 5 years this is on a dollar-for-dollar basis. After 1951 and until 1955, the State must contribute \$1.50 for every Federal dollar. After 1955 the matching becomes \$3 for every dollar from the Federal Government. In those States where the per capita income is less than that of the United States, however, the matching may be increased proportionately.

All expenditures made on behalf of the program by the sponsor, whether obtained from private sources or through State and local taxes, may count toward meeting the matching requirement. Money paid by children for their lunches may also be included. As part of the matching a reasonable value may be put on donated services and goods, except for commodities distributed by the Federal Government.

Sponsors of school lunch programs will enter into an agreement with the State agency. The program must be operated on a nonprofit basis. The

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<sup>3</sup> In some States, through an agreement between the State agency, the regional WAA office, and the U. S. Office of Education, educational claimants will continue to submit purchase orders. Claimants should follow instructions sent out by their respective State educational agencies on submission of orders or declarations of intent.

lunch must be made available to all children attending the school regardless of their ability to pay, and without discrimination. The sponsor agrees to serve the minimum nutritional requirements of either the type A, B, or C lunch, as defined by the Department of Agriculture. Food specifications for these types are the same as they were last year. As in the past, reimbursement for local food purchases will be determined by the type of lunch served, the amount of money spent for food, the number of children participating in the program, and the need of the school for assistance. Insofar as possible, the sponsor also agrees to use foods designated by the Department of Agriculture as abundant in meeting the requirements of the lunch type.

This year there are funds available for assisting schools in the purchase of equipment to be used for storing, preparing, and serving food in school lunch programs. The same operating requirements hold whether assistance is for food or equipment. There must be approval from the State agency before aid is given for the purchase of each piece of equipment needed.

In addition to cash reimbursement for food purchases, schools may obtain foods purchased directly by the Department of Agriculture. Sponsors will be notified when these foods are available so that they may request them from the State agency. Likewise, schools that are not receiving cash assistance are eligible to receive these foods.

### **Cooperating Sponsors**

Although the legal sponsor of a school lunch program must be the school board or school official, a community group such as a parent-teacher association or service club may act as cooperating sponsor. The legal sponsor and the agency that cooperates jointly agree as to the responsibilities each will assume in carrying out the terms of the agreement with the State agency. Since Federal assistance covers only part of the costs of food and equipment, the local sponsors must be responsible for providing supervision, labor, facilities, and all food costs.

The sponsor is required to submit a brief report of operations to the State agency at the same time claim is made for reimbursement. It must give such

information as the number of children served, who pay, as well as those who do not pay for the lunch or receive it at a reduced price, and income and expenditure, including the amount of money spent for abundant foods.

School lunch programs have grown steadily since Federal assistance first began in 1935, even though there has been no assurance from year to year that the Federal Government would continue such aid. Now, with Federal legislation making the program permanent, opportunity is here for expanding it so that more children may benefit from it. We can also expect improvement in already existing programs. The result should be better use of American farm products in furthering the nutrition of American children.

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## **WORK TO BE HAPPY**

### ***Included Hallowe'en***

IT WAS HEADED, "Work to be Happy." A transmittal letter said in part:

"If one tries today to get from suppliers and employees goods and services of prewar standard; especially when one demands of pupils conduct up to prewar standard, clashes are certain to occur.

"Of course, many a school administrator sneers at standards as old-fashioned, and brands as a fool any official who tries to maintain them. I can see how that philosophy might make life more comfortable, by reducing materially the number of arguments and disciplinary cases, but it would also involve, so far as I am concerned, a serious loss of self-respect.

"So far as insistence upon standards goes, I am perfectly willing to be dubbed old-fashioned. I shall continue to demand an honest day's work of every employee; to insist that each pupil treats his superiors with respect and courtesy, that he is careful with school property, and considerate of his fellows, that he does work commensurate with his ability. It has never been clear to me how pupils could possibly profit from associating day by day with teachers or employees who are inefficient, immoral, or who continually shirk and cut corners. I fail to see how we can produce stalwart citizens by allowing pupils to be insubordinate, discourteous, destructive,

inconsiderate, indolent. And, if there is anything America needs today, it is stalwart citizens."

The "Work to be Happy" report was the twenty-seventh annual one of the supervising principal to the Davis Township Board of Education. It was for the 1945-46 school year, and the letter of transmittal quoted above is signed by Edgar M. Finck, supervising principal, Toms River, N. J.

The following section of the report describes an annual occasion which in many communities makes many a "head-ache"! This school seems to have found a "happy" solution that has worked well and might be adaptable in other communities. The story entitled "Toms River Celebrates Hallowe'en," runs about as follows:

### ***This One Was Different***

There had been Hallowe'en celebrations before, but this one was different. Rev. William H. Matthews, Jr., proposed to the Toms River Kiwanis Club that they secure the cooperation of the merchants and of the school authorities to the end that the school pupils decorate shop windows with appropriate paintings, instead of smearing them with soap and grease as had often happened.

It was a good idea and it spread like wildfire. Most of the merchants not only consented willingly, but contributed \$100 worth of merchandise in prizes. The Township Committee contributed \$100 more. The two fire companies, who in prewar years had sponsored a costume parade and block dance, agreed to repeat. The school's dance band volunteered music for the dance. Even the all-important weatherman obliged with seven perfect days.

### ***Pupils Worked in Teams***

Regulations were framed for the contestants, most of whom preferred to work in teams. Three divisions were set up: Hallowe'en, Art, Commercial Pictures. Pupils from grade VI to grade XII competed. Each team went downtown, measured the windows to which it had been assigned and prepared a small scale lay-out in color. These were submitted to the art teachers, Ethel E. Lewis and Margaret Meredith, for approval. All work was done in tempera paint, which offers bright colors and is easily removed with water.

## **They Worked Like Professionals**

Two days before Hallowe'en pupils were dismissed from classes and spent the whole day on the sidewalks. Each group had its complete outfit of paints, brushes, rags, razor blades. The one thing which caused most comment was the seriousness with which these youngsters worked. They had been warned against possible heckling. This proved to be an unnecessary precaution. But they worked steadily anyway, like professionals. It was the complete absence of horseplay which impressed the hundreds of citizens who stopped to watch the pictures grow. Perhaps this interest also warded off damage to our paintings during the night. At least, there was none.

The finished windows surprised us. We were accustomed to excellent art work from our pupils, but these creations exceeded our expectations. There were laudatory comments from many citizens who never step inside the school and who were amazed that pupils could accomplish so much.

## **Windows Increased**

Keen rivalry arose among shop keepers as the work proceeded as to who would have the prize-winning window. A few merchants who had not signed up on the original solicitation implored the pupils to "Please decorate my window." Many paintings remained in place long after the contest was ended. In fact, we had numerous requests that it be repeated at Thanksgiving and Christmas time.

The paintings were judged by three local citizens, each qualified by artistic training and experience. Not a single complaint was registered at their decisions. Prizes were awarded at the block dance on Hallowe'en night.

## **Vandalism About Nil**

In all, 42 windows were decorated by 100 pupils. To be sure this activity upset school routine rather badly for 3 days. It was worth it. In the first place, the project achieved its aim. Hallowe'en vandalism was less than in many years; it was almost completely abandoned.

The crowd for the parade was the largest the town has ever known. The Kiwanians were justly proud to have

launched a most valuable and successful project. The members of the fire companies were gratified at the success of the parade and block dance which they arranged and policed. The contestants were gratified to have won so much approbation during their moments in the spotlight, not to mention the prize-winners. The parents were highly pleased at the achievements and the flattering comments which their children excited. Many of them were on hand to photograph their youngsters at



Dr. E. B. Norton, formerly superintendent of education of Alabama, recently joined the U. S. Office of Education staff as director of the Division of School Administration. (See July 1946 issue of *SCHOOL LIFE* for announcement of Dr. Norton's appointment.)

work. The merchants grinned; they had cooperated, and had gained valuable advertising at the same time.

The citizens were delighted at the behavior and accomplishments of the school children. The town received a lot of valuable publicity.

It is not often that school and town can combine in a community effort and end up without a single headache or criticism. But the 1945 Hallowe'en Celebration is such an instance. Many Happy Returns!

## **DO THESE FACTS SOUND FAMILIAR?**

The following item under the heading "Teachers' Salaries—A Few Facts" is lifted verbatim from the very first is-

sue of *SCHOOL LIFE* ever published. It was dated "Washington, D. C., August 1, 1918."

The cost of living has increased nearly 50 percent since 1913 and approximately one-third since 1916.

Since 1913 wholesale prices have increased as follows: Food, 85 percent; clothing, 106 percent; fuel, 53 percent; drugs, 130 percent; home furnishing goods, 75 percent.

If the war continues it may be expected that the cost of living will be higher next year and higher still the next. Prices for both skilled and unskilled labor have also increased, and large numbers of the better teachers of our public schools in many cities and States have already resigned to enter other occupations at salaries or wages amounting to from 50 to 200 percent more than they were paid as teachers.

As a result, standards of efficiency in the schools are being lowered at a time when it is more important than ever before that they should not only not be lowered but should, on the contrary, be raised as rapidly as possible. Conditions which will follow the war will demand a higher standard of general intelligence, industrial efficiency, and civic knowledge and virtue than we have yet attained; and this can be had only through better education.

The country as a whole is interested in this matter no less than the States and local communities. The safety of the Nation and the welfare of the people are involved.

## **Counseling Young Workers**

THE U. S. Children's Bureau announces availability of reprints of an article, "Counseling Young Workers," by Jane F. Culbert, Vocational Advisory Service, New York City, which was published in the January 1946 issue of *The Child*.

Psychological tests will be used by the counselor, whether these are given through his own agency or through other community resources.

Good counseling ordinarily does not assume a final answer for a young person. Rather, it gives a sense of direction and opens possibilities.

Copies of the reprint are available from U. S. Department of Labor, Children's Bureau, Washington 25, D. C.

## Beginning To Serve More Effectively

THE Division of Secondary Education was organized in August 1945 with a professional staff of five persons and with Maris M. Proffitt as acting director. The 1946 budget provided for a director and three additional specialists. The director reported for duty on November 30, 1945, two specialists on February 15, 1946, and the third on April 24, 1946. The present staff of nine professional members is as follows:

- Galen Jones, director;
- Maris M. Proffitt, assistant director and specialist for general adult and post-high-school education;
- Carl A. Jessen, chief, School Organization and Supervision;
- Walter H. Gaumnitz, specialist for small and rural high schools;
- David Segel, specialist for tests and measurements;
- Roosevelt Basler, chief, Instructional Problems;
- Howard R. Anderson, specialist for social sciences;
- Frank S. Stafford, specialist for health instruction, physical education and athletics;
- Philip G. Johnson, specialist for science.

When considered against the ultimate plan of 74 professional positions for the division as portrayed in Commissioner Studebaker's 1944 *Annual Report*, the staff is a small one. The present personnel, however, represents a remarkable growth from the one full-time specialist in secondary education prior to August 1945. The division is in a position to begin to serve the Nation's secondary schools more effectively than heretofore and it is anticipated that there will be a steady growth toward the larger and needed services in the years immediately ahead.

## High-School Attendance

The problem of comprehending within the secondary-school program all educable persons of secondary school age constitutes a challenge of the first order. Regardless of the cause, whether

it is the lack of availability of schools, of proper and suitable instruction, of economic sufficiency, or any other reason, there has never been more than 73 percent of persons of secondary school age attending high school. This occurred only in the year 1939-40. The peak high-school enrollment occurred in the school year 1940-41 when it reached 7¼ millions. For the graduating class of that year, however, the survival rate for every 1,000 children who had entered the fifth grade, in 1933-34, was 836 in the eighth grade, 792 in the first year of high school, 688 in the second year, 594 in the third year, 512 in the fourth year, and 462 graduates, in 1941.

In another year 1941-42 high-school enrollment dropped 300,000; in 1942-43 it dropped another 300,000; in 1943-44 it dropped 600,000 more. In 1944-45 there was only a negligible further drop. Nevertheless, enrollment at the close of that year was approximately 1¼ million below the peak enrollment of 1940-41. While it is recognized that war, with its accompanying high employment opportunities for youth, was the major factor in causing an absolute decrease in high-school enrollment, it is to be borne in mind that in this peak year of high-school enrollment only 46 percent of those pupils who were in the fifth grade graduated from high school, and further, that not all children reached even the fifth grade. A consideration of these figures should give pause to anyone who might boast that we provide through high school free education for all the children of all the people.

One of the crucial problems relating to high-school drop-outs continues to be that of developing varied curricular offerings to meet the needs, interests, and abilities of all youth so that the number who complete high school will approach 100 percent of those who enter. Even though we grant that economic necessity and certain other factors are operative in causing students to leave high school before graduation, we cannot escape the conclusion that the big majority of those who leave school do so because they do not find

activities which sufficiently challenge them, because the learning experiences are not suited to their abilities, and because life inside the school does not seem as real as it does outside the school. This problem is not new, but the necessity for its solution is greater than ever before. All those who are active in the field of secondary education—teachers, administrators, supervisors, educational statesmen—sense a new importance in this persisting problem of curriculum development.

The organization of a modern curriculum and the enrollment of youth of all types and of all degrees of aptitudes will call for a good system of pupil personnel service. This will be needed to discover the strength, weakness, interests, aptitudes, and personal idiosyncracies of the enlarged and heterogeneous student body. For this purpose, psychological tests, observational techniques, rating schemes, and cumulative records should become increasingly useful.

## Rural Schools and Public Relations

Until very recently, teachers, principals, and even superintendents of rural schools might have blinked at the suggestion that the backward status and the many seemingly insolvable problems of this numerous member of the American school system was suffering from poor public relations. School teachers and administrators who had thought about the public at all insisted that teaching and running a school is a professional, or at least a technical activity, which the average layman cannot fully understand or appreciate. Moreover, both the school staff and the public regarded education as an academic function, concerned primarily with the business of transferring to pupils the contents of books—an activity best accomplished within the walls of the schoolroom. Besides, was not the public fully represented by the school board? And had not these representatives of the public functioned chiefly as penurious guardians of the public purse and as passers of rules and regulations on what the teachers and their principals may do or may not do?

Happily, some rural leaders and educators concerned with the improvement of rural schools have come to realize the importance of good relations between

these small schools and the public they serve. They have come to see that not only does the community sustain the school, but the school contributes heavily to the economic and social sustenance of the community. Education, they recognize, is a two-way street. In the absence of trained school-public relations officers of the type employed in city school systems—officers who specialize in interpreting the schools, their objectives, techniques, and problems to the public—leaders of rural lay and school groups are increasingly making first-hand studies of the nature and purposes of rural education and are producing guides which will help rural school teachers and principals to do a better school-public relations job.

As an example of the action of rural lay-groups in this regard, we may cite the "Report of the Illinois Agricultural Association School Committee," which resulted from a thoroughgoing study of the rural school problems and policies of that State, not by educators, but by representative farm groups. The Committee consisted of 2 persons selected by leaders of farm bureaus of 15 down-State congressional districts and 3 members of the I. A. A. Board of Directors. Drawing upon the experiences and observations of its members, this Committee gathered the basic facts, consulted outstanding educational leaders representing widely differing points of view, and issued a preliminary report as a guide to local farm and civil groups in making similar studies of local conditions. The Committee also urged these local groups to study and discuss tentative recommendations for changes in State-wide policies relating to rural schools and to send in their findings and ideas. These efforts resulted in a final report which was widely recognized as a sound, realistic, and democratically determined guide to the development of a vitalized program of education for rural Illinois. Moreover, it awakened in the rural public an interest and understanding of the rural schools which is already bearing fruit in improving the attitudes, the policies, and the programs relating to rural education.

Despite the fact that educational leaders of New York State have given much attention to ways and means of improving education in rural communi-

ties, and achieved much progress, it was recently decided to broaden the foundation of the rural school program by seeking the advice and guidance of rural lay-groups. As a result of this decision, the New York Council on Rural Education was organized. This Council consists of representatives of 14 State-wide farm organizations and educational associations and institutions, the former being in the majority. Moreover, the publisher of a farm magazine serves as president of the Council and as member at large.

This group was charged with making studies of and formulating recommendations for the improvement of rural education, which would be the joint product of both farmers and educators. Under its direction a detailed study was made of rural education facilities and organizations of a typical county. The results were startling, not only in the facts revealed, but in their total impact upon the groups represented upon the Council. Sharing with representatives of the rural school public responsibilities for appraising rural school conditions and the formulation of new policies proved a most effective means of rousing interest in and creating a favorable climate for rural school improvement.

A recognition for the need of better school public relations in rural communities has recently also resulted in the joint effort of the School Public Relations Association and the U. S. Office of Education to develop a bulletin dealing with this subject. With the cooperation of the president of School Public Relations Association, Commissioner Studebaker appointed the following committee to compile such a bulletin: William McKinley Robinson, director, Department of Rural Life and Education, Western Michigan College of Education; Minter E. Brown, director, Professional Relations, Kansas State Teachers Association; Marvin S. Pittman, president, Georgia Teachers College, Collegeboro, Ga.; B. I. Griffith, assistant secretary for public relations, Ohio Education Association; Maurice L. Smith, head, Rural Education Department and director, Extension Division, Central Michigan College of Education; Arthur H. Rice, director, Publications and Publicity, Michigan Education Association; and

Otis A. Crosby, president, School Public Relations Association and in charge of Information Service, Detroit Public Schools. Rall I. Grigsby and Walter H. Gaumnitz of the Office of Education staff were assigned responsibility for facilitating the preparation of this publication. The completed document will soon be off the press, under the title *Public Relations for Rural and Village Teachers*, Bulletin 1946, No. 17. (Watch for announcement on "U. S. Government Announces" page of SCHOOL LIFE, in an early issue.)

The major purpose of this bulletin is not only to urge the significance of good school public relations in rural communities, but to give pointers on the "how and why" of achieving such relations. It lays special stress upon the importance of interesting and utilizing community groups and resources, of doing a masterful job of teaching, and of training rural school personnel in the art of building good school public relations.

## **New Ways of Earning High-School Credits and Diplomas**

The granting of high-school credit for out-of-school experiences and on the basis of examinations is the subject of a new bulletin of the Office (U. S. Office of Education Bulletin 1946, No. 7). This bulletin gives a State by State description of the regulations and recommendations of the State departments of education in this area. Most of the provisions are very recent, stemming from the impact of the war. However, some of them go back several years.

One new departure is the issuance by State departments of education of high-school diplomas on the basis of examinations. In most States issuing high-school credentials at the State level the certificates granted are called State high-school equivalency certificates or State high-school certificates of graduation indicating that the credentials are of different origin from regular high-school diplomas. For all legal and for most other purposes such certificates are high-school diplomas. However, for some purposes such certificates are limited. Some colleges and universities which select students because of their having taken certain subjects in high



school may not admit students holding such State credentials. These examinations are usually limited to adults except where veterans are concerned. The tests most commonly used are the General Educational Development Tests. The States differ somewhat in the standard to be attained on these tests in order to receive a high-school certificate. The study raises the question of the use of such examinations for youth of high-school age.

A second departure is the new practices of granting credit in individual high-school subjects on the basis of out-of-school experiences. The most notable is the granting of credit for certain experiences in the armed services. Credit for basic training, specialized training courses, and for courses taken outside the armed forces is being granted. Other experiences which also bring high-school credit in some States are correspondence courses, study in voluntary groups, and individual study.

Examinations are required in the two latter cases to obtain credit.

The provisions regarding State high-school equivalency certificates are in the form of regulations made by State departments. The provisions for the granting of credit by local high schools and the use of examinations for high-school diplomas although in some cases the result of regulation by State departments of education are in the main in the form of recommendations. The practices of individual schools may therefore differ considerably within a State. It is hoped that the Office of Education will be able to follow up this study on the State level with another study having to do with practices of individual high schools. The various methods of granting high-school credit will, no doubt, be evaluated during the next few years by many persons and agencies. The new concept of credit in high school is one which deserves careful consideration and study.

get along together. This can be accomplished, she declared, "only through the broadest dissemination of information \* \* \*. Not biased or fragmentary information, but interpretations and ideas from the most varied sources—from radio and film, newspapers, magazines, and books \* \* \*." Noting that libraries are only one of the media through which essential information may reach the people, Miss Rothrock declared that the responsibility of libraries is unique, "for they give society the best ground for hope that historical perspective, fulness of information, and differing points of view will form a part of the people's body of knowledge on which rests the security of democratic government."

### **New and Dramatic Methods**

In addition to extending their services to all sections of the Nation, libraries were called upon to make greater use of all existing media of communication, including the documentary and the information film. Speaking at one of the general sessions, John Grierson, chairman of the Board of International Film Associates declared: "The old library outlook is over and done with \* \* \*. The world-wide scale of our problems involves new and highly dramatic methods. We have in radio, in film, in television and traveling exhibits and in the infinitely cheap reproduction of newspapers, paintings, posters, pamphlets, books and wall newspapers, vital new media by which the world can be elucidated and brought to our understanding \* \* \*. These are matters worthy of librarians' study if they are going to brighten the walls of their libraries and extend their services to include those media of elucidation and revelation which will bring libraries close to the people."

At a later sectional meeting devoted exclusively to use of films by libraries, Mr. Grierson stated that the library was the community agency best suited in his opinion for the dissemination of documentary and informational films, because it reached all classes and ages, and was readily accessible. He declared, however, that if the library did not live up to this opportunity, another social agency would be found for this service.

At a meeting to discuss the practical

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## **Librarians Chart Their Programs**

by **Ralph M. Dunbar, Chief, Services to Libraries**

"Gearing libraries to the new epoch" was the theme of the American Library Association conference held in Buffalo, N. Y., June 17-22, with a total registration of more than 2,300. At this national meeting, the first in 4 years, the participants discussed many of the post-war problems and activities of libraries, but laid stress upon the urgency of extending adequate library service to the entire population and upon the full utilization of all existing library resources and materials.

Representative Emily Taft Douglas, sponsor of the public library demonstration bill pending in the Congress, pointed out at one of the general sessions that libraries are essential agencies in keeping citizens fully informed regarding the issues and problems confronting the Nation. She warned that the atomic bomb had created a situation in which it is a race between the education of man and the destruction of man. As one means of accomplishing his education, Mrs. Douglas recommended the prompt

extension of adequate library facilities to all sections of the country.

### **Presidential Addresses**

In his presidential address, Ralph A. Ulveling emphasized the opportunity which lies ahead for libraries. He based this opinion on two signal recognitions which have been accorded recently to libraries. "For our armed forces," he stated, "libraries have become a merited requisite in training camps, in battle areas, and in zones of occupation. For our State Department, they have become the buttresses of a friendly diplomacy. In key cities on every continent, American libraries equipped with books devoid of propaganda purposes \* \* \* give substantial promise of becoming the real genius of our foreign representation."

The incoming president of the association, Mary U. Rothrock, stressed the opportunity which libraries will have in helping the people of all nations in their urgent problem of learning how to

aspects of the film problem, librarians from various public libraries described the experiences of their institutions in the use of films. The librarian of the Charlotte (N. C.) Public Library said: "The public library, being an educational institution, has an obligation to provide educational films to the public in the same manner in which other printed materials are provided. Experience has shown that approximately two-thirds of the people drawn to a public library by visual services have never been borrowers of books."

During the A. L. A. conference recent educational films suitable for library use were shown daily to visiting librarians. As an outcome of the Audio-Visual Committee's activities, the Council of the Association voted favorably on a resolution indicating full recognition of films as library material. Librarians were urged also to consider the importance of music recordings. Plans were discussed to familiarize the public and librarians with the present availability of music recordings.

### **Importance of Good Reading in Lives of Children**

The Division of Libraries for Children and Young People devoted 12 meetings during the A. L. A. conference to the problems and opportunities facing librarians in this field of librarianship. At the general sessions of the division, speakers emphasized the importance of good reading in lives of children and young people, how it broadened their outlook and enriched their experiences. It was pointed out, however, that the opportunity also involved a careful examination of the training given to school, children's, and young people's librarians, and a clear differentiation between the professional and simply clerical aspects of the work.

Under the auspices of the Children's Library Association, one of the division's sections, the annual Newbery and Caldecott awards were made. The Newbery Medal went to Lois Lenski for *Strawberry Girl* and the Caldecott Award to Maud and Miska Petersham for their illustrations in *The Rooster Crows*. In accepting her award, Miss Lenski emphasized the importance of having books which present "sympathetic pictures of the real life of differ-

ent kinds of Americans against authentic backgrounds of diverse localities."

In another section of the division, school librarians discussed the effects of recent educational trends upon their work, and postwar emphases in school library work. At the final meeting of the section, a panel of specialists presented some of the consultative services which are available to school librarians.

### **Public Library Demonstration Bill**

"Libraries having universal patronage and support are an essential part of our educational system," stated the United States Senate Committee on Education and Labor in a favorable report following its hearings on the

Public Library Demonstration Bill (S. 1920) introduced during the recent session of the Seventy-ninth Congress.

Regarding as "modest in scope" the provisions of this bill as amended, for demonstrations of public library service in areas without or with inadequate library facilities, the Committee pointed to these proposals "as educational measures rather than as means to solve the entire problem." It declared further that this bill was intended "to stimulate local and State action in providing an essential cultural and informational service," and to demonstrate that "it will require a program national in scope to establish a universal free library service in the United States."

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# **ADULT EDUCATION OF NEGROES**

## **NEW PROJECT UNDER WAY**

**by Ambrose Caliver,**

**Specialist for Higher Education of Negroes**

**I**N COOPERATION with the American Association on Adult Education and the National Conference on Adult Education and the Negro, the U. S. Office of Education is sponsoring a project on adult education, the general purpose of which is to raise the educational level of the large number of Negroes whom the Selective Service System and the 1940 census described as functionally illiterate. The project is being financed by a grant of \$23,910 from the Carnegie Corporation of New York and has as its director, the U. S. Office of Education specialist in the higher education of Negroes; and as associate director, William M. Cooper, secretary-treasurer of the National Conference on Adult Education and the Negro.

The first phase of the project consisted of a conference held in the U. S. Office of Education in June. Participating in the conference were 61 representatives of colleges and universities, governmental agencies, city school systems, State departments of education, adult and other educational associations, the American Library Association, the Elks, the National Fraternal Council of Negro Churches, the YMCA, and the YWCA. These groups and oth-

ers not represented at the conference, have endorsed the over-all project and indicated their interest in further participation.

Among areas discussed were: The problem—program, facilities, and materials; and the Army training program for illiterates. The final session was devoted to a symposium and panel summarizing the implications of the discussions for teachers, school systems, rural schools, colleges, research workers, and community organizations.

### **Functionally Illiterate Adults Defined**

Commissioner Studebaker, welcoming the conferees, stated: "We have millions of adults who are now illiterate at a time when we need their intelligent understanding of our domestic and world problems more than this country ever needed such understanding before."

Functionally illiterate adults were defined by C. M. Colson and S. A. Madden as those "members of the population 25 years of age or more who have completed less than 5 years of school." Colonel Johnson of the Selective Service System stated that although Negroes represented 10.7 percent of those accepted in

the armed forces, "the Army, Navy, and Selective Service had a constant struggle from 1941 to 1945 to overcome the poor educational and environmental background of Negro selectees." Professor Chivers, president of the National Conference on Adult Education and the Negro, indicated the effect of illiteracy upon Negroes in the areas of citizenship, health, employment, and social life. Irving Lorge of Teachers College, Columbia University, struck an optimistic note in citing illustrations evidencing the fact that adults can learn.

Programs, facilities, and materials developed, by public school systems, by the Immigration and Naturalization Service, by the Sloan Foundation project, by the WPA, and class-produced materials were discussed by J. A. Atkins of the Federal Works Agency, George N. Redd of Fisk University, and Fred Wilhelms of the National Education Association. Victor Morey of the Immigration and Naturalization Service gave in more detail the current aspects of the development of material: (1) The rigidly controlled vocabulary method, probably best exemplified by basic English; (2) the phonetic approach in which one letter is used for each sound; and (3) materials developed primarily because of inherent content; for example, a topic about which the group is enough concerned to put forth some effort to learn to read in order to solve the problems involved.

### **Army Training Program Described**

The Army training program for illiterates was presented by Gen. Arthur P. Trudeau, Maj. Samuel Goldberg, and Maj. David Lane. Summarizing the Army manpower needs and special training programs, General Trudeau said: "Just as the Army redeemed for higher usefulness, with profit to themselves, many marginal soldiers, so civilian society can determine to reap the benefits of the untapped capacities of many of our adult illiterates." Major Goldberg presented 12 factors contributing to the success of the Army program. These were:

1. The careful selection of men for training;
2. The clear definition of the objectives of the program;
3. The development of specially appropriate materials and training aids;

4. The all-inclusive nature of the program of instruction, which sought to develop not only academic and military skills, but also included instruction in personal and social adjustment through mental hygiene sessions and orientation lectures;

5. The establishment of standards of performance at each grade level;

6. The small size of teaching groups, permitting individualization of instruction;

7. The diversified methods of instruction, which included lectures, demonstrations, applicatory exercises, and the like;

8. The provision of differential rates of progress, permitting each capable trainee sufficient time to reach set standards;

9. The continuous psychological study of men to effect reclassification and reassignment when necessary;

10. The careful selection of instructor and supervisory personnel;

11. The provision for continuous in-service training of instructor personnel; and

12. The continuous appraisal of the results of training, through periodic inspection and the maintenance of an effective reporting system.

Two additional considerations contributing to the success of the program according to Major Goldberg were the fundamental motivation of the men and the controlled nature of the situation. Major Lane described briefly the non-military phases of literacy training under the post-hostilities, off-duty-time materials developed for it.

During the final session of the conference, the implications of the presentations for various groups were discussed. The following suggestions were made: (1) *For teachers*—That teachers recognize their responsibility to adult illiterates; that they be well-trained persons who have not lost the human touch; and that they seek out and adapt materials and techniques to the needs of adults. (2) *For school systems*—that they assume an increasing responsibility for wiping out the blot of illiteracy in the Nation; and that the rural schools particularly furnish leadership in this field. (3) *For institutions of higher learning*—that they accept the responsibility of training teachers and leaders, and of producing usable materials. (4) *For the research worker*—that they discover and find solutions for the major adult education problems in their States and communities. (5) *For the community organiza-*

*tions and related agencies*—that they coordinate their efforts in the interest of the education of adults; and cooperate in developing community programs of adult education, and in creating councils on adult education for motivating people toward participation, planning, coordinating, furnishing leadership, and assuring financial support.

### **Institute Held at Hampton**

The second phase of the project was an Institute on Adult Education of Negroes held at Hampton Institute, August 12 through September 14, 1946. The Institute was conducted on a combination institute-workshop plan, with lectures, discussions, demonstrations, field trips, group conferences, and individual research and reports. Lecturers and consultants comprised authorities from leading colleges and universities, professional organizations, and governmental agencies. The Institute endeavored to prepare personnel for the training and supervision of teachers of adults in the fundamental processes; (2) to demonstrate the effectiveness for civilian use of certain teaching techniques developed by the Army; (3) to collect and to evaluate resource materials for the teaching of adults; (4) to identify and classify the major problems of Negroes that are amenable to adult education on the elementary level; and (5) to formulate a tentative curriculum and instructional guide on the elementary level for teachers of Negro adults.

Certain institutions of higher learning in four selected areas agreed to participate directly in the project. The schools and the areas are: Atlanta University and Fort Valley State College in the Atlanta area; Fisk University and Tennessee A. and I. State College in the Nashville area; Hampton Institute and Virginia State College in the Tidewater area; and Coppin Teachers College, Howard University, and Miner Teachers College in the Upper Atlantic area. Members of the faculties of these schools participated in the conference and attended the Institute. Other enrollees of the Institute comprised persons interested in or who expect to engage in adult education.

A follow-up program conducted in each of the four areas will constitute

the third phase of the project. In this phase cooperation of other institutions in the areas will be sought. It is proposed that the activities of the follow-up program will include (1) testing and evaluating the *Teaching Guide* produced during the Institute; (2) preparing teachers of adult education through regularly organized classes in the institutions; (3) organization and supervision of five or six demonstration classes for adults in the area surrounding each center; (4) assisting the schools and colleges in working out better cooperative relations with established community organizations with a view to reducing illiteracy and raising the general educational level of adults; and (5) collecting and distributing materials.

Two publications representing the fourth phase of the project are planned: A bulletin reporting the findings and implications of the June conference and the *Teaching Guide* formulated in the Institute.

The fifth phase of the project will consist of regional institutes during the summer or fall of 1947 in the four participating areas.

It is expected that by means of this project the following results will be achieved: (1) The preparation of approximately 150 teachers and leaders in the field of adult education; (2) the production of usable adult education materials; (3) the development of an awareness among teacher-education institutions of their responsibility in the preparation of teachers of adults; (4) the stimulation of interest in adult education throughout a large section of our population; and (5) encouragement of local communities to assume their responsibility in promoting and supporting adult education. The project this year is designed primarily as a demonstration and for the purpose of making a beginning in the preparation of teachers and materials. It is hoped that there will result from this initial effort sufficient interest and motivation among educational institutions, professional associations, and lay organizations in the States and communities to assure a coordinated and continuing attack on the problem of raising the educational level among Negro adults throughout the Nation.



BALTIMORE PUBLIC SCHOOLS.

Added knowledge, progress in ability to think, increased interests and appreciations, and growth in ability to work and plan together have resulted from the study of weather in this elementary science class.

## ELEMENTARY SCIENCE OBJECTIVES

by Glenn O. Blough, Specialist for Science  
Division of Elementary Education

"OH, YES, I feel that science in our elementary school is terribly important," the fourth-grade teacher says to a visiting principal from another school system. "It does so much for our children."

"Tell me about it," the principal says. "Our curriculum's already so stuffed with things we wonder if it's worth trying to squeeze in science. Just what *does* it do?"

"Well, it's teaching our girls and boys to think. It's giving them a scientific way of looking at things. It's broadening their interests and whetting their curiosities. It teaches them so much about the world they live in," the teacher explains.

### **Principal Visits Classes**

"Could I visit your classes?" the principal asks, "I'd like to see how science does those wonderful things."

And off they go to the fourth-grade room.

On the way the teacher explains to her visitor: "The children have been reading about trees in their science work and today they are pressing leaves which the children have brought." The lesson that the visitor sees consists of

having the children follow the teacher's direction for pressing leaves which one of the children brought from a tree in her front yard.

The principal visits other rooms to see the science. In a second grade they are doing a magnet experiment. One child is reading the directions from a science book; another child is following these directions. When the performance is over, the children read the results of the experiment from a book.

In the sixth grade the pupils are studying fossils. They are taking turns reading aloud from a science book. Now and then the teacher interrupts this procedure to correct a mispronounced word.

In the third grade, the girls and boys are studying grasshoppers. They are learning to recognize the three parts of an insect: the head, thorax, and abdomen. The teacher suggests that the children try to draw a grasshopper and label the three body parts.

The visiting principal is confused. How does this kind of science teaching help children to think, develop a habit of scientific investigation or whet their interests and stimulate their curiosities? She's confused and she may well

be. The science teaching in this school is practically a total loss. Yet the course of study for the school has as pretty a set of objectives inside the front cover as you'd ever care to see. That's where the fourth-grade teacher got her conversational material to use with the visiting principal.

Alas, for the forgotten objectives! We set them down neatly in the courses of study, in the prefaces of books and in magazine articles. We can recite them at the drop of a hat, but when do we actually achieve them? We set them up, and then go ahead with our teaching, forgetting what our purposes are. How exactly does pressing leaves, learning the body parts of an insect, and drawing a grasshopper make a child in the elementary school become a better thinker? Of course you can't judge a science program from having seen one lesson. But the expression of the curriculum is through these lessons and the science lessons of the type described are far too common. It is possible to visit classes for days at a time and find very few places where the teaching requires children to think, checks them when they are inaccurate, shows them how to evaluate data, gives them safeguards for straight thinking, or does any of the other things we set up in neon lights as the reasons for including science in an already crowded curriculum.

### **Objectives Stated**

Although the objectives for teaching science in the elementary school are variously stated, they are generally agreed upon. Simply stated, they are: To help children to cultivate a scientific way of looking at things and to give them a sound method of procedure for solving problems. To teach them certain concepts and generalizations which they can use in interpreting what they see about them. To open new avenues of interests and satisfactions. To assist in the development of desirable social behavior. To aid in developing certain appreciation for the environment.

The wording of these objectives, the overlapping which is no doubt apparent, or the specific meaning of certain terms used in stating them, could be the basis for considerable argument, mostly pointless. We have all attended meet-

ings where the discussion has been over exactly these points. But let us assume that the purposes as stated contain the essence of what we are driving at in teaching elementary science. They are the foundation on which we build the course of study, they guide, or should guide, our methods of teaching and our processes of evaluating results.

What, then, ought the fourth-grade pupils be doing with the leaves of trees? If the fourth grade is going to study trees, there is plenty of interesting material for observation, experimentation, and other methods of research. Instead of flattening the leaves in some book let's have the children take a good look at them. "What can you see if you look carefully at a leaf with a reading glass?" The children observe. One child says, "I see tiny lines running every - which - way." Another says, "There's a great big one that runs through the middle." Another: "I see the place where the leaf fastens to the twig. Juice is coming out of it." Then the fourth-grade teacher may ask, if some child doesn't, "What are these tiny lines?" "I think they carry juice down to the roots," some one says. "I think they hold up the leaf," another says. "I think they carry water up from the stem," some one else says.

Then after some discussion, the teacher may ask, "How can we find out which of your ideas is correct?" Various procedures are suggested and listed on the board: "Maybe we could experiment to find out." "We could look it up." "We might be able to tell if we looked at other leaves."

### **Problems Are Set Up**

The process of discovery is launched. Books about plants are assembled. More leaves are brought in. As a result of discussion and observation some of the following problems, or similar ones, are set up:

What goes on inside a leaf?

What are the veins for?

What do plants need so that they can grow?

How do seeds grow into plants?

How do new leaves grow on plants in spring?

One of the problems is singled out for study, and the pupils set up a plan to solve it. They discover experiments to do. They read to find answers. They

check reference books to be as sure as possible that they are accurate sources. They perform the experiments carefully and more than once, before they announce conclusions and then they may check their findings against those recorded by others who have been able to experiment more carefully. They challenge each other when glib statements are made that are not supported by evidence. Through these procedures, which they themselves have helped to determine, they learn, among other things, that inside leaves a wonderful manufacturing process goes on for which the leaf is most effectively adapted and that here the food for the world is manufactured.

### **Methods Important**

The methods used in arriving at these generalizations are as important for them as are the findings themselves. That's what the objectives in the course of study said. That's why the procedure was so planned. Now, if the children still want to make a leaf collection, just for the fun of it, let them go ahead, identify the leaves and press them, mount them neatly. It's one of the activities some of the children may enjoy, but it is comparatively unimportant when looked at in relationship to the other possibilities.

Take a look at that grasshopper in the third grade. He has three parts—a head, a thorax, and an abdomen. Well, what of it? Nothing much. Ever try to draw a grasshopper? It's quite a job to keep the results from looking like a mistake, especially for a third-grader. Anyway, why should he be asked to draw one? No special reason. Remember what the science purposes are, and let's see what can be done with the insect.

Again the teacher may urge the children to observe carefully and report what they see. After some observations she may suggest that they also observe another insect, a fly, for example. Let's see if you can tell how these two insects are alike. "They both have wings," a child says. "They both have six legs," somebody else says. A few other observations are made. Then the teacher may write on the board, "We have discovered that all insects have six legs and wings," And ask her class "How

*(Concluded on page 31)*

## New Books and Pamphlets

### Applied Economics

*Learn and Live.* By Clara M. Olson and Norman D. Fletcher. New York, Alfred P. Sloan Foundation, Inc. (30 Rockefeller Plaza), 1946. 101 p. illus.

Describes the purpose, organization, and progress of the Sloan Experiment in Applied Economics which was designed (1) to discover whether school instruction in methods of improving personal and family economic conditions will actually raise the standard of living in the community and (2) to measure quantitatively the extent of such change, if any. With grants-in-aid from the Foundation, the University of Kentucky has cooperated in the study of food, the University of Florida in housing, and the University of Vermont in clothing. All the experiments were limited to rural communities.

### Health

*Health and Physical Fitness for All American Children and Youth.* Washington, D. C., Educational Policies Commission and American Association for Health, Physical Education, and Recreation, A Department of the National Education Association, 1945. 16 p. 10 cents.

Presents a program for health and physical fitness and urges upon the educational profession an alert and dynamic leadership in meeting all the educational needs in health, physical education, and recreation for all children and youth.

### For the Handicapped

*Type With One Hand.* By Nina K. Richardson. Cincinnati, South-Western Publishing Co., 1946. 32 p. 28 cents.

Prepared to meet the need for definitely outlined materials and established procedures in teaching the handicapped to type with one hand. Aims to provide the one-handed person with a keyboard approach which will develop the skills and techniques necessary to type with speed and accuracy.

### Teacher Education

*The Improvement of Teacher Education.* A Final Report by the Commission on Teacher Education. Washington, D. C., American Council on Education, 1946. 283 p. \$2.

The final report provides an overview of the Commission's entire program; summarizes and appraises its experience and presents conclusions and recommendations. The Commission on Teacher Education was created in February 1938 and formally dissolved in September 1944.

### Air Age Education

*Air Age Education in Michigan.* Lansing, Mich., Published by the Superintendent of Public Instruction in Cooperation with the Michigan Department of Aeronautics, 1946. 95 p. illus. (Bulletin No. 341.)

This bulletin published with the assistance of the Michigan Curriculum Planning Committee and the State Committee on Aviation Education, reflects the theory that classroom practice must be kept in harmony with the events and conditions of the day. Includes instructional material and suggested activities for the elementary classes and grades 7 through 12. Also deals with vocational education for aviation occupations, adult education, and teacher education for the air age. Lists free and inexpensive teaching materials, books, pamphlets, periodicals, motion pictures, and film strips on aviation.

### Secondary Education

*Secondary Education in the South.* Edited With a Foreword by W. Carson Ryan, J. Minor Gwynn, and Arnold K. King. Chapel Hill, The University of North Carolina Press, 1946. 269 p. \$3.

Traces the rise and development of the public high school in the South over the past 40 years and describes recent efforts to make education in the South function in direct relation to the human and natural resources of the region.

### School Support

*Unfinished Business in American Education; An Inventory of Public School Expenditures in the United States,* by John K. Norton and Eugene S. Lawler. Washington, D. C., American Council on Education, 1946. 64 p. illus. \$1, single copy.

Based on *An Inventory of Public School Expenditures in the United States*, published by the American Council on Education in 1944. Presents charts and tables which show at a glance the general pattern for financing education in the Nation as a whole and in each State. Shows the current expenditure per classroom unit for each State and indicates

the amount necessary to equalize to the national median.

### Veterans' Education

*Educational Opportunities for Veterans.* By Francis J. Brown. Washington, D. C., Public Affairs Press, 1946. 142 p. \$2.

Discusses the program of education and training for veterans, the problems that have arisen, and how they are being met.

### Recent Theses

The following theses are on file in the Library of the U. S. Office of Education, where they are available for inter-library loan.

### Teacher-Status

*Analysis of Motives for the Choice of a Teaching Career,* by Donald V. Robinson. Doctor's, 1944. University of Pennsylvania. 105 p.

Studies reasons given for their choice of a career by prospective, in-service and former teachers.

*The Pennsylvania Teachers' Tenure Law as Interpreted in the Decisions of Appeal Authorities,* by E. B. Long. Doctor's, 1944. Pennsylvania State College. 147 p. ms.

Evolves principles for the guidance of boards of school directors, administrators and teachers in their relationship with each other. Defines terms used in the law so that they may be understood by the teaching profession.

*Prediction of Success for Students in Teacher Education,* by Lycia O. Martin. Doctor's, 1944. Teachers College, Columbia University, 110 p.

Evaluates the success of the State Teachers College, Trenton, N. J., in the selection of students, using various predictive factors. Suggests changes in procedures, in entrance requirements, marking system, selective elimination, and guidance.

*Professional Education of Secondary School Teachers with Implications for Pennsylvania,* by Walter S. Nosal. Doctor's 1946. George Washington University. 267 p. ms.

Traces the rise of teacher training in France, Germany, England, the United States, New York, and Pennsylvania. Offers suggestions for increasing the preservice training of secondary school teachers, and for improving this training.

*The Relation Between Training and Teaching Activities of College Teachers of Speech,* by Leonard Finlan. Doctor's, 1944. New York University. 224 p. ms.

Evaluates the amount and character of the training in the field of speech, the relationship of their training to their teaching activities, and their opinions as to the kinds of training that might have been more useful to these college teachers of speech.

*A Study of the Living Conditions of North Dakota Teachers During the School Year of 1943-44*, by Ernest E. Athey. Master's, 1945. University of North Dakota. 69 p. ms.

Analyzes replies of 1,500 teachers to a questionnaire designed to determine the actual living facilities available to teachers in one-room rural and village schools, and the effect of these facilities on tenure.

*Teacher Application Blanks with Special Reference to the State of North Carolina*, by Grover L. Angel, Master's 1946. George Washington University. 105 p. ms.

Compares application blanks used in North Carolina with those used in other States and the District of Columbia. Includes a suggested application blank for use in the public schools throughout the United States.

*Teacher Certification in South Carolina*, by William F. Loggins. Doctor's, 1945. New York University. 179 p. ms.

Reviews the development of laws, policies, practices, rules and regulations pertaining to teacher certification in South Carolina. Evaluates the certification program, and shows the need for basic changes to make the program acceptable.

*Teacher Load in the Secondary Schools of Ontario*, by I. Ward Clubine. Doctor's, 1944. New York University. 187 p. ms.

Studies the instructional, specially assigned, and extracurricular load of teachers in the public secondary schools of Ontario, and finds inequalities in teacher loads within schools, and between schools and school systems.

## Courses of Study

The following courses of study were recently received in the Office of Education Library. They are not available for loan or distribution by this Library.

Chicago, Ill. Board of Education. *Course of Study for Science for Grade 5*. Chicago, 1945. 69 p. processed.

Hartford, Conn. Board of Education. *American History Course of Study for Grade 8*. Hartford, 1944. 37 p. processed.

Long Beach, Calif. Public Schools. *Trains: A Unit of Work for Third Grade Children*. Long Beach, 1945. 68 p. processed.

Los Angeles County, Calif. Public Schools. *World Citizenship. A Series of Five Units Emphasizing the Problems of and Opportunities for Teaching World Citizenship in the Areas of Race, Culture, Geography, Economics and Politics, Intended for use in Present Secondary School Social Studies Courses*. Los Angeles County, 1945. 39 p. processed. (Social Studies Curriculum Monograph SS-55.)

Orange, Tex. Public Schools. *Use of Library and Supplementary Materials in the Elementary Schools*. Orange, Tex., 1945. 48 p. processed. (Curriculum Bulletin 408.)

Wyoming. Department of Education. *A Guide for the Program of Instruction in the Language Arts, Elementary Schools of Wyoming, Grades 1-8*. Cheyenne, 1945. 180 p. (Bulletin No. 18, Series C. S.)

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## UNESCO

(Concluded from page 10)

Charles A. Thomson: Advisor, Office of International Information and Cultural Affairs.

Helen C. White: Professor of English, University of Wisconsin.

David G. Wilson: Assistant Chief of Area Division of Europe Department of State.

Dr. Harold Benjamin, Director of the Division of International Educational Relations, U. S. Office of Education, had previously attended the preliminary meeting of experts on Education, and Floyd E. Brooker also of the Office of Education had previously attended the conference on Mass Media.

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## ELEMENTARY SCIENCE

(Concluded from page 29)

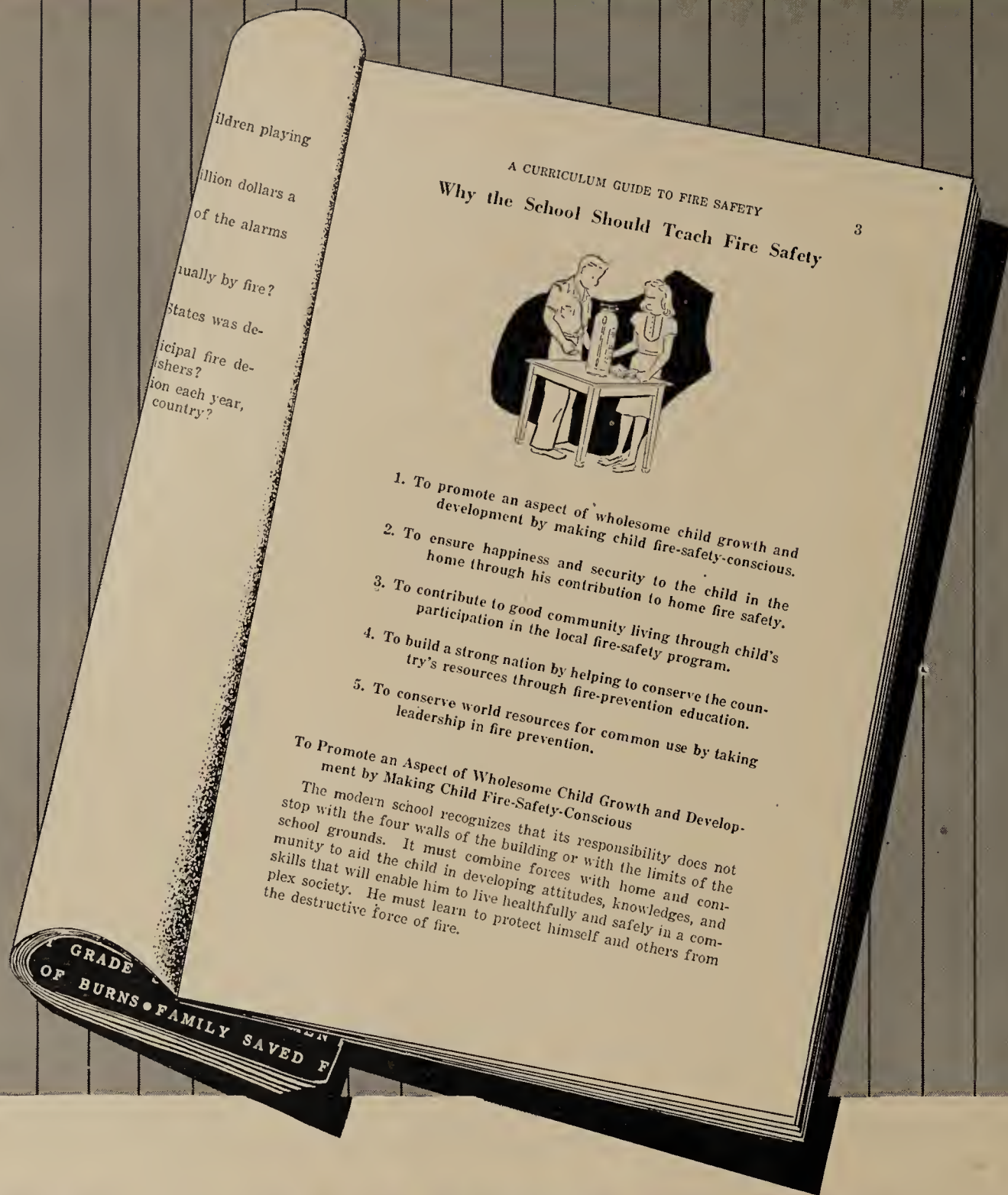
many of you agree with this?" Chances are nine-tenths of the hands will wave in the air. But let's hope some won't. And the teacher will say, "Well, George, I'm glad you don't agree, because I don't either! What's wrong with it?" A discussion ensues. Result: You can't decide anything about all insects by observing just two. And the children continue to observe. They col-

lect pictures and books to assist them in a study of insects. Perhaps the teacher will say, "What shall we do with these insects?" "Kill them!" some of the children cry. "No, just kill the fly, let the grasshopper go," somebody else says. There's discussion. A problem is set: "How do insects help and harm us?" The children set up ways of finding out and a unit about helpful and harmful insects is begun.

The activities that follow this approach, if carefully directed, can help to achieve the objectives set up for science teaching. Chances are, nobody will ever think of drawing a fly or a grasshopper and the structure of the insect will be noted in connection with questions about how insects are able to live in so many different places, how they get food, etc. The attention is directed into channels that are more significant than naming an insect's body parts. The objectives, if they are to be struck at, make this shift in emphasis mandatory.

Can the children in second grade read about magnets, and in the sixth grade, about fossils? Sure, but again for what purpose? Not to find out what happens when an experiment is performed. Let the children perform the experiment carefully, then draw conclusions thoughtfully. Repeat the experiment if it seems advisable; then, since their abilities as experimenters are limited, they may look to a book authority to check their results and to add to the information they already have. Let them always beware when they read. Let them learn to evaluate sources of information. Let them use many sources; learn to differentiate between fact and fancy. They will gather reliable information; they will organize their findings and use them to solve their problems. They will learn that reading is a tool that proves extremely useful but if their teacher keeps her objectives for teaching science in mind, they won't just read the science book aloud and stop only to be corrected when they mispronounce a word or encounter an unfamiliar one.

Yes, science is terribly important. It can do so much for our girls and boys if we let it. If we keep both eyes on the objectives and then challenge the things we do to see that they are directed toward achieving these objectives.

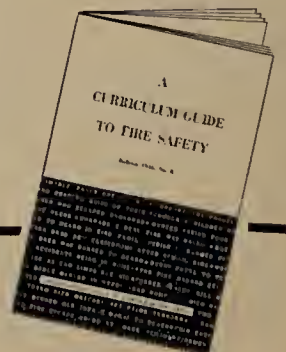


# A CURRICULUM GUIDE TO FIRE SAFETY

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Bulletin 1946, No. 8



# School Life

**OFFICIAL JOURNAL OF THE U. S. OFFICE OF EDUCATION**

**Volume 29, No. 2**

**C O N T E N T S**

**November 1946**

	Page		Page
<i>Techniques in Teaching Current Affairs</i> .....	3	<i>U. S. National Commission Representatives</i> .....	12
<i>Health and the Elementary School Child</i> .....	5	<i>Children's Book Week</i> .....	13
<i>Demonstration Workshop on Teacher Training for Health</i> .....	7	<i>Bibliography of Social Studies</i> .....	14
<i>Achieving Public Recognition for Teaching</i> .....	8	<i>Services to Libraries</i> .....	25
<i>The Children of the World</i> .....	9	<i>Secondary Education</i> .....	27
<i>National Teacher Examinations</i> .....	11	<i>Educators' Bulletin Board</i> .....	29
		<i>International Educational Relations</i> .....	31
		<i>U. S. Government Announcements</i> .....	32

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Children reviewing pictures.

# TECHNIQUES IN TEACHING CURRENT AFFAIRS

by Howard R. Anderson, Specialist in Social Sciences and Geography

**F**REEDOM of speech and of the press are the inalienable rights of Americans and fundamental to the American way of life. Underlying these rights is the basic assumption that people are intelligent, that in dealing with important issues they are able to sift opinion and anxious to ascertain the facts, and that they thus can arrive at reasoned and wise decisions. Dictatorships have always rejected the idea that people can be trusted to think for themselves. Dictators therefore announce the official point of view on important issues, give currency only to facts which support the official point of view, and stamp out contrary opinions and those who hold them.

Obviously the greater responsibility placed on the common man in American democracy calls for the development of abilities which would be superfluous and even dangerous to the State in a dicta-

torship. It would be a mistake, however, to assume that these abilities are possessed equally by all Americans or that citizens generally can be expected to acquire them without special preparation. In recent years all of us have experienced frustration in trying to think through complex problems of public policy and have found it difficult to get the facts needed to take a wise stand on important issues.

The schools would be remiss in their function of preparing youth for democratic living if they did not make every effort to develop a wholehearted interest in public affairs, the abilities needed to think effectively on important questions, and the will to contribute positively to the working out of wise solutions to important problems. If citizens generally are not interested in public affairs, are unwilling to do the work involved in getting at the facts, and indulge in

shallow thinking or blindly accept the pronouncements of others, American democracy is in serious danger.

## ***Some Steps in Considering an Important Problem***

Effective thinking and action in the realm of public affairs involves these steps: (1) identifying a problem and recognizing its ramifications, (2) learning to use available sources of information and to evaluate conflicting evidence and points of view, (3) reaching tentative conclusions in the light of the evidence and consistent with democratic values, (4) taking the best course of action under these circumstances, and (5) keeping currently informed and standing ready to revise tentative conclusions and to follow a different course of action if new evidence is uncovered. Although effective thinking and action with respect to important problems de-

depends on the steps just enumerated it should be recognized that in everyday life these steps tend to be telescoped, and that they are not necessarily taken in the order listed. For example, a citizen may become aware of a problem because of conflicting opinions expressed in the newspapers and over the radio, and he may then proceed to a definition of the problem and to a consideration of its implications.

It is possible that a citizen may first become aware of a problem when the government states it is contemplating a given course of action. Such a situation should not obtain often in a democracy, however, because it indicates either that the citizen is not keeping informed about public affairs or that his government is not keeping the people informed of important developments. In many situations the citizen does not resort to creative problem-solving, but in effect chooses one of several solutions proposed by leaders in and outside the government. But if the citizen is to make such a choice on a rational basis, he must have a substantial understanding of the problem and its ramifications and of the reasons that prompted someone to advocate the given line of action, and he must test the proposed course of action to determine whether it squares with democratic values.

### **Current Affairs as an Approach**

In a high school all departments share responsibility for helping pupils develop ability to think about public affairs, and it is not necessary to list specific opportunities which teachers of agriculture, English, home economics, science, and so on, have to this end. The purpose of this article is rather to consider the special responsibility of social-studies teachers and the unusual opportunity these teachers have through the teaching of current affairs for helping pupils to develop skill in thinking about important questions.

Although teaching procedures vary from school to school and from class to class, the majority of social-studies teachers set aside one class period per week for discussion based on articles found in current events papers. This conventional practice has certain advantages: (1) the importance of keep-

ing currently informed about public affairs is recognized through the allocation of 20 percent of the total class time to that purpose, (2) pupils are encouraged to do a certain amount of regular reading in order to keep informed about public affairs, and (3) pupils learn how to discuss issues and problems.

Although recognizing the values of systematic current events instruction this article is not intended as an endorsement of a subject-centered curriculum. Indeed a core curriculum may offer greater opportunities for helping pupils develop the ability to think about important problems since it is concerned with problems which pupils recognize as of direct importance to them. Nor does the article endorse an approach to the study and discussion of current events which tends to separate current events from the "regular" work of the course. In history there is no need to separate the study and discussion of current events from that of topics regularly included in the course. Material in the current events paper may be used to illuminate present-day aspects of persistent problems (for example, how to keep the peace, or how to raise the standard of living) or as a point of departure for identifying a major problem and motivating pupils to study it. In geography, civics, economics, sociology, and problems of democracy classes, which place primary emphasis on the development of institutions and on the interpretation of aspects of present-day living, there is even less reason for isolating the study of current events.

In using current events instruction as a means for developing in pupils the abilities needed to think effectively about important issues it is important to help them acquire the habit of keeping regularly informed about public affairs. Unfortunately a large proportion of the adult population does not now systematically set aside time for keeping informed about public affairs. Information about public affairs may be obtained in a variety of ways: listening to the radio, viewing films, taking part in public discussions, reading newspapers, news-magazines, journals of opinion and books, as well as by reading current events papers.

The fact that well-informed adults

depend on a variety of sources for their information suggests the importance of teaching pupils how to make use of these sources and of not depending on one source to the exclusion of others. In encouraging pupils to use a variety of sources of information which they may continue to use in adult life the teacher is recognizing the fact that superior junior high school pupils and a larger number in senior high school are able to read and understand materials prepared for the general public. Because adult sources of information are not always sufficiently careful to present only objective evidence and to present both sides of a question the teacher must help youth to use intelligently the sources which in any event he shall have to use as an adult.

### **Example of an Issue for Consideration**

The goal in teaching current affairs is not only to encourage pupils to read widely for the sake of general information but also to think through major issues of the day. One of the most important questions today is, "How can the United States and Russia cooperate in developing a peaceful postwar world?" This question is so important that it may well occupy the attention of the class for a period of weeks throughout the school year. At the outset the class may want to devote several consecutive days to background reading and discussion; later it may be desirable to consider the subject only when important developments justify.

In studying this topic it is important to help pupils recognize the limitations of the shallow thinking underlying many of the ill-considered remarks frequently heard in the course of a discussion of American-Russian relations. The approach may be made through a consideration of why the relations between the United States and Russia seem less friendly today than during World War II. This approach will help the pupils realize that it is easier to cooperate during a war when two nations are fighting powerful common enemies than during times of peace when both nations tend to concentrate on the achievement of well-established and long-range goals. The citizens of any nation tend to accept the long-range

goals of their own country, but they usually are less well-informed of the national goals of other countries.

Often citizens learn of the goals of foreign countries only when they conflict with the goals of their own country, and they see them then chiefly as sources of tension and a potential threat to the peace. What American citizens really need to do is to "put themselves in the shoes of other fellows" and to try to understand why they feel as they do and want what they want. Putting oneself in the shoes of someone else does not mean that one will accept the other person's point of view and agree that he should get what he wants. But it does help to understand why someone else acts as he does. It should also help in making wiser decisions and in thinking through the policies which are appropriate for one's own country. It should be pointed out that in a democracy the people have access to the information needed to understand both sides of a question.

Limitations of space make it impossible to suggest in detail how a teacher and his pupils might proceed in their study of American-Russian relations. Some of the questions which they doubtless would want to consider are:

Why is Russia interested in getting outlets to the sea? In what directions has Russia tried to secure these outlets? With what results? What demands has Russia made on Turkey with respect to the Straits? Why? What stand have Great Britain and the United States taken on this issue? Why?

Why does Russia want to have a belt of friendly states along her frontiers? What policies has Russia adopted to insure the achievement of this goal? Why have Russia's efforts in this direction aroused opposition in Great Britain and the United States? What efforts have Great Britain and the United States made to insure that their nearby neighbors are friendly? How have these efforts been interpreted in Russia?

What are the present policies of the United States in China, Korea and Japan? Why is this policy justified? How does Russia regard United States policy in the Far East? Why?

Is a feeling of insecurity the fundamental reason why Russia has adopted an aggressive foreign policy? Is it also the reason why the United States is actively interested in developments in Europe and in the Far East? How can

a plan be worked out which will provide Russia and the United States (and all other nations) with security?

It is only as pupils think about questions such as these that they can sense the ramifications of the question which has been posed. When they understand some of the underlying issues in the relations of Russia and the United States, they are in a better position to evaluate the wisdom of various courses of action open to this country. To be sure, there may be issues on which pupils will not be able to get all the information needed to reach a reasoned decision. In such a situation it nevertheless is helpful for pupils to know that more information is needed. They then will continue looking for additional information in both regularly used and new sources. If a decision has to be reached even though all the information necessary to think through the situation is not available, then each pupil (and each citizen) will have to do the best he can on the basis of what he

knows and what conclusions have been reached by leaders whose judgment he trusts.

## Bibliography

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# Health and the Elementary School Child

**T**HIS article is the first in a series on *Health Education for the Elementary School*, contributed by Helen M. Manley, *Health Instruction and Physical Education*.

## Health Is Important

Health is of interest to more people today than ever before in our memory. Practically all brands of advertising promise therapeutic values; scientific truths glare at us on sign boards and boom through the radios in a played-upon and fabricated fashion which deceives a generation that thinks itself educated beyond belief in superstition and fallacy. Terminology is also baffling; health to the average person interviewed in a poll vote would probably mean no work absenteeism, being a star athlete, or having a natural ruddy complexion.

Health is bigger than the absence of illness or the personification of a Greek

god; it is total fitness, the fine configuration of physical power, mental alertness, emotional stability and spiritual integrity. It has been defined as, "that condition of the human organism which permits optimal functioning of the individual, enabling him to live most and to serve best in personal and social relationships."<sup>1</sup> The health of an individual, therefore, is the blending of his heredity, his environment, and his own behavior. Health education, then, is the sum of the experiences which influence behavior; it is concerned with 24-hour living from conception to death. In the schools it is a basic part of the whole curriculum, and not a separate course, on specific time allotment in the school program. It is concerned with the total development of the child in the total day. To give him habits, attitudes, and knowledge that

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<sup>1</sup> National Education Association and American Medical Association. *Health Education*, 1941. p. 16.

will challenge his optimal functioning and enable him to live most and serve best, there must be a fine synthesis of home, community, and school.

The heredity and environment must be well understood by those guiding the educational program, so that each individual child may be helped in mixing his heredity and environment with his inner understanding, to develop himself into a truly healthy person. Man lives and breathes—but also has his being.

The need for this prescription of total fitness is very apparent today. The draft findings exposed weakness in many areas of the total educational program; school systems that had given physical examinations and discovered remediable defects 15 years before were not implemented to follow through, thus the defects were still existent in the same individual being examined for draft. Opportunities shared equally by all U. S. citizens were nonexistent, so sections of this great country contributed an undue share of disqualifications resulting from inadequate nourishment or illiteracy. Our schools, as the firm base of education for living, are being challenged; the opportunity for developing generations of healthy individuals must not be lost.

All parts of the child's school day offer a definite contribution to the experiences which develop his health. In an outline form are listed below phases of school living which are interrelated to bring favorable healthful learning. One part of the outline will be explained in this paper and the others in subsequent discussion.

#### I. School Environment

##### A. School facilities for total health:

1. Location of school
2. School building and equipment:
  - a. Lighting, heating, ventilation, sanitation, water, seating, etc.
  - b. Provisions for safety, first aid, health examination
  - c. Provision for a good nutrition program
  - d. Adequate space for
    - (1) Play
    - (2) Rest and relaxation
3. Care of the building.

##### B. A healthful school day:

1. Arrangement of daily program:
  - a. Time for everything without rush
  - b. Activity and rest interspersed to avoid overfatigue
  - c. Opportunities to practise health knowledge

2. Administration of the school to insure:
  - a. Democratic school living
  - b. Possibility of achieving the four freedoms
  - c. Provision for in-service training of personnel
3. Health of the teacher, and other school personnel
4. A curriculum which includes:
  - a. Health instruction—including safety, mental and social hygiene
  - b. Physical education
  - c. All areas of learning important to the living of the elementary school child, woven into a permeable mosaic
  - d. Provision for handicapped children.

#### II. School Health Service

- A. Health counseling
- B. Medical service
  1. Physical examinations with follow-up
  2. Communicable disease control and prevention
- C. Dental service
- D. Nurse service
- E. Other services, as psychiatrist, visiting teacher

#### III. Coordination of Health Education in Home, School, and Community

- A. Community health council
- B. School health council
- C. Program of public relations

Health with all its implications is, in a democracy, an individual responsibility. Parents and teachers assume the task of guiding children to the realization that an educated, oriented ego is a strong contributing factor of the smooth blending of itself with heredity and environment, to consummate a truly healthy individual.

#### **School Facilities for Total Health**

A vitally significant factor in one's health is his environment. The elementary school child spends a great portion of his waking hours in the school; it is our obligation to check that school, its facilities and equipment to see if the best scientific standards and health principles are met. Our economy may not permit inadequacies to be completely dissolved; some school buildings should perhaps be entirely scrapped if we were to conform to best principles. Little corrections, however, with a consciousness that more should and might later be added will go a long way in stimulating in children the ideals of healthful school living. Behavior patterns of children have been known to change completely by slight modification in environment. Children are proud of a clean building and an unmarked desk.

The location of the school is important to the health of the child. Has the site been chosen with the interests of the child as paramount? If so, it will have these characteristics:

1. High, well-drained
2. Large enough, and with topography for adequate smooth play areas, trees for climbing, shade and grass for picnics
3. Away from such health hazards to children as automobile traffic, excessive noise and dirt, commercial recreational halls and food stores, moral temptations
4. Portions of the play field surfaced for all weather play
5. Walks surfaced so children can keep their shoes and school clean
6. Appearance of school grounds with
  - a. Thought for beauty
  - b. Thought for convenience, safety, and health, i. e. location of outhouses and play apparatus
7. Freedom from safety hazards as cinders, glass, gulleys, etc.

In examining the school building itself, and its facilities for health we will immediately be concerned about the following:

1. Safety
  - a. Fire protection and escape
  - b. Sharp corners
  - c. Slippery floors
  - d. Dark halls
  - e. Unexpected steps
2. School water supply
  - a. Purity of the supply
  - b. Facilities for drinking
    - (1) Sanitary drinking fountains
    - (2) Individual cups
  - c. Facilities for washing hands
    - (1) Water bucket and basin—well supervised
    - (2) Running water—preferably foot-operated
    - (3) Towels—individual paper
    - (4) Soap
3. Sanitary toilets and waste disposal
  - a. Indoors if possible—septic toilet if no water
  - b. Water-flush if possible
  - c. In new buildings; toilets in respective classrooms, not all together in one room
4. Lighting
  - a. Use natural light if possible
  - b. Color scheme—colors which reflect light as cream, buff, light green, ivory—white for ceilings
  - c. Avoid glare as in
    - (1) Shiny finishes
    - (2) Glossy topped desks
  - d. Cross lighting and skylights should be avoided
  - e. Children should not face light
  - f. Shades should be provided to protect from glare and regulate illumination
  - g. Artificial light should be available when needed—electricity is the most desirable.
5. Heating and ventilation. Heating for classroom is recommended 70-72 F. Ventila-

tion can be aided by window shields, with exhaust duct. Artificial ventilation allowing control washing and humidifying air is considered most adequate

6. Seating. Seating is very important to the child. He tires more easily, his attention wavers, and his posture is greatly effected by improper seating. The things to observe are

a. Pupil should be able to sit so that thighs are back and in contact with the seat and his feet rest flat on the floor

b. The desk should give knee room yet enable the child while sitting squarely on his thighs, to write without raising his shoulder out of line

c. Seats should preferably be movable and placed for best lighting, and in individual cases moved for hearing better

d. Surfaces of the desk should be smooth but not glossy

The school building should provide a first-aid room where children may receive immediate help when injured, and an adequate space for a thorough physical examination. For some children this will be a first experience in health service; they should associate with a medical room the standards of cleanliness, efficiency, and kind interest.

Nutrition education is a must in school health. The instruction on what, when, how to eat and why will be included in the health instruction program but all phases of knowledge must be practiced to become habit. The school facilities should include an attractive place where children may eat, as well as adequate equipment and personnel to prepare well balanced meals. To insure proper nutrition, opportunities should be arranged during the day for supplementing insufficient home diets. Children should experience tasting of unfamiliar foods and selection of a good lunch tray. The child's eating experience should be associated with pleasant surroundings, relaxed companionship, and clean, well prepared food.

In planning or remodeling a school building with the interest of the child in mind, one would immediately realize that activity is his basic program; it is fundamental to the living organism. The counterpart of activity is rest; together they constitute the rhythm of living. The classrooms in this plan for health must be large enough for activity and rest. Special rooms should be provided for strenuous activity and equipment arranged so children may rest, may lie down and stretch, and learn by experiencing it, the feel of relaxation.

In considering school facilities for total health, the care of the buildings cannot be neglected. General school cleanliness, daily sweeping when the pupils are out of the room, clean windows, clean blackboards, clean lavatories, well-kept school grounds, all suggest orderliness and thoughtfulness of the rights of others which children carry over in their living. School facilities are an important part of the school environment which the child absorbs 5 to 8 hours a day and are important to his total health.

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## Demonstration Workshop on Teacher Training for Health

*The following report is made by Frank S. Stafford, Specialist in Health Instruction, Physical Education, and Athletics*

THE PROBLEMS of health and health education have been given much impetus by the war period. The majority of States do not have specially prepared and licensed health teachers. Health instruction is now provided by the regular classroom teacher in the elementary schools and by a teacher licensed in some other subject, such as home economics, physical education, science, or school nursing in our secondary schools. These teachers are not specifically trained to teach health, and in many instances such instruction is incidental.

The health of our people is of more importance than indicated by present health education programs in the elementary and secondary schools. It is too important to be taught only incidentally. In 1918, health was set up as the first of the cardinal principles of secondary education, and yet nearly 30 years have elapsed and we are still leaving much of the instruction to be done by teachers who are trained in other subject fields and interested in other subjects.

Is it any wonder that we found men as unfit for military service in World War II as we did in World War I? It is not fair to expect a people to improve its health without giving it an opportunity to learn what its health needs are and to gain an understanding of its responsibility for meeting those needs.

A people cannot possibly help itself when it is not given the information it should have and is not taught how to meet its needs.

Health education is essential to an adequate understanding of our basic health problems and to the assumption of our individual personal and community responsibilities.

Recognizing such problems as the above, the U. S. Office of Education in cooperation with the National Tuberculosis Association sponsored a Regional Demonstration Workshop in Teacher Education for Health, July 15-27, 1946, at Ball State Teachers College, Muncie, Ind. The presidents of the State teachers colleges, the superintendents of the State departments of education, and the health commissioners of State health departments of the States of Illinois, Michigan, Indiana, Kentucky, and Ohio were invited to send representatives to this Workshop to study the problems of teacher education for health.

The State and National Tuberculosis Associations, the American Association for Health, Physical Education, and Recreation—a Department of the National Education Association, and the U. S. Public Health Service assisted by sending consultants.

Following careful discussion, three problems were set up for study by the group attending. They are:

I. What preparation should the *college personnel* have to train teachers adequately so they can make maximum contributions to the health of the school child through health services, health instruction, healthful living, etc.?

II. What experiences should teacher-education institutions and State departments of education and health provide *prospective teachers* to make the maximum contributions to the health of the school child through health services, health instruction, healthful living, etc.?

III. What assistance should the teacher-education institutions and State departments of education and health provide the *teachers in service* so that they can make the maximum contributions to the health of the school child through health services, health instruction, healthful living, etc.?

The workshop participants were then divided into three groups for work.

At the end of the Workshop, each group presented a report with recommendations for implementation. These

reports and recommendations were made available for review by the personnel of the State teachers colleges, State departments of education and health, and the personnel of other organizations that participated. After the preliminary report had been re-

viewed, studied, and the suggestions and recommendations tested, the group recommended that a follow-up conference be held for a final review of the report. After this final review, the group expects to recommend publication and distribution of the report.

5. Make the community aware of the importance of providing satisfactory living conditions for teachers.

6. Include in the curriculum material which will build appreciation for education and for teaching as a profession.

7. Recognize and capitalize the individual differences and aptitudes within the teaching staff, as a means of developing the potentialities of the teachers and enriching the school program.

## Achieving Public Recognition for Teaching

THE NATIONAL Emergency Conference on Teacher Preparation and Supply held at Chautauqua, N. Y., resulted in sets of recommendations from each of 17 discussion groups. The recommendations for "Achieving Public Recognition for Teaching," seem so appropriate for the consideration of teachers, administrators, and others, particularly during the early months of the school year, that they are herewith presented:

The responsibility for achieving public recognition for teaching should be delegated to the following groups:

### To the Teachers:

1. Teach so that each child shall be developed to his fullest potentialities.
2. Evolve and maintain a high standard of professional ethics.
3. Believe in the social importance of good teaching.
4. Have pride in and devotion to the profession of teaching.
5. Continue in-service training in the science of education and human growth and development.
6. Belong to professional, civic, and social organizations and participate in their activities.
7. Interpret to the children, their parents, and the community the meaning of the school program.
8. Serve as personal and professional friend to parents and as consultant to community groups on educational problems.

### To Administrative Officers:

1. Enlist the participation of teachers and community groups in formulating school policies and program of work.
2. Interpreting to the proper authorities the program which will provide the conditions essential for effective teaching and learning.
3. Give proper recognition for work well done.

4. Encourage teachers to take part in the activities of professional and civic groups and provide time for such activities.

### LEAFLET SENT TO PARENTS

► "Let's Give the Children a Break!" is the title of a little leaflet sent out by the Des Moines public schools, to every parent, during the first 2 days of school this year. The leaflet is divided into three parts: Our (the School) Part; Your (Parents) Part; and What We Can Do Together.

Under this last part are the following points:

We can have the same objectives—the children's welfare.

We can consult with each other, teachers, parents, nurses, superintendent.

We can make the child understand that *school is his business!*

We can help train the youngsters to meet life squarely and face its issues with courage. They must learn to give and take.

We can stimulate good thinking habits. We want the pupils to succeed. Failures double the cost of education and cut morale in two.

We can inspire high ideals by example and precept.

We can work for better school legislation. It will affect your child.

We can teach the children the art of getting along together, the science of human relationships.

We can get acquainted! Some parents never visit school until trouble arises. Do visit us soon. We'll like each other! We have a mutual friend—*your child!*

### To the Boards of Education:

1. Secure funds for the adequate support of plans for better teaching conditions.

2. Provide time for teachers to attend professional conferences and conventions, and such meetings as will promote better public relations and interpret the educational program to the public.

3. Employ administrative officers and teachers on a strictly professional basis, selecting those with highest qualifications including personality, training, and ability.

### To Professional Organizations:

1. Improve professional standards.

2. Interpret the educational needs to community groups.

3. Enlist support of lay organizations.

4. Set up public relations committees to interpret to the press, radio, and movies newer emphases in education.

5. Organize legislative committees representing lay and professional groups to study educational needs and propose necessary legislation; solicit the support of legislators prior to the legislative session; keep all interested groups informed of progress made during the legislative session.

6. Recognize and utilize the functional relationship existing between local, State, and national organizations.

### To Lay Groups:

1. Study the needs of public education on local, State, and national levels.

2. Give a prominent place in program of work to the support of public education.

3. Act in an advisory capacity in the formulating of school policies and securing their adoption.

4. Give recognition and encouragement to forward-looking undertakings of the school.

(Concluded on page 13)



# THE CHILDREN OF THE WORLD

**T**HE FOLLOWING account of an annual event which is attended by distinguished educators and others from over the country, was prepared by Helen K. Mackintosh, Specialist in Upper Grades, Elementary Education Division. The annual event takes place at the Matthew F. Maury Public School, in Richmond, Va. Etta Rose Bailey is principal of the school.<sup>1</sup>

They came in singing, "We Are Climbing Jacob's Ladder." There were more than a hundred children from 5 to 10 years old at the Matthew F. Maury Public School in Richmond, Va. A small group of boys and girls had preceded them dressed in costumes to represent the United Nations. Nearly a hundred grown-ups were seated informally along one side and the end of an assembly room which seemed more like a living room because of the long flower-patterned drapes at the windows and the gay flags of the United Nations grouped on the platform.

Maury School, as described by its principal, Miss Bailey, is in a densely populated area. The schoolhouse is about 50 years old, built for the traditional type of grade-school program. Enrollment runs around 400 pupils, from beginners through the fourth grade.

The visitors had breakfasted at the invitation of the Maury teachers and their principal, Etta Rose Bailey. They were about to see the annual pageant of the Maury School. Written by teachers and principal, and interpreted by children after joint planning with teachers, this event presented for several years has used a variety of themes. This year as the program indicated, the title was *The Children of the World*. A visitor for the first time, turning the pages of the program, wondered whether it would be just another pageant.

The lines themselves though beautifully worded did not suggest how they would be presented. But the faces of the children, the anticipation of the audience, and the setting itself supplied the real clue. The Peoples of the World through the United Nations' represent-

atives announced that they would hear the Children of the World. Then through choral speaking, music, dance, dramatic play, and dramatization boys and girls of kindergarten through grade four, individually, in small groups and as a group of the whole made a series of ideals come to life through their interpretation of 10 themes.

Naturally, but with dignity and poise these children lived for the period of the pageant their own ideas of friendship, work, home and family living, freedom,



Cover of pageant program

play, belief in fairies, freedom from fear, enjoyment of the universe, citizenship education and world-wide brotherhood. Boys sang solo parts, girls shared poems, 5-year-olds played with their sand pails, an older boy gave his interpretation of a dictator—all spontaneously. Each had a share in the pageant, a contribution to make. There was a lift to the spirit and a tear in the eye as children simply and directly revealed an attitude, an understanding, a point of view, a feeling that might be considered one to be arrived at only by adults.

It is impossible to describe all of the 10 scenes. One will suffice to show the spirit of the occasion.

Scene III. A child says, "The Children of the World want to live in happy homes with their mothers and fathers."

Quickly and easily children brought out the simplest of stage properties from the side lines: a rocking chair and an

evening paper for the child who was the father, a chair and a storybook for mother in one informal group; in another a table spread with a colorful cloth and a small amount of food; in yet another a chair and some handwork for mother. Then the children in simple costumes grouped themselves informally in these three settings on different parts of the floor. In the first, a small child in a pink nightgown leaned against the mother's knee where a storybook was opened wide. Seated on the floor and propped against her knee was a second child dressed for the night, and over the back of the chair still another leaned drowsily with a toy in her arm. Father rocked and read. The second group obviously from a foreign land—father, mother, and two children quietly took their places at the table and sat with bowed heads. Still the third family group was made up of the mother with work in her hands, and two children who leaned against the chair or her knee. Then the children of the whole group sang almost effortlessly:

"All things come home at eventide  
Like birds that weary of their roaming  
And I would hasten to thy side  
Homing."

There was nothing more that needed to be said. But at the end of the sequence of the 10 themes, the *Children of the World* through choral speaking summarized what they wanted to go to school to learn:

"To be friends with all the children  
of the world  
To work and love the working  
To make homes that are happy and  
good  
To play in the sun and the wind  
and the sand  
To trace the rainbow through the rain  
To be free as the eagle is free."

Each of the delegates to the United Nations said in his own language as he cast his ballot, "These things shall be!" and the children left the grown-ups with the words of the beginning song, "We Are Climbing Jacob's Ladder."

There were things to think about when they had gone. Have children who are encouraged to think, the possibilities for discovering the basis for world understanding? What part will

<sup>1</sup> For information on sources of songs and poems, address the author of this article.

this generation of children play in making this a friendly world? What sort of educational program makes possible a pageant in which children seem to live their ideas rather than to have prepared them in advance? The answers to these questions open up new vistas of thinking for school people. The Matthew F. Maury School has a story all its own that cannot be told in these pages. The pageant for its simplicity and beauty of expression is here included.

### Dance of the Nations

A German girl Allied soldiers  
The dictator A Polish girl  
American girls

II. A child says:

The Children of the World want to work and have a good time while they work. We want our work to help other people, too.

(Off to work they go)

III. A child says:

The Children of the World want to

High in the air they flutter there  
Bright red balloons are flying  
High o'er the children playing  
They glow and gleam, rainbows they seem  
Bright red balloons so gay.

—Buccalossi.

VI. A child says:

The Children of the World want to believe in fairies for fairies know everything worth knowing. Children of the World, if you believe in fairies clap your hands!

When the moon is out and all the world is shimmering  
Beneath the apple trees there is a glimmering  
Little lights are gaily flickering and glancing there  
It is the fairies at their springtime dancing there  
With a skip away and a trip away  
With a trip away and a skip away  
Little lights are gaily flickering and glancing there  
It is the fairies at their springtime dancing there.

—Swabian Folk Tune.

## 16. Jacob's Ladder

Deeply, broadly

Negro Spiritual, U. S. A.

1 We are climb-ing Ja-cob's Lad-der, We are  
2 Ev-'ry round goes high-cr high-cr, Ev-'ry

sempre

—FROM SINGING AMERICA. COPYRIGHT OWNERS AND PUBLISHERS, C. C. BIRCHARD AND COMPANY.

### The Pageant Text

The Delegates to The United Nations arrive.

The Children of the World come in singing:

We are climbing Jacob's ladder  
We are climbing Jacob's ladder  
We are climbing Jacob's ladder  
Soldiers of the cross.

Every round goes higher, higher  
Every round goes higher, higher  
Every round goes higher, higher  
Soldiers of the cross.

—Negro Spiritual.

The Peoples of The United Nations say:

We, the Peoples of The United Nations, are determined to live together in peace with one another.

The Children of the World say:

We, the Children of the World, ask The United Nations to hear us now.

The Peoples of The United Nations say:

The United Nations do now hear The Children of the World.

I. A child says:

The Children of the World want to be friends. When some are hungry we want to share our food with them. When some need clothes we want to clothe them. When some are oppressed we want to free them.

live in happy homes with their mothers and fathers.

(Tableaux of home)

All things come home at eventide  
Like birds that weary of their roaming  
And I would hasten to thy side  
Homing.

—Teresa Del Riego.

IV. A child says:

The Children of the World want to be free. We've got to be free.

River it like to flow  
Eagle it like to fly  
Eagle it like to feel its wings against the sky

Poosum it like to run  
Ivy it like to climb  
Bird in the tree and bumblebee  
Wants freedom in autumn or summer-time

Free as the sun is free  
That's how it's got to be  
Whatever is right for bumblebee  
And river and eagle  
Is right for me  
We've got to be free  
The eagle and me.

—From Bloomer Girl.

V. A child says:

The Children of the World want to play. We want to run in the sun. We want to feel the wind on our cheeks and the sand beneath our toes. Children of the World, come out to play.

Bright red balloons are flying  
High o'er the children playing  
Held by a string, gaily they swing

VII. A child says:

The Children of the World want to go to sleep at the close of the day and not be afraid. They want to look up at the stars and make a wish and go to sleep and have a happy dream.

Starlight, silver bright  
And the first star I've seen tonight  
O send me as I lie asleep  
A little dream to have and keep, have and keep  
Bright star, silver star  
Though the visions you send afar  
Will fade when we are waking  
Let mine come true.

—Paderewski.

Now I lay me down to sleep  
I pray Thee, Lord, my soul to keep  
If I should die before I wake  
I pray Thee, Lord, my soul to take  
Amen.

Go to sleepy, little baby  
Fore the booger man catch you  
When you wake you shall have a sugar cake  
And a whole lot of little horses  
Go to sleepy, little baby  
Fore the booger man catch you  
When you wake you shall have a sugar cake  
And a coach and four little ponies  
A black and a bay and a dapple and a gray  
Go to sleepy, little baby.

—Southern Folk Lullaby.

The children with tonettes play:

Goodnight beloved, goodnight, good-  
night  
God keep you safe in His watchful sight  
Goodnight dear, softly sleep  
Sweet be the dreams of your slumber  
deep.

—Czechoslovakian Folk Tune.

VIII. A child says:

The Children of the World want to  
look with wonder at the universe. We  
want to know that there is order in the  
universe. That the rains may fall but  
the sun will shine again. We want to  
look for the rainbow after the rain.

Glad that I live am I  
That the sky is blue  
Glad for the country lanes  
And the fall of dew.

After the sun the rain  
After the rain the sun  
This is the way of life  
Till the work be done.

All that we need to do  
Be we low or high  
Is to see that we grow  
Nearer the sky.

—Elizabeth Woodworth Reese.

### Dance of the Rain

(The rainbow appears)

I do set my bow in the cloud and it  
shall be for a token of a covenant be-  
tween me and the earth.

—Genesis 9: 13.

IX. A child says:

The Children of the World want to go  
to school to learn to be good citizens.

School children of yesterday speak:

*Boy:* I heard my father say last night  
that Mr. Jefferson said all the chil-  
dren in America should go to school.

*Girl:* Would they all have tutors?

*Boy:* I don't think so. They would go to  
school not at their own homes.

*Girl:* Would the children who live at the  
lodge near the gate go too?

*Boy:* Mr. Jefferson said all the people  
must be educated if we are to govern  
ourselves.

*Girl:* Where will the children at the  
gate get the money to pay the tutor  
at the school?

*Boy:* Mr. Jefferson thinks the people  
will be taxed to pay for the schools.

*Girl:* If all the children don't learn to  
read and write will we have a King  
again?

*Boy:* Yes, Mr. Jefferson said that is the  
only way for us to learn to govern  
ourselves.

*Girl:* And that we must always do.

School children of today speak:

*First boy:* I heard Mr. Truman talking  
on the radio the other day.

*First girl:* What did he say?

*First boy:* He said if we ever controlled  
the atomic bomb all the people in  
the world would have to be educated.

*Second girl:* To read and write?

*First boy:* Not just read and write. I  
think he meant something else, too.

*Second boy:* He meant that people  
would have to learn how to under-  
stand other people's ways of doing  
things.

*Second girl:* We'll have to learn how to  
work with other people, too.

*Second boy:* I heard somebody say on  
the radio that we could use atomic  
power to cure diseases that we don't  
know how to cure now.

*First girl:* We can make it work for us,  
too.

*First boy:* If you know people and like  
them you don't want to use the atomic  
bomb on them.

*Second girl:* It is no use to be afraid of  
atomic power and try to hide it.  
We'll just have to learn how to make  
it work for all of us.

*Second boy:* And that we just must do.

The Children of the World say:

The Children of the World want to  
go to school to learn:

To be friends with all the children of  
the world

To work and love the working  
To make homes that are happy and  
good

To play in the sun and the wind and  
the sand

To trace the rainbow through the rain  
To be free as the eagle is free.

X. A child sings:

These things shall be, a loftier race  
Than e'er the world hath known shall  
rise

With flame of freedom in their souls  
And light of science in their eyes.

They shall be gentle, brave and strong  
To spill no drop of blood, but dare  
All that may plant man's lordship firm  
On earth and fire and sea and air.

Nation with nation, land with land  
Unarmed shall live as comrades free  
In every heart and brain shall throb  
The pulse of one fraternity.

—From "The Vista"

by John Addington Symonds.

The Delegates to The United Nations  
say:<sup>2</sup>

*The United States:* These things shall  
be!

*China:* Djeu-ga sheu-tching ying-dang  
ban haow!

*Canada:* These things shall be!

*Mexico:* Asi será!

*Norway:* Dette skol forbli fik!

*Great Britain:* These things shall be!

*France:* Il en sera ainsi!

*Russia:* I eto tak boudet!

The Children of the World say:  
These things shall be!

The Peoples of the World go out  
singing:

"We Are Climbing Jacob's Ladder!"

## National Teacher Examinations

THE AMERICAN Council on Education  
has announced its annual national  
teacher examinations. They will be ad-  
ministered in official examining centers  
throughout the United States on Febru-  
ary 8 and February 15, 1947.

These examinations were made avail-  
able by the American Council on Edu-  
cation as an aid to administrators in  
their efforts to improve the selection of  
teachers. The tests included in the bat-  
tery are designed to provide objective  
measurement of certain of the abilities  
and knowledges of prospective teachers.  
They measure the intellectual, academic,  
and cultural backgrounds of prospective  
teachers, and are used in combination  
with records of experience, academic  
marks, ratings in various aspects of per-  
sonality, etc. in the evaluation of an  
individual's qualifications for teaching.

Superintendents and boards of edu-  
cation in many localities require teach-  
ing applicants to present national  
teacher examination records. The ex-  
aminations are also used in colleges as  
qualifying examinations and as guid-  
ance instruments to provide additional  
bases for student self-study.

Arrangements for cooperation in the  
teacher examination project may be  
made by writing to Dr. David G. Ryans,  
Associate Director, National Committee  
on Teacher Examinations, American  
Council on Education, 15 Amsterdam  
Avenue, New York 23, N. Y.

<sup>2</sup> Translation of "These things shall be!" by  
Edmund Caskie, translator for the American Dele-  
gation of the United Nations.

# U. S. NATIONAL COMMISSION REPRESENTATIVES

THE FIRST meeting of the United States National Commission on educational, scientific and cultural cooperation was held in Washington, D. C., September 23-26.

The National Commission is the first American group to be set up to serve as a direct and permanent link between United States citizens and the American Delegation to an international body. The international body concerned is UNESCO (The United Nations Educational, Scientific and Cultural Organization). The first meeting of UNESCO is being held in Paris in November.

The National Commission at its meeting in Washington drew up recommendations for the consideration and guidance of the American Delegation at the Paris meeting.

The following persons, according to announcement, have accepted invitations to serve on the National Commission:

## **Federal Government Representatives**

Gen. Omar N. Bradley, Administrator of Veterans' Affairs, Veterans' Administration.

Luther H. Evans, Librarian of Congress.

John W. Studebaker, U. S. Commissioner of Education.

Honorable James E. Murray, United States Senate.

Honorable Chester E. Mellow, House of Representatives.

☆ ☆ ☆

David E. Finley, Director National Gallery of Art.

Kathrine F. Lenroot, Chief Childrens Bureau, Federal Security Agency.

Donald C. Stone, Assistant Director, Bureau of the Budget.

## **Members at Large**

Edward W. Barrett, Newsweek.

Chester Bowles, Hayden's Point, Essex, Conn.

Ben Mark, Cherrington, Director, Social Science Foundation, University of Denver.

Arthur Compton, Chancellor, Washington University, St. Louis, Mo.

Mrs. Mildred McAfee Horton, President, Wellesley College.

Archibald MacLeish, New York, N. Y.  
Edward R. Murrow, Columbia Broadcasting System.

Mrs. Anna Rosenberg, Member of the Advisory Board, Office of War Mobilization and Reconversion.

Beardsley Ruml, Chairman, R. H. Macy and Company.

John Hay Whitney, New York, N. Y.

Charles S. Johnson, Director, Department of Social Sciences, Fisk University, Nashville, Tenn.

Henry A. Moe, Secretary, John Simon Guggenheim Foundation, New York, N. Y.

Mrs. Louise Wright, Executive Secretary, Chicago Council of Foreign Relations.

## **Representatives From State and Local Governments**

Ralph A. Beale, Director, New York Public Library.

Milton Eisenhower, President, Kansas State College of Agriculture and Applied Science.

James Marshall, Member, Board of Education, New York, N. Y.

Thomas G. Pullen, Maryland State Superintendent of Schools.

Daniel C. Rich, Director of Fine Arts, Art Institute of Chicago.

Maycie Southall, Professor of Elementary Education, Peabody College.

A. J. Stoddard, Superintendent of Schools, Philadelphia, Pa.

Blake Van Leer, President, Georgia School of Technology.

Mrs. Pearl A. Wanamaker, Washington State Superintendent of Public Instruction.

Dr. Helen C. White, Professor of English, University of Wisconsin.

Clarence A. Dykstra, Provost, University of California.

Reuben Gustavson, Chancellor, University of Nebraska.

George Stoddard, President, University of Illinois.

## **Representatives of Organizations**

Morse A. Cartwright, Director, American Association for Adult Education.

James B. Conant, President, American Association for the Advancement of Science.

Chauncey J. Hamlin, President, American Association of Museums.

Ralph E. Himstead, General Secretary, American Association of University Professors.

Kathryn McHale, General Director, American Association of University Women.

Harry F. West, Managing Director, American Book Publishers Council.

Louis Brownlow, Chairman, American Committee for the International Union of Local Authorities.

Waldo G. Leland, President, American Council of Learned Societies.

George F. Zook, President, American Council on Education.

Mrs. Roy C. F. Weagly, American Farm Bureau Federation.

Hudson Walker, American Federation of Arts.

Nelson H. Cruikshank, Director, Social Insurance Activities, American Federation of Labor.

Selma Borchardt, Chairman, International Relations Committee, American Federation of Teachers.

Albert Harkness, American Institute of Architects.

Ralph A. Ulveling, Librarian, Detroit Public Library, American Library Association.

Thomas S. Gates, President, American Philosophical Society.

Hubert O. Croft, President, American Society for Engineering Education.

Erwin D. Canham, Editor, Christian Science Monitor, American Society for Newspaper Editors.

Walter N. Ridley, President, Virginia State College, American Teachers Association.

Walter A. Bloedorn, M. D., Dean, School of Medicine, George Washington University, Association of American Medical Colleges.

Harry D. Gideonse, President Associated Youth Serving Organizations, Inc. Mrs. Cathleen Lardie, President Association for Education by Radio.

Guy E. Snavely, Executive Director Association of American Colleges.

William K. Jackson, President Chamber of Commerce of the United States.

Paul G. Hoffman, Chairman, Board of Trustees, Committee for Economic Development.

Kermit Eby, Director of Education and Research, Congress of Industrial Organizations.

C. J. McLanahan, Cooperative League of the United States of America.

Edgar Dale, Educational Film Library Association.

Edward Yoemans, Secretary, Eastern Division, Farmers Educational and Cooperative Union of America.

The Most Reverend G. Bromley Oxnam, President, Federal Council of Churches of Christ in America.

Mrs. William Dick Sporborg, General Federation of Women's Clubs.

Eric Johnston, President Motion Picture Association of America, Inc.

Ross G. Harrison, National Academy of Sciences.

Charles H. Thompson, Dean, Graduate School, Howard University, National Association for the Advancement of Colored People.

Justin Miller, President National Association of Broadcasters.

The Reverend Edward V. Stauffer, Rector, Augustinian College, National Catholic Educational Association.

The Very Reverend Monsignor Frederick G. Hochwalt, General Secretary, Department of Education, National Catholic Welfare Conference.

Mrs. L. W. Hughes, President, National Congress of Parents and Teachers.

Ward Barnes, Editor, Eagle Grove Eagle, National Editorial Association.

William G. Carr, Associate Secretary National Education Association.

Fred Bailey, National Grange.

Mrs. Charles E. Heming, National League of Women Voters.

Howard Hanson, President, National Music Council.

Barclay Acheson, National Publishers Association.

Detlev Bronk, Chairman, National Research Council.

Frank Weil, National Social Welfare Assembly.

Paul P. Homan, Social Science Research Council.

Donald M. Nelson, President, Society of Independent Motion Picture Producers.

Rabbi Herbert S. Goldstein, President, Synagogue Council of America.

# Children's Book Week

**T**HE THEME for Children's Book Week is *Books Are Bridges*. It suggests the high adventure of reading that takes the mind and spirit on journeys of discovery. Areas in which this concept of books can be developed are suggested as follows by the Children's Book Council:

#### **Lands Around the World**

Books about other countries and places — geography, exploration, and travel.

#### **An Understanding of Other People**

Books on other nationalities, races, social studies — books on interracial relations, biography.

#### **Realms of Imagination and Joy**

Fairy tales, myths, legends, poetry, and inspirational books.

#### **Facts and Information**

The how-to-do books and source books on all subjects.

#### **The World of Nature**

Books on natural science and out of doors—animal stories.

#### **The Wonders of Science and Industry**

Books on aviation, astronomy, inventions, industry.

#### **Growing Up With New Experiences**

Career stories—adventure and discovery.

#### **Sources of Fun and Entertainment**

Books of humor and nonsense.

#### **An Appreciation of the Past**

Books of history and stories with historical background, biographies, great art.

#### **The Building of the Future**

A wide variety of books that suggest new developments in science, industry, democracy, and world affairs.

Representatives of organizations from all over the country will take part in the formal opening of Book Week at a luncheon in New York City. Authors and artists of children's books are to be the honored guests.

The celebration of Book Week has become international and is playing a part in building a world friendship.

Cooperating organizations in the United States include: American Library Association, Division of Libraries for Children and Young People; Association of the Junior Leagues of America; Boy Scouts of America; Boy's Clubs of America, Inc.; Catholic Library Association; National Congress of Parents and Teachers; National Education Association; and the U. S. Office of Education.

The Children's Book Council, 62 West Forty-fifth Street, New York 19, N. Y., a nonprofit organization that serves parents, librarians, teachers, booksellers, community groups and others interested in the welfare of children and young people, has available various materials to help in planning and carrying through book programs.



## **PUBLIC RECOGNITION**

*(From page 8)*

5. Encourage teachers to become a part of the community and participate in civic and social organizations.
6. Assist in securing desirable living and working conditions for teachers.

7. Actively support all measures for the improvement of educational conditions which will increase the prestige of teaching.

#### **To the State Departments:**

1. Furnish forward-looking professional leadership on all levels of education.

# Bibliography of Social Studies

## Courses of Study

**T**HE U. S. Office of Education receives many inquiries for lists of recent courses of study. One of the fields in which there are frequent requests is that of social studies. This installment listing social studies courses is the fifth in a series of course of study bibliographies being issued at intervals by the Office. The material was prepared by Ruth Gray Strawbridge, U. S. Office of Education Library, assisted by Helen K. Mackintosh, specialist in Elementary Education, and Howard R. Anderson, specialist in Social Studies, U. S. Office of Education.

The first unit of the series, published in two installments, listed language arts courses; the second, also in two installments, listed science courses; the third, art courses; the fourth, music courses. The series began in the February 20, 1945, issue of "Education for Victory."

The general heading of social studies

is used at the elementary school level to include history, geography, and civics, primarily; but, in certain individual courses, there are sections devoted to industrial arts, democratic living, character education, science, international and intercultural education, consumer education, and other related areas of interest.

**Courses of study listed in the series cannot be purchased from the Office, and only those marked with an asterisk (\*) are available for inter-library loan from the Office Library. Requests for such loans should be made through the local library, and should be addressed to the U. S. Office of Education Library, Washington 25, D. C.**

**Persons wishing to secure inter-library loans are urged to check first locally or within their own State those library sources which have collections of courses of study.**

### Elementary School Level

#### Kindergarten—Primary

##### CALIFORNIA

1. Glendale. Unified School District. *Instructional Unit Guide. A Rural Mexican Family: Primitive and Pioneer Life.* A Teachers' Guide to a Third Grade Unit in Social Studies and Science. Glendale, The District, 1941. 7 p. mimeo.

This unit lists the concepts to be developed, student problems, learning activities, and materials, and includes a bibliography and an appendix with suggestions for industrial arts activities.

2. San Diego. City Schools. *Social Living in the Kindergarten.* San Diego, The Board, 1941. 79 p. mimeo.

Features helpful photographs of children engaged in social living. Discusses purposes, areas of experience, types of desirable experiences and activities, suggestions for guiding experiences, brief accounts of experiences enjoyed by children—the socially mature, and others. Included is an extensive list of teaching aids and a bibliography for teachers.

##### INDIANA

3. Indiana. Department of Public Instruction. *A Good Start in School.* A Curriculum Handbook for Primary Teachers, Bulletin No. 158. Indianapolis, The Department, 1944. 184 p.

A number of the chapters and the emphasis in this bulletin are concerned with aspects of social living. Part II entitled "Growth Through Experiences" deals with five large areas, one of which includes social studies and science experience. Discussed are topics, such as, Planning the Experiences, Methods of Experiencing, Interests of Five-Year-Olds in Kindergarten, Experiences for the Six-Year-Olds, Experiences for Seven-Year-Olds, Holidays and Festivals, Materials of Science and Social Studies. Contains many illustrations.

##### LOUISIANA

4. Louisiana. State Department of Education. *Guide for Teaching in the Primary Grades.* Baton Rouge, The Department, 1942. 678 p.

Planned for grades 1-3, this volume devotes approximately 90 pages to the social studies. Against a background discussion of general objectives, evidences of growth, activities, and

### Courses of Study

The U. S. Office of Education Library is a depository for all types of courses of study from many States, cities, and counties throughout the country.

In 1938 the publication, *A Survey of Courses of Study and Other Curriculum Materials Published Since 1934*, Bulletin 1937, No. 31, was issued. This bulletin summarized course of study materials received through 1937. No follow-up study has been made from 1938 to the present time. In 1944 the Office of Education Library issued a request for courses of study from 1941 on. This fact determined the choice of the date, 1941, as the starting point for a series of bibliographies in curriculum fields that are of current interest to teachers and curriculum committees. These have appeared from time to time in *Education for Victory* and are continuing in *SCHOOL LIFE* through the cooperative efforts of the U. S. Office of Education Library and specialists in the various service divisions.

The listing of courses in any bibliography of this series will be limited to those received by the Library in response to its request for material, or those sent in voluntarily. Courses of the following types are not included: (1) Those in outline form which constitute merely directions for work, (2) lesson assignments or outlines based on a specific text or texts, (3) those consisting largely of quotations from various authorities or from course of study sources, and (4) those which are not dated.

education for personal and home living, there are presented grade outlines which include problems, activities, and outcomes in the area of: The School and Home—Grade One; The Community—Grade Two; and The Extended Community—Grade Three. There is a bibliography for each grade. Several illustrative units are included.

##### MARYLAND

\*5. Maryland. Department of Education. *Social Studies and Science Course of Study for Kindergarten, Grades One, Two, Three.* Baltimore, The Department, 1941. 726 p.

The social studies course of study describes the criteria for the selection of units to which both social studies and science contribute; the development of a unit through a variety of types of activities; and the problems of modifying units to fit the needs of each situation.

## MASSACHUSETTS

6. Worcester. Public Schools. *The Study of Indians*. Grade Two. Worcester, The Board, 1941. 29 p. mimeo.

Represented are 13 units on Indian life worked out in the classrooms of the teachers who reported them. There is a general discussion of the place and value of a study of Indian life to a second-grade child.

## NEW JERSEY

7. Haddonfield. Public Schools. *Social Studies for Grade One*. Haddonfield, The Board, 1943-44. 25 p. mimeo.

The theme for this grade is "Living Together at Home and School." Aims are stated and two large aspects of the theme are developed in the form of units with aims, suggested approaches, suggested activities, content, and bibliography included.

8. ————. *Social Studies for Grade Two*. Haddonfield, The Board, 1941-42. 38 p. mimeo.

The theme for the year is "Living Together in Haddonfield." Aims are stated and a series of six units stressing workers in the community is proposed. Certain aspects are then selected with aims, suggested approaches, suggested activities, content, and bibliography included.

9. ————. *Social Studies in the Kindergarten*. Haddonfield, The Board, 1941-42. 21 p. mimeo.

Experiences are organized on a seasonal basis, with brief indication of the habits, skills, and understandings involved. There is a brief bibliography.

## NEW YORK

10. Olean. Public Schools. *Outline for Primary Grades*. Olean, The Board, 1943. 129 p. mimeo.

Social studies are treated at each grade level—1, 2, 3—in terms of the contribution to children's experiences. The first-grade experiences are organized about living and playing together at home and at school. Then topics are suggested for second-grade, organized around a child in relation to his city. The work of the third grade consists of a broadened study of the community.

## OHIO

11. Cincinnati. Public Schools. *The Primary Manual*. A Teacher's Guide—

Kindergarten and Grades 1, 2, 3. Cincinnati, Public Schools, 1942. p. 278-346. Curriculum Bulletin No. 95.

Divided into two sections. The first deals with the point of view, the child at the primary level, organizing the program and evaluating the program. Section 2 consists of nine parts, each dealing with some aspect of the curriculum.

Individual chapters on the social studies are devoted to each of the groups: Kindergarten, First, Second, and Third Grades, plus a chapter on festivals.

12. Lakewood. Public Schools. *Primary School Program. Social Studies, Science, Health Outlines*. Lakewood, The Board, 1942-43. 37 p. mimeo.

Following the definition of a unit with suggestions concerning its organization, there is presented a Food Unit developed in terms of six concepts. For each of these, there are four parallel columns presenting interest centers, suggestions to the teacher, visual aids, and vocabulary study. Number experiences are indicated in a separate section. Suggestions are offered for evaluation. Science and health implications are drawn from the unit.

## TEXAS

13. Fort Worth. Public Schools. *Social Studies. A Tentative Course of Study for the First Grade*. Fort Worth, The Board, 1941. 116 p. mimeo. Curriculum Bulletin No. 301.

The list of units for grades, kindergarten-6, are presented in bird's-eye-view form. Suggestions are offered on the division of activities involved in a unit, suggestions concerning teaching procedures and materials, and the evaluation of these. The units for first grade are developed in terms of objectives, overview, suggested activities, and an extensive bibliography. These units are centered about the family in relation to the community.

## WASHINGTON

14. Washington. Office of the Superintendent of Public Instruction. *The Kindergarten Program (First School Year Experiences)*. Olympia, The Department, 1944. 52 p. (Instructional Bulletin No. 16).

Contains a brief section on sources and social interests, together with a sampling of children's interests and a brief bibliography. Throughout the bulletin are discussions of experiences of the school day, which have implications for the social studies.

## WYOMING

\*15. Wyoming. Department of Education. *Course of Study for Elementary Schools. Social Studies for Grades*

1 to 4, Inclusive. Douglas, The Department, 1943. 231 p. (Bulletin No. 17—Series CS).

The scope of the Wyoming elementary social studies program is presented in a chart. The course of study is arranged by grades, with several units of work suggested for each grade. The units consist of a general introduction, objectives, suggested approaches, body of the unit, evaluation, correlation with other subjects, and a pupil's bibliography—listing books, poems, pictures, visual aids, and music, followed by a list of teachers' references.

## Intermediate and Upper Grades

## CALIFORNIA

16. Fresno County. Board of Education. *Social Studies*. Fresno County, The Board, 1941. 12 p.

The general plan of organization states the objectives, gives an over-view of the subject matter for each grade, 4-8, inclusive, and lists available State and supplementary texts. The outline attempts to correlate the work in geography and history, and suggests units of work at the various grade levels. The several subjects of the curriculum are published both as separate bulletins and bound in a single volume.

17. Glendale. Unified School District. *Instructional Unit Guide. Argentina: World Folk*. A Teachers' Guide to a Sixth Grade Unit in Social Studies and Science. Glendale, The District, 1941. 7 p. mimeo.

The unit on *Argentina*. It is designed to cover a period of 4 to 6 weeks, and gives concepts to be developed, student problems, learning activities, and materials.

18. ————. *Instructional Unit Guide. Mexico Today: World Folk*. A Teachers' Guide to a Sixth Grade Unit in Social Studies and Science. Glendale, The District, 1942. 12 p. mimeo.

The unit on *Mexico Today*. It lists concepts to be developed, student problems, learning activities, and materials. Includes a bibliography, and suggestions for industrial arts activities.

19. ————. *Instructional Unit Guide. Latin America: World Geography*. A Teachers' Guide to a Seventh Grade Unit in Social Studies. Glendale, The District, 1941. 19 p. mimeo.

This guide considers the countries as a group rather than as individual political units. It lists student problems, learning activities, and materials for each concept.

20. San Mateo County. Office of the County Superintendent of Schools. *Units of Work. Grades 3 and 4, Grades 5 and 6.* Redwood City, The County Superintendent's Office, 1942; 1941. mimeo.

Published as separate units, but using the same general organization are the following: The Story of Sugar, Chocolate, and Cocoa (Grades 3 and 4); How the World Gets Its Rubber, A Coffee Plantation, and A Cattle Ranch (Grades 3 and 4); and The Story of the Sea (Grades 5 and 6). These units were developed by committees of teachers in relation to the *Teachers' Guide to the Social Studies.*

## LOUISIANA

21. Louisiana Department of Education. *Tentative Guide for Teaching the Social Studies in Grades Four, Five, Six, and Seven.* Baton Rouge, The Department, 1941. 223 p. (Bulletin No. 464)

The guide is classified by grade, describes objectives and outcomes, and lists suggestive units of work for each grade in history and in geography, giving for each unit specific objectives, content, materials of instruction, suggested activities, correlation with other subjects of the curriculum, emphasis on vocabulary, evidence of achievement, and a list of pertinent books.

## NEW JERSEY

22. Carteret. Board of Education. *A Guide for the Teaching of Social Science in Grades 4, 5, and 6 of the Elementary School.* Carteret, The Board, 1943. 82 p. mimeo.

The guide presents units in geography and history taught as distinct subjects, for grades 4-6; offers a plan for integrating these units with other subjects; discusses the evaluation of the social studies; describes teaching aids and objectives used in emphasizing democratic ideals and practices, and in developing group cooperation and individual responsibility.

## NEW YORK

23. Olean. Board of Education. *Outline for Upper Grades, Seven and Eight.* Olean, The Board, 1945. p. 30-96; 155-201.

The social studies for the 7B and 7A grades comprise eight units dealing with the relation of the people to the community and to the State. Each unit includes specific objectives, approaches, and methods of evaluation. The seven units for the eighth grade deal with the geography and history of the United States, and include unit objectives and an outline of subject matter.

## OHIO

\*24. Canton. Board of Education. *Course of Study, Elementary Schools.*

*Social Science, Grade 4, Grade 5.* Canton, Timken Vocational High School Print Shop, 1941. 2 vols.

A brief introduction to each volume indicates the point of view used in developing the course. The social science program of the fourth grade is made up of 15 units dealing with geographic information, materials, and principles applied to the world. The fifth grade program is made up of a series of geography and history units dealing with the United States, Canada, Alaska, Labrador, Newfoundland, Greenland, and Iceland; with the West Indies, Mexico, Central, and South America.

## TEXAS

25. Fort Worth. Public Schools. *Social Studies: A Tentative Course of Study for the Fourth Grade.* Fort Worth, Public Schools, 1941. 217 p. mimeo. (Curriculum Bulletin No. 304.)

An introduction shows the relation of the work of grade four to the total elementary school social studies program and discusses point of view, general objectives, significant basic principles, general nature of the course, the division of the activities of a unit, and suggestions concerning teaching procedures, teaching materials, and evaluation. It contains units on Fort Worth; the effect of agriculture and trade on our lives; life in Holland and Switzerland; clothing and travel. It includes an optional unit on education in America.

## WISCONSIN

26. Green Bay. Board of Education. *Flexible Experience Units, Social Studies, Grades 4, 6.* Green Bay, The Board, 1941. 2 vols. mimeo.

The social studies curriculum in Green Bay has been a cooperative project of 92 teachers, 14 principals, and 4 supervisors over a period of 3 years. The course of study for Grade 4 deals with the adjustment of people to their environment and includes units on the Congo, the Tigris-Euphrates, and the Nile; the Sahara; life in the days of the Greeks and Romans; life of the Eskimos, the Vikings; life in Switzerland and Holland. The course of study for Grade 6 discusses the importance of each of the nations of Europe and the Orient to us. These are termed "flexible experience units."

## Total Elementary Grade Range

## CALIFORNIA

27. Kern County. Office of County Superintendent of Schools. *Social Studies—Science.* A Guide for Kern County Teachers. Bakersfield, The Bakersfield Californian, 1943. 248 p.

The bulletin discusses guiding curriculum through teachers' questions as developed in

a 6-week workshop at the University of Southern California, Los Angeles; discovering the needs and interests of children; problems related to organization of sequence; criteria for the selection and organization of social studies—science content; discusses use of community surveys; and suggests a basic program in social studies—science. The suggested basic program is divided by grade, and lists the social studies and science activities which deal with the core center.

28. Long Beach. Public Schools. *Units of Work, Grades 1-5, Long Beach, The Board, 1945.* Mimeo. 5 units.

Published as separate units but using the same general organization throughout, are the following: Community Life, A Unit of Work for First-Year Children; Wholesale and Retail Markets, A Unit of Work for Second-Year Children; Trains, a Unit of Work for Third-Year Children; Life in China, a Fourth-Grade Unit; and Plantation Life in the South, A Fifth-Grade Unit. These units are the result of "cooperative thought and individual classroom experience."

29. Los Angeles. City School District. *Course of Study for Elementary Schools.* Los Angeles, The Board, 1942. 301 p.

Similar to the *Instructional Guide*, 14 subject areas including history, geography, and civics are developed in outline form for each grade, in terms of (1) what we teach, (2) pupil accomplishment, and (3) materials of instruction.

30. ————. *Instructional Guide for Teachers of Elementary Schools.* (School Publication No. 38.) Los Angeles, The Board, 1942. 157 p.

Presented here is a statement of "the educational philosophy which underlies the instructional program of elementary school subjects," together with techniques and methods of instruction. A brief section is devoted to "The Teacher and the Growing Child." In loose-leaf form, 14 subject fields are each treated grade by grade in terms of objectives, classroom environment, experiences, materials of instruction, appraisal of pupil accomplishment.

31. Los Angeles County. *Course of Study for the Elementary Schools of Los Angeles County, New York, D.* Appleton-Century Company, Inc., February 1944. 252 p.

This is a revision of an earlier course and deals primarily with the framework and content of the curriculum. It is organized by grades (primary, intermediate, and upper) around certain major aims which are similar for every subject field. Included are content, suggested approaches, development of social understandings, attitudes, concepts, information, and skills. For the teacher's reference



there is a list of pertinent materials, including books, pictures, maps, and current publications and journals.

32. Santa Barbara County. Office of Superintendent of Schools. *Santa Barbara County Teachers Develop Builders in Daily Democratic Living*. Santa Barbara, The Schauer Printing Studios, Inc., 1942. 829 p. (Vol. 6, Elementary).

These units of work were designed for pupils of kindergarten through the eighth grade, and deal with various phases of community and State environments chiefly. Each unit is presented informally, but includes the guiding objectives and a description of its beginning; lists problems and activities; describes the development of the unit, the use of activities, ways of evaluating the unit; and lists books and other materials for use of teachers and of pupils. The volume is illustrated with pictures showing the development of various phases of work.

33. Ventura County. Board of Education. *Teachers' Guide, Early and Later Childhood, Elementary School*. Ventura County Board of Education, 1942. p. 108-120.

In a setting developed through careful presentation of the nature of the child and the society in which he lives, and pupil personnel guidance and counseling, social studies and sciences are discussed from the standpoint of purpose, content, learning democratic procedures in the classroom, pupil participation in the life of the community, method and program, characteristics of a good unit of experience, teacher preparation for a unit of experience, and materials and equipment. Briefly discussed are units for each of the 6 years of the elementary school. There is a general bibliography.

## COLORADO

34. Colorado. Department of Education. *Course of Study for Elementary Schools*. Denver, The Department, 1942. p. 115-253.

The section on the social studies presents an outline of the social studies by grades, from one through eight. The units of work are planned around a center of interest for each grade; they list objectives, problems for developing the unit, and activities which include those suitable for the approach, and informational, expressional, evaluational, and culminating experiences. The section includes: (1) suggestions for combining grades and alternating years in small schools, and for evaluating the pupils' progress together with special helps in teaching social studies; and (2) a bibliography for teachers.

## IDAHO

35. Idaho. Department of Public Instruction. *Curricular Guide: Philosophy, Content, Procedure—Adaptable*

*to Elementary Schools of Idaho*. Boise, Department of Education, 1943. p. 80-96.

Suggests activities based on the home and community for grades 1-3 and offers optional plans for grades 4-6, suggesting the use of separate geography and history texts, or the use of unified material for history and geography.

## INDIANA

36. Indiana. Department of Public Instruction. *Elementary School Guide*. Indianapolis, The Department, 1944. 54 p. (Bulletin No. 150.)

Introduced by brief sections on point of view, making the daily schedule, and grouping of related subjects, there is a section entitled "The Social Content Area—History, Geography, Science." The major social functions for group living are indicated. Both in discussion and chart forms, the grade placement of content is indicated, and units of work are suggested for grades, kindergarten through nine.

## IOWA

37. Iowa. State Department of Public Instruction. *How the Elementary School Can Teach About Inflation*. Des Moines, The Department, 1943. 6 p. mimeo.

Based upon a series of general concepts, this brief statement lists the areas in which understandings are sought. Social studies as one of these areas receives particular mention.

38. Iowa. Department of Public Instruction. *Social Studies: Geography Grades 1-8; History, Grades 1-6*. Des Moines, The Department, 1944. 365 p. (Iowa Elementary Teachers Handbook, Vol. 6)

The bulletin is divided into seven sections which give chief emphasis to geography. Section 1 is devoted to a study of Indian life in the second grade. Section 2 gives a general view of grades 3-8 and discusses the plan, meaning, and general objectives of geography, the need of basic textbooks, collateral reading, the value of pictures, and the use of statistics and graphs. Section 3 gives units on food, shelter, and clothing for third-grade children. Section 4 contains units on transportation, food, clothing, and shelter in distant lands for use in the fourth grade. Section 5 is made up of units on the United States and Canada for fifth-grade pupils. Section 6 contains alternative programs for grades 6-8 on Europe and the Eastern Mediterranean. Section 7 contains units on Asia, Southwest Pacific, Africa, and Latin America. Each section gives the program for the year with suggested timing; objectives; the units with a list of materials, methods of approach, content, and suggested pupil activities, tests, and references.

## KANSAS

39. Kansas City. Public Schools. *Outline of Content in the Kansas City Elementary School Program*. Kansas City, The Board, 1944. Unnumbered.

Introduced by a statement concerning the philosophy of education for the public schools of Kansas City, each of the individual subjects including social studies is presented briefly for kindergarten through grade six. The suggestions to the teacher include an overview, framework of content, achievement of essential learning (teaching suggestions, evaluation, and materials), and professional aids.

40. Kansas. Department of Education. *Suggestions for Teaching Social Studies in the Elementary Grades*. Topeka, Kansas State Printing Plant, 1943, 1944. 2 vols.

Each volume covers a semester's work, is classified by grade, and is made up of lesson plans for each unit in the Teachers' Guide to the Kansas Elementary School Program of Studies.

41. ———— *Teacher's Guide to the Kansas Elementary School Program of Studies*. Topeka, Kansas State Printing Plant, 1941. 259 p.

The material is classified by grade, from one through eight, with each unit in the social studies including an introductory statement, objectives, activities, correlations, expected outcomes, basic and additional references, and a list of free materials when available. There is also included a correlation chart for the social studies, health, safety, and elementary science, classified by grade. An agricultural supplement is appended for those who wish to use the material in relation to social studies.

## MICHIGAN

42. Grand Rapids. Public Schools. *Early Elementary Curriculum, Vol. 2.—Exploration, Planning, and Problem Solving in Social Studies, Health and Safety, Nature and Science*. Kindergarten, first and second grades. Grand Rapids, The Board, 1943. 143 p. mimeo.

Following an introduction to exploration, planning, and problem solving based on the accepted principles of child development, the social studies is an important area to be developed. Experiences generally common to all children in the fields of home and community are considered preparatory for those of the school. These are outlined. Following is a statement concerning desired growth in kindergarten, first, and second grades. Also outlined are specific helps in relation to the activity period, activity units, daily planning,

and about 20 pages devoted to material aids, such as, books and visual helps organized in terms of possible units.

43. Grand Rapids. *Problem Solving in Later Elementary Grades*. Vol. 3—Problem Solving in Social Studies, Science, and Health in Third, Fourth, Fifth, and Sixth Grades. Grand Rapids, The Board, 1943. 129 p. mimeo.

Following an overview on problem solving, there is a similar overview on what to teach in the problem solving area. Three major themes run through the sequence of four grades: (1) Essentials to living together well; (2) growth of American institutions and their future; and (3) work of the world for a coordinated society. From these are developed specific emphases for each grade. An attempt has been made as the discussion states, to integrate science, health, and the social studies. Singled out for attention are certain social studies concepts or areas of study, such as, democracy, geography, map skills, consumer education.

44. Rochester. Board of Education. *Tentative Curriculum Program for Rochester Elementary Schools, Grades Kindergarten-VI*. Rochester, The Board, 1941. 127 p.

Based on a statement of philosophy of education and of the aims of education, is a discussion concerning the scope of the curriculum which includes the major functions of social life and descriptions of centers of interest for grades one through six. The brief section on the social studies contains suggestive procedures for developing social studies abilities.

#### MINNESOTA

45. Minneapolis. Board of Education. *A Guide to Teaching the Social Studies in the Elementary School*. Minneapolis, The Board, 1943. 75 p.

The scope of the social studies in terms of philosophy, aims, and organization of the curriculum, is presented in the form of a chart for each of the seven areas of living included in the course of study. It describes ways of helping children achieve satisfactory social relations in their own community through practicing democracy in school and, as an important aspect of this experience, understanding racial, national, and regional groups. It points out methods of developing units, the use of teaching aids—especially visual and audio materials—and methods of evaluating the social studies.

46. ————. *Social Studies Source Units for Early Elementary Grades. Kindergarten, Grades 1, 2, 3*. Minneapolis, The Board, 1943.

This book of source units is part of a total program of study and publication of the Minneapolis schools, involving representative

teachers and supervisors, and covering a period of several years' time. It is closely related to the publications *Early Elementary School, a Handbook for Teachers*, and *Guide to Teaching the Social Studies in the Elementary School*. At each of the levels, kindergarten, grades 1, 2, 3, there is given an overview and points of evaluation. These are followed by accounts of experiences which children have had in studying their community in terms of both the present and the past. Bibliographies are included for each of these experiences, listing specific stories, poems, songs, picture books, pictures, films, books for the teacher. At the end of the volume is an annotated list of motion picture films available through the local board of education.

47. ————. *Social Studies Source Units, Grade 4, Grade 5, Grade 6*. Minneapolis, The Board, 1943. 3 vols.

The units for these three guides are based upon the publication: *A Guide to Teaching the Social Studies in the Elementary School*, which represents a point of view. The fourth-grade units deal with the geography of various parts of the world. Each unit presents an overview, specific aims of the unit and its development, the program of study, group activities, methods of evaluation; and a list of references used by the teachers, a list of books for children's reading, and a list of visual aids.

#### MISSOURI

\*48. Missouri. Department of Education. *Missouri at Work on the Public School Curriculum. Courses of Study for Elementary Grades, 1942*. Jefferson City, Mid-State Printing Co., 1942. p. 327-516.

The social studies section of the general course of study attempts to develop units built around real life problems based on content materials drawn from history, geography, and government or citizenship. The content materials are classified by subject and divided by grades. There is a section consisting of integrated teaching units, four to seven for each grade, in which content materials are drawn from all subjects included in the area. The units, each of which has a central theme, include an overview, list of objectives, outline of content, list of procedures, and pupil activities; and describe essential learnings, understandings, habits, and attitudes.

#### MONTANA

\*49. Montana. Department of Public Instruction. *A Course of Study for Rural and Graded Elementary Schools To Be Used in the Public Schools of Montana*. Great Falls, Tribune Printing and Supply Company, 1942. p. 471-576.

The social studies section of the general course of study discusses objectives, texts, procedures, methods used in measuring re-

sults, and films and film strips, arranged by grade in history, geography, and civics. Each of the units of work, numbering four to eight for each grade, includes an introductory statement, lists objectives, and gives factual knowledge pertinent to the unit. Sample activities are included for each grade.

50. ————. *Forty-Eight Units of Learning for Rural and Graded Elementary Schools To Be Used in the Public Schools of Montana*. Great Falls, The Tribune Printing and Supply Company, 1943. 60 p.

The 48 units for grades 1-8, developed in loose-leaf form, list in parallel columns for each unit: books, sound motion pictures, films and film strips; application of language; application of art and handwork; social science; application of science; application of arithmetic; and music and recreation.

#### NEW JERSEY

51. Haddonfield. Public Schools. *Instructional Guide for Teachers of the Elementary and Junior High Schools*. Haddonfield, The Board, 1943. p. 54-60.

Written by and for teachers, this guide sets forth the aims, plans, criteria for the development of instruction in geography, history, and civics, and integration with other school experiences from the kindergarten through the eighth grade, using a central theme in each grade, and organized in parallel column form.

52. New Jersey. State of New Jersey Department of Education. *Building Citizenship in a Democracy Through the Social Studies*. Trenton, The Department, 1945. 136 p. Elementary School Bulletin No. 10.

The foreword indicates that the publication is not a course of study, or a new program. Rather it is a source book prepared over a period of several years' time with the help of teachers, parents, laymen, social science specialists, helping teachers, school principals and supervisors, superintendents, representatives of the State Teachers Colleges, and staff of the Elementary Division of the State Department of Education.

Divided into two parts, the first is concerned with planning and teaching in terms of the concept, "Social Studies Should Help Develop Social Competence." Part II presents illustrative materials for objectives, experiences in social areas, some programs, outlines of sample units, illustrations of the program in operation, and comprehensive bibliographies.

#### NEW MEXICO

\*53. New Mexico. Department of Education. *Curriculum Development in the Elementary Schools of New Mexico*. Santa Fe, The Santa Fe Press, 1944. p. 124-225. (Bulletin No. 2)

The social studies section of the bulletin includes an outline on planning the work; procedures in the development of the unit; learnings acquired by the pupils during the development of the unit; and suggestions for pupil-teacher evaluation. The units of work are built around problems which cut across subject lines; they list appreciations, knowledges, habits and skills, approaches, activities, integration, outcomes; and a bibliography for the teacher, one for the children, a list of stories to be read, and a list of music books.

## NEW YORK

54. Mamaroneck. Union Free School District No. 1. *Social Studies Course of Study for Primary Grades*. Mamaroneck, School District, 1944. 16 p. mimeo.

Tied in with the social studies program of the State Education Department, this publication singles out festivals and holidays, and economics for special comment. For kindergarten grades, 1, 2, 3, there is a statement of objectives, subject matter, and bibliography, at each level.

55. Mamaroneck. Union Free School District No. 1. *Social Studies Course of Study for Upper Elementary Grades*. Mamaroneck, The School District, 1944. 14 p. mimeo.

Developed in plan and organization on the same basis as the primary material listed earlier.

56. New York State. University. *Exploring the Environment*. Albany, The University of the State of New York Press, 1945. 174 p. (Bulletin 1250.) (Elementary School Social Studies Pamphlet 3.)

This bulletin illustrates various ways that teachers in New York State have used their environment in teaching children in grades one through six. It points out appropriate materials for environmental studies, methods for discovering sources and resources, suggestions for informal surveys, the use of exploratory trips, and a resulting materials laboratory. It discusses the relation of environmental studies to the development of skills, habits, attitudes, and appreciations; and ways of recording information and keeping materials. It includes illustrative cases of environmental studies made by elementary schools in New York State, and sample units of work. It includes an inventory of State parks, of museums, and historic sites, and supplies a guide for use when visiting each of these types of resources. It gives samples of guides for use in a study of typical places in any locality. Included is a checklist for the teacher's inventory of community resources. The bibliography lists books and magazine articles, maps for the use of teachers, and books for boys and girls.

57. ———. ———. *Social Studies for New York State Children. An Outline of Suggested Content for the Program*. Albany, The University of the State of New York Press, 1945. 39 p. (Bulletin 1286) (Elementary School Social Studies Pamphlet 4).

The bulletin presents suggested outlines for kindergarten, grades 1 and 2, grades 3 and 4, and grades 5 and 6. Each outline lists concepts; areas suggested for special emphasis; activities related to the total experience and outcomes, but with desirable freedom in adapting these to the local situation. The appendix includes: A plan of gradation, suggested trips, education for citizenship and patriotism divided by age groups, celebration of holidays and festivals arranged by age groups. The bibliography lists books on the content of the social studies, on principles of democracy, on understanding the child, on aims of education, on methods of teaching the social studies, and on the unit.

## OHIO

58. Akron. Board of Education. *Course of Study Outlines—Primary Grades*. Akron, The Board, 1943. p. 53-59. Publication No. 54-a.

Prepared by a committee of principals, this series includes social studies. The outline for each grade, beginning with first, includes brief statements concerning materials of instruction, an overview, and teaching content.

59. Akron. Board of Education. *Course of Study Outlines—Middle Grades*. Akron, The Board, 1943. p. 47-65. (Publication No. 14-b.)

The same general plan for organization is followed as in primary grades. In addition there is a list of supplementary books, and a bibliography of teacher's references. Contains a supplement on global geography, in which nine pages are devoted to this timely problem.

60. ———. ———. *Course of Study Outlines—Upper Grades*. Akron, the Board, 1943. p. 54-74. (Publication No. 54-c.)

This course is for sixth, seventh, and eighth grades, and is similar in organization to the course for primary and middle grade groups. Included is the same supplement on global geography which is presented in the middle-grade volume.

## OREGON

61. Corvallis. Public Schools. *Curriculum Handbook, Grade 1-6*. Corvallis, The Board, 1941. 43 p. mimeo.

In the light of the philosophy of education expressed and a statement on the organization of the curriculum, there is presented a series of "manuscripts" designed to show the relationship of the various subject fields to

the total program. Detailed grade objectives are shown in the Scope and Sequence Chart for Social Science.

62. Oregon. State Department of Education. *A Guide to the Program of Studies in the Elementary Schools of Oregon*. Salem, The Department, 1945. 155 p.

The introduction distinguishes the guide from courses of study, by indicating that it does not discuss methods, procedures, supplementary instructional materials, or evaluation, and it is to be revised every 2 years.

For each of grades, 1-8, inclusive, there is a brief section on social studies, which gives objectives, an outline of content and behavior patterns for each of grades 1 and 2; for each of the remaining grades there is a statement of content and several suggested units briefly developed.

## SOUTH DAKOTA

\*63. South Dakota. Department of Public Instruction. *Course of Study for Elementary Grades*. Pierre, The Department, 1943. p. 207-396. (Curriculum Bulletin No. 35).

The social studies program of the general course of study is made up of correlated social studies for grades 1-8, based on units of work built around a central theme, and presented in two columns listing content in one column and activities in the other. The units in grades 1-3 cut across subject lines; those in grades 4-5 correlate geography and history; those in grades 6-8 correlate geography, civics, and history.

## TENNESSEE

\*64. Tennessee. Department of Education. *Guide for Teaching in Elementary Schools*. Nashville, The Department, 1943. p. 93-116.

The social studies section of the guide is arranged by grade, with the work of each grade from one through eight based on a central theme. Included as social studies are: geography, history and civics, conservation and science, health and nutrition, physical education, recreation and safety. Objectives, learning experiences in areas of living, pupil achievements, and suggestions for teachers are given for each grade.

## TEXAS

65. Conroe. Conroe Independent School District. *Social Studies in the Elementary Years, 2-6*. Conroe, The District, 1941. 5 vols.

The units of work in each grade were organized around comprehensive problems in which children were vitally interested, and which met children's needs. They are developed in the light of an introductory volume, which outlines the philosophy of teaching social studies, adopted by the committee. The subject matter of the units for succeed-

ing years extend the range of children's interests. The units present: problems; objectives, an overview; suggested approaches; suggested assimilative materials; suggested activities of research, discussion, practice; teachers' and pupils' references; lists of books in the classroom; poetry, songs, and pictures, together with a statement of desirable outcomes.

66. Orange. Independent School District. *Tentative Courses of Study for Kindergarten, First, Second, Third, Fourth, Fifth, and Sixth Grades*. Orange, The Board. (Curriculum Bulletins Nos. 200, 301-306.) 7 vols. mimeo.

These courses express a close relationship between social studies and science. Centers of interest are indicated for kindergarten through grade six, together with units developed in outline form.

## UTAH

67. Utah. Department of Public Instruction. *A Teaching Guide for the Elementary Schools of Utah*. Salt Lake City, The Department, 1941. 357 p. duplicated.

Includes: Curriculum Foundations; Personal Well Being (Health Instruction); The Communicative Aspects (Language Arts); The Understanding Aspects (Science); The Quantitative Aspects (Arithmetic); the Social Implications and Interpretations (Social Studies); The Aesthetic (Arts). Fifty-two pages are devoted to the "Social Studies." Emphasis is given to point of view, survey of the community, experiences and their evaluation, suggested areas for social experiences for the lower and upper elementary schools, criteria for selection of experiences, other problems, and a bibliography.

## VIRGINIA

\*68. Virginia. Board of Education. *Course of Study for Virginia Elementary Schools, Grades 1-7*. Richmond, Division of Purchase and Printing, 1943. 653 p. (Bulletin Vol. 25, No. 6)

The course of study, classified by grades and organized around life problems, offers suggestions for the use of the course of study in organizing and developing instruction. It lists: centers of interest; problems and activities, and generalizations by grades; methods of developing skills; guidance for personal development of boys and girls; developing creative ability; planning and working with groups; using and caring for materials; adapting instruction to the small school; and lists supplementary materials. It offers suggestions for judging the results of activities under each problem in the grade materials; includes charts of abilities to be developed and procedures, divided by subject fields; and contains a section on evaluating instruction.

## WASHINGTON

69. Tacoma. Board of Education. *Social Studies Guide Units for Learning by Living*. Illustrative Units of Work to Accompany and Implement the Social Studies Outlines, Grades 1 to 6, Selected from Classroom Units Submitted by Tacoma Teachers. Tacoma, The Board, 1941. 170 p.

The units of work for each year are based on a central theme and are developed in the form of an overview, desired outcomes, lists of possible activities, excursions, construction, discussion, research, creative and appreciation activities; and discuss aspects of content areas, the development of the units, and culminating activity. Each unit is followed by a list of books for teachers, books for children, books that may be read to the children, audio-visual aids, music, and poems. There is also included, for each unit, suggestions for correlation with language, reading, arithmetic, art, music, and writing.

70. Vancouver. Public Schools. *Social Studies Handbook for Grades 1-7*. Vancouver, The Board. Revised, 1941. 54 p. mimeo.

Teachers and principals combined to write this handbook as a study of progress in development of good practices in teaching the social studies. Following a statement of general aims is a discussion of educational principles upon which classroom experiences are based, with special emphasis on provision for individual differences. Social development of the elementary school child is discussed in terms of several age groups, and in detail. Areas of social experience are proposed for each of the grade levels and are developed in outline form.

## Secondary School Level

### Junior High School

## CALIFORNIA

\*71. Long Beach. Board of Education. *The Growth of Democracy in America. A Course of Study for Grades Seven, Eight, and Nine on Social Living in Our Democracy*. Long Beach, The Board, 1943. 33 p. mimeo.

The units state purposes, desired outcomes in terms of knowledges and skills, suggested activities, and teaching materials. Provision is made for the integration of music, art, and the language arts with the social science units.

## NEW YORK

\*72. New York State. University. *Community Life. A suggested Unit Organization for the Seventh Grade Program in Social Studies*. Albany, The University of the State of New York

Press, 1941. 47 p. (Bulletin No. 1222. Bureau of Curriculum Development. Division of Secondary Education. Bulletin III-7)

The bulletin includes eight units that consider the community and the State. Each unit lists specific objectives, suggested content and activities, and references. Sources for community study material are given.

\*73. ————. *Our American Heritage. A Suggested Unit Organization for the Eighth Grade Program in Social Studies*. Albany, The University of the State of New York Press, 1942. 64 p. (Bulletin No. 1232. Bureau of Curriculum Development. Division of Secondary Education. Bulletin III-8)

The course of study, which is intended for use in the eighth grade, is divided into units which list possible outcomes, scope of content, suggestion for development, and a bibliography of books for reading and reference, and for related fiction. The bulletin ends with a list of books for general use, guides to other materials, films, recordings, and a list of standard equipment for the teaching of social studies in the eighth year.

\*74. ————. *The Economic World (World Geography and Economic Citizenship). A Suggested Unit Organization for the Ninth Grade Program in Social Studies*. Albany, The University of the State of New York Press. 1944. 46 p. (Bulletin No. 1262. Bureau of Curriculum Development. Division of Secondary Education. Bulletin III-9).

The course of study on world geography and economic citizenship is divided into units which list possible outcomes, scope of content, suggestions for development, and references. The bulletin also includes lists of books for general use, films, distributors of films, and standard equipment for the teaching of social studies in the ninth year.

75. Ithaca. Board of Education. *Course of Study in Social Studies, Seventh Grade*. Ithaca, The Board, 1941. 97 p. mimeo.

Each of the four units lists unit objectives, approaches, outline of content, study guide questions, activities, books for teachers and pupils, and visual and auditory aids. The units deal with the community, the British Empire, Latin America, and the Far East.

76. ————. *Developing Skill in Reading Maps: Exercises To Be Used in Connection With the Units on Latin America, the Far East, and the British Commonwealth of Nations*. Ithaca, The Board, 1943. 61 p. mimeo.

This monograph presents eight lessons in map reading. The lessons are illustrated with line drawings and a test of map reading skills is included.

77. ————. *Course of Study in Social Studies, Eighth Grade*. Ithaca, The Board, 1944. 82 p. mimeo.

The units deal with American history and were tested in the classroom during the school year 1943-44. Each unit lists objectives, suggested approaches, outline of content, a study guide and discussion questions, suggested activities, a bibliography for teachers, a bibliography for pupils which includes biography and fiction, and visual aids.

78. ————. *Developing Skill in Using Time Concepts: Exercises To Be Used in Connection With the Units on American History*. Ithaca, The Board, 1943. 41 p. mimeo.

Five lessons designed to develop skill in interpreting time concepts are presented, followed by exercises designed to test these skills.

79. ————. *Course of Study in Social Studies, Ninth Grade*. Ithaca, The Board, 1942. 84 p. mimeo.

These units deal with vocational interests and goals, the formation of opinions, personal economics, and government and our obligations as citizens.

## OHIO

80. Cincinnati. Public Schools. *A Tentative Course of Study for Civics, Grade 9*. Cincinnati, Public Schools, 1943. 131 p. mimeo. (Curriculum Bulletin 105)

The bulletin includes a chapter on procedures for teaching civics and six units: Educational and Personal Guidance, Community Life, Traffic Safety, The American System of Enterprise, Occupations, and The Democratic Way of Life. Each unit lists objectives, basic considerations, outline of content, activities, and references for teachers and pupils.

## PENNSYLVANIA

81. Erie. Board of School Directors. *The Course of Study in the Social Studies for Secondary Schools, Grades 7 through 12*. Erie, The Board, 1941. 95 p. mimeo. (Vol. 1, Grade 7)

This volume deals with world backgrounds, tracing the growth of civilization from prehistoric times to the immigrant backgrounds of the present day. Each unit lists objectives, outline of content, activities, and bibliography.

82. ————. *The Course of Study in the Social Studies for Secondary Schools, Grades 7 through 12*. Erie, The Board, 1941. 98 p. mimeo. (Vol. 2, Grade 8)

The eight units deal with the meaning of democracy; conflicting ideas of the rights of Americans; the making and adoption of the Constitution; expansion and progress toward democratic ideals (1789-1850); the Civil War period; the developments of an industrial age; development as a world power with increasing responsibility in shaping international policies; and relations with Latin America.

83. ————. *The Course of Study in the Social Studies for Secondary Schools, Grades 7 through 12*. Erie, The Board. 1941. 91 p. mimeo. (Vol. 3, Grade 9)

The course of study for the ninth grade deals with community civics, and presents units dealing with: Making a living; making a home; use of leisure time; cooperation for community welfare; education in Erie; and understanding the government of the United States. It, as well as the other volumes, includes questions on the various units, and lists of textbooks, fiction and nonfiction books for supplementary reading.

## RHODE ISLAND

84. Providence. Department of Public Schools. *Course of Study in Social Studies, Grades 7, 8, 9*. Providence, The Department, 1942. 266 p. mimeo.

The introduction discusses the place of social studies in the curriculum, as well as objectives and content areas to be developed; and suggests how to teach social studies skills. The general theme in grade 7b is man and his environment; in grades 7a and 8, American life and history; and in 9, living in an urban community.

## TEXAS

85. Dallas. Board of Education. *Reading and Projecting a Map: A Unit for Social Studies 2 Classes, Dallas Junior High Schools*. Dallas, The Board, 1944. 32 p. (Bulletin No. 191)

The unit discusses objectives, the globe and general map reading projections upon developable surfaces, projections upon tangent planes, other methods of projection, and projections and maps for the air age. It also provides study exercises, and lists general references for class use.

86. Fort Worth. Board of Trustees. *Social Studies. A Tentative Course of Study for the Junior High School*. Fort Worth, The Board, 1941. 195 p. mimeo. (Curriculum Bulletin No. 307)

Before describing units for the seventh and eighth grades, the course of study discusses the general nature of the course and how to construct a unit, and offers suggestions concerning desirable teaching and evaluation procedures. The suggested units list habits, skills, and attitudes to be developed; an over-

view; a suggested approach; and orientation and developmental activities. Each unit concludes with a list of pertinent books for teachers.

87. Harlingen. Public Schools. *Units for Seventh Year. A Tentative Course of Study in Social Studies for the First Year of Junior High School*. Harlingen, Public Schools, 1944. 32 p. mimeo.

The course of study treats the development of American life and includes nine units arranged in chronological order.

88. Orange. Orange Independent School District. *Tentative Course of Study in Social Studies for Grades 7, 8, 9, 10, 11, 12. Grade 7*. Orange, Orange Independent School District, 1944. 64 p. mimeo. (Curriculum Bulletin No. 327)

This bulletin includes five units in the history of Texas and three on the early history of the United States. It and the other bulletins in the series list desired outcomes, problems and activities, suggestions for evaluation, and sources of material.

89. ————. *Tentative Course of Study in Social Studies for Grades 7, 8, 9, 10, 11, 12. Grade 8*. Orange, Orange Independent School District, 1944. 75 p. mimeo. (Curriculum Bulletin No. 328)

Nine units are included, covering the period in American history from the close of the Revolutionary War to the present.

90. ————. *Tentative Course of Study in Social Studies for Grades 7, 8, 9, 10, 11, 12. Grade 9*. Orange, Orange Independent School District, 1944. 84 p. mimeo (Curriculum Bulletin No. 329)

The twelve units in world history deal with the stories of the nations.

## WASHINGTON

\*91. Tacoma. Board of Education. *The State of Washington: Its History; Its Geography; Its Government; Its Institutions; Its Resources; Its Industries; Its Vocations; and Its Society. A One Year Course of Study in the Social Studies for Use in the Ninth Grade*. Tacoma, The Board, 1941. 60 p. mimeo.

The course of study outlines are classified by semester, and list objectives, content, and activities. Methods of evaluation are suggested. The bibliography lists fiction and general references for teachers; and fiction, poetry, and general references for pupils. It also includes suggested films and maps.

## CALIFORNIA

92. Long Beach. Board of Education. *Social Problems: Three Resource Units for Social Studies 4b*. Long Beach, The Board, 1944. 69 p. mimeo.

The units, which deal with the individual—a well-adjusted personality, youth and family living, and youth in the community—are intended for use in grades 11 and 12. Each unit lists anticipated outcomes, generalizations, analysis of the problem, suggested activities, methods of evaluation, and teaching materials, including books, periodicals, and audio-visual materials.

\*93. ————. *United States History and Government, First Half, Units 1, 2, and 3 of Eleventh Grade Social Studies; Second Half, Units 4, 5, and 6 of Eleventh Grade Social Studies*. Long Beach, The Board, 1945. 2 vols. mimeo.

Each unit includes: Anticipated outcomes; suggested problems; an analysis of the unit; suggested activities, which include recordings, motion pictures, books and periodicals, pamphlets and bulletins, maps, written work, graphs, excursions, group projects, outside speakers, radio programs, panels, and dramatization; methods of evaluating the unit; and a list of textbooks and supplementary reading, including fiction as well as nonfiction. Listed in appendix are motion pictures, radio scripts, study prints, and evaluation exercises.

94. Santa Barbara County. Office of Superintendent of Schools. *Santa Barbara County Curriculum Guide for Teachers in Secondary Schools*. Santa Barbara, Office of Superintendent of Schools, 1941. 411 p. vol. 4.

This volume presents a description of procedure and problems adapted especially for use in the core course and a consideration of the curriculum in the various subject fields. It includes teaching guides and sample units, starting with: An introduction, a statement of the relationship of general aims to the unit, generalizations, suggested pupil activities, and their effect on the growth of the pupils. The units contain a bibliography of books, bulletins and pamphlets, fiction, poetry, magazines, and maps pertinent to the specific unit. The volume is illustrated.

## INDIANA

\*95. Indiana. Department of Public Instruction. *World Geography: A Tentative Course of Study for High Schools*. Indianapolis, The Department, 1943. 40 p. (Bulletin No. 160).

The seven units on world geography outline the course: A list of reference materials for

the teacher is also provided, consisting of geography texts, books available in the social studies section of most public libraries, general texts, bibliographies, indexes, government publications, and sources of pictures and films.

## LOUISIANA

96. Louisiana. Department of Education. *Tentative Guide for Teaching General and American History in the High School*. Baton Rouge, The Department, 1943. 122 p. (Bulletin No. 506).

The bulletin discusses child development for democracy through a program of the social studies in the public schools; the interpretation of a unit of work; basic principles that influence a social studies program; the function of visual aids; the building of a vocabulary; the library in the social studies program; and the general objectives in the social studies program. The units on world history and problems and on American history provide an overview, specific objectives, scope and sequence of topics, lists of instructional materials, suggested teacher-pupil activities, and evidences of achievement.

## MISSOURI

\*97. Missouri. Department of Education. *Missouri at Work on the Public School Curriculum. Social Studies*. Jefferson City, The Department, 1941. 594 p. (Secondary School Series, Bulletin 4A).

This bulletin provides material for grades 9-12 inclusive. The courses included deal with: Personal and community problems; world history and problems; American history; and contemporary American problems. Each unit lists: Objectives, teaching suggestions, scope and sequence of the unit, readings for pupils, pupil activities, and evaluation procedures.

\*98. ————. *Missouri at Work on the Public School Curriculum. Socio-Economic Geography*. Jefferson City, The Department, 1941. 118 p. (Secondary School Series, Bulletin 4B)

The units are: How the Land Called North America Came To Be, Nature's Gift to the American People, How Americans Make a Living, Transportation and Communication, Growth and Development of American Cities, Conservation of Our Natural and Recreational Resources, and America's Relationship to World Power. The units are designed for use at the eleventh- and twelfth-grade levels.

## NEW JERSEY

99. New Jersey. Department of Public Instruction. *A Guide for Teaching Problems of American Democracy*. Trenton, The Department, 1941. 342 p.

The syllabus defines American democracy and discusses the purpose of general educa-

tion in a democracy. It discusses aims and objectives in teaching democracy in the high school, and offers suggestions for teaching democracy. Seventeen units dealing with various phases of American life are provided. Each unit contains an introduction; a discussion of its organization, aims, method of teaching; outline of topics composing the unit; questions on the unit; suggested student activities; a list of visual materials; a bibliography for teachers and one for students.

## NEW YORK

100. Ithaca. Board of Education. *Course of Study in Social Studies, Eleventh Grade*. Ithaca, The Board, 1944. 122 p. mimeo.

This course of study is made up of units outlining a year's course in American history for senior high school. It includes objectives, suggested approaches, outline of content, study and discussion questions, suggested activities, bibliography for teachers, bibliography for pupils, historical fiction, biography, and visual aids. The units deal with: Establishing the American Nation, sectionalism and nationalism, the United States becomes a world power, the United States in a period of world conflict, and the United States plans for the future.

101. New York City. Department of Education. *Modern History Course of Study and Syllabus*. Brooklyn, The Department, 1943. 74 p. (Curriculum Bulletin 1942-43, No. 4.)

The nine units on modern history follow a chronological sequence, tracing the background of modern history, the French Revolution, the struggle between reaction and liberalism in the first half of the nineteenth century, the industrial revolution and the labor movement, the struggle for democracy in England and France to 1914, nationalism, imperialism in the modern world, the First World War, democracy and dictatorship since the First World War, and international relations since the First World War. Each unit lists points of interest, its scope, and an outline of content.

## OHIO

102. Cincinnati. Public Schools. *Tentative Course of Study, World History, Grade 10*. Cincinnati, Public Schools, 1942. 85 p. mimeo. (Curriculum Bulletin 86.)

Each unit traces the development of some important phase of man's history from the beginning down to the present day. The bulletin discusses the problem of teaching world history, the use of directed study and laboratory procedures, the use of visual and auditory aids, current affairs and world history, evaluation and principles of unit construction. It lists the advantages and disadvantages of topical versus chronological plans of

organization. Each unit includes aims, overview, study outline, suggested activities, and lists of textbooks, reference books, fiction, and visual aids.

103. ————. *Try-Out Course of Study in American History and Government, Grades 11 and 12*. Cincinnati, Public Schools, 1942. 46 p. mimeo. (Curriculum Bulletin 87.)

Each of the units dealing with American history and government lists objectives and a study outline, which can be adapted to the three-track plan of grouping.

104. ————. *Tentative Course of Study in American Problems*. Cincinnati, Public Schools, 1943. 73 p. mimeo. (Curriculum Bulletin 107)

This course of study, which is intended for use in the twelfth grade, cuts across the specialized fields of the social studies in an attempt to build in pupils an awareness of, and the ability and desire to help solve, pressing political, economic, and social issues. Each of the twelve units includes points of view, outcomes in terms of changes in pupils, an outline of subject matter, activities, and teacher and pupil references.

105. Dayton. Public Schools. *Tentative Course Outline—Social Problems, Grade Twelve*. Dayton, Public Schools, 1942. 148 p. mimeo. (Tentative Course Outline No. 7)

The units deal with the individual and his relation to society; the home and the family; the community and its social agencies; education; and the American economic system; international relations; and responsibilities of the United States in world leadership. Objectives, content, suggestions to teachers for discussion, and reference books are listed.

## PENNSYLVANIA

106. Erie. Board of School Directors. *The Course of Study in the Social Studies for Secondary Schools, Grades 7 through 12*. Erie, The Board, 1941. 167 p. mimeo. (Vol. 4, Grade 10)

The units treat world history from the earliest times to the period of the Second World War.

107. ————. *The Course of Study in the Social Studies for Secondary Schools, Grades 7 through 12*. Erie, The Board, 1941. 148 p. mimeo. (Vol. 5, Grade 11)

The eleventh grade course of study deals with American history, and presents units on the influence of Old World backgrounds on the discovery, exploration, settlement, and development of the New World (1450–1763); the causes and results of the American Revolution (1763–1800); the events which led to the Civil War (1800–1865); the effect of the in-

dustrial revolution on the Nation; the development of American foreign policy; and the effect of the diverse racial strains on American life, and on our defense of human rights.

108. ————. *The Course of Study in the Social Studies for Secondary Schools, Grades 7 through 12*. Erie, The Board, 1941. 82 p. mimeo. (Vol. 6, Grade 12)

The twelfth-grade course of study deals with the problems of democracy, and presents units on: The family; education; propaganda; the relation of the United States to other nations; improvement of American housing; crime; the welfare of the farmer; the American standard of living; the challenge of democratic government; conditions in Erie, and in Pennsylvania; American politics; financing the Government; the relation of Government to business; labor; social security; banking and monetary needs.

## RHODE ISLAND

109. Providence. Department of Public Schools. *Course of Study in Ancient History, Grade 9*. Providence, The Department, 1942. 105 p. mimeo.

The units list objectives, motivating suggestions, content, pupil activities, and methods of evaluation, and tie-in the early history of the world with current problems.

110. ————. *Course of Study in American History, Grade 11*. Providence, The Department, 1942. 189 p. mimeo.

The publication discusses the importance of the social studies and their objectives, and offers suggestions for teaching the social studies. It discusses source books, related reading, radio and sound recordings, visual aids, magazines, and methods of evaluating the social studies. The units consist of orientation, objectives, motivating suggestions, content, pupil activities, and evaluation. A chart listing textbook references, and an annotated list of historical fiction are included.

## TEXAS

111. Dallas. Board of Education. *The Dumbarton Oaks Proposals: A Unit for History 8 Classes, Dallas Senior High Schools*. Dallas, The Board, 1945. 36 p. (Bulletin No. 193)

The unit presents, in outline form, the causes of war, peace activities, the League of Nations, and the Dumbarton Oaks Proposals, together with pertinent questions, lists of activities, and a list of books, pamphlets, and periodical references. It includes charts of the Dumbarton Oaks Proposals and of the League of Nations, and a comparison of the two plans presented in outline forms.

112. ————. *Global Study of Places and Peoples; A Unit for History*

*8 Classes, Dallas Senior High Schools*. Dallas, The Board, 1944. 21 p. (Bulletin No. 192)

The unit is divided into seven sections, each of which list facts, activities, and references for pupils and teachers.

113. Orange. Orange Independent School District. *Tentative Course of Study in Social Studies for Grades 7, 8, 9, 10, 11, 12. Grade 10*. Orange, Orange Independent School District, 1944. 60 p. (Curriculum Bulletin No. 320)

This course of study contains nine units on modern world problems. Each unit lists desired outcomes, activities, suggestions for evaluation, and sources of materials.

114. ————. *Tentative Course of Study in Social Studies for Grades 7, 8, 9, 10, 11, 12. Grade 11*. Orange, Orange Independent School District, 1944. 57 p. (Curriculum Bulletin No. 321)

There are eight units in American history and problems.

115. ————. *Tentative Course of Study in Social Studies for Grades 7, 8, 9, 10, 11, 12. Grade 12*. Orange, Orange Independent School District, 1944. 54 p. (Curriculum Bulletin No. 322)

American government and problems are treated in the nine units.

## VERMONT

\*116. Vermont. Department of Education. *Suggested Course of Study and Teacher's Manual in the Social Studies for Vermont Secondary Schools. Grades 9–12*. Montpelier, State Board of Education, 1943. 158 p.

The suggested course of study recommends the teaching of civics, world history, American history, and problems of modern American life in grades 9–12.

## Junior and Senior High School FLORIDA

117. Florida. State Department of Education. *A Teacher's Guide in the Social Studies for the Secondary Schools of Florida*. Tallahassee, The Department, 1942. 233 p. (Bulletin No. 28.)

The bulletin includes charts on the relationships of the objectives of the social studies to the objectives of the total school, arranged by grade, for grades 7 through 12; and charts on the characteristics and needs of youth. It suggests techniques in teaching the social studies. It outlines content for each grade,

together with suggested problems for emphasis, and lists reference materials and textbooks.

## INDIANA

\*118. Indiana. Department of Public Instruction. *Digest of Courses of Study for Secondary Schools of Indiana*. Indianapolis, The Department, 1944. p. 63-87. (Bulletin No. 151.)

The social studies section of the course of study is divided by grade and classified by subject in each grade. Each subject is divided by semester and lists objectives, basic content of subject, and suggested teaching procedures.

## NEW YORK

\*119. New York State. University. *An Approach to the Organization of a Social Studies Program for Secondary Schools*. Albany, The University of the State of New York Press, 1941. 37 p. (Bulletin No. 1203, Bureau of Curriculum Developments, Division of Secondary Education, Bulletin No. 1.)

The publication discusses the relation of social studies to the secondary school curriculum; the objectives of the social studies, including a chart giving, in parallel columns, aims of: Education, objectives of the social studies expressed as ways of living, objectives of the social studies expressed as patterns of behavior, and bases for content areas expressed as fundamental concepts. It includes a proposed program in the social studies in chart form, listing, in parallel columns, bases for content areas, and major generalizations, grades 7-8, grades 9-10, and grades 11-12.

## PENNSYLVANIA

120. Philadelphia. Public Schools. *Liberty and Justice for All: Our Civil Rights and Duties. Citizens in a Free Country Owe Their Civil Liberties to the Guaranties in the Bill of Rights; What It Is and How We Can Learn About It*. Philadelphia, Public Schools, 1944. 16 p. mimeo.

The pamphlet contains topics and references, and suggests discussions in the classroom and programs. It includes a chart, in parallel columns, listing the rights and duties of citizenship.

## TEXAS

121. Dallas. Board of Education. *Looking at the Far East: A Unit for the Social Studies Classes, Dallas Junior and Senior High Schools*. Dallas, The Board, 1943. 64 p. (Bulletin No. 188.)

The unit is divided into seven sections, each of which includes a summary, study questions, activities; and lists of books, pamphlets, and magazine articles.

122. ————. *Our World Neighbors: A Unit for the Social Studies Classes, Dallas Junior and Senior High Schools*. Dallas, The Board, 1942. 47 p. (Bulletin No. 181.)

This pamphlet dealing with China, India, Brazil, Mexico, and Russia lists objectives, a short statement about each nation, study questions, activities, and a list of books, pamphlets, and magazine articles.

## Elementary and Secondary Levels

### ALABAMA

123. Alabama. State Board of Education. *Report of the Committee on Courses of Study for Elementary and High Schools of the State of Alabama*. Montgomery, State Board of Education, 1941. 230 p. mimeo.

This publication is organized into four parts treating, respectively: The philosophy of the Alabama Public School program; the selection, organization, administration, and use of materials of instruction; the elementary school program; and the secondary school program. It is recommended that about one-third of the time in the elementary grades be devoted to the basic social program. At the secondary school level, both a core curriculum and a modified subject matter organization are described. Of the five areas of living included in the core, at least four—home life, production and consumption, transportation and communication, and citizenship—draw heavily on social studies content and experiences.

### CALIFORNIA

124. Santa Barbara County. Office of Superintendent of Schools. *Santa Barbara County Teachers' Guide for Use of Community Resources*. Santa Barbara, Office of Superintendent of Schools, 1941. 173 p. (Vol. 3.)

This volume is designed for use by elementary and secondary teachers in building units of study, to meet the needs of particular elementary and secondary school situations. It presents a suggestive outline for making a general survey of a community, and relates community study to work in the various subject matter fields. There is a section on evaluating child growth. The bulletin suggests problems and activities based on different phases of community life, and it includes a bibliography and a directory of community resources.

### MICHIGAN

125. Allegan. Public Schools. *Curriculum Guide for Allegan Public Schools*. Allegan, Public Schools, 1943. 50 p. mimeo.

The social studies curriculum is presented in very brief outline form for the early elementary grades (1-3); later elementary grades (4-6); junior high school (grades 7-8); and high school (grades 9-12), in which the social studies and English are integrated.

## NORTH CAROLINA

\*126. North Carolina. Department of Public Instruction. *Teaching Democracy in the North Carolina Public Schools*. Raleigh, The Department, 1941. 54 p. (Publication No. 229.)

Following a discussion of the problems of democracy, this course of study describes the program and materials for the primary, grammar grades, and secondary school programs, and includes lists of reference books, patriotic songs, plays and pageants, and motion pictures suitable for use with the pupils. It describes activities productive of democratic traits and skills, ways of developing democratic techniques and democratic classrooms and how to evaluate them. There is an extensive bibliography for teachers.

## OKLAHOMA

\*127. Oklahoma. Department of Education. *Inter-American Understanding: Unit Study Outlines for Elementary and High School Grades*. Oklahoma City, The Department, 1943. 79 p. (Bulletin 43-C-7)

The unit outlines contain suggestions to teachers, objectives, generalizations, problems and related problems, suggested approaches, content outlines, creative activities, suggested evaluation procedures, and a bibliography. The units are followed by a list of general references and teaching aids.

## OREGON

\*128. Oregon. Department of Education. *Helps for Elementary and High Schools to be Used in Teaching of Inter-American Relations*, 1942. Salem, The Department, 1942.

The bulletin offers suggestions to teachers in the elementary schools for story telling, reading to the children, discussions, pictures, dramatization, and singing in teaching about the Latin American countries. It describes the construction of units for the fifth and eighth grades, listing problems and experiences in parallel columns, correlation with other school subjects, and outcomes of the units on Mexico and on getting acquainted with the Latin Americas. The suggestions for instruction on Latin American countries at the high-school level list: Objectives, approaches to the unit, suggested activities in related fields, methods of evaluation of desired outcomes, sources of material and teaching aids, books, periodicals, music and games, art, visual aids and auditory helps, radio, Pan American Day program material, maps, flags, and bibliographies.



## RHODE ISLAND

129. East Greenwich. Public Schools. *Experimental Units on Latin America for Grades 1 to 9*. East Greenwich, Public Schools, 1944. 2 vols.

The units on the various Latin American countries list objectives, suggested approaches, outline of subject matter, activities, and outcomes for the various grade levels.

## WISCONSIN

\*130. Wisconsin. State Department of Public Instruction. *The Social Stud-*

*ies in Wisconsin Schools*. Madison, The Department, 1943. 32 p.

This bulletin outlines a 12-year program in the social studies which would avoid overlapping and would take into account individual and social needs. It suggests desirable outcomes for the elementary grades, sequences for the primary, intermediate, and upper grade divisions, and methods of evaluating outcomes. It lists the areas which must be included in the high-school social studies program, and suggests units in the several subject areas. Finally, the bulletin includes a selective reading list, classified by subject, for the 12-year program.

who have had 2 years of college education, have passed an entrance examination, and can be placed in its own system. Textbooks and supplies are furnished without charge to trainees. A training salary is paid to each student during his enrollment in the library course, and a regular salary per schedule is allowed after his appointment to the public library staff.

## New Mexico Extends

A special biennial appropriation of \$15,000 for the extension of library service to rural areas and small communities has been granted by the State legislature of New Mexico to the State Library Commission, according to a recent announcement in the *New Mexico Library Bulletin*.

Under the terms of this appropriation, the annual sum of \$5,500 has been set aside for State aid to libraries to be matched by increased library funds in local communities, and \$2,000 per year has been allowed the State Library Commission for additional administrative expenses incurred under this expanded program of library extension. Local libraries may qualify for State aid ranging from \$200 to \$500, of which 75 percent must be spent for books, and 25 percent may be used toward salaries. The Commission reports that 10 local libraries in New Mexico have received aid under the new program.

## New Department Opened

A music department, including a collection of 2,500 recordings of classical and semiclassical music, has been opened in Ohio County Public Library, Wheeling, W. Va., according to a recent issue of *Library Lookout*, a quarterly publication of the West Virginia Library Commission.

In addition to records, the library's music collection includes instrumental music, librettos, anthems, and books about music and musicians. Miniature scores are available to borrowers of records who may wish to follow a composition to which they are listening.

Ohio County Public Library reports that its music department has been open 3 days weekly since its establishment, and that its circulation of recordings, up to the time of reporting, was without breakage.

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# SERVICES TO LIBRARIES

## Outstanding Feature

A course in library instruction incorporated in the local high-school curriculum is declared by the public librarian of Fitchburg, Mass., in her *Annual Report, 1945*, to have been "the outstanding feature of the year."

With the cooperation of high-school teachers and the public library staff, a planned program of instruction in the use of the Fitchburg Public Library was included experimentally in the lesson plans of English instructors in 1944, and was made part of the regular instructional program of the high school in the following year. Under this plan, 679 high-school pupils received 4 lessons in the circulation department of the public library and 2 lessons in the reference department. Despite the additional labor required of the teaching and library staffs, the librarian of Fitchburg Public Library reports that both regarded the project as "fully justified."

## Findings of Survey

The importance of public libraries in the reading life of the Nation has been indicated incidentally in a statistical survey of reading and book-buying in the United States conducted in 1945 under the auspices of the Book Industry Committee of the Book Manufacturers' Institute. Data from this survey have been compiled by Henry C. Link and Harry A. Hopf and were published recently by the Institute under the title, *People and Books; A Study of Reading and Book-buying Habits*.

Among the findings of the survey,

relative to the use of public libraries by a sampling of persons 15 years of age and older, were the following: (1) More than a third of those interviewed obtained their books from the public library; (2) a larger proportion of men than women withdrew books from the public library; (3) the public library was the most frequent source from which the 15- to 19-year-old group borrowed books; and (4) three-fifths of those interviewed declared that the public library had enough books of the type they wanted.

Data were obtained also in the B. M. I. survey on the relative accessibility of public libraries to borrowers, and indicate (a) that there is a much more extensive development of public libraries in the East and Midwest than elsewhere in the United States, (b) that people in the South find public libraries least accessible, and (c) that, based on the opinions of respondents, public libraries are more accessible in cities with a population range of 2,500 to 100,000 than in larger communities.

## Library Course Offered

Among the current educational offerings announced by the Adult Education Council of Metropolitan Cincinnati in its recently published *Directory, Vocational Training Facilities* is a 6-month library course conducted 5 days a week by the Public Library of Cincinnati and Hamilton County to train its assistants.

According to this *Directory*, the Cincinnati Public Library offers to enroll in its training course men and women between the ages of 18 and 35 years

## Benefits to Blind Patients

The participation of blind patients in the library activities of veterans' hospitals tends to give them a feeling of companionship with the sighted group, according to observations contained in *Recent Books for Hospital Use*, a quarterly issued by the Library Service of the Veterans Administration.

Blind patients share with others information obtained from talking books, and discuss current news intelligently. Hospital librarians teach them where to find Braille books and magazines and assist them in their selection of reading material.

Among the benefits to blind patients derived from the library departments of veterans' hospitals library authorities of the Veterans Administration have noted especially a desire (a) to compete with sighted readers, (b) to supplement their education through Braille reading and talking books, (c) to regain self-confidence by transcribing Braille articles, and (d) to establish independence of movement.

## Children's Theatre Council Plans Series

In anticipation of the observance of Book Week, November 10-16, the Children's Theatre Council of Binghamton, N. Y., composed of representatives from the Department of Education, the Civic Club, the American Association of University Women, the Parent Teacher Council, the Monday Afternoon Club, the Junior League, and the Jewish Sisterhood, is planning to present a series of 13 book adaptations that have been dramatized and transcribed for the radio by the World Broadcasting Company using professional talent. Sustaining time will be provided on the radio every day during Book Week and twice each succeeding week until the series is completed. Various organizations making up the Children's Theatre Council will endeavor to provide radios for all the classrooms in the city, and this project will become an integral part of the school program. Moreover, the librarians in the city and the book stores will display copies of the books being dramatized and will be prepared to meet the demands of the community for these books.

Binghamton boys and girls have for

the past 3 years been carrying on a program every Thursday afternoon called "Story Road." The project is carried on jointly by the Binghamton Department of Education and the local CBS affiliate. City and school librarians, teachers, parents, and children select old and new favorites to be adapted and dramatized. Each year about 400 children of all ages have trooped to the studio, while many more pupils have had a hand in writing the scripts, selecting the cast, and assisting in the rehearsals.

As a feature of in-service training each year, a new radio committee is set up, including representatives from all levels—primary, intermediate, and secondary. Each week a different school and a different cast produce the program after a thorough rehearsal under the direction of the director of English and the director of kindergartens and primary grades.

The objectives of the "Story Road" program, augmented by "Books Bring Adventure" is to make it possible for the boys and girls in Binghamton to become intimately acquainted with current as well as with classical literature, to acquire acceptable storytelling patterns and to encourage enjoyable reading in wide areas.

## New Adult Education Activity of the Year

Weekly noon-hour film forums were reported by the Chicago Public Library in its recent *Seventy-fourth Annual Report of the Board of Directors, 1945* as a new adult education activity of the year. Films were chosen from the March of Time series and each presentation was preceded by a 15-minute comment on the film and on a selected list of related books. For each forum an exhibit of library materials was arranged and the material was available for circulation at the close of the meeting.

The librarian of Chicago Public Library reports as a significant factor in this adult education program the coordination of various library services and activities, such as film showings, book talks, display and use of books, pamphlets, periodicals, pictures and slides, in order to inform the public on subjects of current interest. Noting fur-

ther that these weekly forums were uniformly well attended throughout the series, he observes, "This brief series of film programs has indicated clearly that film forums have a permanent place in the Library's adult education activities."

## Corps of Good Volunteers Important

Greater participation by volunteers in various administrative projects during the current year is one of the objectives of the librarian of Bethesda, Md., Public Library, according to her latest *Annual Report*. Typical of activities which may be performed by volunteer service in this library, the librarian suggests (a) typing, (b) checking indexes, (c) listing local authors, collectors, and hobbyists, (d) arranging library exhibits, (e) taking books to the ill, (f) writing brief book reviews to aid circulation of nonfiction and older fiction, and (g) indexing illustrators of children's books.

## Sound Film on Rural Library Service

*Library on Wheels: the Story of the Fraser Valley Union Traveling Library*, is a 13-minute sound film on rural library service now being distributed by the American Library Association by arrangement with its producer, the National Film Board of Canada.

Telling the story of the regional library in the Fraser Valley, British Columbia, *Library on Wheels* shows how a bookmobile brings library service on a 750-mile circuit to 50,000 residents of small towns and farms, and to 70 schools. The film suggests that the pooling of library resources in a large area may solve the problem of book service to all the inhabitants. Final sequences of the film show students at colleges and universities preparing for professional library service. This is the film that was shown at Senate and House committee hearings in behalf of the "Public Library Demonstration Bill" introduced at the recent session of the Congress.

*Library on Wheels* may be purchased from the American Library Association, 50 East Huron Street, Chicago 11, Ill., at \$37.50 per print prepaid, subject to library or school discount. As an aid in promoting library service, the film may also be rented.

## Teaching About Public Affairs in the Schools

Experience during and immediately after the war has brought to emphatic attention the importance of maintaining peaceful world relations. How to maintain world peace is an old problem. Many persons have advanced suggestions for achieving this goal, and many plans for maintaining the peace have been tried with more or less success. Nevertheless, a large number of Americans never really have believed that this problem can be solved. They have argued that "there have always been wars, and there will always be wars." The invention and use of the atomic bomb have dramatically called attention to the danger of such a "do-nothing" attitude. Today there are substantial reasons for arguing that "there have always been wars, but another war would threaten the destruction of our civilization."

The teaching of the skills of straight thinking in connection with the study of major social problems is an important responsibility of social studies teachers. They must help pupils understand that in a democracy the final responsibility for all important questions of policy rests with the citizens of the country. In a truly functioning democracy it is impossible to delegate responsibility to a dictator, and it is disastrous to fail to keep informed about public affairs.

To enable pupils to understand important problems and contribute effectively to their solution (both in school and in adult life), the social-studies teacher must help pupils (1) identify the problem, (2) find out how it has developed, (3) review earlier efforts to solve it or a similar problem, (4) decide on a wise course of action, and (5) plan a program for keeping informed about new developments.

Obviously, each pupil and each class does not work out an original solution for each major social problem. History shows that few problems are new and that fewer measures proposed for their solution are unique. What the teacher can do is to stress the point of view that

the solution of any social problem must be approached through inquiry, discussion, and experimentation, and that it is the duty of each citizen to make contributions along those lines. Those responsibilities must be accepted for life. The average citizen may never be in a position directly to propose a unique and effective solution for a major social problem. But, in every case where he accepts a point of view, or cooperates in a program initiated by someone else, he should be able to explain to himself and others why he made the choice he did and why he acted as he did. The approach to the development of such a sense of civic responsibility must be made in the schools and teachers of social studies must make a major contribution to this end.

## Secondary Education Is It Available to Farm Children?

In 1940 one farm youth, 14 to 17 years of age, out of every three was not attending any school; in urban communities, only about one in seven was out of school. During the war years shortages of farm laborers, transportation difficulties, and the challenge of a dynamic farm life outside of school still further reduced the number of farm youth attending school. Since this is the age-group commonly enrolled in high school, we must conclude that secondary education as the right of every child, including the farm child, is still an ideal rather than an actuality. What, then, has become of the widely avowed goal of making this level of education the minimum essential of an effective citizen of a democratic society? If equality of educational opportunity is not to continue to be an empty boast for a million and a half farm boys and girls, both educators and laymen will need to give much more attention to the establishment and maintenance of suitable schools and school services in rural communities than they have in the past.

One of the most widely used means of making secondary education accessible to farm children has been through the maintenance of small high schools as near to the rural homes as possible.

So universally has this been true that statistics reveal the fact that 2 out of every 3 public high schools have enrollments of less than 200 pupils; 1 in 3, less than 75 pupils. Moreover, huge sums are expended annually to provide free transportation and free tuition for children of this age group who live remotely from a high school or in a district which does not maintain such a school.

Despite these heroic, and often inordinately expensive, means of making secondary education of a sort *accessible*, the plans commonly followed have obviously failed to make this type of education the common birthright of practically minded farm youth. It is evident that this level of education has become increasingly attainable to him, but for many reasons it has not become *available* in the sense that it has seemed to him usable, profitable, and effectual.

What can educators do to bring into and hold in high school this million-and-a-half out-of-school farm youth? The statistics show that this number of farm youth is out-of-school not only because many of them fail to enter high school, but because nearly one-fourth of those starting high school drop out at the end of the first year. Only a few lines of attack upon this problem can be suggested here. The curriculum of the small high school must be reconstructed so it will appeal to a wider variety of pupil capacities and life interests. Probably, not more than 1 in 10 of these youth will go to college. Therefore, more stress must be given to education in such practical fields as industrial arts, agriculture, homemaking, local and State social and economic problems, mastery and appreciation of the language arts, literature, music, and other forms of skill and self-expression, rather than to preparation for college.

More effort must be made to staff these schools with men and women who have high cultural attainments—teachers and administrators who know farm people and farm life, who are trained for work in these small schools, and who will become integral parts of the rural community they are to serve. There should be an end to the present fallacious procedure of employing in these schools a disproportionate number of beginners whose ultimate aim is

on the large school and whose heart is with the bright lights of the cities. Unless these teachers are genuinely interested in and have a thorough knowledge of rural life, its problems, and its potentialities, they cannot hope to be very effectual in helping rural youth to "do better those desirable things they will do anyway."

Another factor operating as a deterrent to high-school attendance on the part of farm youth is the low economic status of many farm families. In addition to transportation and tuition costs—costs increasingly defrayed through public funds—high-school attendance of rural youth means the sacrifice of much productive labor on the farm. But beyond this type of economic loss peculiar to farm youth, high-school attendance calls for expenditures for books, laboratory fees, student activities, better clothing, and many other items of actual outlay which many families can ill afford. Plans for making high-school education available to youth from low income homes must give more attention than in the past to providing scholarships, earning opportunities while in school, student aid funds, and similar means for helping youth to go to high school and to maintain their self-respect.

It is not enough to make high school accessible to rural youth. It must become so meaningful to him that he will avail himself of this level of education despite handicaps of distance, poor roads, length of school day, and other accessibility factors. Of course, he should be met halfway in his efforts to overcome these burdens to his educational progress, but the emphasis of the future should now increasingly be given to the *availability* of types and quality of secondary education which will so genuinely meet the various needs of farm youth that all will be retained in school up to 18 years of age.

### **Some Ideas for Science in the Out-of-Doors**

Some high-school science teachers are helping their pupils to study the science of their environment while pursuing the course as organized for the school year. These teachers do not hesitate to interrupt the pursuit of the curriculum in

order to include a consideration of projects. In fact, these teachers make project work a part of their plans.

What kinds of projects are encouraged? In general, this can be answered by mentioning three types: class projects, group projects and individual projects.

Class projects may include: Maintaining and developing a community science museum, working for or maintaining a bird sanctuary, developing a community nature trail, studying the community water supply system, planning and caring for school gardens, studying food preservation by freezing, and the like.

Group projects may be the responsibility of a few students within a class group. The class projects mentioned above may be developed by a group but group projects are commonly less comprehensive activities such as making a collection of local rocks, maintaining a demonstration ant colony, studying the day-to-day hardness of water, testing weed-killing chemicals, studying the movement of planets among the stars, maintaining a school weather station, studying the science of creamery operation, understanding the science of sailboat operation, learning to tie and use fish flies, and the like.

Individual projects may include certain aspects of class and group projects but the following will serve as better examples: Studying the science of baseball curving, hybridizing corn or other plants, the culture of mushrooms, hunting with a camera, changing hides into leather, preparing soya bean products, teaching pets to do tricks, making a radio receiver and the cost and care of chickens.

All the above projects call for observation, study, and expression. Many of them will require planned experimentation. Because of these activities they should be regarded with greater esteem than the types calling for looking up and reporting only. It is true that a teacher who is planning for the use of projects in science teaching will frequently be faced with the necessity of changing plans. No one can imagine in advance the depth and breadth to which the interests and energies of youth will lead once they feel the urge really to do something. The curriculum

should be planned and followed, but this should not exclude opportunities for helping pupils to relate the curriculum content to the everyday environment through the use of activities projected by the pupils with the encouragement and guidance of the teacher. Teaching by use of such activities becomes a project for the teacher and thus science comes to be a way of life rather than just a subject to be taught.

### **Veteran Education**

The high schools of the United States are energetically taking hold of veteran education. A survey conducted by the U. S. Office of Education last February indicates that large numbers of schools are providing instruction in separate classes for veterans. (See *SCHOOL LIFE* for July 1946.)

The large cities generally designate certain schools as veteran centers. This does not mean that veterans may not attend other high schools in the system; many of them prefer to enter the regular classes, taking up again where they left off when they entered the service. The veteran centers, however, are specially equipped and organized to care for veteran needs through individual instruction, accelerated courses, and special veteran counseling services. In these veteran centers provision is usually made for entrance at any time and for completion at any time.

The veterans who return to high school most frequently either are high-school graduates who desire refresher courses or additional courses before entering college or they are boys who had their high-school careers interrupted by military service and are now returning to complete work for the high-school diploma. Many of them combine a definite vocational interest with their desire to complete high school. The General Educational Development Tests are applied for by many veterans, especially by those who had little high-school training before entering military service.

The number of veterans returning to high school is rather impressive. The enrollment is a continually changing one, but a check of veteran enrollments in four large cities (Chicago, Cleveland, Minneapolis, and Pittsburgh) last April

*(Concluded on page 30)*

## New Books and Pamphlets

### College Problems

*Emergency Problems in Higher Education.* The report of a Conference of Government Officials, Military Officers, and Representatives of American Colleges and Universities, July 11-13, 1946. Edited by Francis J. Brown. Washington, D. C., American Council on Education, 1946. 110 p. (American Council on Education Studies. Series I. Reports of Committees and Conferences, No. 24) \$1.

Problems considered by the conference related to higher education of veterans, housing of veterans and other students and faculty, surplus property for colleges and universities, manpower problems over the long future, Army and Navy training programs in colleges and universities, and the situation of foreign students enrolled in our institutions and American students abroad.

### United Nations

*Charter of the United Nations, Commentary and Documents.* By Leland M. Goodrich and Edvard Hambro. Boston, World Peace Foundation, 1946. 400 p. \$2.50.

Intended to provide the student of world organization and the teacher of international relations with an objective picture of the way in which the present Charter came into existence and its meaning. Contents: Part I, Development and General Plan; Part II, Commentary on Articles; Part III, Documents and Bibliography.

### Curriculum Survey

*Hawaiian Schools, A Curriculum Survey, 1944-45.* Conducted for the 1943 House Holdover Committee of the Hawaiian Legislature by the American Council on Education; Edgar M. Draper, director of the survey and Alice H. Hayden. Washington, D. C., American Council on Education, 1946. 176 p. illus. \$2.

The survey committee, especially concerned with the school curricula, visited 56 of the Territory's schools and made recommendations for administrative reorganization and for changes in programs for child study, adult education, vocational education, teacher education and in curriculum content.

### School Bus Standards

*Minimum Standards for School Busses.* Washington, D. C., National

Commission on Safety Education, National Education Association, 1946. 54 p. 30 cents, single copy.

Sets forth the standards for school busses developed and approved by representatives of State departments of education in national conference October 29-November 3, 1945.

### Social Studies

*Motor Vehicle Transportation in American Life.* The Economic, Social, and Safety Factors of Motor Vehicle Transportation for American Youth; Analysis by Norman G. Shidle, Teaching Aids by Robert I. Adriance. Washington, D. C., National Council for the Social Studies, National Association of Secondary-School Principals, Departments of the National Education Association, 1945. 55 p. (Problems in American Life, Unit No. 22) 30 cents.

Develops a social-studies unit on motor vehicle and highway transportation with implications for traffic safety. The primary objective is to bring about safer and more efficient use of the motor vehicle. Part 2 offers many teaching suggestions and includes an extensive bibliography.

### Intercultural Education

*Democratic Human Relations.* Promising Practices in Intergroup and Intercultural Education in the Social Studies, Hilda Taba and William Van Til, Editors. Washington, D. C., National Council for the Social Studies, 1945. 366 p. (16th Yearbook) \$2.

Written to help schools in reducing individual and group tensions—racial, religious, economic, and political. Part I supplies a framework of ideas which are applied in the practices described in part II; part III includes a bibliography, an analysis of basic concepts, and remarks in conclusion.

### Group Activities

*The Book of the Camp Fire Girls.* New York, Camp Fire Girls, Inc. (88 Lexington Avenue), 1946. 248 p. illus.

Based on a 2-year Nation-wide program study. Suggested activities have been planned to stimulate accomplishment with special provision for group participation and social relations.

### Mental Hygiene

*Toward Mental Health.* By George Thorman. New York, Public Affairs Committee, Inc., (22 East 38th St.)

1946. 32 p. (Public Affairs Pamphlet, No. 120) 10 cents.

Designed as a contribution to the program of popular mass education on mental health, which aims to educate the public to a sound and sympathetic approach toward mental illness, and to aid in its early recognition and treatment. Prepared in cooperation with the National Mental Health Foundation.

### Recent Theses

The following theses are on file in the Library of the U. S. Office of Education, where they are available for inter-library loan.

### Educational and Vocational Guidance

*Counselors and Their Work. A Study of 100 Selected Counselors in the Secondary School,* by Rachel D. Cox. Doctor's, 1945. University of Pennsylvania. 245 p.

Studies the socio-economic background, special interests, general academic background, and professional training of a selective group of counselors and deans in secondary schools throughout the country.

*The Diagnostic and Prognostic Validity of the Rorschach Test in a Child Guidance Clinic,* by Miriam J. Siegel. Doctor's, 1945. New York University. 277 p. ms.

Attempts to determine the prognostic validity of a test administered to 26 children who had been intensively studied by psychologists, psychiatric social workers, and who had had at least 1 year's contact with a child guidance clinic. Indicates that the test had considerable diagnostic and prognostic value for the cases used in this study.

*The Effect of an English Deficiency upon a Student's Adjustment in College and Resulting Implications for Counseling,* by Robert H. Shaffer. Doctor's, 1945. New York University. 247 p. ms.

Compares the scholastic, social and emotional adjustment of two groups of freshmen at Indiana University. Indicates that pupils deficient in English have a problem in competing for grades with nondeficient students. Suggests ways of improving both their work and their social and emotional adjustment.

*Effect of Guidance on Voluntary Reading in a Seventh Grade,* by Sister Mary E. Zelnic. Master's, 1944. University of Cincinnati, 93 p. ms.

Attempts to develop new reading interests in seventh-grade children thru a program of

reading guidance and an introduction to new fields of reading material.

*A Group Guidance Course for Grades 7B, 8A, 9B and 9A in the Highland Junior High School in Louisville, Kentucky*, by Marguerite Reasor. Master's, 1943. University of Louisville. 157 p. ms.

Suggests objectives for the course of study in group guidance, and includes two units of work to illustrate the methods by which they may be presented to the students.

*An Investigation of the Attitudes and Reactions of High School Seniors Toward Guidance Agencies and Influences*. Master's, 1944. Indiana State Teachers College. 203 p. ms.

Analyzes replies to a questionnaire sent to members of the senior classes of three high schools in Indiana and of three high schools in Illinois. Studies age, marks, student-teacher relationships, preference for men or women teachers, health and recreational guidance, moral, religious and civic guidance, financial and educational guidance, vocational guidance, and guidance in girl-boy relationships.

*Literature as a Source of Materials for Guidance in High School*, by Sister Baptista McGree. Master's 1944. University of Cincinnati. 80 p. ms.

Studies the use of parts of the *New Testament* and three representative anthologies in a guidance program for high-school pupils.

*The Relative Roles of the Special Counselor and the Homeroom Teacher in Guidance*, by Dorothy V. Leonard. Master's, 1946. George Washington University. 63 p. ms.

Discusses, based on extensive reading, the position of the counselor, and of the homeroom teacher, and the principles of effective homeroom guidance.

*The Mental and Physical Demands Analysis as a Tool for Placing Impaired Individuals in Employment*, by Dorothy Morgan. Master's, 1944. New York University. 72 p. ms.

Describes the making of a job analysis, the development of the mental and physical demands analysis, and ways of adapting it to suit the needs of disabled persons.

*Procedures in Evaluating a Guidance Program*, by Frances M. Wilson. Doctor's, 1945. Teachers College, Columbia University. 210 p.

Discusses the use of the questionnaire, the interview, and observation in the guidance survey. Offers a plan for a self-evaluation program for high schools.

*A Study of the Guidance Activities of 134 Secondary Schools of Kansas*, by

Dorothy M. Clendenon. Master's, 1945. Syracuse University. 112 p. ms.

Analyzes data obtained from the 134 schools, and offers suggestions for improving guidance activities.

*Types of Guidance for Business Students*, by Mildred E. Schopmeyer. Master's, 1945. University of Cincinnati. 140 p. ms.

Recommends that business guidance start in the junior high school, and continue as long as graduates or drop-outs need aid.

*Vocational Guidance for Technically-Minded High School Students*, by Blake M. Loring. Master's, 1945. George Washington University. 40 p. ms.

Studies methods and policies of the eight leading engineering institutions in the United States in disseminating information for the vocational guidance of high-school students.

### Courses of Study

The following courses of study were recently received in the Office of Education Library. They are not available for loan or distribution by this Library.

Baltimore, Md. Department of Education. *Course of Study: Art, Fine and Industrial, for Elementary Schools, Grades 1 to 6, Inclusive*. Baltimore, 1945. 280 p.

Kern County, Calif. Board of Education. *Curriculum Guide for Elementary Schools*. Bakersfield, Calif., 1945. 533 p.

New York City. Board of Education. *Homemaking for Grades 7, 8, and 9*. New York, 1945. 71 p. (Curriculum Bulletin, 1943-44)

Oregon. State Department of Education. *Health-Guide Units for Oregon Teachers (Grades 7-12)*. Salem, E. C. Brown Trust, 1946. 429 p.

Worcester, Massachusetts. School Department. *Course of Study in English for Classical High School*. Worcester, 1945. 17 p. processed.

### DON'T FORGET

More emphasis needs to be made upon the critical shortages in fats and oils, which will continue "for a good long time."

Schools are urged to push efforts along this line. Fats turned in to the groceries can help relieve shortages of soap and other necessities.

## SECONDARY EDUCATION

(From page 28)

revealed that in two of these cities veteran enrollment was about 8 or 9 percent of the total; in another it was approximately 4 percent of the total; in the fourth city the data supplied were only for the veteran centers with the additional statement that many veterans were enrolled in the regular day high schools, the vocational high schools, and the evening high schools. Veteran education is, indeed, big business.

One of the most heartening features is the apparent earnestness with which veterans attack their educational work. Motivation and response are of a high order.

### New Radio Brochure Available

*School Sound Systems* is the title of a new brochure which has been prepared by the Joint Committee on Standards and issued by the Radio Manufacturers Association. It is being distributed to 30,000 public and parochial school superintendents, boards of education, school architects, colleges and universities.

The brochure establishes basic standards to assist educational officials in buying proper radio equipment for schools. It is the result of extensive study by educators in the radio field and representatives of school radio equipment manufacturers. *School Sound Systems* is a guide for the purchase of any type of sound system apparatus. Copies are available upon request to the U. S. Office of Education, Washington 25, D. C.

### Teachers of English

"ENGLISH for These Times" is the general theme for the National Council of Teachers of English when it meets for its annual convention in Atlantic City over the Thanksgiving holidays. Dr. Helene W. Hartley is the Council's president.

Sectional meetings will deal with the response of the classroom to current problems and a discussion of plans and proposals. The main sessions are being built around the topic of the "Challenge to English Instruction."

## American Students Can Develop International Understanding by Foreign Correspondence

by George J. Kabat, European Educational Relations Section

THE DIVISION of International Educational Relations receives many letters from children and young people in other countries. Most of them are from secondary school and university students who wish to correspond with students in the United States. Sometimes a letter comes from an entire class.

Students, teachers, schools or special classes are encouraged to engage in such activity as will not only help develop international good will but will also serve as an excellent teaching aid to English, geography, history and the social studies.

The following are copies of four recent letters received by the U. S. Office of Education:

### *Life Will Have Another Spring*

We are delighted to have this letter sent out into the world and to get in touch with—whom? For we should love to do our little bit towards international understanding. Good will there is much in all of us.

Who are you that will get our lines, where do you live, what is your country? Are you in British factory town, in Canada with its immense woods and lakes, or in any one of the large cities of the United States or where else in the wide world? We are looking forward to a reply.

As to ourselves, we have been attending a so-called gymnasium (grammar school) from our 11th year of age, and are now 15 years old, in the 5th form. We have been learning English from the very beginning, had to go in for Latin in the 3d form, and last autumn we had to take up also Greek. Rather much, do you not think so too?

Although we ought to be rather advanced in English, our attainments are

almost nil. For during the last 2 years we had hardly any lessons, and this school-year work,—as yet without schoolbooks—is slow. Besides, we had to suffer a good deal from the cold. Imagine a classroom with hardly any glass panes, only cardboard ones, and the room itself unheated, while the thermometer reads minus 10 C. or 14 F. For a time we had 4 to 5 periods a morning with the thermometer in the room at freezing point. And at home you have no warm room either! This being so, you do look forward to the warm thick soup and the little roll of bread you get after lessons—thanks to the help of the Allies. The question of food is still, as apparently all the world over, the most urgent one.

But the worries of every-day life are lessening day by day, and with Nature we expect Life is going to have another Spring.

We do hope we shall be friends.  
(from the Vienna 5th-form boys).

☆ ☆ ☆

### *Paper in France Dedicated to Teaching Profession*

I am a director of the newspaper "Campagne" distributed throughout France, and in which a good deal of space has been devoted to impressive American accomplishments. I am in the process of bringing out a paper for children and young people entitled "Jeudi" (the name, of course, means Thursday, and I assume Monsieur Bonhomme has chosen it because Thursday is the school day "off" in France—translator's note) that I should like to see become a connecting link between American youth and French youth.

☆ ☆ ☆

The main story in one particular issue concerns four Americans whose faces have been drawn from photographs of four friends of mine, American soldiers with whom I lived for six months as interpreter during the liberation. In this paper, which will appear every Thursday, one page, and eventually two pages, will be dedicated to the teaching profession.

\* \* \* I should like therefore to have your suggestions and to know,

while you are still in the U. S. A., what favor such a proposal might have among American children. Could you give me this information as soon as possible? \* \* \*

☆ ☆ ☆

### *Girls' School at Vienna Sends Letter*

The great war being over, we want to establish the correspondence with a girls' high-school class in USA. We are the fourth form of a girls' secondary school. There are by us 33 pupils. The lessons go on alternatively in the mornings and in the afternoons. On Tuesday, Thursday, Saturday we begin at 8 o'clock in the morning and finish about 12:30. Then we get a little lunch of soup and a roll given by the Relief Fund. On Monday, Wednesday, and Friday we start at 12:30 with the lunch and finish school lessons at about 4:30 p. m.

We take the following subjects at school: English, gymnastics, shorthand, geography, German (mothertongue), mathematics (arithmetics and geometry), music, physics, Latin, history, religious instruction, and chemistry—best of all we like.

We have a nice large gymnasium and in summer we use to have outdoor games: In the school yard or on a playing field. We should be ever so delighted to hear something of your school. If you would give us some names, some of us could enter a correspondence with you.

☆ ☆ ☆

### *Excerpt From Letter From England*

We have, at this office, a very flourishing Children's Club, with many thousands of members in all parts of the West Country. One of their regular requests is for pen pals in the United States.

I am wondering if it is possible for you to put me in touch with the organizers of any similar clubs in America so that we can arrange an interchange of letters between our members. Our children are anything from 8 to 14—that is, those who are asking for American pen pals.

(from, Bristol, 1, England).

# U. S. GOVERNMENT ANNOUNCES

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

## New U. S. Office of Education Publications

### A Curriculum Guide to Fire Safety. For Elementary Schools.

Washington, U. S. Government Printing Office, 1946. 31 p., illus. (Bulletin 1946, No. 8) 10 cents.

Prepared with the purpose of giving a bird's-eye view of what can be done to help children of elementary school age acquire proper attitudes, correct information, and some skill in preventing and controlling fires.

### Education in Peru. By Cameron D. Ebaugh.

Washington, U. S. Government Printing Office, 1946. 91 p., illus. (Bulletin 1946, No. 3) 20 cents.

One of a series of basic studies on education in a number of Central and South American countries undertaken by the U. S. Office of Education under the sponsorship of the Interdepartmental Committee on Cultural and Scientific Cooperation.

### Visiting Teacher Services. By Katherine M. Cook.

Washington, U. S. Government Printing Office, 1946. 14 p. (Leaflet No. 75) 5 cents.

Report of a conference called by the U. S. Commissioner of Education and held in the U. S. Office of Education, Washington, D. C.

## New Publications of Other Agencies

### DEPARTMENT OF AGRICULTURE

**Community Forests for Rural People**, prepared by Forest Service and Extension Service.

Washington, U. S. Government Printing Office, 1945. (Department of Ag-

riculture Leaflet No. 2441) 8 p. 5 cents.

Presents advantages to be gained from establishing such projects and gives examples.

### Forests and Employment: Report of the Chief of the Forest Service.

Washington, U. S. Government Printing Office, 1946. 35 p. 10 cents.

Describes the importance of forests to our national prosperity and their relation to full employment.

### DEPARTMENT OF LABOR

### We Gain New Candidates for Citizenship, by Cornelia Goodhue, Children's Bureau.

Washington, U. S. Government Printing Office, 1946. (In *The Child*, vol. 11, no. 1, July, 1946, p. 2-7) Annual subscription \$1 per year; single copies, 10 cents.

An account of the children coming to the United States on the responsibility of the United States Committee for the Care of European Children.

### Why Child Labor Laws? by Lucy Manning, Children's Bureau.

Washington, U. S. Government Printing Office, 1946. (Publication No. 313) 13 p. Free from Child Labor Youth Employment Branch, Division of Labor Standards as long as supply lasts.

Answers questions regarding the need for such laws, what the laws are, and what is the public's place in the problem.

### Changing Job Prospects in Major Industries, issued by the Employment Service.

Washington, U. S. Government Printing Office, 1946. (In *The Labor Market*, July 1946, p. 10-21) Annual subscription \$1 per year.

Reports the finding of an employment survey in such industries as aircraft, automobiles, department stores, plastic materials, rayon and silk products, and rubber products.

### Why Women Work, prepared by the Women's Bureau.

Washington, U. S. Department of Labor, 1946. Processed. 4-page folder. Free from Women's Bureau as long as supply lasts.

Presents concise statistics regarding the reasons for women working, and the change in percent of women employed since 1880.

### The Women's Bureau: Its Purpose and Functions.

Washington, U. S. Government Printing Office, 1946. 4-page folder. Free from Women's Bureau as long as supply lasts.

Brief account of its beginning, its scope, and its activities.

### DEPARTMENT OF STATE

### American Trade Proposals.

Washington, U. S. Government Printing Office, 1946. (Publication 2551) 23 p. Free from Division of Research and Publications as long as limited supply lasts.

A series of reprints from the *Department of State Bulletin* covering such subjects as trade barriers imposed by governments, restrictive business practices, intergovernmental commodity arrangements, and an international trade organization.

### United States Atomic Energy Proposals

Washington, U. S. Government Printing Office, 1946. (United States and the United Nations, Report Series No. 2.) 12 p. Free from the Department of State as long as supply lasts.

Statement of the United States policy on control of atomic energy as presented by Bernard M. Baruch to the United Nations Atomic Energy Commission, June 14, 1946.

### TARIFF COMMISSION

### Iron and Steel.

Washington, U. S. Government Printing Office, 1946. (War Changes in Industry Series, Report No. 15) 176 p. 30 cents.

Describes the importance of this industry, discusses the problems arising from wartime expansion, the organization and location of markets.

### Petroleum

Washington, U. S. Government Printing Office, 1946. (War changes in Industry Series, Report No. 17.) 152 p. 30 cents.

A description of the effect of the war upon the petroleum industry, the present situation, and the future prospect of an adequate supply from the domestic oil fields for our needs in time of peace.



# School Life

**OFFICIAL JOURNAL OF THE U. S. OFFICE OF EDUCATION**

**Volume 29, No. 3**

## **C O N T E N T S**

**December 1946**

	Page		Page
<i>Acts of the 79th Congress, 2nd Session, Relating to Education</i> -----	3	<i>UNESCO</i> -----	16
<i>Education Commission to Germany</i> -----	5	<i>Preparation of Science Teachers for Secondary Schools</i> -----	18
<i>Reorganization of the Vocational Di- vision</i> -----	6	<i>Model Airport and Houses Built by Junior High School Boys</i> -----	21
<i>Expanding Role of the School in Parent Education</i> -----	8	<i>Elementary Education</i> -----	24
<i>Specialist Joins War Department</i> -----	10	<i>Secondary Education</i> -----	26
<i>Educating Migrant Children—Some Pro- posed Solutions</i> -----	11	<i>International Educational Relations</i> ---	28
<i>The Okinawan School</i> -----	13	<i>Library Services</i> -----	30
<i>Relief for Stricken Chinese</i> -----	15	<i>A Major Health Problem</i> -----	31
		<i>U. S. Government Announces</i> -----	32

**FEDERAL SECURITY AGENCY • U. S. Office of Education, Washington, D. C.**

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## School Life

Published monthly except August and September

*Federal Security Administrator*-----WATSON B. MILLER

*U. S. Commissioner of Education*---JOHN W. STUDEBAKER

### Purpose

The Congress of the United States established the United States Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

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# ACTS OF THE 79TH CONGRESS, 2D SESSION, RELATING TO EDUCATION

by Ward W. Keesecker, Specialist in School Legislation

**A**CTION by the Congress of the United States with respect to education is of widespread interest and concern to citizens generally. The Seventy-ninth Congress, second session, gave consideration to an unusual number of bills relating to education. It appears that this Congress enacted into law more measures relating to education than any previous session of Congress. Without attempting to appraise the merits or importance of any single measure enacted, it is significant to note that so many measures won the approval of Congress.

One of the most outstanding measures approved by the recent Congress is one which provides for participation by the

United States in international educational affairs. For the first time in the history of the Congress legislation was enacted clearly recognizing the importance of education in the development of international understanding and cooperation in world affairs. Congress provided for membership of the United States in the United Nations Educational, Scientific, and Cultural Organization and authorized appropriations for this purpose.

The Congress also authorized sizable increases in appropriations for vocational education; also scientific research in agriculture, soil conservation, food production, food nutrition, marketing problems, etc. It also showed a dispo-

sition to increase the facilities for the education of veterans; for increasing the services of the U. S. Office of Education; and in health education. Among the measures enacted by the Congress was one to establish and assist in the maintenance of school lunches in the public schools of the several States.

Below is a summary of each of the principal educational enactments of the Seventy-ninth Congress, second session:

## ***International Education***

*Public Law 565, approved July 30, 1946.*—This act authorizes the President to accept membership for the United States in the United Nations

Educational, Scientific, and Cultural Organization (UNESCO), and directed that he designate not to exceed five representatives and citizens of the United States to attend sessions of the General Conference of the Organization, who shall receive a salary of \$12,000 per annum. The act provides that the Secretary of State in fulfillment of the constitution of the Organization (art. VII) shall cause to be organized a "National Commission on Educational, Scientific, and Cultural Cooperation" of not to exceed 100 members who shall be appointed by the Secretary of State and shall consist of (a) not more than 60 representatives of principal national voluntary organizations interested in educational, scientific, and cultural matters, and (b) not more than 40 outstanding persons selected by the Secretary of State, including not more than 10 persons holding office under or employed by the Government of the United States, not more than 15 representatives of educational, scientific, and cultural interests of State and local governments, and not more than 15 persons chosen at large. This commission shall meet at least once each year. The act authorizes an annual appropriation to the Department of State of such sums as may be necessary for payment by the United States of its share of the expenses of the Organization as apportioned by the General Conference of the Organization, and such additional sums as may be necessary to pay the expenses of participation by the United States in the activities of the Organization, including salaries of representatives and their staff, and members of the secretariat of the National Commission, travel expenses, allowances for living quarters, cost of living allowances, communication services, etc.

### DEPUTY COMMISSIONER OF EDUCATION NAMED

Dr. E. B. Norton was designated Deputy Commissioner of Education November 1, 1946. He will continue to serve also as Director of the Division of School Administration. See July issue of SCHOOL LIFE regarding Dr. Norton's first appointment.

*Public Law 584, approved August 1, 1946.*—This enactment amended the Surplus Property Act of 1944 to designate the Department of State as the disposal agency for United States surplus property outside the continental United States. It authorized the Secretary of State to enter into executive agreements with foreign governments for the use of currencies or credit of such government as a result of surplus property disposals for the purpose of providing, by formation of foundations or otherwise, for (A) financing studies, research, instruction, and other educational activities of or for American citizens in schools and institutions of higher learning located in such foreign countries, or of the citizens of foreign countries in American schools located outside the continental United States, including payment for transportation, tuition, maintenance, and other expenses incident to scholastic activities; or (B) furnishing transportation for citizens of such foreign countries who desire to attend American schools and institutions of higher learning in the continental United States and whose attendance will not deprive citizens of the United States from attending such schools: *Provided, however,* That no agreement shall provide for the use of an aggregate amount of currency or credit of any one country in excess of \$20,000,000 or for the expenditure of the currency or credit of any one country in excess of \$1,000,000 annually, unless otherwise authorized by Congress. The act provides that for the purpose of selecting students and educational institutions qualified to participate in this program and to supervise the program the President is authorized to appoint a "Board of Foreign Scholarships" consisting of 10 members, composed of representatives of cultural, educational, students and war veterans groups, and including representatives of the United States Office of Education, the United States Veterans' Administration, State educational institutions, and privately endowed educational institutions. This act further provides that in the selection of American citizens for study in foreign countries preferences shall be given to applicants who have served in the armed forces of the United States during World War I or II.

### Veterans Education

*Public Law 697, approved August 8, 1946.*—This act amends title V of the National Defense Housing Act approved October 14, 1940, to authorize the Federal Works Administrator to provide needed educational facilities, other than housing, to educational institutions furnishing courses of training or education to veterans under their Readjustment Act of 1944. Such education facilities may be provided by the use or reuse (including disassembling, transportation, and reerecting) of structures or facilities under the jurisdiction or control of any Federal agency which are no longer required by such agency and which, in the determination of the War Assets Administrator, are available for such use. Authorized an appropriation of \$100,000,000 for this purpose.

*Public Law 679, approved August 8, 1946.*—This act authorized the Veterans Administration to reimburse State and local agencies for expenses incurred in "rendering necessary services" in connection with the administration of certain training programs for veterans, including (1) services in ascertaining the qualifications of industrial establishments for furnishing on-the-job training and their supervision, (2) furnishing at the request of the Administrator of Veterans Affairs any other services in connection therewith, or (3) furnishing, at the request of the Administrator information concerning educational opportunities available in schools and colleges.

### Vocational Education

*Public Law 586, approved August 1, 1946 (Act of 1946).*—The purpose of this law is to assist the States and Territories in the fuller development of vocational education, and it authorized the following additional appropriations therefor:

(1) \$10,000,000 for vocational education in agriculture, "including supervision by vocational agricultural teachers of the activities, related to vocational education in agriculture, of the Future Farmers of America and the New Farmers of America," to be apportioned in the States and Territories in the proportion that their farm population bears to the total

farm population of the States and Territories.

(2) \$8,000,000 for vocational education in home economics to be apportioned to the States and Territories in the proportion that their rural population bears to the total rural population in the States and Territories.

(3) \$8,000,000 for vocational education in trades and industries, to be apportioned to the States and Territories in the proportion that their nonfarm population bears to the total nonfarm population in the United States and Territories.

(4) \$2,500,000 for vocational education in distributional occupations, to be apportioned to the several States and Territories in the proportion that their total population bears to the total population in the United States.

In order to receive the benefits under this act a State must match by State or local funds, or both, 100 percent of the Federal sums made available. The appropriations under this act are made subject to the same conditions and limitations as the appropriations under the Smith-Hughes Act, with certain enumerated exceptions. For the administration of this act Congress authorized an appropriation to the Office of Education in the amount of \$350,000.

**Education on Federal Reservations or Property; and in Congested Areas Resulting from the War**

*Public Law 604, approved August 2, 1946.*—This Act among other things, stipulated that “The Secretary of the Navy may, out of funds specifically appropriate for that purpose, contribute to the support of schools in localities where naval activities are located if he finds that the schools, if any, available in the locality are not adequate for the welfare of dependents of personnel of the Naval Establishment stationed at the activity, and may provide for the transportation of such dependents between the schools and the activities when such schools are not accessible to such dependents by regular means of transportation.”

*Public Law 452, approved June 26, 1946.*—This Act extended the National Defense Housing Act of October 14,

1940, and authorized the Federal Works Administrator to continue to make during the fiscal year ending June 30, 1947, contributions for the operation and maintenance of school facilities to (a) local school agencies requiring assistance that have received during the fiscal year ending June 30, 1946, contributions under this Act, and (b) local school agencies requiring assistance that may be subject to a loss of tax revenue because of the acquisition or ownership of land by the United States.

**EDUCATION COMMISSION TO GERMANY**

On the joint invitation of the Department of State and the War Department, Bess Goodykoontz, Director of the Division of Elementary Education, served as a member of the Education Mission to Germany.

Other members of the Commission were: George F. Zook, chairman, and president of the American Council on Education; Eugene H. Anderson, the Department of State; Henry H. Hill, president, George Peabody College for Teachers; Paul M. Limbert, president Springfield College; Earl I. McGrath, dean of College of Arts and Sciences, State University of Iowa; Reinhold Niebuhr, professor Union Theological Seminary, New York City; Rev. Felix N. Pitt, secretary Catholic School Board, Louisville, Ky.; Lawrence Rogin, director of education, Textile Workers Union of America, C. I. O., New York City; T. V. Smith, professor of philosophy, University of Chicago; and Helen C. White, professor of English, University of Wisconsin.

The purpose of the Mission was to observe the educational situation in the American Zone, to examine what the military government is doing, and to draft a report for the War Department. The Mission spent 5 weeks in Germany. (A report by Dr. Goodykoontz will be published in an early issue of SCHOOL LIFE).

**U. S. Office of Education**

*Public Law 549, approved July 26, 1946.*—This is the Appropriation Act for the Department of Labor and the Federal Security Agency and includes appropriations for the Office of Education as follows:

For the development of vocational education in the United States_	\$14,200,000
For the development of vocational education in Hawaii_	30,000
For the development of vocational education in Puerto Rico_	105,000
	14,335,000
For endowment of colleges of agriculture and mechanic arts_	2,480,000
For salaries and expenses of the U. S. Office of Education_	1,157,000
For aid to the States for Food Conservation Program_	1,337,000

This act authorized the Commissioner of Education to “delegate to any officer in the Office of Education any of his powers or duties hereunder.”

**School Building Planning**

*Public Law 419, approved June 21, 1946.*—This act appropriated \$35,000,000 to the Federal Works Agency for “Public Works advance planning” (which may include plans for public school buildings), to remain available until June 30, 1947; also appropriated \$7,000,000 for the maintenance and operation of certain school facilities under the provisions of the National Defense Housing Act approved October 14, 1940, as amended.

**Research in Agriculture**

*Public Law 733, approved August 14, 1946.*—This act amended the Bankhead-Jones Act of 1935 and declared it to be the policy of Congress to promote the efficient production and utilization of products of the soil as essential to the health and welfare . . . and that “it is also the intent of Congress to assure agriculture a position in research equal to that of industry.” Such research to be extended to include, among other

(Concluded on page 15)

# REORGANIZATION OF THE VOCATIONAL DIVISION

*In the following article, R. W. Gregory, Assistant U. S. Commissioner for Vocational Education, describes the recent reorganization of that Division and outlines plans for rendering increasingly effective services.*

**T**O JUSTIFY his membership in American economic society, every American citizen must perform some work or render some service. Education for purposeful work is recognized as an objective of national concern by Congress in the form of the National Vocational Education Acts.

Programs of vocational education in the States have been developed to serve the occupational fields of agriculture, business, trades and industry, and homemaking. It is the function of the Vocational Division of the Office of Education to contribute to the further development of these programs by rendering ever increasingly effective service to State Boards for Vocational Education and their staffs.

The program plan of the Division is threefold. It is directed toward:

1. *Leadership.* The Division has general responsibility for aiding States in the development of programs in vocational education. This responsibility is comparable to that which other divisions of the U. S. Office of Education have for other areas of educational need.

2. *Responsibilities for administering grants under the Vocational Education Acts.* The Division discharges those responsibilities for which the Office of Education has an obligation by virtue of the Vocational Education Acts which provide grants of Federal funds to States for specific educational purposes.

3. *Program development.* The Division seeks to make a contribution to the efficiency of vocational education programs by means of those activities which lead to improvement in the quality of vocational education in keeping with advances in educational practices and changes in the technology and practices

of the basic occupations for which vocational education is provided; that is, a discharging of a responsibility for protecting the investment of funds made available by the National Vocational Education Acts to the end that the greatest possible returns in the way of educational outcomes are obtained.

In order to serve more effectively and achieve these ends it was necessary for the Vocational Division to adjust to changing conditions and practices in its organizational and administrative structure. The reorganization effected provides for the reassignment of the staff of the Division into three branches. It is to be hoped that the functional readjustment and reorganization of the Vocational Division, which was initiated in August 1946, will be completely effective by July 1947. The basis of the program of activities of the Division is in the work of the three branches.

## **State Plans: Financial and Statistical Operations Branch**

Programs of federally aided vocational education in the States stem from a State plan prepared by the State Board for Vocational Education and approved by the U. S. Office of Education. Not only are State plans for the operation of the programs in the States required by the National Vocational Education Acts but expenditures for the purposes set forth in the acts must be made in accordance with the State plans.

These conditions, therefore, make it necessary for the Office of Education to establish and maintain working relationships of contractual character with the State Boards for Vocational Education. It is for the purpose of discharging these responsibilities that the Vocational Education Division established the State Plans: Financial and Statistical Operations Branch.

It becomes the function of this branch to process the State Plan as proposed by the separate State Boards for Vocational Education, leading finally to its approval; to establish allotments of

funds to the respective State Boards for Vocational Education, and to certify these funds in accordance with the provisions of the appropriating laws and the policies of the Office; to audit the accounts of the State Boards with respect to the expenditure of Federal funds certified to them for specific purposes in the field of vocational education; to ask for and receive from State Boards for Vocational Education appropriate reports with respect to the expenditure of funds and the development of programs including statistics upon classes conducted; to analyze and compile reports received from State Boards; and to have the information contained therein prepared for reports and other types of publications and for the use of the Commissioner in reporting to Congress and the people upon the development of vocational education in the United States resulting from the provisions of the National Vocational Education Acts; to assist in the preparation for publications, particularly for State and local workers in the fields of vocational education, administrative, supervisory, and instructional documents, outlines and information for the further improvement of vocational instruction in the States and local communities; and finally, to make available to the staff of the Vocational Division all of the resources on vocational education garnered from the States.

## **Program Planning Operations Branch**

During the first quarter of a century of the life of the National Vocational Education Acts, vocational education had a steady enrollment growth in the four occupational areas of service mentioned above—agriculture, distributive occupations, homemaking, and trades and industry. Much of this growth, however, as it was attained by any individual type of vocational service, was attained with a minimum of relation to the growth in each of the other types of service. The need was so great and the area to be served so vast that the demands made upon each individual type of service left all too little time to the leaders working in that service to give comprehensive consideration to its relation to other aspects of vocational education or to education as a whole.

It has become necessary to give more extensive consideration to plans and operations that work toward coordination in the development of vocational education programs in the respective fields of service authorized.

Program planning becomes increasingly necessary if unmet needs for vocational education are to be satisfied economically and efficiently. As a consequence, a second branch of the Vocational Education Division, the Program Planning Operations Branch, has been established. This branch is made up of the chiefs of the respective services and their staff members. The branch will function mainly through the work of the Program Planning Committee which is made up of the chiefs of the respective services and the chief of the research service in the division. In addition, largely for purposes of liaison, the assistant directors of the other two branches in the division are members of the Program Planning Committee.

In brief, the Program Planning Committee has responsibilities for working cooperatively with the States in the over-all planning of the program of vocational education. The Committee will function from the vantage point of being able to look at the total situation in the United States with respect to the need for vocational education generally and comprehensively; and with respect

to the need for vocational education specifically by occupational interests and needs. The specialized personnel of the Program Planning Operations Branch, functioning under their respective chiefs, have responsibility for servicing the development of the program of vocational education in the States and local communities as their services are planned for and requested by the respective States.

**Field Service Operations Branch**

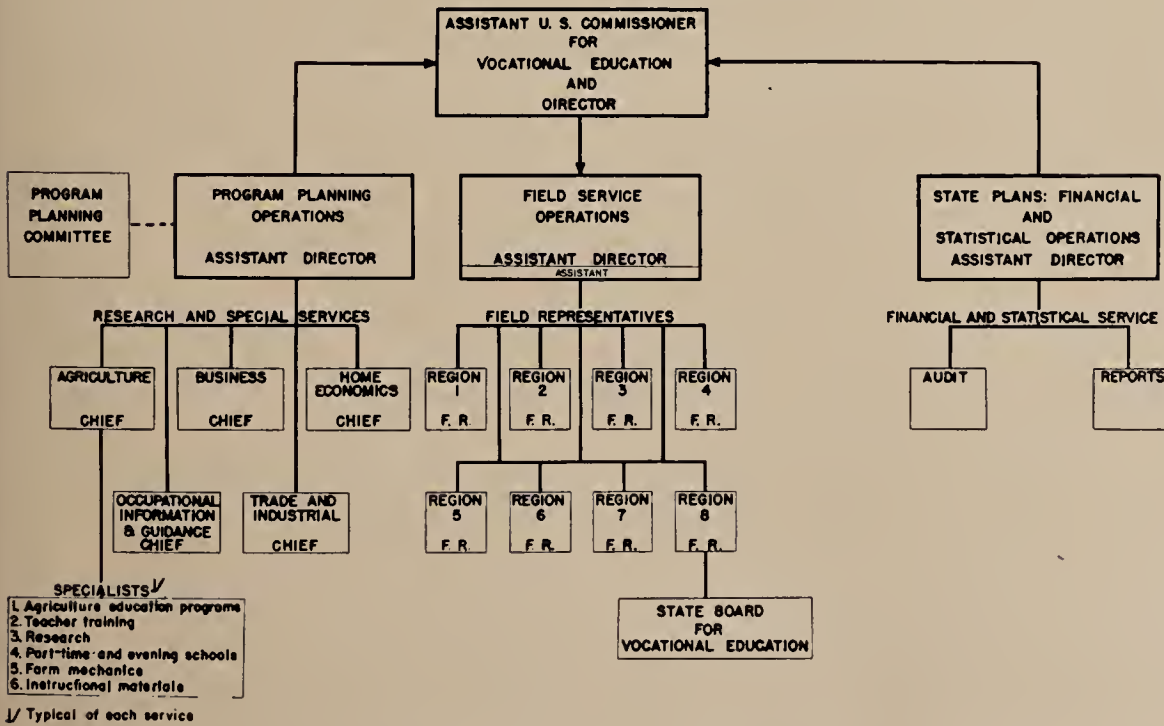
To carry the work of the Vocational Division to the field, a third branch was established in the Vocational Division, the Field Service Operations Branch. The activities of the Vocational Division can be justified only insofar as they assist the States in the organization and development of complete and adequate programs of vocational education to meet the needs of its citizens. This branch is made up of a staff of regional field representatives. It becomes the function of the Field Service Operations Branch to work with the State Boards for Vocational Education and their administrative personnel, the executive officer and the State director, to the end that the States and local communities more effectively than ever before plan for and conduct efficient and effective programs of vocational education in the local communities of the respective States.

It is the responsibility of the regional field representatives to indicate to the respective State board officials some of the overall planning being done by the Program Planning Operations Branch as a guide to them for their own planning at State and local levels. In addition, these Field Representatives have the responsibility for assisting the State board personnel in establishing ways and means of facilitating the organization and development of programs of vocational education as they are planned to function in the best interests of the working people of their respective local communities. The Field Representatives will find it increasingly necessary to know something of the nature and conditions under which local programs of vocational education develop so that they may assist the States in determining and evaluating their needs for assistance in furthering such development from the specialized personnel of the Program Planning Operations Branch. Finally, they serve as a medium for the securing of such assistance in an orderly, planned manner.

Of particular importance to the State Boards for Vocational Education will be the service the regional field representatives are able to render in the field of budgetary and financial planning and operation through the development of improved procedures and techniques. They will assist the States in anticipating emerging developments in their programs in the years ahead and the consequent demands that will be made for their financial support.

The accompanying chart presents graphically the organization of the Vocational Division in the U. S. Office of Education as it is now functioning.

**DIVISION OF VOCATIONAL EDUCATION  
U. S. OFFICE OF EDUCATION**



**PROGRAM AIDS AVAILABLE**

THE NATIONAL Conference of Christians and Jews announces the fourteenth annual observance of national Brotherhood Week to occur February 16-23, 1947. The theme is "Brotherhood-Pattern for Peace."

Program aids for use in schools and colleges may be secured by writing to the National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, N. Y. Materials are adapted to age levels in the schools.

# Expanding Role of the School In Parent Education

**R**EPRESENTATIVE of the current interest of schools in providing opportunities for parents as well as children to learn, is a report on parent education in the Baltimore public schools. *The Parent-Education Supervisor, Mrs. Sarah W. Davis, describes the plan of organization, the scope of activities, and the way in which the parent-education program is functioning as an integral part of the schools.*

## Baltimore Plan

The Baltimore Plan for a public-school parent-education program is unique in that the program is in operation through weekly classes during the entire school year. It is financed by local school funds and is an independent unit functioning as does any other department within the framework of the entire school system. It has made a place for itself. Its activities have not been confined to a few big and spectacular meetings, but it has kept to a steady and persistent program of weekly meetings. In the current year these have been held in 85 schools, 63 white, 22 colored.

In general the school has been slower than the stage, the radio, and the publishing house to see the dramatic and effective part that it may take in developing parent education. Baltimore, however, has recognized: *First*, the need for parent education in the public schools; *second*, the problems to be met in setting up such a program; *third*, the possible solution of these problems, and *fourth*, the potentialities of parent education for improving home and school relationships.

It is not possible for teachers in a large city system to know as much of the child's family background as do the teachers in smaller towns and cities, and the necessity for a better acquaintance with parents had long been felt in Baltimore. Teachers and school officials saw this need in every part of the city. There were behavior problems which showed a lack of parental understand-

ing of children; there were parents questioning school policy, or seeking for other forms of help, and there were many schools with no P. T. A. organization to bring parents into the schools. With these and other evidences of the need, the superintendent of public instruction made it possible in 1935 to offer regular weekly classes in child study and parent education to fathers and mothers.

## Education in Family Life

For 10 years Baltimore parents have had an opportunity to attend classes in the public schools for education in family life. Parent education is a part of the adult education program. It is an integral part of the school system. It takes some of the responsibility for interpreting the work done in the schools, and in turn frequently interprets the home to the school.

Fathered in 1935 by the Federal Government and mothered by the local Department of Education, its struggles to grow up have been many. Among its problems has been getting suitable teachers, training teachers and converting certain public-school officials and teachers to the idea of inviting adults, especially parents, into their schools for weekly meetings; finding adequate meeting places in already crowded buildings; framing and wording suitable publicity for parents, and building up a course of study which would be acceptable to a board of education, the public-school superintendent, and at the same time be vital and democratic enough to meet the needs of parent groups.

Another problem is the difficulty of reaching enough parents with a suitable program to meet their needs. A serious handicap has been the tragedy of recommending procedures to groups of parents who are unable, because of social and economic handicaps, to accept many of the suggestions offered. A good example of this difficulty was mentioned by one of the colored teachers at the in-service training class. She said,

"What are you going to recommend to parents who live in highly congested areas surrounded by saloons, pool parlors, and other undesirable places? The adolescent who is searching for amusement finds welcome in these places and more fun and comfort than he gets at home."

To meet the first problem mentioned, namely, the problem of teachers, we must go back to 1935, when the first group of teachers was selected under the Federal Emergency Relief Administration and was not entirely satisfactory. After 1 year of this method, it became increasingly evident that the teachers must be chosen for some other reason than because they needed a job. It was then that the Board of Education placed parent education in the division of adult education. By degrees we have developed a staff of teachers who are all married women with children. We have not so stipulated but they are happily married and all have been teachers at some time. They are either normal school or college graduates and are chosen for personality and character as well as for educational background. Their keen interest in and sense of responsibility to the parents whom they serve is proof of their faith in parent education. The training of these teachers is done in a weekly in-service training class which meets from October through May.

## Lectures and Discussions

The speakers for this class have come from bureaus of the Health Department, Johns Hopkins University, Goucher College, the University of Maryland, the U. S. Office of Education, the School of Hygiene, the Child Study Associations, the museums and libraries, the Council of Churches, the Courts, the City Council, the Police Department, from special institutions for children, and the various departments in the school system, both colored and white. Active participation in the discussion of problems by the staff is encouraged, and the teachers find that these discussions are valuable in clarifying some of the questions which are brought in by parents. The staff is oriented in adult leadership techniques and is given much factual information and source material. Time spent in the



in-service class on book reviews or on reports of special activities, or on learning the mechanical quirks of the motion-picture machine is considered time well spent when a teacher is faced with the necessity of using one of these techniques.

### **Help Parents To Help Themselves**

It is our purpose to meet the needs of the parents and help them to help themselves. It is felt that anything which enriches the life of parents is parent education, so they are given an opportunity to make suggestions as to the type of program which will be of most benefit to them. This again is a difficulty as the teacher has to prepare for many different discussions. No two groups can be treated in exactly the same way. One teacher usually has several types of groups to meet, and while some parents make valuable contributions to the program in the way of book reviews and reports, the parents in another school may ask for help in pronouncing and defining words. Still another group which has been discussing the types of schools and how individual differences in children are recognized and encouraged, wishes to visit a class in action.

Arrangements are made for the entire parent group to visit a school. The group is greeted by the principal. They observe a class where a lesson is in progress on training waitresses for a department store lunchroom. Next a class on job training is visited. They listen to a discussion on nutrition and personal hygiene. There is a brief talk by the school nurse on the health services of the school. The morning ends with the parents having luncheon at the school, served by several home economic students.

This method of tying together the parent-education teacher's lesson on basic principles underlying individual differences and the school's practical way of meeting them in children has been a satisfying and enlightening way in which to meet the expressed needs of parents.

Finding adequate meeting places has not been the easiest thing to do, but if parents are to play an increasingly important part in the school's program, it has seemed necessary to confine our

meeting places to schools, and many a good discussion has been held in a basement next door to the furnace, or in the teachers' lunchroom, or even on a small portion of the auditorium stage. More and more, however, principals are finding it possible to include in their plans for the year an "X" to mark the spot where parents may meet.

### **Effective Publicity**

The question of publicity has been studied and the *Baltimore Bulletin* for November-December 1944 has some sample invitations which have been sent home to parents. The very term "parent education" has been a difficulty, as some people resent its implication, some groups in fact asking to be called "mothers' clubs," which introduces another one of our objectives, namely, how to reach both parents. Since a child has two parents, we feel that he must need them both, so we have opened some night classes for fathers. This particular phase of the work stopped during the war but was resumed last year with a program which included lectures on characteristics of children at different age levels; individual differences; principles of mental hygiene; development of social behavior; emotional development; factors in the moral training of children; and how the schools meet the needs of children. The expanding role of the school in parent education makes it possible to clear up these important issues for fathers as well as mothers.

The newspapers were interested in featuring this type of class and accepted considerable material on the subject of classes for fathers. Another form of publicity which has been helpful is the Annual Spring Meeting in which both parents and professional educators participate. There have been nine annual meetings, and typical programs have consisted of:

*A Quiz Program.*—The questions were submitted by the parents and the answers by a psychologist, a sociologist, a psychiatrist, and a scientist.

*A Town Meeting* on the topic: "Has the American Home failed?" with representative speakers from Goucher College, a private school, the Child Study Association, and the public schools.

*A Patriotic Pageant.*—Original one-

act plays have been arranged and produced by parents, and a parent-education chorus has assisted at meetings. The annual meeting for the current year featured a panel discussion on "The Family in a Modern World." The topic was discussed by a speaker from the U. S. Office of Education and the entire panel which assisted her was composed of parents from various classes.

The school which expands to accept parent education can build up better parent-school relationships, and some principals keenly aware of this fact encourage P. T. A.'s to place a parent-education chairman on their executive board. Less flourishing P. T. A.'s have been built up by choosing officers from parent-education groups. Neighborliness between schools has been fostered by regional meetings when one class becomes the guest of another class at a different school.

### **Cooperation**

At one such meeting the new technique of role-playing was introduced when the parents acted the parts in a conflict situation which had developed in a home. The regional program may consist of a regular lesson taught by the parent-education teacher, it may be a talk by the principal, it may be a tea or an exhibit. These regional meetings are one more indication of what may be accomplished in the expanding school. Both parents and faculties have a sense of "one-ness" which is hard to acquire in a big school system. From these meetings where school policies are frequently discussed it is but an easy step for parents to be invited into the classrooms to see how reading is taught, how fractions have lost their terror, and to observe that tricky job in subtraction, or go in a body to see a United Nations assembly.

Many parents are astonished to find out how much the schools have been teaching in preparation for family living. The kindergartner builds a house and a small group of the children make believe they are the family living in the house; while the senior high school student selects the proper textiles, the correct color schemes for interior decoration, and discusses family relationships.

It becomes the job of the parent edu-

cator to encourage the interest of her groups in these programs. The parent may observe that her child is learning something besides subject matter. He is learning to work and play with others. The mother who is trained by the parent educator to look for values in these observation periods finds many opportunities to adapt and use the principles involved. Parent educators can utilize these already established programs and interpret the basic principles underlying them. We have many opportunities to see the schools in action and to work with teachers for a common cause. Some of the parents had chest X-rays made one day with their children, and others took the hearing tests which the children were taking. This is to be followed by a talk to the parent group by the supervisor of special education for handicapped children. These are indications of what may happen when schools expand to include parents.

### **Watch the School in Action**

This point of view has been expressed by a Baltimore principal, who says: "If parents are to become helpful workers and efficient missionaries in interpreting school policies to the public, they must be afforded opportunities to watch the school in action. Situations should be provided which will help to give a keener insight into school and classroom problems, to create a better understanding of the teacher's difficulties and instructional procedures, and to develop a more generous cooperation. Parent-education classes of the future might very profitably devote a regular part of their time to clinical studies of home problems spilling over into the school. This would give the interested parent an opportunity to work with professionals in a way both unique and original."

In addition to classroom visits we recognize the potentialities of the trip or excursion as a medium in parent education. During the current year, 2,753 visits to the various types of schools, the courts, the libraries, museums, and the churches have been made; this figure includes a number of trips to Washington, a few Community Fund tours, and several other school activities. Aside from that, 768 parents have heard special lectures. This type of education entails

much planning, but we think it is worth it, remembering that "A journey of a thousand leagues begins from where your feet stand."

For the future development of parent education in the Baltimore public schools we are working toward tenure of office for our teachers; a full-time supervisor and adequate clerical service; for the teachers also, a continuation of in-service training with opportunities for the staff to observe programs in other cities. For the parents themselves, we would like more printed and mimeographed materials, more opportunities for parent participation in school activities; as for example, joint projects with the home economics department, and a joint project with P. T. A.'s in organizing, for example, "home play groups" throughout the city. For the parents also, we would ask more regional meetings, and in addition to the annual spring meeting, a midyear meeting to be resolved into discussion groups; the chairman of each group a parent; the leader, a professional in his particular field. And always, more and more schools with weekly meetings in pleasanter and more adequately equipped meeting places. Our department should sponsor a marriage counseling service conducted by specialists in the fields of sociology, psychology, physiology, and psychiatry.

It is expected that parent education will continue to draw upon the city's cultural institutions for inspiration and encouragement in building happy and beautiful homes, upon the health department for its valuable information, and upon the universities and schools for educational material.

If we are to convince public schools that they should expand their already crowded program for parent education then we must prove that we have something constructive to offer. The proof that we have is in the satisfied customer who returns year after year, and the backing of a city full of wide awake parents who are bristling with problems to be solved and who are willing to take advantage of the services being offered.

The dictionary's definition of "public" is "concerning the people as a whole." Parent education is helping to make the public-school public.

## **SPECIALIST JOINS WAR DEPARTMENT**

DR. JOHN LUND, senior specialist in school administration, has been appointed to represent the Organization and Training Division as advisor to the War Department General and Special Staffs on matters of policy and procedure affecting the military and civilian educational program of the Army and War Department.

Dr. Lund will also act as adviser on educational aspects of military training to the sections of the training divisions of the Army Air Forces, Army Ground Forces, and to Administrative and Technical Services concerned with the training of individuals in the many types of schools involved.

He will act as coordinator of efforts by other members of the War Department in maintaining liaison with universities and industrial and technical institutions which train personnel for the Army in undergraduate or post-graduate programs. In this capacity, he will be the central point of contact with such agencies as the U. S. Office of Education, the American Council on Education, the Association of American Colleges, the National Research Council, the Social Science Research Council, the American Council of Learned Societies.

### **SPECIALISTS CONFER ON JUVENILE DELINQUENCY**

When this issue of *SCHOOL LIFE* went to press, final plans were under way for the National Conference for the Prevention and Control of Juvenile Delinquency, called by Attorney General Tom C. Clark. The dates of the conference were November 20, 21, and 22, and about 1000 persons participated. Committees worked for several months preparing preliminary drafts of manuscripts on various aspects of the problem of delinquency prevention and control. These were reviewed and further developed by the Conference. The January issue of *SCHOOL LIFE* will carry a report of its deliberations and recommendations.

# Educating Migrant Children— Some Proposed Solutions

by Walter H. Gaumnitz, Specialist, Small and Rural High Schools

THE PROBLEMS of providing schooling for children of families of migratory farm workers has, in the past, received just enough attention from educators to make them rather vaguely aware that these children generally are either inadequately served or entirely neglected. Those who have given serious thought to the problems involved in making available effective educational opportunities to such children have found such problems to be both numerous and complex. Because they usually involve more than one school district, and often more than one State, the development of workable solutions has too often been slow and ineffectual.

Some effective information on the problem of migratory farm workers and their children has, in the past, been produced by the following agencies: The National Child Labor Committee of New York has for many years investigated the working conditions and the general welfare, often including the schooling, of children in all types of occupations, including those who annually follow the crops with their families. The Committee on Interstate Migration of Destitute Citizens, operating under the chairmanship of Hon. John Tolan, Representative from California, carried on an extensive investigation just prior to World War II of the socio-economic status of migrants, and published some significant testimony on the educational problems entailed. In 1933 the Children's Bureau published the report of a study in which the U. S. Office of Education collaborated and which included some helpful information on the education of children of agricultural laborers. Recently a Federal Interagency Committee on Migratory Labor was appointed to study the present status of migrant workers

and to recommend Federal, State, and local programs of action. Work Group VII, organized under the chairmanship of this author, was assigned the task of formulating "Recommendations on the Education of Children of Migrants." According to plans, this report will soon be released with those of groups assigned to deal with other aspects of the migratory labor situation.

Among the States, California stands out both in the amount of study which the school authorities have given to the education of children of migratory workers and in the efforts made to serve them. Specific legislation relating to such children has been enacted and special grants provided. The State education department has published several helpful circulars on the subject for the guidance of the schools of this State.

## What the Evidence Shows

Insofar as these efforts to study the problems of migratory laborers include data on the educational opportunities of the children involved, the evidence shows that: (1) The children are often not in school, (2) not many schools are making serious efforts to put suitable types of schooling within their reach, and (3) when the children do enroll, they so overburden the teachers and strain the school's facilities that they seldom find educational services geared to their peculiar needs and are rarely made to feel welcome.

Despite the fact that the school authorities generally accept the proposition that education is one of the "rights of every child regardless of race, color, or situation, wherever he may live under the United States flag,"<sup>1</sup> for certain groups of children this is still no more than an unfulfilled promise. As partial excuse for this condition, it must be said that the authorities find themselves working in school systems devised for a day when population groups were relatively stable and when each district

could, without too much injury to anyone, finance and plan independently for the education of the children within its borders. The administrative responsibility of State departments of education has, in recent years, become increasingly broader. But such problems as student-accounting, the enforcement of compulsory attendance and work permit laws, the providing of staff and equipment suitable to deal with specialized groups, and the adjustment of instruction to individual pupil needs—these are still almost entirely the responsibility of the county or local communities which are limited to narrow borders. Especially is this true in the rural areas.

## Variety of Solutions Suggested

Because of the wide variety of conditions in the several State and local school systems, perhaps the best service this article can render is to suggest an equally wide variety of solutions to the various problems of educating the migrant child. Some of the ideas presented below will serve in certain situations, others will be found more helpful under different conditions. There is no significance to the order in which the suggestions appear.

1. Develop and offer special training to prepare teachers to meet the needs of different groups of children of migratory laborers: (a) Those coming from varied environments, (b) those economically and socially insecure, (c) those retarded in school progress and belonging to racial minorities, (d) those undernourished and in poor health, and (e) those often unwanted by the school and feared by parents of other pupils as sources of infection and bad company.

2. Employ an extra supply or reserve of teachers or tutors on the basis of State, county, or city school systems—persons who can be used (a) to organize classroom groups of migrant children when and where needed, (b) to seek out migrant children who ought to be in schools and are not, and (c) to work with those who must be out of school.

3. Establish ungraded classrooms organized and equipped to deal in a practical way with (a) a wide variety of age, interest, and intelligence groups; (b) classes organized in terms of 2-hour or half-day periods; and (c) instruction organized in terms of nonsequential curriculum units, comprehensive projects, and pupil activities rather than in terms of isolated facts, subjects, and textbooks often meaningless to students attending irregularly.

<sup>1</sup> From "A Charter of Education for Rural Children," published in 1945 by the National Education Association.

4. Provide a simple, but clean and orderly, school room or study center, which will appeal to the children coming from shacks, camps, and other poor home surroundings; will demonstrate higher cultural living standards and give a new sense of worth; and will create a feeling of security and relaxation. Such a school room or study center should especially serve the needs of over-age youth from poverty stricken homes and, therefore, should be equipped with mature, but easy-to-read, library, and reference materials, with many pictures, movies, and other audio-visual aids, with motivation and opportunity for self-expression in the language arts, drama, and fine arts; and should appeal to a wide variety of interests, environmental backgrounds, and mental levels.

5. Make class groups which include migrant children or consist entirely of migrants smaller than those for resident pupils only, in order to give time and opportunity to devote to the personal problems of individual pupils and to adjust the school program to their needs.

6. Call interstate and intrastate conferences (a) to study jointly the problems of migratory children; (b) to reach agreements concerning ways of solving common problems; (c) to develop cooperatively special school services for migratory pupils; (d) and to formulate necessary, and perhaps uniform, remedial legislation.

7. Provide State and Federal grants to encourage special provisions for the education of migrants, to stimulate local districts to assume financial responsibility for educating nonresident pupils, and to offset the added costs entailed in providing such special services as reserve staff, transportation, special teaching materials, and other facilities. The wealth created by migratory labor must come to be valued on a national or State-wide basis rather than locally. Despite the fact that migrants usually do not accumulate real or personal property, they add materially to the wealth of the community, State, and Nation by helping to conserve the crops which would otherwise go to waste and by lowering the cost of living.

8. Give special attention to children of migrants as concerns the health and physical education services of the schools, including regular medical and dental examinations, preventive and corrective services, psychological tests and consultation, nutrition education, and services to atypical children.

9. In order not to lose track of children of migrants, develop and install improved State-wide systems of child records and accounting, including permanent and cumulative school records for every child; an orderly and uniform

system of enrollment, dismissal, follow-up, re-enrollment, and work and similar nonattendance permits; the sending of high school transcripts; and a record of the final educational status of the child. Such State-wide systems of child accounting will be more effective if uniform regulations are worked out in cooperation with adjacent States.

10. To assure more regular school attendance of these children, enact effective, and perhaps more uniform, State laws relating to school census, compulsory attendance, and child labor. Some basic essentials of such legislation are: (a) Make State aid available on the basis of school attendance and equalization rather than on mere child enumeration or enrollment; (b) place the desired types and levels of education within the reach of every child, both in terms of distance from school and in terms of economic factors; (c) penalize persons responsible for failing to enforce school attendance and child labor laws; (d) shift the emphasis in the training and activities of school attendance and work-permit enforcement officers from police techniques to those of child study, home visitation, and better understanding and use of sound school public relations principles; (e) follow the child across district, county, and State lines or set up workable, cooperative relationships.

11. Develop and experiment with emergency or traveling schools for migratory groups, establish school facilities in labor camps, and provide other special and essential educational services. Such experimentation should involve grants by the State to county or local districts, to provide not only the regular State school aid per pupil in attendance, but also half or more of the salaries of the teachers or of other essential personnel employed in such schools. The plan may also require: Provisions for part or all the cost of transporting migrants to and from school or payments for room and board in lieu of transportation; for tuition payments from State sources or from home districts if any; and for special types of individualized instruction for isolated children.

12. Organize the school day and the school term to provide maximum service to children who must be out of school part of the day or during certain seasons of the year to help harvest perishable crops.

13. Organize larger units of school administration, not only to reduce the many school district boundaries which now make it difficult to develop adequate educational services to migrants, but also to secure a reserve of teachers and other types of specialized personnel and provide specialized equipment and

services essential to an effective program of education.

14. Promote studies, surveys, and experimentation on the educational problems of migrants on local, State, and Federal levels and publish findings. The purpose of such studies would be to aid the Congress and State legislatures to revise State and Federal laws or formulate new laws with a view to improving the educational opportunities of migrants.

15. Work out curriculum units or programs for migrants which put more emphasis upon handwork, training in skilled trades, waitress and maid services, homemaking and agriculture—also more emphasis upon reading, writing, and arithmetic as tools for improving standards of living, vocational efficiency, self-expression, and recreation rather than courses as school subjects.

16. Give more attention to language handicap to school success and progress frequently found among migrant children, many of whom come from foreign-speaking families. A vicious circle results when such language difficulties cause children to lose interest in school, which in turn causes poor attendance, thus further impeding school progress.

17. Establish and maintain nursery or child care centers for young children whose mothers work in the crops, thus either leaving them to their own devices or in the care of other children only slightly older than themselves.

18. Educators should, of course, also inform themselves of various ways and means which would keep migration of families with young children to a minimum and help in developing conditions which would make for greater stability among farm workers. Some lines of attack are the following: Diversification of crops to spread labor demands, thus lowering or avoiding periodic peaks; improvement of road conditions in vegetable and fruit growing areas, thus making it possible for seasonal workers to live permanently at central points and travel daily to points where laborers are needed; provision for higher minimum wages.

The number of boys and girls who migrate with their families naturally fluctuates with changes in economic factors. It is believed this number at its highest reached a million; at its lowest, it has probably fallen to about one hundred thousand. But to every child whose educational birthright is lost because of the neglect of educators to grapple, realistically and with imagination, with the problems described above this loss is of enormous significance.

# THE OKINAWAN SCHOOL

By Lt. Comdr. Ransom L. Eng

**T**HE DATA PRESENTED in this study were gathered during the month of July 1945, at Kanna, Okinawa. At this time the writer was attached as executive officer to the Military Government Research Center, Okinawa. When the study was undertaken it was thought that this material would be of value later in judging the extent and direction of changes which had come about in Okinawan education. Information was collected by the writer through the use of questionnaires in the Japanese language, by means of observation, and by interview. Thirty teachers responded to the questionnaire.

## The Kanna School

The school at Kanna, one of the first to open after the invasion, was one of the many schools operated by native Okinawans and sponsored by military government. In June 1945, the school had an enrollment of 1,100 children. At that time there were only six grades. There was no kindergarten. The principal of the school was Miagi Seigi, a 48-year-old Okinawan who had been the assistant principal of the elementary school at Kin before the invasion. He had been appointed principal by the military government officials at the request of the teachers in the village area. Under his direction he had 1 assistant and 20 teachers. Classes, consisting of groups of 55 pupils, were taught in the open air in improvised shelters made by stretching tarpaulins over rough frames. Each teacher's schedule required 4 hours' teaching a day. While, officially, teachers had no special privileges, it was noted that most of them had clothes and shoes, and were neater and cleaner than the average native.

## The Okinawan Teachers.

The teachers of Okinawa had come from all parts of the small island, and almost without exception they were "displaced persons" as they, along with thousands of other natives, had been crowded into the northern part of the

island after it had been decided by the Army to reserve the southern portion of Okinawa for military purposes exclusively. Of the 30 teachers to whom questionnaires were given, 13 were men, and 17 were women. Their ages ranged from 18 to 52; 20 were under 32, and 10 were older. In 1 case the teacher's mother also had been a teacher; in 2 cases the teacher's father had been a teacher. Most of the parents had been farmers, but 1 was a carpenter, 2 were office workers, 2 were tradesmen, and 1 was said to have been the mayor of a village.

## Teaching Experience

The teachers at the Kanna school reported having had from 1, or less, to 24 years teaching experience. Four reported having had less than 1 year's experience. One did not reply to this question.

### Number of years teaching experience reported by 29 Okinawan teachers

Years of teaching experience	Number
0-2	10
3-5	5
6-8	2
9-11	3
12-14	1
15-17	2
18-20	4
21-23	1
24-	1

## Teachers' Salaries

At the time of the study no salaries were being paid as military government had suspended the use of money. These teachers said that under the Japanese they had been paid monthly salaries ranging from ¥53 to ¥250. As the exchange rate prescribed by United States policy prior to the invasion was 1-to-10 (\$1 equals ¥10) these salaries, in United States equivalents, would range from \$5.30 to \$25 per month. The average of the salaries reported was ¥94. (\$9.40 in U. S. currency). Prior to the invasion, according to the principal of the

Kanna school, the amount of money paid for teachers' salaries was determined by the *Chichi* (governor) after the school principal's recommendations had been forwarded to him through the *Soncho* (mayor) of the village. During good times salaries were higher; during periods of depression they were lowered. They varied with the market price of sugar cane products as this crop had been the principal agricultural export to Japan.

## Teacher Training

The principal of the Kanna school said that his 13 years of schooling consisted of 8 years of elementary school followed by 5 years' specialized study at the Teachers' Training School at Shuri, Okinawa. No teacher, according to responses to questions, had less than 10, or more than 14 years of schooling. The average number of years spent in school was found to be 12. When it is considered that most of the time spent in school was concerned with mastering the tools of education, and that years of sustained effort are required to acquire the ability to read and write alone, it is evident that there was but little opportunity to obtain an education of breadth. Of the 30 teachers questioned none had gone to a university. All but 2 of the 30 believed that teachers with more schooling should receive more pay. Those who did not agree were found to be in the lower pay group (¥60 per month), and had fewer years of training than the average. Of the 26 who responded to the question regarding whether they thought teachers should go back to school from time to time, about one-third (9) said no, but the others (17) responded affirmatively.

## Teachers' Attitudes Toward Teaching

The teachers at the Kanna school were asked what work they preferred to teaching. Of the 30 questioned 11 said they would rather do office work, and one expressed a preference for dressmaking. The remaining 19 made no reply to this question.

## Teaching Methods

When this study was made the teachers had no texts, no visual aids, and virtually no equipment such as is found in

the usual classroom, other than blackboards. This restriction undoubtedly limited the effectiveness of teaching. Numerous observations, most often made without the teacher's knowledge, revealed that it was common practice to change quickly from one teaching technique to another, as from explanation to questioning, or from group recitation to copying characters from the blackboard, not continuing one type of instruction for longer than a few minutes.

There was much repetition, particularly in group unison recitation, in which phrases would be repeated again and again after the teacher had first spoken them. Pupils did not acknowledge the presence of visitors, but concentrated strictly on the business of learning. This intent concentration was quite conspicuous when compared with the normal outside-the-classroom freedom enjoyed by children. Teachers checked the progress of their pupils by testing; all said they gave oral tests, but 10 said they did not give written tests.

### Segregation of Pupils by Sex

Classes consisted entirely of boys, or of girls; there were no mixed groups. When the teachers were asked "Why should girls and boys be in separate classes?" the question appeared, to the Okinawan teachers, to be a strange one, and one for which no satisfactory answer could be given. The principal said that he thought segregation had become the custom because it was easier to teach boys and girls separately. The only answer given by the teachers was: "Teaching is easier \* \* \*."

The official attitude of the Japanese Ministry of Education, according to Keenleyside and Thomas,<sup>1</sup> favors dividing boys and girls into separate classes when numbers permit, but that the organization of joint classes to meet local needs was permitted. Japanese rural teachers, according to Keenleyside and Thomas, seem to prefer coeducational classes as they claim that the result is wholesome and that the hard-working girls provide a challenge to the boys. No evidence of this preference was found among the teachers of the Kanna, Okinawa, school.

<sup>1</sup> Keenleyside, Hugh L., and Thomas, A. F. *History of Japanese Education*, (Japan, Hokuseido Press, 1937) p. 175.

### The Course of Study

The subjects taught at the Kanna school as shown in the following table are listed in the order of the number of teachers assigned to teach a particular subject. Each teacher taught for 4 hours, daily.

#### Number of teachers assigned to teach various subjects in the school at Kanna, Okinawa, July 1945

Subject	Number of teachers
Arithmetic	24
Physical education or calisthenics	21
Music	18
Alphabet (Japanese)	12
Reading (Japanese)	10
English (limited to very few words)	8
Character (morals, ethics)	7
Carpentry	6
Penmanship (calligraphy)	3
Clay modeling	2
Vocations	1
Hygiene	1

The information in the table above, was obtained from 29 teachers, most of whom taught more than one subject. The subjects listed in this table bear slight resemblance to those taught in American schools. Arithmetic included the use of Japanese numerals (Kanji system) as well as the use of the abacus. The use of Arabic numerals, which often were employed in conjunction with the Japanese, also was taught. The principal of the school admitted the inadequacies of the Japanese system, but he evidently thought that the Japanese system also should be taught. Physical education consisted almost entirely of routine calisthenics, in which order and unison appeared to be considered much more important than exercise. No free competitive games such as are seen on American playgrounds were in evidence. Music consisted of unison singing; no musical instruments were seen. The subject listed as "alphabet" is a prerequisite to the study of Japanese; it involved the recognition and reproduction of some of the simpler characters. English was listed by eight teachers as one of the subjects taught; these teachers had mastered a few words, but none could speak English well enough to be understood.

### The Japanese Elementary School

The lower schooling for Japanese, according to Yamashita,<sup>2</sup> provided kin-

dergarten, in some areas, for children of ages 3 through 5. From the age 6 years, and through 11 years, children attended the compulsory elementary school; after this a number of alternates, varying with regions, were offered: (a) Middle school, (b) girls' high school, (c) professional school, (d) the higher 2-year elementary, (e) a young men's school, (f) private secondary school, or (g) vocational school. The grade levels prescribed for required elementary subjects, according to Article 17-18 of Ordinance 14, Department of Education's detailed regulations for the operation of the Japanese elementary schools, as given by Keenleyside and Thomas<sup>3</sup> are shown in the following table.

#### Subjects prescribed by the Japanese Department of Education

Subject	Grade level							
	1	2	3	4	5	6	7	8
National language	x	x	x	x	x	x	x	x
Morals	x	x	x	x	x	x	x	x
Arithmetic	x	x	x	x	x	x	x	x
History of Japan					x	x	x	x
Geography					x	x	x	x
Science					x	x	x	x
Drawing					x	x	x	x
Singing					x	x	x	x
Gymnastics	x	x	x	x	x	x	x	x
Sewing					x	x	x	x
Manual training							x	x
Business or agriculture							x	x
Domestic science or sewing							x	x

### Compulsory Education and Attendance

It was the unanimous opinion of all of the teachers at the Kanna school that at least 8 years of schooling should be received by all children. Two teachers said that 10 years should be the minimum. Before the invasion of the island, school attendance on Okinawa was compulsory through the sixth grade. In practice, however, students would drop out of school for varying periods to assist with the crops if they were needed, and no penalty was imposed for this absence. The Japanese compulsory education law<sup>4</sup> states that "all children from 6 to 14 years of age are called school-age children and those

<sup>2</sup> Yamashita, Tokuji. *Education in Japan*. Foreign Affairs Association of Japan, March 1938, p. 31.

<sup>3</sup> Keenleyside, and Thomas. Op. cit., p. 190.

<sup>4</sup> Department of Education, Tokyo. *A General Survey of Education in Japan*, (Tokyo, Herald Press, July 1935), p. 13.

who exercise parental authority over them \* \* \* are bound to send them to ordinary elementary schools \* \* \*.”

According to the principal of the Kanna school, it had been the custom on Okinawa to require attendance through the sixth grade. At this point the student could leave school, or could continue and complete grades seven and eight. An estimated 5 percent dropped out at the end of the sixth grade, but of this group, many had gone to some other school to receive business training. In 1929, according to Keenleyside and Thomas,<sup>5</sup> Japan claimed an attendance of 99.58 percent. Lack of money was not accepted as an excuse for nonattendance; local authorities were authorized to grant exemptions to families which were deemed to be unable to make the required payments.

### **Financing of Schools**

Under the Japanese the public elementary schools, at Kin as well as elsewhere on Okinawa, were financed mainly from local taxes, supplemented to a considerable extent by donations. Most people in the community, according to the former principal of the Kin school, contributed to the school fund, making donations which ranged from ¥5 to ¥100, according to the donor's ability to pay, public spirit, generosity or community pressure. Keenleyside and Thomas<sup>5</sup> report that in 1929 public elementary school children of Japan paid in fees an average of ¥0.64 (which at that time amounted to about 20 cents). In a large percentage of cases even this small amount was not paid, but a correspondingly larger amount was paid by those who were financially able to do so.

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## **79th CONGRESS**

*(Concluded from page 5)*

things, marketing, processing, and utilization of plant and animal commodities at all stages from the producers to consumer; research into the problems of human nutrition and nutritive value of agricultural commodities; research relating to the efficient use of manpower, farm machinery, buildings, soil conservation, etc. For carrying out

<sup>5</sup> Keenleyside, and Thomas. Op. cit., p. 157.

this extension of research activities additional appropriations were authorized for use in connection with the agricultural experiment stations and other services.

### **National School Lunch Act**

*Public Law 396, approved June 4, 1946.*—This act authorizes Federal aid to the States in the establishment, maintenance, operation, and expansion of school-lunch programs for the fiscal year ending June 30, 1947 and each year thereafter. For the purpose of this act “apportionment among the States shall be made on the basis of two factors: (1) The number of school children [5 to 17] in the State and (2) the need for assistance in the State as indicated by the relation of the per capita income in the United States to the per capita income in the State.” For the purpose of this act “School” shall mean “any public or nonprofit private school of high school grade or under and with respect to Puerto Rico, shall include nonprofit child-care centers certified as such by the Governor” thereof.

Of the sums appropriated under this act \$10,000,000 shall be annually available to the Secretary of Agriculture for providing nonfood assistance for the school-lunch program, such sums to be apportioned on the basis aforementioned.

The administration of the act is vested in the Secretary of Agriculture; and the funds apportioned to any State shall be available for payment to the State for disbursement by the State educational agency “in accordance with such agreements . . . as may be entered into by the Secretary and such State educational agency.” The payments to the States in the fiscal years during the period 1947 to 1950 inclusive shall be made upon condition that each dollar thereof will be matched by \$1 from sources within the State; such payments in any fiscal year during 1951 to 1955, inclusive, shall be matched by \$1.50; and for any fiscal year thereafter by \$3. However, in the case of any State whose per capita income is less than the per capita income of the United States, the matching required for any fiscal year shall be decreased by the

percentage which the State per capita income is below the per capita income of the United States.

The School Lunch Act requires that lunches served under its provisions “shall meet minimum nutritional requirements prescribed by the Secretary of Agriculture on the basis of tested nutritional research”; that “meals shall be served without cost or at a reduced cost to children who are determined by local school authorities to be unable to pay the full cost of the lunch”; that there shall be no physical segregation of any child because of his inability to pay; that the lunch program shall be operated on a nonprofit basis; and that if in any State the State educational agency is not permitted by law to disburse or to match Federal funds for school lunches in private schools, the Secretary of Agriculture shall withhold the amount to which such schools are entitled and disburse the same directly to such schools.

The Act authorizes 3½ percent of the funds appropriated for the school Lunch Program to be used by the Secretary of Agriculture for carrying the program into effect.

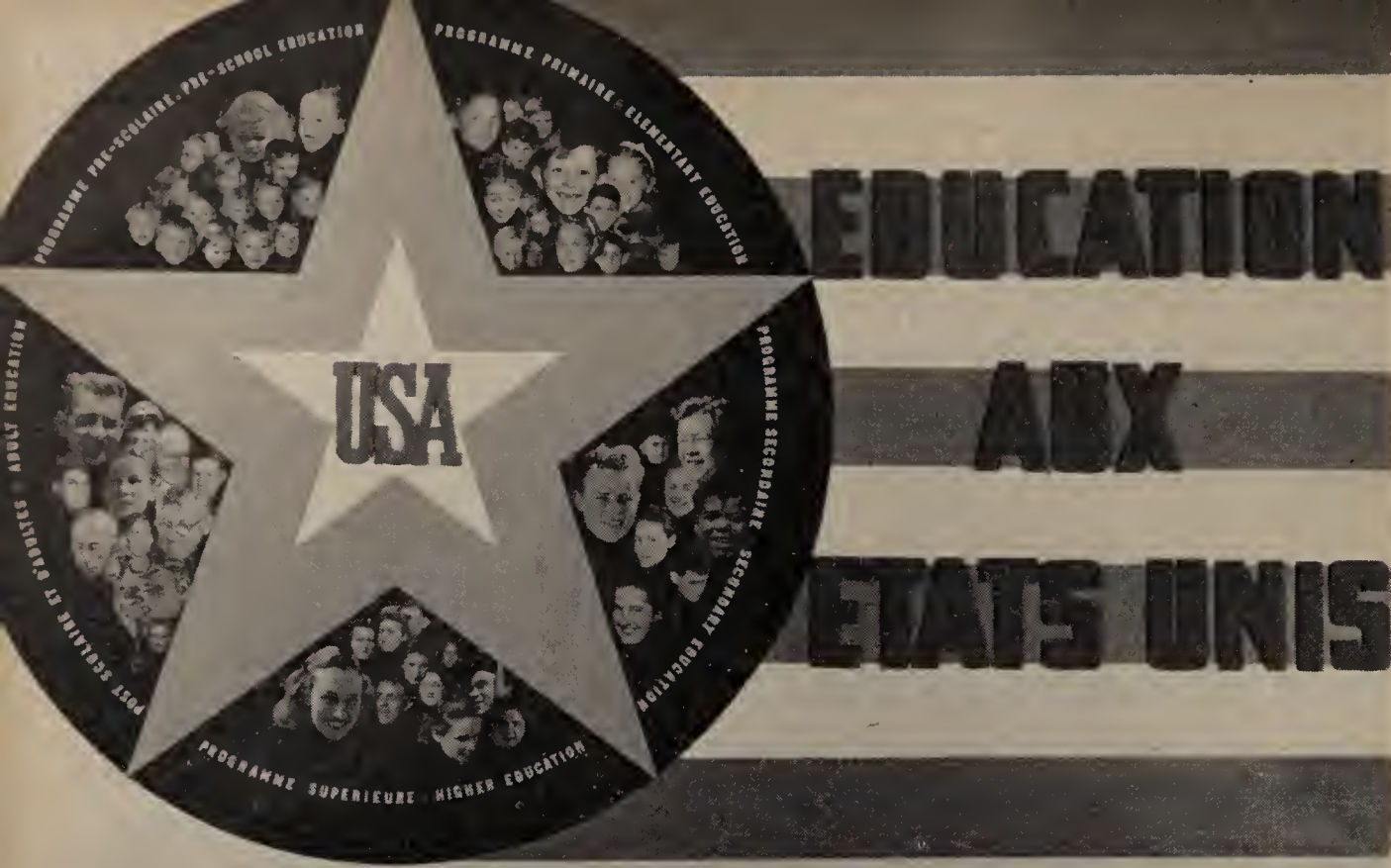
*Public Law 422, approved June 22, 1946.*—This was the Appropriation Act for the Department of Agriculture, allotting \$75,000,000 for the School Lunch Program.

(Copies of the above-mentioned laws may be obtained by writing to the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.)

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## **RELIEF FOR STRICKEN CHINESE**

A BOOKLET entitled “Five Year Report” (1941–45) has recently been issued by United China Relief, 1790 Broadway, New York City. It tells how 40 million dollars donated by American people has been used for the relief of some 22 million Chinese stricken by war and disaster, providing medical aid, education, and child care and welfare. The report shows how this assistance was administered through 6 participating agencies in the United States and approximately 50 other agencies in China.



# UNESCO

**D**ELEGATES from all participating in the historic Nations Educational, Scientific and Cultural Organization, France, November 19–December 1946, which may affect the future of the world.

UNESCO representatives range programs in the field of libraries and archives, natural history, and creative arts. Special attention is given to the problem of educational assistance to the less developed areas.

## The National Commission

The first meeting of the United States National Commission on the United Nations Educational, Scientific and Cultural Organization was held in Washington, D. C., in 1946. Members of this Commission, as well as representatives of various educational associations and activities in the United States, reported to the Secretary of State regarding the United States delegation to UNESCO at Paris. It also provided the information and guidance necessary for the Commission's work.

The National Commission on Education stated in its constitution, "to promote the security by promoting collaboration in education, science, and culture of all nations, and, in other words, as an instrument of education and science and culture through education and science of the world. The Commission shall be known as the National Commission on Education."

(Continued)



## Educational

The United States Office of Education, State Department, prepared for the United States' participation in the UNESCO conference. The picture is a representative photograph from the exhibit, which shows the opportunities, and organization of primary, higher, and adult education.



# Worlds First Session in Paris, Nov. 19-Dec. 10

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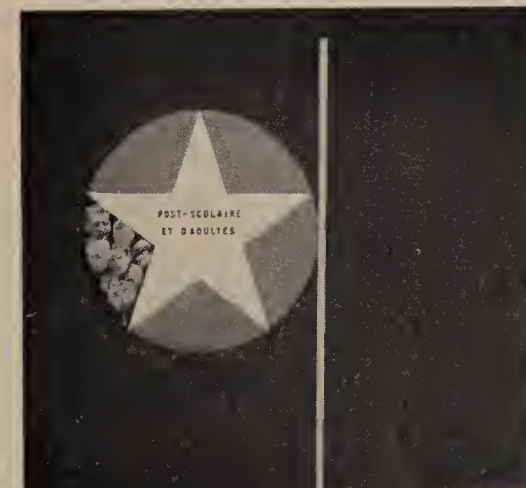
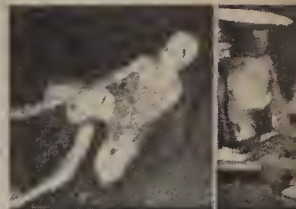
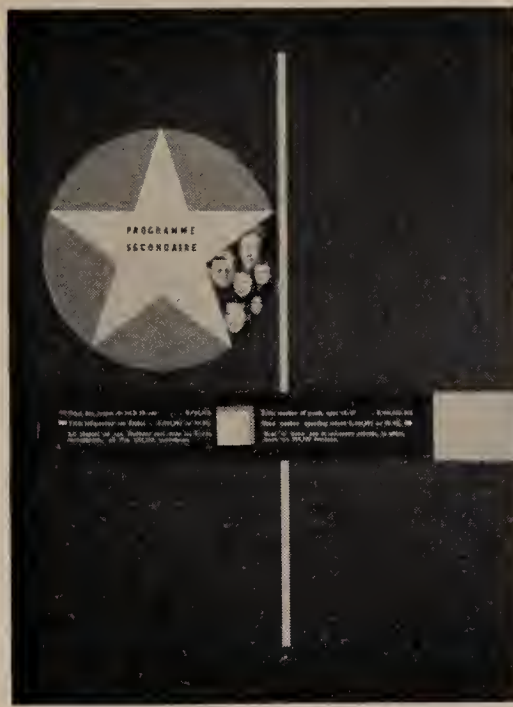
## For UNESCO

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## For UNESCO

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# Preparation of Science Teachers for Secondary Schools

by Philip G. Johnson, Specialist for Science in Secondary Education

THE COOPERATIVE Committee on Science Teaching of the American Association for the Advancement of Science has been studying secondary school science teaching from the point of view of present day needs. The members of the Committee have defined these needs in terms of the survival of modern civilization, which, in their judgment, "depends upon understanding and control of scientific techniques whose power for good or evil dazes human imagination".<sup>1</sup> It is their judgment that "science teaching in America, particularly at the high school level where the ordinary citizen finishes his formal education, is not ready for the responsibilities which it must nevertheless assume. Nor is education ready in other subject matter areas for its obligations in an atomic age."

These scientists recognize three problem areas: (1) Science teachers are not properly trained for the types of teaching assignments which they must assume, (2) not enough able young men and women are attracted to science teaching, and (3) the high-school curriculum and facilities for science teaching need reorganization.

## A National Hazard

Educational leaders should realize that the war has left our Nation with a deficit of young men and women trained for scientific work, including science teaching. This deficit has been estimated at 150,000 persons who, but for the war, would have received bachelor's degrees with preparation for science and technology. This deficit of trained personnel will continue for many years. For example, it is estimated that by 1955 the group of persons with advanced training and capable of carrying on original work in relation to chemistry, engineering,

geology, mathematics, physics, psychology, and the biological sciences will be 17,000 below the number representing normal expectations.

There is an actual and continuing deficit of scientifically trained persons. There are also increased and mounting demands for scientists for teaching, research, and military preparedness. Military services now utilize a supply of scientifically trained persons equal to what our colleges prepare in 3 years. Industrial research employment is 90 percent above the prewar level. The expanded college programs require about twice as many persons for science teaching as before the war. Some college administrators have employed a hazardous and short-sighted solution to their need for college teachers. They have employed the more successful and competent high-school science teachers. This has weakened the ranks of the high-school teachers that had not recovered from the depletion experienced during the war. As a result our secondary schools are seriously handicapped in offering science instruction so as to interest and prepare students for scientific work, including science teaching.

Of every 1,000 students in the fifth grade, only 70 to 80 are likely to complete college work. For each student who goes to college there is another person just as able who does not go. Then, too, there are many talented youth among those who do not finish high school. When we consider such conditions, we are confronted with the tragic loss of undeveloped talent which is allowed to become lost to potential leadership positions in our Nation.

It is the responsibility of science teachers and other school workers to see to it that boys and girls in our schools are challenged with the interesting and profitable services which scientific work, including science teach-

ing, afford. It is a tragedy when talented boys and girls have their interests snuffed out, suffocated, or allowed to remain undeveloped through indifferent or poor educational service. Our Nation can ill afford to overlook the precious intellectual resources now in our schools.

## Retraining of Science Teachers is Needed

The teachers of science in secondary schools must pursue three rather different goals if science teaching is to make its essential contribution to the welfare of our society. These are: The general scientific education of all boys and girls, the providing of appropriate background for vocational work, and beginning the training of our future professional and research scientists. In the small high schools (and three-fourths of our high schools are of this type), the need is for a science teacher whose training and experience are broad enough to teach the varied science aspects of a general education, and also extensive and thorough enough in one or more specific sciences to teach the potential scientists those things which will enable them to get started on the path to specialization. Preparation for such teaching involves studies in the various sciences, work experience, and a practical working acquaintance with the various schemes and devices whereby secondary schools differentiate instruction for the various abilities represented in the high-school population. It requires general information and broad understandings, as well as detailed specific information, concerning these three major aspects of the preparation of a science teacher.

The long view of the problem calls for attracting able young men and women to science teaching as a career, assisting science teacher preparing institutions to provide the types of training needed for realistic and effective science teaching, and assisting secondary schools to reconstruct the science curriculum and the facilities for science teaching so as to favor the growth of competence on the part of all students and the beginnings of special competence for those who will seek scientific careers. The short view of the problem calls for in-service courses and curriculum projects which are directed

<sup>1</sup>The Preparation of High School Science and Mathematics Teachers, *School Science and Mathematics*, February 1946, pp. 107-118.

toward improving the science teachers now serving in the schools while efforts are being made to improve the curriculum and to differentiate the instruction for students of different abilities. All educators should be willing to undertake projects related to the short view while working for the longer view.

### **Where to Launch the Attack**

It should be recognized that the preparation of future scientists including secondary school science teachers begins in our junior and senior high schools. It is at these levels that interests and attitudes favorable to scientific careers are implanted through the actions and words of the science teacher, coupled with the actions and expressions of other teachers, guidance personnel, administrators, parents, and the general public.

What can be done to challenge the talented students in our high schools this year to give adequate consideration to scientific and other careers? Plans can be made to incorporate in many high-school courses a topic or unit on careers. Within such a topic it will be possible to direct students to examine all the major occupational opportunities open to men and women. Special plans can be developed to represent fairly, yet enthusiastically, the profession of teaching in general and science teaching in particular.

High-school students should be informed about the occupations which are being sought by veterans and civilian students of college age. They should be brought to realize that competition for employment in engineering, trades, and related fields will be severe when persons now in high school are ready for employment. They should be enlightened about the great demand for scientists and science teachers and the relatively small number of persons looking for such careers. They should come to realize that the prospects for employment and the conditions of work for scientists and science teachers are good and are likely to continue to improve. The need for such persons is great now, relatively few persons are beginning or resuming such training, salaries are rising, and conditions favor the persons who begin now to make plans for scientific work.

There should be nothing haphazard

about the development of a topic related to careers. The immediate as well as the long-term rewards should be made clear. The values to the individual and to society should be studied. The opportunities for service at home and abroad should be discussed. A committee of the faculty should be selected and charged with the responsibility of developing the plans for a study of careers. All persons in the community who are interested in the youth and the Nation can be asked to assist. Plans can be made for a thorough direct presentation. Facilities and projects can be developed for effective student activities.

The long-time solution of the problem of interesting talented youth in science teaching as a worthwhile career lies in adequate salaries and an esteemed social position for such teachers. These alone will not automatically bring about the change. The kinds of persons who become science teachers, the training which they undergo, and the contributions which they make in the school and community must be such as to bring genuine appreciation. Such teachers can challenge youth with the opportunities for adventure which work in the sciences afford. They can point out that scientific work, including science teaching, presents numerous chances for good positions. They can also reveal that science teaching is socially beneficial if persons devote their talents to such endeavors and direct the scientific findings toward goals which favor the progress of civilization. Such teachers can help pupils understand that scientific progress is an essential key to our security as a Nation. They can help all students to become scientifically literate, and they can also challenge many of the talented students to consider careers in scientific research and other specialized scientific service.

### **Scientists Will Help**

A second problem area to attack is the institutions preparing secondary school science teachers. Both the short-view and the long-view solutions demand the cooperation of teacher preparing institutions. Some of these institutions were established for the special purpose of preparing teachers. Many others are liberal arts colleges in which teacher

preparation is one among several occupational objectives. Some are great universities in which teacher preparation on the undergraduate level is not a planned service of the institution.

Wherever there is a science department and an education department in an institution of higher education, wherever secondary school science teachers are prepared, "it is the first duty of the science departments to seek the cooperation of the department of education." The college scientists on the Co-operative Committee on Science Teaching made this recommendation. They felt that college scientists can no longer afford to ignore or belittle teacher training. Many college scientists have through the war experiences come to realize that, after all, future scientists come through elementary and secondary schools and that many talented students will never seek scientific careers without better and more high-school science teaching. Therefore, there is now a new interest in recruiting and training potential scientists for secondary school work. This recruiting will not all be from secondary schools because we can expect that many college science teachers will single out high-school science teaching as a possible career for scientifically interested students and will present to their college students the critical need for teaching scientists in the development of our national economy and our security as a Nation. They will be willing to work with others in developing training programs and special facilities for the preparation of secondary school science teachers.

Mention should also be made of the contributions which the scientists and other leaders in industry are making to meeting the deficit in trained scientific personnel. They too sense the significance of effective secondary school science teaching and are willing to help in programs of improvement. For example, one manufacturing organization has sponsored the selection of scientifically talented youth and has provided scholarships for their collegiate studies. Another similar organization has cooperated with a nearby college in providing special summer programs of studies in which college and industrial scientists have brought to selected secondary school science teachers, without

any cost to the teachers, a view of new developments in scientific theory and practice. Several other companies have developed booklets and other supplementary teaching aids related to science and have limited their advertising to the minimum recommended by educators. Still others have provided grants-in-aid and other assistance as a means of helping professionally interested science teachers to do whatever seemed helpful in the development of more and better science teaching in the schools of the Nation.

The scientists of the Nation regard the deficit of scientifically trained persons, including secondary school science teachers, as a national hazard. They are concerned enough to be willing to do something about it. School administrators, science teachers, and professional educators in teacher training institutions should avail themselves now of such help and seek solutions to the threat to our national security which the deficit in scientifically trained intellects now presents to our Nation.

### **Colleges Cannot Solve the Problem Alone**

Leaders in institutions that train science teachers should establish a coordinating committee with representatives from all the departments concerned in the preparation of science teachers. A liaison should be arranged with practical school administrators and professionally interested high school science teachers. The Cooperative Committee on Science Teaching prepared the following recommendations for such a committee to consider:

Approximately one-half of the prospective teacher's 4-year program should be devoted to courses in the sciences.

Certificates to teach general science at the seventh, eighth, and ninth grade levels should be granted on the basis of a broad preparation including college courses in all the subjects concerned in general science.

Colleges and certification authorities should work toward a 5-year program for the preparation of high-school teachers.

These recommendations recognize the two major needs of secondary school

science teachers, namely the broad background of preparation necessary for effective general science instruction and also the degree of expertness needed to challenge and guide the students with high ability and keen scientific interests. However, it should be emphasized that the committee felt that details of the program should be worked out cooperatively and that there should be a section in the college catalog describing the program for preparing science teachers.

It is of rather crucial importance that a coordinating committee shall give attention to the viewpoints of practical school administrators and classroom science teachers. College teachers appear too often to have lost a vital contact with secondary schools and, as a result, they consider subject matter competence in their special field of study of an unreasonably high order of importance while the skills and techniques needed to adapt subject matter information to the varied needs and interests of all the youth in the schools are minimized or overlooked. These college teachers need to realize that the science teacher must be able to make adaptations for average and below average intellects if science is to be taught successfully to all youth. They must realize that the awakening and guiding of scientific interests are major functions of the high-school science teacher, and they need to appreciate the great adaptations which have to be made in order to make science a significant part of an integrated program. Knowledge of the subject is important, but the ability to adapt knowledge and skills to the youth in our schools is also of critical importance if science is to be presented properly to all students whose talents need direction. When committees in colleges and universities meet with practical school administrators and teachers, there is likely to be a group that can balance the substantial content and the effective instruction.

One of the difficulties in such cooperative planning is the problem of having a sufficient occasion for getting together. It is suggested that the offering of in-service courses by college teachers to groups of secondary school science teachers may be an appropriate occasion. College teachers who appreciate the need for help to improve high-school science teaching, are usually

willing to go out to a local school and conduct one or more seminar-type discussion groups or perhaps an entire course. They may be asked to participate in curriculum revision projects which look toward improved science instruction for all students as well as to adaptations which will give special recognition to students which unusually high talents. They may be brought into contact with the practical problems which the schools face in providing teachers, courses, and the facilities for such science instruction. They may be brought to consider the relative merits of the various plans whereby instruction may be differentiated so as to be challengingly and effectively taught to students of different abilities. Thus both the short-view and the long-view remedies can be served by in-service courses.

### **A Curriculum Problem Too**

A third area to attack is the reconstruction of the high school science curriculum and the school facilities so as to favor the growth of scientific competence of all youth and the beginnings of special competence for those who have high abilities. Administrators who supervise the work of secondary school science teachers and college teachers who are involved in the preparation of secondary school science teachers may well study the following types of procedures whereby courses are reconstructed and instructions differentiated:

1. The grouping of students according to general and/or special abilities and the reconstruction of courses to recognize the characteristics and needs of each group.

2. The offering of several sections of the basic courses and developing a system of guidance so that students are assigned to the proper section. Sectioning makes it necessary to reconstruct courses so as to meet the characteristics and needs of each group.

3. The utilizing of individualized instruction plans whereby students in the same class may progress at different rates along lines of endeavor adapted to individual needs and interests. Such instruction requires prepared study guides which serve to help the teacher direct students along fruitful avenues of activity.

# Model Airport and Houses Built by Junior High School Boys

4. The arranging of fusions of two or more subjects one or more being science, into some type of integrated or core offering. In such a plan differentiation must be made for different abilities, needs, and interests.

5. The developing of plans for enriching instruction in general courses for students with special needs and interests. The basic course must be brought up-to-date by inclusion of new materials and omission of obsolete items. Reorganization of materials may also be desirable. Library and laboratory facilities must be reconsidered.

6. The establishing of several special-interest clubs and similar organizations. For such activities there must be appropriate library and laboratory facilities as well as effective club techniques.

Schools that make a real effort to educate all youth through science while giving special consideration to the preparation of future scientists must follow in the sciences one or more of the above plans or some modification of them. It should be remembered that there should be clear evidences of good science teaching regardless of the plans for differentiation which are followed in the schools. Some of these evidences are: (a) Individual and group experimentation, (b) experimental demonstrations by the teacher, (c) study of library sources as well as textbooks, (d) study of applied science in the community, (e) consideration of controversial scientific issues, (f) use of individual and group projects involving experimentation, (g) use of visual and other sensory aids to extend opportunities for observations of scientific phenomena, (h) development of data into relationships and other generalizations, (i) application of facts and relationships to personal and community problems, and (j) study of current scientific developments.

Differentiating instruction while keeping the science teaching up to appropriately high standards for all abilities is a problem in large schools. It is an even greater problem in the small high schools where certain plans for differentiation cannot be applied and the

(Continued on page 30)

**DRAFTING**—*mechanical, architectural, and engineering drawing*—has become one of the most popular courses for boys in the Junior High School of Fort Smith, Ark., according to R. Earl Farnsworth, junior high school principal. Mr. Farnsworth gives SCHOOL LIFE the following information about the program. Mrs. C. B. Clark is the instructor in charge.

Seventh-grade boys are required to take 9 weeks' work in mechanical drawing. As electives they may take mechanical drawing in the eighth grade and architectural drawing in the ninth.

Mechanical drawing is one of the four quarter-length courses in industrial education offered as a phase of the exploratory work in this largest of Arkansas junior high schools. In this course, taught by using many visual aids, including projection equipment, the boys have an opportunity to become acquainted with mechanical drawing equipment—the simple instruments, the scale, the T-square, and the language of the draftsman and engineer. Problems in blueprint reading and elementary lettering are presented from time to time, supplementing the drawing problems required of the boys.

Boys who show marked proficiency and definite interest and capacity for the seventh-grade course may elect an advanced phase of the study to supplement their work in the eighth and ninth grades. Their work may be continued on into the senior high school and junior college of the Fort Smith school system.

Why have these courses become so popular? Why the remarkable interest? Why was it necessary to "drive" the boys home from school in the late evening and limit the time they could spend in the laboratory on Saturdays? Why was it necessary to limit the number of transfers boys could get from the study hall to the drafting classroom during 1 week? The chief reason which can be assigned to this is that in this particular subject the interests of boys were channeled into worth-while and

challenging teaching material and activities.

Each year some type of activity is selected as a culminating project for the advanced classes. This project must be something which will incorporate activities which are similar to classwork and will give "employment" to a large group of boys.

In the school year 1945-46 two separate projects were selected by the elective classes. Both are described in this article.

## Model Airport Project Undertaken

The first group to select its project chose to build a model airport. At the time their decision was made the city of Fort Smith, becoming more and more air-minded, was seriously considering the limitations of its own municipal airport and the possibilities of rearranging it so that a class four airport capable of accommodating any type of aircraft would result. Out of this community-wide interest came the suggestion that a model airport be made to simulate the engineers' proposed airport for our own city. It was so ordered.

One of the first activities involved detailed map study. From the War Department, from local engineers, and from other sources maps were gathered which delineated the area in which the present airport was located. Since the proposed port was to include the present airport facility, this was the region which must be studied carefully.

Chartered busses took the boys as a class to the airport where they were guided over the facility. Notes and careful observations were made of construction of runways, taxi strips, aprons, beacons, hangars, and other buildings and equipment. Into the language of these "air-minded" boys began to creep the terminology of the airport officials and workers. The idea was growing.

In order to carry back into the classroom some permanent conceptions of the



Eighth-grade junior high school boys of Fort Smith, Ark., construct model airport.

present airport a great many pictures were made from time to time by various individuals whose interest in the project was growing. The school principal, local air "enthusiasts," the chartered engineer, the airport managers, and others were anxious to supply all the visual aids needed to make the project authentic. Some of the pictures needed to be from the air. These, too, were supplied. Others were taken as they were found desirable. In the darkened classroom the boys were able to visualize the new "port" as it was worked into the photographs projected on the silver screen.

### **Students Learn How to Interpret Maps**

Never before had the importance of map study been so real to these boys. The contour lines of an engineer's map had not meant anything, if by chance, they had seen such a map. Never had these boys found it necessary to orient a map to its actual location as was necessary now. New and valuable techniques and information were being mastered.

Although anxious to begin work of a tangible sort, the boys were willing to get all the necessary information together before they began building. Files of photographs, sheafs of maps, columns of figures, pages of information had to be assembled and assimilated before they were ready. This they knew. This they mastered.

The first phase of their actual handwork was the making of their own map

which was to include the physical aspects of both the present and the proposed airport, as well as the contours and physical features of the terrain of the proposed port area. Never before had these boys worked with such large materials. Whereas their drawings had been on standard 11- by 15-inch paper now they were to work on a project drawing  $4\frac{1}{2}$  by  $7\frac{1}{2}$  feet. Things were growing. The boys were growing.

When the map was completed, including both the present and the proposed construction, details of terrain, drainage, elevations, contour lines, highways, telephone and electric service lines, and all the other items which had to be considered, actual construction could be contemplated.

Because of the size of the model and remembering that it must be portable, the class decided to make it in two sections which could be fitted together when it was completed. This complicated matters somewhat, especially in planning the runways which would necessarily cross the break in the model. The wiring also had to be replanned.

The class began construction of the port by preparing blueprints of the original drawing after their large tracing had been completed. One of the blueprints was glued to two large sections of fir panel wood three-quarters of an inch in thickness. Then began the task of building up the actual port, terrain, and drainage on the map.

To discover a suitable medium for making a relief model of the airport was the next step. After unsuccessful trials

with plaster of Paris, clay, and some other products, a combination of moulding plaster and fire clay was found to be suitable. This mixture had the quality of hardening well but not so rapidly that it could not be shaped to the proper contours.

To translate the terminology of the contour lines appearing on the map into actual elevations was the next problem. After determining on a scale which would be suitable, nails were driven into the map base along the contour lines, leaving them extended above the map the proper distance to conform to the level of that particular area. After the nails were placed about 2 inches apart the process of applying the plaster mix was begun and the entire map area was thus built up. Rough terrain was only slightly smoothed. Smoother areas, taxi strips, aprons, and runways were all made level. Later, strips of battleship linoleum were glued to the areas which were to represent concrete. These strips were painted cement gray and made to resemble an actual runway.

### **Ingenuity of Adolescents Overcomes Obstacles**

One of the major problems faced and solved by the boys and their teacher was that of adequate lighting. Where could they obtain a hundred tiny bulbs and that many sockets? How could they be wired so that all would burn? How should they be placed to conform with engineering specifications? Herein was posed a real problem; but it was solved. Despite the fact that sockets were not available, lead wires were soldered in place and all the connections were properly made so that the completed port was lighted as it had been planned. Ingenuity of the adolescent was overcoming obstacles which might have downed older folks.

The hardest part of the work was done. To place the buildings, the airport equipment, trees, grass, roads, railway lines, telephone lines, and other necessary items was not likely to be such a big task.

From photographs taken at the port, models were made of the beacon tower, of the hangars, and the present administration building. To these existing facilities were added a great deal more which would be necessary in the event

an airport was constructed of the size projected.

The boys, looking to the future, erected airline highways, air-freight terminal facilities, a flying school, a plastics factory, and several other facilities for this model port and the city of Fort Smith.

The finishing touches were then applied. Miniature planes for the hangars and runways, automobiles for the highways and parking areas, trains for the rail line, all these things were assembled. The wooded areas were "wooded" by gluing sponge rubber trees in place; grass was simulated by using dyed sawdust. An honest-to-goodness model was evolving.

When it was completed and the lights were turned on lighting the runways, and the interested spectators were gathered around to study the details and to ask questions, we found those boys who had been so interested, so determined, and so willing to work long hours, did not feel they had a toy; they felt this was something really important. Into it had gone much work; to build it had caused them to gain a great deal of valuable information and master many skills. Now they were getting satisfaction out of interpreting it to their "public."

While the airport was under construction a few boys who could not be profitably employed in the actual construction work were busy making models of hangars and related equipment. Into these balsa-constructed projects went much skill, much planning, much accumulated worth-while information. These builders were as active, as interested, and as proud of their finished project as were those who actually worked on the big model port.

### **Housing Project Undertaken By Another Group**

Not to be outdone by another class, the architectural drawing students planned and constructed a housing project—a timely thought in their crowded city. Each boy was to have a part—a major part for each was to plan, draw, and build from balsa wood and other materials a model of a house.

Unlike many housing projects, these houses showed individuality. Perhaps

some of them would not have conformed to modern zoning regulations, but from each unit built, the builder was able to acquire a great fund of information and skill.

After each boy of the class had selected the house design he desired or had sketched the floor plan of the house he wanted to build, he started to make all the working drawings which would be required by a contractor to construct a house of that design. Elevations, floor plans, plumbing details, planting, landscaping, and other details had to be included. Bills for materials, estimates, and other figures were assembled as the drawings were in progress.

When drawings and tracings were completed and approved, the scale models were started. Hours and hours were needed to complete the models, but they were hours which passed quickly and pleasantly. What to use for windows, for blinds, for roofs, and for gutters—all these details were discussed as they worked.

### **Looking to the Future**

Some of the boys who built the model houses maintain that in years to come they expect to live in a house of a similar design. They have their drawings and blueprints and they mean to put them to practical use.



HARRIS & EWING.

Model of 13-room home designed and constructed by 15-year-old student of Fort Smith, Ark., junior high.



Ninth-grade boys design and construct model homes in architectural drawing class at Fort Smith, Ark.

# ELEMENTARY EDUCATION

## Staff Participation

**P**RIOR TO the opening of schools and colleges this fall and during the first months of the school year, staff members of the Division of Elementary Education have participated in the following conferences:

The Annual Leadership Training Conference in Florida conducted under the combined sponsorship of the State Department of Education and the Florida College for Women for county and local supervisors, school principals, and teachers.

Conferences and workshops on problems related to the education of exceptional children conducted at the University of Texas, the Texas State Teachers Colleges at San Marcos and Denton, and at the University of Oklahoma.

Meeting of the California Committee for the State Program for Cerebral Palsied Children.

Work Conference on Elementary Education sponsored as a cooperative project by the State Department of Education, the North Carolina Education Association, the University of North Carolina, the Southern States Work Conference and representatives of participating schools in Chapel Hill. This is one of the series of procedures used to coordinate State-wide evaluations of elementary education in North Carolina.

Orientation program conducted in New York City by the Division of International Education for 35 kindergarten-elementary teachers from England and Scotland who have exchanged places with a similar number of our teachers from 28 school systems and college laboratory schools in 15 States throughout the country.

Preliminary planning and development of panel reports on juvenile delinquency as a basis for the 3-day conference on juvenile delinquency called by the U. S. Attorney General and held in Washington in November.

The North Dakota State Conference of Social Work.

Meeting of the Governing Board of the National Association for Nursery Education with special reference to planning the national conference to be held on the west coast during the summer of 1947.

Institute for Community Leaders

held under the auspices of the Baltimore (Md.) Council of Social Agencies and Adult Activities Council designed to assist leaders in the conduct of community meetings, in presenting reports of achievements, in handling controversial issues and in using audio-visual aids for adult programs to help meet family and community problems.

The Ohio Conference on the Pre-school Child held to effect a State-wide organization for the promotion of sound educational programs for young children.

Meeting of the Council for Childhood Education of Greater Cleveland related to new responsibilities for group living.

General conference of the Arkansas State Education Association on Improving Ways of Working with Children, followed by discussion groups.

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## Do People Want Schools for Children Under Six?

**A**DULTS in the State of Minnesota who answered the question "*Would you like to have your local school include nursery schools as a regular part of its program?*" slightly favored the nursery schools.

About half of the replies, 48 percent, were affirmative; 44 percent were negative; with no replies from 8 percent. City people were most in favor, 59 percent, and farmers most opposed, 59 percent. Such a contrast is explainable by the fact that nursery-kindergarten education is almost wholly confined to the cities and towns and is little known in rural areas. Interestingly enough, the various economic brackets represented by the "Yes" vote is about evenly divided among families in the lowest, the average, and the above average groups.

The enthusiasm of those wishing to continue the service is shown by the record of 8 out of 10 who would be willing to meet an increase in taxes if it meant adding a nursery school service. Variations in willingness to

pay more taxes by people at each level of schooling—grade school, high school, or college—increased from "grade" to "college" for those *for* and decreased for those *against* the question. These differences indicate an increasing appreciation among adults for schools for children under the age of 6 in relation to the amount of the adult's education. Approval was given by 75 percent of the parents whose education was at the grade school, for 80 percent of those at the high school level, and 93 percent of college educated parents.

According to the economic levels of the people wanting the continuation of the publicly supported nursery schools, a larger number of the heads of families having an "above average" income (95 percent) favored this proposal than did the "average" and "lowest" incomes (80 percent and 77 percent).

Briefly, about half of the people interviewed for an opinion, favored including nursery schools and kindergartens as a regular part of the school program. A majority of the "city" people approved and a majority of the "country" people disapproved. Of those favoring the program, 80 percent were willing to have taxes raised if this was needed to provide the service. A larger proportion of the "approving" people had attended college and were in the "above average" economic bracket.

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## Changes in State Supervisory Personnel

**A**VAILABLE records for 1946 assignments of State supervisors and directors of elementary education show added staff members in about half the States, changes in personnel for a few States and shifts in titles used to indicate the services provided in several others. The deputy commissioner for education in the State of Maine is now in charge of curriculum and instruction with the two elementary supervisors continuing in their work. New Hampshire has expanded the title for its State supervisor, "Elementary School Agent," to the more comprehensive one of "Director of Elementary School Services."

Almost a third of the States have either added staff members especially



responsible for the primary unit, for nursery schools, kindergartens, school age centers or for work with parents, or have indicated inclusion of some of these responsibilities in the general elementary supervisors' program. States providing special supervisory services for the lower age levels include Alabama, California, Connecticut, Florida, Illinois, Louisiana, Massachusetts, Michigan, New Jersey, New York, South Carolina, Virginia, Washington, and Honolulu in the Territory of Hawaii.

Among the titles used for these supervisors are consultant in early childhood education, primary specialist, director of kindergartens, supervisor of extended school services, and parent education consultant. In some instances the special assignments for staff members working in school programs for young children include developing State standards and guides for the conduct of nursery schools and kindergartens, setting-up certification requirements for teachers of these groups, organizing procedures for the registration of private schools in line with current legislation, and providing counseling services for local school authorities on ways of increasing opportunities for parent education.

Since many States are giving considerable attention to the extension of educational services for parents and young children, information concerning recent developments in this field will be announced from time to time as reports reach the Division of Elementary Education.

## Addition to Division Staff

**HELEN MANLEY**, Specialist in Health and Physical Education, has joined the staff of the Division of Elementary Education. Miss Manley received her B. A. degree from Wellesley College and her M. A. degree from Teachers College, Columbia University, and has carried graduate work at the University of California, University of Wisconsin, and New York University. She has come to the Office of Education from the University City Public Schools, University City, Mo., where she was director of health and physical education.

Previously she directed the health and physical education work at the Maryville, Mo., State Teachers College, and served on the summer faculties of New York University, University of Wisconsin, University of Alabama, Indiana University, and Washington University. Miss Manley is now president of the American Association for Health, Physical Education, and Recreation, a department of the National Education Association.

During October and November Miss Manley represented the Office of Education at the National Safety Council meeting, and participated in a Health Workshop of Governmental and Non-Governmental Agencies at Jamestown, N. Dak., and a State School Administrators Conference in Salem, Oreg. She has also conferred with staff members of the State departments of education in the States visited.

## A PTA Children's Camp and Parent Workshop

**S**PREADING the idea of camping for children was back of the project launched by the North Carolina Congress of Colored Parents and Teachers when this organization started a camp for boys and girls at Bucks, N. C. The project has brought wholesome recreation for nearly 500 boys and girls, 7 to 12 years of age, in the eight summers of its operation. Situated at Rural Life School, the camp has a suitable location and facilities. The North Carolina Colored PTA, through its contributions and those of assisting organizations, has assumed responsibility for financing the camp. Five full-time workers and a part-time nurse and doctor compose the staff. It is the only camp for Negroes listed in the North Carolina educational directory, which means that it meets the high standards set up by the State Board of Health and has the approval of the Department of Public Instruction.

"The camp is not a commercial venture but is conducted for the best interests of the child, for the character and educational growth of each individual. Stress is placed on freedom of expression and ability to exercise initiative. Children are allowed to make discus-

sions, to ask questions, to ask reasons why, to make mistakes, to correct them, and, above all, to live in contentment and peace with each other."

The program includes free play, games, handicrafts, making useful articles for the home, music, hikes, entertainment, campfire, movies, and Sunday School. Detailed information regarding the work is contained in *Our National Family*, the official publication of the National Congress of Colored Parents and Teachers, June-July, 1946, Vol. 10, No. 10.

A future goal of the North Carolina Colored Congress of Parents and Teachers is to expand the camp idea by operating another camp in the western part of the State so the boys and girls in that section may have this opportunity during vacation. A State committee of the Congress is at work to make the second camp a reality.

A new feature of the camp this year was a parents' workshop held at the close of the camp period of 6 weeks for parents and teachers. Membership in the workshop was drawn from a cross-section of the membership, with plans for this group to give study to problems and needs of children that greater unity and cooperation may result in local units. Specialists from educational centers were invited to lead discussions and to serve as resource persons.

## NATIONAL CONFERENCES RELATED TO ELEMENTARY EDUCATION

December 2-14—National Conference on Facilities for Athletics, Recreation, Health, and Physical Education. Jackson Mills, W. Va.

December 27-8—National Council of Geography Teachers. Columbus, Ohio.

February 26-March 1—Music Teachers National Association. St. Louis, Mo.

March 22—Association of State Directors of Elementary Education. Chicago, Ill.

March 23-26—Association for Supervision and Curriculum Development. Chicago, Ill.

April 7-11—Association for Childhood Education. Oklahoma City, Okla.

April 13-19—American Association of School Social Workers. San Francisco, Calif.

April 21-26—American Association for Health, Physical Education and Recreation. Seattle, Wash.

## Controversial Issues

DISCUSSING "Controversial Issues" and "Understanding Current Affairs" are the first two discussions in the "Pathways in Peace" program broadcast over station WKRC in Cincinnati. This is the third year that "Pathways in Peace" is on the air. This half-hour panel-discussion program is heard at 9:15-9:45 on Saturday mornings. During the fall, the broadcasts have been planned by Assistant Superintendent G. H. Reavis, and the participants are recruited from the teaching and administrative staffs of the Cincinnati public schools. After the holidays, the panel discussions involve staff members of the University of Cincinnati and other institutions of higher learning in the area. The "Pathways in Peace" program is an example of cooperation among a radio station, the public schools, and institutions of higher learning to meet a need in adult education.

The interest of the Cincinnati public schools in promoting the effective study and discussion of controversial issues is also reflected in a statement, "Controversial Issues and School Policy," prepared by Dr. Reavis. Because this statement considers the need for discussing controversial issues and deals realistically with the role of pupils and teachers in such discussion, the following excerpts are quoted:

". . . *Society is constantly changing.*—Under the democratic system this change is brought about gradually through open discussion and frequent expressions of the will of the people . . . Controversial issues are inherent in orderly social change.

"The basic essential of the democratic way of life is freedom of speech, freedom of the press, freedom of assembly. These freedoms presuppose an intelligent decision-making citizenry which can guide its own destiny. The school is established by society as the chief agency for the development of this well-informed citizenry. Most of the rules governing freedom of speech outside of the school should apply with equal force within the school. Freedom to learn is important because we believe in the

use of discussion and arbitration and appeal to reason, rather than force, in settling controversies, both in school as well as in life outside of school . . .

"An individual may best be introduced to controversial issues under conditions prevailing in a school classroom. Here partisanship and bias are much less in evidence than outside the classroom, and scientific techniques of attack on social, political, and economic problems are not only used, but their uses are likewise taught.

"School pupils should have an opportunity to

- (1) Collect factual material.
- (2) Organize this factual material.
- (3) Interpret this factual material.
- (4) Generalize upon the basis of factual material . . .

"*Controversial Issues.*—Our culture forms a vast reservoir of subject matter: Facts, skills, ideas, opinions and unsolved problems and controversial issues. It should be emphasized that most of the subject matter of the school curriculum involves no controversies (social issues). However, the school curriculum, especially on the high school level, involves many issues and problems which do not have commonly accepted answers . . . With respect to these, the school must maintain a calm, dispassionate, and scientific attitude.

"*The Importance of Studying.*— . . . The study of controversial issues or problems is a method of developing in children the ability to make intelligent choices or decisions—one of the most important abilities of an American citizen . . .

"*Accurate Data Are Important.*—The classroom attack upon controversial issues should utilize the accumulation of facts and authorities which have been checked for truthfulness, accuracy, and pertinency.

"*Open-mindedness is Necessary.*—The pupils should learn to recognize their own prejudices and the prejudices of others . . .

"*The Role of the Teacher.*—The functions of the teacher are not to dictate

changes in opinion but to help pupils develop intelligent opinions based upon full understanding. The teacher should act as both moderator and participant in class discussions. In the role of moderator the teacher insures the application of scientific method to the facts which have been accumulated. The teacher points out errors in statements both by pupils and writers . . . He should assume the role of impartial *judge* rather than an interested *advocate* of any side of a controversial issue . . .

"*Preparation for Teaching Controversial Issues.*—Good teaching of a controversial issue requires, among other things, that the teacher have

- (a) thorough knowledge of all significant facts and opinions on all sides of the issue.
- (b) the ability to help pupils find, analyze, and interpret facts.
- (c) the ability to direct tactfully an intelligently, emotionally controlled discussion exemplifying good discussion techniques, and
- (d) an open-minded unprejudiced attitude toward all such issues.

"*Selection of Controversial Issues for Study.*—Pupils gradually approach intellectual and social maturity. Care should be taken that issues beyond the maturity of the pupils should not be attempted . . .

"*Historical Perspective.*—All controversial issues should be viewed in historical perspective wherever history and the experience of the past can throw any light upon them . . ."

## The Prosser Resolution

Conferences on the Prosser resolution (see *SCHOOL LIFE* of July 1946 for an earlier statement) were held in Cheyenne, Wyo., September 25-26, and Sacramento, Calif., September 30 and October 1. At each of these conferences 25 leading educators spent 2 days discussing what ought to be done for those pupils in high school who are destined neither for college nor for skilled occupations. (Reports on these conferences will appear in a later issue of *SCHOOL LIFE*.)

The secondary schools over the years have given time and effort to serving

## THE EXCITEMENT OF TEACHING

As high-school teachers and administrators, we talk a great deal about the inadequate supply of well-qualified teachers in these postwar days. We longingly think of what might be accomplished if we could get a goodly share of the more capable youth in our classes to follow teaching as a career. So we set about recruiting.

And what a recruiting! Often we grumble about the low salaries of teachers, we deplore the lack of career motive and professional stability, we dwell upon the restrictions which fetter us, we stress the long expensive period of preparation. It is as though we would say to these people of promise: "Teaching is a difficult job with many unpleasant features, but it is a job that needs to be done. Won't you come in to help?"

Certainly there is no desire here to ignore the undesirable features of teaching; a realistic approach calls for their inclusion. But if we are truly realistic, ought we not to play up some of the desirable and positive elements of teaching as well as the undesirable? This also, we suspect, would be a more honest approach; for most of us would not today be teachers if we did not feel that advantages of teaching outweighed disadvantages. So let's go about recruiting with a positive look in our

eyes and an affirmative tone in our voices. Let us tell these young people about the ideals, the challenges, the satisfactions, and the inspirations which teaching holds for those who have the vision and the personality and the ability to succeed in it. Instead of filling their minds with talk about hard work for low pay, let us at least as often open up the vistas of inspirational work at reasonably good pay for those who have the determination and the competence to succeed at a difficult job.

Recently there came to our desk a new handbook, "Looking Forward with Parma (Ohio) Public Schools, 1946-1947." On the title page is the following quotation from William Lyons Phelps:

"Many men and women imagine that teaching must be a dull affair. On the contrary, teaching is exciting and adventurous, with no two days alike. The successful teacher loves what he teaches and whom he teaches. He may receive good advice from others, but when he enters his classroom, shuts his door, and looks into the faces of the boys and girls, no one can help him except himself. His teaching and his discipline depend solely on his mind and personality. This is a tragedy if he fails; but what splendid excitement if he is equal to the situation."

Yes, truly, what splendid excitement if he is equal to the situation!

courses or student activities or vocational education or the general curriculum ought to do something for him does not solve his problem. The big question is, what specifically can be done for him? It is the answer, or rather the complex and varied answers, to this question which the Prosser conferences are seeking.

## UNESCO

(Concluded from page 17)

increasingly articulate the intellectual and moral solidarity of mankind—to identify and analyze existing obstacles to that solidarity and to develop action which will strengthen or create forces

to overcome them—is the most immediate and the most urgent need of our time.

In the opinion of the National Commission, the responsibility of the United Nations Educational, Scientific, and Cultural Organization in the present crisis is so great and so pressing that the organization should not hesitate to employ any proper means which give promise of success. The organization is itself a new agency, daring in purpose and novel in structure. The means it employs should be appropriate to its nature. It must serve as the cutting edge for international action.

If annual military expenditures of 13 billion dollars for the defense of the people of the United States against attack are justified, 10 percent of that amount, and far more than 10 percent, might well and wisely be expended to remove or greatly to reduce the danger of attack. It would be cheap insurance. Even if adequate military defense against the weapons of modern warfare were available, their cost in terms of life and suffering are so inestimably great that any action which would diminish the necessity for their use would be economical.

Among recommendations made by the education roundtable of the commission for which A. J. Stoddard, superintendent of schools, Philadelphia, served as chairman and Harold Benjamin, director, International Educational Relations Division, U. S. Office of Education, as secretary, were:

That a small committee of experts be employed to study the methods employed for fostering international understanding in the primary and secondary schools, chiefly by sending committee members into the field to observe at firsthand the actual processes whereby the minds of children and of men are directed toward peace.

That UNESCO should convene an international conference of leaders in the field of adult education to exchange information about methods and techniques, particularly those developed during the war years.

That a conference be called on the teaching of international relations on the university level.

That an international education seminar be planned for the summer of 1947.

the needs of those students who plan to enter college. Similarly, expanding services have been made available to those who are planning to enter skilled occupations, such as a trade or agriculture or retail selling or homemaking or office work. Unquestionably, there is opportunity for much improvement in the services to these students, but this is not the purpose of the Prosser resolution.

Instead, the Prosser resolution focuses attention upon *the forgotten youth*—the one who is not going to college and who is not clearly marked for entrance upon skilled work when he completes or drops out of high school. Merely to say that guidance or the

## IRAN

### Selected References

by John Barrow, Specialist in Far and Near Eastern Education

**T**HE LIST is arranged in two divisions. In section I up-to-date, easy to read, and available materials are listed, for the busy student who needs a quick introduction to a country that has been much in the news. Section II offers additional books for those readers who have time for a more thorough study of Iran's history, literature, and art. Some of the materials listed may, of course, be consulted in libraries; but others would need be purchased if desired.

### Section I

#### Bibliographies

East and West association. *What to read about Iran, Iraq, and Afghanistan.* The East and West association, 40 East 49th st., New York, 1942. 8 p. 15 cents.

The section on Iran (pages 2-7) lists 13 books on the history, geography, and people; 5 on Iranian art; and 6 on or of the literature. This is a select list of old and new works, with helpful notes.

Wilson, Sir Arnold Talbot. *A bibliography of Persia.* Oxford, Clarendon press, 1930. 254 p. \$7.

Brief entries for about 3,000 titles.

#### Books

Elwell-Sutton, Lawrence Paul. *Modern Iran.* Forest Hills, N. Y., Transatlantic arts, 1943. 234 p. \$3.75.

Good photographs; reliable treatise.

Fullerton, Mrs. Alice (Ogston) *To Persia for flowers.* New York, Oxford university press, 1938. 196 p. \$3.

Story of the author's trip collecting plants for the British Museum and, incidentally, of her life in a Persian village.

Haas, William S. *Iran.* New York, Columbia university press, 1946. 273 p. \$3.50.

Interprets the history and explains present-day problems.

Hāfiz. (14th century.) *Hafiz: the tongue of the hidden; an attempt to*

*transfuse into English rubāiyāt the spirit of the Persian poet,* by Clarence K. Streit. New York, The Viking press, 1928. 96 p.

101 of the quatrains; notes on this adaptation; sketch of the life of Hafiz.

Hawker, Mrs. Cecil Loraine. *Written and spoken Persian.* New York, Longmans, Green and co., 1941. 196 p. \$1.60.

An easy beginning book, teaching the Persian characters, with transliterations.

Metropolitan museum of art, New York. *Persian miniatures, a picture book.* New York, 1944. 20 plates on 10 leaves.

A glimpse at the paintings, with a brief introduction.

Mirza, Yonel Benjamin. *The rug that went to Mecca.* New York, Frederick A. Stokes co., 1939. 60 p. \$1.

The story of the making of a rug, from wool on a lamb, through shearing, spinning, dyeing, and weaving, simply told. (For 4th and 5th graders.)

——— *The young tentmaker.* Boston & New York, Lothrop, Lee and Shepard co., 1935. 193 p. \$2.

The story of a boy who became the great scholar, Omar Khayyam. (For ages 7-14.)

Morton, Mrs. Rosalie (Slaughter). *A doctor's holiday in Iran.* New York, Funk & Wagnalls, 1940. 335 p. \$3.

Chapters on city life, village life, Persian architecture, the people, religion, and society in Iran.

Nakosteen, Mehdi. *In the land of the Lion and Sun; the country, customs, and culture of my people.* Denver, World press, inc., 1937. 132 p. \$3.

An informative collection of data on Iran, its people, their religions, education (ancient systems and modern elementary education), language and literature, and arts.

Omar Khayyām. *Rubaiyat of Omar Khayyam,* in English verse by Edward FitzGerald; illustrations by Willy Pogany. Philadelphia, David McKay co., 1942. 120 p. \$3.75.

A beautifully illustrated edition of the poems. There are many other editions, some out of print, some to be found only in rare book rooms, few as attractive as this one with the Pogany illustrations.

Pope, Arthur Upham. *An introduction to Persian art since the seventh century A. D.* New York, Charles Scribner's sons, 1931. 256 p. \$4.

Historical outline; architecture, ceramics miniatures, carpets, textiles, metal work, gardens; bibliography.

Ratzesberger, Anna. *Donkey beads; a tale of a Persian donkey.* Chicago, A. Whitman & co., 1938. 62 p. \$1.50.

Story of a visionary little donkey that learned from experience to be more practical; with authentic Persian background. (For 2d-4th graders.)

——— *Jasmine; a story of present day Persia.* Chicago A. Whitman & co., 1937. 286 p. \$2.

A novel for older children and youth, setting forth the conflicts between the old and the new ways.

Schmidt, Erich Frederick. *The treasury of Persepolis and other discoveries in the homeland of the Achamenians.* Chicago, University of Chicago press, 1939. 139 p. \$4.

Archaeology made attractive, readable.

Singer, Caroline. *Ali lives in Iran.* New York, Holiday house, 1937. 71 p. \$1.75.

Ali's life in a small village. (For 2d-4th graders.)

——— *Half the world is Isfahan.* New York, Oxford university press, 1936. 157 p. \$5.

Colorful illustrations by the author's husband, Cyrus Leroy Baldrige.

#### Pamphlets

Iran. Ministry of foreign affairs. *The Tehran conference; the three-power declaration concerning Iran, December 1943.* Published by the Ministry of foreign affairs, Iran. 189 p. Illustrations, portraits, maps.

Obtainable from the Ministry of foreign affairs, Teheran, Iran, or from the Iranian Embassy in Washington.

*Mountains frame salt lake and plain in disputed Azerbaijan.* (In Geographic school bulletins, vol. 24, no. 26, April 8, 1946) 2 p. Illustration.

This and the next two pamphlets available from the National Geographic Society, Washington, D. C.

*Revolution in Iran may retard its postwar plans.* (In Geographic school bulletins, vol. 24, no. 11, December 10, 1945) 2 p. Two illustrations.

*Tehran sees two shahs, two armies, in one week.* (In Geographic school bulletins, vol. 20, no. 13, Oct. 6, 1941.)

U. S. Army. Persian gulf command. *A sketch of Iranian history.* Prepared for the Isfahan tent camp by the Office of Technical Information, 1942. 20 p.

A brief review.

## Maps

*Iran; special strategic map.* Scale 1:4,000,000. Prepared under the direction of the Chief of engineers, U. S. Army, Washington, D. C. Compiled by the Army map service, May 1943. 17.5" x 21" \$0.25; free to schools. (May be obtained from the Army map service, Washington, D. C.)

Shows towns, roads, railroads, trails, rivers, lakes, mountains, etc.

Other maps of Iran are to be found in atlases and histories.

## Section II

Bell, Gertrude Lowthian. *Persian pictures.* New York, Boni and Liveright, 1928. 198 p.

A new edition of a famous account of a journey made in 1892.

Braaksma, Michiel Henderikus. *Travel and literature;* an attempt at a literary appreciation of English travel-books about Persia, from the middle ages to the present day. J. B. Wolters' uitgevers-maatschappij n. v., Groningen—Batavia, 1938. 128 p.

Fascinating, scholarly criticism; not easy reading, but rewarding.

Browne, Edward Granville. *A brief narrative of recent events in Persia.* London, Luzac and co., 1909. 101 p.

History of the constitutional movement; with translation of important documents.

Anyone who wants to go thoroughly into Persian history and literature will do well to study Browne's books.

——— *A literary history of Persia.* Cambridge, The University press, 1928–29. 4 v.

"An attempt to portray the subjective—that is to say, the religious, intellectual, and aesthetic—characteristics of the Persians."

——— *A year amongst the Persians.* Impressions as to the life, character, and thought of the people of Persia,

received during twelve months' residence in that country in the years 1887–1888. With a memoir by Sir E. Denison Ross. Cambridge, The University press, 1927. 650 p.

Cameron, George Glenn. *History of early Iran.* Chicago, University of Chicago press, 1936. 260 p.

From the earliest times, up to the 6th century B. C.

Donaldson, Bess Allen. *The wild rue; a study of Muhammadan magic and folklore in Iran.* London, Luzac & co., 1938. 216 p.

"The old life, with its fears and superstitions, which, happily, are now beginning to pass away."

Dos Passos, John. *Orient express.* With illustrations in color from paintings by the author. New York, Harper & brothers, 1927. 181 p.

Good pictures of scenes.

Emanuel, William Vernon. *The wild asses; a journey through Persia.* London, J. Cape, 1939. 352 p.

An interesting, light travel book.

Filmer, Henry. *The pageant of Persia;* a record of travel by motor in Persia, with an account of its ancient and modern ways. Indianapolis, The Bobbs-Merrill company, 1936. 422 p.

Rewarding, for anyone with ample time.

Groseclose, Elgin Earl. *The Persian journey of the Reverend Ashley Wishard and his servant Fathi.* Indianapolis & New York, The Bobbs-Merrill company, 1937. 259 p.

A good picture of Iran with a simple missionary message.

Howard-Williams, Ernest Leslie. *By order of the Shah.* With 61 illustrations in sepia. London, Cassell and co., 1937. 340 p.

Lockhart, Laurence. *Famous cities of Iran.* Brentford, Middlesex, W. Pearce and co., 1939. 116 p.

Clear-cut photographs.

Mirza, Youel Benjamin. *Myself when young; a boy in Persia.* Garden City, N. Y., Doubleday, Doran & co., 1935. 260 p.

For older children and adults.

Omar Khayyām. *The Rubāiyāt of Omar Khayyām,* set forth in meter by David Eugene Smith, based upon a

verbatim translation by Hashim Hussein. New York, B. Westermann company, 1933. 99 p. Colored plates.

After an introduction by Dr. Smith, the quatrains are arranged in groups on Vanity of life, Wonder of life, Hopelessness of life, Gaiety of life, Doubts of life, End of life, and Review of life. A few notes are appended.

Palmer, Edward Henry. *Concise dictionary of the Persian language.* Forest Hills, N. Y., Transatlantic arts, 1945.

Handy for a student of the language.

Pope, Arthur Upham. *Survey of Persian art from prehistoric times to the present.* London & New York, Oxford university press, 1938–39. 7 large volumes.

Monumental work with hundreds of illustrations.

Redlich, Marcellus Donald Alexander von. *Persian language and literature,* with a short historical sketch of the country and flag. Atlanta, World league for permanent peace, 1929. 62 p.

Richards, Fred. *A Persian journey;* being an etcher's impressions of the middle East, with forty-eight drawings. London and Toronto, J. Cape, 1931, 240 p.

An artist with pen as well as with brush gives his report on Iran.

Ross, Sir Edward Denison. *Persian art,* Forest Hills, N. Y., Transatlantic arts, 1931. 107 p.

A brief survey.

Sadiq, Issa. *Modern Persia and her educational system.* New York, Columbia university, Teachers college, 1931, 125 p. (Studies of the International institute of Teachers college, no. 14.)

Schmidt, Erich Frederick. *Flights over ancient cities of Iran.* Chicago, University of Chicago press, 1940. 104 p.

With more than a hundred aerial views.

Schroeder, Eric. *Persian miniatures in the Fogg museum of art.* Cambridge, Mass., Harvard university press, 1942. 166 p.

Stein, Sir Mark Aurel. *Old routes of western Iran;* narrative of an archaeological journey. London, Macmillan and co., 1940. 432 p.

Sykes, Sir Percy Molesworth. *A history of Persia*. 3d ed. London, Macmillan and co., ltd., 1930. 2 v. Illustrations, plates, maps.

Another good "standard" history for the serious student.

Waterhouse, John Walters. *Zoroastrianism*. London. The Epworth press, 1934. 134 p.

Suitable for older youth.

Wilson Sir Arnold Talbot. *Persia*. London, Ernest Benn ltd., 1932. 400 p.

Especially portraying Iran's relations to her neighbors.

Woodsmall, Ruth Frances. *Moslem women enter a new world*. New York, Round table press, 1936. 432 p. Plates maps. (Publications of the American university of Beirut. Social science series. No. 14)

Modern social changes; education; economic status; health; the widening horizon.

## SCIENCE TEACHERS

(Concluded from p. 21)

science teacher must often recognize the varied needs and interests within one and the same class. In most cases science teachers have not been prepared to face such problems effectively either from the standpoint of knowledge of the subject, understanding of curriculum reconstruction, acquaintance with classroom methods, or skills related to teaching equipment. Thus we face the necessity of developing in-service courses and summer workshops where such problems are realistically attacked and of encouraging the teacher preparing institutions to include such training in their program of preparation for teachers. It may be assumed that, if such differentiation were well done, many boys and girls would become interested in scientific careers. Their science work would be sufficiently satisfying to make them feel that scientific work, including secondary school science teaching, is worthy of their talents. Basically, this is the solution to the hazard presented by our deficit of trained scientists as well as to our problem of developing better and more science teaching in the schools of our Nation.

## Branches in School Buildings?

The traditionally close relationship of the public school and public library as two tax-supported agencies needing buildings has led frequently to the query, "Why does not the public library establish branches in school buildings in the interest of civic economy?" The objections of public librarians to this practice have been summarized by Alfred M. Githens, library architect, and Ralph Munn, director, Carnegie Library of Pittsburgh, in their *Program for the Public Libraries of New York City*, recently issued by the City Planning Commission of New York.

Among the arguments of librarians presented by these consultants are the following: (1) The location requirements of the public school are often at variance with those of the public library, which needs a prominent and accessible location, on a main thoroughfare, with a relatively small plot of land. (2) A large proportion of adults find the school-house a psychological barrier to other use. (3) The number of adults attracted to the branch library housed in the school building is frequently so small that the cost of operation per borrower is prohibitively high. (4) The school's needs commonly prevail in any conflict with library requirements.

The report of the City Planning Commission of New York, however, points out that school authorities of that city are planning evening adult educational and recreational programs for schools which may develop into community centers. The library consultants suggest that studies be undertaken by school and library authorities to ascertain if library as well as school requirements can not be met in planning new schools for areas where libraries are needed. They recommend also experiments in the use of the same facilities under favorable conditions.

## Voluntary Certification

Voluntary certification of librarians in Minnesota has been resumed by the Minnesota Library Association, according to a recent announcement in *Minne-*

*sota Libraries*, official publication of the Library Division, Minnesota Department of Education. Established in 1938 to issue certificates to public, school, college, university, and special librarians under a voluntary plan, the Association's certification board suspended its activities during the war period.

In announcing the plans of the M. L. A. to revive its certification activities, the subcommittee on voluntary certification points out that the purpose of this procedure is to provide standards of training and experience for librarians in Minnesota comparable to that already prescribed for school librarians. A successful voluntary plan is regarded by the Association's subcommittee as a step toward State legislation for the certification of public librarians, similar to that found in other States.

## Library Techniques

Two publications on library techniques of likely interest to librarians have been issued recently by the Library of Congress. The first of these is *Studies of Descriptive Cataloging*, a report by the director of the processing department to the Librarian of Congress, who observes, however, that it "might well have been addressed to the library profession of the country." Problems in the cataloging of books are presented, on which the Library of Congress has sought the advice of the library profession throughout the country as a preliminary step toward the revision of its cataloging code. The widespread use in libraries, large and small, of catalog cards printed by the Library of Congress has placed this institution in a position to influence markedly, through its own practices, the cataloging of libraries throughout the United States, and its staff has welcomed suggestions from users of these cards.

Another publication of the Library of Congress, useful to librarians seeking patterns of public service in the activities of this National library, is the first in a projected series of *Manuals*, and is entitled "Stack and Reader Division, Reference Department." This manual explains briefly the routines in-

volved in the public services of the Library of Congress, by reviewing the duties of staff members, describing the various collections, and prescribing the procedures in the administration of study rooms and book loans.

The above publications are announced as available to libraries only, upon request to the Library of Congress, Information and Publications Office, Washington 25, D. C.

## Projector Units

The addition of "opaque projector units" to its school services is regarded by the Free Public Library of Elizabeth, N. J., among its noteworthy activities last year, according to its *Thirty-seventh Annual Report*.

These opaque projector units consist of sets of pictures based on teaching units in the public schools of Elizabeth. The pictures deal with various aspects of a single subject. They are mounted on a standard size background, numbered, and listed in a table of contents. Each picture has an annotated script as a basis for lecture or study. Each set of about 30 plates is packed in a special container for loan.

The librarian of Elizabeth reports that schools are the principal users of these opaque projector units but that clubs and lecturers have found them of value.

## New Directors

Mississippi, South Carolina, and Texas have appointed the following new library directors: Catherine Clark, school library consultant, Department of Education, Jackson, Miss.; Nancy Jane Day, supervisor, School Library Division, Department of Education, Columbia, S. C.; and Mattie Ruth Moore, director of school libraries, State Department of Education, Austin, Tex. There are now 19 States that provide service to school libraries on a State level through a specialist who works in the department of education (16) or the State library (3).

Miss Clark enumerates as services available: an annual book list for Mississippi high-school libraries; a quarterly school library newsletter and packet; a school library handbook (in press); consultative services by correspondence or visits; professional books and pamphlets for loan (in prepara-

tion); and an exhibit collection of books for school libraries available for examination in the Department of Education.

Miss Moore has completed a tour of Texas along with several other members of the State Department of Education. The State representatives spoke to superintendents and principals in 24 different places over the State. Miss Moore states that this experience was an opportunity to bring to the attention of school administrators the need for cooperation in school library development.

Mr. Gordon Worley, director of curriculum, and Miss Moore indicate that there is need for a series of library institutes in the State. Through these they hope to give definite help to librarians and to teacher-librarians who are in need of assistance in organizing and administering their libraries; to encourage colleges and universities in Texas where training courses for librarians should set up and also to raise the standard for school library service.

## Library Workshop

At the request of public library officials in Ohio confronted by a serious shortage of library workers, Ohio State University is conducting during the present autumn quarter a library workshop for a limited number of college graduates or seniors who plan to enter library work.

Through the cooperation of the College of Arts and Sciences and the Twilight School, a course of 21 lectures is being given three nights a week under the direction of Earl N. Manchester, university librarian, assisted by members of the library staff. As announced by the university's bureau of public relations, studies cover the selection, ordering, classification, cataloging and circulation of library materials, problems in reference work, and the use of bibliographical aids. Workshop procedures include lectures on library processes and routines, followed with practice by students.

## Traces Development

"A Brief History of the Arlington County Library, 1935-1946" is the title of a mimeographed booklet recently issued by Arlington County Library, Arlington, Va., tracing the development of this library from its beginning to the

current fiscal year, and presenting a year-by-year statistical summary of its book stock, patronage, service, personnel, and income.

The Arlington County Library, with its headquarters and six branches, serves a widely scattered suburban area adjacent to Washington, D. C. This library system, now a part of the county government, has resulted from a consolidation of separate volunteer libraries organized at various times since 1913.

## A MAJOR HEALTH PROBLEM

THE JOINT Committee on Health Problems in Education, of the National Education Association and the American Medical Association, has adopted the following statement, and authorized its publication immediately:

"Cancer control is a major health problem in the United States. As such, it merits attention not only in programs of research, but also in programs of education. Instruction concerning the nature of cancer and known methods of prevention and control should be included in the high school course of study, along with other important health problems facing the American people today. High school students are interested in such information."

## NAVY SPONSORS COLLEGE EDUCATION

Young men interested in the navy as a career are advised to look into the programs of the Naval Reserve Officers Training Corps or the Naval Aviation College Program. The offerings include a four-year college education with Government-paid tuition, \$50 a month retainer fee, books, uniforms, and other advantages; and commission in either the U. S. Navy or the U. S. Marine Corps or release, later, to inactive status with reserve commission. Further information and application forms for competitive examination are available through high-school principals, local colleges, or offices of Naval Officer Procurement. Applications must be received not later than December 17, 1946.

# U. S. GOVERNMENT ANNOUNCES

## New U. S. Office of Education Publications

**How to Build a Unit of Work.** By Ruth G. Strickland.

Washington, U. S. Government Printing Office, 1946. 48 p. (Bulletin 1946, No. 5) 15 cents.

Prepared as a source bulletin to help teachers select, prepare, and carry through units of work which fit the needs of the children in their groups. Numerous suggestions are offered so that a unit of work may be modified to fit the needs of individuals and groups as to time, organization, level, and difficulty of content, and types of activities.

**Education in Colombia.** By John H. Furbay.

Washington, U. S. Government Printing Office, 1946. 111 p. illus. (Bulletin 1946, No. 6) 25 cents.

One of a series of studies on education in a number of Central and South American countries undertaken by the U. S. Office of Education to promote an understanding of educational conditions in the American countries and to encourage cooperation in the field of inter-American education.

**High-School Credit and Diplomas Through Examinations and Out-of-School Experiences.** By David Segel.

Washington, U. S. Government Printing Office, 1946. 46 p. (Bulletin 1946, No. 7) 20 cents.

Tells how different States are providing education and evaluating credit for those who are past high-school age, but still wish to earn secondary-school credits. Useful for those who are advising young people in their educational and vocational planning.

## New Publications of Other Agencies

### CIVIL SERVICE COMMISSION

**Personnel Administration and Civil Service:** A Selected List of References, compiled by the Library.

Washington, U. S. Civil Service Commission. processed. 32 p. Single copies free from the Library as long as supply lasts.

Bibliography covers materials on the broader phases of the subject published within recent years.

### DEPARTMENT OF AGRICULTURE

**Go to Grass,** prepared by the Forest Service, with drawings by Reg Manning.

Washington, U. S. Department of Agriculture, 1946. processed. 10-page folder. Copies free from U. S. Forest Service.

A graphic presentation, with numerous amusing drawings, of the importance of maintaining grass coverage, especially in semi-arid regions.

### DEPARTMENT OF LABOR

**Facts About Child Health, 1946,** prepared by Children's Bureau.

Washington, U. S. Government Printing Office, 1946. 31 p. (Bureau Publication 294). 10 cents.

Presents the facts which should be known in order to plan wisely for an adequate health program.

**Information for Educational Institutions Desiring To Acquire Federally Owned Property,** prepared by the Interagency committee on disposal of Federal property for educational purposes.

Washington, Department of Labor, Retraining and Reemployment Administration, 1946. processed. 20 p. Free from Retraining and Reemployment Administration.

Designed to indicate to schools and universities the proper Federal agency or agencies to which application should be made for various types of surplus property.

### DEPARTMENT OF STATE

**The Economic and Social Council of the United Nations.**

Washington, U. S. Government Printing Office, 1946. 74 p. (United States and the United Nations, Report Series 3; Department of State Publication 2600). 20 cents.

A report to the Secretary of State, by the Honorable John G. Winant, Representative to the Council, July 15, 1946.

## Organizing the United Nations.

Washington, U. S. Government Printing Office, 1946. 57 p. (Publication 2573). 25 cents.

A series of articles reprinted from the Department of State bulletin, to present a factual background to the Charter, and the political, economic, social, and legal functions of the United Nations.

**Restatement of U. S. Policy on Germany.**

Washington, U. S. Government Printing Office, 1946. 17 p. (Publication 2616, European Series 13.) Free from Division of Research and Publications.

An address by the Secretary of State, delivered in Stuttgart, Germany, September 6, 1946.

**Understanding Among Peoples—How Can We Increase It?**

Washington, U. S. Government Printing Office, 1946. 4 p. (Foreign Affairs Outlines No. 6; United States and United Nations Information Series 8.) Free from Division of Research and Publications.

A brief statement of the problem, a concise account of what the United Nations and the United States are doing towards its solution, and a short summary of the responsibility of individual citizens.

### LIBRARY OF CONGRESS

**Atomic Power,** prepared by Eilene Galloy, Legislative Reference Service.

Washington, Library of Congress, 1946. 123 p. processed. (Public Affairs Bulletin No. 44, Legislative Reference Service) Free, but distributed only to libraries.

Using original sources, presents the issues involved in the problems resulting from the discovery of atomic energy, together with scientific background and administrative history.

*Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.*



# School Life

OFFICIAL JOURNAL OF THE U. S. OFFICE OF EDUCATION

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Volume 29, No. 4

## CONTENTS

January 1947

	Page		Page
<i>Opportunities for Educational Radio</i> ---	3	<i>Activities in Elementary Science</i> -----	19
<i>A Curriculum for the Child's Health</i> ---	5	<i>Social Legislation Concerned With Man-</i>	
<i>The Unknown Teacher</i> -----	8	<i>agement and Labor Relations</i> -----	22
<i>Professional Guidance Training as an</i>		<i>Secondary Education</i> -----	25
<i>Element in Providing Educational Op-</i>		<i>Citizens' Federal Committee Plans Re-</i>	
<i>portunities</i> -----	9	<i>ports on Crisis in Teaching Pro-</i>	
<i>National Conference on Juvenile Delin-</i>		<i>fession</i> -----	27
<i>quency</i> -----	13	<i>Library Services</i> -----	28
<i>Educators' Bulletin Board</i> -----	15	<i>U. S. Government Announces</i> -----	30
<i>The Edison Centennial Celebration</i> ---	16	<i>How to Obtain U. S. Government Publi-</i>	
<i>War Memorials in Public Schools</i> -----	18	<i>cations</i> -----	31

FEDERAL SECURITY AGENCY • U. S. Office of Education, Washington, D. C.

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# School Life

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*Federal Security Administrator*-----WATSON B. MILLER

*U. S. Commissioner of Education*---JOHN W. STUDEBAKER

### Purpose

The Congress of the United States established the United States Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

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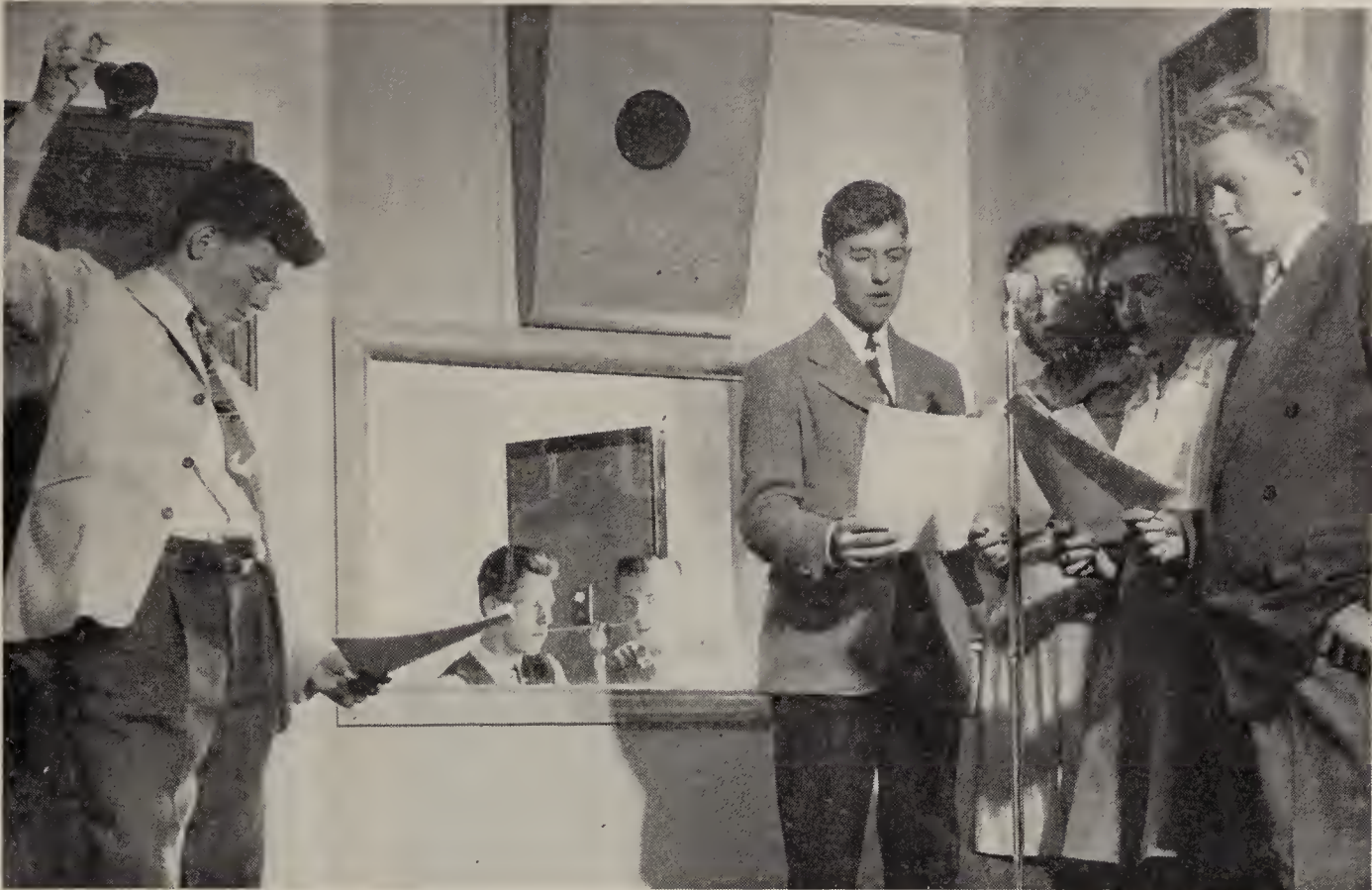
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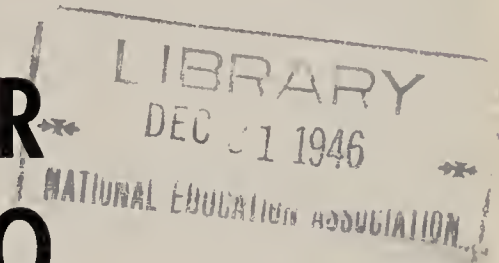
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*Courtesy Sewanhaka High School, Floral Park, N. Y.*

# OPPORTUNITIES FOR EDUCATIONAL RADIO



by Franklin Dunham, Chief, Educational Uses of Radio

**R**EMARKABLE increase in FM frequencies in the 88-92 megacycle band set aside exclusively for educational radio recently has been shown. State-wide networks are being planned in Alabama, California, Connecticut, Florida, Georgia, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maryland, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, and Virginia. These stations operated by the school systems or the universities, as the case may be, will supply programs for the schools and colleges, and for listening at home as well.

Wisconsin is already in the building stage with two frequencies—one at

Madison and one at Delafield—assigned for transmission to the greater population areas of the State. Louisiana is also in the building stage with the frequency of 91.7 megacycles assigned to the University, at Baton Rouge. Michigan, with a 50,000-watt station at Ann Arbor, represents to date the most powerful transmitter equipment planned for reception over a large area of the State. Maryland, on the other hand, is planning 5 stations, strategically located over the State. Coordinated direction of these is administered by a State Educational FM Planning Committee with headquarters at the State Education Department in Baltimore. A summary of the present plans shows

that 23 of 40 actively interested States will have sufficiently powerful and well-planned transmission to cover the entire area of their respective territories.

## **Commissioner Comments**

In a statement made at the close of the school year, Commissioner Studebaker said: "FM has come. The 20 cleared channels provided by the Federal Communications Commission are fast being taken up. It began with great city systems like Cleveland, New York, Chicago, and San Francisco, and universities like the University of Illinois and the University of Kentucky. Last spring licenses were also granted to individual school systems, universities,

and colleges that were ready to get into operation. Joining the vanguard are city systems like Kansas City, Buffalo, Newark, Detroit, Sacramento, El Paso; and universities like Columbia, University of Iowa, University of Southern California, Michigan State, Louisiana State, University of Oklahoma, The Oklahoma Agricultural College at Stillwater and many others. For years radio was brought to the schools. Turn about is fair play. Now we are bringing the schools to radio and the record to date is a good one."

Since the report of the Commissioner, the record has been considerably enlarged. There are now, according to the Federal Communications Commission's official report, 21 stations under construction, besides the original 6 which have been operating on the old 42 megacycle band. These 21 stations are: KSUI, State University of Iowa; KUSC, University of Southern California; WCAH, Board of Education, Buffalo, N. Y.; KIER, School District of Kansas City, Mo.; WATX, Regents of the University of Michigan, Ann Arbor, Mich.; WBCO, Board of Education, Newark, N. J.; WPIL, Providence Bible Institute, Providence, R. I.; WCUV, Columbia University, New York City; KOKU, Oklahoma State University, Norman; WLSU, Louisiana State University, Baton Rouge, La.; KOAG, Oklahoma Agricultural and Mechanical College, Stillwater; WDTR, Board of Education, City of Detroit, Mich.; WIUN, State Radio Council at Madison, Wis.; and WIUV, granted to the same applicant at Delafield, Wis.; KSCU, Sacramento School District, Sacramento, Calif.; WDWD, School District No. 4, Lane County, at Eugene, Oreg.; KIDE, The Independent School District of the City of El Paso, Tex.; WDWL, Grant Union High School, North Sacramento, Calif.; WSHS, Sewanaka High School, Floral Park, N. Y.; KCRW, Santa Monica School Board, Santa Monica, Calif.; and KCVN, College of the Pacific, Stockton, Calif.

### **Widespread Applications**

Applications to the FCC on hand include Fordham University, New York City; the City of San Bernardino High

School District, San Bernardino, Calif.; Indiana University, Bloomington; Michigan State College, Lansing; Purdue University, Lafayette, Ind.; Iowa State College, Ames; Board of Education, Atlanta, Ga.; Pennsylvania State College, State College; Junto, Inc., an old literary society at Philadelphia, Pa.; Agricultural and Mechanical College of Texas, College Station; Board of Education, St. Louis, Mo.; University of New Mexico, Albuquerque; Board of Education, Toledo, Ohio; State Teachers College, West Chester, Pa.; University of Pennsylvania, Philadelphia; University of Houston, Houston, Tex.; City of Jackson Schools, Jackson, Ohio; and the Oklahoma City Board of Education, Oklahoma City, Okla.

There are also 20 additional applications in which full requirements for acceptance have not yet been met. They are: Menlo School and Junior College, Atherton, Calif.; San Diego School District, San Diego, Calif.; San Mateo Junior College, San Mateo, Calif.; Ventura County Schools, Ventura, Calif.; University of Tampa, Tampa, Fla.; Evanston Township High School, Evanston, Ill.; Indiana Department of Public Instruction, Indianapolis; University of Kansas, Lawrence; Bay City Schools, Bay City, Mich.; Michigan College of Mines, Houghton; Northern Michigan College of Education, Marquette; Central Michigan College of Education, Mount Pleasant; Mount Pleasant Schools, Mount Pleasant, Mich.; Minnesota Economic Foundation, Minneapolis, Minn.; School District of Clayton, Clayton, Mo.; William Woods College, Fulton, Mo.; University of Nevada, Reno; North Carolina State Department of Public Instruction, Raleigh; University of North Dakota, Grand Forks; and Southwestern Institute of Technology, Weatherford, Okla.

Nor does the list stop here. Dozens of applications are still in the hands of applicants, who are completing engineering and programming surveys or waiting for appropriations or actions of boards to be taken up at early meetings. These latter institutions or school systems in many cases, represent groups who have had long experience in radio and have consistently pooled their experiences at this time to own and operate their own educational stations.

Evidence is shown everywhere of the hearty cooperation of local commercially owned stations and networks in furthering the effort on the part of education to provide its own facilities. In areas of general educational effort, news, foreign coverage, features, and educational series, the great local station throughout this country will not cease in its effort to provide a balanced program of entertainment, education, and news to its listening public.

### **Fund of Experience Now Available**

Educational radio management has a fund of experience to its credit—not only in FM stations, in leading school systems, and in colleges—but also in the regular AM stations long-operated successfully in some 30 additional universities and colleges. We must look to this group for guidance and for practical help. The U. S. Office of Education and the Federal Radio Education Committee, its working partner, have anticipated the demands to be made upon them this year and are ready to extend to every new station the fullest cooperation and personal services of its staff in solving the individual problems which are bound to arise as transactions are completed and stations go into operation. Meanwhile, the bulletin, *FM in Education*, has been revised to bring it up-to-date, and no effort will be spared to increase the scope of the work and further the extent to which the frequencies assigned to education will blanket the country in the next 5 years. This is the goal that has been set up, and the U. S. Office of Education and the Federal Radio Education Committee are eager to cooperate in every possible way with the State-planned networks and individual stations.

### **Fat Salvage**

Necessities such as soap, electrical appliances, tires, and paint are *still in short supply*. Teachers and students can help by continuing concerted drives to save and turn in used cooking fats.

The plain facts are that the shortages in fats and oils continue to be desperate say the authorities.

# A Curriculum for the Child's Health

*This article is one in a series on Health Education for the Elementary School, contributed by Helen M. Manley, Health Instruction and Physical Education.*

**C**URRICULUM and objectives are good educational words, and educators affirm and reaffirm a belief in "one learns by doing." Everything Jimmy does at school is part of his curriculum—all his school activities either have wholesome educational value or they do not. In the former case, they belong in the school day; in the latter, they do not. In this sense there is no such thing as extracurricular activities. The pupil and his living are the important points for attention—he must grow and develop.

The instruction program of our school day plans for that growth and development and enlarges each child's living experiences in proportion to his potentialities for being an integrated personality. Jimmy, age seven, is a minute late to school. He hurries in, stumbles over Mary's foot, and skins his knee. Then he bends far over his desk, grasps his pencil tightly, and frowns a great deal. He has a swollen left jaw, and he puts his finger in his mouth; he goes to the toilet, returns, and starts to wash his hands. The water pitcher is empty so he sits down and continues frowning and putting his finger in his mouth. In the class discussion of work on the farm, he tells the class he got up at 4 o'clock; the children laughed because he said "twuck" instead of "truck." At lunch he ate only a few bites of his sandwich, and when the children went out to play he wanted to stay inside; when he did play, he fell frequently and couldn't catch the ball.

Here is where Jimmy is. Our curriculum must take him from here to happier living. It is obvious that there

are many phases of health education involved in Jimmy's status, and that Jimmy is ready and presents the "teachable moment" for health instruction. "The educated person,"<sup>1</sup> according to the Educational Policies Commission, "understands the basic facts concerning health and disease, protects his own health and that of his dependents, works to improve the health of the community." Our schools are planning to educate Jimmy. He must know what causes aching teeth, what to do for skinned knees, and how to run without falling; he must have opportunities to

taught us that the same events usually occur at rather regular intervals.

Teaching around specific unusual incidents should, of course, be interspersed. Bicycle and traffic accidents occur when children start coming to school in September; health examinations are a definite teaching incident; colds in our temperate zone are frequent in October and February. Sometimes courses of study are made out around regular incidents with leeway, of course, for putting in the unusual; in fact, some large schools have the health instruction throughout the school system so set up.



*Courtesy Cleveland, Ohio, Public Schools.*

use the knowledge he has acquired, and through good teaching must have received inspiration and a desire to practice the learnings.

## **Variety of Approaches**

Health materials should be based on the immediacy of the need and the interest and comprehension of the child. There are a variety of approaches in getting helpful knowledge to children in the elementary school; perhaps no one could be termed a "best," but a combination of many is often used successfully. One that has been frequently advocated is incidental teaching, or teaching as the occasion arises. This can often take a quite definite form, as experience has

For instance: In September all grades, with the subject matter keyed to the child's comprehension, study safety; October, health—examination findings, eyes, ears, etc.; November, the month of the turkey, nutrition; December, warm clothing and body care; January and February, the communicable diseases; in the spring, with the usual clean-up day, growth and development, exercise, and fresh air.

In other schools these same areas of learning are deemed important to the child, but the specific phases are highlighted every 3 or 4 years. For instance,

<sup>1</sup> *Health in Schools*. Twentieth Yearbook of the American Association of School Administrators. National Education Association. 1942. p. 8.

during the first, fourth, seventh, and tenth years, communicable disease will be one of the areas of learning stressed; while in the second, fifth, eighth, and eleventh, nutrition will be high-lighted. Thus, the entire health instruction program will be covered each 3 years, geared to the interest of the child. In each classroom the teacher, of course, brings in other materials which are temporarily important, as studying about polio during that epidemic, or safety during safety week.

Another approach is through the careful study of the child's day of living. What does he do and what, therefore, does he need to learn? He sleeps, eats, goes to the bathroom, comes to school, and works and plays with others. All of these things are of interest and importance to the child. The classroom teacher in this approach will set down and talk with the individual child and counsel him on his specific health problem. This method is one of the best, and will be a phase of the entire school guidance program. It is apparent, however, that it is time-consuming and will necessitate there being fewer children to the elementary school classroom.

The unit approach has been used frequently with excellent results. It centers the health-teaching program around the interests of children at different age levels. The usual first-grade unit would be on home life. This is what the child knows, and health learnings can be tied into what he does at home and at school. Activities of various sorts can be centered around this unit. Teachers have had animals in the classroom—a dog, rabbits, rats, chickens. Children have learned the health needs of animals and have been able to adapt these to their own living. Children have built and furnished homes and have established grocery stores, made cookies, and canned vegetables.

An Indian unit in the third or fourth grade can graphically bring to these children the importance of health to the Indians and to the third- or fourth-grade children themselves; while a unit on the age of science can interestingly tie into a sixth-grade child's consciousness the fact that his muscles move by scientific laws and the power that makes efficient movement depends on the scientific use of food.

Direct class instruction has been used

and abused. It is evident that in all the various approaches, there is some direct teaching. Leaving any type of teaching to incidental happenings would give no assurance that Jimmy would learn the facts that he needs in order to become an educated person. The old type of schedule with "so many minutes a day" at a certain time of any given subject-matter material, including health, is perhaps disappearing from our elementary schools. Varied lengths of time and procedures to meet the specific situation each day are now governing factors. The use of textbooks in the field of health has increased as the content of these texts has improved in educational value. Health textbooks are being written which are interesting to children and which deal with incidents pertinent to their everyday life. These are proving to be a source of enjoyment and information to children, and give security to children and teachers alike.

### **Build Around Interests and Needs**

Jimmy may get his factual information in a variety of ways; whether he transfers the knowledge into practice depends upon such things as:

1. The immediacy of his need for the material taught.
2. The presentation of the material.
3. The extent to which the teacher inspires him to change knowledge into practice.
4. The facility he has for using his knowledge in his home, his school, and his community.

A curriculum for the child's health means that the school day must be built around the interests and needs of the child. A child is interested in his body; he discovers and explores various parts in his first few months of life; he has great curiosity, and is imaginative and imitative. He likes to use his body, to kick things, to handle things, to make things. He is individualistic at times, and at other strongly group-conscious. He is interested in play and in the use of the big muscles of the body. He is serious; the things he is doing are important to him.

Activity is essential to growth and is a part of the school curriculum. In all lands, play is a chief occupation of the young person in his waking hours. Through play, the child attains growth and experience; at play he completely loses himself. The phase of health in-

volving big-muscle activity, when brought into the school, is called Physical Education. It is directly concerned with activity: the body is the vehicle; the large motor area, the tools. Its specific task is to make the body an efficient instrument to meet life's situations. The activities in this phase of learning must then promote sufficient organic vigor to enable one to do his maximum day's work, to acquire neuromuscular skill sufficient to do that work without overstrain, and to experience social experiences provocative of democratic living.

The elementary school child needs and wants activity. There is no trouble motivating the program; it can even be used as a basis of integration for the whole curriculum. There are extraordinary opportunities here for group consciousness; it is the age of belonging. It is also the best time to teach the motor skills which will affect the entire life of the child. A boy who lacks the motor ability to play the games in junior high school is emotionally handicapped. To the girl, appearance is important during her whole life; if she lacks good standing, sitting, and walking habits, she is decidedly handicapped in looking her best. Play is training in socialization; it weans a child away from self-centeredness in regard to playthings, to the group, and to people. This progress will go on with or without the teacher, but it is important that it be given direction and that outcomes be planned. In play, one learns to judge and be judged and to expect things from his colleagues as they expect certain responses from him. Social and emotional maturity are achieved through play only if there is freedom plus the sense of responsibility. In games and rhythms the child has both. The teacher sees that the player who errs finds no alibis to evade responsibility. Play is a great ally in preventing a personality from becoming ingrown.

Habits of locomotion are formed in childhood and skills in coordinated movement are learned best in pre-adolescent years. Some people, who realize that children love activity and naturally take it in youth, feel that it can be intrusted to chance that children will get what they so generally want and that no teaching is necessary. This, of course, is a fallacy; to achieve a civiliza-

tion in which each individual is able to use his body to its optimum, a well-planned and skillfully taught program of activity must be woven into the child's school day.

### Working Activity Into Day's Plan

We have noted before some of the elementary school child's characteristics; the specific areas that will affect other planning of the program for our first-grade are these. He is active, not well-coordinated, tires easily, loves to imitate, is imaginative, creative, and individualistic. His activity then will be worked into the day's plan with:

1. Aids for his coordination and motor ability.

*Example:* Correct walking movement to rhythm.

Control in quick starts and stops.

2. Games will be mostly individualistic and will not stress speed or endurance.
3. Opportunities will be given to use his body well in all the creative work—his singing, his art, and his dramatic play.
4. His fun and satisfaction in his play now and in later years will come from his ability to do certain things; so he will be taught skills.

*Example:* A first-grade child should be able to throw and catch a ball 10 feet; be able to climb.

5. He is part of a big world, and to be happy must get along with the people in that world. Thus the social attitudes, which sometimes appear in the rough in the play periods, will be constantly improved, and Jimmy will go into the second grade, still Jimmy the individual, but with ability to change some of his "I" wants to fit into the wants of the group.

His second-, third-, fourth-, and fifth-grade programs will have been planned according to his physiological and anatomical level as well as to his mental progress. So when he comes to the sixth grade we find that—

1. He has the physical vigor to go through his day without over-fatigue.
2. He has skills which enable him to be respected in his child society; i. e., he knows the skills in the games his colleagues play.
3. He has skills which enable him to protect himself from daily hazards, i. e., he can dodge, stop, and start quickly, fall with relaxation, and run without falling.
4. He enjoys competitive games, and can play by rule and with consideration for his teammates and opponents.
5. His body is in good alignment; he stands, sits, and walks with ease, agility, and coordination.

Dynamic action must be in tune with rest and relaxation. Our growing human animal needs, in his school day, frequent short periods of entire change and relaxation and also time and adequate facilities to lie down in a completely prone position, to stretch, to rest, and to learn scientifically and practically the way to relax and the means of getting his nervously stimulated body completely limp and rested. Schools have worked out various methods of providing this opportunity. The nailed-down desks have disappeared, and the chairs are put in diverse arrangements for variety and a better learning situation. Activity periods at unexpected times in all phases of learning provide the change and "differentness" that enable children to relax. Chairs are cornered at rest time and children may have cots, towels, small sheets, or even paper on which to stretch. In some classrooms the children have brought paper bags from the cleaners, designed an individual pattern on them to distinguish each his own bag and the floor side, and have hung them up after rest period. Rest is the fourth "R" in that school day.

### The Core of the Curriculum

A curriculum for a child's health means that he, Jimmy, is the core of the curriculum. All teaching, every day, is around his needs and interests. If he has remediable handicaps that interfere with his normal enjoyment of the wholesome child activities, they are treated. If he has irremediable mental and physical handicaps, a happy place in his school world is provided and one that will also help him to fit into the society in which he will find himself as an adult. This Jimmy with his aching tooth, speech defect, and lumbering movement; Johnny with low IQ; Mary the spastic; and Jerry the genius, all have different—yet specific—needs which if met will require more money now for *education*, but less later for *adjustment centers* and *prisons*. It will mean smaller classes; teachers who think, feel, and have time to live in each day's work the philosophy that each little child is important; principals, supervisors, and teachers who plan each day for each child with the thought, as Morley's ghost, "Mankind is my business," and that bit of mankind, the elementary school child.

A BRIEF bulletin has recently been published entitled *Public Education in Idaho*. This is a digest of a comprehensive report of an educational survey and has the same title as the report. The publication is a result of a study of the Idaho public-school situation arranged by the 1945 legislature to serve as a basis for meeting postwar needs in education. Heading the special staff employed for the survey was John E. Brewton, Director, Division of Surveys and Field Services, George Peabody College for Teachers, Nashville, Tennessee. The digest report is published by the Division. An example of the contents of the digest is the following page from the bulletin, entitled *Are Idaho Children Enrolled in School?*

Idaho leads the nation in the percentage of children of school age who are enrolled in school.

Look!

<i>Percentage enrolled in school</i>	
	<i>Percent</i>
Idaho.....	96
The Nation.....	84

Idaho high schools have excellent holding power. In 1941-42 the loss in high-school pupils in a 4-year period was:

	<i>Percent</i>
Idaho.....	25
The Nation.....	34

Idaho ranks thirteenth among the States with respect to the percentage of its population ages 18-22 that are enrolled in institutions of higher education in their own States.

## World Organization Authorized

A NEW organization to be known as the World Organization of the Teaching Profession, was authorized by unanimous vote at the World Conference of the Teaching Profession held in August at Endicott, N. Y. The conference, sponsored by the National Education Association, was attended by delegates from 28 countries. The new organization will be formally established when 10 nations approve the charter.

# THE UNKNOWN TEACHER

I sing the praise of the unknown teacher.

Great generals win campaigns, but it is the unknown soldier who wins the war.

Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward.

Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact. No one has deserved better of the republic than the unknown teacher. No one is more worthy to be enrolled in a democratic aristocracy, "king of himself and servant of mankind."

—HENRY VAN DYKE.

## THE KANSAS STATE TEACHERS COLLEGE EMPORIA

*At Kansas State Teachers College, posters, of which the above is a sample, are distributed to all high-school principals in the State—709 in all. They go out each month in an effort to interest young people in the teaching profession.*

### Technicolor Film Available

Prints of a 16-mm sound projector film, *America the Beautiful*, are available for free showings to schools, teachers' conventions, and similar meetings. The picture is in full technicolor and runs 18 minutes. It is recommended for children from the fourth grade on—and also for adults—as an entertaining, inspiring, and forceful story. For arrangements in securing a print for school showing, get in touch with your State Savings Bond office.

### More People Employed

EMPLOYMENT climbed steadily from March through June of this year, reaching a new postwar high in mid-June of 29,200,000 jobs in establishments covered by State unemployment insurance laws, Watson B. Miller, Administrator of the Federal Security Agency, reported recently.

This was the highest level reached since April 1945, just before Germany's surrender, and was 2,100,000 below the all-time high in covered employment of June 1943, when 31,300,000 jobs were reported. Greatest increases in employment, according to the report, were in the contract construction industry; automobile manufacturing; stone, clay, and glass industries; and lumber processing.

### Students Can Save

PUPILS are being taught to buy bonds, save, and help combat inflation. Through the school-savings program conducted by the United States Treasury, children get experience handling money, investing, and organizing their own programs for the sale of stamps and bonds. To help guide students in these activities, teachers and principals can write for the *School Savings Journal*, available free from the Education Section, U. S. Savings Bond Division, Treasury Department, Washington 25, D. C. The fall issue of the journal contains suggestions for a social-studies unit for grades 4-12, a study unit for elementary grades, and suggestions to aid teachers in the school-savings program.



# Professional Guidance Training As An Element In Providing Educational Opportunities

by Franklin R. Zeran, Specialist, Occupational Information and Guidance Service

EDUCATION must deal with people. Likewise, educational opportunities must be considered in the light of how they react upon and for John and Mary; of their effect upon boys and girls, each one having problems peculiar to his own way of living. All educational opportunities available to youth must be translated according to aptitudes, abilities, interests, attitudes, limitations, and opportunities. Some of the following boys and girls can perhaps be found in almost any classroom:

1. This boy, no matter how hard he works, is unable to pass English, social studies, or mathematics, but wants to be an engineer.

2. This girl and her parents insist that she be allowed to take stenography because she isn't going to college and can't pass a foreign language, does poorly in history, and never could get through algebra.

3. This pupil, a boy of superior ability, just won't "crack" a book in order to work up to capacity.

4. This pupil is the son of a widow and has two younger brothers and a sister. His mother's earnings are not enough to provide the necessities of life for all five. He is an apt student in the sciences and mathematics as well as in shop work. The money which he could earn by working full-time would help the family in obtaining at least the necessities of life.

5. This girl is unusually shy and is upset because of her inability to be one of the gang.

6. This girl should wear glasses, but refuses to do so because they would "spoil her looks."

7. This girl would like to be a nurse or stenographer, or an accountant, or a newspaper reporter, or a beautician. Tomorrow it will be something else.

8. This boy seems to have a green finger and is only interested in reading about plants.

9. This boy can sell anything, but is sloppy in dress and manner.

10. This girl, the daughter of wealthy parents, is an above-average student, and about average in dramatic ability. She is aware of these facts. The mother, ambitious for her daughter to play the lead in all school plays and to be the head of all of her clubs, pushes her daughter's cause through entertaining the teachers,

the dramatics coach, and a few selected pupils who have a "following." The daughter is not anxious to be the lead or the president.

11. This boy has returned to school with a crippled arm and a slight limp, as a result of polio. Previously he had been an outstanding athlete, a leader in the social whirl, and anxious to be a professional baseball player.

12. This girl is an excellent student. Her parents, who are of foreign birth, believe she has gone to school "long enough for a girl" and want her to drop out and get a job.

To the degree that these specific needs of John and Mary are met, throughout the country, can it be said that the community, the State, or the Federal Government has provided educational opportunities for all.

## Goal To Be Achieved

The individual and his personal development must be the goal to be achieved as a result of the educational program in a democracy. This development cannot take place or be planned for without knowledge of the individual's characteristics. Since the information needed to counsel a pupil at any given time may concern his health, educational achievement, attitudes, interests, abilities, family relations, hobbies, work experiences, or other pertinent characteristics, it is essential that these data be cumulative, recorded, and available for use. While identifying and recording an individual's characteristics is a function of the guidance program, it is only through the wise interpretation and use of these data that their recording and filing take on meaning. Training in the interpretation and use of these data is an essential element in the preparation of administrators, teachers, and counselors if we are to teach *individuals* and not merely *lessons*. The first requisite of teaching is to discover the kind of person the pupil is. We must first "learn" Johnny before we can teach him.

The opportunity to earn a living is the right and responsibility of each individual in a democracy. As such, occupational opportunities should be identified and the information made available to all individuals. This is a guidance function. However, in order to identify properly the various levels of occupational opportunities and to disseminate properly the information, it is essential that training in survey techniques be available to and included in the preparation of administrators, teachers, and counselors.

To be a productive member of society, an individual should be given assistance in the art of living, as well as in making a living. This assistance to the individual should take the form of helping him identify, understand, and solve his problems by facing facts and using them in making plans. This objective is achieved through the counseling process. Counseling is both an art and a science. It would be fortunate if all faculty and staff members were equally able to do good counseling; but because of such elements as personality, interest, training, and experience some will be more able than others to counsel pupils. However, the total counseling job is not a one-person responsibility. This is equally true in large-sized, medium-sized, or small schools. While definite assignments as counselors must be made to certain faculty members, there is need in any organized counseling program for cooperative action on the part of all faculty members if the counseling responsibilities are to be carried out. Specific training is essential if the individual is to be helped to identify and understand a problem the existence of which he recognizes, to focus and interpret all facts which have a bearing on it, and to find solutions and make decisions and plans. Specific training is necessary in the inventorying and appraising of facts as well as in developing competency in various methods of approaching the individual's problems.

The right of an individual to earn a living in a democracy carries with it the obligation to that individual that there will be a close and desirable relationship between that individual's aptitudes, abilities, attitudes, interests, and limitations, and his objectives—whether they be training or jobs. If John or Mary

has a right to expect that the school will assist in the acquiring of those skills and attitudes necessary for making satisfactory adjustments—socially and emotionally—then their adjustment to learning, training, or working situations cannot be ignored. Vocational choice, based upon a careful study of the objective and its relationship to the individual's abilities, interests, and limitations, is an outcome of a guidance program. To do this necessary counseling demands training in order to be able to identify and isolate the objective so that it can be studied and analyzed in terms of the individual's abilities and limitations.

### **Obligations of the School**

If we are to subscribe to educational opportunities for all as an actual possibility instead of as a theory, then we are under obligation to offer such education as will fit the needs of the individual Johns and Marys. If training is to meet the needs and abilities of the pupils, we must fit the school to the needs of each individual pupil rather than force the individual to fit the offerings of the school—however unsuitable these may be for either the pupil or the community. Thus, it is the responsibility of the school to evaluate and modify its program of offerings in light of what happens to all who have enrolled—whether they be graduates or drop-outs. It is only through a continuing follow-up of its school-leavers that the school is in a position to ascertain whether its products are marketable in an ever-changing consumer's market. Then, after accumulating the data, it is the obligation of the school to modify its program so as to turn out up-to-date products into a stream-lined, atomic-period labor market. Surely training in the planning for and the gathering, interpreting, and using of survey data is a necessary element in the preparation of all administrators, teachers, and counselors.

In a democracy it is also the obligation of the school to meet the needs of the community which supports it. Changing conditions in both urban and rural areas have emphasized the need for studying the community as well as its individuals. Only through careful study is it possible to determine the

problems of the community, analyze them, and then meet them. Such study must include data on the occupational levels of the community as well as the socio-economic life of its people. Community occupational surveys and follow-up studies of school-leavers will provide pertinent data relative to the number of pupils entering and pursuing higher education, the occupational distributions of those who have entered employment, the number employed, the approximately beginning salaries of workers, the types of training pursued, the type and amount of supplementary training needed to hold or progress in the present position, or training needed to secure a job. The information thus secured is both objective and factual. As such its implications for guidance activities and the curriculum are practical and effective. The training of all the school staff—administrators, teachers, and counselors—should assist and prepare them so to serve the school and the community.

### **Entire Faculty Should Participate**

If a guidance program is to help provide better educational opportunities, there must be certain elements operating in the local schools. The work of a guidance program cannot be carried on in any school, no matter how well provided with specialists on the staff, unless the entire faculty understands and sympathizes with the objectives of the program and, in fact, participates in many of the activities required. There must be an acceptance by the administrator and the staff of guidance principles and active participation in the program by all. Certain responsibilities and duties of the administrator, counselor, classroom teacher, vocational teacher, and librarian are here outlined.

#### **A. Responsibilities and duties of the administrator**

Guidance programs will flourish only when the administrator has the personnel point of view. The administrator's task is one of planning, organizing, and coordinating the efforts of all, in order to place the appropriate emphasis on the guidance program. To achieve this goal, it will be necessary for the administrator to recognize four closely related factors of the program:

1. Guidance leadership.
2. Services of special consultants.
3. The participation of all staff members.

4. An evolving curriculum and a flexibility in scheduling pupils, based on evidence of the individual pupil's needs as revealed by a functioning guidance program.

In view of these statements, the following functions of guidance are suggested as the responsibility of the administrator:

1. *Administrative.*—
  - (a) Make adequate provision in the budget for carrying on the guidance program.
  - (b) Establish and maintain a cumulative record system.
2. *Organizational.*—
  - (a) Recognize the need and importance of a comprehensive guidance program and give it his personal support.
  - (b) Make his staff cognizant of the value, functions, and problems of guidance.
  - (c) Work out and coordinate the guidance program cooperatively with members of the staff.
  - (d) Provide for a guidance committee.
  - (e) Coordinate all available extra-school resources to aid in the program.
  - (f) Give desirable publicity to improve school, home, and community relationships.
3. *Inventorying of guidance needs.*—
  - (a) Take stock of existing activities and services which can be considered as serving the guidance program.
4. *Personnel needs.*—
  - (a) Select best-qualified individuals as counselors.
  - (b) Offer special inducements and recognition to counselors in the guidance program where extra services and training are required.
5. *Scheduling.*—
  - (a) Arrange the school schedule so that every pupil may have an opportunity for counseling services.
  - (b) See that ample time is allowed the counselor.
6. *Equipment, supplies, and quarters.*—
  - (a) Provide suitable quarters and facilities for the counseling service.
7. *Program planning.*—
  - (a) Evaluate and revise curricula in an endeavor to meet pupil needs.
  - (b) Offer extraclass (co-curricular) activities to aid in all-around pupil development.
8. *In-service training for staff members.*—
9. *Evaluation of the program.*—

#### **B. Responsibilities and duties of the counselor<sup>1</sup>**

Certain definite phases of the guidance program can best be carried on by a trained counselor. His duties, in part, are:

1. To establish procedures that will result in providing an individual inventory for each

<sup>1</sup> *Proceedings of the 6th National Conference of State Supervisors of Occupational Information and Guidance.* (U. S. Office of Education. V. D. Bulletin No. 235, 1945.) pp. 47-50.

pupil and will make this information accessible to all members of the school staff, so that its use will provide a better understanding of the pupil and thus contribute to his individual needs.

2. To provide for the collection and dissemination of occupational information.

3. To counsel with individuals. Counseling will involve, even in any one interview, some or all of the following problems:

(a) Choice of a vocation or area of occupation.

(b) Program of training necessary to prepare for or lead to entry into chosen occupation or occupational area.

(c) Adjustments in the student's educational training plans.

(d) Adjustments in his occupational plans.

(e) Many related problems involving individual development, improvements, and adjustment in his physical, mental, and emotional growth.

4. To carry on placement work by assisting graduates, drop-outs, and part-time students in obtaining employment within range of their interests, abilities, and aptitudes directly or through other established agencies. Placement should also be interpreted broadly to include adjustment into the student's next phase of life activity, whether wage-earning or not.

5. To make follow-up studies for the purpose of evaluating and improving the school curriculum, and of assisting the pupils in modifying plans to solve old problems and adjust to new ones.

6. To serve as a resource person in regard to guidance for all members of the staff.

7. To be responsible for the testing in his building.

### C. Responsibilities and duties of the classroom teacher

Every teacher, whether he is conscious of the fact or not, has an important role to play in the guidance program. The position of the classroom teacher is of such a nature that he can give valuable assistance to the pupil, particularly with regard to occupations related to his field, these being occupations for which that particular subject is necessary and those for which it is recommended. His duties and responsibilities are:

*In the area of the individual inventory.—*

1. Assist in the compilation of the cumulative record.

2. Keep pupils' individual inventory up-to-date.

3. Have a thorough knowledge of every pupil in his group.

4. Furnish the counselor information concerning pupils.

5. Secure necessary information to aid in parent contacts.

*In the phase of occupational information.—*

1. Cooperate with school counselors in the dissemination of occupational information.

2. Contribute occupational information from his own specialized field.

3. Stress, with careful regard to realistic conditions, the occupational value of subjects taught.

4. Provide developmental group activities in citizenship, leadership, and personality.

5. Explain the importance of traits of character and personality needed to become a successful worker.

6. Help the student to evaluate important outcomes of successful work in addition to salary.

7. Encourage the pupil to work up to capacity.

8. Assist in preparing assembly programs dealing with vocational guidance.

9. Interpret the vocational implications of school subjects and help students develop proper work attitudes.

10. Assist the counselor in arranging and carrying out occupational trips.

11. Assist in the development of poster materials, plays, and similar activities related to guidance.

12. Encourage the use of visual and auditory aids.

*In the field of counseling.—*

1. Be on the alert for interests, aptitudes, plans, and behavior patterns which the student's counselor should know about.

2. Direct to the counselor those individuals who need specialized help.

3. Serve on committees related to the guidance program.

4. Study and practice good interviewing and counseling procedures to make any counseling that he may be asked to do more effective.

### D. Responsibilities and duties of the vocational teacher

The vocational teacher should stress the vocational aspects of the individual taking the course. Occupational information should also be relayed to other teachers, giving possibilities of more vocational aspects. Thus the vocational teacher should be used as a source of occupational information. The vocational teacher should contribute articles for the school paper about work, trends, training, and such other information as may be helpful.

Guidance responsibilities of vocational teachers of such subjects as home economics, commercial training, diversified occupations, distributive education, and trade and industrial education, are both general and specific. Their *general* duties should include information about the pupil relative to his personality traits, interests, occupational training needs, and work habits. Their *specific* duties relate to use of test results compiled by the guidance department, and assistance in the proper selection of individuals both in to and out of their courses.

### E. Responsibilities and duties of the librarian

The librarian, being indispensable in a well-rounded guidance program, should:

1. Be familiar with and sympathetic toward the guidance program.

2. Be willing to make the library a laboratory for pupils seeking occupational information.

3. Be eager to make students "guidance conscious."

4. File and catalog material in accordance with standard practices.

5. Assist teachers in assembling and distributing guidance materials.

6. Prepare files of school and college catalogs.

7. Set up a plan for the circulation of books, pamphlets, periodicals, and clippings about occupations among pupils and members of the school faculty.

If administrators, counselors, and teachers are to be prepared to carry out their responsibilities and duties and if the guidance program is to help provide better educational opportunities, professional guidance training must be available. While the personnel required in a guidance program may vary in training and experience according to the activities engaged in, it can be seen that the more technical training any individual staff member has, the more competent will he be in handling John's and Mary's various problems. Moreover, since certain duties in a guidance program require technical training on a professional level, there should be in every school at least one person, part-time or full-time, with specialized training to act as counselor and to supply leadership.

### Objectives That Should Be Met

Training should be offered at the undergraduate level as well as at the graduate or professional level. At the undergraduate level, besides providing a basic foundation for further preparation in the guidance field, the following objectives should be met:

1. To create an understanding of the need for *organized* guidance services in the educational program.

2. To survey the underlying philosophy and the basic principles of a guidance program.

3. To develop an understanding of the nature and function of the individual inventory in the guidance program.

4. To give an overview of the nature, sources, and uses of occupational and related training opportunities.

5. To become acquainted with the basic techniques of counseling.

6. To develop an appreciation of the need for discovering and utilizing community resources in the guidance program.

These objectives may be met through a course in the basic elements of the guidance program, which should be available to all students in teacher-training institutions. Since all who teach or administer the school must deal each day with boys and girls, it follows that the teacher and administrator should be well-grounded in the guidance services which their school should offer, as well as in the part they can play in their program. Other course offerings taken at the undergraduate level might be: Occupational information techniques, counseling techniques, individual inventory techniques, as well as such studies as are concerned with social and human relationships—psychology, sociology, economics, labor problems, and other similar areas of special need and interest to the student. While the above program of course offerings will not produce a specialist in guidance work, it will enable the teacher and the administrator to participate more effectively in the guidance program.

At the graduate or professional level, the offerings must be sufficiently flexible to meet the varying interests and needs of the individual trainees; for example: This person wishes to specialize in testing; this person is interested in occupational information; while a third is interested in the administrative phases. In all cases the trainee's background of experience and training should be evaluated. Major areas to be covered at the graduate level might include: Understanding the individual; occupations, with a survey of related education and training; counseling; research and evaluation in guidance; and organizational relationships of the guidance program.

It is recognized that the success of a program for the training of counselors depends in large measure upon selection of persons with suitable personality traits, and proper backgrounds with respect to previous education and experi-

ence. While colleges and universities must assume the major share of the responsibility in the selection for admission to graduate training programs, it is a definite responsibility of the administrator to recommend for training those teachers who, through their experiences and activities in the school system, have proved themselves to be suited to counseling work.

In any guidance program in-service training is essential to the effective development and progress of that program. It is the administrator's responsibility actively to plan, promote, and assist in the in-service training of his faculty, both on-the-job and during summer sessions. A first step for the administrator will be to take stock of those existing services and activities which might be considered as serving the guidance program. From here the way leads logically to doing better the things already being done and working them into a definite program. As the program demonstrates its usefulness and as the faculty adds to its skills in the use of guidance tools, additional services should be added. Guidance services are the responsibility of all members of the faculty and administrative staff. This principle calls for cooperative action as well as an understanding on the part of each individual as to what he can contribute. An in-service training program is the surest means of bringing about this desired cooperation and understanding. Such a program is essential, also, to improve the abilities of those who carry specific responsibilities and to give new understandings and increased skills in the techniques of the guidance program to all members of the faculty and staff.

### **What May Be Expected From Guidance Programs**

If the guidance program is to help provide better educational opportunities, steps must be taken to inform parents and pupils as to what they may expect from such a program. Through the services of a guidance program, that Johnny and Mary and their parents will be helped:<sup>2</sup>

1. To discover and analyze each his own abilities, aptitudes, interests, progress, and needs.

2. To develop plans and set personal goals for each consistent with his abilities, aptitudes, interests, and needs.

3. To find suitable placement for learning or training, and each to receive aid appropriate to his abilities, aptitudes, interests, needs, and plans.

4. To receive the necessary kind of handling and to acquire the skills and attitudes for making satisfactory adjustments, socially and emotionally.

5. To find suitable job placement, transition, and follow-up in his adjustment to out-of-school living.

6. To benefit from continuous, competent, and sufficiently personalized handling in school to permit individualized counseling as a continuous process rather than an event.

Parents and pupils who expect to secure results from the guidance program assume certain responsibilities—responsibilities of parents and of the Johns and Marys to cooperate so that the guidance program may operate most effectively. It is their responsibility to assist those in charge of the inventories in the accumulation of such data on health, hobbies, work experiences, and socio-economic status as will be needed to reflect their patterns in the counseling interview. It is their responsibility to analyze John's or Mary's plans and goals in light of their abilities, aptitudes, and limitations. While it is fine to "hitch one's wagon to a star," reality forces us to keep the wagon's wheels on the ground.

Better educational opportunities for all youth can become a reality. They must be based upon the needs of the individual to fit him to serve society to the best of his ability. The services of a guidance program provide tools to analyze the individual and his environment and thus assist him to serve society. Professional guidance training is needed to enable teachers, counselors, and administrators to become skilled artisans in the use of the tools of a guidance program.

<sup>2</sup> *Minneapolis Evaluates Its Guidance Service.* (The Bulletin of the National Association of Secondary School Principals, Vol. 30, No. 135, January 1946.) p. 13.

# National Conference On Juvenile Delinquency

## School's Role Discussed

**I**N THE TRUEST SENSE, every city, town, and village in America has the delinquency it deserves." In these words one of the panels of the National Conference for the Prevention and Control of Juvenile Delinquency placed squarely upon the community the responsibility for preventing and controlling delinquency among children and youth.

Coming from the panel on Mental Hygiene and Child Guidance Clinics, this statement was echoed repeatedly during the 3-day conference called by the Department of Justice on November 20-22. President Truman made specific application of it when he said in his message to the Conference: "The roots of the problem lie in the homes, the schools, and the churches of our Nation."

### **School as Preventive Agency**

One of 15 panels that worked to prepare preliminary reports to be presented to the Conference was the panel on the school. Its Chairman was Thomas G. Pullen, Maryland State Superintendent of Schools, with Donald DuShane of the National Education Association as Vice-Chairman. This panel gave primary consideration to the work of the school as a preventive agency.

Stressing, as other panels of the conference did, that juvenile delinquency is the responsibility of the entire community, the school panel discussions centered on the kind of schools which every community should have. Among essentials governing a good school, the following principles were emphasized:

1. Every child is considered a unique individual.
2. Every child is entitled to a flexible educational program.
3. Development of habits, skills, attitudes, and ideals is the function of the school.
4. Spiritual and moral values should be stressed through the educational program.

5. Every child should experience achievement and satisfaction.
6. The ultimate aim of education in the United States is citizenship in a democracy.
7. The above principles apply wherever the child may live.

The school should set up its objectives in terms of desired changes in behavior that characterize the well-integrated and useful citizen. Effective schools attempt to develop in boys and girls knowledge, skills, habits, and attitudes that culminate in desirable behavior. They should not be content to teach children to read, write, and verbalize the Golden Rule; they should also teach them to live according to the Golden Rule. The school should evaluate its services not only in terms of the pupil's answers to test questions but in terms of the everyday behavior of its children in the school, home, and community.

The Committee stated that "In addition to the discharge of its primary responsibility, namely, the organization of an educational program that is sufficiently flexible and enriching to meet individual needs, the school has a part to play in the treatment of social problems and in the control of conditions in the community that affect the well-being of children generally. Neither the school nor any other agency can hope to solve the complex and many-sided problem of juvenile delinquency alone. Only to the extent that the schools and other community agencies and services join together and coordinate their activities in a systematic and many-sided attack upon a many-sided problem can the community and Nation expect to bring about a substantial reduction in juvenile delinquency. So long as each agency continues to work independently of every other agency, a one-sided, fragmentary, and scattered effort is inevitable."

A guide for evaluating the school's program, including 20 questions and answers in the report, suggests practices that are likely to become a constructive

force in the prevention and control of undesirable behavior. These questions may well become a measuring rod for a study of the needs of the community by the superintendent, his staff, and representatives of citizen groups, as a co-operating body.

### **The Home**

The panel discussing the responsibility of the home held that parents should not be made the scapegoat in placing blame for juvenile delinquency. In considering what attitude is most constructive in dealing with boys and girls who get into trouble, members of the panel indicated that parents must be helped to find out what is wrong with the conditions under which they are living and to do something useful. Blaming or punishing children or parents doesn't make sense. Children need the experience of facing the consequences of their antisocial behavior. They also need much more. All the adults who work with children—the parents, the teacher, the minister, the school principal—should try to understand the reasons why children get into trouble. This attitude, the panel thought, is not soft or easy-going. On the other hand it is hard, realistic, and honest because it is based on facts.

The panel on the home pointed out that "good" homes are more prevalent than people realize. Most parents love their children and want to do the best they can; yet even the best parents have problems which get in the way of doing what they hope for their children. Sometimes parents may have excellent understanding and easy ability to deal with their children at one age, but cannot cope with them at another.

The panel on the home as well as the one on the schools recommended that schools help parents meet their responsibilities more adequately by offering a carefully planned program of parent education, with opportunities for parents to study child development and family relations. The school should in-

vite parents to participate in the planning, development, and evaluation of the school program. Attention was also called to the need for the school to strengthen the curriculum in helping youth to understand human relationships, in preparing them for personal adjustments involving love, courtship, and marriage, and in acquainting them with the most essential facts concerning child growth and development.

### **Other Panels Urge School Action**

Other panels that presented findings were those on (1) the Church; (2) Child Guidance Clinics; (3) Institutional Treatment; (4) Recreation; (5) Youth Participation; (6) Citizen Participation; (7) Case Work; (8) Role of Police; (9) Juvenile Courts and Detention; (10) Housing; (11) Rural Aspects; (12) Community Coordination; (13) Statistics. Many of these made reference to the importance of the school as a preventive agency and to the ways in which schools and other agencies can work together toward a common goal.

*Child Guidance.* The panel on mental hygiene and child guidance clinics pointed to the school as next to the family in significance of its influence upon the child's development. "The school's failure to see the child as a total personality," it reported, "with a life apart from the classroom and with fundamental needs as an individual that transcend a desire to master the three R's, contributes to delinquency in many cases." The panel urged that a child-guidance clinic, properly staffed, should be an integral part of the school organization of all cities large enough to afford one. Elsewhere a general community clinic or a traveling clinic should be available to children needing such services. State commissioners of education and local school superintendents were asked to reexamine existing programs for the understanding and treatment of behavior disorders, to assure themselves of the adequacy of specialized personnel, such as psychologists, visiting teachers, attendance workers, and others charged with recognizing and treating maladjustment among pupils.

*Institutional Treatment.* The panel on institutional treatment gave special

attention to children and youth committed by court action to residential schools for delinquents. This group protested the stigma attached to such schools by most communities and urged that they be geared more closely into community life. Highly individualized treatment, special facilities for different types of children, a well-qualified and adequately paid staff, and educational experiences suited to the needs of every child were among factors emphasized. A closer affiliation with the public educational system of the State was recommended, through which the training school would receive advisory assistance from the State educational staff and would in turn, as an educational center, discharge appropriate responsibilities to the State. In other words, the child sent to a training school for juvenile delinquents should not be ostracized, but should still be considered a member of school and community life while receiving the specialized treatment he needs.

*Recreation.* The panel on recreation urged that recreational and youth leaders cooperate with teachers and other school personnel to make the school-community recreation program an effective preventive measure. Schools should become community centers, with out-of-school programs that will furnish recreational activities for young and old alike. Libraries should be accessible to all, with bookmobiles bringing to rural areas the recreational reading that many young people crave. More camps are needed that will bring children and youth in touch with the great out-of-doors and furnish educational experiences through leisure hours.

The panel's report stated: "The school is potentially in a position to furnish leaders and to provide facilities to serve many of youths' needs in their after-school hours, on Saturdays, and during vacation periods. However, the field is wide open for more and greater progress—both in developing year-round recreation activities within the school program and in extending the school's recreation services and influences as total community needs require."

*Rural Aspects.* While all the panels gave consideration to the needs of children and young people who live in rural areas, one special panel summarized the

findings in the various fields as they applied to rural youth. Every emphasis was placed upon the importance of seeing to it that rural youth have opportunity for constructive group activity, with the home, the church, and the school again identified as the major responsible agencies. As elsewhere, so in rural communities spiritual values come first in the prevention of delinquency. These every group concerned with rural youth must promote in every possible way.

*Community Coordination.* The panel on Community Coordination stressed again that delinquency is a problem for the whole community and not for any one agency within it. What can the community do as a whole? It can get the facts concerning juvenile delinquency, as it exists within its own borders; it can help the public to understand these facts; it can promote a balanced growth of services for children and youth; it can relate the problem of juvenile delinquency to other social problems which exist in the community; it can take action to correct the problems which contribute to juvenile delinquency; and it can focus attention on the neighborhood as the natural social area for all related services. To do these things every citizen and youth must participate in a planned program of action.

### **Origin and Development of the Conference**

The National Conference for the Prevention and Control of Juvenile Delinquency had its inception when, in October 1945, Attorney General Clark became concerned with the problem of the approximately 1,600 juveniles under the control of the Department of Justice. Seeking advice from authorities associated with children, he appointed the National Advisory Panel to the Attorney General on Juvenile Delinquency Problems. This panel met in February 1946, and made definite recommendations for further action. One of these was that "the Attorney General call a larger and more representative conference in Washington, D. C., to consider and recommend a program of specific action in the various fields which

(Turn to page 18)

## New Books and Pamphlets

### Music Education

Lowell Mason, "The Father of Singing Among the Children." By Arthur Lowndes Rich. Chapel Hill, The University of North Carolina Press, 1946. 224 p. \$3.

Describes the work of Lowell Mason, who organized the first children's singing school in Boston, and traces his influence on the development of music teaching in the public schools of the United States. Includes a bibliography of Lowell Mason's writings and of other related sources.

### Reading Conference

Claremont College Reading Conference, *Eleventh Yearbook 1946*. Sponsored by Claremont College and Alpha Iota Chapter of Pi Lambda Theta. Claremont, Calif., Claremont College Library, 1946. 200 p. \$2.50.

Gives the papers presented at the conference on the theme, "Types of Reading Implied by a Broad Concept of the Reading Process." Topics discussed include aural reading, visual reading, tactile or touch reading, social reading, physiological factors affecting the reading process, and curricular problems in reading.

### Intergroup Relations

*Improving Intergroup Relations in School and Community Life*. A Study Conducted and Reported by the Subcommittee on In-Service Education of Teachers, Paul W. Harnly, *chairman*. The North Central Association of Secondary Schools and Colleges, 1946. 48 p. 25 cents, single copy. (Address: The Secretary, George W. Rosenlof, Lincoln, Neb.)

The study aims to analyze the origin of intergroup problems, to establish their relationships to the total school and community program, and to suggest ways and means of doing something about them. It outlines the implications for in-service education and emphasizes the development of in-service techniques which have transfer values to other situations.

### World Goodwill

*Learning World Goodwill in the Elementary School*. Department of Elementary School Principals, National Education Association of the United States, Washington, D. C., 1946. 366 p. illus. (The National Elementary Prin-

cipal, Vol. 26, No. 1, September 1946. 25th Yearbook) \$2.

Discusses the basic educational process of forming attitudes and the unique service of the elementary school in the process; presents first-hand reports on school activities, and suggests the scope of the service still to be rendered in building a better future in human relationships. Lists books, pamphlets, films, and recordings useful to the classroom teacher.

### United Nations

*Aids to Teaching About the United Nations*. Office of Press and Radio Relations, National Education Association, Washington, D. C., 1946. 23 p. processed. 10 cents.

Presents a guide to the material on the United Nations. Aids are grouped under the three principal sources: (1) United Nations Secretariat; (2) U. S. Department of State; and (3) American Association for the United Nations. Lists more than 50 pamphlets, study guides, posters, and charts, available free of charge to teachers from these agencies; additional material from other sources is also listed.

*One World in the Making, the United Nations*. By William G. Carr. Boston, Ginn & Co., 1946. 100 p. illus. \$1.

Gives an explanation of the United Nations, its reasons for being, its charter, objectives, and machinery. Includes photographs, maps, charts, and a list of important references for further reading.

### How to Do It Series

*How to Make a Bulletin Board Effective*. By Edwin M. Barton and George B. Robinson. National Council for the Social Studies, 1201 16th St., NW, Washington, D. C., 1945: 6 p. (How to Do It Series, No. 4) 10 cents, single copy.

Shows how a social studies bulletin board can become an important teaching aid with the expanding function of displaying all types of material to supplement class work. Other titles in the series are: *How to Use a Motion Picture*, *How to Use Local History*, and *How to Use a Textbook*. Intended for social studies teachers, elementary and secondary.

### Wartime Schools

*6,000 Kids From 46 States*. Published by the Vanport City Schools, Portland 17, Ore., 1946. 100 p. illus. \$1.25.

Describes an adventure in public education at Vanport, Ore., where, within a year, 700 acres of swamp land became the living space

for 40,000 people who came to build ships for war. Reports how a new school system was set up and new schools built for the "6,000 kids from 46 States."

## Recent Theses

These theses are on file in the Library of the U. S. Office of Education, where they are available for interlibrary loan.

### Audio-Visual Aids

*The Audio-Visual Program in the Newton Public Schools*, by Norman H. Payne. Master's, 1946. Boston University. 125 p. ms.

Traces briefly the history of audio-visual aids in the Newton (Mass.) Public Schools. Outlines plans for the future growth and use of these aids, and shows the need for teacher training in this field.

*The Development and Use of Audio-Visual Aids in the Training Program of the United States Armed Forces With Some Implications for Post-War Education*, by Francis R. Millard. Master's, 1946. George Washington University. 74 p. ms.

Studies the use of models, objects, sand tables, training films, film strips, lantern slides, sound equipment, photographs, maps, charts, posters, cartoons, troop demonstrations, and illustrated material used in training men for the Army and Navy. Indicates ways in which the audio-visual aids can be used to advantage in postwar education.

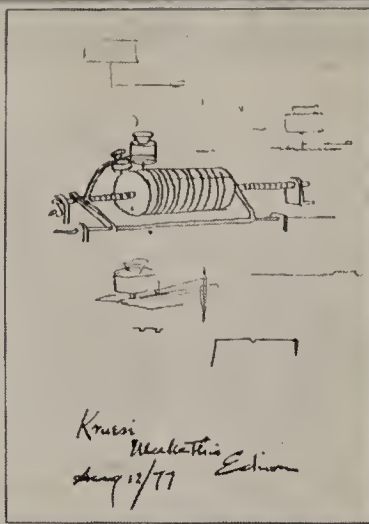
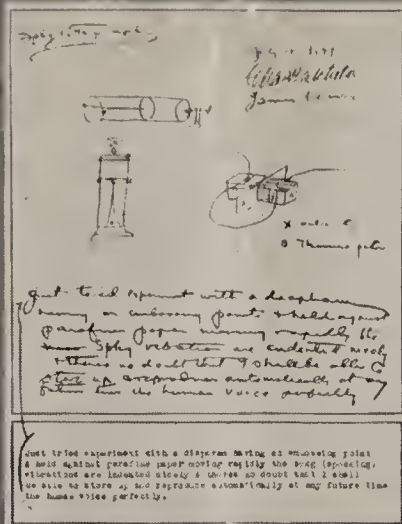
*Development of an Educational Radio Series Using Original Verse of Pupils*, by Mildred B. Rees. Master's, 1944. University of Cincinnati. 195 p. ms.

Describes scripts which were broadcast by several radio stations and which originated in the high schools of Cincinnati, Ohio; a private school in Youngstown, Ohio; and another in Rockford, Ill.

*The Economy of Time in Industrial Training; An Experimental Study of the Use of Sound Films in the Training of Engine Lathe Operators*, by Abram W. Vander Meer. Doctor's, 1945. University of Chicago. *Journal of Educational Psychology*, 36: 65-90, February 1945. (Reprinted.)

Develops a technique for using sound films in the training of engine lathe operators, and attempts to determine whether such a technique would result in a saving of time in the teaching of 12 lathe skills. Indicates that it would be possible to shorten the training period by including motion pictures in the training of operators in the manner described in the experiment.

(Turn to page 18)



Edison's rough sketch of one of the early phonographs; America's first electric railroad, built by Edison; one of his early laboratories.

# THE EDISON CENTENNIAL CELEBRATION

TEACHERS will observe, in one way or another, the Centennial of Edison's birth. Whatever form their efforts take, there is bound to be emphasis on Edison's life: his early experiences, his disciplined ambitions, and finally, of course, his achievements. And indeed the dramatic story of his life will lend itself to pictorial exhibits, classroom plays, radio presentation, library displays, and assembly programs.

But reviewing events in the life of a great scientist and enumerating his contributions to human welfare—these two efforts are not enough. They are interesting, yes; but they amount to a recording of skeleton half-truths. They do not tell the whole story.

### The Heart of the Matter

The whole story of Edison's life, or for that matter the life of any scientist, is full of implications that have real meaning for youth studying science today. These implications, having to do with attitudes and

work methods, are what humanize our skeleton half-truths and give them personality. It is one thing to learn that Edison invented the phonograph. It is quite another to remind students of our indebtedness to him. (No matter if their juke-box is a startling variant.) It is still something else to realize what attitudes gave him the courage to stick through frustrations and set-backs; and what methods gave him the key to his answers. These implications are the heart of the matter.

### Scientist Searches for Explanations

Scientists' attitudes toward their work, then, and their methods used in work—these may be interpreted in warmly human terms that contradict the cold connotation of the term "scientific method." Students of science will see that the scientist is a curious and a hopeful fellow. He is searching for explanations and he plans experiments, one after another, to get



at the bottom of his questions. He has a nimble imagination, but he must be honest in his experiments. He cannot jump to conclusions, he cannot afford to be tempted by wishful thinking, he cannot conclude his observations until all the facts are in. Since he respects his work, he must be as stubbornly patient about it as he is accurate. Actual, measurable facts are the only evidence he can tolerate, and they limit him. But they also support him, guide him, and eventually reward him.

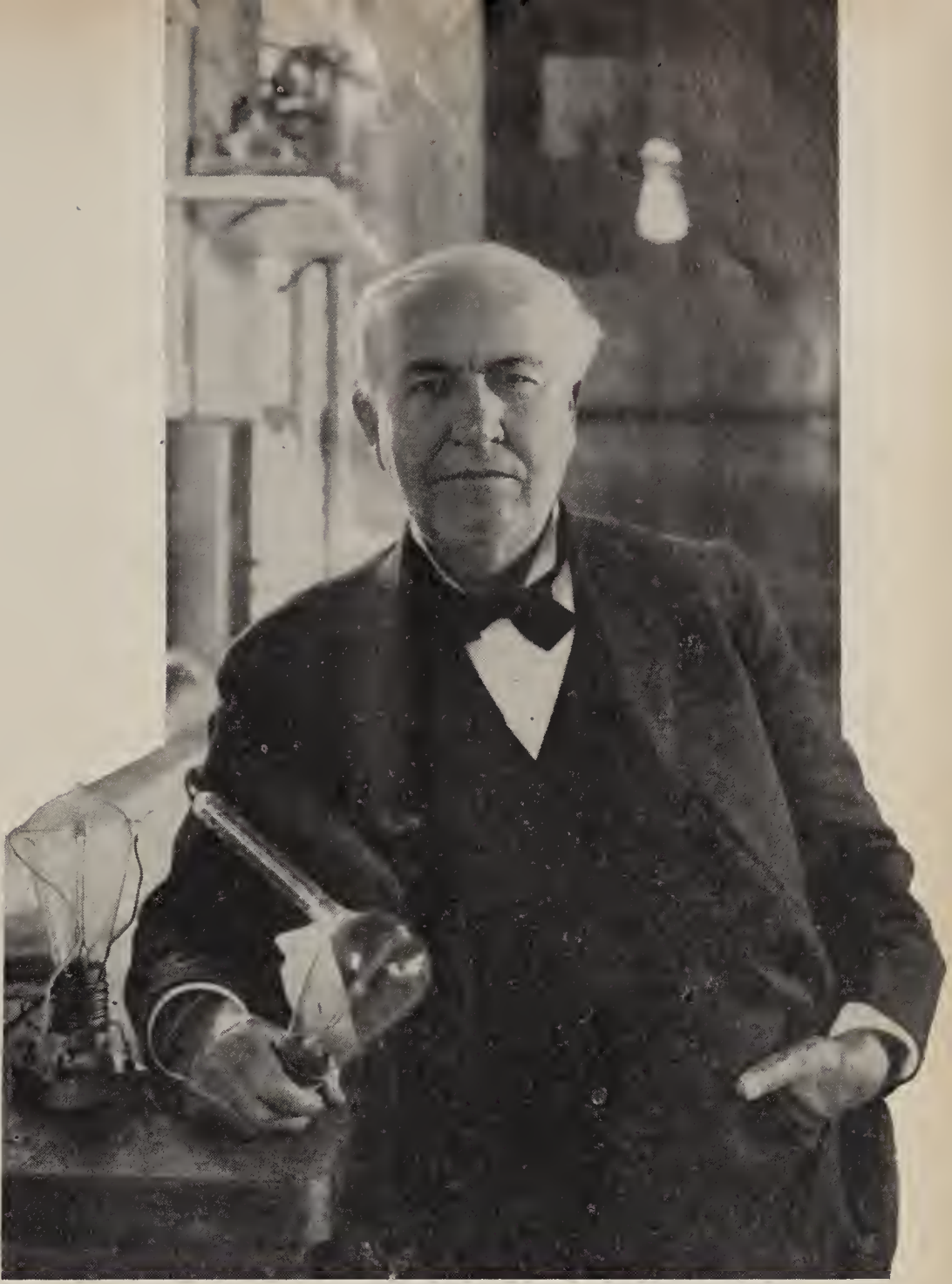
**Studying Edison's Achievements**

Students of science, and students of all other subjects, can learn by studying the achievements of Edison to try out for themselves such attitudes and methods as guided him. Teachers can help by getting across to their students the growing, working personality behind these achievements. The drama is there; it will be the more exciting for being told in full. And finally, it is a "natural" for real education of high and lasting value.



*NOTE.—The Edison Centennial Committee, 40 West Fortieth St., New York 18, N. Y., has announced that posters depicting the achievements of Thomas A. Edison will be sent to secondary schools.*

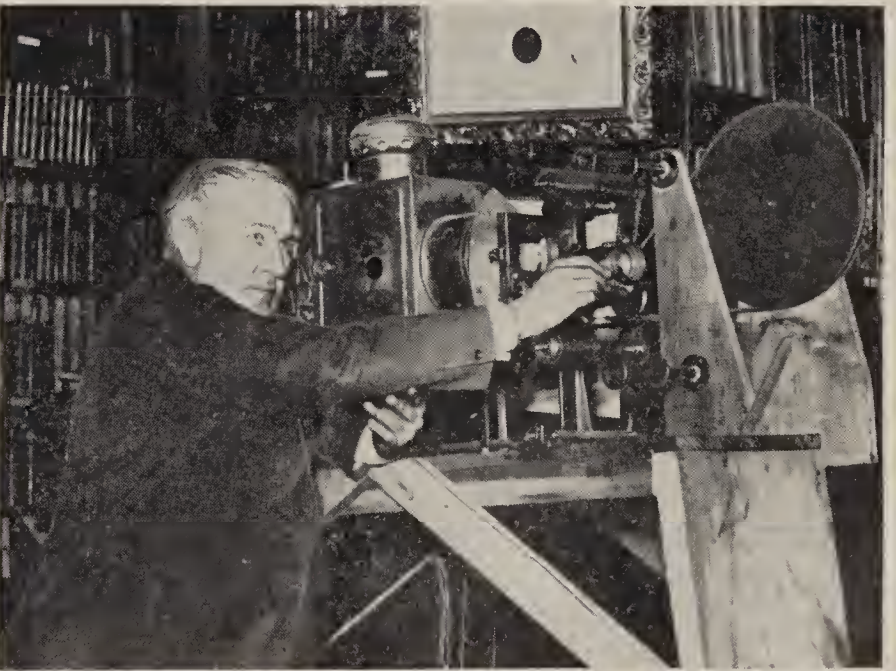
# ION 1847-1947



Electronics age opened when Edison demonstrated in 1883 that heated filament in vacuum bulb emits electrons. Picture with models of first electric bulbs taken in 1912.



Edison with first phonograph. Photo made after demonstration in White House, 1878.



Edison demonstrating early motion picture projectors. Picture taken in 1905.

## Recent Theses

(From page 15)

*An Evaluation of the Effect of Illustrations on Comprehension in the Fifth and Sixth Grades*, by Claire E. Richards. Master's, 1945. Boston University. 98 p. ms.

Describes an experiment in which four stories in the social studies field were issued in booklet form; in one set the first and third stories were illustrated and the second and fourth were not illustrated; and, in the second set, the second and fourth stories were illustrated and the others were not. Concludes that illustrations had little effect on the comprehension scores of pupils in the fifth and sixth grades.

*The Problems Involved in the Administration of an Audio-Visual Program*, by Joseph B. Johnson. Doctor's, 1946. George Washington University. 205 p. ms.

Outlines problems involved in finance, budget, organizations, acquisitions, operation of equipment, distribution, adaptation of classrooms, storage and maintenance, teacher training, correlation, selection, new areas of instruction, and public relations in the administration of the audio-visual program. Indicates that few programs meet all of the administrative problems adequately, but that many of them solve one or more of the problems considered.

*Projected Visual Aids in Business Education*, by Clifford D. Ettinger. Doctor's, 1945. New York University. 363 p. ms.

Attempts to determine the visual aids used in teaching business education; their value in teaching the subject; the present status of classroom use of visual aids in business education in the public high schools of New York City; and the organization and distribution of these aids. Concludes that projected visual aids have instructional value in the teaching of business subjects.

## Courses of Study

These courses of study were recently received in the Office of Education Library. They are not available for loan or distribution by this Library.

Amarillo, Tex. Public Schools. *Fine Arts: A Tentative Course of Study in Art Appreciation for Junior and Senior High Schools*. 1946. 150 p. processed. (Curriculum Bulletin Supplement, No. 255).

Denver, Colo. Public Schools. *We'll Take the High Road. A Resource Unit for the Use of Teachers in Preparing*

*Their Own Units on Aviation for Children in the Fifth and Sixth Grades*. 1945. 53 p. processed.

Florida. State Department of Education. *A Brief Guide to Teaching Mathematics in the Secondary Schools*. Tallahassee, 1946. 60 p. (Bulletin No. 50).

Kentucky. Department of Education. *The Program of Vocational Agriculture in Kentucky*. Frankfort, 1945. *Educational Bulletin*, 13: 499-545, October 1945.

Wisconsin. Department of Public Instruction. *Driver Education Procedures*. Madison, Motor Vehicle Department, 1945. 20 p.

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## JUVENILE DELINQUENCY

(Concluded from p. 14)

touch on juvenile delinquency problems."

The conference that met on November 20-22 was the result. Recommendations made by the National Advisory Panel constituted the charter and program of the Conference. The technique of pre-conference panels was adopted, each panel to prepare a report recommending action by specific individuals and groups in each particular area of responsibility. The conference itself, totaling some 800 persons in attendance, then became a working conference, divided into the 15 discussion panels already indicated. Revisions were made in the preliminary reports as presented, and the final report of each panel was submitted in summary form at the concluding session of the Conference.

### Plans for Follow-up

It was never the intention of those who planned the Conference that it should in itself represent a terminal effort. The action taken at the final session put into tangible form the plans made for further service. A resolution creating a Continuing Committee was adopted, such Committee to consist of the Executive Committee of the National Advisory Panel and the chairmen of the various panels of the Conference, with the vice-chairmen to serve as alternates. The functions of this Continuing Committee will be to edit the panel

reports, make plans for their printing and dissemination, explore the possibilities of having a permanent secretariat, plan for reassembling of the Conference on a national scale, and follow up the action of the Conference by encouraging State and community conferences of the same type. Special emphasis was placed upon the participation of young people themselves through the inclusion of their representatives on the Executive Committee and on the Continuing Committee.

The National Conference will thus make available to community groups a set of reports which will be useful in guiding discussion and suggesting action. "It is the responsibility now of every locality and every individual in every locality, having concern for young people, to carry the work on with the fullest degree of imagination and initiative. It has been emphasized and re-emphasized that the solution to the juvenile problem lies in the homes and schools and local institutions of this country. It is only by action in these areas that results can be achieved."\*

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## Teen-Age Employment

TEEN-AGE employment has continued at a high level since the war ended, according to the annual report of the National Child Labor Committee recently issued under the title, "Child Labor—In the First Year After the War."

Exact figures for 1946 are not yet available, says the report, but estimates based on employment certificate and other figures indicate that approximately 2,000,000 young people, 14 to 18, are still employed full or part time—a million less than at the peak of wartime employment and a million more than were employed before the war.

That the decline in the employment of teen-agers has not been as rapid and spectacular as had been anticipated, can be accounted for largely by the fact that, so far, the level of employment generally has not declined. The curve of youth employment has always followed the curve of general employment.

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\* From "Tentative Draft of Introduction to Volume of Summaries of Reports of the National Conference for the Prevention and Control of Juvenile Delinquency." (Mimeo.)

# Activities in Elementary Science

by Glenn O. Blough, Specialist in Elementary Science

“WE LEARN by doing,” is thoroughly lodged in the science teacher’s mind, so when she plans her work in science in the grade school, she is determined to have plenty of activity going on. “Get those kids out of their seats,” the professor of methods said in his course last summer, “give them something to do. Remember, they learn by doing.”

That’s fine. But *learn what?* That is the question science teachers have so frequently failed to ask themselves. Children color bird pictures, they make murals, they press flowers, they experiment, they keep notebooks, they write science “poems,” they collect stuff, they do ninety-nine-and-one other things all in the name of activity. What is it that’s active? Just hands and feet, or do activities involve the use of the thinking apparatus, too? They should. What, exactly do we want these activities to accomplish? What is their purpose in relation to the big aims for which we are striving in science? These questions are too often completely ignored or insufficiently considered.

## Purposeful Activity

An activity, to be adequately purposeful, must in some definite manner contribute toward one or more of the following: A more complete understanding of an important science principle or generalization, a broader interest in and appreciation for science, a more scientific method of problem solving or a better social attitude. In addition it should be of such a nature as to seem worth while to the pupil. This factor we have too often overlooked. In our zeal to “get the show on the road,” we have failed to spend time enough to show the learners how this activity can serve their present and/or future needs.

When children are genuinely concerned about a science problem, they attack it with much more energy and enthusiasm than is otherwise the case. When they can see where they are going and why they are going there, they are much more apt to arrive having accomplished something along the way. Hav-

ing been properly motivated then, a problem that is within the realm of understanding of the learner and of real interest to him can stimulate activity that will be full of purpose and vim.

This kind of activity can and should by all means involve some planning on the part of pupils. After they have set up a plan much cooperative work in the group is involved. The more voice pupils can have in the planning and carrying out the plan, the better. Likewise the more they can be involved in judging the results achieved, the better.

## Evaluating Activities

Using the elements involved in this point of view as the units of a measuring stick, let us hold it up to some of the more commonly used activities. Experimenting is, of course, one of the learn-by-doing activities commonly considered as essential in teaching science in the elementary schools. Unfortunately experimenting as an activity is often poor. In fact it is often so poorly done as to be almost useless because it consists of having children read the experiment instructions from a book, following them like a recipe and then drawing sloppy conclusions. Children jump to conclusions like frogs unless they are checked again and again. Too few experiments, as now performed in many classrooms, involve any thinking at all on the part of the pupils.

Take for example this following case of an experiment observed in an elementary school. The teacher says, “Today we are going to do an experiment with sulphur and iron filings.” She has arranged the material neatly on the science demonstration table. The children are spilling over with anticipation as they always are when there’s an experiment in the offing. The teacher selects three pupils to perform the experiment, and gives them directions. They mix the two chemicals and try to separate them with a magnet. The magnet attracts the iron and not the sulphur. The teacher says “You see we have not made a chemical change because the two chemicals are still the same. Now, heat

them in the test tube.” The pupils follow her directions. “Now test them with a magnet,” she directs. The magnet does not attract the mass. “Now, you see we have made a chemical change because the characteristics of the two chemicals have changed. Do you see?” The entertained but bewildered children say, “Yes, Miss Brown.” And Miss Brown says, “Now let’s see what our books say.” The children read the paragraphs describing the experiment and results. Obviously there has been no planning here to make the children think, no planning by the children, no real direction of their activity, no problem-solving methods were used, no application of experimental results. In fact it’s almost a waste of sulphur!

## Some General Guiding Principles

In order to make experimenting become a meaningful activity we need, then, some general guiding principles for planning experiments. The following are among the more important ones.

1. Experiments should be conducted in such a manner as to cause pupils to think. An experiment in which the teacher *tells* the pupils everything, obviously gives no food to nurture growing minds.

2. By all means, children should be conscious of the purpose for performing an experiment. It is often desirable to write the purpose on the board in a simple, direct form. Certainly the problems should be children’s problems insofar as possible and should not anticipate the results already read from the book by the pupils. For example: The children arrive in school on a slippery winter morning. The janitor has scattered salt on the school steps to clear the ice. The children want to know what happens to the ice and why that happens. They decide to set up an experiment to discover the reason. Chances are they will not be easily satisfied with superficial performance. They get the point of why they are experimenting and are therefore more apt to press the performance to an ultimately satisfying conclusion.

3. Careful planning is essential to successful experimenting. Appropriate materials must be assembled (by the children if possible), a plan of procedure must be set up, the plan must then be accurately followed to insure that the results can be depended upon. Less “jumping the gun” and more “hey, wait a minute, let’s take another look at this,” should be the motto in grade-school science experiments

4. Insofar as possible, children themselves should perform the experiments. They may work as individuals or as groups depending on the type of experiments and the amount of material available. Experiments involving use of fire or other possible dangers or experiments of a complicated nature if used at all, should be performed by the teacher.

5. Many times, children themselves can originate experiments to answer their questions. These are often the most satisfactory from every point of view. Contrary to the belief of some teachers, experiments need not always be complicated, nor need they have been previously described in a science book.

6. Experiments should be performed carefully, and exactly according to the directions, either those from books or those originated by the class.

7. Pupils should learn the value of using a control when they perform an experiment so that their results will be more apt to be dependable. For example, children are attempting to discover whether or not leaves of plants give off water. They set up the usual experiment of covering a plant with a glass jar and shutting off the soil from contact with the air in the jar. The next morning droplets of water are found on the inside surface of the jar. The children immediately decide that they have discovered the answer to their problem. But how can they be sure that the water did not come out of the air in the jar? They can't. But suppose they assemble another set of apparatus exactly like the first—a plant pot, a glass jar, soil, etc., but without a plant. The jars are placed side by side and observed. This time if water appears on the inside surface of the jar with the plant in it and does not appear on the other jar's surface, the water must have come from the plant leaves. Such a procedure of controlled experimentation is essential if experiments are to assume their full meaning as activities for children.

8. Simple apparatus is more appropriate for use in experiments in the elementary school than complicated material. Intricate pieces of apparatus sometimes borrowed from high-school laboratories, often detracts from the real point of the experiment.

9. Pupils should exercise great caution in drawing conclusions from an experiment. They cannot prove anything from having performed an experiment once. They must hold their finding tentative until more evidence—either in the form of additional experiments performed themselves or from authentic books—has been found. Results should be accurately and completely stated and in some cases recorded in a brief carefully written paragraph. Pupils should

most certainly not generalize on insufficient experimental evidence.

10. As many applications to everyday life situations and problems as possible should be made from an experiment. This is a hard step, but it is one of the most important reasons for studying science in the first place. When an experiment has been performed, only the first step in its usefulness has been taken. For example, pupils want to see how painting can keep things from rusting. An experiment is set up involving a wet unpainted nail and a similar nail covered with a layer of paint. The experimenters note that in one case oxygen has united with the iron causing rust and that in the other there is no rust. Now in a real life situation how is this principle applied? in school? at home? on the way to school and elsewhere? The experiment was done to make the idea real. The applications must be made to see how important this idea is and how useful.

The teacher with the iron and sulphur would proceed quite differently if she followed these guidepoints. If she wanted to perform the experiment with her group she might begin: "We have been discussing the differences between chemical and physical changes. We have two elements here. Can anyone think of a way to use them to illustrate how a chemical change is different from a physical change?" The pupils make suggestions. If they are not successful with their ideas, the book may be used as a reference. After the sulphur and iron have been mixed and separated the teacher may say, "How do you know what kind of change this illustrates?" "How can you be sure you are right?" After the mixture is heated, she may ask, "How is this change different from the previous one?" "How can you be sure of your answer?" From this discussion the children may formulate their description of physical and chemical changes and then they may read to check their ideas. From this experiment, the teacher may proceed to apply this learning to practical situations in which we try to stop chemical change (painting iron to keep it from rusting) and where we use chemical change (souring of milk to make cheese).

Left to themselves, children are inveterate experimenters. The results may be greatly improved by following a few good-sense rules which involve motivation, thoughtful planning, and intelligent direction and application.

## Considerations in Using Reading Material

*Reading* ranks high in the list of activities in science. In fact perhaps too high. Unfortunately some courses in science deteriorate into reading periods to the exclusion of all other activities. That is sad. Reading is one of the ways to learn science and as such deserves considerable thoughtful planning if it is to be an effective tool. The following considerations in using reading material are important.

1. Science classes are a logical spot for children to learn to differentiate between fact and fancy in their reading. That is, they should come to know that some books are written for pure enjoyment; others present facts which are used in gaining knowledge. They should learn to challenge the authenticity of the materials they read. They should learn that the date of copyright and the authorship are important in judging the authenticity of material. They should learn to exercise care in drawing such conclusions about material, i. e., that checking one fact with an authentic source does not necessarily indicate that the book is accurate. Finding an error on a printed page may be one of the most enlightening experiences a pupil can have for through this he may learn the valuable lesson that just because something appears in print does not necessarily mean that it is accurate.

2. Reading should be done with a definite purpose in mind, i. e., to check pupils' own conclusions, to find information, to find out how to perform experiments, to answer questions and solve problems.

3. A variety of sources of reading material on a given topic is generally desirable because through several sources, more information is obtained and varying points of view may become apparent.

4. It is often necessary and desirable for science pupils to do individual pieces of reading "research." Under such circumstances careful note taking is essential so that an accurate report may be given to the class. This is an important aspect of reading in science.

5. Selection of appropriate reading material is prerequisite to success in reading activity. This is largely the responsibility of the teacher; but the help of the children is also desirable. Material which is too difficult, or which is too easy, or which is inappropriate because it does not answer the children's questions is discouraging when offered to children.

Reading is a learning tool of which all science teachers should be aware.

Developing skill in reading and learning in science can go hand in hand. But reading is only one of the ways to learn science. To overemphasize its use is to ignore some of the essential purposes for teaching science.

### **Accurate and Thorough Observations**

*Observing* is another essential activity in all science teaching and pupils should grow in their ability to observe more accurately and thoroughly. Through the use of their senses children can come to experience many things. Feeling the texture of material, or the heat from an electric wire, seeing cloud formations, seeing the changes in lengths of shadows, listening to birds, and many other similar activities are an important part of their science work. They make the learning more vivid. List the verbs of action and you have a key to the many opportunities for observing: Touch, lift, smell, weigh, taste, measure, watch, find, etc.

Children will observe to determine the characteristics of things, to see the changes in growing things, to learn the habits of animals and to see the results of experiments, but, and this is an important word in this case, they must learn to do so with accuracy and to report their observations carefully enough to be reliable. A scientist has a deep respect for facts.

### **Excursions Good or Bad**

*Making excursions* to solve problems and to add information and appreciation, form an important part of an activity program in elementary science. Trips to the park, the zoo, the telephone exchange, the sawmill, the airport, the water purification plant and to other similar places within reach are commonly made by teachers and pupils. These can result in a headache for the teacher, a field day for the children and bad public relations for the school because of the "monkeyshines" of poorly directed children unless the trip is well planned.

Children should make such excursions with definite purposes in mind. They should go to answer questions that are best settled by first-hand observation of the kind trips furnish. By all means, they should be very much aware of the purpose for the trip and the guide

should know in advance what the children want to see and learn and the teacher should make a before-hand trip to see the place for herself and to talk with the guide. She should then be alert to assist the guide in keeping the group together, making sure that there is plenty of opportunity to see and to ask questions. Excursions should be made an integral part of a study under consideration and not just for something to do. Field trips can be of inestimable value to a science program or they can be and sometimes are useless boondoggling. It is probably safe to say that more time should be spent getting ready for an excursion, and again in gathering deductions from it, than on the actual excursion itself.

### **Values in Collecting**

*Collecting* is another activity that breaks out all over elementary schools. Children collect everything from feathers to fossils, and any number of things can inspire the urge to make a collection. Sometimes collections made by individuals in a class create an interest in a subject in the entire group. This frequently happens when children bring collections of insects, rocks, or shells to school. Sometimes the study of a subject promotes collection-making on the part of a whole class.

A collection can be used to inspire careful observation in order to identify and classify the items. The collection can serve as useful illustrating material and may be made part of a school museum to be used school-wide by science classes. Collecting just for the fun of it is often satisfying to many children but making a collection serve a purpose increases obviously the value of the activity.

### **Make Constructing Useful**

*Constructing* things has become a common practice in many elementary schools and some of it seems a little on the foolish side. We've all seen book ends—50 alike—patiently waiting to be painted. Again it's the purpose that makes the activity take on sense. If a thing needs to be made to serve a useful purpose the activity of constructing appears legitimate. Animal cages, bird houses, feeding stations and the like are in this class. If the activity helps to

promote understanding of a science principle the purpose too is obviously valid. Constructing a miniature solar system to see relative sizes of its members, building weather instruments to get an idea of their sizes and how they work, making balancing toys to experience principles of physics, making an electric questioner to learn about complete and incomplete circuits are examples of construction activities that have real use in achieving the purposes for teaching science.

### **Culminating Activities and Evaluation**

*Culminating activities* of various kinds are often used at the close of a unit of study in science, and again if the activities are purposeful, they can serve the child well. Giving plays, assembly programs, making exhibits, charts, booklets and countless other schemes to review the learnings, skills, and appreciations are good when sensibly pursued. Often they furnish a real need for the skills in reading, writing, spelling, art, arithmetic, and other subjects. The group planning which must accompany these culminating activities is no small part of the important contribution which they can make to child growth.

*Evaluating* is one of the essential elements so often neglected in any of these described activities. The children, sitting down with the teacher to talk over the effectiveness of an activity can grow in ability to look critically at a situation. If young Tom says, "I think our program for the sixth grade wasn't very good. Some of us were not prepared and the whole thing needs to be arranged better," this is a healthy sign, or if Susan says, "Our committee picked out something to do that was too hard. I think we need a meeting to plan better," this too has hearty implications. When children are helped to set up criteria for judging their work, then use them to measure accomplishment, any activity is bound to yield greater returns.

Activity? Yes, by all means, but not just for the sake of letting off excess steam and filling up an afternoon, but because it is a way to make ideas live, make them more thoroughly understood and provide opportunity for purposeful work together.

# Social Legislation Concerned With Management and Labor Relations

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WITH THE GRADUAL evolution of the Nation's social and economic pattern reflected in our total educational scheme, social legislation and its effect on management and labor relations should be of interest to educators. Such legislation has, either directly or indirectly, affected the amount and kind of education, school attendance, and the age at which youth may leave school for employment. This article, therefore, has been written to provide some brief factual information on the subject.

About the time of the American Revolution, power was being applied to machines used in the manufacturing processes in England. Also better ways were found to smelt iron and to transport goods. These changes and many others connected with them revolutionized ways of living. The most important changes were the invention of machines to take the place of hand tools, the use of water, steam, and electric power, and the adoption of the factory system. The growth of the factory system brought about widespread changes in the lives of workers. Its development brought about a need for larger and better systems of transportation. With this development came an increase in the population and growth of cities.

In England, the Government had accepted the doctrine that it should keep its hands off business. Factory owners set their own working conditions as they pleased. Then grave problems arose such as working hours, wages, unemployment, accidents, employment of women and children, and housing conditions. Parliament in 1802 passed a law regulating the daily work of apprentices to 12 hours and requiring that they be taught reading, writing, and arithmetic. In 1833 other laws were extended to protect all children and women workers. As factories developed, the personal-relationship gap between the employer and the employee

widened; workers began to organize and to fight for better working conditions and for educational opportunities and training for their children.

In the United States, through the efforts of organized labor and its friends, through a sympathetic public and administration, many pieces of social legislation designed to better the life of working people and to bring about improved relations between industry and labor have been placed on the statute books. The following are examples of Federal acts which over the years, have been passed by the Congress of the United States and which have affected industry and worker relations. These are classified under three general headings: Education, working conditions, and living conditions.

## **Education:**

Organized labor has since its inception given serious consideration to the development of our system of public schools. Records of the earliest conventions reflect this attitude. Many resolutions were adopted and various committees and commissions were formed to seek legislation which would provide equal educational opportunities for all children. It advocated and helped win the fight for free public education including free textbooks in many States. The educational aspect of the labor movement is an important one since it is recognized that in order to improve living standards and working conditions of the working people they must have a concept of and be able to participate in the political, social, and economic aspects of our democracy. Labor groups have been especially interested in the following Federal acts.

12 Stat. 503, July 2, 1862 (Morrill Act)—An act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and mechanical arts.

Public No. 242, March 4, 1907 (Nelson Amendment)—An act providing for the more complete endowment and maintenance of land-grant colleges.

Public No. 95, May 8, 1914—An act to provide for cooperative agricultural extension work between the agricultural colleges of the several States receiving the benefit of an act of Congress approved July 2, 1862, and of acts supplementary thereto and the U. S. Department of Agriculture.

Public No. 347, February 23, 1917—An act to provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for the cooperation with the States in the preparation of teachers of vocational subjects and to appropriate monies and regulate its expenditures.

Public, No. 236, June 2, 1920—An act to provide for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment.

Public, No. 182, June 29, 1935—An act providing for research into basic laws and principles relating to agriculture, further development of cooperative agricultural extension work, and more complete endowment and support of land-grant colleges.

## **Working Conditions:**

Under this classification are listed some 37 laws. These have been selected from among much labor legislation and arranged chronologically, from 1888 to 1943. The list does not represent an exhaustive study of or search for such labor legislation. Since 1943 there have been other acts which have a bearing on management and labor relations, such as the Smith-Connally Act. It will be noted that the legislation reflects changes in labor and management relations.

Public, No. 304, October 1, 1888—An act to create boards of arbitration or commissions for settling controversies and differences between railroad corporations and other common carriers engaged in interstate and territorial transportation of property or passengers and their employees.

Public, No. 193, August 1, 1892 (Eight-Hour Law)—An act relating to the limitation of the hours of daily service of laborers and mechanics employed upon the public works of the

United States and of the District of Columbia.

Public, No. 115, June 1, 1898 (Erdman Act)—An act concerning carriers engaged in interstate commerce and their employees.

Public, No. 219, June 11, 1906—An act relating to liability of common carriers in the District of Columbia and territories and common carriers engaged in commerce between the States and between the States and foreign nations to their employees.

Public, No. 274, March 1907—An act to promote the safety of employees and travelers upon railroads by limiting the hours of service of employees thereon. (NOTE.—Prohibits more than 16 hours of continuous duty.)

Public No. 100, April 22, 1908—An act relating to the liability of common carriers by railroad to their employees in certain cases.

Public No. 176, May 30, 1908—An act granting to certain employees of the United States the right to receive from it compensation for injuries sustained in the course of their employment.

Public Law No. 479, March 1911—Prohibits construction of naval vessels and machinery for such vessels by any person, firm or corporation which has not established an 8-hour workday for all employees.

Public No. 199, June 1912—An act limiting the hours of daily service of laborers and mechanics employed upon work done for the United States, or for any Territory, or for the District of Columbia, and for other purposes.

Public Law No. 336, extract from, August 1912—Provides that on or after March 4, 1913, letter carriers in the City Delivery Service and clerks in first- and second-class post offices shall be required to work not more than 8 hours a day.

Public Law No. 290, extract from, Naval appropriation law, approved August 1912—Makes provision in all contracts authorized under this act limiting hours of daily service of laborers and mechanics employed on work done for the United States.

Public No. 408, March 1913—An act relating to the limitation of the hours of daily service of laborers and mechanics employed upon a public work of the United States and of the District of Columbia and of all persons employed

in constructing, maintaining or improving a river or harbor of the United States and of the District of Columbia.

Public No. 6, July 15, 1913 (Newlands Act)—An act providing mediation, conciliation, and arbitration in controversies between certain employers and their employees (Common carrier).

Public No. 60, February 24, 1914—An act to regulate the hours of employment and safeguard the health of females employed in the District of Columbia.

Public No. 252, September 5, 1916—An act to establish an 8-hour day for employees of carriers engaged in interstate and foreign commerce, and for other purposes.

Public No. 267, September 7, 1916—An act to provide compensation for employees of the United States suffering injuries while in the performance of their duties and for other purposes.

Public No. 257, May 20, 1926 (Railway Labor Act)—An act to provide for the prompt disposition of disputes between carriers and their employees and for other purposes.

Public No. 215, September 19, 1918—An act to protect the lives and health and morals of women and minor workers in the District of Columbia and to establish a minimum wage board, and define its powers and duties, and to provide for the fixing of minimum wages for such workers, and for other purposes.

Public No. 152, February 28, 1920, extract from (relinquishment of Federal control of railroads)—Title 111, Disputes between carriers and their employees and subordinate officials.

Public No. 803, March 4, 1927—An act to provide compensation for disability or death resulting from injury to employees in certain maritime employments, and for other purposes.

Public No. 618, May 29, 1928—An act to regulate the employment of minors within the District of Columbia.

Public No. 537, July 7, 1930—An act to amend section 4 of the act entitled "An act to create a Department of Labor," approved March 4, 1913.

Public No. 798, March 1931—An act relating to the rate of wages for laborers and mechanics employed on public buildings of the United States and the District of Columbia by contractors and subcontractors and for other purposes.

Public No. 306, July 22, 1932—An act

to repeal an act entitled "An act to legalize the incorporation of National Trades Unions," approved June 29, 1886.

Public No. 30, June 6, 1933—An act to provide for the establishment of a national employment system and for cooperation with the States in the promotion of such systems, and for other purposes.

Public No. 67, June 16, 1933—Collective bargaining by labor and the right of employees to organize under NRA codes.

Public No. 324, June 13, 1934—An act to effectuate the purpose of certain statutes concerning rates of pay for labor, by making it unlawful to prevent anyone from receiving the compensation contracted for thereunder and for other purposes. (NOTE.—On public building or work financed in whole or in part by Federal loans or grants.)

Public No. 442, June 21, 1934—An act to amend the Railway Labor Act approved May 20, 1926, and to provide for the prompt disposition of disputes between carriers and their employees.

Public No. 198, July 5, 1935 (National Labor Relations Act)—An act to diminish the causes of labor disputes burdening or obstructing interstate and foreign commerce, to create a National Labor Relations Board, and for other purposes.

Public No. 776, June 24, 1936—An act making it a felony to transport in interstate or foreign commerce persons to be employed to obstruct or interfere with the right of peaceful picketing during labor controversies.

Public No. 215, July 24, 1935—An act to prohibit the interstate transportation of prison-made products in certain cases.

Public No. 851, October 14, 1940—An act to make unlawful the transportation of of convict-made goods in interstate commerce, and for other purposes.

Public No. 403, August 30, 1935—To amend the act approved March 3, 1931 relating to the rate of wages for laborers and mechanics employed by contractors and subcontractors on public buildings. (NOTE.—Amends to read "that the advertised specifications for every contract in excess of \$2,000.00 \* \* \*".)

Public No. 629, May 28, 1936—An act to advance a program of national safety and accident prevention.

Public No. 58, August 12, 1937—Joint resolution granting consent of Congress to the minimum-wage compact ratified by the Legislatures of Massachusetts, New Hampshire, and Rhode Island.

Public No. 308, August 16, 1937—An act to enable the Department of Labor to formulate and promote the furtherance of labor standards necessary to safeguard the welfare of apprentices and to cooperate with the States in the promotion of such standards.

Public No. 718, June 25, 1938 (Fair Labor Standards Act of 1938)—An act to provide for the establishment of fair labor standards in employments in and affecting interstate commerce, and for other purposes.

Public No. 779, June 29, 1938—An act to prohibit the transportation of certain persons in interstate or foreign commerce during labor controversies, and for other purposes.

Public No. 382, August 11, 1939—An act to amend the employers' liability act.

Public No. 784, December 2, 1942—An act to provide benefits for the injury, disability, death, or enemy detention of employees of contractors with the United States, and for other purposes.

Public Law 89, June 25, 1943 (War Labor Disputes Act)—An act relating to the use and operation by the United States of certain plants, mines, and facilities in the prosecution of the war, and preventing strikes, lock-outs, and stoppage of production, and for other purposes.

### **Living Conditions:**

Along with organized labor's effort in securing better education and working conditions, progress has been made in the direction of living conditions. This group together with other organizations has been instrumental in securing Federal and State legislation as well as local ordinances pertinent to housing, health, sanitation, and other phases of living conditions. National legislation, such as the following, has been enacted.

Public No. 616, February 10, 1931—An act to provide for the advance planning and regulated construction of public works, for the stabilization of industry, and for aiding in the prevention

of unemployment during periods of business depression.

Public No. 271, August 14, 1935 (Social Security Act)—An act to provide for the general welfare by establishing a system of Federal old-age benefits, and by enabling the several States to make more adequate provision for aged persons, blind persons, dependent and crippled children, maternal and child welfare, public health, and the administration of their unemployment compensation laws; to establish a Social Security Board; to raise revenue; and for other purposes.

In concluding this article, I should like to offer the following general statements for consideration and perhaps for democratic discussion—both pro and con.

1. Working conditions, including wages, are no longer determined by management alone. They are a subject for negotiation between management and labor groups. In the earlier days, as has been pointed out, such matters were to a large extent between a single employer and his employees and usually limited to a single craft. Gradually, however, working conditions have come to be negotiated on an industry-wide basis. At present when labor and management cannot agree, working conditions become a subject for negotiation among management, labor, and the Government.

2. The principle that the welfare of workers is a concern of the whole Nation is now recognized. There are Federal and State laws, as well as local ordinances, which are designed to protect the health and welfare of workers and their dependents. Such legislation includes safety, in its broadest sense, inspection of working conditions by Federal and State authorities, social security, and retirement plans.

3. Over a period of years the rank and file of workers have become better educated and have a better understanding of their rights and privileges as citizens and of the techniques in negotiating with management. This condition has been a factor in two directions: (1) that of securing improved working conditions and (2) that of assisting management in improving and the furthering technological development of industry. The complicated machinery and

production methods in use today could not have been developed without technically trained workers.

4. Certain social legislation which has been enacted has brought about more and more Government regulation which directly and indirectly affects both management and labor. This has necessitated a corresponding increase of work on the part of Government in that special boards, commissions, and committees are necessary to carry out the provisions of such legislation; for example, collection of taxes, management and labor collective bargaining elections, advisory committees, and hearings.

5. The protection of labor organizations through Federal legislation has contributed to their growth. On the other hand such protection is bringing labor and management relations to the point where responsibility of both parties is demanded more and more.

6. It is generally agreed that sound social legislation raises the standards of living for all people; makes education available to anyone, rich and poor alike; provides minimum wage patterns; and sets standards for industries not directly affected by the laws. The great task facing the Nation today is maintaining the balance between fair wages for all workers, organized and unorganized, and the cost of living. In a democratic nation such as ours workers and the public in general will not tolerate for long conditions which permit a minority to profit through the exploitation of labor.

7. Management and labor representatives participate in the betterment of conditions for the masses through serving on an equal basis on advisory boards and commissions. Also represented on many of these boards are representatives from the public. Through such procedures, the combined philosophies of labor, management, and the public in the field of industrial relations have been to a certain extent joined.

8. Through such developments we may expect more and more social legislation to be enacted which will benefit all people. The rights of labor and management will be equally protected. In other words, we can not have social legislation that has been enacted for the benefit of any special group or which is passed for the selfish interest of such groups.



# SECONDARY EDUCATION

## Duties and Responsibilities of State Directors of Health and Physical Education

THE FOLLOWING summary is based upon information collected over a period of several months, from State directors of health and physical education relative to the nature, educational scope, and purpose of their respective state programs. The inquiry dealt with five phases of the school program, namely, health service, health instruction, safety education, physical education and other official duties.

Twenty-two States were requested to send data. The States replying were scattered from coast to coast giving a fair geographical sampling. Those reporting were: Alabama, California, Connecticut, Delaware, Florida, Illinois, Indiana, Louisiana, Maryland, Massachusetts, Missouri, New Jersey, New York, Ohio, Texas, Utah, and Virginia.

### Health Service

Health service is usually rendered the schools by special personnel including school physician, school dentist, school nurse and, in some cases, social workers. Eighty-eight percent of the State directors reported that they have responsibility for the health service program. One State reported no responsibility. Fifteen States reported that they do not have absolute authority over this program. One State reported an advisory relationship. Ten States reported a cooperative arrangement between their department and the health department or the medical profession for health service. Four States have no arrangement.

The records taken by the health service staff are available to all teachers in the schools of ten States. They are not available in two and are listed as "optional" by one State.

The directors were asked to list the duties they now have in connection with the health service program. The following duties were listed:

1. Coordinate the health service program and physical education.

2. Approve and cooperate with the program in the schools.
3. Set health service standards.
4. Act in an advisory capacity.
5. Handle publicity.
6. Assist in securing personnel.
7. Perform duties of organization and supervision.
8. Cooperate with State board of health and State nursing services.

Eleven States reported requirements for health service staff members. Four States reported none. The staff members required to meet these qualifications were nurses in most States and in all States there are registration requirements for physicians and dentists.

Six directors reported that they assisted in the setting up of these requirements. Five reported that they did not assist. The other States made no statements.

Ten States reported periodical health examinations. Two States listed them as optional. Eight States have yearly examinations. The States were asked to report on arrangements other than those asked for concerning health examinations. They listed the following:

1. Examination of athletes only.
2. Required by law.
3. Required every four years.
4. Requirements set by the State Board of Health.
5. Local requirements only.
6. Required annually but given only every three years in reality.
7. All students participating in physical activity classes are examined.
8. Examinations for employment only.
9. Handled by local jurisdiction.
10. Cities handle examination in some cases.

### Health Instruction

State directors in fifteen States reported administrative responsibility for health instruction; one State reported no such responsibility. Sixteen States reported that secondary health instruction is partially or wholly done by

physical education instructors. One State did not report.

Five States reported that the health instruction is integrated with physical education. Eleven States reported a dual arrangement with some instruction done separately and some integrated with physical education. When the teaching is done by teachers other than physical education teachers, twelve States reported control over the program, and four States reported no control.

Fifteen directors are in charge of the course-of-study construction for health courses. One State director reported that he has no such responsibility.

Eleven directors have "some" authority over teacher-training institutions in the setting up of teacher-training requirements. Four reported no authority over teacher-training institutions.

Other duties listed as official are:

1. Assistance in health projects.
2. Distribution of publicity and teaching aids.
3. Provision for health education.
4. Advice regarding nurse in health education program.
5. Speaking and distribution of teaching aids.
6. Control of hygiene of environment.

### Safety Education

Five State directors have charge of the school safety education programs. Eleven do not have charge, and one acts in an advisory capacity. The State directors having charge also assist in safety textbook adoptions. Three State directors have responsibility for the course of study in safety although they are not in charge of the program. Eight have no responsibility for the course of study.

The question was asked "If safety is not a part of your official duties, do you think that it should be?" Nine replied "yes," three "no," and one "not sure." Then the question was asked "If it is a part of your official duties, do you think it should be?" Twelve replied "yes." Ten stated that they were asked to serve as members of a State safety committee with members of other State departments. Thirteen States reported that their safety education was general

safety; one State reported safety instruction on traffic only.

To determine the types of safety taught, each director was asked to list the phases of safety taught in his particular State. Thirteen listed traffic; 12 listed precaution against communicable disease; 8, education covering so-called hereditary diseases; 9, disease growing out of poor health habits; 11, eating hazards; 15, fire hazards; 13, home hazards; 14, water hazards; 15, play hazards; and 15, first aid. One State indicated that safety education was limited to the high school level.

### **Physical Education**

Fourteen States have placed "absolute control" of the physical education program in the hands of the director. In three States the directors do not have "absolute control." The directors were asked to list any who have "some" control if they did not have "absolute control." The following were listed as having "some" control: athletic associations, State boards of education, local boards of education, and advisory groups.

In fifteen States the State director is responsible for the course of study construction and revision. In two States this is handled in some other way.

One director stated that he has no authority over the teacher training institutions in this field; 12 reported "some authority"; 2 have "absolute authority"; and 1 "cooperates" with them.

The teacher-training standards that the schools must meet are set by the State directors of thirteen States. In 3 States they do not set up standards; in 2 States they assist.

The majority of State directors have close connections with the professional physical education associations of their States. Some have a cooperative arrangement; some are members of the executive committee; some are advisers and one director was a "member only."

In response to an inquiry regarding the furnishing of bulletins or pamphlets to teachers, 17 departments supply these materials; one stated "indirectly," as all publications were sent to the principal or superintendent.

The State directors of 13 States have full responsibility for the physical education curriculum in their States; 3 do

not have full responsibility; 7 indicated that superintendents and principals shared in the responsibility.

### **Athletics**

Fourteen States have an interscholastic athletic association; 2 do not have; 1 director did not reply. Nine State directors have some connection with their association; 6 have no connections.

The responsibility for the athletics program in the different States lies with the athletic association, the high school principals, the "committee on physical education and recreation," an executive committee, local board of education, State high school commissioner of athletics or a board of control.

Two State directors reported that they are "officially" concerned with athletics only during school hours; 6 are "officially" concerned at all times; 8 are not "officially" concerned; 1 answered "yes and no."

### **Other Official Duties**

Some of the official duties listed are approval of gymnasium plans and equipment, and promotion of school health and recreation.

Other official duties included issuance of "News Letter," "supplementary materials," "guide and direct health education," "approval of gymnasium plans," "school bus approval," "responsibility for balanced lunches," "supervision of nurses," "supervision of recreation," "health supervision," and membership on the "State parent-teacher health committees."

### **In General**

The majority of States have laws or regulations requiring health service. Less than 50 percent of the States have school health examinations and these seem to be rather irregular or are left up to the local authorities. There appear to be several other departments, agencies, or organizations responsible for phases of this program.

Health instruction fares better. All States have some health instruction, and many have courses of study. Teacher-training institutions are making some efforts to train teachers for health instruction and State directors are assisting by the distribution of teaching aids and by the sponsoring of health projects.

There seems to be a general effort to

provide safety education. This varies from traffic safety to a complete program of general safety education.

Probably the most complete program is that of physical education. All phases of this program seem to be under the control of the State directors with the exception of inter-school athletics. Even this is partially under the control of many directors. The majority of directors have indicated that their duties involve publication of bulletins, course of study construction, advising and supervising health and physical education programs, acting on committees, and, in general, serving as promotional directors of the general program.

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## **Health and Safety Education**

Health and safety of our people have, in recent years, come to be regarded as one of our most valuable national resources. The efforts of the Nation are today centered in a program of life conservation. The responsibility of the schools in this program is of major importance. No other agency is so well equipped to deal with the problem.

The aim of *health instruction* is to assist in the development of a strong people with desirable habits, wholesome attitudes, and adequate knowledge relating to personal, community, and racial health. *Safety instruction* aims to provide opportunities for pupils, to acquire habits, attitudes, skills, and knowledge essential to a life free from unnecessary hazards and accidents. Similarity of these aims indicates that health and safety have the same basic factors and should be considered as two phases of the same program.

From the school viewpoint, instruction in health and safety is not new, but emphasis has been placed upon preventive measures. Rules and regulations have been stressed. With changes in educational philosophy, health and safety education have assumed a new meaning. Now we are less interested in a regulated regimen and more interested in the development of the whole student. We teach those things that assure adjustment to the social life of which each of us is a part. We teach the child to approach life with insight and understanding rather than with fear or quaking.

The general aims of health and safety instruction are definitely a part of the objectives of all education. A health and safety program must furnish a school plant and environment sanitary and free from unnecessary hazards. It must provide pupils with a background of health and safety experiences and information and help them to develop habits and attitudes which lead to intelligent self-direction in living.

Every good school program of health and safety has at least two parts. One is instruction and the other is service or supervision. Both require the administrator and teachers to assume certain responsibilities. These can be stated in the form of aims and objectives as follows:

1. School health and safety service.
  - a. To control the school building and environment so as to protect and promote the health and safety of all persons concerned.
  - b. Through health measures and through the elimination of hazards, to insure a school population physically, mentally, and emotionally able to receive and use the instruction given.
2. Instruction in health and safety.
  - a. To promote an intelligent attitude toward health and adventure, and a freedom from conditions which restrict a normal enjoyment of life.
  - b. To influence the conduct of the student in matters of personal and community health and safety, so as to produce the greatest degree of compatibility within the social group.
  - c. To influence parents and other adults to better habits and attitudes, through the health and safety programs for children, so that the school may become an effective agency for the promotion of health and safety in the family and community.
  - d. To influence future generations through the conduct of the individual, so as to insure the conservation of the best in man.

To achieve the aims a thorough knowledge of the functioning and the care of the human body should be taught. Understanding of the problems of health and safety in the home is needed. More accidents and illness oc-

cur from faulty habits and practices in the home than from any other part of our environment.

Instruction in activities and skills to assure recreational health and safety is needed. Reports from schools and the National Safety Council indicate that the accident rate is higher for recreational activities than for any other group of activities.

The need for understanding of the problems of occupational health and safety is obvious. Good health, proper habits, attitudes and skills for transportational health and safety are important.

Although the schools have a basic responsibility for health and safety instruction, the entire responsibility is not theirs. In fact, the school program will not be successful unless the parents understand and cooperate with the school. Adult education is essential to secure parent participation. This cooperation and understanding should also be supplemented by law enforcement and by engineering. This means that the entire community must be eternally vigilant and all groups must unite to control the ever-present dangers to health and safety.

### **Citizens' Federal Committee Plans Reports on Crisis in Teaching Profession**

The Citizens' Federal Committee on Education, which acts in an advisory relation to the U. S. Office of Education, is sponsoring a series of reports to the Nation on the critical condition of the teaching profession. On November 1, 1946, at the conclusion of the second semiannual meeting of the Committee, Chairman Thomas C. Boushall, who is also chairman of the Education Committee of the U. S. Chamber of Commerce, said that the present crisis affecting the teaching profession "is of such gravity as to threaten the future of the American way of life.

"The mass exodus in recent years of hundreds of thousands away from the teaching profession," continued Chairman Boushall, "is understandable because of the completely inadequate teacher salaries, the lack of public esteem, and the lack of other factors that make for job satisfaction. Only vigorous and statesmanlike action on a scale commensurate with the urgent need, can avert a serious national tragedy."

In opening the second conference of the Committee, Commissioner Studebaker declared, "Never have we witnessed a deeper concern among people generally for education and a wider recognition of its importance to our future destiny." He pointed

out that the Citizens' Federal Committee, as the first national educational body of laymen, representing wide interests of labor, business, agriculture, manufacturing, homemakers, professions, veterans' groups, religious groups, and Negro groups, "should have far-reaching influence on American life and education."

Dr. Kathryn McHale, General Director of the American Association of University Women and Vice Chairman of the Citizens' Federal Committee, is chairman of the subcommittee that has been at work on presenting the reports to the Nation. Other members of this subcommittee include: Walter D. Fuller, President, The Curtis Publishing Co., representing manufacturing; A. S. Goss, Master, National Grange, representing agriculture; the Very Reverend Msgr. Frederick G. Hochwalt, Director, Department of Education, National Catholic Welfare Conference, representing religious groups; Walter G. Ingalls, American Legion, representing veterans; Mathew Woll, Chairman, Committee on Education, American Federation of Labor, representing labor.

The next meeting of the Citizens' Federal Committee will be held on March 17, 1947. At this time the Committee will consider pending Federal legislation on education.

# LIBRARY SERVICES

## Public Library—People's University

RECOGNIZING that education is a continuous process through life, not terminated at the grammar school, high school, or college level, the director of the Library Division, Minnesota Department of Education observes in his unpublished report 1945-46: "It is here where the free public library emerges as a potential agency for informal education on the adult level." He points to the growth of correspondence schools, extension courses, forums, film exchanges, and town meetings of the air as evidence of a popular desire to understand better "things imperfectly apprehended earlier in life."

Since those who continue self-education after school days have ended must commonly do so through voluntary reading and study, the director continues: "For the overwhelming number of people this means the public library. As the university of all the people . . . the municipal and county public library becomes a social imperative in the American educational pattern."

## Story Hour, WFAS

One of the outstanding educational broadcasts of radio station WFAS at White Plains, N. Y., is the story-telling program entitled "Bag O'Tales," according to a recent issue of *Bulletin to the Schools*, an official publication of the University of the State of New York. Now in its eighth year, this radio program has been presented under the auspices of the Westchester Library Association to acquaint children and their parents with worthwhile stories for boys and girls and to inform them that these may be borrowed from school or public libraries.

Although most of the story-tellers are children's librarians, the bulletin states that others are elementary school teachers, guest authors, scout leaders, and members of parent-teacher groups. "Bag O'Tales" has been widely publicized in local newspapers, and programs are commonly sent out in advance to a considerable mailing list of school libraries, institutions, and others. Li-

braries in the Westchester area, with radios in their juvenile departments, accommodate listening groups, and children have formed clubs to listen to this program at their homes. Occasionally, children's groups have been admitted to the studio to witness the broadcasts of "Bag O'Tales."

## Books and Current Events

"The Library Hour," a weekly lecture series sponsored for a third year by the campus Librarians' Association, is listed among the public services of the University of Illinois Library in its *Annual Report, 1945-46*. Drawing speakers largely from the university faculty, the year's program covered such topics as labor policy, folk music, radar, income taxes, plastics, housing, the atomic bomb, children's literature, best sellers, and current events. Books were frequently exhibited and lists of works recommended by speakers were distributed at the meetings.

Similar in plan, according to the library's annual report was "The Library Presents," a weekly radio program over station WILL, sponsored jointly by the University of Illinois Library and Library School. The year's schedule included some talks repeated from "The Library Hour," and others treating such subjects as inflation, veterans, maps, geopolitics, higher education, cultural relations abroad, and topics related to books and libraries. Suggestions for reading were usually connected with each talk.

## What Cities Spend for Libraries

A total of \$30,226,000 was reported spent for public library service in 1944 by cities in the United States having a population of 25,000 or over, according to a tabulation of general municipal operating expenditures prepared by the Bureau of the Census and included in the "Statistical Compendium" (Volume 3) of its series, *City Finances: 1944*.

The Bureau states that the above figure covers operating expenditures for municipal library service reported by 305 out of 395 cities over 25,000 in population, and includes also contributions

by the city to privately maintained libraries open for public use.

## Books on Wheels

A gift of \$5,000 for the purchase of a bookmobile has been received by the Fort Worth Public Library from one of its trustees, according to a recent announcement in *Texas Libraries*, official publication of the Texas State Library. The donation was made in memory of the trustee's mother, a former member of long standing on the library's board of trustees.

The new bookmobile will represent the first step in an expansion of Fort Worth Public Library to provide more adequate library service to a growing city. This bookmobile, reports the Texas State Library, will be the sixteenth in operation in Texas.

## Toward World Peace

Librarians and teachers who wish to keep abreast of American foreign relations will find in *The Department of State Bulletin* an authoritative week-by-week analysis prepared by Federal officials.

The bulletin not only contains exclusive articles on America's role in world affairs, but also includes authoritative versions of historic documents which underlie the future world of peace. The Department of State announces that this weekly publication provides simple, compact, and straightforward information upon which Americans may base well-informed viewpoints on the foreign policy of the United States.

*The Department of State Bulletin* is announced as available by subscription from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at a price of \$1.00 for 13 weeks, or \$3.50 for 1 year, with a 25 percent discount for 100 or more subscriptions.

The Southeastern Library Association celebrated its 25th Anniversary at the twelfth biennial conference held in Asheville, N. C., October 23-26. There was a record attendance of more than 500 librarians and trustees from the following 9 States that make up the membership of the Association: Alabama, Florida, Georgia, Kentucky, Missis-

issippi, North Carolina, South Carolina, Tennessee, and Virginia.

Throughout the meeting the results of 25 years of regional planning were stressed but the primary emphasis was on the need for continued cooperation. Tommie Dora Barker reported on "Libraries in the Southeastern States, 1942-46." Jack Dalton of the University of Virginia spoke for Louis R. Wilson on "The Southeastern States' Cooperative Survey of Libraries." (In this statistical study it is planned to collect fundamental facts about libraries as they now exist.) Paul Howard spoke of the work that he is carrying on in Washington, D. C. at the National Relations Office of the A. L. A. and of the importance of securing funds to provide for the demonstration of public library service in areas without such service or with inadequate library facilities. His general subject was "Libraries Must Learn To Live Together."

Mary U. Rothrock, President of the American Library Association, addressed the group. She said that within the decade the Southeastern Library Association has made tremendous strides toward spreading a framework of libraries over the major areas of every southern State. At present more than half of the total population in the area is within reach of libraries. Miss Rothrock was concerned about the effectiveness of expanding library facilities in relation to the improvement of living in the South. She emphasized the fact that southern libraries must give increased emphasis to the social aspects as well as to the literary needs of their communities. The needs of the South, she said, "are pronounced and definite, but they admit an educational solution." The speaker continued by declaring that it is the responsibility of libraries to help in the educational solution of the problems that arise from the South's raw material economy.

There were opportunities to talk about children's books. Nora E. Beust of the U. S. Office of Education conducted three discussion groups. Helen Ferris of the Junior Literary Guild introduced the discussion of "All Good Books for Boys and Girls Have Social Significance." Glenn O. Blough, of the U. S. Office of Education, spoke on writing for children.

The importance of adult books was

the subject of the talk by William T. Polk, associate editor of the *Greensboro Daily News* at a meeting of library trustees. He spoke of the need for maintaining a high standard of reading to promote spiritual and intellectual forces. A book dinner with Christine N. Govan, author of the best seller—*Jennifer's House*—as guest speaker gave the group a glimpse of what "My Life in An Ivory Tower" is for a busy mother.

Section meetings concerned with the improvement of different types of library services were held throughout the conference. The book displays by the numerous exhibitors were effective and conveniently located.

## County Library Growth

*Your County Library* is the title of an illustrated brochure issued by the Burlington County, N. J., Free Library Commission in commemoration of the 25th anniversary of the county free library system with headquarters at Mount Holly, N. J.

Reproductions of photographs, line drawings, and a map accompany brief summaries of the growth and extent of specific county library services to schools, local library associations, and individuals through library stations, a bookmobile, book post, interlibrary loans, reference and readers' advisory activities. The pamphlet concludes with a statement of the budget required to maintain the Burlington County Library.

## Concerning Teacher Strikes

THE ETHICS Committee of the National Education Association recently issued the following statement concerning teacher strikes:

"The N. E. A. Ethics Committee recommends a cost of living adjustment in teachers' salaries. It reaffirms its position regarding the sanctity of teachers' contracts. The Ethics Committee does not endorse breaking contracts by striking. However, the Ethics Committee warns that immediate consideration must be given to upward salary adjustments in countless communities in order to avert a wholesale withdrawal of trained teachers from the profession.

"The N. E. A. Code of Ethics for

Teachers provides that 'a contract once signed should be faithfully adhered to until it is dissolved by mutual consent' (Article III, Section A), but it also provides that 'teachers should insist upon a salary schedule commensurate with the social demands made upon it' (Article III, Section 5).

"With several hundred teachers on strike at the present and several thousand pupils out of classrooms because of strikes in school systems over the Nation, the Ethics Committee expresses deep concern over the outlook for education, as living costs skyrocket and as the antiquated school tax structures collapse."

The committee, headed by Dr. Virgil M. Rogers, superintendent of schools, Battle Creek, Mich., urges administrators and local and State leaders to bring to the attention of their communities, school boards, and legislatures the gravity of the situation and the distressing implications for American democracy.

## NEGRO HISTORY WEEK

"DEMOCRACY Possible Only Through Brotherhood" is the theme of the *Negro History Week* program for February 9 to 15, 1947.

Sponsored by the Association for the Study of Negro Life and History, the program is designed to improve inter-group relations by increasing knowledge and appreciation of the participation of Negroes in American life and culture. An understanding of the relation of racial democracy to world peace is stressed as essential to constructive living in this period of history.

Special posters, monographs, reports, books and other assistance may be secured from Dr. Carter G. Woodson, 1538 Ninth Street, N. W., Washington 1, D. C.

The Association publishes *The Negro History Bulletin* designed for upper elementary and high school students, and *The Journal of Negro History* in which carefully documented research is presented. Books about Negroes published by the Association and by other publishers are available from their office.

# U. S. GOVERNMENT ANNOUNCES

## New U. S. Office of Education Publications

*Educational Associations and Directories.* By Luanna J. Bowles. Washington, U. S. Government Printing Office, 1946. 52 p. (Part IV, Educational Directory, 1945-1946.) 15 cents.

A directory of national and sectional associations, State educational associations, educational foundations and boards, religious educational organizations, State congresses of parents and teachers, State library associations, international educational associations and foundations, and educational and social directories and year-books.

*Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1944.* By Lloyd E. Blauch and Francis G. Cornell. Washington, U. S. Government Printing Office, 1946. 45 p. (Bulletin 1946, No. 16.) 10 cents.

Data presented in this bulletin ordinarily appear as a part of the chapter on "Higher Education" of the *Biennial Survey of Education*.

## New Publications of Other Agencies

### FEDERAL SECURITY AGENCY

**Children and the 1946 Session of Congress.** By Edith Rockwood, Children's Bureau.

Washington, U. S. Government Printing Office, 1946. (In *The Child*, vol. 11, No. 3, September 1946, p. 57-59, published by the Division of Reports, Children's Bureau.) Subscription, \$1 per year; single copies, 10 cents.

A summary of the legislation passed by the 79th Congress to benefit children.

### DEPARTMENT OF COMMERCE

**City Finances: 1944** [Cities Having Populations Over 25,000], Volume 3, Statistical Compendium, prepared under the supervision of Calvert L. Dedrick, Bureau of the Census.

Washington, U. S. Government Printing Office, 1946. 255 p. 70 cents.

In a number of the tables, "schools" and "libraries" head separate columns.

### DEPARTMENT OF STATE

**Department of State Publications:** a Semi-Annual List Cumulative From October 1, 1929.

Washington, U. S. Government Printing Office, 1946. 36 p. (Publication 2609.) Free from the Division of Research and Publications.

Lists the series subdivided according to general subject.

### LIBRARY OF CONGRESS

**Missouri Valley Authority:** Background and Analysis of Proposal (S555, 79th Congress), prepared by C. Frank Keyser, Legislative Reference Service.

Washington, Library of Congress, 1946. 131 p. Processed. Public Affairs Bulletin No. 42. Free, but distributed only to libraries.

Summarizes the pros and cons of a Missouri Valley Authority, with attention paid to the conditions in the area which call for some solution, the plans proposed, and the TVA as a precedent.

### NATIONAL ARCHIVES

**Your Government Records in the National Archives.**

Washington, U. S. Government Printing Office, 1946. 81 p. (Publication 46-18) Free from the National Archives as long as the supply lasts.

A simplified over-all view of the usefulness of the 700,000 cubic feet of Federal documents stored in the National Archives.

### OFFICE OF WAR MOBILIZATION AND RECONVERSION

**The Second Year of Peace:** Eighth Report to the President, the Senate, and the House of Representatives by the Director of War Mobilization and Reconversion, October 1, 1946.

Washington, U. S. Government Printing Office, 1946. 76 p. Free from the

Bureau of Special Services, Bureau of the Budget, 1400 Pennsylvania Avenue, NW., Washington 25, D. C.

Covers the production situation as of October 1, 1946, and discusses food, clothing, housing, and employment problems. Contains numerous charts.

## Occupation—Why? What? Where?

Washington, U. S. Government Printing Office, 1946. 4 p. (Building the Peace, Foreign Affairs Outlines No. 10.) Free from the Division of Research and Publications.

Brief account of the methods and problems of occupation in both the occupied and liberated countries.

## Report of the United States Education Mission to Japan, Submitted to the Supreme Commander for the Allied Forces, Tokyo, March 30, 1946.

Washington, U. S. Government Printing Office, 1946. 62 p. (Publication 2579, Far Eastern Series 11.) 20 cents.

Report covers the aims and content of Japanese education, language reform, teaching and the education of teachers, and the administration of education at the elementary, the secondary, and the higher levels.

## Trial of the Japanese War Criminals.

Washington, U. S. Government Printing Office, 1946. 104 p. (Publication 2613, Far Eastern Series 12.) 20 cents.

Contains the opening statement of the chief of counsel, the charter of the International Military Tribunal for the Far East, and the indictment.

## What Are We Doing in Japan—and Why.

Washington, U. S. Government Printing Office, 1946. 4 p. (Building the Peace, Foreign Affairs Outlines No. 12.) Free from the Division of Research and Publications.

Brief account of the objectives of occupation, the policy of action in Japan, and the problems ahead.

*Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.*

# HOW TO OBTAIN U. S. Government PUBLICATIONS

LIBRARY  
DEC 1 1935  
NATIONAL BUREAU OF EDUCATION

OF THOUSANDS of letters received each year by the U. S. Office of Education, many come from teachers requesting information on a variety of subjects. Much of the information sought is already available in published form. The following suggestions may be helpful.

## FREE GOVERNMENT PRICE LISTS

The Government Printing Office issues approximately 50 price lists which describe the available publications of practically all Government agencies. These lists are obtainable, without cost, upon request and may be ordered by number as indicated on the list shown here. Write the Superintendent of Documents, Government Printing Office, Washington 25, D. C. for the list or lists you believe will cover the subjects on which you desire information. The U. S. Office of Education List is No. 31.

## HOW TO ORDER PUBLICATIONS

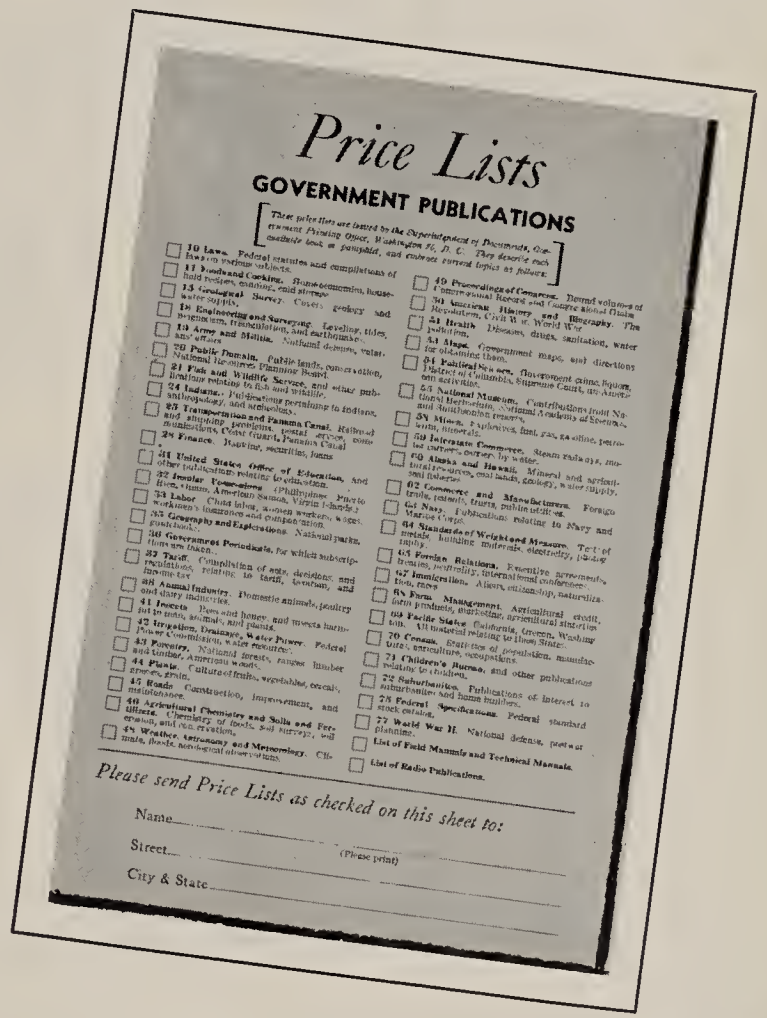
When you receive your list you will notice that it contains an order blank which you should use in ordering from the Government Printing Office the publications you select. Order all publications by name and number and enclose check or money order to cover the amount. Do not send stamps. Your school librarian may be willing to assist you in ordering, and school funds may be available for the purpose, if you do not wish to assume the expense personally.

## SEMIMONTHLY LIST OF PUBLICATIONS

If you wish to keep in touch with some of the new publications of various Government agencies as they become available, write the Superintendent of Documents, requesting that your name be placed on the list to receive the semimonthly List of Selected U. S. Government Publications. This list, which is sent without charge, contains annotations of selected old and new publications and prices.

## MONTHLY CATALOG OF NEW PUBLICATIONS

If you desire information about all Government publications you may subscribe to the Monthly Catalog of U. S. Government Publications, or your school librarian may arrange to subscribe for your school. This catalog lists all publications issued during each month by all Government agencies, whether free or for sale, and gives prices for those available only by purchase. The domestic subscription rate is \$2.25. If you live outside the United States the foreign subscription price for this service is \$2.85.



Some Government agencies issue their own lists of publications. If your special interest is in the publications of any one agency you should write directly to that agency and request its list or ask to be placed on its mailing list for announcements.

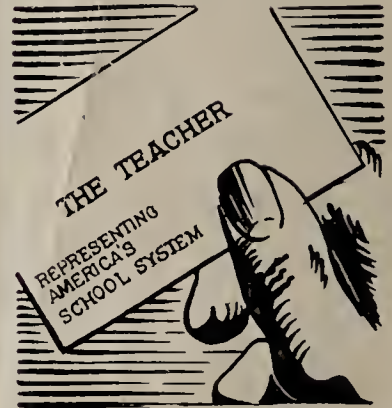
Some Government agencies issue official periodicals in which new publications are announced. SCHOOL LIFE is the official monthly journal of the

U. S. Office of Education, to which you may subscribe by sending \$1 to the Superintendent of Documents. New publications are announced in each issue.

If you follow these suggestions you will find a store of helpful information readily available, and at nominal cost. You can build up your own reference library and also keep abreast of some of the developments in the teaching profession.

**OFF THE PRESS!**

# PUBLIC RELATIONS For Rural and Village Teachers



**B**ulletin 1946, No. 17, was written by rural education specialists and is full of "ways and means whereby rural school teachers can most effectively interpret the school to the people and make the general public a partner in the community's educational program."

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# School Life

JAN 24 1947

NATIONAL EDUCATION ASSOCIATION

**OFFICIAL JOURNAL OF THE U. S. OFFICE OF EDUCATION**

**Volume 29, No. 5**

## **C O N T E N T S**

**February 1947**

	Page		Page
National Council of Chief State School Officers .....	3	A Healthful School Day for the Elementary School Child.....	23
1947 List of Chief State School Officers.....	11	Elementary Education.....	25
Highlights of 1946 State Legislative Action Affecting Education.....	12	National Council on Schoolhouse Construction.....	26
Health and Welfare Services for Children.....	19	Secondary Education.....	27
Library Services.....	21	War Memorials in Public Schools.....	28
UNESCO Elects.....	22	Birmingham Conference.....	29
		Protecting Schools from Fire.....	30
		U. S. Government Announces.....	31

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## School Life

Published monthly except August and September

*Federal Security Administrator*-----WATSON B. MILLER

*U. S. Commissioner of Education*---JOHN W. STUDEBAKER

### Purpose

The Congress of the United States established the United States Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

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NATIONAL COUNCIL OF CHIEF STATE SCHOOL OFFICERS  
NOV 24 1947

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*Reports from the*  
**NATIONAL COUNCIL OF CHIEF  
STATE SCHOOL OFFICERS**  
★

### St. Louis Meeting

**R**ESOLUTIONS adopted by the National Council of Chief State School Officers, in session in St. Louis, November 29 through December 1, 1946, expressed the Council's viewpoint and proposed actions upon issues including the Commission for International Educational Reconstruction, uniform accounting of public school funds, national school lunch programs, driver training and safety programs, surplus property acquisition, and other important matters.

#### Resolutions Adopted

The Council's resolutions follow:

#### Authorization for Acceptance of Funds and the Appointment of Personnel for Educational Projects

The increasing number of professional problems facing State educational officials in matters of State-Federal relationship and educational im-

provement programs within the State require all possible effort on the part of members of the Council to seek solutions to as many of these problems as possible;

*Therefore, Be It Resolved,* That the Council approve and endorse the steps which have been taken to seek financial assistance and to develop plans designed to provide a secretariat and to initiate concrete plans for attacking basic and fundamental problems within the States; and,

*Be It Further Resolved,* That we pledge our financial aid and other assistance as far as is reasonable and consistent with legal authority; and,

*Be It Further Resolved,* That the officers of the Council of the Chief State School Officers are hereby authorized to enter into contracts and agreements and to make provision for the appointment of necessary personnel to place agreements into operation.

#### National School Lunch Program

The National School Lunch Act provides that the Secretary of Agriculture shall enter into agreements with the State educational agencies for the administration of the school lunch programs in the respective States.

The Federal funds are disbursed to the local schools with full accountability by the State to the Federal Government.

The Secretary of Agriculture is currently requiring Federal employees to make routine audits, inspections, and administrative reviews in the local school districts. This procedure not only violates the principle of State and local responsibility for local school programs, but ignores the proper relationships between the Federal Government and the States as repeatedly expressed by this Council.

*Therefore, Be it Resolved,* That the Secretary of Agriculture be requested

to provide that all Federal audits, inspections, and administrative reviews shall be conducted at the offices of the State educational agency, *provided that* the State educational agency shall make available to the Secretary, at his request, all appropriate records of the school-lunch programs; and,

*Be It Further Resolved*, That in cases of suspected violation the State educational agencies pledge complete diligence in utilizing all facilities and personnel, Federal and State, to insure that the respective school-lunch programs shall be conducted strictly in accord with law and the regulations prescribed thereunder, and on the highest standards of honesty and integrity.

#### **Commission for International Educational Reconstruction**

*Resolved*, That the National Council of Chief State School Officers strongly support the program of the Commission for International Educational Reconstruction in coordinating programs of educational rehabilitation and reconstruction in war-devastated areas; and,

*Be It Further Resolved*, That the Council urge all educational organizations and agencies to participate to the fullest extent possible in furthering the educational rehabilitation and reconstruction in war-devastated areas as a means of developing educational systems in those areas dedicated to world peace and understanding.

#### **Uniform Accounting of Public School Funds**

*Resolved*, That the Council renew its request of December 1935 to the U. S. Office of Education to "take such steps as may be necessary to complete the study of uniform statistical reports of State school systems, to determine uniform procedures and definitions, and to assist State departments of education in their efforts to revise their recording and reporting forms."

#### **Driver Training and Safety Programs**

*Resolved*, That the Council approve the continuance of a joint project with the National Commission on Safety Education and the American Association of School Administrators in developing policies and standards for the use of automobiles made available to schools by the automobile industry and

organizations, for teaching driving and traffic safety to high-school students.

#### **C. P. A. Construction Requirement**

The construction of school buildings to alleviate overcrowding of school buildings and to replace outworn and dangerous school facilities, is of paramount importance to the Nation.

*Therefore, Be It Resolved*, That the Council urge the Civilian Production Administrator to relax the current C. P. A. requirements for authorization to build schools which prevent construction except where present facilities are operated on double session.

#### **Planning Conference Sponsored by U. S. Office of Education**

*Resolved*, That the National Council of Chief State School Officers commend U. S. Commissioner of Education John W. Studebaker, for providing funds and facilities for the September meeting of the Planning Committee and the Project Committee held in Washington, to study the projects set up for this year and to prepare preliminary drafts of the project reports.

This type of work conference is fundamental to the success of the program of the Council. It is hoped that this type of cooperation and help may be continued in the future.

#### **Teacher Training in Education**

*Resolved*, That the Council approve in principle professional efforts to improve the training of teachers and authorize its president to cooperate with professional organizations conducting studies or surveys in the area of teacher training.

#### **School Buses**

The critical shortage of school buses has caused exceptional hardship to thousands of school children through the inability of many school districts, particularly in rural areas, to provide transportation facilities, and has created serious hazards to health and life through continued operation of inadequate school buses.

*Therefore, Be It Resolved*, That the Council urge the Civilian Production Administrator to declare the school-bus program a critical one, and make steel available in sufficient quantity for school buses.

#### **Surplus Property Acquisition**

*Resolved*, That the Council urge its membership to strengthen their respective State offices to procure and disburse surplus Government property in the most expeditious manner possible.

#### **Office of Education**

The National Council of Chief State School Officers has repeatedly expressed its conviction that a strong U. S. Office of Education, properly equipped to render professional service to educational agencies and institutions, is the best assurance of maintaining the proper relationship between the States and the Federal Government.

The Council has noted with approval the steps already taken to increase the budget and strengthen the staff and the organization of the Office of Education.

*Therefore, Be It Resolved*, That the Council urge upon the President and the Congress of the United States the continued strengthening of the services of the U. S. Office of Education in terms of its basic charter of 1867, in order that it may more effectively assist the States in promoting the cause of education throughout the country.

#### **Appreciation Expressed**

A further resolution especially expressed appreciation to its president, Dr. Thomas G. Pullen, Maryland State Superintendent of Schools, "for his untiring and important services," and to the membership and the Council's Planning Committee, as well as to speakers at the meetings.

#### **Officers Elected**

Officers elected for the year beginning December 1, 1946, are as follows: President, Rex Putnam, Oregon; vice president, John H. Bosshart, New Jersey; secretary, Ralph B. Jones, Arkansas; executive committee, the three officers named, and Edgar Fuller, New Hampshire; Clyde A. Erwin, North Carolina; J. F. Hines, South Dakota; Eugene B. Elliott, Michigan; John E. Coxe, Louisiana.

#### **Excerpts From Papers Presented Together As One Team**

Speaking on the subject, "Problems in the Disposal of Surplus Government Property," Maj. Gen. G. B. Erskine, USMC, Administrator, Retraining and

Reemployment Administration, concluded his remarks, as follows:

“There is the problem of shortage of qualified teachers. You know as well as I do that this problem must be faced by paying better salaries and providing better working conditions.

“There is the problem of expanding the physical plant of our educational institutions. Temporary construction is not the complete answer. Expansion will have to be made on a permanent basis. Field reports from the FWA indicate that the cost of furnishing temporary buildings to the schools frequently exceeds 50 percent of the cost of permanent construction.

“There is the problem of equalizing opportunities for education for all citizens. Whole areas of our country are inadequately supplied with educational facilities. Large segments of our population are yearly denied the chance of an adequate education either because of their geographical location or the size of the family purse. A young man or woman who is growing up without the education vital for existence in a democratic nation is as surely a weak spot in the Nation’s defense as an unguarded point in our coast line.

“Our citizens are looking forward to education to make up in large measure the losses and privations of war and to help our veterans and other young people realize their highest ambitions and fondest hopes.

“In providing these people with the opportunities for education, we all have a potent responsibility—State and Federal Governments, the community, the schools themselves. We must attack this problem together—as one team.”

### **Revitalization of Education**

Col. John N. Andrews, personal representative of Gen. Omar N. Bradley, Administrator of Veterans’ Affairs, said in part:

“Many reforms in education are long overdue, but many of these have been accomplished during the war period. Many new adaptations had to be worked out, courses had to be streamlined, new methods had to be developed, and accelerated programs had to be provided to meet the various requirements of the war.

“The veterans’ educational program offers a big new opportunity for a re-

vitalization of education at all levels. Thousands of former servicemen and women now have opportunity to obtain more extensive training than they would have received had there been no Federal program relating to the education and training of veterans.

“If these veterans receive stimulating and helpful instruction, it will encourage others to pursue further education and training. There will be a growing demand for higher education as the youth of the country realize that the uneducated are severely handicapped in the stiffening competition in business and industry. In this way the present stimulus to education will continue throughout the generation of the veterans and will be projected far into the future.”

### **Responsibility of All of Us**

Dr. H. V. Stirling, Assistant Administrator for Vocational Rehabilitation and Education, Veterans’ Administration, pointed out the following:

“It is extremely important for veterans who desire to elect courses of education and training under the Servicemen’s Readjustment Act to remember that the primary purpose of the educational and training provisions contained in this act is to permit a veteran, whose education or training was impeded, delayed, interrupted, or interfered with by reason of his entrance into the service, to resume his education or training. Those who sponsored this legislation had in mind, in my opinion, the veteran who was going to a school, college, or university, or learning a trade, and had had such training interrupted or interfered with by his going into the service of his country.

“However, Congress left to each of the eligible veterans the right to decide whether he needed a course of education or training. The fact that the age limitation was lifted in the amendment of December 28, 1945, did not alter this policy but merely gave to the veteran who was over 25 years of age when he entered the service the sole right to decide whether he too needed a course of education or training. Therefore, a very important responsibility rests upon the veteran himself, especially the one who had completed his education or training, to decide whether he needs

further education or training. When he makes this decision in the affirmative, another important responsibility rests on his shoulders in electing a course of education or training and selecting the approved institution.

“The school, college, or university, or training institution reserves the right under the law to determine whether it will accept or retain him as a student or trainee in any field or branch of knowledge which such institution finds him qualified to undertake or pursue. Surely Congress did not, in my opinion, pass the education and training provisions of the Servicemen’s Readjustment Act merely for the purpose of permitting the veteran to draw subsistence allowance. This is the real danger. Persons who are interested in the welfare of the veteran should never encourage him to pursue a so-called course of education or training merely for the sake of receiving subsistence allowance. In the end the veteran loses a real benefit of the law, for he has received no training. This causes him to lose whatever respect he may have had for those whose duty it is to serve him under those laws which a grateful Government has passed, and under those educational and training standards which a thankful State has set up.

“My confidence and faith in the veteran of this war are such that I am sure that he cannot be misled if he has before him all the facts upon which he may make his decision. It is the responsibility of all of us to make clear to him the true conditions in a manner which is unmistakably straightforward and sincere.”

### **Planning Committee Reports**

Reports of the Planning Committee of the Study Commission adopted by the National Council of Chief State School Officers were: Analysis of Legislative Proposals on Federal Aid and Governmental Reorganization Affecting Education Considered by the Seventy-Ninth Congress; Vocational Education; Teacher Education; Education of Exceptional Children; Guidance; and Veterans’ Education.

The first two of the reports indicated above are herewith presented in full; the other reports will be made available in a later issue of SCHOOL LIFE.

# ANALYSIS OF LEGISLATIVE PROPOSALS ON FEDERAL AID AND GOVERNMENTAL REORGANIZATION AFFECTING EDUCATION CONSIDERED BY THE 79TH CONGRESS

## I. Federal Aid

Three bills introduced into the Seventy-ninth Congress dealing with Federal aid appear to contain all of the proposals which are likely to be considered by the next Congress. They are S. 181 (Calendar No. 1524), S. 2499, and H. R. 4499.

### A. Provisions of These Bills:

1. S. 181 (Calendar No. 1524) provides for the equalization of the financial effort required to support a foundation program in each State of \$40 per census child 5 to 17 years of age inclusive. This bill provides an appropriation of \$150,000,000 for the first year of its operation, \$200,000,000 for the second year, and \$250,000,000 annually thereafter.

(a) The proposed technique of apportionment is as follows:

(1) Educational need is measured by multiplying the number of census children 5 to 17 years of age, inclusive, in each State by \$40.

(2) The financial ability of each State to support the foundation program is calculated by multiplying the annual income payments for each State as determined by the Department of Commerce by 1.1 per centum.

(3) The amount to be apportioned to each State is determined by subtracting 2 from 1. If the financial ability of a State is greater than its educational need, it will not participate in the appropriation. The amounts the individual States would receive from the appropriation of \$250,000,000 vary from nothing in 15 States to \$21,471,000 in North Carolina. Nine States would receive more than \$10,000,000 annually and all are located in the South which is the poorest section of the Nation. Of the States which would receive no Federal funds, 4 are located in the Northeast, 4 in the Middle Atlantic region, 3 in the Midwest and 4 in the far west, and these sections of the Nation are the most able to support schools.

(b) The requirements for participation are as follows:

(1) If a State spends 2.5 per centum of its income payments for the current expenses of schools, it would participate fully; but if it spends less than that amount, the Federal allotment would be proportionately reduced, *provided, however*, that after the fourth year of the operation of the act if a State spends less than 2.2 per centum of its income pay-

ments for education, it is not eligible for any of the Federal appropriation.

(2) The State must accept the provisions of the Federal act and provide for the administration of the funds received, an audit by the State educational authority of the funds received, and the reporting by the State authority of the U. S. Commissioner of Education.

(3) The State must provide for a just and equitable apportionment of the Federal allocation between the races in those States maintaining separate schools without reducing the proportion being spent for minority races.

(4) After the fourth year of the operation of this bill, each State must spend \$40 per child in average daily attendance for current expenses in each local school administrative unit.

2. S. 2499 proposes to establish a national policy for education and to provide a 10-year program of assistance for the further development of educational systems.

It authorizes appropriations for basic educational programs and services, scholarships and fellowships, planning and construction of educational plant facilities, and camping programs for children and youth; and provides for the administration of the act through a system of State plans which must meet certain conditions in order for a State to qualify to receive the funds.

The principal provisions of the act are:

(a) *Basic Educational Programs and Services.*—The bill authorizes the appropriation of \$500,000,000 for the first year with an increasing amount each year up to \$1,000,000,000 at the end of 10 years. It provides for the allotment of the funds on the basis of educational need as determined through the use of total income payments in the State and the total national income and the number of persons in the State and Nation 4 to 20 years of age. But no State shall receive less than \$5 per child between 4 and 20 years of age the first year and larger amounts each succeeding year up to \$10 per child at the end of 10 years.

Certain requirements must be met as to the per centum of income payments to be spent upon education within the State. These must increase from year to year—from 2 per centum the first year to 3 per centum the last year and thereafter in order to qualify to receive funds under the act.

The State plans must meet the requirements given under "Administration" (p. 6), and provide that 3 percent shall be spent for pre-

elementary education; 33 percent for elementary; 33 percent for secondary, including vocational education of noncollegiate grade; 17 percent for higher education; and a smaller percentage for other activities, including not above 2 percent for the expenses for the State agency administering the funds. The Commissioner shall approve any plans which fulfill the conditions specified in the act.

(b) *Scholarships and Fellowships.*—Authorizes an appropriation of \$70,000,000 for the first year to \$350,000,000 at the end of 10 years, and thereafter such sums as Congress may determine. Distributes on the basis of persons in the State 16 to 24 years of age and the number of such persons in the several States. State plans must be presented and approved by the Commissioner in order to qualify for the funds. The plans must provide that 20 percent shall go for scholarships for students enrolled in the last 2 years of high school; at least 40 percent for high-school graduates enrolled or eligible to enroll in junior colleges, technical schools, vocational schools, colleges, and universities; and 20 percent for graduate students. Two per centum is provided for expenses of administration.

(c) *Planning and Construction of Educational Plant Facilities.*—Appropriates \$200,000,000 the fiscal year ending June 30, 1948; \$300,000,000 for the second year; for the year ending June 30, 1950, and for each year thereafter such sums as Congress may determine. Funds are distributed to the States according to a very complicated formula based on need and number of children to be educated. State plans are to be presented and approved. One of the conditions of such plans is that the rates of pay for laborers and mechanics shall not be less than the prevailing local wage rates for similar work as determined in accordance with Public Law 403 of the Seventy-fourth Congress, as amended. Three per centum is provided for the expenses of administration.

(d) *Camping Programs for Children and Youth.*—Appropriates \$25,000,000 for the fiscal year ending June 30, 1948, increasing to \$125,000,000 over a period of 10 years and thereafter such sums as Congress may determine. The funds are distributed on the basis of the urban child population of the ages of 10 to 16, inclusive. State plans must be submitted and approved. Some provisions require that the facilities and programs must be made available without discrimination on account of race, creed, color, or economic status. Two per centum is provided for expenses of administration.

(e) *Administration.*—Provides that the U. S. Office of Education shall be administered within the Federal Security Agency by a Commissioner, appointed by the President, by and with the advice and consent of the Senate. The Commissioner shall consult and advise with a national advisory council of nine members appointed by the President for 4 years with overlapping terms. Also provides for advisory committees appointed by the Commissioner. Also defined are the functions of the U. S. Office of Education, among them,

"to administer such Federal programs, including the grants-in-aid programs authorized by this act, and to exercise such other powers and perform such other duties and functions in the field of education as are now assigned to it or may be provided by presently existing or by subsequent legislative enactment."

A program of development, administration, and research is provided covering school problems for which \$10,000,000 is appropriated for 1947-48, increasing in 7 years (1954) to \$25,000,000, and thereafter such sums as Congress may determine.

(f) *National Standards*.—The National Standards which must be met in the State plans as a basis for approval are many and include—The States must accept the provisions of the act through legislative enactment; establish a single State agency for carrying out the provisions of the act; provide an audit by the State agency; provide reports in such form as the Commissioner shall prescribe; provide a just and equitable apportionment of funds received for the benefit of each such group in States which maintain separate schools for separate population groups; provide that the funds shall be made available to every State-approved educational agency in need thereof; that the State plan shall progressively provide for the advancement of education in the State, such as, a minimum teachers' salary of \$1,500 for 180 days in 1950 to be increased to \$2,000 in 1955; equal facilities for all children regardless of race, color, creed, or place of residence; provide free textbooks and supplies; require that public service, other than instructional services, be made equally available to all children attending nonprofit, tax-exempt schools meeting the requirements of the State's compulsory attendance laws; school attendance 6 to 16 for not less than 180 days.

In the operation of the State plans, the Commissioner shall estimate the sums to which each State is entitled at the beginning of each fiscal year and shall cause audits to be made of the expenditures. If plans are not approved, he shall make no further certification to the Secretary of the Treasury with respect to such plans.

(g) *National Board of Appeals and Report to Congress*.—A National Board of Appeals of three members, appointed by the Supreme Court of the United States, is provided to hear appeals and shall have the power to affirm the action of the Commissioner or to set it aside in whole or in part.

There shall be a full report to Congress by the Commissioner of the administration of the act and the accomplishments of the various States.

3. H. R. 4499 provides Federal aid to the States for the surveying of school plant needs, the preparation of plans and specifications and for the construction and acquisition of school plant facilities. Appropriations are provided for in three sections as follows:

(a) *Section 2*.—Proposes \$5,000,000 for a 3-year survey of plant needs. The funds are to

be apportioned to the States as follows: \$12,500 lump sum to each State, \$1,250,000 according to area and \$2,650,000 according to population in the age bracket 5 to 24. This section requires no State or local matching.

Eligibility for apportionment is determined by the Commissioner upon the basis of a statement filed by the State education authority with the Commissioner justifying the need of a State survey of school plant facilities.

(b) *Section 3*.—Proposes \$40,000,000 for a 5-year program of preparing drawings and specifications, 99 percent of which is to be apportioned to the States according to population in the age bracket 5 to 24. This section requires equal matching of State and local funds.

Eligibility for apportionment is determined according to the same plan as under section 2, except that the State proposal concerns drawings and specifications.

(c) *Section 4*.—Proposes \$1,500,000,000 for a 7-year program of acquisition, construction, and improvement of school-plant facilities. Ninety-nine and nine-tenths percent is to be apportioned to States according to a formula based on population in the age bracket 5 to 24 and the per capita net income of the States. This formula earmarks a certain portion of the total appropriation for each State on the equalization basis. The act provides for the division of the States into five ability groups. The group with the highest ability would be required to match \$40 of Federal money with \$60 of State and local money; the second group would match \$45 with \$55; the third group, \$50 with \$50; the fourth, \$55 with \$45; and the fifth, \$60 with \$40. Requirements for participation are the same as under section 2 and 3 with the additional requirement for an equitable division between the races in States maintaining separate schools.

## B. Evaluation of These Bills:

The following statements present an evaluation of these three bills in terms of the policy statements already adopted by the National Council of Chief State School Officers. For easy reference the evaluations are summarized in tabular form on page 8.

### 1. Tax Wealth Wherever It Is in Order To Educate Children Wherever They Live.

All three bills are excellent with respect to this policy because they all make use of the Federal taxing power to assist the States in financing schools.

### 2. Equalization of Educational Opportunity by the Provision of an Adequate Foundation Program.

(a) S. 181 provides for Federal aid for the current expenses of the public schools but provides no assistance for capital outlay. The appropriation starts with an annual appropriation of \$150,000,000 and reaches a maximum of \$250,000,000 in 2 years. The foundation program equalized is only \$40. Therefore, this bill can be rated only fair with respect to adequacy.

(b) S. 2499 provides Federal aid for the current expenses of the public school, scholarships and fellowships, capital outlay, camping program, administration, and research. The annual appropriation starts with a total of \$805,000,000 and reaches a maximum in 10 years of \$1,900,000,000. Since this bill provides funds which can be applied to practically all objects of public school expenditure and since the total appropriation is large, it is rated excellent with respect to adequacy.

(c) H. R. 4499 provides Federal aid exclusively for capital outlay. The total appropriation provided is \$1,545,000,000, which must be expended over a 5-year period. Since the bill provides assistance only for capital outlay and excludes other items of school expenditure, it must be rated poor with respect to the provision for an adequate foundation program, but excellent with respect to provisions for capital outlay needs.

### 3. Equitable and Objective Technique.

(a) S. 181.—Although the total of the funds available under this bill is small, the technique of distribution allocates all the money where it is most needed. The techniques for distribution are all objective. Therefore, this bill rates excellent under this criterion.

(b) S. 2499.—The appropriation provided under title I is distributed by objective techniques on the equalization and flat-grant bases; the appropriation under title II is distributed by an objective technique on the flat-grant basis without reference to ability to pay; the appropriation under title III is distributed by an objective technique on a rough equalization-matching basis; the appropriation under title IV is distributed by an objective technique on a flat-grant basis, and the appropriation under title V is distributed by a subjective technique at the discretion of the Commissioner. Therefore, this bill taken as a whole can be rated only fair under this criterion.

(c) H. R. 4499.—The appropriation provided under section 2 of this bill is distributed by an objective technique on a flat-grant basis without State matching; the appropriation provided under section 3 is distributed by an objective technique and requires 50-50 matching; the appropriation provided under section 4 is distributed by an objective technique on an equalization-matching basis roughly related to relative ability. Therefore, this bill taken as a whole can be rated only fair under this criterion.

### 4. Grants-in-Aid to the State Central Authority Rather Than Directly to Local School Units.

All three bills provide that the Federal funds available to local school units be distributed to such units through the respective State central education authorities. Therefore, each can be rated excellent with respect to this criterion.

### 5. State Responsibility for the Control of Education Should Not Be Usurped Through Federal Fiscal Control.

(a) S. 181.—There are no fiscal controls in this bill which usurp State authority.

Therefore, this bill is rated excellent under this criterion.

(b) *S. 2499*.—This bill sets up the requirement for the submission to the Commissioner of detailed State plans for the expenditure of the funds provided under each title. These plans are subject to the approval of the Commissioner as a condition for participation in the Federal grant. This requirement makes possible the exercise of undesirable Federal controls. Therefore, it should be rated poor with respect to this criterion.

(c) *H. R. 4499*.—The same criticism applies to this bill as to *S. 2499*. Therefore, it must be rated poor under this criterion. The undesirable feature is not that plans are required, but the fact that such plans are subject to approval at the Federal level.

6. Federal Aid Should Be Restricted to Tax-Supported Public Educational Agencies.

(a) *S. 181* makes it possible for those States which support in part nonpublic educational institutions to apply a limited portion of the Federal grant to such institutions. Therefore, it can be rated only good and not excellent with respect to this criterion.

(b) *S. 2499* leaves the door practically wide open for applying the Federal grant to nonpublic educational institutions. Therefore, it is rated poor under this criterion.

(c) *H. R. 4499* makes mandatory the expenditure of the Federal grant exclusively on tax-supported educational agencies. Therefore, it is rated excellent under this criterion.

7. Federal Auditing Restricted to Auditing at the State Level.

All three bills rate excellent under this criterion.

8. The Federal Government Should Not Impose Conditions for Participation Which Impose a Federal Pattern of Education Upon the States.

(a) *S. 181* and *H. R. 4499* rate excellent under this criterion.

(b) *S. 2499*.—This bill sets up detailed budget earmarking requirements which in effect impose a predetermined Federal pattern upon the States as a condition for participation. Therefore, it is rated poor under this criterion.

9. Federal Report Forms Required To Be Filed With the Federal Government Should Be Jointly Approved by the Commissioner and the National Council of Chief State School Officers.

None of the bills carries this provision, but *S. 181* requires very little reporting and it is rated good; whereas, *S. 2499* and *H. R. 4499* require extensive reporting and submission of plans. Therefore, they are rated only fair under this criterion.

10. Federal Funds Should Be Made Available Through the U. S. Office of Education.

All of these bills rate excellent under this criterion.

### C. Recommendations:

Inherent in the problem of Federal aid for education, there are three fundamental issues:

## Degree of compliance with policies previously adopted by the National Council of Chief State School Officers

[Excellent, Good, Fair, Poor]

Criteria	<i>S. 181</i>	<i>H. R. 4499</i> <sup>1</sup>	<i>S. 2499</i>
1. Tax wealth wherever it is in order to educate children wherever they live.	Ex-----	Ex-----	Ex.
2. Equalize educational opportunity through providing for an adequate foundation program.	Fair-----	Poor-----	Ex.
3. Techniques for apportionment should be equitable and objective.	Ex-----	Fair-----	Fair.
4. Grants-in-aid should be allocated to State education authority rather than directly to local school units.	Ex-----	Ex-----	Ex.
5. State control of education should not be usurped through Federal fiscal controls.	Ex-----	Poor-----	Poor.
6. Federal aid should be restricted to tax-supported public educational agencies.	Good-----	Ex-----	Poor.
7. Federal auditing should be restricted to auditing at the State level.	Ex-----	Ex-----	Ex.
8. Conditions for participation should not attempt to impose a Federal pattern on the States.	Ex-----	Ex-----	Poor.
9. Forms for reporting should be jointly agreed upon by the U. S. Office and the Council of Chief State School Officers.	Good-----	Fair-----	Fair.
10. Federal funds should be made available through the U. S. Office of Education.	Ex-----	Ex-----	Ex.

<sup>1</sup> The Council of Chief State School Officers also adopted certain policies for the evaluation of Federal aid bills for school-plant facilities, if such bills are offered independently from a general aid bill. This bill has no provision in conflict with those policies.

### 1. Federal Control

The National Council has definitely recognized that Federal funds can be provided for education without undesirable Federal control, by using an objective apportionment formula, by providing adequate accounting procedure, and by avoiding special or earmarked grants which tend to control the pattern of public education. The public, however, is not fully convinced of this. Each chief State officer should assume the responsibility for clarifying this issue for the people and the congressional delegation of his State.

### 2. Aid for Private Schools

The issue of providing public funds for religious and other private schools has been a major obstacle to securing Federal aid for public education. The critical financial condition of education at the present time makes it imperative that this issue be resolved by the people and the United States Congress. The National Council of Chief State School Officers should insist that Congress act upon this issue separately and provide Federal aid for education on a systematic comprehensive basis, rather than by piecemeal evasion of this fundamental issue by Federal subsidies through the Department of Agriculture, the Veterans Administration, and other noneducational agencies.

Congress should separate the issue of Federal aid for public schools from the issue of similar aid for private schools, and act upon these two proposals in separate bills.

### 3. Adequacy of the Program

The National Council of Chief State School Officers has recognized that an adequate national foundation level of school support is essential to the national welfare. Sufficient Federal funds should be distributed according to a plan which will provide an adequate minimum foundation program for all children. Unless the broad tax base of the Federal Government is used for education, the financial condition of public schools will grow progressively worse. Each Chief State School Officer should emphasize this fact before the people and the congressional delegation of his State, and point out the imperative need for establishing a broad, adequate federally supported minimum financial program for education.

### Proposed Policy and Procedure:

It is recommended that legislation similar to *S. 181* of the Seventy-Ninth Congress be supported with the following improvements:

(a) The proposal should be expanded to provide the necessary funds to support a comprehensive foundation program including capital outlay.

(b) Provision should be made for raising the level of the foundation program to be supported, within a reasonable number of years at least, to the present national average.

(c) Report forms to be filed with the Federal Government should be adequate to meet the needs and should be prescribed by the U. S. Office of Education after considering the recommendations of the legally constituted State educational authorities.



## II. Legislative Proposals on Governmental Reorganization Affecting Education

S. 2503, A Bill To Create an Executive Department To Be Known as the Department of Health, Education and Security, is of vital importance to the interest of education.

### A. Provisions:

S. 2503 proposes the creation of an executive department of the Government as the Department of Health, Education, and Security and provides that:

1. The Department shall be administered by a secretary, appointed by the President with the advice and consent of the Senate.

2. As indicated by the name, education shall be one of the three major subdivisions of the new department.

3. The Division of Education shall be administered by an assistant secretary, who "shall be experienced and trained in the field of education," and appointed by the President.

4. "The secretary shall appoint such advisory committees in the areas of his responsibility as he deems necessary to advise and consult with him . . ."

5. The educational activities now in the Federal Security Agency shall be consolidated in the Division of Education. These are:

- (a) The United States Office of Education.
- (b) The Office of Vocational Rehabilitation.
- (c) Administration of Howard University.
- (d) Administration of Columbia Institute for the Deaf.

6. The Department shall have the following functions with reference to education:

- (a) Aid, stimulate, and encourage services and facilities throughout the Nation.
- (b) Advise and cooperate with Federal departments and agencies and State departments of education.
- (c) Promote, foster, and encourage State and community activity.
- (d) Collect and analyze statistics and make studies.
- (e) Make reports and recommendations.
- (f) Advise and cooperate with international educational organizations.
- (g) Administer such educational Federal programs, including grants in aid, as are assigned to it or provided through subsequent legislation.

### B. Evaluation:

The bill in effect raises the Federal Security Agency to the status of an

executive department with a secretary having a seat in the President's Cabinet. The following is an evaluation of the possible effects on the participation of the Federal Government in education. This evaluation is made in terms of the policies previously adopted by the National Council of Chief State School Officers and the opinions which have been presented on this matter. The following are the principal policies which are applicable to the proposals in S. 2503.

#### 1. Policies Already Adopted

(a) *Federal Organization for Education.*—Any organization or reorganization which has to do with education on the national level should be so carried out as to safeguard education as a long-standing institution of American society and, as such, to be regarded as the fundamental agency of government deserving separate, distinct, and favorable consideration.

(b) *National Legislative Matters.*—The Council recognizes that in all matters relating to Federal legislation pertaining to education, the U. S. Office of Education is the only appropriate Federal administrative agency of all such educational programs. The Council strongly disapproves and opposes any legislation or directive authorizing, empowering, and requiring any agency, except the U. S. Office of Education and duly constituted State and local educational agencies, to perform educational functions. In the interest of sound policy and procedure in all matters relating to Federal legislation pertaining to education, as well as proposed programs of education, the chief State school officer of each State shall recognize the U. S. Office of Education as the appropriate agency of all such educational programs.

(c) *Educational Services Which the States Should Expect From the Federal Government.*—(1) Steps should be taken to discontinue the rendering of educational services to the States by noneducational Federal agencies. Any such services that should be continued should be transferred to the Office of Education; (2) steps should be taken to strengthen the program of the Office of Education in the services for which it was established. The act establishes an agency whose purpose is to exercise broad leadership. If this leadership is to function effectively, it is essential that a clear and well-defined working relationship be established between State departments of education and the U. S. Office of Education. It is proposed that a program of conferences either on a national or regional basis be developed so that, as a guarantee that real needs will be served, the States can help determine the services to be provided by the Office of Education.

#### 2. Desirable Provisions

(a) It provides for the consolidation of those educational functions now performed by

the Federal Security Agency in the proposed Division of Education. (See policy B, 1.)

(b) The status of the U. S. Office of Education would be elevated to that of a major division of a department. (See policy C, 2.)

(c) It might tend to facilitate the assignment of new educational functions assumed by the Federal Government to the educational agency rather than some noneducational agency. This course would make it easier to avoid the threat of the development of Federal control. (See policy C, 1.)

(d) It could tend to strengthen the staff of the Office of Education and thus enable it better to render the services required by the States. (See policy C, 2.)

#### 3. Undesirable Provisions

(a) The bill provides an arrangement which assumes that health, education, and welfare are uniquely related services. (See policy B, 1.) This may tend to promote a similar reorganization of State governments.

(b) It would bring the Office of Education under the partisan influence of a Cabinet member. (See policy B, 1.)

(c) It violates the commonly accepted principle that education should be independent of other functions of government.

(d) It does not incorporate the principle that all educational functions should be consolidated in the Division of Education regardless of where they are now assigned. (See policy C, 1.)

In the light of previously adopted policies and the foregoing evaluation of the strengths and weaknesses of S. 2503 of the Seventy-ninth Congress, it is recommended that:

(a) The introduction of legislation to establish education as an independent agency of the Federal Government be sponsored.

(b) Such legislation provide for this agency to be under the direction of a representative nonpartisan policy-determining Federal board.

(c) Pending the passage of such legislation, the Office of Education be retained in the Federal Security Agency, which should have Cabinet status.

### Committee members and consultants attending Washington or St. Louis conferences

<i>Project Committee</i>	T. J. Berning.
Roger M. Thompson, chairman.	Fred G. Bishop.
E. L. Lindman, co-chairman.	R. E. Cammack.
R. L. Johns.	D. A. Emerson.
Rene L. Herbst.	John S. Haitema.
E. L. Morphet.	Warren W. Knox.
Francis A. Cornell.	G. Robert Koopman.
R. B. Marston.	E. L. Lindman.
John K. Norton.	E. L. Morphet.
	Robert H. Morrison.
	Cameron M. Ross.
<i>Planning Committee</i>	Roger M. Thompson.
R. Lee Thomas, chairman.	E. Glenn Featherston, secretary.

# VOCATIONAL EDUCATION

## Point of View

The normal American adult spends a considerable portion of his life earning a living. This inevitably implies education for occupational competence as a part of every individual's complete education. But both on and off the job he lives a life. This calls for education for personal, social, and civic competence—general education. For every individual, it is not a case of "either-or," but of "both - and." The only problem is one of striking a fair balance all along the line. This is equally a problem of the person being educated and of the administration responsible for planning the program.

*I. Vocational Education Should Comprise All Phases of the Total Educational Program That Are Designed Specifically to Help the Individual Achieve Occupational Competence.*

While vocational education, in its broadest sense, includes professional education, in this report the term is restricted to those levels of occupational education that do not require four or more years of college or professional school for their attainment. It implies education for competence in all occupations, not restricting the concept to programs receiving Federal aid.

*II. A Program of Education for Occupational Competence Adjusted to the Needs of the Individual and to the Changing Needs of Society Should Be Free and Available to Every Person Who Needs and Can Profit From It.*

A. At the local level, the programs offered should be determined, in general, by the occupational background of the community and the number of persons interested and qualified to profit from the instruction.

B. At the State level, the responsibility for leadership, stimulation, guidance, and evaluation should be as broad as the occupational needs of the State. The State should encourage, assist and supplement the efforts of and help to equalize the educational opportunity among the local communities.

C. At the Federal level, the responsibility should be to stimulate and help to equalize the educational opportunities among the States.

D. The State should encourage school administrative units of adequate size to establish vocational programs to make a desirable program of vocational education available to all of its citizens.

Where the basic administrative units are not large enough to provide an adequate educational program, the State should encourage reorganization into larger administrative

units, or the organization of existing units on a cooperative basis for the provision of those programs and services which the constituent units standing alone cannot provide economically and efficiently.

*III. The Several States, With the Counsel and Advice of the Federal Educational Authority, Should Establish Sound Principles for the Continuing Development of Vocational Education Programs; and With the Counsel of Local School Representatives Should Set Desirable Goals and Establish Minimum Standards for the Guidance of Local Authorities.*

A. For all teachers, including vocational teachers, salaries should be commensurate with the wages paid for comparable education, experience, training and service, in business, industry, public service and the other professions. A single salary schedule should be recognized as desirable for each school administrative unit.

B. In housing programs, arrangement, space, and equipment should be adapted to the objectives of the programs to be offered. In construction and arrangement of space, provision for the utmost flexibility for adaptation to change of programs is essential.

C. Standards governing the development and approval of vocational education programs should be an integral part of the standards governing the total school program. Such standards should be in terms of the competence required in the occupations served.

*IV. A Balanced Program Should Aim To Provide Educational Opportunities Leading to Occupational Competence for Every Individual Prior to His Leaving School and Should Provide Opportunity for Continued Assistance to Youth and Adults During Their Working Years.*

A. The major emphasis on initial education for occupational competence should be placed in the upper years of the secondary school and in the upward extension of the secondary school, in recognition of trends to restrict the employment of youth under the age of 18 and their retention in school to the age of 18 or older.

However, occupational training should be provided for youth likely to drop out of school. Special provision should be made in full-time day schools or through cooperative work-study programs for older youth regardless of the level of their school attainments.

B. Educational programs for employed youth and adults should include short-term programs, full or part-time, for specific purposes, extension and evening courses, and cooperative arrangements to serve the needs of individuals and groups.

*V. The Close Coordination of Vocational and General Education Is Es-*

*sential in an Educational Program That Helps Every Individual To Achieve Occupational Competence.*

General education should include the knowledge that is recognized as the common heritage of all citizens. It should include the knowledge and skills needed for the adequate civic, personal, and social development of the individual. At the level of specialization it will be based in part on analysis of the civic, personal, and social needs of the individual both in his occupational career and in his living outside the requirements of his job.

Vocational education should be based on continuing analyses of the skills and knowledge required in the jobs or occupations served and of the abilities and needs of the individuals in training. It should be directed toward helping the individual acquire a marketable or economically useful skill or skills and the broader base of understanding that may lead to advancement in his chosen field and the improvement of society.

At one extreme general education may be concerned with knowledge and skills that have no reference to any particular job or occupational field. At the other extreme, vocational education may be concerned with knowledge and skills applicable to a single job or occupation. Between these extremes are areas of knowledge and skills that require a high degree of coordination. The problem calls for careful selection of knowledge, organization of content under new titles and in new courses, continuing cooperation between vocational and general teachers, between teachers and students, and between the faculty and representatives of business, industry, and labor.

All student activities—so called extracurricular activities—should be organized within the total curriculum pattern of the school and should be used to help the participants grow in the achievement of civic, social, personal, and vocational competence.

*VI. State Educational Authorities Should Seek the Cooperation of Local and Federal Authorities in Developing Well-Balanced Programs of General and Vocational Education.*

The immediate responsibility for the administration and operation of a program of vocational education rests with the administrative officers of the local schools and functions through the supervisors and teachers assigned. Local administration and supervision should be continuously seeking close cooperation between teachers of general and vocational subjects and between the school and the occupational fields served.

State supervision should serve in a consultative capacity to local schools, help them to obtain the advice and counsel of experts in the various fields, stimulate and assist in the development of local programs, find and disseminate outstanding materials and practice, prepare materials for the guidance of schools, assist in appraising programs, and otherwise encourage the continuing develop-

ment and improvement of instructional programs.

To aid the States in the development of their programs, the U. S. Office of Education should provide technical and expert consultative service; and for those portions of the program financed in part from Federal funds should check State plans for conformity to Federal law and approve the same when consistent therewith.

The U. S. Office of Education should serve in a consultative capacity to State officials, disseminate information concerning outstanding practices among the States, encourage controlled experiments and research, and otherwise promote the continuing development and improvement of programs.

*VII. Adequate Financial Provision Should Be Made at the Federal, State, and Local Level in Order To Implement a Total Educational Program. The Policy Statements Already Adopted by the Council Regarding Federal Support of Education for the States and State Support for Local School Administrative Units Should Apply to the Financing of the Vocational Educational Program.*

*VIII. Research, Experimentation, and Evaluation Are Essential to the Continuing Development and Improvement of Programs.*

A. In every Federal and State budget for education, provision should be made for research, to discover the community needs to be served, to evaluate current programs, to follow up the careers of youth who have graduated or left school, to conduct controlled experimentation, and for the study of such other problems as are involved in the development of sound programs.

B. The evaluation of educational programs should be in terms of the objectives to be attained and of the needs to be served.

**Committee members and consultants attending Washington or St. Louis conferences**

<i>Project Committee</i>	<i>Planning Committee</i>
Cameron M. Ross, chairman.	R. Lee Thomas, chairman.
T. J. Berning, co-chairman.	T. J. Berning.
R. E. Cammack.	Fred G. Bishop.
Paul L. Cressman.	R. E. Cammack.
Earle Hawkins.	D. A. Emerson.
J. Cayce Morrison.	John S. Haitema.
W. P. Beard, consultant.	Warren W. Knox.
Ralph C. Wenrich, consultant.	G. Robert Koopman.
H. T. Widdowson, consultant.	E. L. Lindman.
	E. L. Morphet.
	Robert H. Morrison.
	Cameron M. Ross.
	Roger M. Thompson.
	E. Glenn Featherston, secretary.

**1947 List of Chief State School Officers**

- ALABAMA—A. R. Meadows, superintendent of education, Montgomery 4.
- ALASKA—James C. Ryan, commissioner of education, Juneau.
- AMERICAN SAMOA—Karl M. Geisclhart, director of education, Pago Pago.
- ARIZONA—Nolan D. Pulliam, superintendent of public instruction, Phoenix.
- ARKANSAS—Ralph B. Jones, commissioner of education, Little Rock.
- CALIFORNIA—Roy E. Simpson, superintendent of public instruction, Sacramento 14.
- CANAL ZONE—Ben M. Williams, superintendent of schools, Balboa Heights.
- COLORADO—Nettie S. Freed, superintendent of public instruction, Denver 2.
- CONNECTICUT—Alonzo G. Grace, commissioner of education, Hartford.
- DELAWARE—George R. Miller, Jr., superintendent of public instruction, Dover.
- DISTRICT OF COLUMBIA—Hobart Corning, superintendent of schools, Washington 5.
- FLORIDA—Colin English, superintendent of public instruction, Tallahassee.
- GEORGIA—M. D. Collins, superintendent of schools, Atlanta 3.
- HAWAII—Oren E. Long, superintendent of public instruction, Honolulu.
- IDAHO—Alton B. Jones, superintendent of public instruction, Boise.
- ILLINOIS—Vernon L. Nickell, superintendent of public instruction, Springfield.
- INDIANA—Clement T. Malan, superintendent of public instruction, Indianapolis 4.
- IOWA—Jessie M. Parker, superintendent of public instruction, Des Moines 19.
- KANSAS—L. W. Brooks, superintendent of public instruction, Topeka.
- KENTUCKY—John Fred Williams, superintendent of public instruction, Frankfort.
- LOUISIANA—John E. Coxe, superintendent of education, Baton Rouge 4.
- MAINE—Harland A. Ladd, commissioner of education, Augusta.
- MARYLAND—T. G. Pullen, Jr., superintendent of schools, Baltimore 1.
- MASSACHUSETTS—John J. Desmond, commissioner of education, Boston 33.
- MICHIGAN—Eugene B. Elliott, superintendent of public instruction, Lansing 2.
- MINNESOTA—Dean M. Schweickhard, commissioner of education, Saint Paul 1.
- MISSISSIPPI—J. M. Tubb, superintendent of education, Jackson 106.
- MISSOURI—W. Hubert Wheeler, superintendent of education, Jefferson City.
- MONTANA—Elizabeth Ireland, superintendent of public instruction, Helena.
- NEBRASKA—Wayne O. Reed, superintendent of public instruction, Lincoln 9.
- NEVADA—Mildred Bray, superintendent of public instruction, Carson City.
- NEW HAMPSHIRE—Edgar Fuller, commissioner of education, Concord.
- NEW JERSEY—John H. Bosshart, commissioner of education, Trenton 8.
- NEW MEXICO—Charles L. Rose, superintendent of public instruction, Santa Fe.
- NEW YORK—Francis T. Spaulding, commissioner of education, Albany 1.
- NORTH CAROLINA—Clyde A. Erwin, superintendent of public instruction, Raleigh.
- NORTH DAKOTA—G. B. Nordrum, superintendent of public instruction, Bismarck.
- OHIO—Clyde Hissong, superintendent of public instruction, Columbus 15.
- OKLAHOMA—Oliver Hodge, superintendent of public instruction, Oklahoma City 5.
- OREGON—Rex Putnam, superintendent of public instruction, Salem.
- PENNSYLVANIA—Francis B. Haas, superintendent of public instruction, Harrisburg.
- PUERTO RICO—Mariano Villaronga, commissioner of education, San Juan.
- RHODE ISLAND—James F. Rockett, director of education, Providence 2.
- SOUTH CAROLINA—Jesse T. Anderson, superintendent of education, Columbia 10.
- SOUTH DAKOTA—J. F. Hines, superintendent of public instruction, Pierre.
- TENNESSEE—Burgin E. Dossett, commissioner of education, Nashville 3.
- TEXAS—L. A. Woods, superintendent of public instruction, Austin 11.
- UTAH—E. Allen Bateman, superintendent of public instruction, Salt Lake City 1.
- VERMONT—Ralph E. Noble, commissioner of education, Montpelier.
- VIRGIN ISLANDS—C. Frederick Dixon, superintendent of education, Saint Thomas; Alfred T. Child, Jr., superintendent of education, Saint Croix.
- VIRGINIA—G. Tyler Miller, superintendent of public instruction, Richmond 16.
- WASHINGTON—Pearl A. Wamanaker, superintendent of public instruction, Olympia.
- WEST VIRGINIA—W. W. Trent, superintendent of free schools, Charleston 5.
- WISCONSIN—John Callahan, superintendent of public instruction, Madison 2.
- WYOMING—Edna B. Stolt, superintendent of public instruction; Ray E. Robertson, commissioner of education, Cheyenne.

# Highlights of 1946 State Legislative Action Affecting Education

by Ward W. Keesecker, Specialist in School Legislation

FOR THE FIRST TIME in 6 years, State legislatures in 1946 could turn their attention from the pressures of the war emergency to immediate postwar problems, including those of education.

This summary of State legislative action that affected education is based on incomplete returns and is not to be taken as comprehensive; rather, there will be an indication of the noteworthy educational enactments that had been reported by the end of the year from the 9 States that held regular legislative sessions.

These 9 States are Kentucky, Louisiana, Massachusetts, Mississippi, New Jersey, New York, Rhode Island, South Carolina, and Virginia. (No attempt is made herein to cover the special legislative sessions held in some of the States during the year.)

Some outstanding features of 1946 legislation affecting education include the passage of legislation to facilitate the education of veterans; to improve teachers' salaries and to extend and increase teacher retirement benefits; to increase State participation in the support of education; to facilitate school building programs; to increase facilities for higher education; to facilitate the acquisition of surplus property for schools; to promote improved school transportation facilities and safety; and to provide special educational facilities for handicapped children.

Following are the reports concerning the above-named 9 States whose legislatures met in regular session during 1946.

## Kentucky

*Equalization Fund.*—The legislature stipulated that "Equalization Fund" means a special fund of 10 percent of the total appropriation for the common school fund, appropriated by the General Assembly "for the specific purpose of equalizing education service in the

less able local school districts . . ."

It redefined "adjusted recurring revenue," "arithmetic mean index," and "net ability index." It also stipulated that "The equalization fund shall be distributed and administered under the direction of the Superintendent of Public Instruction, with the approval of the State Board of Education."

Further, it provided that any board of education whose budget and salary schedule are approved by the State Board of Education, and whose ratio of assessed valuation to fair cash value is equal to the average ratio of the State, as certified to the State Board by the State Tax Commission, and has levied for schools not less than 25 cents on each \$100 ad valorem, shall have privilege of applying for aid from the Equalization Fund (Act No. 131).

*School Funds and School Buildings.*—Stipulated that the ad valorem tax for schools, other than sinking fund purposes, shall not be less than 25 cents nor more than \$1.50 on each \$100 valuation. Boards of education were authorized to request the levy of a \$2 poll tax on each male inhabitant over 21 who is not exempt by law from payment of a poll tax; such boards may, in addition to other taxes requested for schools, request the levy of not less than 4 cents nor more than 20 on each \$100 of property to provide a special fund for the purchase of sites for school buildings, and for the erection, alteration, and equipping of school buildings, *provided* that such tax shall come within the maximum school tax levy. In addition to or in lieu of this special tax, boards of education may pay into this special fund at the close of any fiscal year the proceeds from the sale of land or property no longer needed for school purposes and all or any balances remaining in the general fund over and above the amount necessary for discharging obli-

gations for the fiscal year in full (Ch. 36.)

*School Consolidation.*—Provided that whenever any territory in any municipality of the fifth or sixth class is located in a county school district, the owners of real property in such territory may, upon petition of 75 percent of said owners, demand of the board of education of the county school district in which their property is located that said property be placed in and become a part of the school district in which the greater part of said municipality is located and embraced, *provided* the board of education of the recipient district shall first give their consent and approval (Ch. 140).

*Common Schools.*—The legislature defined a "common school" as "an elementary or secondary school . . . supported in whole or in part by public taxation"; and required all common schools to be operated for a term of eight or more months (Ch. 155).

*School Age.*—The school attendance provision was modified to provide that any child who is 6 years of age, or who may be 6 by January 1 following the opening of school, may enter the school at the beginning of the term, *provided* he enters within 30 days from the opening of school. Any child who becomes 6 after January 1 may not enter school during that year (Ch. 155—amended Sec. 158.030 Ky. Stat.).

*School Attendance Officers.*—Stipulated that attendance officers may not serve warrants. Defined their powers to investigate nonattendance, enter places where minors are employed, and may—under direction of the superintendent of schools, the State Attendance Officer, or the State Board of Education—institute proceedings against any person violating provisions of attendance laws (Ch. 30, 1946 Laws—amended Sec. 159.130 Ky. Stat.).

*Junior Colleges.*—Authorized certain school districts, upon vote of majority of electors, to establish junior colleges. For this purpose the district may levy a tax not to exceed 50 cents per \$100 valuation. Said colleges, when established, may charge a tuition not to exceed \$100 per annum per pupil enrolled (Ch. 164).

*Negro Education.*—Provided that the State Board of Education shall prescribe rules governing the granting of

tuition aid under *Kentucky Revised Statute 166.160*; and stipulated that the tuition and fees for Negroes attending out-of-State institutions of higher learning shall be ascertained by the Superintendent of Public Instruction and paid upon his requisition out of funds appropriated for that purpose. Not more than \$350 shall be allowed to any person during any school year of 9 months (Ch. 67).

*Federal-State Relations.*—“Whenever authorized by ordinance or resolution by its legislative authority, any political subdivision of the State shall have power to purchase supplies, materials, or equipment from or through the United States Government without calling for bids, notwithstanding any laws or charter provision to the contrary” (Ch. 8).

Authorized the acquisition, construction, maintenance, extension, and improvement of public projects, and the renting thereof, by governmental units, agencies, and instrumentalities, including educational agencies (Ch. 126).

*Civil Service.*—Provided for the establishment of a civil service system for noninstructional employees of boards of education in cities of the second class in the State (Ch. 201).

*Teacher Retirement.*—Kentucky amended its retirement law for teachers by redefining “annual salary” to include the average annual salary for 5 years or less than 5 years prior to July 1, 1941, and to allow additional retirement benefits. Defined and included out-of-State service which may be counted as credit in the retirement system; from 1 to 8 years’ service in another State may be counted if the member pays to the retirement system the amount he would have paid had he been teaching in Kentucky and in addition thereto 3 percent compound interest. Stipulated that the amount of contribution each member shall pay shall not exceed his percentage, determined by his age, on his current annual compensation, and that no contribution shall be made on any salary in excess of \$2,400.

Increased the maximum annual retirement allowance of teachers from \$1,000 to \$1,200. In addition to the budgetary appropriation for the retirement system, the Legislature in 1946 appropriated \$106,000 for the biennial to carry out the provisions of this act.

Also provided that teachers in welfare institutions may come into the retirement system (Ch. 111).

*Private Homes for Children.*—Made it unlawful to board or lodge children under 16 years of age at any boarding house without being authorized to do so, in writing, by the county health officer; and stipulated certain regulations governing the housing and boarding of children under 16 (Ch. 13).

## Louisiana

*State Educational Survey.*—The legislature directed the Governor to appoint a special educational committee of eight members, composed of five members of the House and three of the Senate, “to make a survey of the needs and necessity of improvement of the following institutions:

“The kindergartens, primary, and secondary public schools under the supervision of the parish school boards, the colleges and schools under the supervision of the Louisiana State Board of Education, and the Louisiana State University and Agricultural and Mechanical College and colleges under the supervision of its Board of Supervisors, and to report their findings and recommendations to the Governor and members of the Legislature.” The committee is authorized to conduct investigations to administer oaths, to compel attendance of witnesses, and to inspect records of any of said schools or institutions (Act. 38).

*School Surplus Funds.*—Municipalities and school boards were authorized to invest surplus funds in United States bonds, or Treasury notes, or certificates (Act. 172).

*Consolidation.*—Provided that the indebtedness of consolidated school districts shall be assumed, if approved by a majority of the qualified electors of the consolidated district. (Previously a majority vote of electors of each district consolidated was required.) (Act. 206).

*School Lunch.*—The legislature recommended that officials of the public and private schools furnish milk with the free lunches provided for the school children (Act. 155).

*Adult Education for Handicapped.*—Authorized the parish school boards, upon approval of the State Board of Education, to establish and maintain special classes of elementary school level

for the education of physically handicapped persons of “educable mind,” between 21 and 35 years of age, who—because of their physical handicaps—were not able to obtain an education equivalent to the eight elementary grades, “if there are 10 or more such persons who may be properly taught together” (Act. 77).

*Bus Drivers.*—Required all drivers of school buses to be at least 18 years of age, and imposed a penalty on school officials for violating this provision (Act. 65).

*School Business.*—Authorized parish school boards, by resolution duly adopted, to authorize the treasurer to use a check signing machine or similar mechanical device in signing pay-roll checks only (Act. 376).

*Retirement.*—Established a retirement system for aged and incapacitated bus operators, custodians, janitors, and maintenance employees of parish school boards (Act 124), and proposed to amend the State Constitution, article XII, section 23, to so authorize (Act 394).

## Massachusetts

*State Educational Survey.*—The legislature increased the scope of the investigation to be made by the special commission established in 1945 to investigate certain matters relating to public education. Among the matters to be investigated by the commission are: Appropriations for an equitable revision of State reimbursement to cities and towns for educational purposes; changing the name of the Massachusetts State College to the University of Massachusetts, increasing the curriculum of said State University, and establishing a new board of trustees thereof; the maintenance of high schools by certain towns and school union districts, as partial reimbursement for salary increases of school teachers; requiring the qualification of teachers whom school committees propose to hire and their certification by the Department of Education; and the establishment of a medical school and also a law school at the Massachusetts State College (Ch. 82).

The scope of the educational commission above-mentioned was further extended to include an investigation of the advisability of providing further

facilities within the State for the higher education of its citizens; and directed the commission to confer with officials of other States providing higher educational facilities (Ch. 81).

*Extended School Services.*—Provided that if the school committee of a town determines that sufficient need exists for extended school services for children between the ages of 3 and 14, of mothers who are employed and whose employment is determined by the said school committee to be necessary for the welfare of their families, the said school committee—with the approval of the city council—may establish and maintain such services; provided the procedure for such action; authorized the acceptance of Federal funds therefor; and also provided for a certain State amount of reimbursement relative to the expense of the same (Ch. 165).

*Child Delinquency.*—Provided for an investigation, by a special commission, relative to the prevention of child delinquency, the rehabilitation of delinquent children, and the advisability of establishing institutions for the treatment of such children (Ch. 86).

*Public Indebtedness.*—Increased the debt limit in towns from 3 to 5 percent, on the average of the assessor's valuation of the taxable property therein (Ch. 329).

*Veterans Education.*—Extended to residents of the State who are members of the armed forces or veterans of World War II the advantages of university extension courses, free of charge (Ch. 439).

*Higher Education.*—Appropriated \$450,000 for the construction of a physics building at Massachusetts State College, and also \$125,000 for the construction of a new building at Waltham Field Station of the said College (Ch. 606).

Provided for the raising of the standards of pharmacy in the State by directing the board and the Commissioner of Education to establish the standards to be met by schools or colleges of pharmacy (Ch. 194).

Authorized the board of commissioners of the Massachusetts Maritime Academy to grant the degree of bachelor of science or other appropriate degree to any person satisfactorily completing the prescribed course of instruc-

tion, provided that such course of instruction has been approved by the Board of Collegiate Authority (Ch. 340).

Dissolved the College of Physicians and Surgeons (Ch. 364).

*Higher Institutions.*—Authorized the Department of Education, at its discretion, to rent, during the summer vacation, space in any dormitory of a State teachers college to relieve housing shortage in the respective communities where such dormitories are situated (Ch. 440).

*Handicapped Persons.*—Provided that in any town where there is a child of school age whose hearing, vision, or speech is impaired, or who is otherwise physically handicapped to such an extent as to prevent normal educational growth and development, such child shall be given the type of training recommended by the State Department of Education (Ch. 357).

*Teacher Tenure.*—Provided a preference to public school teachers serving on tenure when a reduction in number of teachers is necessary by reason of a decrease in the number of pupils (Ch. 195).

## Mississippi

*State Department of Education.*—The legislature reorganized and strengthened the State Department of Education and prescribed its duties and powers. Declared the Department of Education to consist of a State superintendent of education, an assistant superintendent, and directors of the following divisions: Finance and Administration, Instruction, School Buildings and Transportation, Vocational Education, Vocational Rehabilitation, Crippled Children; and such supervisors, assistants, or employees as may be necessary for proper functioning of the aforementioned divisions. The law defined the functions of the several divisions. The State Superintendent, subject to the direction of the State Board of Education as provided by law, shall have administration and control of the State Department of Education (Ch. 297).

*State School Administration.*—Abolished the State Board for Vocational Education and transferred the duties thereof to the State Board of Education (Ch. 314).

Changed the name of the Mississippi State Textbook Rating and Purchasing Board to the Mississippi State Textbook Purchasing Board, limited its powers with reference to change in the curriculum, and required the appointment of a rating committee to appraise all textbooks offered for adoption. Provided that the State Superintendent shall appoint a rating committee to assist the Textbook Purchasing Board. (Previously the Governor was authorized to make such appointments.) (Ch. 444).

*Federal-State Relations.*—Provided that any consolidated school district that has lost one-third or more of its total taxable property to the Federal Government for national defense purposes and is not receiving any Federal aid for schools, shall be allowed to participate in the State equalization fund to the extent of its loss (Ch. 407).

Created a surplus property procurement commission, with authority to negotiate and contract with the United States Government, for the purpose of securing surplus war materials or property for use by the political subdivisions and school systems of the State (Ch. 214).

*School Transportation.*—Authorized the county boards of education to contract with the trustees of school districts for the transportation of school children on any school route who are entitled to transportation (Ch. 248).

Amended the code to provide that it shall be unlawful for any person operating a motor or other vehicle to pass a school bus when the bus has stopped for the purpose of taking on or discharging passengers (Ch. 341).

Authorized the county superintendents to employ bus drivers, to make school bus repairs in emergencies, and to perform certain other administrative duties concerning the operation of the school transportation program, subject to the approval of the county school board (Ch. 472).

Authorized the State Board of Education to adopt rules for the operation of county- or district-owned buses and to permit their use for certain public school activities, including 4-H club meetings and certain other school programs (Ch. 480).

*Curriculum.*—Stipulated that the cur-

riculum in the common free schools shall include forestry.

Authorized the State Board to appoint a curriculum committee, not to exceed eight members of professional and lay representatives, to make recommendations to the State Board from time to time relative to changes which should be made in the curriculum (Ch. 478).

*Higher Education.*—Created a 4-year medical school as a department of the University of Mississippi and outlined plans of its operation (Ch. 442).

Created a State Medical Education Board, prescribed its duties, and provided for loans and scholarships to students desiring to study medicine—in amounts not to exceed \$5,000 to any one student, to be paid in annual installments not to exceed \$1,250 per annum (Ch. 436).

Authorized the State University and the colleges of the State to charge an additional fee or tuition in certain cases, to meet the additional financial burden that might be placed upon them as a result of excessive or abnormal enrollments—valid for 5 years (Ch. 193).

Authorized agricultural high schools or junior colleges to borrow money for erecting and equipping prefabricated houses on the grounds of such schools (Ch. 366).

Provided for the manufacturing of disinfectants and insecticides by the State and for the sale thereof at cost to State institutions and political subdivisions (Ch. 324).

*Veterans Education.*—Created a vocational and educational revolving fund for the use and benefit of veterans under the GI bill of rights, and provided method and procedure for handling the same. Authorized an appropriation of \$2,000,000 to promote accommodations, equipment, and supplies for veterans at educational institutions (Ch. 184).

Authorized the Governor to designate the educational institutions to have charge of any facilities provided by the United States Government or any agency thereof, for aiding and training of veterans under the GI bill of rights; and to empower such institutions to accept such facilities (Ch. 249).

*Vocational Education.*—Provided for the establishment of a State vocational college to train Negro teachers for rural

and elementary Negro schools, and to provide vocational training for Negro students (Ch. 327).

*School Buildings.*—Provided for the granting of State aid in the construction of school buildings in counties and districts where the need therefor shall have been definitely ascertained by a proper survey; authorized the State Building Commission to receive applications for money for such buildings and to prescribe rules under which such grants may be approved (Ch. 250).

Authorized the board of supervisors of any county to levy annually, at its discretion, a tax not to exceed 2 mills on the dollar upon all taxable property of the county situated outside the limits of any separate school district, for the purpose of building and repairing school buildings and purchasing equipment therefor (Ch. 230).

*Teachers' Home.*—Authorized county boards of education in consolidated school district specified area to issue bond for purchase of a teachers' home (Ch. 445).

*Special Education.*—Authorized the State Building Commission to provide for the selection of site and the construction of new State schools for the blind and for the deaf (Ch. 374).

Provided educational facilities for patients of educable age being treated at the State Tuberculosis Sanatorium (Ch. 252).

*Professions.*—Authorized any State board of examiners to proceed by injunction to prohibit any person from practicing any profession without a license (Ch. 431).

*School Fraternities.*—Prohibited fraternities, sororities, and secret societies in public high schools and junior colleges. Made it unlawful for any pupil in such schools to become a member of such secret fraternities, declaring them to be "inimical to public free schools" (Ch. 427).

*School Business.*—Authorized county superintendents of education to call special meetings of the county boards of education, on 2 days' written notice, except for certain purposes (Ch. 216).

Defined the method of advertising for competitive bids for the purchase of supplies for public works and public buildings, by boards of school trustees and municipalities (Ch. 375).

*Teachers' Salaries.*—Provided that teachers' salaries may be paid at the same monthly rate for a period of 12 months and that teachers holding first-grade licenses may be paid not to exceed \$250 per month (Ch. 481).

*School Indebtedness.*—Authorized an increase in the maximum indebtedness of school districts from 10 percent to 15 percent of the assessed valuation (Ch. 413).

## New Jersey

*School Funds.*—Established a new method of allocating funds to school districts to equalize school expenditures among districts (Ch. 63).

Referred the question of the distribution of railroad tax money to the various municipalities and counties for study by the State Tax Policy Commission and report to the next legislature (Ch. JR 1).

*School Administration.*—Authorized the Commissioner of Education to designate one of his assistants to exercise the powers of a county superintendent during disability or vacancy (Ch. 265).

Fixed at \$900 the expense account allowed county superintendent of schools (Ch. 29).

*Regional High-School Districts.*—Provided that the control of high-school pupils shall remain in the constituent districts of a newly created regional high-school district until the regional board of education provides suitable school facilities (Ch. 266).

*Private Education.*—Provided that no educational institution shall use as part of its name the words "New Jersey," "State of New Jersey," or "State" unless maintained by the State (Ch. 289).

Provided for the registration and regulation of private child care centers (Ch. 303).

*Education of Veterans.*—Expanded the educational facilities of State and local boards of education to provide education for veterans; appropriated \$1,297,830 therefor (Ch. 64).

Provided for the issuance of "high-school equivalence certificates" to veterans, under certain conditions (Ch. 243).

*Junior Colleges.*—Permitted boards of education to provide instruction in schools beyond the twelfth grade; pro-

vided for tuition of nonresident pupils (Ch. 296).

Authorized an equal annual bonus to all county, municipal, and school district employees, not to exceed \$360 a year (Ch. 23).

*Higher Education.*—Incorporated the University of Newark into the State University of New Jersey (Ch. 217).

*School Tuition.*—Authorized boards of education to pay tuition of pupils in evening high schools of another district (Ch. 213).

*Teacher Tenure.*—Provided tenure to teachers in State teachers colleges and institutions under the control of the State Board of Education (Ch. 124).

*Teacher Retirement.*—The annual appropriation bill provided \$8,374,487.50 to the Teachers' Pension and Annuity Fund (Ch. 111).

Provided that employees of school districts not eligible to join the Teachers' Pension Fund may join the State Employees' Retirement System if in operation in the municipality. (Applies only where the municipality by referendum has adopted the State Retirement System.) (Ch. 135).

Changed the interest rate for persons becoming members after July 1, 1946; legislated to permit new entrants 1 year to purchase prior credit and to retain the right of present entrants to retire before age 62 on full credit (Ch. 145).

Continued and reconstituted the Commission to Study the Financial Structure of the Teachers' Pension and Annuity Fund (Ch. JR 4).

Provided for report to individual members of the adequacy of the accumulated deductions under the Teachers' Pension and Annuity Fund every 5 years (Ch. 235).

Legislated to permit new entrants to retire after 35 years of service on such a pension as the amount which they have contributed and the State has appropriated for them (Ch. 153).

Limited the time during which employees of boards of education in first-class counties, whose employment commenced prior to March 26, 1935, may join county pension fund (Ch. 194).

Prescribed the qualifications for delegates to the Teachers' Pension and Annuity Fund, and provided that the elections of delegates shall be held at places selected by the county superintendents of schools (Ch. 210).

## New York

*School Buildings.*—Provided that the Commissioner of Education shall approve plans and specifications for the erection of any school building, addition thereto, or remodeling thereof, if the plans conform to the requirements of the Education Law and the Commissioner's regulations, and that the Commissioner shall not withhold approval of such plans and specifications for any reason related to the selection of a building site (Ch. 141).

*Teacher Retirement.*—Made provisions whereby a retired teacher receiving superannuation may return to active teaching service during a period of national emergency resulting from war, as proclaimed by the Governor or as designated by the Retirement Board in the absence of such proclamation (Ch. 172).

Provided that a teacher who had elected to pay contributions to the retirement system and whose salary was subsequently reduced, may elect to assume and continue paying additional contributions to the retirement system in such manner as he would have paid had his salary not been reduced (Ch. 814).

*Higher Education.*—Provided that on account of the inadequacy of housing accommodations and veterans' facilities at educational institutions to meet the needs of veterans and other students, the Superintendent of Public Works and the Commissioner of Housing may acquire property for the conversion thereof into classrooms, laboratories, and other education facilities; and provided also that transportation facilities may be established for such students attending colleges and universities (Ch. 621).

Created a temporary State commission of 21 members to examine into the need for a State university, including professional and graduate schools, and to make appropriate recommendations to the Governor and the legislature (Ch. 313).

Provided that the State Maritime Academy, under the jurisdiction of the State Education Department, may establish therein an undergraduate course of study leading to the degree of Bachelor of Maritime Science (B. M. S.), which may be awarded by said Education Department (Ch. 478).

Changed the name of the State Insti-

tute of Agriculture, on Long Island, to Long Island Agricultural and Technical Institute (Ch. 486).

*Experimental Schools.*—Provided for the establishment—upon an experimental basis for a period of 5 years—of five State institutes of applied arts and sciences (one each in Binghamton, Buffalo, New York, White Plains, and Utica). The institutes are to be under the direction of the State Education Department and shall provide training in applied arts, crafts, aeronautics, retail business management, professions and technical skills, embracing curricula not to exceed 2 years in length; appropriated \$2,000,000 for alteration and equipment of buildings therefor (Ch. 433).

*Special Classes.*—Amended the State Aid Law so as to provide \$800 for each approved special class with an average registration of 10 or more; and provided that, when the average registration in such a class is less than 10, the district shall be entitled to a pro rata amount (Ch. 461).

(The above chapter also contains the new Section 1026, defining a "delinquent child" and providing special classes therefor under certain conditions.)

*State Funds.*—Appropriated an additional \$1,750,000 to school districts to be apportioned by the Commissioner of Education during the school year 1946-47, in accordance with an equitable method adopted by him and approved by the Director of the Budget prior to May 1, 1946 (Ch. 562).

Provided that, under rules adopted by the Commissioner of Education, the days spent in employment by pupils who attend part-time cooperative schools, or apprentice training schools and who are regularly and lawfully employed, shall be considered days spent in school, and State aid shall be apportioned to each school district maintaining such schools (Ch. 629).

*School Lunch.*—Provided for an appropriation of \$35,000 to the Education Department for the employment of scholarship supervisors and clerical employees and for other incidental expenses which may be necessary for the promotion and supervision of the school-lunch program (Ch. 632).

*Child Labor.*—Extended, until July 1, 1947, the authority of the Commis-



sioner of Education to release from school pupils 14 years of age or over, for planting and harvesting work; and pupils 16 years of age or over for work in milk plants, canning establishments, and greenhouses, for a period of not to exceed 30 days in any school year (Ch. 647).

Repealed the requirement for a pledge of employment or the name of the employer for issuance of a vacation work permit for employment in farm service during summer vacation, and also the requirement that such a permit be designated as "special vacation work permit for farm service"; and provided that a vacation work permit shall not be issued for farm service (Ch. 649).

*Veterans' Education.*—Provided that the Education Department, with the approval of the Director of the Budget, may enter into a contract with the board of trustees of any institution chartered by the Regents on a temporary basis to meet the emergency created by the present lack of college facilities, to defray the cost of instruction in higher education of veterans of World War II and other students and to meet such other expenses as are not covered by receipts from Federal, State, or other sources (Ch. 680).

*Teachers' Salaries.*—Provided that under no circumstances during the year 1946-47 may the salary of a teacher be less than \$1,600 in all school districts employing at least eight teachers (Ch. 795).

Provided that a district superintendent of schools shall receive an annual salary from the State of \$3,500 (Ch. 889).

*Nursery Schools.*—Provided that a board of education may maintain nursery schools which shall be free to resident children and may fix the age of admission at 3 years or above (Ch. 891).

*Scholarships.*—Provided \$1,200 State war service scholarships for veterans of World War I or World War II at \$350 a year for 4 years' tuition and fees, after competitive examination conducted by the Education Department at any college, university, business, professional, technical, or trade school located in New York and licensed or approved by the Regents (Ch. 929).

Provided that each university State scholarship holder shall be entitled to \$350 annually for 4 years (Ch. 930).

(The above chapter also provided that each scholarship for the children of soldiers, sailors, and marines who died while serving in the armed forces, or as a result thereof, shall entitle each holder to \$350 tuition a year in any approved college or university within the State, together with an additional sum of \$100 a year for maintenance, for a period not exceeding 4 years.)

*Transportation.*—Added a new article (4-A) to the school law affecting State aid transportation quota. This law defines the duties of school districts and the rights of pupils. It applies to all school districts which receive a quota for the transportation of pupils (Ch. 943).

*Teacher Employment.*—Provided that a public employee on a military leave of absence may demand reinstatement within a period of 90 days following termination of his military duty (Ch. 188).

Provided that if maximum age requirements are established by law or rule, by any action of the Civil Service Commission, governing examination, appointment, or promotion to any position in public service, the period of military duty shall not be included in computing the age of such candidate (Ch. 590).

*Leave of Absence.*—Provided leave of absence for public employees who are veterans of World War II to continue study (Ch. 935).

### **Rhode Island**

*Veterans' Education.*—The legislature stipulated that, with the approval of the Director of Education, the school committee of any city or town providing special educational opportunities for veterans may set a tuition charge for resident or nonresident veterans and may enter into a contract with the Veterans' Administration to receive such tuition. The school committee of any city or town was also authorized, with the approval of the Director of Education, to establish a technical institute, to offer educational opportunities in the technical fields through the thirteenth and fourteenth years of school, and to charge tuition for same and contract for payment with the Veterans' Administration (Ch. 1790).

*Teacher Tenure.*—The legislature provided a system of continuing contract for teachers after a satisfactory probation period of three successive annual contracts. Thereafter, no teacher may be dismissed "except for good and just cause," stated in writing and delivered to the teacher at least 1 month before the close of the school year. The teacher is entitled to a hearing, may appeal to the State Department of Education, and has the right of further appeal to the superior court (Ch. 1775).

*Teacher Retirement.*—Provided for increasing the maximum retirement benefits of teachers from \$700 to \$1,000 per annum (Ch. 1717).

### **South Carolina**

*State Aid.*—Directed the State Board of Education, in the apportionment of school funds in order to avoid hardships occasioned by dislocation of school population, to waive—for fiscal year 1946-47—the regulations requiring 50, but having not less than 25 enrolled pupils during the fiscal year 1946-47 (Act 606).

*School Transportation.*—Required school bus drivers to cooperate with the teachers in their work, to be prompt in their duties, to be responsible for the conduct of the pupils; and provided that bus drivers may suspend pupils from buses for misconduct (Act 447).

*Veterans' Education.*—Repealed Section 5707 of State Code, 1942, as amended, relating to free tuition of veterans at colleges and universities (Act 448).

*Teacher Retirement.*—Amended retirement system to include the presidents, deans, professors, and employees of any college, university, or educational institution of higher learning, "to the extent that they are compensated by the State." (Formerly they were included on the same basis as teachers of the general public schools.) Provided also that teachers who have retired after July 1, 1940, and who, at the time of retirement, had taught 35 years or more, shall be eligible for all the retirement benefits (Act 557). County superintendents of schools are included in the Retirement System (Act 870).

### **Virginia**

*State Funds.*—The general fund appropriated for maintenance of public

schools was increased for the biennium by approximately \$3,500,000. The appropriation act also included \$75,000 for education service to veterans, which was a new item (Appropriation Act).

Changed the basis of apportionment of school funds by teacher groups to a new formula providing for equal amounts based on: average daily attendance, funds for equalizing transportation costs, apportionment towards costs of transporting children living beyond the limits set in the compulsory education law, and funds to maintain a minimum educational program in localities unable to provide the same. (Apportionment is governed by rules of the State Board of Education; and provision is made for a minimum salary schedule for teachers.) (Ch. 115).

*School Taxes.*—Provided for broadening the limits set on the rates of local school levies to not less than 50 cents nor more than \$2.50 per \$100 valuation. Towns may also make an additional levy for capital outlay (Ch. 65).

*Free Textbooks.*—Provided a system of free textbooks for the elementary grades with a conditional appropriation of \$525,000 therefor for the biennium (Ch. 332).

*Local School Administration.*—Provided for management of joint schools for counties, or counties and cities, in accordance with rules of the State Board of Education (Ch. 25).

Authorized the State Board of Education, in lieu of certifying a general list of eligibles for appointment as division superintendents of schools by local school boards, to furnish to a local board, on request, from 5 to 10 eligibles. If no one is acceptable to the local board, then one or more additional lists shall be furnished (Ch. 180).

*School Buildings.*—Authorized bond issues for erection of schoolhouses and permitted bond issues for other improvements, including the purchase of school buildings or additions and the furnishing or equipping of same; and also including buildings for storage and repair of school buses (Ch. 180).

Amended the code prescribing restrictions on investments of the literary fund, to raise the permissible amount of loans from 85 to 100 percent of the cost of the schoolhouse and site upon which the loan is made (Ch. 337).

*School Transportation.*—Required school boards to equip school buses with heaters adequate to maintain an inside temperature of 50° F. when there is an outside temperature of 20° and the bus is loaded to one-half capacity (Ch. 155).

Authorized construction on school-bus routes, by counties and at their expense, shelters, platforms, or other structures for protection and comfort of school children (Ch. 240).

Required the use on school buses of such warning devices as are prescribed by the State Board of Education, to indicate when buses are stopped to take on or discharge children; and provided penalties for failure to comply (Ch. 396).

*Nonresident Pupils.*—Provided for the payment by the State Board of Education of the costs of educating children, not residents of a locality, placed in foster homes therein by any State or local agency (Ch. 24).

*Negro Institutions.*—Changed the name of the Virginia State School for Colored Deaf and Blind Children to Virginia State School at Newport News (Ch. 311).

Changed the name of the Virginia College for Negroes to Virginia State College, provided for nomination rather than selection of State students by division superintendent of schools, and omitted the former requirement of 2 years educational work by State students (Ch. 51).

*Radio Education.*—Directed the State Board of Education to make an educational and engineering study of the advisability of establishing a Statewide frequency modulation radio network for educational purposes, and to report its findings to the Governor and General Assembly as soon as possible (Ch. 329).

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## Voters Took Action

AMONG outstanding State educational measures approved by the people in the 1946 general election was the adoption of a constitutional amendment in California providing for a minimum annual salary of \$2,400 for all regular teachers.

The people of California also voted to provide a higher level of State aid to local schools than ever before in the

history of the State. They voted to provide \$120 per pupil in average daily attendance in kindergarten, elementary, secondary, and technical schools. (Heretofore the State gave \$90 for high schools and \$80 for elementary schools.)

Michigan approved a measure in the November election which will return one-third of the sales-tax revenues to local government units and schools.

Several other States in the November election voted upon various measures, but a complete roundup is not available at this time.

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## Additional Information on Legislation

The following additional information is presented with regard to two important acts mentioned in former articles. Acts of the Seventy-ninth Congress relating to education were summarized by Dr. Ward W. Keesecker in a former issue of SCHOOL LIFE. (See October 1946, p. 8; and December 1946, pp. 3-5.)

### Veterans' Educational Facilities Program

Public Law 697, which implements the Mead bill (S. 2085), assigns to the Commissioner of Education the responsibility for making findings of existing or impending shortages in nonprofit educational institutions of educational facilities, other than housing, required for the education or training of veterans under the GI bill. When needs are ascertained, the Federal Works Agency is authorized, at the request of the institution, to provide facilities from Federal surpluses which, in the determination of the War Assets Administration, are available for such use.

To discharge this responsibility, the U. S. Office of Education has set up a unit in the Division of Higher Education under the direction of Dr. Ernest V. Hollis. This unit consists of a small central staff in Washington for over-all supervision of the program, and one or more educational officers in each of the nine divisional offices of the Federal Works Agency.

Up to December 1946, U. S. Office of Education representatives had received 1140 Justifications of Need, and had

made 908 partial or complete Findings of Need. The Federal Works Agency had approved 544 applications, for which it had obligated 39 million dollars out of the 75 million appropriated for this purpose by the Congress.

### **Vocational Education**

Public Law 586 (known as the George-Barden Act) is outstanding not only for the reason that it doubled the amount of funds authorized for vocational education by the George-Deen Act, but also for the reason that it substantially revised the provisions of that act.

The George-Barden act principally provides that the funds appropriated thereunder may be used for assisting the States and Territories, "for the purposes therein specified, in the maintenance of adequate programs of administration, supervision, and teacher-training; for salaries and necessary travel expenses of teachers, teacher-trainers, vocational counselors, supervisors and directors of vocational education and vocational guidance; for securing necessary educational information and data as a basis for the proper development of programs of vocational education and vocational guidance; for training and work-experience training programs for out-of-school youths; for training programs for apprentices; for purchase or rent of equipment and supplies for vocational instruction: *Provided*, That all expenditures for the purposes as set forth in this section shall be made in accordance with the State plan for vocational education."

### **NEW FILM RESEARCH**

AN EXPANDED PROGRAM of research in the selection, evaluation, and use of films for adults has been undertaken by the Institute of Adult Education of Teachers College, Columbia University. For the past year the Institute has published the *Film Forum Review*, devoted to the use of motion pictures in adult education.

The first films to be evaluated are in the fields of international relations, intergroup problems, and family life. An annotated guide to their use will be issued.

# Health and Welfare Services for Children

by Katharine F. Lenroot, Chief, U. S. Children's Bureau, Social Security Administration, Federal Security Agency

**T**WENTY-TWO MILLION DOLLARS, or almost twice as much money as in previous years, is now available to the States for children's services under the Social Security program. With that money, health services can be provided for more mothers and children. More crippled children can have the care they need. More communities can have child-welfare services.

Last summer that 22 million dollars seemed like a good part of all the money in the world to those responsible for these services. Now, however, that appropriation which for a short time seemed so large is being drawn into a truer perspective. It is being measured not against what was previously available, but against the needs of the children of this country—all the children.

So measured, the "new money" can only be regarded as an earnest of what will some day be done, but even so it represents the greatest step forward on behalf of the health and welfare of the Nation's children since the Social Security Act itself was passed in 1935.

### **States Enabled To Break Ground**

Then, for the first time, Federal funds were made available to all the States to assist them in developing health and welfare services for children. The amount appropriated was small—in the beginning less than 10 million dollars for the three services: Maternal and child health; crippled children's; and child welfare. It was enough, though, to enable the States to break ground.

These three programs are administered by State agencies under plans approved by the Children's Bureau. With the money thus made available, the States each year got help to many thousands of mothers and children. Prenatal clinics were established, and also centers to which mothers could bring young children for periodic health examinations and advice. Clinics were

held to which crippled children were brought for examination, and arrangements were made for their care and treatment. Some money, too, was available for the health examination of school children. Public-health nurses were employed to work in the clinics and in the homes. Many of these health services had been practically unknown in many communities until they were helped into existence by the Social Security program.

At the same time this health work was being so steadily advanced, child-welfare services were being established, particularly in rural areas. Outside of the large metropolitan centers child-welfare workers were scarce indeed a decade ago. Today, full-time child-welfare workers, paid from public funds, are at work in one-sixth of the counties—a record that is poor indeed until it is realized that at no time previously has more than \$1,510,000 a year of Federal money been available to help States and communities with this work.

### **Modus Operandi Established**

Tens of thousands of boys and girls are today being aided through these health and welfare services; but, in getting help to them, the need of other tens of thousands has been uncovered. As a consequence, the Nation today has a far better idea of what needs to be done than it had when this great work for children was first undertaken. It not only knows more about the need; it knows more about how that need can be met, for the *modus operandi* among the Federal Government, the States, the communities—and the children—has been successfully established.

We know, for instance, about the thousands of mothers who lack professional care of any sort when their babies are born—the nearly 200,000 mothers each year who are attended only by a midwife; and we know about the thou-

sands who have their babies with only a minimum of care—a doctor's visit at the time of the delivery. Many babies are dying needlessly and many are going through life handicapped because they do not have good care. We know, too, how far short we fall in taking care of the health of our school children.

In recent years, under the crippled children's program, approximately 100,000 boys and girls have been aided annually. That is a record to be proud of until it is placed against the count of those children who are not getting care.

"We are sorry," the State agencies tell the parents when they seek help, "but we are not as yet able to take care of children like yours."

"But, my child is crippled, too," the parents plead, and still the answer must come back, "We are sorry!"

Sometimes the kind of help a child needs is simply not available; more often, however, the reason is that funds are lacking to pay for care. At one count, 20,000 crippled children were known to State agencies to be in need of care and eligible under the program, but they were not getting help. "When you cannot take care of all, you take care of the most urgent," the States say as they make the hard choice.

The need of children who are in difficulty—the need that can be met through the help of a skilled child-welfare worker—is likewise great. We simply do not know what is happening to many of these children.

We do know, though, that many homes have been broken these last few years, homes in which there were young children, and the child of a broken home is more likely than others to be neglected and mistreated.

We know that many children are living under conditions that lead to delinquency, and little is being done to protect them. We know that each year some 250,000 children come into juvenile courts. We do not know very much about who those children are, the nature of their offense, if any, or what is done about their problems.

We do not know how many dependent children are being cared for in institutions; how many in foster homes. We have no complete count of the number adopted nor the number under guardianship; nor do we know much about how well either group is protected.

We know that several million mothers with young children are working away from home. We do not know what provisions, if any, have been made for the care of their children. We only know that day-care centers are provided for but a few. We hear of other children who are being "parked" in the movies so that their mothers will at least know where they are.

We know that each year some 5,000 children enter institutions for mental defectives, but we know little about what is being done for them. We know, though, that many who should be getting institutional care are not receiving it, because there is no room for them; but we also know that many are in institutions who need care of an entirely different sort. We hear, too, of still other children in these institutions who are there because of a physical handicap that makes them appear dull or stupid—children who are hard-of-hearing or whose speech is defective, and children suffering from cerebral palsy.

There are, too, large numbers of children with emotional difficulties that could be straightened out if the help of a skilled psychiatrist, psychologist, or psychiatric social-worker were available for them and their parents. If there were someone to listen to their troubles now, how much trouble could be saved later! One out of every 20 of today's children can be expected to spend some part of his lifetime in a mental institution, and among this number are many whose mental illness will be traceable to a childhood difficulty that was left unsolved.

### ***Millions Shrink Against the Need***

So the 22 million dollars for health and welfare services for children shrinks rapidly when measured against the national need. Nevertheless, it is a considerable amount, and it is enabling the States to get help to many more children than was ever before possible. Work that has been long delayed is getting underway. And, very importantly, there is money now for training the personnel who are so badly needed. In many instances the lack of personnel is holding back the development of programs for which funds would otherwise be available.

The situation in regard to getting care to children with cerebral palsy is an outstanding instance of why much of this money must be used for training purposes. Little can be done for these children until doctors, nurses, physical therapists, and others are specially trained, and it will take several years to train even a few teams. Similarly, the establishment of mental hygiene services for children must wait upon the training of personnel; the first job is to train a teaching staff.

Shortages are so great in practically all phases of the work done under all three programs that a good part of the increased appropriation for years to come will have to be used for training personnel. Meanwhile, the States are using the major portion of the "new money" to cut into the backlog of need, that is, in an expansion of services of the kind already developed.

Under the maternal and child-health program, State health departments are pressing toward the goal of making health services available to all pregnant women and to all children in every county. An effort will be made, too, to reach more school children through school health programs, and to see that regular examinations are followed up by treatment. All too often, as teachers know, little or nothing is done about health defects discovered in routine school examinations.

Similarly, State crippled children's agencies will use their increased funds to get care to children on their waiting lists. At the same time the agencies are trying, insofar as funds and staff will permit, to expand their programs to take in other large groups of children who so far have not been reached. Some States, for instance, will expand their rheumatic fever programs; others will get programs started. More programs for the care of children with hearing difficulties will be initiated or expanded. A few States are ready to establish services for children with epilepsy. Other States will attempt to do something more for those with cerebral palsy.

The story is much the same for the States' child-welfare agencies. The largest part of the increased appropriation will be used to get child-welfare services in the counties now lacking

them. Before that can be done, however, many additional workers will have to be trained.

### **Demonstration Projects**

Thus the 22 million dollars is being stretched far in the attempt to take care of the most pressing needs. At the same time, a portion of the Federal fund is being set aside, under all three programs, for what are called demonstration projects, through which all may learn how a problem can best be dealt with. For instance, maternal and child health funds are to be used to improve facilities in the hospital at Tuskegee Institute, in Alabama, and to provide more and better care for Negro mothers and children in that area. The problem being tackled is how to get good maternity care to women in sparsely settled rural areas.

Another demonstration project is being set up at the University of Washington. Its purpose is to make good

care available to the children of the University's student veterans. At the same time, the project will serve as a much-needed training center for personnel in the pediatric field.

Through these and other out-of-the-ordinary undertakings, ground is being explored in anticipation of that day when these children's services will be expanded, not two-fold—as is now the case—but many fold, so that they will be within reach of all children everywhere in the country.

Thus, in the name of the children, one step forward has been taken. In the nature of such undertakings, it will make necessary and make possible an advance all along the line toward the common goal—a better life not only for all the children, but for all the people. The children who are to get this better care today are the men and women who will push forward for still larger gains tomorrow.

collected in a recent Nation-wide survey, are nearing completion, and a preliminary compilation of "Statistics of Public Library Systems in Cities of 100,000 Population or More, 1944-45," has been published by the Office of Education as *Statistical Circular* (SRS-30.3-106, October 1946).

### **County-Wide Service**

Alert to their mutual need of adequate library service, the small schools of Comanche County, Tex., have organized a county-wide free public library service, according to a recent announcement in *Texas Libraries*, a monthly publication of the Texas State Library.

During the present school year, the salary of a full-time librarian is being paid by contributions from the schools. The State Department of Education, however, is counted on to make an allowance in the various school budgets for the development of more adequate library service. For continued improvement of the new public library service, the Texas State Library indicates that additional financial assistance will be needed from county, city, or private sources.

## **LIBRARY SERVICES**

### **Higher Education Library Statistics**

Plans in the U. S. Office of Education call for a Nation-wide collection of basic library statistics, covering the academic year, 1946-47, from institutions of higher education located in the United States and its outlying parts. Representing a cooperative project of the Research and Statistical Service, the Division of Higher Education, and the Service to Libraries section of the Office of Education, this collection of college and university library statistics will be the fifth in a new series of comprehensive library surveys begun in 1938-39 by the Office. The last major collection of library data from institutions of higher education covered the academic year 1939-40, and included statistics from universities and colleges, professional and technological schools, teachers colleges, normal schools, and junior colleges.

The responsibility of the Office of Education for the collection and publication of library data from higher educational institutions is not new. Since 1870, the Office has periodically collected

basic statistics from selected college and university libraries, along with similar data from public, society, and school libraries. At least 10 such major compilations of library statistics were published in various form by the Office between 1870 and 1930. In addition, the biennial reports from institutions of higher education to the Office of Education commonly have included data on total library operating expenditures.

Since 1938, the statistical program of the Office of Education has provided for a series of periodic studies of public, school, and special libraries, as well as college and university libraries. Carrying into effect this new cyclical program, necessarily limited during the war, the Office has published *Public Library Statistics, 1938-39* (Bulletin 1942, No. 4); *College and University Library Statistics, 1939-40* (Biennial Survey of Education, 1938-40, vol. II, ch. VI); and *Statistics of Public School Libraries, 1941-42* (Biennial Surveys of Education in the United States, 1938-40 and 1940-42, vol. II, ch. VIII).

Tabulations of public library statistics for the fiscal year ended in 1945,

### **Visual Materials Aid**

Teachers and school librarians will find an aid to their selection of visual materials in a special October 1946 issue of *Subscription Books Bulletin*, a quarterly publication of the American Library Association.

Devoted to the library's picture collection, this special issue stresses flat pictures and charts, available even to small schools and libraries. It evaluates 26 specific chart, poster, and picture series and includes a current list of 53 other sources of worthwhile free or inexpensive material.

This special October issue of *Subscription Books Bulletin* is announced as available at 50 cents per copy from the American Library Association, 50 East Huron Street, Chicago 11, Ill. Regular quarterly issues of the *Bulletin* evaluate subscription books, encyclopedias, and other reference books for librarians, teachers, and book buyers.

### **Standards Revised**

The Library committee of the Southern Association of Colleges and Sec-

ondary Schools met in Nashville, Tenn., November 19-26, 1946, to consider revision of standards for training in school library service and to develop curricula for training school librarians. There were approximately 30 librarians in attendance. The group was organized into 3 working committees as follows: Administration of School Libraries and Organization of Materials, Sara M. Krentzman, chairman; Books and Related Materials for Children and Young People, Mary P. Douglas, chairman; and Library Practice, Fannie Schmitt, chairman. Syllabi were developed and standards revised to become effective at the beginning of the school year, 1948-49.

### Microfilm Directory

The Special Libraries Association announced recently the publication of a revised edition of its *Directory of Microfilm Services*, compiled by Jurgen G. Raymond, chairman of the association's committee on microfilming and documentation.

This 52-page, planographed directory includes a geographical list of microfilm services, with information on ordering, costs, copyright, and terminology. The S. L. A. states that the directory has been compiled primarily for the use of public, college, university, and special libraries, but is intended also to assist research workers, writers, business men, and other users of microfilm.

*The Directory of Microfilm Services* is announced as available at a list price of \$1.50, from the Special Libraries Association, 31 East Tenth Street, New York 3, N. Y.

### Library Beneficiaries

The well-known interest of the late Andrew Carnegie in the establishment and promotion of library service is reflected in the appropriations of the Carnegie Corporation of New York, as listed in its *Annual Report, 1946*.

Among its library beneficiaries in the United States during the fiscal year ended September 30, 1946, the Carnegie Corporation assisted the American Library Association and the Graduate Library School, University of Chicago. In the British commonwealth, the Corporation aided with library grants the Canadian Library Council; Central Li-

brary in the West Indies; Newfoundland Public Libraries Board; Nova Scotia Regional Libraries Commission; Canterbury University College and the University of Otago, New Zealand. The Corporation's annual report indicates also its support of a library development program in West Africa.

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## UNESCO Elects First Director-General

**D**ELEGATES to the historic first general conference of UNESCO, held in Paris, November 19 to December 10, 1946, elected Dr. Julian Huxley, distinguished British biologist, the first director-general of the organization. Although Dr. Huxley's appointment came only after a determined attempt by the United States delegation to secure favorable consideration for the official United States candidate, the selection of Dr. Huxley was finally made with the support of most members of the executive committee.

The new director-general of UNESCO started his educational career as a teacher of zoology in his alma mater, Balliol College, Oxford University, but he has also been one of the best-known writers on scientific subjects during the last 25 years. He taught zoology at Rice Institute, Houston, Tex., from 1912 to 1916, and at King's College, University of London, 1926 to 1935. He has also had extensive experience in the production of instructional films and in service on scientific and educational commissions.

Although Dr. Huxley was elected for only a 2-year term instead of for the 6-year term which had been originally contemplated for the new director-general, he will undoubtedly exercise a great influence over the program of the organization for many years to come. The constitution provides for an executive committee of 18 members, but in view of the widespread geographical distribution of membership on this committee it is probable that it will not hold frequent sessions. The director-general will therefore be the chief guiding force for the organization between general conferences.

The work of the general conference in approving a program for UNESCO was carried on with commendable effectiveness. The conference organized its proposed program around the general principles that each activity should contribute to peace and security, that the activities of the organization should be significantly related to one another, and that projects should be practicable of operation within the budget of a little more than 7½ million dollars.

UNESCO is now a legal and organizational fact. It remains for the educators, scientists, and cultural leaders of the United Nations to make the organization an educational, scientific, and cultural fact by giving unstinted support to the new director-general and his secretariat.

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## GETTYSBURG ADDRESS ON PERMANENT DISPLAY

**T**HE original draft of Lincoln's *Gettysburg Address*, together with the copy believed to be the one from which he read his famed dedication, is on display in the Library of Congress, as part of the permanent exhibit of Lincoln Memorabilia.

According to the Library, work on the original draft of the address was begun in Washington on Executive Mansion stationery and was corrected and completed in lead pencil at the home of David Wills, in Gettysburg, where Lincoln spent the night of November 18, 1863. The reading copy, which shows a number of word changes and revisions in punctuation, was presumably written on the following morning between breakfast and the start for the cemetery grounds.

Five known copies of the address in Lincoln's handwriting exist. The first and second copies exhibited in the Library of Congress were given by President Lincoln to his secretary, John Hay. In 1916, Hay's children presented them to the Government and they have remained in the Library since that time. The third copy was written for Edward Everett, and the fourth and fifth were written for sale at the Soldiers' and Sailors' Fair in Baltimore, April 1864.

# A Healthful School Day For the Elementary School Child

*This article is one in a series on Health Education for the Elementary School, contributed by Helen M. Manley, Health Instruction and Physical Education.*

**H**EALTH is a way of living. The child must fit into the rules of living and grow as a whole, as an individual—separate from all other human beings, yet harmoniously side by side with all mankind. The whole-child doctrine can only mean that physical defects, adenoids, weak muscles, emotional handicaps, fears, and strains are all in the classroom.

Growth is the business of childhood; helping to guide this growth into an integrated personality is the opportunity of all those who touch the lives of children. Those who know children realize that their learning takes place with or without planning, and that all learning is not growth in the best sense. Children must, therefore, be protected from conditions that produce the wrong kind of learning. In setting up standards for a healthy school day, all deterrents to any child's best development should be considered and if possible, omitted; and the catalysts for complete integration should be added.

A happy school day is a healthy day. When a child is happy his eyes are bright, his step light, his food digests, he plays better, he works better. Happiness in a school day means the day is satisfying. Each child feels that he is important to the school, that he belongs. He accomplishes something; he is comfortable because there is friendliness about him. He is not rushed, but he does not dawdle. He has some choices, and a great deal of active participation.

For example, John entered a new school; he dreaded starting that morning. Mother wanted to come along, but—after all—he was in the fifth grade and wasn't "a sissy." He had a wonderful day. Miss M—— knew all about him; didn't ask him about his father—he had deserted his family—or

any silly question. She helped him in his arithmetic work; they didn't do it that way in his other school. Jimmie, the big guy who was a school patrol boy, took him to the cafeteria; then, best of all, he got to pitch on the softball team. He did pretty well, too. He could hardly wait for tomorrow.

Mary, aged nine, was happy, too, although in another school the story might have been different. Everything seemed to go wrong that morning. Mother left for work. Mary had some errands—so she had no time for breakfast. The clerk waited on her last, and she was a bit late for school. Then just as she was finishing her poster, Jerry spilled water on it. Miss C—— didn't scold her for being late, and—without letting the other children know—sent her to the cafeteria for a good breakfast. She started a new poster, and Miss C—— thought her idea for it was much better than the old one. Mary was happy.

Dorothea, aged 6, was a victim of polio. She had a bad limp and had to hold the chalk differently from the other children, but she was happy. She

played all the games with the other children; Miss K—— let her help judge the races. The music supervisor had asked her to sing alone, and Miss K—— always arranged for her to go to the physiotherapist when the class was doing something uninteresting—in reality something that Dorothea couldn't yet do. She had a little cot of her own; it was such fun lying there hearing soft music just before you closed your eyes. She was never so tired at night that she couldn't eat her dinner, as she was when she spent the day at Aunt Louise's. She liked school very much.

These children are in a school where the school program is flexible; where administration practices as well as talks democracy, where policies are established for the good of children and are abolished when they no longer benefit children. The administrators know that a healthy school day means a healthy teacher, one who is happy, knows what is expected of her in her position and how to do it. Health is infectious; if the teacher feels secure and free from fear, she can impart joy and freedom from fear to the children. Plans are made in this school to make Miss C——, Miss M——, and Miss K—— healthy, happy teachers.

There is a program of orientation for the new teachers in the school system. Each one is introduced to the teachers with whom she works; they have writ-

Dental examination of pre-kindergarten child. Her mother is present to keep informed of all needs.



ten to her before she arrives. They help her find a desirable place to live and make her acquainted with the people and places in the community. Her social and home life is thought important. At school they have concern that she has the things she needs, materials as good or better than theirs, not the dark room, the problem children, and the least desirable teaching load. The policies and philosophy are carefully explained to her. She is shown around the building and taken to meetings of groups unfamiliar to her. Her supervisors are kind and helpful; they regard

finger painting some afternoons; another played singing games and later learned square dances. This was fun; it gave her a camaraderie with the teachers of other schools and she acquired useful skills and materials.

The visiting teacher and the school nurse helped her to know the children. When visiting parents, she knew about the child's family without asking the child. She could talk about his hobby or his older brother.

This teacher felt secure because she could hold her head up in the community. She was receiving a salary

should be stressed more than an individual's competition against his classmates. The curriculum—the what, when, how, and why of teaching—is vital in planning a school day for children.<sup>1</sup>

If each child is to enjoy a healthy school day, he must have the opportunity to develop his personality to its optimum. A child with remediable defects is being cheated of this opportunity. Perhaps he can't see or hear adequately; his speech may be unintelligible, so that the other children laugh at him. Maybe he has been absent 6 weeks with whooping cough and doesn't understand what is going on. Illustrations of this sort bring us to the area of health education usually called "health service." Through a health counseling service which involves the cooperation of the teacher, parent, nurse, visiting teacher, dentist, and any others who know the child, his health needs and problems are discovered. Then all community resources and other possible channels are used to protect each child and to correct his remediable defects. The health service in the school will include such things as are listed below:

1. *Cumulative Records.*—Each student will have filed in his room a complete up-to-date health record.

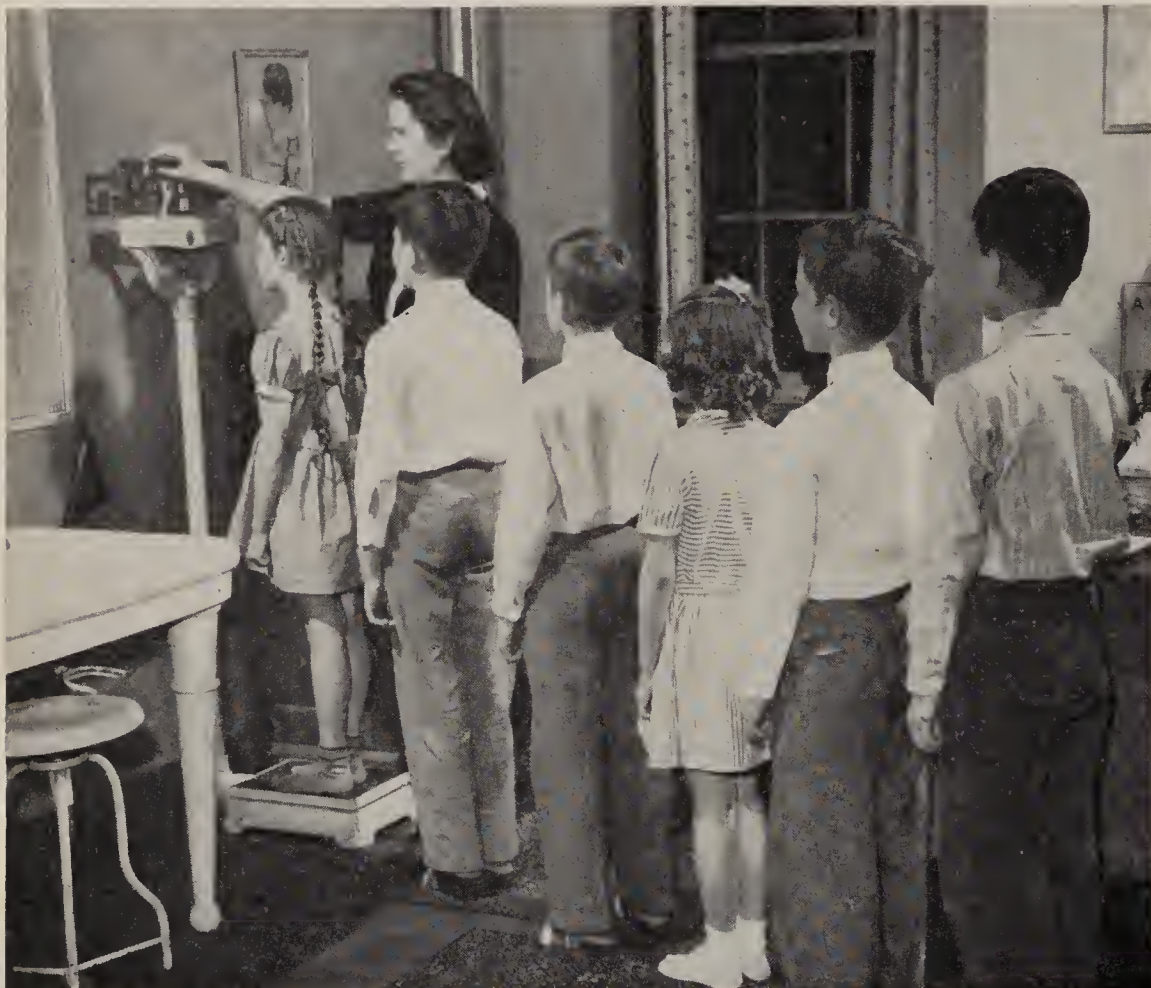
2. *Teacher Inspection or Observation.*—The teacher, who is with the child daily and should know him well, is the key person to observe changes which might indicate on-coming illnesses. She is in an admirable spot to check for such indicants of health as growth, appetite, posture, colds, teeth, usual vim, disposition, attendance.

3. *Examinations.*—Examinations should begin at regular intervals, or on the advice of the health counselors. The areas of these examinations should be: (a) Psychological; (b) medical; (c) dental.

4. *Follow-Up of Examinations and Interpretations to Child, Parent, Teacher.*—This will again require cooperation of all people and agencies interested in child welfare.

5. *First Aid and Emergency Care.*—Each school should have facilities to care for children injured or suddenly

<sup>1</sup> See January 1947, *SCHOOL LIFE*, p. 5, for article concerning the curriculum.



Teacher weighs and measures her fourth graders at regular intervals—a "must" for up-to-date records.

her as a living person, not just a staff member.

One teacher with poor educational background in music entered the school just described. At X——, the town she came from, another teacher taught the music. She was a temporarily certificated teacher and needed to acquire extension credits. This school system helped her with her problems. Individual and small group meetings, teaching demonstrations of things that troubled her, arrangements for extension work in that school system dissolved her problems and turned worry into accomplishment. A group of the teachers did

commensurate with other professional workers having the same years of training. Her social and moral responsibilities were her own. She knew that as long as she taught well she would have her job; she had tenure, retirement, health insurance.

Although the personality of the teacher is one of the most important factors in the healthy school day, it cannot suffice alone. The entire atmosphere of the school must be free from nagging, sarcasm, and other forms of emotional instability. The strain of over-emphasis on grades, tests, and awards should be obliterated, and group cooperation



ill. A policy for notifying the parent and getting the children home is also assuring to the child and the parents.

6. *Prevention and Control of Communicable Disease.*<sup>2</sup>—"The school's chief responsibilities in the control of communicable diseases are: To encourage parents to make full use of all available preventive measures; to see that sick children do not come to school; to arrange to return home children who become sick while at school; and to protect students as far as possible from exposure to communicable diseases." It is obvious that these measures require the cooperation of the schools, public health, parents, and adult education.

A healthy school day for each child is a synchronization of all factors of everyday living into an environment which will enable him to move toward his inner capabilities. Such an environment has all the positive physical characteristics required for good animal growth; and it has the serenity, stability, and social relationships to insure mental and emotional maturity and intellectual challenge.

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## EDUCATIONAL CONFERENCE TO MEET

A CONFERENCE to stimulate action in improving education throughout the South will be held in Atlanta, April 10 and 11, according to Homer M. Pace, president of the Southern Association of Science and Industry.

The SASI-sponsored gathering will be a meeting ground for businessmen, industrialists, political leaders, and educators to draw up plans for improving southern educational standards and facilities.

Thomas C. Boushall of Richmond, Va., who has served as chairman of the Committee on Education of the U. S. Chamber of Commerce, and of the Citizens' Federal Committee on Education, U. S. Office of Education, will also serve as chairman to the SASI group.

The conference is scheduled for Easter week, to enable southern colleges and universities—which will then be on vacation—to send delegations to Atlanta.

<sup>2</sup> *Suggested School Health Policies.* Health Education Council, 1945. p. 21.

# ELEMENTARY EDUCATION

## Elementary Science

THE 46TH YEARBOOK of the National Society for the Study of Education will be presented at the Atlantic City meeting of the American Association of School Administrators in March. This yearbook is concerned with the teaching of science at all levels of education and will consequently be of special interest to those who teach science or share responsibility for its teaching. A substantial section of the yearbook is devoted to the problems of teaching science in the elementary school.

Since large numbers of science educators are expected to attend the conference in Atlantic City, the National Council on Elementary Science will reorganize and reestablish itself at a meeting whose place and time will be announced shortly. This organization, inactive during the war years, is now planning an active program to meet the increased emphasis on science teaching in the elementary school.

The National Council on Elementary Science will also hold a regional meeting on March 22 at the Hotel Sherman in Chicago, immediately preceding the annual meeting of the Association for Supervision and Curriculum Development of the National Education Association.

## Teaching Nutrition in Rural Schools

TEACHERS of ungraded small town and rural schools in the vicinity of the Minnesota State Teachers College at Mankato are developing programs in health and nutrition in connection with the regular curriculum. This activity parallels the nutrition program of the 1946 summer workshop at the college. The workshop program, according to Willa Vaughn Tinsley, assistant director, was centered around three projects in the demonstration school, all integrated with arithmetic, reading, and the other traditional subjects. These projects were: Planting and caring for a school garden; planning, preparing,

and serving school lunches; and experimenting with the feeding of animals. Other activities connected with the work included assembling materials for use in schools this year, several 1-day teachers' institutes in connection with the workshop, a health forum which brought together community and State agencies available to teachers for assistance in school and community health programs, meetings with parents, and an administrators' institute.

## National Council of Teachers of English

THE ELEMENTARY DIVISION of the Office of Education was represented at the annual meeting of the National Council of Teachers of English held in Atlantic City late in November. A member of the staff is serving on the Curriculum Commission of the Council with special responsibilities in the field of reading and literature in intermediate grades. At the present time, the plans of the Curriculum Commission have taken the form of four vertical committees extending from the level representing children below 6 through the college and adult levels in the following four fields: Reading and literature, speaking, writing, and listening.

Cutting across each of these vertical groups are horizontal committees labeled as follows: Preschool and kindergarten, primary, intermediate grade, junior high school (grades 7-9), senior high school (grades 10-12), first 2 years of college, senior college-graduate school, and adult education.

The purpose of this form of organization is to provide for continuity in the program. A director and associate directors are responsible for integrating the total program.

## Association for Childhood Education

MAJOR ITEMS on the agenda of the Association for Childhood Education's National Board meeting in Washington, D. C., November 27-30, included program plans for the associa-

tion's annual meeting and a compilation of proposals for the "Plan of Action for 1947-49," received from the 480 branch organizations of the association, in answer to the question, *What are the needs of teachers and of children that we should be working for unitedly in 1947-49?* This plan of action will be discussed and acted upon at the spring meeting.

The association's annual meeting will be held in Oklahoma City, April 7-11, and will be open to all persons interested. For the first time since the war there will be no limitations placed upon attendance and the National Board expects a wide representation from all parts of the country, especially from the Southwest region in which the meeting is being held. Preconvention registration may be made through the Washington headquarters. Hostesses for the meeting are the association's branch organizations of Oklahoma City, Tulsa, and the State of Oklahoma.

Special consideration will be given during the annual meeting to the proposed contents of the official journal, *Childhood Education*, for 1947-48. Aside from the sessions of general interest to all members, the interest and study groups will feature the four age levels within the elementary school—nursery school, kindergarten, primary, and upper grades—to which the association gives special attention in both discussions and in its program of teachers' bulletins.

## Surveys of School Legislative Needs

THE 1946 LEGISLATURES of California and Louisiana authorized and appropriated funds for special studies of State school needs, to be conducted by committees composed of representatives of their legislative bodies.

The California Joint Commission on Preschool and Primary Training is charged with responsibility for determining the needs for a long-range educational program for young children as a permanent function of the school system of the State. The study includes all facts relating to the need for early school training, the relative advantages and disadvantages of the different forms of such education—as expressed by the terms, "nursery school," "kindergarten,"

"child care," and "primary classes", and their relative costs. Results of the study are to be reported at the next session of the California Legislature, with recommendation for needed legislation.

A Special Educational Committee for Louisiana is studying the needs and necessities for improvement of all schools of the State from kindergartens through the universities. This Committee's report will also be presented at the coming session of that State's legislature.

## Child-Care Programs

IN NINE large cities child-care programs are being operated for children of working mothers or for parents who for various reasons require group care for their children. Communities which have carried forward child-care centers started during the war emergency are: New York, Chicago, Philadelphia, Detroit, Los Angeles, San Francisco, Denver, District of Columbia, and Baltimore. These services, financed with the assistance of Federal funds under the Lanham Act until February 28, 1946, are now supported by community and—in some instances—State funds. The New York and California Legislatures appropriated funds to continue these services for a year, until further study of the need for such programs as a part of permanent programs could be made.

Education and welfare agencies share responsibility for the child-care programs which are continuing. In all but two cities, school buildings are used to provide housing facilities, and in several communities the board of education furnishes supervision for the program. Support for the services is derived from parents' fees, funds from city councils, State appropriations, and private contributions. In some communities where public funds were not available, interested parent and citizen groups have acted as the sponsoring agency.

The Federal Government made a sizable investment in child-care services to protect children whose parents were needed for the war effort. Funds allotted under the Lanham Act for extended school services for the entire emergency totalled approximately \$52,750,672.

## Silver Anniversary

THE NATIONAL SOCIETY for Crippled Children and Adults, Inc., at its meeting in Chicago, December 9, 10, and 11, celebrated its Silver Anniversary with a program that considered the educational, recreational, and medical needs of the handicapped. Emphasis was placed upon the value of normal opportunities for the handicapped, with movies depicting varied programs in operation. Vocational rehabilitation, convalescent care, and hospital service were also discussed, while cerebral palsy was the topic for one entire day.

The Society presented as guest speaker at its banquet session Dr. Renben G. Gustavson, Chancellor of the University of Nebraska, whose topic was "Atomic Energy for a New World." Dr. Gustavson, who participated in the atom bomb research at the University of Chicago during the war, presented the constructive uses of atomic energy for peace.

## NATIONAL COUNCIL ON SCHOOLHOUSE CONSTRUCTION

THE RECENT MEETING of the National Council on Schoolhouse Construction, held in Jackson, Miss., was devoted primarily to discussions and revisions of *Guide for Planning School Plants*, manuscript of which had been submitted by the Standards Committee. The new Guide will consist of objectives and principles of planning rather than specific standards and directions. It will deal with the *What* and the *Why* of planning, leaving the *How* to State regulations and to local determination by educators and architects. *Guide for Planning School Plants* will be available in February from the Council's Secretary, S. P. Clemons, State Department of Education, Tallahassee, Fla.

The National Council on Schoolhouse Construction has for 20 years had wide influence on the planning of school facilities throughout the country. Its new publication is evidence of its continuing leadership in this important field. The Guide will stimulate and set the goals for a high level of planning for an anticipated 5-year, 3-billion-dollar construction program of educational plant facilities.

The officers and principal committees of the Council for the ensuing year are as follows:

*Officers.*—President, Wilfred F. Clapp, chief, School Plant Division, State Department of Public Instruction, Lansing, Mich.; vice president, Frank Williams, director, Division of Schoolhouse Planning, State Department of Public Instruction, Oklahoma City, Okla.; and secretary-treasurer, S. P. Clemons, supervisor, School Plant and Transportation Service, State Department of Education, Tallahassee, Fla.

*Executive Committee.*—Charles Bursch (chairman), chief, Division of Schoolhouse Planning, State Department of Education, Sacramento, Calif.; C. E. Laborde, supervisor, School Plants and Transportation, State Department of Education, Baton Rouge, La.; H. L. Smith, consultant, State Department of Education, Indianapolis, Ind.; and H. C. Headden, director, Division of Schoolhouse Planning and Transportation, State Department of Education, Nashville, Tenn.

*Standards Committee.*—Ray L. Hamon (chairman), chief, School Housing, U. S. Office of Education, Washington, D. C.; Charles Bursch, chief, Division of Schoolhouse Planning, State Department of Education, Sacramento, Calif.; W. G. Eckles, director of School Building Service, State Department of Education, Jackson, Miss.; Wilfred F. Clapp, chief, School Plant Division, State Department of Public Instruction, Lansing, Mich.; Don L. Essex, director, Division of Buildings and Grounds, State Education Department, Albany, N. Y.; and H. C. Headden, director, Division of Schoolhouse Planning and Transportation, State Department of Education, Nashville, Tenn.

## WHAT'S NEWS FOR GEOGRAPHY

THE geographic school bulletins are available to teachers and students again this year from the National Geographic Society, Washington, D. C. The purpose of the bulletins is to help the youth of America to understand geographic factors involved in the war and in the civilian problems that now touch their lives.

# SECONDARY EDUCATION

## Revision of Accrediting Standards

THE MIDDLE STATES ASSOCIATION of Colleges and Secondary Schools adopted revised standards for the accrediting of secondary schools at its meeting in November 1946. The North Central Association of Colleges and Secondary Schools is now assembling the votes of its member schools on revised standards which have been proposed; the results of the NCA vote will not be known before the annual meeting in March 1947.

The revisions of both associations look toward more flexibility in standards and an appropriate emphasis upon both the quantitative and the qualitative aspects of appraisal. The influence of the findings of the Cooperative Study of Secondary School Standards is reflected in the revisions; this might be expected since both associations have been active in initiating and promoting the Cooperative Study and its work.

There are four parts to the proposed statement on accrediting in the North Central Association, namely, guiding principles, policies, regulations, and criteria. The guiding principles, as the title implies, contain suggestions which will be found helpful in the evaluation of schools for accrediting; the policies lay down certain specific conditions governing accrediting of schools—for example, the conditions under which an accredited school may be warned or dropped by the association; the regulations give the minima for accrediting, the levels below which schools may not drop and still be considered good schools; the criteria aim at establishing standards of excellence which good schools may keep before them in their efforts to become better schools.

The revised standards for secondary schools, as adopted by the Middle States Association of Colleges and Secondary Schools on November 30, 1946, follow.

### I. The School's Philosophy

*Standard One.*—It is essential for each secondary school to have a carefully formulated educational philoso-

phy. This philosophy should be concerned with the full development of human personality in harmony with the spirit and principles of American democracy. Within the limits of this ideal, each school should be free to determine its own philosophy. This philosophy should be made explicit in a statement of definite objectives, determined by the needs and demands of youth and community.

## II. The Educational Program

### A. Program of Studies

*Standard Two.*—Each school should offer a carefully planned program of studies, consistent with its stated philosophy and objectives. This program should provide for the experiences necessary to the development of the whole personality of each individual. The planning of this program should be a continuous cooperative enterprise of all staff members, guided by competent leadership. Use should be made of all available resources, including the advice of professional and other agencies. The program should be designed to suggest appropriate objectives, means of attainment, and methods of appraisal.

### B. Pupil Activity Program

*Standard Three.*—Each school should provide an activity program which will encourage pupil participation in contemporary life experiences, within and without the school, so that desirable social traits and behavior patterns may be developed. Pupils should share increasingly in responsibility for the selection, organization, and appraisal of the activity program and its outcomes. Abundant opportunity should be provided for exercising and appraising leadership, and for discovering and cultivating interests and developing latent talents. Continued efforts should be made to coordinate the pupil activity program with the other phases of the educational program.

### C. Guidance Service

*Standard Four.*—Each school should have an organized and coordinated guidance service to aid pupils in meeting educational, vocational, health,

moral, social, civic, and personal problems. While such a program should provide the services of qualified counselors, each staff member should share the responsibility for both formal and informal guidance.

### III. The Library

*Standard Five.*—Each school should have a library which is the center for resource material for every aspect of the school program. There should be a professionally competent staff, and an adequate collection of books, periodicals, auditory and visual aids, and other resource material. These facilities should be effectively used in the functioning of the educational program.

### IV. The School Staff

*Standard Six.*—Each school should have a professional staff, well-qualified in health, personality, and character, and competent in various fields of educational and related services. Staff members should have a sympathetic understanding of youth and a desire to continue professional growth. The staff should be adequate in number and adequately paid. It should be a cooperating group, motivated by common ideals, working together to attain the objectives of the school. In addition, each school should have a suitable number of employees for nonprofessional services.

### V. School Plant

*Standard Seven.*—The school plant should be in harmony with the philosophy of the school and be suited to the attainment of its objectives. It should include ample and attractive grounds and be pleasing in design. It should assure the health and safety of its occupants, and be economical in operation and maintenance.

### VI. Administration

*Standard Eight.*—The principal or headmaster, although accountable to higher authorities, should be the responsible head and professional leader of the school in every respect. He should interpret to his board of control and to his constituency the place of the school in the life of the community. The board of control should be responsible for the determination of policy and

for the approval of appointments and expenditures. Under no circumstances should the board perform the functions of the educational administrator.

### VII. School and Community Relations

*Standard Nine.*—School and community relations are of major importance in the development of a good secondary school. An appropriate program for promoting effective relations between the school and its community should be maintained and constantly improved.

## Measurement in Junior High Schools

Over a period of years, the Philadelphia schools have developed methods of using test results in the junior high school program which promise good results. The important points of this development are summarized as follows: (1) The cumulative record is continuous throughout the 12 years of schooling. This record, by the time it reaches the junior high school gives definite growth curves in physical, educational, and mental traits. (2) A type of test scores makes comparisons of growth at the junior high school level easy. For this purpose *relative* scores are used, which is a score tied to a standard seventh grade Philadelphia population. (3) The type of cooperation of teachers, counselors, and pupils in the recording and using of test results is noteworthy.

Pupils prepare their own diagnostic profiles for tests of achievement. They construct profiles of their aptitudes and interests as a part of a self-appraisal guidance program. Home-room teachers pass on to subject teachers the test scores that are of particular significance to them. Thus, scores in reading tests are directed to the attention of teachers of social studies as well as to teachers of mathematics, science, and practical arts. Scores in mathematics and spatial relations are sent to teachers of mathematics, science, and practical arts. The Division of Educational Research develops distributions of scores for schools on the basis of which schools may develop remedial reading programs.

## WAR MEMORIALS IN PUBLIC SCHOOLS

**I**N NEW YORK CITY, according to a circular from the Superintendent of Schools, an advisory committee on war memorials in public schools has made a list of suggestions to assist schools and communities in honoring those who served in the war. Some guiding principles given include the following thoughts:

A war memorial must have permanence, aesthetic value, patriotic appeal, and inspirational stimulus. The resources available and needs of the school are main guides in its selection.

Every school should have a list of school graduates or personnel who served honorably in World War II.

Memorials should not be limited to dead heroes but should somehow reflect our pride in all men and women who saw service and who, whether exposed to personal danger or not, were instruments of victory.

At the elementary school level a memorial should involve first-hand pupil experiences and should be a stimulus to community service. The presentation should be made at appropriate assembly exercises.

Among school memorials suggested by the committee are:

A scholarship in memory of school and community servicemen.

A memorial garden or trees.

A student aid fund.

A war memorial alcove in the school library.

A memorial window or windows.

A set of city, State, and national flags.

Books for the school library to serve, for example, as a poetry corner or a special social studies section.

Appropriate murals.

Reproductions of art masterpieces.

Original paintings.

Sponsored memorial concerts.

Plaques in bronze and other materials.

Sculpture.

Flagpole bases artistically treated.

Memorial fountains.

An ornamental lighting fixture selected for beauty and use.

# BIRMINGHAM CONFERENCE

by Maris M. Proffitt, Assistant Director,  
Secondary Education

THE FIFTH AND LAST regional conference on the Prosser Resolution<sup>1</sup> was held at Birmingham, Ala., November 7-8, 1946. Twenty persons from the field and 10 from the U. S. Office of Education, equally divided between general secondary education and vocational education, attended.

Field members of the conference came from Alabama, Arkansas, Florida, Georgia, Kentucky, North Carolina, Oklahoma, Tennessee, Texas, and Virginia. They included staff members of State departments of education, superintendents of school systems, directors and supervisors of secondary education, directors and supervisors of vocational education, high-school principals, curriculum directors, and research workers. They represented their respective fields of interest and as a total group they were familiar with the educational needs in the southern region of the country.

Dr. Galen Jones, Director of the Division of Secondary Education, U. S. Office of Education, served as chairman of this conference, as well as of all previous regional conferences; and Dr. J. C. Wright, who, until June 30, 1946, was Assistant Commissioner for Vocational Education, took an active part in the proceedings. Dr. Charles A. Prosser, father of the resolution, made the principal presentation of the problem involved.

The first day was devoted to group discussions of the purposes of the Prosser Resolution and the educational needs it represents. Members from the field were unanimous in their opinions that the resolution pointed to the most pressing problem in the field of secondary education today. Concerned with life-adjustment training for the group not now adequately served by either the college preparatory curriculum or specific vocational training, the problem was regarded as of paramount importance because of the large numbers of students who now lack educa-

tional opportunities for their successful adjustment to adult life in our democratic society.

While it was recognized that a few schools are offering some services in line with the objectives of the Prosser Resolution, it was pointed out that in general our high-school students—judged in the light of experience—have not been properly adjusted to life. Further, almost one-third of the persons of secondary-school age are not in school and, consequently, are not receiving any educational services; and, of those who enter high school, about 40 percent drop out before graduation and, therefore, receive only limited educational services.

### Three Committees Assigned

The total group was divided by the chairman into three committees, each assigned to discuss and report on one of the following questions:

1. Who are the youth with whom the resolution is concerned?
2. What should be provided as proper opportunities to meet the educational needs of the youth with whom the resolution is concerned?
3. How can these educational opportunities these youth need be provided?

At the afternoon session of the first day, Dr. David Segel, Specialist in Tests and Measurements, U. S. Office of Education, discussed the characteristics of the group with whom the Prosser Resolution is concerned. Dr. Segel pointed out that the individuals envisioned as coming within the resolution have not been well identified as a group, and, as a consequence, there has been little research work attempted to determine group characteristics. The group is partially identified by hindsight, he said. For example, if a pupil leaves high school in disgust we know that he is in that group, but to discover that he is disgusted before he drops out is somewhat more difficult. Such a limitation is not an objection to the emphasis the resolution places upon the fact that

these individuals constitute a group, but it is an explanation of the difficulties from a research standpoint of determining group characteristics. Furthermore, the life adjustment training plan for pupils in this group must be well integrated with a total school program so as to insure flexibility; only then can all pupils secure life-adjustment training in accordance with their individual needs.

### Some Important Characteristics

In spite of the factors limiting the identification of the group with whom the Prosser Resolution deals, some conclusions can be drawn from numerous isolated research studies. For example, studies of the causes of pupil failures and the causes of school leaving indicate a group description sufficiently definite to be helpful to planners of educational programs. Indeed there exists a cluster of characteristics definite enough to be called a syndrome, which is the designation of a group of widely varying symptoms that point specifically to an unsatisfactory situation. In this case the situation is that a considerable group of high-school youth are not being adequately served by the secondary-school program.

What is this syndrome? That is, what characteristics are often present in this group? The more important seem to be:

1. Lack of financial security or need to go to work at an early age.
2. Lack of interest in high-school work.
3. Lack of general ability.
4. Overageness. This group of youth in school, or at the time they leave school, are usually 1 to 3 years older than the rest of the students.
5. Low-cultural home and neighborhood environment.

An essential fact about these characteristics is their close relationship with one another. Poor home environment is associated with low ability, lack of interest with lack of financial security, and financial insecurity with a poor cultural home environment.

No investigations have disclosed any one specific cause for what ails the so-called 60 percent with which the resolution is concerned. It seems rather clear that all factors are partially responsible.

<sup>1</sup> For an account of the purpose of this resolution, see *SCHOOL LIFE* for July 1946.

## Conference Contributions Summarized

The following points briefly summarize the contribution of the conference to the furtherance of the Prosser Resolution:

The youth under consideration are representative of the total population of secondary-school age. However, the following characteristics occur with greater frequency than they do in the college-going and vocational training groups:

1. They suffer from adverse environmental influences, and from attitudes of parents to nonenforcement of compulsory education laws. The result on the pupil is a situation which tends to the formation of bad habits and delinquent behavior.

2. Their interests can be more nearly stimulated through nonverbal learning activities.

3. They see little value in the present curriculum offerings.

4. They are handicapped by the lack of adequate guidance. Too frequently counselors and teachers do not have a

sympathetic understanding of the problems confronting these youth.

5. They include a considerable percentage of youth in school who are retarded; those who have never attended high school; those who have dropped out of high school; and those who are not sufficiently benefiting from college-going and vocational curricula.

### Suggestions Offered

Adequate curriculum adjustment will involve methodology, facilities, equipment, teaching personnel, and administrative procedures. The details must be worked out by local schools and whatever curriculum plan is developed should be subject to continuous appraisal and revision. In terms of action that a school might take to meet the objectives of the resolution, the following suggestions were offered:

That a school examine its program in terms of the resolution and point out the needs not served.

That the aid of all persons and groups concerned with the problem presented by the resolution be solicited in efforts to bring about needed revisions.

That local studies significant for the purpose be made.

That in an attempt to meet the needs of these youth, the school project itself and the experiences of its students into the community.

With reference as to how the needed opportunities may be provided, it was pointed out:

That a program of education for life adjustment can be made effective only by the whole school system working for the purpose.

That the secondary schools should offer practical, functional, life-adjustment education to all youth in accordance with their individual abilities, interests, aptitudes, and opportunities.

That the school provide the youth who have not decided on a college or extended vocational preparation with opportunities, through school-work experience or other means, to acquire abilities for adult life.

That the adequate and proper preparation of teachers is essential for the purpose of realizing the objective of the resolution.

## PROTECTING SCHOOLS FROM FIRE

“WHILE MODERN trends in school construction indicate that many school officials and architects are placing increasing emphasis on fire-safe construction and adequate protection of occupants, the alarming fire record and resultant loss of life in educational institutions reveal that too many sub-standard school buildings still exist,” writes Francis R. Scherer, Chairman of the National Fire Prevention Association Committee on Safety to Life in a recent report entitled “Safeguarding the School from Fire.” Other excerpts from Chairman Scherer’s statement include:

### Fire Resistive Materials Not Enough

“Fire resistive construction is desirable for all school buildings, but the use of building materials that will not burn does not protect against the burning of combustible contents. The one-story school so arranged as to afford direct access to the outside from any part of the building, is the safest design, and

when this form of design is used there is little restriction as to the type of construction. In any case the design should be such as to minimize the spread of fire from its point of origin. No highly combustible wallboard or other quick-burning interior finish should be used. Most important is the protection of stair shafts so that fire in a basement or lower floor will not spread to upper stories. The spread of smoke and fire gases may be just as disastrous as actual fire.

“There should be at least two safe means of escape from any area, so that in case fire starts in or near one exit, it will be possible to escape by an alternate route. Exits should be remote from each other; two stairways leading to a common street floor area may both be blocked by a single fire. Outside fire escapes at best are of limited value and should be recognized only to correct exit deficiencies in old buildings. Boiler rooms, waste paper rooms, laboratories, manual training and domestic science rooms, carpenter and paint shops and similar rooms having more than the ordinary fire hazard should be so ar-

ranged as to minimize the danger of fires spreading to other areas.

“The danger inherent in many ventilating and air conditioning systems is apt to be overlooked. A system designed to circulate air throughout the building may, unless safeguarded, be the means of rapid spread of fire and smoke.

“Some form of fire alarm system is essential so that in case of fire all occupants will be informed immediately.

“Automatic sprinkler protection is recommended for all school buildings of combustible construction and also to protect hazardous areas in buildings of fire-resistive construction. Fire extinguishers in any case should be provided, selecting types suitable for the type of fire likely to occur at any location.

“Schools should set examples of fire safety, especially good housekeeping, to endow today’s youth with a conception of fire safety measures. If students see careful building upkeep and adequate fire protection and fire prevention measures at school, they absorb some of that lesson of fire safety and will carry it with them into their homes and jobs.”

# U. S. GOVERNMENT ANNOUNCES

*Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.*

## New U. S. Office of Education Publications

### Education in Costa Rica

By John H. Furbay. Washington, U. S. Government Printing Office, 1946. 62 p., illus. (Bulletin 1946, No. 4) 15 cents.

One of a series of basic studies on education in a number of Central and South American countries. Prepared under the sponsorship of the Interdepartmental Committee on Scientific and Cultural Cooperation, to promote understanding of educational conditions in the American countries and to encourage cooperation in the field of inter-American education.

### Public Relations for Rural and Village Teachers

Washington, U. S. Government Printing Office, 1946. 50 p., illus. (Bulletin 1946, No. 17) 15 cents.

Contents: *Foreword*, John W. Studebaker. *By Way of Introduction*, Arthur H. Rice. 1. *So You Are the Teacher*, W. H. Gaumnitz. 2. *Do You Know Your Community?* William McKinley Robinson. 3. *How Do You Rate?* Minter Brown. 4. *Your School—Does It Serve the People?* Marvin S. Pittman. 5. *How Do You Work With Community Leaders?* B. A. Griffith. 6. *Your Preparation and Growth in College and After*, M. L. Smith. 7. *It All Adds Up to Public Relations*, Otis A. Crosby.

## New Publications of Other Agencies

### DEPARTMENT OF AGRICULTURE

#### National Food Guide

Prepared by the Bureau of Human Nutrition and Home Economics. Washington, U. S. Government Printing Of-

ice, 1946. Folder. (Agricultural Information Series 53). Free from the Department of Agriculture.

Indicates the right kinds of foods needed for good health.

#### Why Lumber Is Scarce

Prepared by the Forest Service. Washington, U. S. Department of Agriculture, 1946. 4 p. processed. Free from the Forest Service, U. S. Department of Agriculture.

By means of graphs and brief statements, presents the main reasons for the current shortage, and suggests possible remedies.

### DEPARTMENT OF LABOR

#### Changing Job Prospects in Major Industries

Washington, U. S. Government Printing Office, 1946. (In *The Labor Review*, November 1946, p. 15-23). Annual subscription to the periodical, \$1.

Covers current employment problems, labor needs, and job opportunities in such industries as automobiles, prefabricated housing, lumber, rayon textiles, and steel.

#### Protect Future Wage Levels . . . Now!

Prepared by the Women's Bureau. Washington, U. S. Government Printing Office, 1946. 6-page folder. (Leaflet 2). Free from the Women's Bureau.

Notes that 22 States need minimum-wage laws and points out the need for prompt action.

### DEPARTMENT OF STATE

#### Activities of the Interdepartmental Committee on Scientific and Cultural Cooperation

Washington, U. S. Government Printing Office, 1946. 45 p. 15 cents.

Describes the work and accomplishments of the Committee, established in 1938 to undertake a permanent cooperative program with the other American Republics in the field of economic, cultural, and scientific relations.

#### United States and Italy, 1936-46

Washington, U. S. Government Printing Office, 1946. 236 p. (Publication 2669). 65 cents.

Contains the whole or the excerpts of such documents as: The Rome-Berlin Axis; the Anti-Comintern Pact, concluded by Italy, Germany, and Japan, November 6, 1939; Appeals for Peace Made by President Roosevelt to the King of Italy, August 23-30, 1939; Italian Armistice, 1943; Rebuilding a Democratic Italy; and a Review of the Allied Military Government in Italy.

#### United States Economic Policy Towards Germany

Washington, U. S. Government Printing Office, 1946. 149 p. (Publication 2630). 40 cents.

By means of text and graphs, presents the problem as seen from the standpoint of disarmament, reparation, and reconstruction.

#### Papers Relating to the Foreign Relations of the United States, 1931: vol. 3, The Far East

Washington, U. S. Government Printing Office, 1946. (Department Publication 2476.) 1091 p. \$2.75 (buckram).

Presents the official papers, reports, and memoranda regarding the occupation of Manchuria by Japan, the beginning of Japanese military aggression, and the efforts of the United States and other powers to preserve peace.

### TARIFF COMMISSION

#### Dyes

Washington, U. S. Government Printing Office, 1946. 129 p. (War Changes in Industry Series, Report No. 19.) 25 cents.

An account of the supply and uses of dyes in the United States during the interwar period; the development of the industry during World War II; and the postwar prospects and problems of this important item of trade and industry.

### LIBRARY OF CONGRESS

#### Bibliografías Cubanas

By Fermín Peraza y Sarausa, temporary consultant, Hispanic Foundation, Library of Congress. Washington, U. S. Government Printing Office, 1946. 58 p. (Latin American Series No. 7.) 20 cents.

First publication to appear as a result of the system of temporary consultancies, recently established by the Library of Congress. Lists 485 bibliographical items on Cuba, found in the collections of the Library of Congress, and contains a brief survey of the history of Cuban bibliography.

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# EDUCATION

## IN COSTA RICA

Bulletin 1946, No. 4

**DO YOU** want to know more about Costa Rica, its people, and its schools—kindergartens, elementary schools, secondary schools, teacher-training institutions, higher institutions, and agencies of public and pupil welfare? Then U. S. Office of Education Bulletin 1946, No. 4, *Education in Costa Rica*, should meet your need.



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# School Life

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**C O N T E N T S**

**March 1947**

	Page		Page
Preamble to the UNESCO Constitution ..	2	A Life Adjustment Program ..	16
Inter-American Teacher Education Programs ..	3	Geography Teachers Meeting ..	21
Reports of Study Commission on State Educational Problems ..	5	Elementary and Secondary Schools Join in Adjustment Program ..	22
The Launching of UNESCO ..	11	Elementary Education ..	24
Interchange of Teachers Between Great Britain and the United States ..	14	Cooperative Planning for the Child's Health ..	26
		Educators' Bulletin Board ..	30
		U. S. Government Announces ..	32

# Preamble to the UNESCO Constitution

**T**he Governments of the States Parties to This Constitution, on Behalf of Their Peoples, Declare

that since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed;

That ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war;

That the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity, equality, and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races;

That the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfill in a spirit of mutual assistance and concern;

That a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting, and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

**F**or These Reasons,

the States Parties to This Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective

truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives;

**I**n Consequence Whereof

they do hereby create the United Nations Educational, Scientific, and Cultural Organization for the purpose of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organization was established and which its Charter proclaims.

(See page 11)

## School Life

Published monthly except August and September

Federal Security Administrator-----WATSON B. MILLER

U. S. Commissioner of Education----JOHN W. STUDEBAKER

### Purpose

The Congress of the United States established the United States Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

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Editor-in-Chief, Olga A. Jones  
Washington 25, D. C.



*Courtesy of Southside School, San Marcos, Tex.*

# Inter-American Teacher-Education Programs

by Effie G. Bathurst, Project Supervisor

FOR A NUMBER of years the U. S. Office of Education has cooperated with groups of public schools or educational institutions and agencies to maintain centers for the development of educational programs which promote inter-American understanding. In the school years of 1943-45, funds to strengthen the work became available to the Office of Education through the Office of the Coordinator of Inter-American Affairs. This made it possible to concentrate the programs of certain centers on the preservice and inservice preparation of teachers.

The funds were apportioned to centers in several States and used to experiment with four types of programs. One type was a workroom where many kinds of materials were made accessible to students in teacher-training institu-

tions, and where space was provided for students to use these materials to develop teaching plans in conference with instructors and groups of students. Another was the demonstration room in summer workshops for young Spanish-speaking children. Here the children under student observation, were taught in nonreading activities, to speak English. The third type of program included a team of visiting specialists or teachers to visit neighboring schools and observe in classrooms and confer with teachers.

The purpose of the visit was to exchange experiences and consider new and improved ways of teaching English-speaking children about the people of other American countries, their problems, and the problems of all of us in understanding one another and getting

along with one another as neighbors. A fourth type comprised activities of self improvement in schools attended largely by Spanish-speaking pupils and located where opportunities could be made for students in training to have experience in teaching Spanish-speaking boys and girls.

A forthcoming bulletin<sup>1</sup> of the Office of Education reports activities of the four types of program and presents suggestions growing out of them. This article describes some of the major activities of the last two types of program. It shows particularly how plans and procedures were varied according to the local communities and situations.

<sup>1</sup> Inter-American Understanding and the Preparation of Teachers. U. S. Office of Education Bulletin 1946. No. 15. Washington 25, U. S. Government Printing Office.

## **In California**

San Bernardino County has long had a program of inter-American education. Attending the schools there are both "English-speaking" students and Mexican-American students. As a center cooperating with the U. S. Office of Education, the county organized two teams of teachers and supervisors—one to improve instructional service through workshops, and the other to acquaint the non-Mexican American with the concepts of race, culture, and ways of living that are basic to inter-cultural and inter-American good will. The former worked with teachers, the latter with civic organizations and educational groups outside the school.

A description of a workshop on Latin-American music and dancing gives an idea of this kind of contribution. The goal of this particular program was to help the teachers respond to the native rhythms, moods, and emotions of Latin-American music and thus prepare them to enrich the music program for English-speaking students and to help Mexican-American children develop pride in their heritage. There was first a discussion of some Latin-American folk and art music with characteristic rhythms, melodies, and dances. This was followed by the group's learning to sing an authentic Latin-American song and playing an accompaniment for it on simple percussion instruments. Characteristics of the dances of Latin-American countries were then presented, first by a lecture, and following that, by teaching the group several dances simple enough for children to learn.

## **In Colorado**

Placing prospective teachers of Spanish-speaking children in a Spanish-speaking community for fundamental experience in school-community development was a part of the Adams State College plan in Colorado. The college has the assistance of the county superintendent and other local leaders in the town of San Luis, 40 miles away, for the training of student teachers for schools in Spanish-speaking communities. In turn the college accepts its responsibility for service in community life and development in San Luis and cooperating schools in the county. Headquarters for the work is the San

Luis Institute of Arts and Crafts, a Spanish-type adobe community building acquired by the college. Students of the college who wish to work with Spanish-speaking children arrange to live in San Luis and do their teaching in San Luis schools.

In the institute is a laboratory where students make posters and charts, do woodwork, learn to weave and paint, make plans and bibliographies for their teaching, and develop other types of instructional materials. Learning music and songs appropriate for the community and the neighboring schools is part of each student's education. Here teachers of the county come on Saturdays to make and assemble the materials which they need for their classes. College instructors in education, art, music, and home and family living are available for individual and group conferences and for teachers institutes. At the institute a loan library developed by the college serves children, parents, teachers, and college instructors. Donations of books and magazines are received from agencies and individuals and phonograph and recordings are provided for loan.

Many community activities are maintained. The public schools, college and community cooperate in sponsoring a recreation center for young people during the school year. It is planned by the young people, who meet once a week for their fun in two vacant rooms in the high-school building.

Cooperating schools one year made special study of the water supply. In a few schools the only sources of drinking water were open wells and irrigation ditches. As a result of the children's study the open wells of two schools were covered and in one town plans were started to pipe the water from a spring above the town to the peoples' homes and the school.

The goal of the center at Denver University was increase in inter-American understanding. Drawing members of inter-American teams and advisory committee from cooperating schools as well as from local Denver schools was emphasized. Services of the teams included the visiting of classrooms and exchange of experiences with teachers and staff members, the distribution of materials, consultative services for

teachers visiting the center or certain Denver schools, and aid in the development of instructional materials.

When the work began, superintendents were asked to check lists of activities which they desired for their school. When visits from teams were requested, the director of the center inquired the kind of program desired, and for the visit the team equipped itself with appropriate books, exhibits, maps, art, and children's work. Teachers from neighboring schools attended a Saturday morning workshop where the first hour was spent on unit planning; the second, on Latin-American art; and the third, on learning Latin-American songs in Spanish from a Costa Rican student.

A Latin-American unit entitled *Understanding Our Latin-American Neighbors* was developed in one of the Denver junior high schools, and made available for other teachers. The story of the Incas was developed by the sixth grade of an elementary school. This too was distributed to teachers of the center and neighboring schools.

## **In Pennsylvania**

A feature of the plan of the center at Pennsylvania State College was the initial bringing together of representatives of schools in the area that had expressed interest in the program. They told what they were already doing and indicated types of service or cooperation which they would like from the center. Later a group of counselors was organized to visit cooperating schools. Several types of visits were tried. Activities of one can be summarized as follows: The staff of the cooperating school was asked to have a meeting and list the problems and phases of inter-American education to which they would like the visiting team to give attention. Six counselors made the visit. On the first day, two of the counselors spoke to the teachers and administrators on the inter-American program. The counselors visited classes in elementary and secondary schools. The rest of the visit was spent in conference. Rooms were set aside in which teachers could confer individually with the counselors concerning their several subject-matter fields. Demonstration lessons were taught.

(Turn to page 27)

# Reports of Study Commission on State Educational Problems

A REPORT on the annual meeting of the National Council of Chief State School Officers was published in the February issue of SCHOOL LIFE. The article included two of the Planning Committee of the Study Commission's reports: one, *Analysis of Legislative Proposals on Federal Aid and Governmental Reorganization Affecting Education Considered by the Seventy-ninth Congress*; the other, *Vocational Education*. The four other reports adopted by the National Council follow.

## TEACHER EDUCATION

IN FEBRUARY 1946, the National Council of Chief State School Officers at its Buffalo meeting adopted a statement of policy concerning State department of education leadership in the field of teacher education. The Council requested the Planning Committee to supplement that report with additional statements concerning policies and practices relating to exchange teachers, salary schedules for teachers, and advisory councils in teacher education. The following statements are presented as a basis for clarifying issues, reaching agreements, and guiding practices in these phases of teacher education as they affect the total program of education.

### Exchange Teachers

An increasing number of citizens are coming to believe that an exchange of teachers is desirable to promote improved understandings among the different regions of our Nation and between our Nation and foreign countries. In order that the program of exchange of teachers may be soundly conceived and efficiently administered, the following policies are proposed:

I. *The U. S. Office of Education should continue to expand its services to provide for or facilitate:*

- A. The exchange of teachers among the regions of the United States and between our Nation and foreign countries.
- B. The furnishing of information to individuals from foreign countries who wish to study in the United States and to our citizens who wish to study in foreign countries.

It is recommended that in the exchange of teachers with foreign countries the Office of Education should establish and administer procedures for selecting teachers for

exchange, maintain a registry of such teachers, and provide information (1) to teachers registered for exchange and (2) to officials seeking exchange teachers.

II. *State departments of education should initiate legislation which will authorize local boards of education to exchange teachers with other boards of education in different parts of the United States and in foreign countries.*

Such legislation should give the State educational authority power in certifying exchange teachers. School boards should have authority to continue the regular salary of teachers away on exchange, provided the teacher received in exchange is paid the regular salary by his or her home community.

III. *In the exchange of teachers with foreign countries, the U. S. Office of Education should seek authority and funds (1) to pay the necessary cost of travel and maintenance to and from the point of exchange, (2) to provide an adequate allowance for travel in the area served, (3) to provide, when necessary, additional supplementary funds to enable the exchange teacher to maintain a standard of living comparable to that of the teachers with whom he or she works, (4) to insure the exchange teacher against all health and accident hazards, and (5) to make such other arrangements as may be deemed desirable.*

IV. *State departments of education should initiate the enactment of legislation which will protect the exchange teacher's rights concerning certification, classification of position, salary status, tenure, and retirement.*

V. *State departments of education should encourage school officials within the State to arrange for exchange teachers. Such arrangements for the exchange of teachers with foreign countries should be made through the State*

*department of education rather than directly with the U. S. Office of Education.*

VI. *Officials of the State department of education should not recommend the release or the acceptance of teachers for exchange of teachers with foreign countries until they are assured that a monthly income will be provided which will enable the teachers involved in exchange to maintain an acceptable standard of living and in addition pay the costs of necessary travel.*

VII. *Teachers recommended for exchange should be selected from those who have high ratings in health, character, teaching skill, citizenship, competence to speak fluently the language of the children where assigned, and the ability to interpret the culture of the geographic area they represent.*

Exchange teachers are representatives of professional education and should serve as ambassadors of good will. Only those of excellent character are worthy to serve as representatives. Teachers of good citizenship should be selected to interpret their regions and governments. Those who speak well in public are more likely to interpret the cultures they represent than those who do not.

VIII. *State departments of education should work with local school officials in seeking cooperation from national, State, and local organizations in developing community readiness for exchanging teachers.*

Some organized groups may oppose the exchange of teachers on the basis that it promotes undesirable propaganda for the region or country concerned. If State Department officials explain the nature and purposes to the leaders of organizations, and if the local school officials make similar explanations to the leaders of community organizations, it seems highly probable that exchange teaching can be endorsed in advance of the development of opposition by opposing groups.

IX. *The U. S. Office of Education in cooperation with State and local school officials should provide for evaluating the exchange teacher program.*

Such evaluation should result in strengthening the desirable features and eliminating those which are ineffective or harmful.

### Salary Schedules for Teachers

There is general agreement that salary schedules which will attract and hold excellent people in the profession of teaching are fundamental. Salary schedules soundly conceived and legally adopted increase the efficiency of the

schools and society receives greater benefits as dividends for its investment in education. The following are suggested as policies:

I. *State departments of education should provide local administrative units with consultative service for the development of sound salary schedules for teachers.*

Salary schedules should afford incentives for competent teachers to stay in the profession.

II. *Local salary schedules should be the result of cooperative study by teachers, laymen, administrators, and boards of education.*

Teachers' salaries are the concern of the whole community, and cooperative thinking is desirable in determining salary policies which in turn greatly influence the quality of educational achievement.

III. *Salary schedule making or revising should begin with a thorough study of the pertinent factors concerned.*

The salaries paid, any existing inequalities, the qualifications of the teachers, the costs of living, the wealth of the community, and other pertinent factors should be taken into account.

The effect of a proposed salary schedule on the salaries of individual teachers and the total cost of such a schedule should be projected over a period of years before it is considered for adoption.

IV. *Salary schedules should be based on pertinent factors such as training, experience, and the nature and quality of the service rendered.*

V. *Salary schedules should provide compensation for teachers at least comparable to that of other occupations which require equivalent qualifications.*

When this policy is made effective and teachers are paid salaries equivalent to those paid skilled labor and other professional people whose length of training is similar to that of teachers, then teaching will become more attractive to our talented youth.

VI. *Salary schedules should provide for compensation for 12 months based on a year-round educational program.*

Problems for Further Consideration:

There are several other proposals relating to salary schedules which merit further consideration. Among these are the following:

- A. Should salary schedules provide for dependency allowances?
- B. Should salary schedules provide payment for services rendered in addition to a regular load?

- C. Should States enact a salary law which includes a fixed minimum and a specified minimum number of required increments?

### **Advisory Councils on Teacher Education**

The Chief State School Officers have endorsed the principle of leadership through group thinking and group planning in the following policy statement: "The State department of education should exercise leadership through cooperative planning." Action according to the following policies should aid in attaining this objective.

I. *Each State should organize an active State advisory council on teacher education whose membership is broadly representative of teacher education and public school interests.*

II. *The State council on teacher education should function as an advisory council to those who are legally responsible for teacher education.*

Such a council can make a real contribution through group thinking by:

- A. Discussing and evaluating present practices in teacher education, and initiating proposals for the improvement of teacher education.
- B. Evaluating proposals in the light of advanced theories and experimental practice.
- C. Evaluating results of meetings such as those held at Chautauqua, N. Y., and Atlanta, Ga.
- D. Presenting to the legally constituted officials findings and recommendations.
- E. Implementing the policies on teacher education previously adopted by the Chief State School Officers.

III. *The advisory council should consider all phases of the program which in any way affect the education of teachers.*

Some suggested topics about which proposals might well be considered are:

- A. Function of teachers colleges.
- B. Functions of departments of education in tax-supported colleges and universities.
- C. Functions of departments of education in private colleges whose graduates are certified for teaching.
- D. Functions of a State department of education in terms of in-service training of teachers.
- E. Recruitment of students for teacher education.
- F. Standards for the selection of students for teacher education.

- G. Observance of the law of supply and demand in the selection of students for teacher education.
- H. Certification of teachers, supervisors, and administrators.
- I. Personnel programs for prospective teachers.
- J. Guidance service for teachers in training.
- K. Reciprocity between States in the certification of teachers.
- L. Internship.
- M. Salaries.
- N. Standards for accreditation of curricula used as basis for certification.
- O. Curriculum patterns in teacher education.

### **Committee members and consultants attending Washington or St. Louis conferences**

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Fred Bishop, chairman.  
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(See page 11 for membership of Planning Committee.)

## **THE EDUCATION OF EXCEPTIONAL CHILDREN**

### **I. Point of View**

A. *All children who are educable should be provided an opportunity for an educational program which is properly adjusted and reasonably adequate to meet their needs.*

This is based upon policies 1 and 5 (adopted by Chief State School Officers, February 3, 1946), relating to "Developing an Adequate Educational Program": "The educational program can be considered adequate only when provision is made for meeting satisfactorily the needs of all individuals and groups who can and should benefit from participation in the educational program." And, "An adequate educational program should include the provision of special services for individuals and groups with specialized needs."

B. *Educational programs for exceptional children should be determined and provided upon the basis of complete analysis of the individual: His physical limitations, his psychological condition, his emotional and social adjustment, his aptitudes and interests, his educational history, and any other pertinent factors.*

Upon the basis of this policy, the educational authorities should provide a program comparable to that of the normal child with additional services and adaptations necessary

to provide the exceptional child with a program adjusted to his needs.

C. *Types of services and techniques designed to meet the needs of exceptional children should differ among the various classifications universally recognized as comprising exceptional children, and also differ within each classification.*

Objective experimentation is essential to evaluate present methods of meeting the needs of exceptional children and to evaluate newer techniques. However, a few unsatisfactory programs should not be used as a reason for adopting either a *laissez faire* or "do nothing" attitude toward meeting the needs of exceptional children.

D. *Segregation of exceptional children in special schools or classes should be supplanted whenever possible by programs which place exceptional children in a normal environment, supplemented where necessary by special services.*

Segregation in schools or classes, entire or in part, should be approved only when definitely necessary for educational reasons, not for the reason that medical treatment may be administered more conveniently in segregated schools. On the other hand, no child should be denied the opportunity of enrollment in a special school or class if he is educationally in need of the same.

E. *Equality of educational opportunity (recognizing as goals appropriate competence in all major areas of living—self-realization, human relationships, civic responsibility, and economic efficiency—for all children) requires the provision of needed services for exceptional children that are at least equivalent to and coextensive with those available for nonexceptional children.*

1. The use of predetermined scholastic achievement goals as the only or predominant basis for encouraging continued school attendance on the part of the child who is achieving at a rate reasonably in line with his ability implies that some of the fundamental purposes of education are ignored.

2. For certain types of exceptional children, such as the deaf, the blind, and the cerebral palsied, educational programs for children and parents should be made available without reference to the customary entrance ages of children.

## II. Definition and Incidence

*Exceptional children should be defined as children who deviate from the normal child physically, mentally, emotionally, or socially to such an extent that specialized or additional services*

*are essential to provide an adequate educational program.*

A. A careful differentiation should be made between children who are medically exceptional and those who are educationally exceptional. Not all physically or mentally exceptional children are educationally exceptional.

1. A child who is exceptional, medically, must be given medical services if such services will benefit him; but need for medical services does not in itself justify classifying him as educationally exceptional.
2. An educationally exceptional child is one for whom full- or part-time educational service or adjustment, beyond or in lieu of that necessary or feasible for normal children, must be made because of physical, mental, emotional, or social deviations, single or in combination.

B. Based upon reliable evidence, the following table is presented to show the estimated national incidence of the various types of exceptional children needing special educational services.

Types of Children	Percent
Blind and partially sighted	0.3
Deaf and hard-of-hearing	0.8
Crippled and cardiopathic	0.7
Epileptic	0.1
Speech defective	3.5
Mentally retarded	2.0
Socially maladjusted	2.0
Gifted	1.0

Some authorities in the respective fields indicate incidences higher than those given above.

## III. Cooperative Planning in Delegating Functions

*All agencies concerned should plan cooperatively in giving the services for which they are primarily responsible in such a way that each can serve the child as effectively as possible through (1) case finding; (2) diagnostic services; (3) treatment, education, guidance and training, and auxiliary programs (transportation, lunch, etc.); and (4) placement and follow-up services.*

## IV. Educational Responsibility for Meeting Educational Needs of Exceptional Children

A. *The State, since it is responsible for safeguarding the rights of all children, is obligated to guarantee educational opportunities for all educable exceptional children.*

For example, all States have enacted compulsory school laws requiring parents to send children to school whether the parents desire it or not; juvenile courts in every State, upon the basis of public safety and police power, have the right to take children away from undesirable homes.

B. *State departments of education, as the legally responsible educational agencies in the States, should accept their obligation to insure necessary services for exceptional children.*

This is based on the following policy, adopted by Chief State School Officers, February 3, 1946: "Each State is responsible for determining the extent of educational services which should be provided by the State program of education and for assisting local communities in determining the scope of services to be provided in the community."

C. *State departments of education have a further responsibility to exert leadership in promoting the enactment of State plans consistent with these policies for the education of exceptional children.*

D. *The State educational authority should exert leadership in securing legislation for: (1) Compulsory provision for adequate programs of education for exceptional children, and (2) the application of the compulsory school attendance laws to exceptional children, including an educational program for the home-bound, hospitalized, and sanatoria pupils.*

(In view of previously adopted policies by the Chief State School Officers, it is assumed that reorganization of school districts will be encouraged so that eventually, where possible, all school districts will be adequate to provide necessary educational programs for all types of exceptional children in their own school districts.)

E. *Criteria for a State educational program for exceptional children:*

1. There should be no discrimination among types of exceptional children.
2. As a long-range program, institutional types of education should be avoided except as necessary for the protection of the individual and society.
3. The State agencies responsible for the program should be selected in terms of their primary function.
4. Unnecessary duplication should be avoided. For example: Rehabilitation of the blind in many States is allocated to one agency and rehabilitation of the physically handicapped to another agency.
5. Cooperation and coordination of all State agencies concerned with child welfare are essential.
6. State agency as contrasted with local agency responsibility should be primarily concerned with stimulation, experimentation, and evaluation services.
7. The State should adopt minimum standards concerning teacher preparation and other educational requirements.

8. The local school authority should administer the local program with authority to go beyond the minimum State standards.

9. The determination of who is eligible for special services is a local responsibility upon the basis of minimum State standards. The diagnosis upon which the selection is based should be performed by the proper personnel—for example, physical diagnosis by the medical profession; a complete educational diagnosis and recommendations for treatment by the school personnel, such as, the teacher, the psychologist, a guidance person, and other appropriate personnel. (This suggestion does not envision the exclusion of the other specialized diagnostic services available through local and State agencies for severe cases.) (Policy 6, previously adopted, "Developing an Adequate Educational Program": "6. Provision should be made for utilizing the services and facilities of all related agencies which should properly render services auxiliary to education.")

## V. Organization and Administration of a State Program for Exceptional Children

*The State educational authority, after considering the recommendation of appropriate advisory committees representative of school personnel and other agencies concerned with the welfare of children, should set up minimum standards for the program of services for exceptional children, including standards for:*

A. *Selection and training of teachers for exceptional children.*—(See policy on "Teacher Education II-E," adopted by the National Council of Chief State School Officers at its Buffalo meeting in 1946.)

B. *Selection of children for services.*—The selection of children should be on the basis of physical disability, mental deviation, and emotional disturbances, or a combination of these characteristics which indicate a need for adaptation of an educational program or in some respects a fundamentally different program.

C. *Provisions of buildings, equipment, and instructional materials.*—Special desks with orthopedic attachment if necessary for the physical comfort and health of pupils; group hearing aids for acoustically handicapped children; large type books for partially

sighted children; etc., should be made available.

D. *State residential schools.*—Such schools, except for those children who should be enrolled therein for their own proper guidance or for the protection of themselves and society, should gradually be displaced by programs of education which do not require institutionalization. This policy is based on consideration of the following principles:

1. No child should be deprived of his opportunity to live with his own parents if his home is at least reasonably desirable.
2. Though public day schools cannot in all cases be located where all children may reside at home every day, it is possible to provide centers geographically located so that the child may live in foster homes during the school week and be at home week ends and holidays.
3. Day school plan is feasible because an adequate educational program is possible and the cost is reasonable.

## VI. Financing the Program for Exceptional Children

A. *Adequate financial provision should be made to provide exceptional children with educational opportunities comparable to those provided non-exceptional children.*

B. *State aid formulas should recognize necessary costs involved in providing equal educational opportunities for exceptional children.*

C. *Local school units should be required to provide such educational services as are needed by exceptional children and as are comparable with the opportunities afforded non-exceptional children.*

D. *The State department of education should be provided with funds so that in cooperation with local school units it can include a continuous program of consultation, evaluation, and experimentation.*

(Policy 3 H under "Financing the Educational Program During and Following the War Emergency Period," February 1946: "H. The State board of education or other appropriate State educational agency should have limited funds and authority to make grants to local school units for the purpose of establishing new programs on an experimental or emergency basis.")

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## GUIDANCE

I. *School authorities in each State should establish a unified program of guidance services designed to serve the interests of individuals and of society in relation to the general and specialized aspects of the total educational program in the schools of the State at the elementary, secondary, and adult school levels.*

The classification and separation procedures in the armed forces, the readjustment of returning veterans, and the reconversion of the national economy from a wartime to a peacetime basis have resulted in the creation of many and often conflicting types of guidance services. An illustration of the need for a more unified program may be found in the guidance services established by veterans' agencies which affect the decisions of veterans relative to the completion of their secondary schooling without adequate information concerning policies and programs established by the secondary schools.

II. *State school authorities should take advantage of the financial assistance from Federal funds to further develop a State program of guidance without unnecessary duplication of services or conflict in points of view.*

Recent legislation in the form of the George Barden Act makes State supervision of guidance, counselor training, research, and a certain amount of local reimbursement for counselors possible under policies now being developed by the U. S. Office of Education.

III. *The scope of the guidance program should include individual counseling, fact finding basic to school program adjustments, and leadership in supervising and training all school personnel performing guidance services.*

Individual counseling with respect to educational and vocational planning and other types of planning should enable the individual to make decisions with respect to problems involving economic, social, vocational, emotional, moral, and other factors affecting his personal adjustment.

The guidance program serves to furnish data concerning individuals, occupational opportunities and requirements, and other factors basic to school program adjustments necessary



for the welfare of the individual and of society.

Leadership in supervision and training should coordinate the efforts of classroom teachers and all other school personnel performing guidance services as an integral part of a well-rounded guidance program.

#### *IV. The State school authorities should determine the minimum qualifications for guidance personnel.*

In addition to those personal traits that make for success in guidance work, specialized training, successful classroom teaching experience, and work experience other than teaching are desirable for guidance specialists.

Since some aspects of guidance services are an essential part of their duties, all school personnel—administrative, supervisory, specialist, or classroom—should receive guidance training as an integral part of their professional training.

#### *V. The State school authorities should recognize the need for providing adequate guidance services for all the schools of the State.*

Where the basic administration unit is too small to permit the provision of an adequate guidance program, the organization of larger administrative units, the cooperative efforts of small units, or other measures should be employed to provide such a program.

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## **VETERANS' EDUCATION**

### **Introduction**

The education of veterans presents a new and unique problem. Most educational problems have a life span of upwards of 50 years or more, yet here is a problem that should soon attain its peak and begin to merge into the general problem of education. However, the problem has all of the complication of a national emergency problem including a very definite educational aspect.

Statesmen and educators are obligated to put forth great and honest efforts because of the promise for the future which these veterans carry. The problem deals with the welfare of

millions of young adults who are selected individuals in the positive sense. They are, generally speaking, emotionally stable, healthy, literate, intelligent, and, most important of all, eager to learn.

In spite of repeated forewarnings, the programs for veterans' education are not satisfactory. Most public educational institutions are on the way to a good program. The private trade school situation is in a deplorable state. The on-the-job training program is inadequate, and is in a state of disorder and constant change.

The problem is so pressing that adequate and well-defined policies should be agreed upon at once by all control agencies involved. Instructional policies and programs should be developed at the local, State, and institutional levels. Lastly, approved policies should be widely disseminated and carried out.

Educators should take advantage of opportunities to interest veterans in public education, to eliminate undesirable traditions in education, to evaluate new learning methods, and to utilize the impetus of veterans' education to develop further upper secondary and adult programs.

### **Basic Information**

In the consideration of this problem at least the following three questions must be faced and answered:

*1. What State agencies have been assigned responsibilities for veterans' education in all areas, and how do such agencies discharge these responsibilities?*

In the hearings on S. 1617, The Servicemen's Readjustment Act of 1944, before the subcommittee of the Committee on Finance of the U. S. Senate, Seventy-eighth Congress, Second Session, a desirable pattern for administrative responsibilities for the education of veterans was advocated by leading educators. These leaders of education recommended that the administration of veterans' education follow the desirable and effective plan of joint responsibility of the U. S. Office of Education and the State departments of education.

This recommendation was not made a part of P. L. 346, nor has it been followed in its administration. Instead

the Veterans' Administration wrote to the Governors of all States, requesting that they designate approving agencies for institutional and on-the-job training for veterans. As a result there is a wide variety of approving agencies among the several States. While as a rule the agency designated to approve institutional training is charged also with approval of on-the-job training, in some States one State agency approves institutional training, another on-the-job training, and a third apprentice training. Some of the many approving agencies within a State are the State Board of Education, the Department of Labor, the Agency for Veterans' Affairs, a special committee for approval, the State Apprentice Council, and the State Veterans' Administration. In the States in which such a variety of approving agencies exists, there is inevitably a loss in administrative efficiency. Such a loss would be obviated if the successful experiences of many years in the cooperative administration of educational enterprises through the U. S. Office of Education, the State departments of education, and local school boards were followed.

In the majority of the States, the State departments of education have been designated as the approving agency for college and secondary education. Their successful administrative experience in approval on these levels has facilitated the execution of the responsibility of approving colleges and secondary schools for veterans' education. In approval on these levels the State departments of education have been most effective.

In the fields of approval for on-the-job training and specialized training in institutions, the State departments have been much less effective largely due to lack of funds with which to secure adequate personnel to inspect and supervise these types of training.

While a few States have been able to allot some funds for this work, most States have not had available funds sufficient to employ an adequate number of supervisors to execute effectively the responsibilities necessarily connected with the approval of on-the-job training and specialized training in institutions.

*2. What is the nature of the program of administration, leadership, and in-*

*struction of: (a) The Veterans' Administration; (b) the U. S. Office of Education; (c) other Federal agencies; and (d) nongovernmental agencies?*

A careful review of the laws providing for the education of veterans and a study of the discussions which developed in connection with the hearings on these bills and amendments show quite conclusively that it was the intention of Congress to place all matters relating to veterans in the hands of the Veterans' Administration insofar as the individual veteran is concerned. It appears to have been the desire of Congress to have one organization, namely, the Veterans' Administration, to which the veteran could turn for aid in the solution of any of his problems.

On the other hand, it was generally agreed that the Veterans' Administration should not attempt to supervise the work done in the educational institutions or to act as the approving agency for educational establishments. This phase of the program was left in the hands of the State and local educational authorities, agencies, or boards. Considerable confusion arises, however, when an attempt is made to draw a line between the supervision of the institution and the supervision of the individual who attends the institution.

Further complications arise when the individual veteran chooses, in lieu of attending a regularly accredited educational institution, to enroll in some newly established educational institution or to take on-the-job training in some industrial establishment which has not previously been approved to carry on an educational program. Such situations necessitate a tremendous expansion of the duties and responsibilities of the State educational agencies for the approval and supervision of these organizations.

No funds are provided for the State educational agencies to perform these expanded services except as authorized in Public Law 679, 79th Congress, which reads as follows:

Any such appropriation shall also be available for use by the Administrator in reimbursing State and local agencies for reasonable expenses incurred by them in (1) rendering necessary services in ascertaining the qualifications of industrial establishments for furnishing on-the-job training to veterans under the provisions of Part VIII of such regulation, and in the supervision of industrial

establishments furnishing such training; or (2) furnishing, at the request of the Administrator, any other services or facilities in connection with the administration of programs for training on the job under such provisions; or (3) furnishing, at the request of the Administrator, information concerning educational opportunities available in schools and colleges.

The present policy of the Veterans' Administration seems to be to depend upon the State educational agencies to inspect and approve educational institutions and establishments which offer training to veterans to reimburse the State agency for such service in accordance with a schedule devised by the Veterans' Administration. If the Veterans' Administration has a policy for reimbursing for supervision at the State level, such policy has not been clearly defined or announced and certainly is not uniformly understood or interpreted in the various States. The Veterans' Administration, from the central office, has declined to recognize and approve the function of coordination as an educational service in on-the-job training, although it has been an accepted practice in education for a number of years.

It may be said that under the present policy the administration of the education of veterans rests entirely with the Veterans' Administration, with the exception of such administrative and supervisory services which the Administrator requests from other State and local agencies and for which services he may reimburse the State or local agency in accord with policies which he determines. The U. S. Office of Education is bypassed entirely both in the wording of the law and in the administration of it. This Office can therefore serve in an advisory capacity only at the discretion of the Veterans' Administrator, even though vital education policies at the national level are involved.

Other Federal agencies affect this program both directly and indirectly. For example, the Retraining and Reemployment Administration of the U. S. Department of Labor serves as a coordinating agency for all existing executive agencies (except the Veterans' Administration) authorized by law relating to retraining, reemployment, vocational education, and vocational rehabilitation. Other divisions of the

Department of Labor are concerned with apprenticeship.

Some other Federal agencies having responsibility in supplying both housing and nonhousing facilities in promoting veterans' education are: The Federal Works Agency, War Assets Administration, War and Navy Departments, and the Federal Public Housing Authority.

*3. What are the various relationships existing between Federal agencies, State agencies, and extra-legal agencies?*

The experience of State officials in handling affairs dealing with veterans' education on a national level with the various Federal agencies listed under 2 above tends to substantiate the fact that too often Federal agencies work at cross purposes and with unnecessary overlapping and duplication. Directives are issued and revoked before they can be put into full effect. This procedure is extremely confusing, demoralizing, and destructive to regional and State offices of the Federal agencies, as well as to State and local educational agencies.

The extra-legal agencies on the national, State, and local levels have influenced the patterns of veterans' education more than is generally recognized. They are effective lobbying agents when our legislative bodies are in session and their influence is far-reaching in shaping the total educational program. Naturally, there are many instances in which these agencies are in disagreement. Even as a small minority group, one of these agencies can be extremely potent in promulgating a selfish program. There is a great need for guidance from our professional leaders to direct the efforts of these organizations into the proper channels. The fundamental need, however, is for these programs to be properly organized and channeled through regularly constituted Federal, State, and local educational agencies.

### **Recommended Policies**

*I. The U. S. Office of Education should properly be made responsible for advisory, planning, and consultative services for educational aspects of the veterans' program, and to this end funds should be allocated to this Office by the Veterans' Administration.*

# THE LAUNCHING OF UNESCO

by George J. Kabat, Acting Chief, European Educational Relations Section,  
International Educational Relations Division<sup>1</sup>

II. *The administration of programs of financial and material aid to States and communities should be done in terms of plans acceptable to the U. S. Office of Education and to the regularly constituted educational agencies of the several States.*

III. *An agreement should be made among the Apprentice Training Service of the U. S. Department of Labor, the U. S. Office of Education, and the Veterans' Administration as to what are apprenticeable occupations, and such agreement should be forwarded to the States for their guidance.*

IV. *All educational aspects of the veterans' program in a State should be coordinated by the State department of education.*

V. *Financial aid for the education and training of veterans should go to the regularly constituted State educational agencies.*

VI. *Local administrative school units maintaining secondary schools (including locally controlled public junior colleges) should extend their programs to provide for the veterans in their larger community areas.*

VII. *The local school administrative unit should coordinate all educational programs it should provide in its service areas.*

The above principle is meant to exclude multiple programs and administrative channels, but is not meant to inhibit the individual veteran from seeking extra community resources.

## **Committee members and consultants attending Washington or St. Louis Conferences**

<i>Project Committee</i>	R. E. Cammack
G. Robert Koopman, chairman	D. A. Emerson
T. N. Touchstone	John S. Haitema
R. M. Eyman	Warren W. Knox
Walter M. May	G. Robert Koopman
	E. L. Lindman
	E. L. Morphet
<i>Planning Committee</i>	Robert H. Morrison
R. Lee Thomas, chair- man	Cameron M. Ross
T. J. Berning	Roger M. Thompson
Fred G. Bishop	E. Glenn Featherston, secretary

The United Nations Educational, Scientific, and Cultural Organization is now officially recognized as the world's international educational organization. It has but one aim: The promotion of world peace through education, science, and culture. The First General Conference of UNESCO met in Paris late in 1946 to launch officially this new attempt at world peace through understanding.

## **Oneness of Aim**

When the Conference opened, more than 20 nations had accepted and signed the UNESCO charter. At the close of the Conference 4 weeks later, 30 nations, all members of the United Nations, had completed the formalities necessary to become full members. The purposes of the Conference were to take UNESCO out of its temporary status, to make it a permanent and functional organization, and to adopt a program of action by which UNESCO would carry on its assigned task, namely, world peace through education, science, and culture. This oneness of aim is repeated for emphasis and because it did not seem clear to many participating in the Conference. In fact, there was considerable difference of opinion on the point as evidenced by the following statement from the earlier writings of UNESCO's Director General: "UNESCO—the United Nations Educational, Scientific and Cultural Organization—is by its title committed to two sets of aims. In the first place, it is international and must serve the ends and objects of the United Nations, which in the long perspective are world ends, ends for humanity as a whole. And secondly, it must foster and promote all aspects of education, science and culture, in the widest sense of these words."<sup>2</sup>

## **Purposes and Functions**

Article I of the Constitution of UNESCO dealing with the purposes

and functions of the Organization reads as follows:

1. The purpose of the Organization is to contribute to peace and security by promoting collaboration among the nations through education, science, and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.

When the delegates assembled in Paris for the First General Conference of UNESCO, they had three main tasks to perform. First, the delegates were charged with adopting for UNESCO a program both immediate and long range. Second, they had to adopt a budget which their governments would support. And, third, they were faced with the task of selecting a Director General who would guide UNESCO's activities and who would use UNESCO for the purpose for which it was intended.

## **The Program**

The UNESCO Preparatory Commission, since its formation over a year ago, had been planning ways and means by which it could best carry out the aim of UNESCO. It had been decided that world peace could best be promoted by use of education, mass communication, libraries, and museums, the natural sciences, the human sciences, and the creative arts. In the light of the program proposed by the Preparatory Commission, the delegates were assigned by the chairmen of their national delegations to the various sub-commissions and committees whose purpose was to study the proposed program and make revisions as they saw fit, keeping in mind the wishes of their respective national delegations and commissions.

<sup>1</sup> Mr. Kabat serves as liaison officer between the U. S. Office of Education and UNESCO. He was Technical Advisor to U. S. Delegation, First General Conference of UNESCO, Paris, 1946; U. S. Delegate, Ninth International Conference on Public Education, Geneva, Switzerland, March 1946.

<sup>2</sup> Huxley, Julian S. *UNESCO, Its Purpose and Philosophy*. Part I UNESCO/C/6 (mimeograph) Paris, Sept. 30, 1946, p. 1.

Prior to the meeting in Paris a national commission had been set up in the United States to formulate a general program which was to guide the members of the United States delegation in Paris. In the United States the national commission was made up of 100 men and women representing all the fields from education to creative arts mentioned above. These men and women came from public, private, State, and Federal organizations and were truly representative in the widest sense of the word. They met in Washington during September 1946 and drew up suggested plans and programs which the Department of State organized into the *Position Book*, as it outlined in detail the positions which the United States delegates in Paris were to follow. In varying degrees all delegations present were under instructions from their home governments or from their national commissions. In some instances it might be said that delegations tended to reflect the foreign policy of their governments.

### **Statement of Principles Guiding U. S. Delegation**

Once the various subcommissions began working on programs for UNESCO, it was evident to members of the United States delegations that it would be impossible to follow the *Position Book* verbatim. Hence, the United States delegation set about drafting a set of principles that should guide its members in accepting, rejecting, or modifying any and all projects submitted. The statement of principles that guided the members of the United States delegation reads in part as follows:

A. The purpose of UNESCO, as set forth in its charter, is to develop and increase means of communication between peoples and to achieve through educational, scientific, and cultural relations the objectives of international peace. Any program which advances this purpose is appropriate of UNESCO.

1. By "peace" we do not mean the mere cessation of hostilities. Peace is a process and not something you arrive at. Peace is a condition which prevents war by creating a social order in which incentives to war are destroyed by the human and spiritual values created and achieved.

B. This principle must be translated into criteria by which to judge what projects fall within the scope of UNESCO and how di-

rectly such projects are related to its purpose.

1. UNESCO may act as a *stimulating agency*. It may encourage existing international organizations, develop them in fields in which they do not exist, and undertake projects for which no existing organization is adequate.

2. UNESCO may act as a *service agency*. Its purpose in this function should be to provide an international center to facilitate the exchange and flow of information among peoples.

3. Important as these activities are, the characteristic function of UNESCO will be found in projects which it undertakes as an *operating agency*.

In any statement of principles, the operating projects which UNESCO will undertake as its prime objectives should be differentiated from those activities in which it will furnish facilities, guidance, and cooperation. The final test of such activities is that they are directly and immediately pertinent to the peace and welfare of the world.

The spiritual heritage of the war is discouragement, maladjustment, and hate. The wreckage of schools and places of worship accompany hunger and disease, and all these are consequences or outward symbols of the disintegration of man. Throughout the world, men's bodies and spirits are sick, and their minds are confused and divided. UNESCO must undertake the diagnosis of the causes of these ills and marshal all the resources of art, learning, science and education, and mass media to overcome them. These inquiries should lead to action, sometimes by UNESCO, sometimes on the recommendation of UNESCO by other agencies of the United Nations, sometimes by other competent international organizations. UNESCO must construct that international commonwealth of knowledge and culture which is essential to a healthy world. Immediate aid in rebuilding what the world has lost is a necessary first step.

C. The distinction between these three ways in which UNESCO may act serves as a means of selecting from the vast number of projects that may be desirable for various reasons those that are so closely related to the peace and welfare of the world that they deserve attention by UNESCO.<sup>3</sup>

These, then, are the principles drawn up and presented to the first session of the General Conference by the United States delegation. These principles guided many of the delegates in adopting the program for UNESCO. The following is a résumé of the program adopted by the First General Conference of the UNESCO.

### **Education**

The education subcommission called on national commissions or national co-

<sup>3</sup> United States Delegation/55 (Revision #2) Paris, Nov. 24, 1946, p. 1 to 3.

operating bodies to promote, implement, and accept responsibilities as regards the following program.

I. A program of immediate work for international understanding. This is to be carried out by:

(a) A study of education for international understanding in the primary, secondary, and higher schools of the member states to be carried out by UNESCO, in consultation with experts and in collaboration with member states.

(b) Publication of an international educational yearbook and the establishment of a committee on educational statistics.

(c) Seminars on education for international understanding for teachers from member states to be held in 1947.

(d) UNESCO will undertake clearinghouse activities for the international exchange of persons—children, students, teachers, youth leaders, leaders in adult education and workers' organizations, and members of various professions. These activities should include the study of the equivalence of school standards and college and university degrees.

(e) UNESCO shall furnish assistance to international relations clubs working through the educational agencies and youth organizations of the member states.

II. Long-term work for international understanding shall be carried on by:

(a) A program of fundamental education, sometimes referred to as functional literacy, to help establish a minimum fundamental education for all purposes. (Fully explained in *Fundamental Education: Common Ground for All People*, to be published by UNESCO.)

(b) The collection of data on adult education from member states on the content and techniques of adult education.

III. Improvement of teaching and teaching materials for international understanding by:

(a) A program for the improvement of textbooks and teaching materials as aids in developing international understanding.

(b) Developing a *teachers' charter*—drafts of such a charter shall be invited from interested persons and groups with a view of improving the status of teachers.

(c) UNESCO shall serve as a clearinghouse for studies of the teaching profession.

IV. Education activities in cooperation with other organizations:

(a) Appointment of an expert committee on health education in conjunction with the United Nations, the World Health Organization, the Food and Agricultural Organization, the International Labor Organization, and other organizations with special competence in this field, to explore the field of health education.

(b) A study of handicapped children, with special reference to those in war-devastated countries, should be undertaken in coopera-

tion with other organizations concerned with this problem.<sup>4</sup>

### **Other Divisions and Sections**

Space will not permit as detailed a résumé of the programs adopted for the other divisions and sections of UNESCO. In general the program for science and culture charges UNESCO with the responsibility of undertaking, promoting, and facilitating studies and research that will aid in the solution of problems, social and otherwise, which will contribute to world peace. In many instances the projects assigned to UNESCO in the cultural and scientific fields deal with facilitating the exchange of ideas and materials among the scholars of various countries. It is the opinion of the writer that in the fields outside of education delegates were more prone to support programs which furthered the development of a science or art, without regard to the stated aim and purpose of UNESCO, i. e., a definite contribution to international peace.

The program adopted for mass communication directs UNESCO to carry on any activities which will contribute to the free flow of information across all national boundaries. It further directs UNESCO to use all forms of mass communication, such as the press, radio, books, and films, to promote activities which will lead to international understanding and world peace.

One section of UNESCO which is only temporary should nevertheless not be ignored. This is the section on Educational Reconstruction and Rehabilitation. At the time of the meeting of the First General Conference, six of the war-devastated countries had submitted a list of minimum shortages which they could not possibly make up in whole or in part themselves. Among other materials, and not counting school buildings or permanent equipment, these included 11 million pens, 55 million penpoints, 150 million pencils, 8 million erasers, 1 million metric rulers, 75 million notebooks, 250 tons of writing paper, 1 million drawing books and 40 million sheets of drawing paper, 20 thousand tons and 3 million sheets of printing paper, 1 million slates, 1 mil-

lion colored pencils, 1 million boxes of water colors, 3 million sheets of blotting paper, and 2 million compasses.

Another country not included in the above list submitted a statement showing educational losses of \$738,782,000 as a result of the war. This figure is based on the legal dollar exchange. On the free market it would be many times higher.

A sound program to promote the production, collection, and distribution of needed school equipment and supplies was recommended. Many of the projects of this temporary section will be linked with other UNESCO activities.

### **Budget**

By the time the General Conference was drawing to a close, budget proposals ranged from 6 to 12 million dollars. The United States supported the idea of a fledgeling budget, and the final budget adopted was 6 million dollars for 1947 plus 950 thousand dollars for the obligations of the Preparatory Commission during 1946. The percentage which the United States shall be expected to pay will be the same as its share of other United Nations expenditures.

In adopting the budget for 1947, the Conference made it clear that this action should in no way set a precedent for future years. It was assumed that the UNESCO Secretariat would require the better part of 1947 to get started on the various projects; hence it would be impossible to begin spending for actual operational projects on any large scale. It was clearly not lack of confidence in UNESCO to do the job which set the limits of the budget for 1947.

One suggested project for the Mass Communication Section which involved a world-wide radio network would have involved an initial outlay of 250 to 750 million dollars. This project was temporarily shelved and the Secretariat was entrusted to investigate the possibilities of cooperating with the United Nations on a world radio network.

### **The Director General**

The Constitution of UNESCO provides that the First General Conference shall elect a Director General for a term of 6 years. The Executive Council made up of 18 persons from as many

member states was elected in the first days of the Conference. It labored continuously until the closing days before the nomination of Dr. Julian S. Huxley was finally agreed upon. An important feature of his nomination was his personal letter to the Executive Council stating that he would need to resign at the end of 2 years, at which time the Third General Conference will need to elect the second Director General for a term of 6 years. Dr. Huxley was elected and his letter limiting his term of office to 2 years for personal reasons was accepted.

A report such as the above on the launching of UNESCO can be little more than superficial when it is considered that the Preparatory Commission had spent a year laying the groundwork for the Conference, the Conference lasted 4 weeks, there were at times as many as a dozen submeetings in progress concurrently, there were as many as 30 delegations ranging in number from 5 to 50. All in all the First General Conference accomplished much in a short time. At the beginning many delegations held divergent points of view. The fine work of the Preparatory Commission plus the unity of spirit, the patience, good will, and sincere international ideals of the delegations made for a harmony which will permit UNESCO to start off on a solid foundation.

Those of us on the United Nations delegation who represented American education felt assured throughout that educators in our country could be relied upon to support a program dedicated to international understanding and world peace, not with empty meaningless words but with action and with deed.

**AUTHOR'S NOTE.**—Since the above article was prepared for publication, the Department of State has announced that Walter H. C. Laves has been appointed Deputy Director General of UNESCO.

Dr. Laves was born in Chicago in 1902. He received undergraduate and graduate training in the University of Chicago and is a Ph. D. with a major in political science. He taught at Hamilton College and the University of Chicago from 1927 to 1941.

Previous to joining UNESCO, Dr. Laves served with the Office of Civilian Defense and the Bureau of the Budget.

<sup>4</sup> Commentary Upon the Proposed Program of UNESCO. UNESCO/C/25, Paris, December 8, 1946.

# Interchange of Teachers Between Great Britain and the United States

by Paul E. Smith, Senior Educationist, International Educational Relations

**I**N RECENT times there have been many plans for the exchange of students, teachers, and other educational personnel. Some of these programs have been official enterprises sponsored by governments, such as the exchange of two graduate students annually between the nations which signed the treaty at Buenos Aires in 1936 to promote inter-American understanding. Other programs, less formal and official, have provided opportunities for students and teachers to visit other countries for varying periods. Such programs have all been significant; horizons have been widened and experiences deepened so that the world over individuals have served their generation more profitably.

When the Division of International Exchange of Persons of the Department of State was requested by Great Britain in November 1945 to assist in inaugurating an interchange of teachers, a significant development occurred. The proposal was made that teachers *from all types of schools* in both countries should exchange posts for a year. In Great Britain a committee was set up to announce the program and work out the details, and a similar committee was later established in the United States. The program for the interchange of teachers was launched.

## **Committees Similar**

The committees in both Great Britain and the United States are remarkably similar in character. The many educational associations in both countries are represented thereon. The Ministry of Education in Great Britain makes a grant to the committee for administrative costs and a member of its staff serves as full-time chairman. The chairman

of the United States committee was assigned by the U. S. Office of Education.

The essential point of this interchange program is at once the simplicity of operation and the cooperation of teachers and administrators in both countries. Each exchange teacher is granted a leave of absence with pay by his own school authorities, and the individual himself is responsible for travel costs.

Because opening and closing dates of school in both countries roughly coincide and because the school systems are somewhat similar, the interchange causes no undue difficulty. Most of the exchanges for the 1946-47 school year are in identical fields and at approximately the same grade level.

It should be pointed out that school administrators and teachers in Great Britain and the United States have shown such great enthusiasm for the program that teacher shortages, difficulties of travel, and scarcity of living quarters, have not served as deterrents. The local school authorities in both countries have also shown the most cooperative spirit by giving assurances that every possible effort will be made to adjust schedules and teaching loads for the exchange teachers. Teacher organizations, civic groups, and professional groups have already been active in the early stages of the program, standing ready to assist in any way possible.

## **American Teachers in Great Britain**

Seventy-four exchanges were arranged for the present school year and it is now possible to make a brief report on the 74 American teachers who are in Great Britain. Questions come daily about them. What do the American

teachers do in British schools? How are they getting along? Are they enjoying their year in England?

While answers are still tentative, the teachers are happy and they indicate that good will is accruing to both peoples as a result of the interchange. Take, for example, Ann Solomon who teaches in Highland Park, Mich. This year Miss Solomon is in Treorchy, Wales, which is in the Rhondda Valley. There among the Welsh she is living and teaching. Miss Solomon lives in a miner's cottage which is comfortable, warm, and cozy. Among the faculty at the school, she is accepted as a regular staff member and is carrying her full share of the teaching load.

At the Clapton School for Girls in London, Marguerite Zouck is teaching French. She is also serving as an authority on American geography, history, and life. The girls' teacher of geography told them that the Mississippi River "meanders." When the young ladies came to the French class, they asked Miss Zouck, "Does the Mississippi really 'meander'?" All of these interclass data are brought out at faculty gatherings when tea is served during the morning at the "elevenses."

The children at Kendall, in the north of England, love to listen to Kathleen Turberville's accounts of her native State, Florida. Miss Turberville is delighted with the people and is enjoying the opportunity to live at the gateway to the Lake District. A poet herself, Miss Turberville has used her spare time in composing several short poems, one of which has become popular with audiences she has been addressing. It concerns her reactions to the language which she hears daily.

At the Henry Gotch Infants' School in Kettering, Martha Beard, of Raleigh, N. C., is busy with the little children all the day. She is also interested in the school garden and orchard in which all of the food for the children's lunches is raised. The school is a modern, well-equipped plant, and Miss Beard expresses satisfaction with the work there.

From Utica, N. Y., Edith Nelson went to Bradford. During these days when living conditions are still austere in England, Miss Nelson has been invited to dinner frequently. On one occasion recently she came away from a pleasant

evening with a British family, and walking toward her lodgings, she put her hand in her coat pocket where to her surprise she found an egg—a gift to be prized.

In Edinburgh there are three American teachers, Marion Jennings of Royal Oak, Mich., Laura Deerinck of Highland Park, Mich., and Clarissa Woodburn of Los Angeles, Calif. They go frequently to the MacDougall's—a family home offered as headquarters for American teachers in Edinburgh. It is a home where they may go to talk, to read, to sing, or simply to be at home.

Evidences of hospitality and of genuine friendliness are abundant. One headmaster said that the American teacher had brought with her a new spirit which was a lift to the whole faculty.

Many of the teachers on both sides of the Atlantic have started correspondence between their classes in England and their classes in the United States. One teacher, somewhat overwhelmed with letters, estimated that with her class in England corresponding with the class she left in America, the interchange of ideas was reaching approximately 32,000 people. In one classroom there was a sign on the wall "Letters

from America." Underneath the sign were pinned to the wall almost 50 letters from school children in the United States to school children in England.

Extracurricular activities are legion. The American teachers are taking trips, planning for long journeys during the vacations, making speeches, teaching night classes to adults, teaching Sunday school classes, helping with youth group programs, riding with the hunt club, and joining cycling societies. Some American teachers have been to Holland for a week end; others spent Christmas in Paris, Switzerland, Sweden, Holland, or Ireland. During the spring many will attend the special Shakespeare festival at Stratford-on-Avon.

It is interesting experience. Many are learning that England, although warmed by the Gulf Stream, is a northerly island where it is rainy and cold in the winter. The one teacher who took with her more silk blouses than sweaters rues the error. The austerity in life reaches everywhere and the schools share in their lack of equipment and materials. But American teachers are meeting the challenges and welcoming the opportunities that are theirs in England.

## FEDERAL INTER-AGENCY COMMITTEE ON RECREATION ORGANIZED

Six Federal Agencies, each active in one or more phases of recreation, are members of a newly organized Federal Inter-Agency Committee on Recreation, according to recent announcement made by the agencies concerned. Represented on the Committee are the Extension Service and the Forest Service of the Department of Agriculture; the National Park Service and the Fish and Wildlife Service of the Department of the Interior; the U. S. Office of Education and the Children's Bureau, of the Federal Security Agency.

Establishment of the Committee recognizes the need of voluntary coordination and cooperative leadership among the various Federal agencies. The Committee will serve primarily as a clearing house for the exchange of information on policies, experiences, plans, methods, and procedures among the Federal agencies; will endeavor to facilitate the provision of information

concerning the recreational activities of the Federal agencies; and will seek to clarify and reach agreement on the proper responsibilities of the Federal Government in the field of recreation as a means of promoting closer cooperation among Federal agencies.

Walter L. Scott, who has been Director of Recreation for Long Beach, Calif., for the past 14 years has been appointed fulltime secretary of the Committee, and has established an office in Room 5145 in the Interior Building. Mr. Scott's work has been as coordinator of recreation at the local community level; and he is, in addition, well acquainted with the work of the several Federal Bureaus in this field.

The Long Beach public recreation program coordinates the local city and school administrations with the local plan providing for further coordination of recreation, park, and planning activities.

## REPORT ON GERMAN EDUCATION AVAILABLE

"This system has cultivated attitudes of superiority in one small group and inferiority in the majority of the members of German society, making possible the submission and lack of self-determination upon which authoritarian leadership has thrived." So says the group of 10 educators who went to Germany in August 1946, at the request of the Department of State and the War Department to observe and evaluate the educational program of the United States Military Government in that country.

The Report of the United States Education Mission to Germany has now been published and is available from Group Relations Section, Division of Public Liaison, Department of State, Washington, D. C.

The Report describes briefly the current educational situation and evaluates the programs in the light of the clause in the Potsdam Agreement which pledged the occupying powers to reeducate the German people to democracy and peace. To do this, the Mission recommends that "school life in all its phases must be so organized as to provide experience in democratic living."

Those persons who have professional friends teaching in the schools for American children now living in Germany will be interested in the Mission's conclusion that, "Through the Dependents' School Service there is now the fortunate possibility of demonstrating in towns and villages throughout Germany what a modern, democratic school is and how it works."

The Report was issued in a twenty-thousand edition in the German language, and was sold out of the book shops in Germany in about 3 hours, according to report.

# A LIFE ADJUSTMENT PROGRAM

*FOLLOWING are excerpts from two papers presented before the American Vocational Association at its annual meeting in December in St. Louis, Mo. Both papers have to do with "A Life Adjustment Program for the Major Group of Youth of Secondary School Age not Appropriately Served by Preparation for College or for a Specific Vocation." Each is a report on a cooperative study of the problem.*

## Excerpts From Report by

**J. C. Wright, Assistant Commissioner for Vocational Education \***

**M**Y PART in this joint presentation is concerned with the genesis of a cooperative study now under way under the auspices of the U. S. Office of Education. \* \* \* The study is known as a cooperative study since the members of the working committee and the consultants are equally divided between those educators whose background of experience has been closely connected with secondary education and those whose background of experience is largely centered in the promotion of vocational education.

We in the field of vocational education are not strangers to this problem. Many of us had years of experience in the general secondary schools before entering the vocational field. Even though we were without such first-hand experience we are a part of the secondary-school program according to the provisions of the Smith-Hughes Act which limits its activities to schools and classes of less than college grade.

We are not strangers to this problem since we were given the administration of general continuation schools 30 years ago. The youth in those schools at that time were largely "teen-agers" of 14-16 years who had left school to go to work. In its study of National Aid to Vocational Education the Commission appointed by President Wilson found in 1914 "Only half of the children who enter the city elementary schools of the country remain to the final elementary grade, and only 1 in 10 reaches the final year of the high school."

"On the average," to continue the quotation, "10 percent of the children have left school at 13 years of age; 40 percent have left by the time they are 14; 70 percent by the time they are 15; and 85 percent by the time they are 16 years of age. On the average the

schools carry their pupils as far as the fifth grade, but in some cities great numbers leave below that grade."<sup>1</sup>

The Commission recommended and the Smith-Hughes Act provided a general continuation part-time educational program for these "out-of-schoolers" which would "increase their civic or vocational intelligence" and thus contribute to their "life adjustment program." The act required that at least one-third of the funds appropriated for trade and industrial education shall, if expended, be expended for part-time schools and classes.

Within a few years 28 States had enacted part-time compulsory attendance laws under which all youth between the ages of 14 to 16 and in some States 14 to 18 who had left the full-time school and entered employment must attend a public school for from 4 to 8 hours under certain conditions.

The year 1930 marks the zenith of the enrollment in these continuation schools. In that year 55 percent of the trade and industrial enrollment were in the continuation school. By 1945 the enrollment had dropped to less than 20 percent. What were some of the causes of this decreasing trend in enrollment?

1. We all have vivid recollections of the years of depression in the early '30's. We remember seeing thousands of youth walking the streets looking for a job which few were able to get. We remember the FERA, the WPA, the CCC, and the NYA, all of which were founded largely on the needs of the idle unemployed. In the absence of work opportunities many of these youth returned to the full-time school. Great pressure was brought upon them to do so and thus get off the streets.

\*Until June 30, 1946.

<sup>1</sup>From p. 24 of vol. I of the Report of the Commission.

2. Another cause of this trend stems from the passage of various child-labor laws which prohibited youth employment in hazardous occupations and which in many States raised the age when they could get a work permit.

3. Still another cause for this trend may be traced back to the general movement over the country raising the age of release from full-time attendance in school.

4. Perhaps one of the greatest influences affecting this trend toward longer school attendance has been the country-wide conception of what constitutes a common school education. One hundred years ago our ancestors who had mastered "readin', 'ritin', and 'rithmetic"—the Three R's—were regarded as possessing a common school education. Fifty years ago—a period well within the memory of some of us—the standard was raised to completion of the eighth grade. Today parents, employers, and a good part of our youth have raised the standard to graduation from high school.

Whatever may be the causes of the trend toward universal attendance through the secondary school as the goal of a "common school education", the fact remains that since 1914, when the National Commission appointed by President Wilson to study the need for vocational education, reported a drop out of 85 percent at the age of 16, there has been a rapid reduction in that figure.

\* \* \* \* \*

We in vocational education gained considerable experience working with the general continuation-school pupils. We learned that many of the youth were not academically minded in the sense that they were content to study books and abstract subject matter unrelated to their environment and hopes for the future. Most of them were not vocationally minded in the sense that they had studied the occupational field and selected some occupation for which they wanted training. They were the opportunists who took odd and miscellaneous jobs which enabled them to earn for necessity or for pleasure.

We have had experience with a more recently developed type of school organization known as the Diversified Occupations Program. In some States it is called Diversified Cooperative Train-



ing. By whatever name it is known, the program was devised to provide education and practical vocational training through work experience for miscellaneous occupations in any community.

The program was "custom made." Like the general continuation school, the opportunity school, correspondence school, summer school, and apprenticeship training, it was devised some 10 or 15 years ago to provide both general and vocational training for a portion of the large group sometimes called the "60 percent" who do not want to prepare for college—at least for the time being—nor do they want to identify themselves with preparation for one of the skilled trades for which the school may offer training.

What do they want to do? Most of them want to graduate from the secondary school as the expected thing, as the completion of their "common school education" according to the standards of our present-day society. A substantial number of our youth in these ages want to earn some money so as to be more independent of their homelands or to enable them to pay their way in the social life into which they are being inducted.

The problem for these youth is how they can "eat their cake and keep it too." How can they complete the secondary school, work to earn and learn to work at the same time? The Diversified Occupations program provides the answer for a *limited* number of youth living in cities, towns, and villages. Farm youth do not have this problem like city youth. Their whole adolescent life is a part-time school-and-work program. However, this program is not a "panacea" for all the curriculum problems encountered in setting up a life adjustment program for this large group of secondary school youth. At best, because of its inherent limitations, our experience shows it can be used to meet the needs of a relatively small percent of the total group not appropriately served by preparation for college or by preparation for a specific vocation. Who are these youth we ask?

This major group of youth about whom we are speaking is not composed of misfits, of delinquents, of those who possess low intelligence quotients, nor is

it characterized by a low economic status. It is made up of a cross section of youth who will not go to college and who have not as yet chosen an occupation for which they want specific vocational training. They are moving forward year by year in age-mass groups and will be graduated and receive their diplomas on commencement day. What can we do about it?

### **The Prosser Resolution**

In January 1944 the Vocational Division of the U. S. Office of Education began a study of Vocational Education in the Years Ahead. The study was spread over a period of 16 months. The working committee of 10, of which M. Reed Bass was chairman, was supplemented by a reviewing committee and a consulting committee. More than 150 persons had a part in the study.

A final conference was held on May 31 and June 1, 1945, in Washington, D. C. At this meeting many problems relating to a "Life Adjustment Program for the Major Groups of Youth of Secondary-School Age Not Appropriately Served by Preparation for College or for a Specific Vocation" were presented, but few solutions to these problems were offered. At the close of the meeting your speaker, as chairman of the conference group, asked Dr. C. A. Prosser, to address the group. With his characteristic ability to sum up discussions and eliminate unnecessary verbiage, he brought much of the discussion to a head by presenting the following resolution:

**Resolution adopted unanimously by the delegates to the meeting of the Consulting Committee on Vocational Education in the Years Ahead, at Washington, D. C., May 31 and June 1, 1945**

It is the belief of this conference that with the aid of this report in final form, the vocational school of a community will be able better to prepare 20 percent of its youth of secondary-school age for entrance upon desirable skilled occupations; and that the high school will continue to prepare 20 percent of its students for entrance to college. We do not believe that the remaining 60 percent of our youth of secondary-school age will receive the life adjustment training they need and to which they are entitled as American citizens—unless and until the administrators of public education with the assistance of the vocational-

education leaders formulate a similar program for this group.

We therefore request the U. S. Commissioner of Education and the Assistant Commissioner for Vocational Education to call at some early date a conference or a series of regional conferences between an equal number of representatives of general and of vocational education—to consider this problem and to take such initial steps as may be found advisable for its solution.

Shortly thereafter the chairman formally presented the resolution to the U. S. Commissioner of Education with the recommendation that it be made a responsibility of the Director, Division of Secondary Education, who was soon to be appointed.

The resolution was adopted unanimously by the delegates on the consulting committee. Dr. Prosser, in speaking of his resolution, said in part:

The vocational education forces of the country have a potential service to the high schools of the Nation involved in the life adjustment of these youth. The sad tales of the social and economic maladjustment of millions of America's citizens is evidence enough of the failure of the vocational education forces to render the services they should. They also indicate unmistakably a failure on the part of the general secondary school itself.

"The notion that education is just learning to do things that one will have to keep on doing as long as he lives is the oldest notion as well as the truest that men have held about it." The biggest, most difficult, and most important job in the world, and one that each of us must perform, is the job of living. In doing this we pass through the three stages of childhood, youth, and manhood. In a very real sense the first lays a foundation for the apprenticeship period in which youth are either well or poorly trained to become journeymen in citizenship.

Just as those responsible for apprenticeship in any occupation must analyze it in order to determine what should be taught, so should the same approach now be made in selecting new studies for the secondary school curriculum. Living is a many-sided job that every one must "willy-nilly" perform. Like any other job, its demands on its apprentices are also capable of being analyzed. Only by a study of these demands—as a substitute for tradition, for outworn notions and for guesswork—will the secondary school ever secure the functioning subjects and subject matter of greatest help to its students, every one of whom is in a very real sense serving an apprenticeship.

After more than 10 years of toil and trial, the Diversified Occupations program has been developed with adequate standards and sufficient safeguards to extend it to hundreds of communities and thousands of students who otherwise would have no opportunity for vocational training for a recognized occupation.

The recommendation was approved and in due time Dr. Galen Jones was commissioned to go ahead with a series of conferences on the solution of the problem.

At the first meeting of the conference committee the agenda summarized the committee's task in the following words:

In the United States we have adopted the ideal of secondary education for all youth. To this end efforts are contin-

uously made by communities, the States, and the Nation toward making available secondary education of maximum value to all youth. Without any weakening of the school's performance of the function of vocational education or of preparation for higher education, the secondary school must also discharge the duty of providing suitable curricular and other experience for many youth for whom neither vocational nor college preparation, as they are now constituted, is functional or appropriate. The task of secondary education, therefore, is an inclusive one; its program must be designed to serve all youth.

We in vocational education subscribe wholeheartedly to this declaration of the agenda. We welcome the opportunity to cooperate with those in the general field of secondary education in finding an answer to the problem.

### Excerpts From Report by

#### Galen Jones, Director, Division of Secondary Education

**I**N 1890 the enrollment in all types of secondary schools, both public and private, was only 357,813 out of a total population of 62.5 millions. During the half century following, high-school enrollment increased 9 times as fast as did the general population and 20 times as fast as did the population group of 14 through 17 years of age. While it is, of course, recognized that the relative increases in these percentages were greatest during the early part of this period, it is to be noted that during the decade, 1930-40, high-school enrollment increased 7 times as fast as did the general population and 10 times as fast as the population group, 14 through 17 years of age.

In spite of these facts, however, secondary-school enrollment has never equaled more than 73 percent of the persons of 14 through 17 years of age, and that for only one year, the year 1940-41, when it reached a total of about 7¼ millions. Immediately thereafter secondary-school enrollment began to drop. During the war years it dropped approximately 1¼ million.

The foregoing data show that even in 1940-41, the banner year for high-school enrollment, there was 27 percent of the age group, 14 through 17 years, not in school. It is self-evident that these boys and girls are receiving no life adjustment training by the school for

the simple reason that they have never attended a secondary school and the secondary school has in no way made their acquaintance. These out-of-school youth of secondary-school age, therefore, constitute a large part of the neglected group with which the Prosser resolution is concerned.

In addition to the large percentage that never attends the secondary school there is another large percentage that enters but does not complete a 4-year program of secondary education. They are the so-called drop outs who, having made the acquaintance of the secondary school, discontinue their efforts at life adjustment through the services offered. The size of this drop-out group, on a national basis, is made clear by the following figures based upon a unit of 1,000 children in the fifth grade in 1933-34, the survivors of whom graduated in the year 1940-41, which was the peak year for secondary-school enrollment. Before giving these figures, however, it is important to point out that there are a number of youth who never go so far as the fifth grade. This group includes the comparatively large number of persons who are not functionally literate, as indicated by the records of the Selective Service during the past war, and previous to the war by such records as were kept by penal institutions, welfare agencies, and the United States Bureau of

the Census. This is in face of the fact that it has been about three decades since the last State to enact a compulsory education law did so.

The 1,000 pupils in the fifth grade dwindled to 836 in the school year preceding the last 4 years of the public school. Only 792 entered the first year of the secondary school. The survivors entering the fourth year numbered only 512. On graduation day only 462 were present. This is the spectacle of the survival rate for a program of secondary education, which has for many years been written upon the statute books of every State.

### Problems to Which the Conferences Were Addressed

Each of the five conferences on the Prosser resolution has had the same purpose, and, in general, has followed the same agenda and operated under the same procedures. Following two general sessions devoted to orientation and discussion, three working committees spent two sessions developing answers to these questions:

1. Who are the youth with whom the resolution is concerned?
2. What should be provided as proper and adequate opportunities to meet the educational needs of the youth with which the resolution is concerned?
3. How can the educational opportunities these youth need be provided?

In a final general session reports were received and discussions concluded. It was hoped that each conference, having the benefit of the minutes from previous conferences, might add significant contributions. In other words it was anticipated that there would be cumulative effectiveness in the conferences; such proved to be the case.

### Selected Findings from the Conferences

From these conferences may be drawn some definite conclusions relative to thinking in regard to the Prosser resolution. Among those pertinent for review here there are 10 which represent a consensus of the studied judgments of the more than one hundred conferees.

1. Recognition with strong conviction that secondary education today is failing to pro-

vide adequately and properly for life adjustment of perhaps a major fraction of the persons of secondary-school age.

The conferences have pointed out that this group includes not only those youth who never enter the secondary school and those who drop out of that school, but also a considerable percentage of those who now go through a secondary school taking courses that do not adequately and properly meet their needs for life-adjustment training. Increased attention to the importance of secondary schools providing more adequately and properly for all youth has resulted from such situations as the failure of schools, in public opinion, to provide satisfactory life-adjustment training for all youth; the fact that the Government was forced to provide such social agencies as the NYA and CCC; youthful apathy toward life and the offerings of the secondary schools to help them in life; the existence of an ominously large class of illiterates; increased delinquency; the crowding of rural youth, unprepared for self-support and maladjusted to city social life, from marginal farms into cities.

The failure to provide adequately for the needs of the group with which the Prosser resolution is concerned has been regularly regarded by the conferences as a neglect on the part of American secondary education that should not be further complacently tolerated.

**2. Public opinion can be created to support the movement to provide desirable life-adjustment education for these youth; laymen can be convinced of the need and will contribute their influence and earnest thinking to the needed solutions.**

It was the consensus of the conferences that business men, industrialists, organized labor, civic organizations, religious fellowships, and lay groups generally will back the type of educational program called for by the Prosser resolution. Once they are taken into active participation in planning, once they know and understand the proposal, once they see the results of pioneering schools in this enterprise, they will back it even though it means increased expenditures for education. Memories of wandering youth and of the necessity for the CCC and NYA, together with present knowledge of youth delinquency and other maladjustments to society, give the public mind

a feeling of failure and neglect to provide adequately for the transition of many youth to a properly adjusted adult life. The conferees voiced the conviction, therefore, that cooperative efforts to improve secondary schools employing participative procedures as suggested, will bring the enlarged financial support which is required for the success of such a program as is called for by the resolution.

**3. The need for an educational program based upon individual differences and group characteristics.**

The characteristics of the group of youth to which the resolution is addressed were by every conference held to be a *sine qua non* for building a suitable program for their life adjustment. While it was generally agreed that the youth here under consideration would be represented in a complete cross section of youth of secondary-school age, it was considered nevertheless that certain characteristics may be expected to appear more frequently and others less frequently within this group than within the two groups of students not given consideration here, namely, those preparing to go to college and those receiving specific vocational preparation. It was pointed out that if there were no distinguishable differentiating characteristics there would be no known group, which would be contrary to the assumption of the resolution.

Among the characteristics thought to be ones most likely to have some significance for understanding the persons in this group and for building an educational approach for learning are:

(a) Persons in this group are likely to have more ability and interest in learning through nonverbal, visual, and manipulative methods than through abstract approaches and symbols.

(b) They look for early and immediate rewards in their educational efforts and are not so likely to see the need of prolonged effort and sacrifice in terms of deferred values.

(c) They are likely to be challenged more by extra curricular and out-of-school activities, under prevailing school conditions, than by the prescribed school programs.

(d) Definite occupational motives are not likely to be present in this group to the extent that they are found among students in vocational training and in college-preparatory courses.

(e) Many in this group exhibit traits of independence in regard to the

traditional offerings of the school, even to the extent of having a feeling of rebellion toward regulations and requirements.

(f) Due in large part to the lack of systematic counseling and of desirable curriculums into which to guide them, there is likely to be present among these pupils a feeling of bewilderment in regard to the value of going to school.

There was conference agreement that for the pupils included in this group any effective program of education for democratic citizenship must deal with individuals—in their environment—as members of a group. To be effective the program of education must start with the pupil, where he now is and deal with him as he now is, and encourage him to go forward to his potential development. Such an approach is psychological rather than logical but, nevertheless, systematic. Within the limits of the individual's energies, talents, capabilities, and intelligence, it attempts to produce emotionally adjusted, culturally balanced, nationally useful, freedom-loving, morally responsible citizens.

**4. A broadened viewpoint and a genuine desire to serve all youth, needed on the part of teachers, impose the question of how to prepare qualified personnel.**

The group with which the resolution deals cannot be effectively served until teachers are prepared to carry on intelligently, wholeheartedly, and industriously for its realization. Without any criticism of present teachers it has been pointed out that the new attack implied by the resolution upon secondary-school teaching will require a new vision, a new technique, and a new approach to pertinent subject matter on the part of teachers. The preparation of teachers for the purpose will require revision of both preservice training and in-service training programs. The program called for by the Prosser resolution can never be realized unless and until an adequate supply of personnel fitted by aptitudes, training, and experience for planning and conducting a program of life-adjustment training is available.

**5. Community cooperation essential.**

Emphasis was placed upon expanding the school program to include more outside-of-school activities which are

carried on in the community, and more cooperative undertakings with community agencies as life-adjustment experiences for the youth with which the resolution deals. Every device should be used to make the pupil a participating member in community affairs. These devices may include nonpaid services in community projects and activities, membership on community committees undertaking problems for social improvement, and individual studies by pupils for their own educational advantages made possible by the cooperation of community agencies.

Of all the many practical points advanced regarding the means of accomplishing the objectives of the Prosser resolution, one of the most frequently emphasized was the utilization of lay groups in planning the program in connection with community facilities.

#### 6. Areas of human experiences most often stressed.

There was an expressed opinion that a "must" for the youth in this group would be industrial arts work as a phase of general education. It would be concerned with the materials, processes, and products of manufacture, and with the contribution of those engaged in industry as well as the selection, purchase, use, and repair of the products of industry as commonly found about the home and farm. While such work would be largely manipulative in character, it would afford content of an informative, technical, and social kind, contributing to complete living because it meets needs that are real and satisfies impulses that are inherent. These learnings would come through the pupil's experiences with tools and materials, and through his study of resultant conditions of life.

Family life as an area in human experiences was emphasized for special attention in planning a program of life adjustment for this group of youth. It would deal with the family as a basic social institution and would treat such subjects as family economics, home planning, dietetics, and clothing. This instruction would serve both boys and girls alike.

Health and physical fitness were always suggested as essentials in the life-adjustment training of these youth and always drew unanimous approval. It

was pointed out that planned activities in recreation should be a part of this program.

Civic competence was especially emphasized. The development of civic competence should include actual experiences not only as an appreciative user of community privileges but also as a participating member of social groups. The development of desirable social attitudes was listed as a pupil outcome.

Mastery of language as a communication tool was rated as of high importance. Along with language competence was indicated the value of good reading habits and interest in socializing types of literature.

#### 7. Work as a desirable educational experience.

There was repeated emphasis upon the necessity of providing a supervised program of work experience as part of the life-adjustment training needed by many of the individuals in the group. It was expressed as an opinion of the Conferences that work experience should be correlated with school activities and generally made a part of the school program. The point was made that it might well be a part of an extended school service—covering more months of the year—as well as a program on school-released time. Diversified occupations were one type of work experience named as desirable for some pupils in this group.

#### 8. Broadening pupil experiences.

Emphasis was placed upon broadening pupil experiences, both in school and out of school, which would meet the imperative needs of boys and girls as individuals, as members of a family, as workers on a job, and as participating and contributing citizens in a community.

Specifically it was pointed out that citizenship adjustment should largely be acquired through citizenship activities, that science studies and experimentations should be carried beyond the physical boundaries of the school into the outside world thereby providing *real* laboratory experiences, that health instruction and physical fitness be developed in connection with living experiences, and that worthy home membership be achieved through functional experiences. The school would partici-

pate in such experiences by providing adequate instruction, visitations for supervisory services, and the selection and direction of projects to be undertaken for educational purposes.

#### 9. Broadening school administrative units.

Frequently in the conferences the need for broadening school administration units so as to provide an expanded and enriched program of offerings was mentioned. The great number of small secondary schools, suffering as they do from limited funds, curriculum offerings, pupil activities that can be supervised, and a local public attitude which too frequently is found to be adverse to the development of comprehensive programs, were held to be a major problem in providing life-adjustment programs in many places.

#### 10. Pupil personnel services.

There was general agreement that pupil personnel services are an essential for the successful operation of a program for the life adjustment of the persons with which the Prosser resolution is concerned. It was stated that there should be a counseling service with competent personnel (*a*) to aid each individual to interpret his interests, needs, abilities, and opportunities; (*b*) to plan with him a feasible program that accords with sound educational principles, and (*c*) to give continuous services that will aid the pupil to carry successfully his educational program and on its completion to make a successful transition to adult-life situations.

It was stressed that no guidance program for the objective of the Resolution would be complete without definite provisions for reaching those who are no longer in full-time attendance at school.

#### Possible Desirable Next Steps

Sometime during each of the five conferences questions like these arose: What is to be done after these regional conferences are over? Is there to be a national conference? Will the Office of Education give continued leadership to this cause? What are the feasible next steps? Of the many proposals and suggestions, I can only indicate briefly a few upon which there was always full agreement.

1. The Commissioner is urged to call a national conference on the Prosser resolution during 1947 and at as early

a date as is possible. This should include leaders both from the lay groups and from education.

2. The work schedules of specialists in the Office should be adjusted so that studies, which would be of value in planning the national conference and in preparing a report for its consideration, may be made.

3. Shortly after the national conference a report for general distribution should be prepared. This would be not merely a summary of the national conference, but would be a statement covering suggestions relative to programs, policies, and other points on the agenda of all conferences which have been developed up to the present time. It should be especially suggestive to all schools relative to the realization of the Prosser resolution.

4. The Office should make an effort to secure an agreement with some schools, the Office functioning in a consultative capacity, to try out features designed to serve better those youth with whom the resolution is concerned. Bulletins which report both the processes and the results should be issued by the Office after several years of work and study.

5. The Office should make an effort to stimulate both State and local educational agencies to "carry the ball" for the Prosser resolution in their localities.

6. Orderly and organized effort should be made by educators and other groups to support the Commissioner's program for an enlarged and adequately staffed Office of Education to the end that the Office can be in a position to exercise the leadership which the Nation's schools rightly expect from their principal Office of Education.

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I value, more than I know how to voice, the opportunity which you have extended to us this morning. The future of Dr. Prosser's vision of desirable life-adjustment education for the major portion of American youth of secondary-school age not appropriately served by vocational and college preparatory programs, rests with us all. You, whose major interest is vocational education, have contributions to make to the successful development of effective programs for these youth far in

excess of your numbers in relation to general education. Granted the continuance and perfection of the cooperative search for solutions which the Commissioner has initiated in response to Dr. Prosser's challenging resolution, the future is bright. I am confident that reasonably satisfactory solutions can then be found to this major problem facing secondary education and during our lifetimes.

## GEOGRAPHY TEACHERS MEETING

The National Council of Geography Teachers at its annual meeting in late December at Columbus, Ohio, elected Alfred H. Meyer of Valparaiso University, as president of the council for the coming year. Clyde F. Kohn, of Northwestern University was reelected secretary.

The council is cooperating with the National Council for the Social Studies in the preparation of a yearbook dealing with the teaching of geography. The yearbook is scheduled to be published in 1948.

Dr. Wallace W. Atwood, president emeritus, Clark University, addressing the meeting, indicated that science has annihilated space as far as communication is concerned, and transportation between the most distant points is a matter of hours and days rather than weeks and months. The only barrier which now keeps peoples apart is ignorance—and it is not possible to keep modern peoples ignorant for long. Education must remove ignorance, and good will and fair play must displace ill will and hatred.

Chairman Poole, of the Committee on Geographic Education for World Understanding, stated that the committee will strive to achieve these objectives: (1) To consult with individuals, groups, and agencies desiring assistance in working toward this goal; (2) to consider how geographic education can best contribute to this goal; (3) to suggest activities which the national council may undertake to further the achievement of this goal, and (4) to keep in touch with other agencies working in this field.

The chairman went on to explain that his committee plans to divide the

United States into 6 to 10 regions and that in each of these regions, there will be organized a subcommittee on world understanding to work under the chairmanship of a member of the central committee. To reach the widest possible audience (adults as well as youth, out-of-school groups as well as in-school groups), the regional committees will use films, discussion groups, speakers, and the columns of the press.

In one section it was pointed out that if geography is to be made functional in everyday life, the following goals need to be sought:

(1) Pupils must be taught to observe accurately and to interpret what they have observed.

(2) Conservation must be made a theme which permeates all geographic experiences.

(3) Constant use must be made of local, national, and world news as an approach to teaching geographic relationships and understandings.

(4) Pupils must achieve a greater degree of mastery of geographic tools such as globes, maps, charts, and U. S. Census Reports.

(5) Pupils must be helped to understand the "whys and wherefores" of the region where they live, such as why people live as they do, and earn a living as they do.

(6) Instruction must be focused on principles, and comparatively few concepts developed at length rather than a variety of concepts developed inadequately.

(7) The theme of world-mindedness must permeate all geographic experiences.

(8) Teachers of geography must themselves understand the principles and concepts which they seek to teach.

In another section it was pointed out that the following concepts underlie effective thinking in the field of geography and should be developed in the geography curriculum:

(1) All human societies must establish workable connections with the land.

(2) The more complex a culture becomes, the greater the number of its connections with the land and the more indirect these connections become.

(3) An industrial society must be global in its scope. The welfare of a great industrial power depends on the achievement of higher standards of living for all peoples.

(4) The significance of the world's features depends on man and the uses he makes of them. For example, the region of the North Pole has become important, because it provides short routes for air travel among the populous areas of North America, Europe, and Asia.

(5) Physical and human differences are significant, because political and economic differences result from them.

# Elementary and Secondary Schools Join in Adjustment Program

by Elise H. Martens, Chief, Exceptional Children and Youth

“WELL, what do you think we should do about them?”

It was a conference on one of the most serious problems facing elementary and secondary schools today: What shall we do to meet the educational and social needs of overage, slow-learning adolescent boys and girls who are out of place in the elementary school, yet who are unable to cope with standard high school work? Many approaches have been made in the effort to solve the problem, and this is the story of what one school system has been doing about it.<sup>1</sup>

At the conference were the assistant superintendent in charge of instruction, the supervisor of upper elementary grades, the principal and two classroom teachers from a large elementary school, and the director of the division of special services in the city school system. They had been discussing just such a group of adolescents—some 25 or 30 of them—who had accumulated in the sixth and seventh grades. Intellectually below normal, scholastically retarded, physically mature, they had become repressed, depressed, and oppressed to such an extent that they were waiting only for their sixteenth birthdays, when they could shake the dust of the schoolgrounds from their shoes. Worse still, they had become resentful, ill-behaved, and ready to strike at the society which was failing them. Their classroom teachers, deeply concerned, were now insisting that something be done.

“I am convinced,” said the principal, “that the only thing to do is to organize one or two special groups for these young people for at least part time. We must give them an incentive to learn. And the only way we can do

that is to offer them worth-while experiences that will appeal to their adolescent interests and still be in keeping with their limited ability. They can't possibly get the individual attention they need in a class of 35 or 40 pupils, and, besides, they resent being with children so much younger than they are.”

## The Plan

After considerable discussion, the project was launched. Intelligence and achievement tests were used to help analyze capacities and progress, parents were called into conference, home conditions and other environmental factors were studied, a thumbnail sketch was made of each pupil, and a chart was devised for recording his educational, social, and emotional growth. The psychological specialists and the visiting teachers of the school system did much to secure and compile these needed data. The principal explained the purpose of the new program to pupils and their parents. Three parents refused to permit their children to be enrolled in any kind of special group. That was in 1942. Today there is a waiting list.

The two classes organized were a success from the beginning. The teachers selected for the project, with the assistance of supervisory personnel, planned an adjusted curriculum; this included the minimum essentials of academic work, greatly enriched by experiences in homemaking, music, manual arts, citizenship activities, and community service. Work was planned for each pupil on his own level of ability, and his individual progress was a matter of greatest importance. Clinical instruction in reading helped to bridge the most serious difficulties.

The neighborhood high-school principal and the principals of boys' and

girls' trade schools were interested in the project. With their cooperation, special arrangements were made for some pupils to study selected subjects at high school during the morning, and to return to Colton School in the afternoon. As a result, a new dignity was attached to school work, sixteenth birthdays came and went, and in January 1946, eight students in the group were more than 16 years old and four were more than 17. Some of them are now attending high school all day.

The change in the pupils, even during the first months, was remarkable. Smiles and happiness replaced sullen and belligerent looks. There was no hiding or slinking away, no chips on the shoulders; but, as one pupil said, “School is so happy now.” In fact, the group has become so popular that two girls who were above average in achievement in the regular grades threatened “to quit Colton” when the principal refused them admission to the special class.

## Some of the Pupils

Bob, Joe, Floyd, and Ralph were four of the original pupils that caused all this concern. They were tall and heavily built, slow and wise cracking, rebelling against the necessity of being in the same class with 11- and 12-year-olds. Transferred to the special class, with other boys their own age and size, they became important members of the school community, alert, polite, helpful, and eager to work and serve. They made progress and, after a year and a half in the special class, were among those given the privilege of attending the neighborhood high school in the morning and of returning to Colton in the afternoon for eighth grade work.

The records of these boys at high school were gratifying, their grades ranging from 70 to 90 percent in terms of the school's marking system. At the end of another year they were transferred to a trade school, where they are now studying refrigeration, metal work, carpentry, and plumbing, respectively.

In September 1946, Thomas B. entered Colton but attended irregularly. After repeated reprimands, an investigation revealed that his parents were separated. He had lived with his mother, but rebelled when she gave him \$10 or \$12 every Saturday night and

<sup>1</sup> The basic material for this article was furnished by Ruth McShane, Principal, Colton School, and Carmelita Janvier, Director, Division of Special Services, New Orleans Public Schools.

told him not to return until Monday. He refused to continue to live under the same roof with her because "I knew she had those men on Saturdays and Sundays."

He went to live with his father, who has a fishing camp. Mr. B. was strict. Both the boy and his father have tempers. Each resented the other. Thomas left his father's home and was living alone in an apartment, doing his own housekeeping. When questioned about finances, he admitted that he had collected his mother's rent, unknown to her, and had kept the money. The matter was considered at length, and he was offered a "break"—the special class—provided he mended his ways and earned his way after school hours. He accepted the challenge and is working hard to complete the eighth grade in June 1947. His teacher says he is especially interested in stocks and bonds, and that it is now difficult to give him enough work to keep him busy. He says he is going to high school.

Nora E. is the girl who found school "so happy now" after years of discouragement, failure, and repression. She, too, had an opportunity to combine high school with elementary school until the time came when she was accepted by the high school as a regular student. Here her fields of study were carefully selected and individual help was given her in mastering needed skills. In June 1946 her average grade in homemaking and allied subjects was almost 80 percent.

None of these pupils will likely "set the world on fire" with accomplishments of genius. But neither will any of them, it is hoped, set the world—or the community—on fire with acts of malice. If the special adjustment program devised for them has helped to prevent delinquency, and to make of them reasonably adequate citizens in their relationships to themselves and to other people, it will have served a worthy purpose.

### Factors of Success

There have been changes of teachers of the special group; there have been wartime shortages of materials with which to work; and there have been many other problems in carrying on this project. Moreover, those who are immediately responsible for its initiation

believe that it is but the beginning of a much more extensive program that should reach into every section of the city. However, with all the problems and limitations attendant upon it, there has been apparent a high degree of success in making educational experiences fit the requirements of slow-learning, disgruntled, and rebellious adolescents. This success is attributed in large part to the following factors:

1. The teachers themselves wanted to meet the needs of their pupils.

2. The principals of the elementary school, the neighborhood high school, and the boys' and girls' trade schools were all ready to work together.

3. The cooperation of various departments in the school system, as well as of parents, was enlisted from the beginning, and services were coordinated in the most effective manner possible.

4. Each pupil was studied as a personality with possibilities as well as with limitations, and his environmental background was related to the school situation.

5. A curriculum was designed in terms of the pupils' capacities and interests; and the fact was recognized that for some it would be terminal, while for others it would lead to full-time high-school or trade-school work.

6. The special class was not an isolated group, but was an integral part of the school community, with the pupils taking part in school activities and often assuming positions of leadership.

7. The school experience was related to the not-too-distant vocational adjustment of the individual pupil.

8. The teachers of the special groups were selected because of their ability to teach, to interest, and to inspire youth; to hold before each pupil definite goals of achievement and yet, in doing so, to keep the schedule flexible; and to apply educational experiences to the pupils' out-of-school life.

9. The fundamental principle was accepted that real success in life is based upon personal adjustment as much as, if not more than, upon scholastic achievement.

On December 17, 1946, a mother of one of the boys enrolled in the special group wrote to the principal of Colton School:

It is at Christmas time, I believe, more than at any other time of the year, that we count our blessings and look around us to find our own special ones.

I am thinking now of Miss P.'s class at Colton. . . . It is such a help to school-age children that can't learn from books, to know there is still another way to make a place for themselves in the world.

This important class helps to make good honest citizens of our children instead of delinquents. . . . It will help bring out ambitions in these children that may otherwise go unnoticed. I believe this because I have seen it happen. After a few months in this class, my son . . . was enrolled in a good trade school. He is happy and content and busy. He is learning something worth while. He is doing well. I am proud of him.

I am grateful, and I am sure every mother is who has children in this group.

No doubt this mother would echo the words of the pupil, Carl B., when he said: "I think there should be more schools with a special class like this in the city and in other cities and States."

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## NATIONAL FEDERATION OFFICERS

AT THE annual meeting of the Executive Committee of the National Federation of Modern Language Teachers Associations, held in Washington, D. C., in conjunction with the sixty-first annual meeting of the Modern Language Association of America, the following officers were elected: President, Julio del Toro, University of Michigan; vice president, Stephen A. Freeman, Middlebury College; secretary-treasurer, Henry Grattan Doyle, George Washington University. William S. Hendrix, Ohio State University, succeeds Henri C. Olinger, New York University, as managing editor of the *Modern Language Journal*; and Stephen L. Pitcher, of the St. Louis public schools, succeeds Ferdinand Di Bartolo, of the Buffalo, N. Y., public schools, as business manager of the *Journal*.

The American Association of Teachers of Slavonic and Eastern European Languages was admitted to the Federation, which now includes the regional or State associations of modern foreign language teachers of New England, the Middle States, New York, New Jersey, Pennsylvania, and the Central West and South, as well as the American Associations of Teachers of French, Teachers of German, Teachers of Italian, and Teachers of Spanish and Portuguese.

## News Notes from State Departments of Education

CALIFORNIA.—While Helen Heffernan is in Japan serving on General MacArthur's staff with responsibility for elementary education, Bernard Lonsdale is acting chief of the Division of Elementary Education. He reports that sectional groups of elementary principals and of elementary supervisors are working on the problem, Characteristics of a Good Elementary School. This is one of the six problems chosen by the Association of State Directors of Elementary Education for study during the current year.

MICHIGAN.—At the fall meeting of the Michigan Conference of Grade Supervisors held in Flint in early December, the group discussed characteristics of a good elementary school. A staff member of the elementary division of the U. S. Office of Education participated in the meeting.

OHIO.—The State supervisors' group at its fall meeting sponsored a State-wide study of the teaching of mathematics in the elementary school. This study has constituted one of the major projects for the winter. It is expected that this experience will clarify the thinking of teachers with reference to a functional approach to the teaching of mathematics.

Radio station WOSU at Ohio State University is broadcasting a series of programs that have been prepared by various divisions of the State Department of Education. These programs are broadcast regularly every Friday night at 6:30. Transcriptions made early in the week are used for the broadcast. The program on elementary education was broadcast twice from Columbus, twice from Cleveland, and is available for loan to other towns and cities within the State.

## Camping and Outdoor Education

"The values of camping and outdoor education have been recognized by leading American educators. But mere recognition does not bring these values

to American youth. School administrators and teachers must learn the methods whereby this type of education can be implemented." With this as a sort of preamble, National Camp invited a group of educators to a conference at the camp last summer to discuss ways and means of providing more and better camping and outdoor education as a regular part of the school curriculum. The report of the conference has been issued by National Camp, Life Camps, Inc., as their November 1946 issue of *Extending Education*.

Divided into three parts, it analyzes the problems and outlines guiding principles related to three basic issues: (1) What is the place of outdoor and camping experiences in American education? (2) How can camping and outdoor education be integrated into teacher education? and (3) How can public support for camping and outdoor education be developed so it can be extended to more American youth?

The report should be helpful to teachers who are seeking to provide out-of-door experiences for their pupils, to administrators who anticipate providing facilities such as camps, gardens, farms, parks, or play areas as part of the school plant, to community groups that wish to assist schools in some specific and tangible ways, and to teacher-training institutions which always bear so much responsibility for facilitating new movements in education.

## Safety Education

Staff members of the U. S. Office of Education have been responsible for a number of activities in the field of safety. These include planning and carrying out a working conference on fire prevention education at the elementary school level which resulted in a publication entitled, *A Curriculum Guide to Fire Safety*. This publication is designed to show what children themselves can do with guidance in the field of fire prevention. The National Fire Protection Association states that

10 children of elementary school age and under are burned to death each day of every year. Members of the Working Conference are continuing to serve with an Office representative as a Committee on Fire Prevention in Elementary Schools of the NFPA.

Over a period of several years assistance has been given to the American Automobile Association in reviewing safety education lessons, in making awards to school safety patrols, in contributing descriptions and designs of play equipment for community development of *Back-Yard Play Yards* suitable and safe for young children, and in judging the *National Contest for School Safety Posters*.

The Office was represented on a Joint Committee of the Association for Childhood Education and the National Commission for Safety Education to prepare the bulletin, *Growing Up Safely*, designed for teachers of young children.

The Director of the Elementary Division served as secretary of the section on elementary education of the President's Highway Safety Conference held last spring and in that capacity assisted in the preparation of the report for elementary education.

## Conference-Workshop in Elementary Science

Stanford University, in cooperation with the U. S. Office of Education, will conduct a Conference-Workshop in Elementary School Science on the Stanford University campus from July 7 to 12. Morning hours will be devoted to lectures and discussions, afternoon periods to group discussions and work on individual problems. Regularly admitted students may register for a maximum of three quarter units of credit.

The conference will be open (without fee) to teachers, supervisors, principals, members of teacher training institutions, and any others interested. Opportunities will include consideration of such problems as: curriculum construction, program planning, organization of teaching units, selecting activities, evaluating results, choosing materials of instruction, use of audio-visual aids, and similar problems.



There will be opportunity for participants to examine and use experimental apparatus commonly used in the elementary schools and for individual teachers to improve their own subject matter background.

## **A New Professional Organization**

At the first meeting of The American Association for Gifted Children, held in New York City, November 21, the following officers were elected: Honorary President, Charles Coburn; President, Harold F. Clark; Vice President, W. Carson Ryan; Secretary, Pauline Williamson; Treasurer, Ruth Strang; Counsel, Joseph H. Collins.

The newly formed organization is a membership corporation and has as its purpose to recognize, appreciate, and stimulate creative work among gifted children. Members of the Association will foster the development of a clearer appreciation of the possibilities and capabilities of gifted children and promote plans to further their interests. Dr. Clark announced that the program will encourage public sentiment in favor of plans to recognize gifted children at an early stage and to promote their welfare.

## **Health Education Programs**

Considerable new material in health education of interest to the elementary school teacher is being published by State departments. Los Angeles has put out a graphic, clearly defined program of activities for the third and fourth grades; the State of Minnesota has published a new bulletin that contains health material in a concise form. A group project of health and child development for the elementary school teachers of Orange, Tex., is built around the philosophy that wholesome, desirable, and satisfying child growth and development is the major objective underlying every phase, every activity of the instructional program in the Orange Elementary School.

## **Publication Packets**

A Packet Service to State Directors of Elementary Education from the U. S. Office of Education was inaugurated last spring. The packets include bulletins, leaflets, and other materials relat-

ing to elementary school programs and currently issued by State departments of education, professional organizations, the U. S. Office of Education, and other sources.

Contents of the last packet included curriculum materials related to the teaching of reading, efficient everyday living, teaching films, air age, safety, fire protection and intergroup education, and public relations for teachers. Items from a State curriculum guiding committee were also included. Nine States, the Association for Childhood Education, and the Department of Elementary School Principals of the NEA, in addition to the Office of Education, contributed materials for the packet.

## **Special Education Meeting**

State Directors and Supervisors of Special Education will hold a 1-day meeting, March 3, in the auditorium of the Board of Education Administration Building, Atlantic City, N. J.

## **Schools Serve Children After School Hours**

Reports received from several schools reveal interesting features and trends in planning their extended school programs. A program of supervised after-school activities, with some schools holding Saturday sessions, is conducted in an increasing number of communities by local school authorities. Boards of education consider expenditures for these services a practical and constructive approach to the problem of juvenile delinquency.

*Madison, Wis.*—Conducts an extensive community center program in its school buildings beginning in early November and continuing 20 weeks. Ten school buildings were open on Saturdays last year and approximately 3,600 children attended these centers. Seventeen supervised playgrounds are open from June to September with a regular attendance of 3,500 children.

*St. Louis, Mo.*—Announced during the fall of 1946 that the board of education had made funds available to pay the teachers who supervised after-school activities. Formerly teachers had volunteered their services and no coordinated plan was made to have the program available to all schools. The

program this year includes a variety of activities for both boys and girls in after-school hours during the school year, with participation open to all elementary grades. The only question raised thus far has been why such a program was not started sooner.

*Seattle, Wash.*—Twenty schools are now conducting recreation programs after school and with a number of Saturday offerings. Aggregate attendance records were kept of the 1945-46 program which show that 36,236 boys and 18,816 girls participated during a 12-week period from March to June.

*Cincinnati, Ohio.*—The superintendent's report states that the board of education is making plans to provide greater use of school facilities. New buildings are being planned in order that such facilities as the gymnasiums, auditoriums, shops, and art rooms will be readily accessible without opening the entire building. At present, considerable expense is involved in using school buildings after school hours, and school funds are not sufficient to permit wide use of the facilities.

## **Loan Exhibit**

The Picture-Story Summary of Nutrition Education in the Elementary School (Terre Haute Workshop, 1944) is still available for loan to teachers colleges, public schools, and professional organizations for payment of return postage. Set up as a nine-panel accordion folded chart, it is useful as a basis for discussing, "What constitutes good nutrition education in the elementary school?" Write Elementary Education Division, U. S. Office of Education, Washington 25, D. C., for an application blank.

## **Health and Physical Education**

A workshop conference on health and physical education in the elementary schools will be held in Memphis, Tenn., March 12, 13, and 14. This is being sponsored jointly by the U. S. Office of Education and the American Association for Health, Physical Education, and Recreation. Representatives from the 13 Southern States have been invited to participate. Bess Goodykoontz, Director of the Elementary Division, will open the conference on March 12.

# Cooperative Planning for the Child's Health

*This is the last article in a series on Health Education for the Elementary School, contributed by Helen M. Manley, Health Instruction and Physical Education.*

IT IS the first day of school. Mary, 5, is skipping along at her mother's side. She is a strong, well-nourished child; she has had her immunization shots; and she knows the kindergarten teacher, whom she met last spring at a party for the new children. Mary feels secure; mother is with her, too, and will leave her when she is enrolled. The building is bright and cheerful; there is lots of space in which to play and work, and cots are folded in the corner, for resting. Everyone is pleasant.

Janet is entering the same school; she has just moved in from the country. Her parents are dead and she is living with her grandparents. They moved to town so Janet could enter a good school. They want the best for Janet but don't know exactly what the best is. Janet is a mouth-breather, squints a great deal, and wasn't in town for the summer health round-up program. The teacher, with the aid of the school nurse and visiting teacher, will soon have conferences with Grandma, and Janet will get rid of her adenoids, get glasses, perhaps, and be immunized against the diseases that may threaten her and her little friends.

Jimmy, 12, starts to school again—one more different school. He has gone to a different school every year, and one year he changed twice; his parents are share croppers. Jimmy is the oldest and there are five other school-age children in the family. Their thin, ill-nourished bodies can hardly drag the mile and a half to the little red schoolhouse. There is no school nurse here, no nutrition program, and no bright school room. Jimmy cannot see the blackboard. He is in the third grade again and he towers over the others in his grade. The smallest ones can read better than he can. He hates school. He remembers the gay music and laughter in the little tavern where he went to "fetch" his father last week. He'd take the money and go there, and maybe he'd find out how to get away from home and have fun.

Johnny is starting to school, too. He and his brothers and sisters live in two dark rooms in the alley behind Papa's junk shop. His little sister Mary was cross and red-faced yesterday so Mama gave her castor oil and carried her while she helped Papa sort the junk. Last evening the public health nurse came, and thought Mary might have polio. Johnny was an important person when he arrived at school. The nurse smiled at him and told him to come to see her every morning. The new teacher, too, knew all about him.

The health of the elementary school child is important; it is important to the child, to his family, and to every person who ever touches the life of that child. It is not solely a home, school, or community job; but it is a 24-hour assignment in each agency that affects the living of that child. In previous articles, the importance of the child's medical examination, school service, school environment, and curriculum were stressed. If, however, a millennium were quickly reached, and each child had his remedial defects discovered and corrected, if all children with irremedial handicaps were well cared for, and if the ideal school environment and curriculum were achieved, our goal of having all children permanently healthy would still not be reached. For the child will not remain healthy unless all the forces which affect his living out of school are kept in tune with this imagined perfect school program. The opposite situation is also true. All forces other than the school may be doing a constructive job for the child's health while the school—with its crowded classrooms; its nervous excitement from grades, promotions, or a nagging teacher; and its strain of poor seating or lighting—may be counteracting the work of the other agencies.

Planning the health education of children must be a cooperative undertaking. Because health is concerned with the total growth and development of the child, all forces which influence that growth and development must work together. In the cases of Mary and Janet, we see the close coordination of home, school, and community; while Jimmy has little to give him joy in liv-

ing or a reason for right doing. Johnny is getting little help from his home in the alley, but the community protects its citizens from communicable diseases by providing nurses in the home and school.

In large communities there are often many professional groups that concern themselves with health. Sometimes, too, several of these depend on public financial support. Each will undoubtedly have a distinct and important contribution to make to the health of the school child, but the taxpayer should be assured that there is no duplication of effort, and that each child is getting a complete program of health education. In addition to the home, the agencies usually concerned are the public health department, the public schools, social service agencies, youth agencies, and the fields of medicine and nursing.

An organization which has been successfully used to synchronize efforts in health has been called the *Community Health Council*. This might be set up in a large town as a city health council; if the town is too small for such an organization, a county health council could be formed. The health council would represent all groups: The city officials, the public health department, the public schools, the parochial schools, the medical and dental professions, fraternal and service organizations, business, industry, and farm groups. This council would learn the health problems in its particular area, and each group would help in the solution of the problems. Such a city-wide council, for instance, might work on problems such as:

1. The summer round-up program of immunization
2. Health examinations for the children
3. A bulletin informing the citizens on what is being done in the town and in the schools on health
4. A school dental program
5. Chest X-rays
6. Clean-up campaigns
7. Baby clinics
8. Prenatal clinics
9. Premarriage forum
10. Adult education program
11. Recreation
12. Extended school services

Such a community program would be coordinated with the school and home through the school health council. The chairman of the school health council would be represented on the community health council. The school health council in a small school system would have on it a representative from each school (in a large system there would be representatives from each district of the city), several parents, a member of the school board, and representatives from the various departments concerned with health—school health services, health instruction, physical education, nutrition, and custodian.

In turn, each school would have its health council.

#### *Council Organization*

Community Health Council—Representative of schools, Mr. Brown, Assistant Superintendent

School Health Council—Mr. Brown, Chairman; Representative from Washington School, Miss Smith

Washington School Health Council—Miss Smith, Chairman

The representative, Miss Smith from Washington School, will be chairman of the Washington School Health Council. Membership here would include several teachers (all, if the school were not too large), several parents, the custodian, the chairman of the lunch program, the school nurse, and several students. The council at Washington School will discover the health problems in that school; if they can be solved through the home, the parents will bring them to the attention of the P. T. A. If they involve several schools or an administrative decision, Miss Smith will take them to the school council for action.

*Illustration One.*—Washington School has a cafeteria. The garbage cans, kept in the back of the school near the playgrounds, are frequently left uncovered. This is discussed at the health council; the representative from the cafeteria feels that the responsibility is not with her helpers but with the type of garbage-pail lids. It seems impossible to get new lids; the large cans are bought through the business office. Miss Smith brought this problem to the school council; there it was discovered that Lincoln School had tight lids, but that they had been lost after several weeks and so, using makeshifts, their



Dental Clinic.

problem was similar to that of Washington School. Jefferson School, too, was having troubles. The fault here seemed to be with the garbage collectors. The tight lids were too much trouble, and so they were thrown away or bent out of shape by the garbage men.

Mr. Brown brought the problem up in the community council. In the discussion it was discovered that in some areas there was only a weekly collection. The whole problem of garbage disposal was reviewed, studied, and solved.

*Illustration Two.*—Washington School had been broken into several times. Last month all the north windows were broken. Last week end the building was again entered and the culprits found. They came in first to play basketball, broke the window to get in, then the equipment door to get a basketball. After playing awhile they got hungry, went to the cafeteria, broke other locks, and got some ice cream. One boy didn't like his teacher so they decided to upset her room. Yes; some of them had broken the north windows, too; they started throwing at the corner stone, but someone hit a window and that pane became the target; of course other windows were hit by the less skilled. This problem was taken to the school health council; similar

“goings-on” were prevalent in other schools. The matter was taken up at the community health council. Town X is now a show spot for an excellent recreation program; schoolhouses are lighted at night and they are open on Saturdays and Sundays.

The home, the school, and the community have responsibilities in health planning. No child should be as handicapped as Jimmy is; no community can afford to let the Jimmys go the way this one was headed. For many years America has affirmed its belief in the strength of unity; only by the fine cooperation of all agencies that have a vital interest in the life of Jimmy may we ultimately give each child a functional health education program.

### **Inter-American**

(From page 4)

A newsletter entitled *School Services* was distributed to cooperating schools to keep them informed about the services of the center which, in addition to visits from the counselors included the loan of materials and individual conferences. A spring conference on inter-American education was held for community groups and teachers in the vicinity of the college. The conference included discussion meetings, lectures by specialists, and a Spanish dance recital.

## ***In Texas***

Opportunity for students to learn to teach Spanish-speaking children has long been a recognized need in communities where there are many Spanish-speaking citizens. The Southwest Texas State Teachers College at San Marcos organized a center to encourage such opportunities. There the Southside School, which is located in a Mexican-American community of around 2,000, is open to student observers. Teachers and community are working together to improve the school and its program.

Instruction is based on individual and local needs. The school serves noon lunch to all who wish it, and a bottle of milk for each primary child every morning. Nutrition is taught at all levels. For social studies, a curriculum guide or basic outline was developed to meet the needs of the children. "Will this activity improve life for this child in this community?" was the criterion for selecting projects and subject matter.

Principal and teachers consult with teachers of neighboring schools and with others who wish to know more about the work of the school. One year an all-day Saturday session to which teachers of neighboring schools might come for observation and consultation with teachers, parents, and children was a contribution of the school.

Publications developed at Southside have been printed for distribution by the college on request. Other publications from this center were duplicated by the U. S. Office of Education and may be secured from the Division of International Educational Relations.

In San Antonio, Incarnate Word College serves Our Lady of Guadalupe School and other parochial schools attended by Spanish-speaking children. A part of the service which received emphasis in the inter-American project was demonstration teaching. For this purpose in 1944, a group of beginning pupils who could not speak English were given a program of nonreading activities. The next year many began reading with ease. Compared informally with pupils who were taught to read without the background of nonreading experience, this group showed marked social development, poise, and ability to cooperate.

Student teachers who participated in the demonstration apparently gained appreciation of the Spanish-speaking child. They understand his language handicap and have acquired ability in studying his social and economic environment. In-service teachers expressed satisfaction with the opportunity to learn modern techniques.

## ***In Washington State***

Inter-American education here is a part of the State curriculum program. The program is planned in such a way that one team of specialists visits schools in western Washington; another, central Washington; and a third, eastern Washington. Work of the visiting team in western Washington in 1945 is typical of the work of all teams. The team consisted of a college professor of curriculum and administration; a high-school language teacher; a high-school art teacher; a university physical education instructor; and the chairman of the inter-American program of the State office of public instruction.

A day was given to the work in each town. Team members first visited classes. Then they held conferences or taught demonstration classes, according to the desires of the teachers and the students. For example, after observing and talking with teachers about art instruction, the art specialist taught a sixth grade for observation of several teachers and the principal. She had been asked to help the children break up their practice of making tiny cramped drawings of pictures, and instead to push into big, free sketches with expressive line and color. Her plan included helping the children to draw large, to fill in space, to make objects stand out from the background, to use originality and imagination in illustrations for inter-American phases of the social studies. An illustration for the Amazon jungle was chosen as the subject and she and the children together worked out a number of imaginative crayon paintings to show what each one thought the jungle must be like. Other team members worked in a similar way. The team compared experiences and discussed ways of meeting the requests of teachers visited.

## ***In Illinois***

National College of Education, Evan-

ston, in cooperation with New Trier High School, formed a center of inter-American service for the vicinity. A steering committee helps plan team visits and other services for neighboring schools. Two meetings of the committee are held each year, one to plan the work, the other to summarize, evaluate, and make suggestions for furthering the project. Teachers are invited to come to the center, consult with team members, visit classes in inter-American activities, and examine and borrow materials.

Other activities for visitors included an open house in the spring; assembly programs coordinating the work of art, music integration, and physical education departments; trips through two museum exhibits; cafeteria meals with some Spanish dishes served; and observation of classes in art, music, social studies, and Spanish life and history. An occasional news bulletin, entitled *Inter-American Education News*, is published. In the spring of 1945 a large conference on inter-American education to which teachers, supervisors, and administrators were invited was especially effective.

A summary of desirable outcomes of the center's program includes:

Growing interest in the other Americas; more realistic, less romantic, approach; greater use of community resources; addition of Latin-American subject matter in regular curriculum; increase in number of students who learn to speak Spanish; more citizens interested in things Latin American, such as books and films; more teachers placing emphasis in Latin-American study on significant problems and relationships rather than on superficial differences in ways of living

## ***In Kansas***

Winfield Public Schools operated a center of inter-American education with services available to teachers of neighboring schools on request, and to Kansas State teachers colleges. Most of the pupils in the schools are English speaking. In Winfield, the first semester was used by the local schools for planning and getting started on inter-American work, and in developing materials which would be used in the exhibit carried by the visiting teams.

Winfield, Kans., was the only one of

the centers that sent a team to teachers colleges to give programs to prospective teachers. The school bus was used to transport the team and the exhibit material. The team was assured by the colleges that the program was stimulating, particularly because the ideas presented had been tried and found workable. Other services of the Winfield center included the loan of materials on request and consultation by appointment.

Special emphasis in the local program was placed on contacts which the Winfield children made with children of Mexico and other Latin-American countries.

### **In Missouri**

The Webster Groves visiting team made a special feature of the exhibit which they displayed at schools visited. This included a collection of some 60 curriculum units developed in workshop situations by teachers who expected to teach them. One of these was duplicated and copies of it were circulated by the center and the Office of Education. The title is *Suggested Activities for a Latin-American Club*, by Jewell Roberts. In the exhibit also were many teachers' reports on curriculum units which they had taught in neighboring schools. These and 150 to 200 books and bibliographies for children and teachers were stimulating to teachers who were developing curriculum units for the first time.

Webster Groves schools have long had an inter-American program. It was from experience with this that the exhibit grew. Other services of the visiting team included visiting of classes, assembly programs in about 25 percent of the visits, and meetings with groups of teachers who wished to discuss materials and exchange experiences.

### **In New Mexico**

In the Albuquerque center, which serves schools attended both by English-speaking and Spanish-speaking students, plans were made to have team members selected from two groups of teachers and specialists—one group chosen to serve throughout the project, the other to give special services, or to meet needs of individual schools. Members of teams represent elementary and secondary schools, the University of New Mexico, and the community. The

plan for each visit included a conference with the superintendent of schools before meeting the teachers, observation of class work, and an after-school meeting with superintendent, principals, and teachers. At the meeting the program included: A résumé of the program as a whole; presentation of a plan for inter-American study which could be included in elementary and secondary curriculums without overlapping; allocations and development of units of work; instructional materials and teaching aids; and descriptions of classroom activities by team members who were teachers.

In one of the cooperating schools, in which the staff was eager to exchange ideas, the study of pan-Americanism had been introduced into junior high school classes in 1942. Among other activities that year, students wrote letters to the presidents of certain Latin-American countries; to the governors of certain States of Mexico; and to departments of education and chambers of commerce in these countries and States. More than a hundred letters were received in reply; and in addition, pictures, books, and pamphlets about the countries, and flags from the presidents of nine of the countries.

As an outgrowth of the work in the schools, a dinner club of Anglo-American and Spanish-American women was organized. The visiting team members were entertained at dinner by this group and invited to take part in the program that followed.

Publications developed in Albuquerque center for distribution by the Office of Education include: *Latin-American Literature and Life in Albuquerque High School* by Ann Komadina; and *Our Study of Mexico* by Esther Hossman.

### **In Michigan**

In the visiting programs of the Detroit center the past 2 years, the spotlight has been on the activities of the children. One of the outstanding items in the exhibit carried by visiting teams was a book entitled, *Our American Neighbors*. This was written by the children of seventh grade, artistically illustrated by them, set up for printing and printed by them as part of their correlated activity in art and English. Children of the upper elementary

grades and junior high school were members of the visiting team. On the program they talked about the work they had done, and their enthusiasm spoke well for the success of the inter-American work in their classes.

Photographs were taken of pupils at work in the Detroit schools and in neighboring schools. The series was varied enough to provide a stimulating program when shown with projector and discussed. The director of the center later showed them in explaining the work to other schools and to educational groups. The earnestness of the boys and girls in the photographs, in their sincere desire to be friends with Latin-American countries, is an effective plea for continued efforts not only to hold the line on the progress made in inter-American friendship, but to move forward, even though problems of post-war reconstruction may tempt us to confine our thoughts and activities to internal progress.

In the Detroit center, parents contributed to the inter-American program of the schools, and to the items which their children wished to make or otherwise contribute for the exhibit to be sent with visiting teams. The exhibit thus developed was suggestive to teachers and children in the schools visited.

### **In New York State**

Emphasis on planning, evaluating, and adapting services to cooperating schools was especially stressed at Syracuse University center, in New York State. Team members spent many days in preparing materials and setting up programs. Plans for visits included the special activities for which each team member would be responsible, what observations would be made in classrooms, how evaluations of work should be made, and how to plan with faculties visited for further evaluation and procedures to carry the program forward.

Follow-up of visits showed that work initiated in the towns visited was, in some cases, started by individual teachers; in other cases by groups of teachers, and in still others by the entire staff.

In connection with emphasis on planning, follow-up, and evaluation, Syracuse center reported definite outcomes, among them the following:

More use of community resources and

contributions from persons who have visited Mexico and other Latin-American countries; expressed desires of teachers and students to have Latin-American men and women students of the University visit classes and talk with the students; more study of State syllabi and other curriculum content in order to incorporate Latin-American study effectively; more students enrolled in Spanish language classes; increased visiting of regular classes by parents, and more critical analysis of pageants and exhibits; unprecedented increase of inquiries from libraries, reported by school and village librarians; increase in radio listening and reading of newspapers and magazines; and requests for avenues of correspondence with students in Latin-American countries.

### Some Results Noted

Among results of the activities of the centers is the increased interest which

schools and communities have shown in the inter-American program. Students and citizens express sincere interest in other American countries and their welfare. They show increased understanding and appreciation of differences in ways of living and of significant problems which the American nations are solving in their desire to live together as neighbors. Schools which have Spanish-speaking students have initiated educational programs which are especially adapted to needs, interests, and problems of these students.

The teacher-education programs of the centers have not found solutions for all, or even many, of the problems leading to the preparation of teachers for inter-American understanding. Yet they have enabled participants to formulate problems and plan lines of attack. They call attention to problems which require more research. They invite further activity in a significant phase of education.

United States and other pertinent information.

### Safety Education

*Growing Up Safely.* Washington, D. C., Association for Childhood Education and the National Commission on Safety Education of the National Education Association, 1946. 28 p. Illus. 50 cents.

Treats three major areas of development: (1) learning to control and use the body; (2) learning to use and care for materials and equipment; and (3) developing cooperative attitudes.

### Outdoor Education

*Outdoor Education.* Cornell Rural School Leaflet, Teachers' Number, Volume 40, No. 1, September 1946. Published by the New York State College of Agriculture at Cornell University, Ithaca, N. Y.

Describes graded activities appropriate to the abilities of children of different ages and outlines a program designed to make the maximum use of real experience in the open. Includes suggestions in content and method and lists sources of additional material.

### Guidance

*Law Enforcement; A Profession for Peace, an Occupational Brief.* Prepared by Western Personnel Service. Pasadena, Calif., Western Personnel Service, (30 North Raymond Avenue) 1945. 47 p. Illus. 50 cents.

Reviews the possibilities for career service in law enforcement for men and women. Describes the requirements and opportunities in law enforcement in local, State and Federal services.

### Wartime Training Programs

*Opinions on Gains for American Education from Wartime Armed Services Training.* By M. M. Chambers. Washington, D. C., American Council on Education, 1946. 78 p. 50 cents.

Presented as a preliminary exploratory report for the Commission on Implications of Armed Services Educational Programs. Contains a digest of opinions of many experienced persons in all parts of the country and includes a selected annotated bibliography on implications of armed services training.

### Recent Theses

These theses are on file in the Library of the U. S. Office of Education, where they are available for interlibrary loan.

### Negro Education

*Analytical Study of Content Selection in Vocational Education with Special*

## EDUCATORS' BULLETIN BOARD

### New Books and Pamphlets

#### Conferences

*Individual Parent-Teacher Conferences; a Manual for Teachers of Young Children.* By Katherine E. D'Evelyn. New York, Bureau of Publications, Teachers College, Columbia University, 1945. 99 p. (Practical Suggestions for Teaching, No. 9.) 75 cents.

Considers the parent-teacher conference an important factor in home and school collaboration. Outlines sound procedures and uses illustrations to show what should and should not be done. Emphasizes how, through conferences, the teacher can secure leads to basic problems rather than deal with superficial matters.

#### United Nations

*A Better World; a Manual of Suggestions for the Presentation of the United Nations in the Elementary and Junior High School Years.* New York City, Board of Education, 1946. 87 p. (Curriculum Bulletin, 1946-47 Series, No. 1.)

Published as a source manual of helpful suggestions for teachers on the implications of the United Nations Charter for the elementary and junior high school grades of the City of New York. Activities in each of the major

curriculum areas are presented. The appendix lists "Books, Charts and Pamphlets to Help the Teacher in Presenting the United Nations Charter" and "Organizations from Which the Teacher May Obtain Materials on the United Nations, Its Ideals and Charter."

#### Public Relations

*Public Relations: A Program for Colleges and Universities.* By W. Emerson Reck. New York, Harper and Brothers, Publishers, 1946. 286 p. \$3.

Discusses the importance of public relations to universities and colleges and defines the principles and organization of a good public relations policy. Describes many case experiences to illustrate specific points. The author is Director of Public Relations, Colgate University.

#### Rhodes Scholarships

*The American Rhodes Scholarships; A Review of the First Forty Years.* By Frank Aydelotte. Princeton, N. J., Princeton University Press, 1946. 208 p. \$2.

Gives the historical record of the Rhodes Scholarships in this country, presents a commentary on the educational system and student life at Oxford, and discusses the vision of Cecil Rhodes and the careers of American Rhodes scholars. The appendices contain the name, occupation, State, year, Oxford College of each Rhodes scholar from the

*Reference to Building Engineering and Construction in Negro Land-Grant Colleges*, by Luther W. Hatcher. Master's, 1945. Wayne University. 52 p. ms.

Analyzes offerings in vocational education included in the 1943-44 catalogs of the 17 Negro land-grant institutions.

*Curricula and Resources in Accredited Negro Secondary Schools of South Carolina*, by Gerard A. Anderson. Master's, 1945. Hampton Institute. 63 p. ms.

Studies the organization and curricula in use in the 29 cooperating schools; facilities and materials; the library, science and home economics departments; manual arts; the training and status of the teaching personnel; and community resources.

*Needs of Negro High School Graduates. A study of Needs of Negro High School Graduates in Louisiana and the Recognition Accorded Them in College Programs*, by William H. Gray, Jr. Doctor's, 1945. University of Pennsylvania. 161 p.

Discusses the Negro in Louisiana; the abilities, socio-economic background and interests of high school seniors; the Negro college graduate; the needs of the high school seniors and graduates. Suggests that Negro colleges increase the quality and quantity of vocational courses, and that they stress industrial and agricultural training.

*Negro Liberal Arts College Deans. A study of the Status and Duties of Deans of Instruction in Negro Liberal Arts Colleges in the United States*, by Matthew J. Whitehead. Doctor's, 1944. New York University. 115 p. ms.

Deals with the deans of instruction in the 60 Negro liberal arts colleges. Attempts to determine the reasons for creating the office; the duties and qualifications of the deans; tenure and retirement provisions.

*Negro Pupils Need for Pre-School Education*, by Lottie A. Williams. Master's, 1946. Hampton Institute. 72 p. ms.

Analyzes the adjustment problems of first grade pupils in 63 schools, and includes 20 case studies of beginning pupils, 10 of whom had attended nursery school. Concludes that many of the adjustment problems of these children were due to the lack of pre-school education.

*Program to Improve the Instruction of Reading in the Negro Elementary Schools of Duval County Based upon Pupils' Difficulties*, by Alice O. Roberts. Master's, 1945. Hampton Institute. 64 p. ms.

Describes an experiment conducted with pupils in the fourth and sixth grades of an elementary school in Florida, in an attempt to determine the causes of reading disabilities. Suggests ways of improving the reading program.

*Some Factors Related to Curriculum Development of a Minority Segregated Group as Revealed by a Study of Home Economics Education in North Carolina*, by Katherine Holtzclaw. Doctor's, 1944. New York University. 196 p. ms.

Tests the hypothesis that educational programs in North Carolina do not serve the needs of the Negro group. Concludes that the teacher should be given more instruction in the construction of a home economics program based on the problems of the group with which they work.

*Study of the Causes of Retardation with Implications for a Remedial Program in the Negro Schools of Elizabeth City, North Carolina*, by H. Andrew Anderson. Master's, 1945. Hampton Institute. 76 p. ms.

Studies the school records and replies to a questionnaire given to 536 elementary and high school pupils. Finds that many of the pupils came from homes of low economic and cultural status; that many of them were over-age; that attendance was poor; that their health status was low.

*Study of the Organization and Administration of Negro Elementary Schools of Duval County*, by James K. Argrett. Master's, 1945. Hampton Institute. 91 p. ms.

Describes the duties and compensation of Negro principals; the school buildings and their equipment; needs of the schools in 1944-45; the training and status of the elementary school teachers; curricula; and methods of instruction.

*Study of the Organizations of Negro Women of Maryland with Implications for the Education of Negro Girls*, by Annie O. W. Brown. Master's, 1944. Hampton Institute. 55 p. ms.

Finds that most communities have one or more women's organizations which are largely social centers for the women of the community. Indicates a need for developing a broad homemaking program in the elementary and secondary schools.

## Courses of Study

These courses of study were recently received in the Office of Education Library. They are not available for loan or distribution by this Library.

Connecticut. Department of Education. *A Course of Study in Citizenship for Connecticut Secondary Schools (Preliminary Edition)*. Hartford, 1945. 19 p. processed.

Long Beach, California. Public Schools. *Life in a Mexican Village. A Fourth Grade Unit*. 1945. 39 p. processed.

New Jersey. Department of Education. *Building Citizenship Through the Social Studies*. Trenton, 1945. 136 p. (Elementary School Bulletin no. 10.)

New York City. Board of Education. *Music in the Elementary School. A Manual of Music Activities for Kindergarten Through the Sixth School Year*. Brooklyn, N. Y., 1945. 105 p. (Curriculum Bulletin, 1945-46, no. 3.)

Worcester, Mass. School Department. *Course of Study in American History and Government, Senior High Schools*. 1945. 36 p. processed.

## Peabody Scholarships

Six scholarships of \$100 each for the summer session of 1947 are offered by Peabody Library School to students who wish to work toward the degree of master of science in library science, according to a recent announcement by the director.

The graduate program leading to the M. S. in L. S. degree was inaugurated in 1945 by Peabody Library School to help meet a demand for librarians who have pursued at least 1 year of professional study beyond the bachelor's degree in library science. The major purpose of the advanced program is "to offer able students and potential leaders" an opportunity to study the broad, social aspects of librarianship with the aid of courses in the related fields of sociology, economics, and political science. Courses now offered by the school include, not only the areas of advanced reference work, cataloging, and library administration, but also work in southern library problems, library history, library trends, and Government publications.

The Director, Peabody Library School, Nashville 4, Tenn., has announced that requests for these summer scholarships should be received not later than April 15, 1947.

# U. S. GOVERNMENT ANNOUNCES

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

## New U. S. Office of Education Publications

### Vocational Education of College Grade.

Washington, U. S. Government Printing Office, 1946. 126 p. (Bulletin 1946, No. 18) 30 cents.

An evolving program of vocational education is discussed in Part I, and representative educational programs in technical institutes, junior colleges, and in colleges and universities are given in Part II.

**Statistics of City School Systems, 1943-44.** By Lester B. Herlihy, under the direction of Emery M. Foster.

Washington, U. S. Government Printing Office, 1946. (Chapter III, *Biennial Survey of Education in the United States, 1942-44*) 15 cents.

This chapter of the *Biennial Survey of Education in the United States* is a continuation of the series of periodic reports which have been prepared by the U. S. Office of Education for city school systems since 1871.

### New Publications of Other Agencies

#### FEDERAL SECURITY AGENCY

### A Community Examines Its Delinquency Statistics.

Washington, U. S. Government Printing Office, 1946. (In *The Child*, Vol. 11, No. 5, November 1946, p. 86-88, published by Division of Reports, Children's Bureau).

A description of the experimental registration period of 1 year of all juvenile delinquency cases coming before six public agencies in the District of Columbia.

#### DEPARTMENT OF AGRICULTURE

**Food for the Family With Young Children**, prepared by the Bureau of Human Nutrition and Home Economics.

Washington, U. S. Government Printing Office, 1946. (AIS-59) 16 p. Free from U. S. Department of Agriculture.

Discusses planning of meals and presents a sample food plan for a week, together with menus.

**Home Canning of Meat**, prepared by the Bureau of Human Nutrition and Home Economics.

Washington, U. S. Government Printing Office, 1946. (AWI-110) 16 p. Free from U. S. Department of Agriculture.

Supersedes in part *Farmers Bulletin 1762*.

#### DEPARTMENT OF COMMERCE

**Federal Science Progress**, published by the Office of Technical Services.

Washington, U. S. Government Printing Office. Annual subscription, \$3; single copies, 25 cents.

An illustrated monthly magazine describing in semitechnical language the progress in the fields of scientific and technological research sponsored by the Government. Includes recently reported wartime advances both in the United States and abroad.

#### DEPARTMENT OF LABOR

**Hazardous Occupations Subject to a Minimum Age of 18 Years Under Fair Labor Standards Act of 1938**, prepared by the Child Labor and Employment Branch.

Washington, U. S. Government Printing Office, 1946. (Child Labor Series No. 27) 9 p. Free from the Division of Labor Standards, U. S. Department of Labor.

Presents in brief form the seven orders protecting young workers in hazardous occupations.

**Standards for Employment of Women**, recommended by the Women's Bureau.

Washington, U. S. Government Printing Office, 1946. Eight-page folder. \$2 per hundred.

Covers standards on working time, wages, and other conditions.

#### DEPARTMENT OF STATE

**Goals for the United Nations—Economic and Social.**

Washington, U. S. Government Printing Office, 1946. (Publication 2631; Foreign Affairs Outlines, Building the Peace, No. 9.) 4 p. Free from the Division of Research and Statistics.

Discusses briefly the goals in the economic and social fields, and describes what needs to be done.

**Goals for the United Nations—Political and Security.**

Washington, U. S. Government Printing Office, 1946. (Publication 2631; Foreign Affairs Outlines, Building the Peace, No. 8.) 4 p. Free from the Division of Research and Publications.

Discusses briefly the ultimate and immediate goals, the means of achieving them, and the accomplishments to date.

**Guide to the United States and the United Nations.**

Washington, U. S. Government Printing Office, 1946. (Publication 2634.) 8 p. Free from the Division of Research and Publications.

Covers the chronology of the principal events in United Nations history, and lists background material on the United Nations and other international organizations.

**Occupation of Japan: Policy and Progress.**

Washington, U. S. Government Printing Office, 1946. (Publication 2671; Far Eastern Series 17.) 173 p. 35 cents.

Discusses the surrender, the planning for future policy, the political situation, the problem of education, and the future of Japan.

**Report of the United States Education Mission to Germany.**

Washington, U. S. Government Printing Office, 1946. (Publication 2664; European Series 16.) 50 p. 15 cents.

Covers such topics as: Factors conditioning German education; the problem of denazification and the development of democracy in Germany; and educational institutions and activities in Germany at the present time.



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# School Life

**OFFICIAL JOURNAL OF THE U. S. OFFICE OF EDUCATION**

**Volume 29, No. 7**

## **C O N T E N T S**

**April 1947**

	Page		Page
<i>Service in Germany</i> .....	2	<i>Maris M. Proffitt Retires</i> .....	17
<i>Public Health Nursing Week</i> .....	2	<i>International Educational Relations</i> .....	18
<i>The High Schools of the Future</i> .....	3	<i>Parent Education Through Children's Play Groups</i> .....	20
<i>Some Newer Directions in Elementary Science</i> .....	7	<i>School Plant Articles</i> .....	23
<i>Education and the 80th Congress</i> .....	10	<i>Radio in the Curriculum</i> .....	28
<i>Library Services</i> .....	13	<i>Office of Education Reports</i> .....	29
<i>Educators' Bulletin Board</i> .....	15	<i>U. S. Government Announces</i> .....	31
<i>Secondary Education</i> .....	16		

## SERVICE IN GERMANY

ON INVITATION from the War Department, several staff members of the U. S. Office of Education are serving in a consultative capacity during the next few months in the reorientation of the German educational system. They will spend on the average 60 days in Germany or Austria.

Howard R. Anderson and Philip G. Johnson, both of the Secondary Education Division, left the United States early in February. Dr. Anderson is one of a group of seven educators whose purpose is to help German educational leaders develop new programs in the social studies in accordance with the recommendations of the United States Education Mission to Germany, of which Dr. Bess Goodykoontz, of the Office, was a member. They will work primarily in a number of curriculum centers in the American Zone which are attempting to provide textbooks, courses of study and curriculum materials consistent with the democratic philosophy. Their work will also be concerned with teacher training.

In addition to Dr. Anderson, members of this mission are: John Haefner, Head of Social Studies, University High School, University of Iowa; Allen Y. King, Director of Social Studies, Cleveland (Ohio) Public Schools; Margaret Koopman, Central State Teachers College (Michigan); Frederick J. Moffitt, Chief, Bureau of Instructional Super-

vision (Elementary), New York State Education Department; Burr Phillips, Head of Social Studies, Wisconsin High School, University of Wisconsin, and J. R. Whitaker, George Peabody College for Teachers.

On another mission, Dr. Johnson along with Keith Tyler of Ohio State University, will work in the area of visual aids.

Mary Dabney Davis of the Elementary Education Division arrived in Germany March 1. Her assignment is threefold: Concerning the elementary school curriculum especially in relation to the social studies and the fine arts; the incorporation of kindergartens and nursery schools in the elementary school program; and the relationship of elementary to secondary schools in the re-making of the German school structure.

Dr. Davis plans to attend the organization meeting of a proposed international federation of professional organizations concerned with education in the 2- to 8-year age level.

Ronald R. Lowdermilk, specialist in educational uses of radio, U. S. Office of Education, arrived also March 1. The mission of which Dr. Lowdermilk is a member, is concerning itself with all phases of communications.

Arriving abroad later in the spring are other members of the Office of Education, including Ray L. Hamon, specialist in school plants; Helen K. Mackintosh, Elementary Education Division; and David Segel, specialist in tests and measurements.

## Public Health Nursing Week

Services of the public health nurses of America are dedicated to the home care of the sick, the prevention of disease, the development of sound minds and bodies, and the establishment of constructive individual health practices. Tribute will be paid to their work by the Nation in the observance of Public Health Nursing Week, April 20-26, 1947.

Aims of the observance include:

1. To inform people not already conversant with public health nursing services of the broad scope of the work done.
2. To spread the message that public health nursing services are for everybody and are not limited to those in the lower income brackets.
3. To encourage more nurses to enter the field of public health nursing.
4. To interest more high school and college girls in choosing public health nursing as a career.
5. To help relieve pressure on hospitals by calling attention to the fact that part-time professional nursing care is available to people at home.
6. To stimulate the development of organized health services in all areas of the United States.

### Services of the Public Health Nurse

More than 20,000 public health nurses are employed in the United States and Territories by local, State, and national agencies. They work for health departments, boards of education and

(See page 9)

## School Life

Published monthly except August and September

Federal Security Administrator-----WATSON B. MILLER

U. S. Commissioner of Education----JOHN W. STUDEBAKER

### Purpose

The Congress of the United States established the United States Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

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### Publication Offices

U. S. Office of Education, FEDERAL SECURITY AGENCY  
Editor-in-Chief, Olga A. Jones  
Washington 25, D. C.

# THE HIGH SCHOOLS OF THE FUTURE<sup>1</sup>

by John W. Studebaker, U. S. Commissioner of Education

WILL the high schools of the future be different from the high schools of today? They certainly will.

In trying to be a prophet, I am not unmindful of the hazards involved. First, I cannot claim—as in the case of a well-known radio predictor of things to come—a batting average of 82 per cent. Second, our high schools of the future will adapt themselves to the needs of the times, and those needs cannot be forecast with complete precision. We know for a certainty only one thing about them: They will be unprecedented.

Education is the only means society will have for making the necessary manifold adaptations. Education has always been essentially a means of social adaptation.

We have never thought of our schools as buildings sequestered in certain blocks of our town—in a sort of extraterritorial status. Rather we have considered them to be the very center of community life, responsive to social needs and to social change, reflecting the broad characteristics of their social setting.

As one seeks to appraise the social setting of our schools today, he must note the persistence on the world's horizon of the age-old fundamental conflict of freedom versus tyranny, of democracy versus dictatorship. At home, against our own horizon, he notes how our national structure is settling ponderously into the ways of peacetime, not without many vibrations; he sees the appearance of some fissures, and hears the grinding of part on part. He notes the symptoms of social and economic dislocations in strikes, in divorce courts, in juvenile delinquency, in the increasing incidence of mental illness—to mention only a few. The high schools, too, registering these social dislocations like a seismograph, are shaken on their foundations.

I have not mentioned the single most imperative fact of the present hour in our history—the fact of atomic

energy. With spectacular suddenness it has presented to us the choice between world peace and world suicide. Not one of us knows whether this age will bring splendid material and spiritual benefits to all mankind or whether there will be a third world war more totally destructive than we can now imagine.

And again, what of the schools? What shall they do to prepare boys and girls for life in the atomic age? Crippled as our schools are by the teacher shortage, handicapped as they are by obsolete and inadequate plants, equipment, and textbooks, they must nevertheless respond to the demands of this new era that is dawning. Under the impact of unprecedented pressures—from the inside and from the outside—our schools must carry on as best they can today, confident that tomorrow education will come to occupy the very center and front of the world's stage.

Tomorrow? What course will the high school of the future follow? Barring the unpredictable, we may be certain that the high school of tomorrow will have its roots in the high school of today. I grant that some of those roots are weak or puny. But others are hardy and tough. They have vitality. With care, they will grow straight into the future. Let us look at some of these more promising roots—seek to envision the sturdy trees they well may nourish.

## *Learning the Lessons of One World*

*First*, there is the international root. There is the United Nations Educational, Scientific, and Cultural Organization. Throughout the world UNESCO is proclaiming the power of education as an international force for peace. No other international instrument offers greater potentialities for peace.

The international aspects of learning, scarcely rooted today, will have great influence in shaping the world of tomorrow. In a world of interdependent nations and races of peoples, the provision of knowledge that leads

to sympathetic social understanding will be an absolute necessity.

It is a platitude to say that prejudice against peoples is a sign of ignorance. Somehow, we do not like what we don't know anything about. We are too willing to *believe*, therefore, in spite of the lack of evidence. We do not size things up. We don't try hard enough to understand other people's points of view. Prejudices are among the few things in the world that thrive in the dark. They cannot stand up to the light.

Now, we can hardly count on the high school of the future to transform human nature—even though we might devoutly wish for a few minor alterations here and there. But the high schools of the future can and will, I predict, go so far as to modify human nature. The degree to which they do modify it will depend on the effort they put into teaching intelligent devotion to the American way, a real understanding of other people's points of view, patience in compromise, and social concern for all mankind.

Do I promise too much? Mark Twain was very serious when he said, "Don't give up your illusions. When they're gone you may still exist, but you have ceased to live." Am I indulging in an illusion? Possibly. In all earnestness I predict that the high school of tomorrow will provide fertile soil for growing the sturdy roots of world awareness.

## *School Population*

Let us look at the *second* root—that of our school population. Tomorrow our high schools are going to achieve the ideal of education for all. At the rate we are going, it is safe to say that the number of normal youth of high school age who will eventually be studying in high school will closely approach 100 per cent. This will not happen in 5 years. It may possibly happen in 20. The trend toward total enrollment is most encouragingly steady.

There are two excellent reasons for this. And notice, incidentally, how they stem from the social soil of the times. One reason is the tendency of our economic output per man-hour to increase because of newer and better sources of power. Therefore, it will

<sup>1</sup> Address delivered at the Annual Convention of the National Association of Secondary-School Principals, Atlantic City, N. J., Mar. 1, 1947.

be advisable for young people to remain in school for a much longer period. It will not be economically advisable for them to try to compete on the labor market. Such a trend, interrupted by the war, is showing itself again.

The other reason for nearly 100 percent persistence of young people in school will be the greater attractiveness of the offerings of the high school of tomorrow. Let me put it this way: Youth of the future will have no productive place to go, unless to high school; and, in addition, they will find that high school is the best possible place they can go.

### **The Curriculum**

Why will this be so? Chiefly because of the improvements bound to come in the high school curriculum. What improvements will be made? Let us examine this *third*—or curricular—root.

I will take time for only one broad generalization. Tomorrow's high school will not be negligent with the majority of our youth who are destined neither for college nor for the skilled trades. And here, in using the term "tomorrow," I am talking about the immediate future. Within a very few years our high schools will be more completely geared to give service in both vocational and general education. As to the vocational phase, I predict (1) that it will deal with a much broader range of practical arts than it does today; (2) that it will give greater emphasis to mastering technical disciplines of the various occupational fields and less to the development of the manipulative and other skills; and (3) that it will have substantially more cultural content and value generally than it has today.

As for general education, I prophesy that it will give more attention to the utilitarian aspects of all learning. General education will ask insistently, "What knowledge is of most worth? What attitudes are most essential? What skills are most valuable?"

Thus will the gap between general and vocational education be narrowed, if not eliminated, in the high school of the future. And I would point out that the union between vocational and general education will come because the needs of the times will require it.

In making that generalization about the curriculum of the future I am aware that much has been left unsaid. I have said nothing about the increasing interest of the high school in health and physical education, or the provision of basic health services such as medical and dental examinations; or about camps and camping as an integral feature of the secondary school program; or about the necessity for the regular, intensive study and discussion in classes of the materials in current periodicals designed especially for school use and preferably owned and taken home by the pupils. Nor have I mentioned the use of the community as a laboratory for civic training and participation. All of these auxiliary roots are taking hold to such an extent in the present that one may reasonably expect them to thrive in the future.

### **Implementing the New Program**

But let me turn now to the *fourth* root—that of school service, or implementation. How are we to provide the means of putting forward all the educational objectives I have sketched? What of the high school building? What of plant equipment? What about counseling and guidance services, school psychologists and psychiatrists, and all the other ancillary services needed to reinforce the service of the modern high school? What about textbooks and teaching methods, visual aids, and radio? Finally, what about the status of teachers?

All of these and many other matters, dear to the heart of the school administrator, *are* important. But they are important only as a means to the educational ends all of us seek. Generally, there is far less agreement concerning these means than there is about the broad ends toward which secondary education is directed. Nevertheless, I shall hazard a few comments on the means, as I imagine them, in the high school of the future.

First, the physical plant. I believe it will look like some of our better high school buildings of today—but with a number of distinct improvements. There will be shops, laboratories, a gymnasium, a cafeteria, and libraries. But the classrooms in our future building will not be chopped up into so

many standard-sized cubicles, each seating 30 to 40 students. Instead, there will be several large classrooms similar to the present lecture rooms of our colleges and universities, and accommodating 100 or 200 or even more students. Such classrooms will be equipped with radio and sound equipment, with projection devices for educational films, film strips, and pictures. And, like the smaller classrooms, they will be provided with quantities of textbooks, supplementary library books, workbooks, and other instructional aids for the use of students.

Right here I would like to add my fervent hope that *all* these future textbooks and workbooks will be written—all of them, without exception—for boys and girls to *learn* from, *not* primarily for teachers to *teach* from. In other words the school will come to be recognized as a place for *learning*, not merely for *teaching*.

### **Master Teachers and Assistants**

Now a word about the teachers of the future. There will be, I predict, at least two or three different classifications of teachers, with different functions. First of all, there will be the skilled and experienced teachers—let us call them "master" teachers—who will be in charge of the larger classrooms, comfortable, well ventilated, acoustically treated, and thoroughly equipped with the scientific aids I have mentioned. Before I predict classes of one or two hundred students again, let me assure you that I do so with all caution. I know exactly what heartbreaking burdens teachers are carrying at this moment with classes of 45 and 50. Could they hear me prophesy that the size of their classes may be still further enlarged they might say that I'm as impractical as the man who dreams of eating caviar and truffles when there's not even bread in the house.

But no, most emphatically, I am neither advocating nor predicting crowded classes. What I am predicting for the future will, I believe, make for better conditions for teaching and for better results. And I think that teachers would cheer the prospect of being master teachers in these larger classrooms *under* the following conditions.

The forte of master teachers would

be the dramatic and superbly skillful presentation of materials, problems, ideas, and techniques of learning. Scientific aids could bring any part of the world right into the classroom—to illustrate lectures, to stimulate discussions, to instruct vividly in those many instances in the learning experience when hundreds of words of explaining cannot make the impression of one perceptual demonstration. We have only to think what films could mean to the teachers of botany, geography, history, physics, sociology; of what recordings and similar equipment could do to aid the teacher of languages. It is enough to make the imagination of any teacher glow in anticipation.

With the right scientific equipment, the Army and the Navy taught varied fields of subject matter to large groups of men simultaneously. With adequate financial resources to draw upon, the Army and the Navy had the opportunity to apply techniques in teaching that had been known to school specialists for many years. Under those conditions, they achieved results that point the way to a degree of efficiency in teaching that has not been approached in most schools. The master teacher of the future may be expected to achieve comparable efficiency.

Another classification will be the junior teacher, a full-time, inexperienced teacher straight from college. There will be the apprentice teacher—similar in status to the practice teacher in the junior or senior year of college today. Only certainly the apprentice-teacher system, to be successful, must provide adequate numbers of qualified trainees working much of their time in intimate relationship with master teachers.

The duties of the junior teachers and the apprentices will be to assist the master teachers. Such duties might include taking small groups of students into the smaller classrooms, libraries, shops, and laboratories for individual or small-group attention. Or the duties might consist of conducting experiments, giving quizzes, or holding conferences for make-up work; of accompanying small groups into the community for surveys and excursions, or for supervised work experience.

In other words, the high school of the future will offer the superior ad-

vantages of individual and small-group help where such help is essential. At the same time the school will also utilize large-group instruction in subjects where large-scale instruction is equally or more efficient.

With some alterations of the physical plant, urban high schools with relatively large enrollments may already be able to arrange a program of the sort I have described. Now, immediately, some of you ask about the high schools in those sparsely settled rural areas where the development of a large building is impractical—even with improvements in school transportation and consolidation of districts. What about the rural high schools of the future?

The question is pertinent. I readily admit that the problem of providing equal educational opportunity for rural youth requires close figuring. In spite of real obstacles, however, I am confident that, by better planning on a State-wide basis, we can do much more for rural youth in the future than we have done in the past. Some indication as to how I think this can be done I gave at greater length than I can do here today in a recent magazine article. It may be that some of you saw that article, entitled "The Missing Link in Our Schools," in the February issue of the *Woman's Home Companion*.

But let me add at this point that a better program for rural high school youth in the future can be pushed forward by such means as the following: (1) a sound and comprehensive system of rural school consolidation; (2) improved transportation; (3) subsistence scholarships; and (4) the use of some high school facilities in nearby urban areas, or in regional high schools or institutes.

I mentioned a moment ago that tomorrow's high schools will be far more attractive generally than most of the high schools of today. I also mentioned one thing that will make them more attractive and give them greater holding power—far more individual attention than we are now able to give. The high school of the future will provide plenty of opportunity for counseling and guidance.

### ***A Real Program of Guidance***

Although guidance is a part of every teacher's responsibility, the teacher

cannot be at his best without a constant in-service program in which the staff services of experts are available. A staff of trained counselors in every high school in the Nation should be the rule. High schools of the future should have such experts to supplement and reinforce the work of teachers, and to give every single youth the specialized and individualized educational nourishment he needs, the particular understanding he needs. In short, the high school of the future should have a place where a boy or a girl can present his most serious personal problems, if he wants to, before a whole-souled counselor of great ability and deep understanding, one who is not responsible for any disciplinary action, one who is fully aware of the individual duties, problems, and dreams of his group of pupils.

The future guidance program will make liberal use of tests and other instruments of evaluation of various kinds. Measurements will be made of academic aptitude, of the ability to interpret data, of verbal facility, of ability to handle ideational symbols. There will be instruments to help in the evaluation of mental health and personality adjustment. There will be school psychologists and psychiatrists to deal with the more difficult and prolonged problems of personality adjustment.

Finally, the guidance program of the future will be the spacious avenue that goes between the school and the home, the teacher and the parent. Such an avenue will be built to invite and maintain two-way traffic.

### ***Adequate Clerical Service***

There is one additional, indispensable auxiliary service which, I predict, will be added to the high school of the future. That is the provision of really adequate clerical assistance to teachers. They should be free to give their talents and energies to their pupils. They should be free to grow in personal culture and professional competence. Teachers should not have to wear themselves out scoring tests and working mimeographing machines.

### ***Genuine Professional Status for Teachers***

No matter what the school plant of the future will look like, no matter how

many scientific aids it will eventually have, the quality of education will depend primarily on our teachers. There are encouraging signs that this truth is coming to be generally understood. And so with confidence and in the face of the bleak educational climate of this moment, let me predict one more thing about our teachers of the future. The time *is* coming when our society will stamp a professional man or woman with its final approval before that man or woman is allowed to teach children.

When that time comes, teachers will be paid very much better salaries than they are now paid. They will, of course, be employed on a 12-month basis, with adequate provisions for vacation periods. Some of our master teachers may even be quite as well paid as are the more successful athletic coaches or the principals of larger high schools today. Increased remuneration will result in part from the greater public esteem in which the profession of teaching will come to be held as its standards are raised.

Now I have outlined the directions—as I interpret them—that I believe our high schools are moving toward. What would such high schools cost? I have predicted that there will be a central pupil-personnel service staffed by specialists in guidance and counseling, in psychology and psychiatry, in medicine and dentistry. I have predicted that a central clerical organization will lift practically all clerical burdens from the teachers. And I have predicted that the annual salaries of master teachers will be approximately \$6,000 in terms of the present purchasing power of the dollar. All of these costs—and let us not forget the scientific aids and complete supplies of books and other instructional materials—will be much greater than the investment we make in school services today—perhaps two or three times as great.

Added costs, however, tell only one side of the story. They will be offset in part by such a program of reorganization of plans for teaching as I have also predicted will come about. By utilizing the techniques of teaching large numbers of students simultaneously, when this can appropriately be done, we could, to put it bluntly, get

more and better work done for less money. And that work would, I believe, be far more efficiently done than it is done at the present time. The total number of master teachers required to staff a high school of 1,000 students would be substantially reduced from the total number of teachers required to reach such a body of students today. Junior teachers and apprentices may advance from a respectable minimum salary through various gradations to the top positions. But I repeat that these top positions would be filled by career teachers of proved capabilities and genuine talent.

We must also figure our costs in terms of the investment made in our young people. In the final analysis, the costs of education cannot be figured in any other way. They always have a high intellectual and emotional content. It is like figuring the price we are willing to pay for democracy.

### **Some Conclusions**

In conclusion, with respect to the present-day roots—those having international aspects; those having to do with enrollment and curriculum; and, finally, those which will implement all our objectives—I would like to emphasize that their rate of growth will depend in large part on all of us. What can we do to give them proper care? How can we help bring them to fruition?

Perhaps I can answer that question in part by going outside the field of education for a brief illustration. As you know, the great sciences of medicine and psychiatry are in process of becoming integrated. My doctor friends tell me that psychosomatic medicine is the medicine of the future. It is interesting to note, however, that until very recently the force of circumstances discouraged medicine and psychiatry from getting together. They wanted the same thing for their patients—total health. But, generally, they worked independently of each other.

Then, swiftly, the needs of the times changed. The alarming incidence of psychoneurosis during World War II among our men of the armed forces was the crisis that finally brought medicine and psychiatry together. All

mankind will benefit from the interpretations these two sciences are now making to each other.

The analogy I would draw is, simply, this:

Citizens and teachers want the same thing. They want children to have the best possible education. They want a sound America. Will the present crisis in our schools bring citizens and teachers closer together to work in the great common cause of building toward this school of the future? Is the total effort integrated?

Let us ask ourselves whether we are doing everything possible to interpret our school program and our school needs to parents, to all of America. We are not working in an abstract mental laboratory; we *are* working with boys and girls who are destined to grow up in a ruthlessly realistic world. We have the duty of making certain that every single one of our home communities understands this. The needs of the times demand it. •

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## **Motion Pictures and Film Strips Available**

ABOUT 200 additional motion pictures and film strips of those produced during the war, have been made available by the U. S. Office of Education through its distribution channels.

Some film titles on the new list are: Essentials of First Aid, Safety for Welders, The Cathode Ray Tube—How It Works, and Advanced Typing Shortcuts. Filmstrips include: The Airplane Engine, Electric Motors, and Make Your Chalk Talk.

Purchases may be made from the distributor for the Government, Castle Films, 30 Rockefeller Plaza, New York City; or may be borrowed from film libraries.

The description, price, size, and length of each film will be included in the revised edition of the film catalog prepared by the U. S. Office of Education.

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## **Pan American Week**

Materials to help in school observance of Pan American Week—April 13-19—are available from the Pan American Union, Washington 6, D. C.



Pupils have the satisfaction of relating scientific principles to appreciation of a daily experience—radio.

# SOME NEWER DIRECTIONS IN ELEMENTARY SCIENCE

by Glenn O. Blough, Specialist for Science, Division of Elementary Education

THERE are pin oaks, white oaks, red oaks and ——," John is reciting. He hesitates.

"And what other kinds?" the teacher asks.

"Swamp oaks," says John, relieved to have recalled another member of the oak tribe that the teacher has assigned to be learned.

"Yes, and we have two more kinds," the teacher says, hanging on until the end.

But poor John is stopped. And indeed it is "poor John." His teacher is out-of-date. She says, "I want them to recite the facts. I want them to know the names of things. As far as I'm concerned, identification's very important."

As far as she's concerned, it is. But what exactly is the importance of identification? How essential is it for children to recite facts? To go a step

further, what are the new directions with respect to these and other similar factors in the methods of science teaching in the elementary school? Perhaps it is more accurate to say: What do the trends *appear* to be—since there is still great variation in practice and much difference of opinion among supervisors, teachers, and writers in the field. Generally speaking, however, there are certain major trends that indicate the general direction of grade-school science teaching. Courses of study, books, pamphlets, and articles indicate them. And let there be no mistake; there has been progress. Many schools have good programs. Good courses of study and curriculum bulletins are in use and in preparation.

Remember your botany notebook: 50 specimens neatly pressed and mounted. Blanks neatly filled in, in the lower

right-hand corner: Common name, scientific name, number of petals, number of sepals, habitat. The chief requirement was that by the end of the spring term your collection must reach or surpass the magic number of 50 specimens, all blanks filled in. You could satisfy the requirement without much brain work. You didn't even need to know the meaning of the word "habitat," except in a foggy sort of way. "Brown's Woods" was satisfactory. *Identification*, or more properly perhaps, *labeling*, was the end in itself. You would have no ideas on such a problem as this: "Last year they cut off the timber in half of Brown's Woods. How has this changed plant and animal life and how may it change it still further in the future?" But that did not concern the teacher.

The purpose of identification in science has changed. Merely to learn a list

of names and to connect them with appropriate objects is no longer enough. Names are learned because they are useful in describing, studying, and discussing things. Naming is a means to an end. John may learn the names of oaks that are native to his environment because he may be studying the economic importance of plants and consequently needs to know their names—this is additional to the fun or satisfaction he may have in calling the trees by name.

If his teacher is on the beam, she will abandon the idea of having John recite a series of facts about the average height, bark appearance, blooming time, and other details about oaks. His study of trees will be related, instead, to some significant problems, such as the one indicated in a preceding paragraph. Then the facts John gathers will be used for the purpose of solving this problem. It's the essential science principles that he will be asked to remember, and, what is more important, be expected to use in solving problems of concern to him now and later. Wise use of lumber resources, for example, has direct significant influence on every individual.

This brings us to realize that science in the elementary grades has broadened considerably in its purpose from the early days of nature-study programs. At one time the major concerns were: Identification; object lessons built around an insect, a cloud, a stone, or a blossom; and heavy emphasis on appreciation. Hopefully, we believe that the broader concepts of science now held are more basic.

### **Still a Long Trek**

The direction of subject matter is toward solving significant problems of the environment, and consequently the phenomena of heat, light, sound, electricity, energy, and similar phases of physical science are included—in addition to plant and animal life, which characterized earlier science teaching.

Increasingly, we relate the problems which make up the science course to the life of the child: to his health, his safety, his social adjustments, and his interpretation of the environmental problems that baffle and intrigue him. Traditional subject matter, as well as the way it is developed, needs more and more to be challenged in the light of what it can contribute to learners. To illustrate:

We are shying away from requiring pupils to learn the names of planets in their order of distance from the sun, and we are moving toward solving such problems as "How do we use the energy of the sun in our daily living?" On this road we have made progress. But there is still a long trek ahead.

When pupils themselves originate the problems—an indication that they stem from children's real concerns—the lessons learned are more likely to stick and be meaningful. The trend toward bringing this situation about does not mean that courses of study are to be built solely on the children's interests as indicated by their questions. Wide avenues of learning would not be open under such circumstances, for children cannot show interest in things they do not know exist.

Teachers and supervisors have launched into the study of a unit on the strength of a question asked by some one member of the class. For example, the alert child takes a trip to the local docks and on Monday says, "How is it, Miss Smith, that a big iron boat like the *Queen So-And-So* can float in the water?" This may become an interesting problem to the majority of grade six or it may not. As is the case in so many similar situations, much depends on the teacher; and the age, backgrounds, and general interest of the children. The summary of trends with respect to selecting content may be indicated by saying that children's interests, as well as their needs, are being considered more and more frequently.

### **First Things First**

It is desirable to give more attention to the year-by-year development of the science course with respect to the children's needs and abilities. In many instances, courses have been designed to cover the fields of science experiences in a carefully planned sequence from kindergarten to grade twelve and even into the college level. Attempts have been made to develop these courses in such a manner that one year builds on the previous ones. For example, in the study of weather: Primary-grade pupils will have experiences with wind and with evaporation and condensation, and, through them, come to understand some of the simplest ideas involved. In the intermediate grades, experiences

with air pressure, more experiences with air and its moisture content, as related to temperature, are included. To these experiences are added, in the junior high school, work with weather forecasting and the more technical aspects of the subjects.

Careful allocation of the various principles of science must take place under such circumstances as will keep seventh-grade children from saying, "Miss Smith, we had that before in the fourth grade." The very nature of the subject matter, when well presented, should leave the learner with the idea that he has only begun to explore the possibilities, that there is still much to learn and to discover.

This arrangement of sequences does not prohibit utilizing children's interests and problems. To a large degree it can evolve from these interests and problems and it should include them as they arise. Incidental experiences of children become a part of the program. Provisions are made for them in addition to the planned ones. But careful planning keeps the program from being a series of hits and misses.

### **More Learning by Doing**

How, then, is science being taught? Unfortunately, for a variety of reasons such as lack of background and experience of teachers and meagerness of equipment, there is still a long way to go before we achieve really effective teaching in grade-school science. There is still too much *reading* about science and not enough *doing*. But many schools are organizing their programs to provide real experiences for the children: Experiments which they can perform in the classroom, trips to the real-life spots where science is at work, opportunities for much observing, and a chance to explore. Increasing emphasis is placed on using the resources of the home and community. Books are taking their natural place as sources of information, for verification, and for expanding experiences; but science is no longer regarded as a book subject in which the ideas on the page and the real science never connect.

Children learn to plan experiments carefully, to draw conclusions cautiously, to verify their results or to hold them tentative until more evidence is provided. They are, we hope, learning



to think. They are beginning to grow in ability to attack problems, to pursue their solutions in an orderly manner, and thus to place confidence in their findings. By understanding, they are growing in appreciation of the wonders of their environment.

The real study of science begins with a problem which perplexes the learners and thus urges them to set up ways to solve it. The teacher guides the learning. That is, she gives the pupils time to think, but she doesn't *tell them all the answers*; in fact, in many instances, it is necessary for the teacher to *learn with the children*. She knows sources and ways to learn, but she does not always know the answer. There is an atmosphere of learning together—a genuine situation of discovery for which there is no adequate substitute.

### **Sensible Correlations**

Perhaps we are beginning to arrive at that healthy state, at least in some science classes, where we no longer try to "build everything" around a central idea. We have all been in classes of either social studies or science where the children were studying Indian life, for example, or the weather, and hung every activity of the week on some one peg. At the end of the week, everyone, including the janitor, was sick of the whole idea. Of one thing we can be sure; everyone forgot it on Saturday.

A study of weather, however, cannot be very effective without the use of other subjects. Reading is essential if the pupils are to learn some of the principles involved. Oral expression is necessary if they are to discuss their findings and clarify them. Written expression may become necessary when it is desirable to record the findings of an experiment or an observation. The record may need to be illustrated for the sake of clarity; hence, art skills are needed. Arithmetic may be useful; so may geography. A study of the effects of weather change on the lives of men may swing the activities into the social studies field, but what of it? When the need for using skills, attitudes, learning, and appreciation arises, it seems sensible to use them. But when we begin to look for weather games to play, weather songs to sing, and weather poems to write, aren't we driving a good thing into the ground? There is much

evidence to indicate that the various subject-matter areas that are mutually helpful are being used together, and that artificial situations dreamed up for the sake of correlating are getting into the back seat.

### **Evaluation and New Goals**

The more effective science programs are characterized by certain trends. Stated as criteria which may be used to evaluate science teaching, they can be summed up as follows:

1. Are the children growing in ability to think independently, to plan intelligently, and to carry their problems to appropriate solution?

2. Are they becoming more and more scientific in their attitudes?

3. Are their science experiences contributing to their social growth?

4. Are they coming to understand significant generalizations and principles, and learning to apply them in solving problems in their environments?

5. Are their science experiences vivid, challenging, interesting, and enjoyable?

6. Is the program planned so that it grows from year to year in step with the growth and development of the girls and boys for whom it is intended?

Several factors are contributing to the growth in effectiveness of the science program in the elementary school. Large numbers of State, city, county, and other school units are developing courses of study and guides for instruction. New and revised textbooks are becoming increasingly available. Supervisors and others interested in the elementary curriculum are becoming more conscious of the problems involved in the teaching of science in the grades, and teachers are attacking their problems with increased interest and enthusiasm. As for the children, those who work with them are aware of the benefits as well as the pleasure which they derive through their science experiences when these are carefully planned and well-directed.

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### **Public Health Nursing**

(From page 2)

other official agencies and for non-official organizations such as visiting nurse associations, tuberculosis associations, insurance companies, and industries.

The objectives of the employing agency may limit some of the nurses to particular health problems, or to certain groups of the population. For example, nurses working with tuberculosis agencies devote themselves largely to the control of tuberculosis. A nurse employed by a board of education concerns herself chiefly with the health of the school child. An industrial nurse may confine her activities to persons employed in a particular plant. Most public health nurses, however, are concerned with all family and community health problems and are responsible for looking after persons of all ages from infants to old folks.

The public health nurse's role as a teacher of health involves her in a variety of duties that the average person would not ordinarily associate with nursing. She may arrive on a visit to give instruction and care to a mother of a newborn baby only to find that the screenless house obliges her to turn her attention also to malaria control. On a communicable disease visit, she may notice the unsanitary condition of the well in the backyard and turn the discussion to sanitation and perhaps initiate a visit by the sanitary inspector. When she assists a family in getting a birth registered, she is in the field of vital statistics.

On the whole, the public health nurse works with and for human beings, to help them improve in health, avoid sickness, and deal effectively with those illnesses or accidents that do befall them.

### **More Public Health Nurses Needed**

Today, for the country as a whole, we have one public health nurse to approximately every 6,500 persons. To render a complete public health nursing service including bedside nursing in the home, our country needs one public health nurse to each 2,000 of the population. Based on the 1940 census, this would require at least 65,000 public health nurses, about 45,000 more than we now have. The American Public Health Association has recommended that a ratio of one public health nurse to each 5,000 of the population be maintained for preventive services exclusive of nursing care for the sick. At least 10,000 additional public health nurses are needed for the preventive services alone.

# Education and the 80th Congress, 1st Session

## EDUCATIONAL BILLS INTRODUCED IN THE 80TH CONGRESS, FIRST SESSION, AS OF FEBRUARY 1, 1947

by **Ward W. Keesecker,**  
**Specialist in School Legislation**

**M**EMBERS of the new Congress are confronted with numerous bills relating to or affecting education. Most of these bills have been referred to the newly organized Educational Committees of the Senate and of the House for appropriate consideration.

Attention is invited to the fact that under the Legislative Reorganization Act of 1946 (Public Law 601, 79th Congress) the Senate Committee on Education and Labor was replaced by a new committee known as Senate Committee on *Labor and Public Welfare*, and the House Committee on Education was replaced by a new committee designated as House Committee on *Education and Labor*.

Although the following list of bills relating to, or affecting, education will not be complete as of the date it comes from press, it does represent a rather comprehensive listing at least of the principal bills which had been introduced by February 1, 1947.

### Senate Bills

*S. 5, by Mr. McCarran, Jan. 6.*—A bill to provide adequate aeronautical training for the youth of the United States. (Committee on Interstate and Foreign Commerce.)

*S. 39, by Mr. McCarran, Jan. 6.*—A bill to authorize the Bureau of Reclamation, Department of Interior, to make payment to school districts as compensation for education of children of Federal employees residing on federally owned property. (Committee on Public Lands.)

*S. 48, by Mr. Hill (for himself and Mr. Aiken), Jan. 6.*—A bill to provide for the demonstration of public-library service in areas without such service or with inadequate library facilities.

(Committee on Labor and Public Welfare.)

*S. 81, by Mr. Green (for himself and Mr. McGrath), Jan. 8.*—A bill to assist the States in improving and maintaining their systems of free public education by providing funds to be used for supplementing teachers' salaries. (Committee on Labor and Public Welfare.)

*S. 140, by Mr. Fulbright (for himself and Mr. Taft), Jan. 10.*—To create an executive department of the Government to be known as the Department of Health, Education, and Security. (Committee on Expenditures in the Executive Departments.)

*S. 170, by Mr. McCarran, Jan. 13.*—A bill to authorize the appropriation of funds to assist the States and Territories in increasing the rate of salary payments to teachers in the public elementary and secondary schools. (Committee on Labor and Public Welfare.)

*S. 199, by Mr. Aiken, Jan. 15.*—A bill to authorize the appropriation of funds to assist the States in more nearly equalizing educational opportunities among and within the States by establishing a national floor under current educational expenditures per pupil in average daily attendance at public elementary and secondary schools and by assistance to nonpublic tax-exempt schools of secondary grade or less for necessary transportation of pupils, school health examinations and related school-health services, and purchases of nonreligious instructional supplies and equipment, including books. (Committee on Labor and Public Welfare.)

*S. 208, by Mr. Langer, Jan. 15.*—A bill to increase the subsistence allowances for veterans receiving educational benefits under the Servicemen's Readjustment Act of 1944, as amended. (Committee on Labor and Public Welfare.)

*S. 229, by Mr. Gurney, Jan. 15.*—A bill to authorize the Secretary of the Navy to construct a postgraduate school at Monterey, Calif. (Committee not given.)

*S. 239, by Mr. Gurney, Jan. 15.*—A bill relating to the Board of Visitors to the United States Naval Academy and the postgraduate school. (Committee on Armed Services.)

*S. 259, by Mr. Pepper, Jan. 15.*—A bill to promote the general welfare through the appropriation of funds to assist the States and Territories in providing more effective programs of public kindergarten or kindergarten and nursery-school education. (Committee on Labor and Public Welfare.)

*S. 278, by Mr. Gurney, Jan. 17.*—A bill to establish the United States Naval Postgraduate School, and for other purposes. (Committee not given.)

*S. 326, by Mr. Pepper, Jan. 22.*—A bill to amend the Servicemen's Readjustment Act of 1944, with respect to the education and training of veterans. (Committee on Labor and Public Welfare.)

*S. 346, by Mr. McFarland (for himself and Mr. Johnson of Colorado), Jan. 24.*—A bill providing for an increase of and continuance of payment of compensation or pension to a child of a deceased World War I or II veteran during education or training. (Committee on Finance.)

*S. 407, by Mr. McFarland, Jan. 27.*—A bill to eliminate the specific limitations on the compensation for productive labor and subsistence allowances which may be received by veterans obtaining education or on-the-job training benefits under the Servicemen's Readjustment Act of 1944 and to eliminate the 2-year limitation for on-the-job training under such act. (Committee on Labor and Public Welfare.)

*S. 427, by Mr. Magnuson, Jan. 29.*—A bill to amend the act entitled "An Act to expedite the provision of housing in connection with national defense" approved Oct. 14, 1940, as amended, to authorize the transfer of property to States and local governmental units for the public use. (Committee on Banking and Currency.)

*S. 472, by Mr. Taft (for himself, Mr.*

*Thomas of Utah, Mr. Ellender, Mr. Hill, Mr. Smith, Mr. Cooper, Mr. Chavez, and Mr. Tobey*), Jan. 31.—A bill to authorize the appropriation of funds to assist the States and Territories in financing a minimum foundation education program of public elementary and secondary schools, and in reducing the inequalities of educational opportunities through public elementary and secondary schools, for the general welfare and for other purposes. (Committee on Labor and Public Welfare.)

*S. Res. 61, by Mr. Morse, Jan. 17.*—To authorize a subcommittee of the Committee on Labor and Public Welfare to make a full and complete study and investigation with respect to existing and proposed Federal grants to State and local governments for welfare, education, and health programs. (Committee on Labor and Public Welfare.)

*S. Res. 71, by Mr. Knowland, Jan. 24.*—To authorize the Committee on Public Lands or a subcommittee to make a full and complete study and investigation with respect to the burdens imposed upon the States and political subdivisions thereof, by reason of the location within their boundaries of real property of the United States which is not subject to State or local taxation. (Committee on Public Lands.)

### House Bills

*H. R. 78, by Mr. Hinshaw, Jan. 3.*—A bill to remove the maximum placed on the amount a veteran enrolled in a training program may receive as a subsistence allowance in addition to compensation for productive labor, and for other purposes. (Committee on Veterans' Affairs.)

*H. R. 108, by Mr. Lynch, Jan. 3.*—A bill to authorize the conveyance of the United States military reservation at Fort Schuyler, N. Y., to the State of New York for use as a maritime school, and for other purposes. (Committee on Armed Services.)

*H. R. 116, by Mr. McDonough, Jan. 3.*—A bill providing for an additional military academy in the southern district of the State of California, and for other purposes. (Committee on Armed Services.)

*H. R. 140, by Mr. O'Hara, Jan. 3.*—A bill to authorize the appropriation of

## From the President's Message to Congress, January 10, 1947 Excerpts Relative to Education

### Education and General Research

"OUR generous provision for education under the veterans' program should not obscure the fact that the Federal Government has large responsibilities for the general improvement of educational opportunities throughout the country. Although the expenditure estimates for the coming fiscal year are limited to present programs, I have long been on record for basic legislation under which the Federal Government will supplement the resources of the States to assist them to equalize educational opportunities and achieve satisfactory educational standards.

"The relationship of the Federal Government to higher education also demands serious consideration. The veterans' readjustment program, which compelled a rapid emergency expansion of facilities to meet immediate needs, has focused attention on this fundamental problem. A Presidential commission on higher education is studying the matter because of its great importance to the future of the Nation. \* \* \*

### Senate Committee on Labor and Public Welfare

Robert A. Taft (Ohio), Chairman  
George D. Aiken (Vt.)  
Joseph H. Ball (Minn.)  
H. Alexander Smith (N. J.)  
Wayne Morse (Oreg.)  
Forrest C. Donnell (Mo.)  
William E. Jenner (Ind.)  
Irving N. Ives (N. Y.)  
Elbert D. Thomas (Utah)  
James E. Murray (Mont.)  
Claude Pepper (Fla.)  
Allen J. Ellender (La.)  
Lister Hill (Ala.)

### House Committee on Education and Labor

Fred A. Hartley, Jr. (N. J.),  
Chairman  
Gerald W. Landis (Ind.)  
Clare E. Hoffman (Mich.)

Edward O. McCowen (Ohio)  
Max Schwabe (Mo.)  
Samuel K. McConnell, Jr. (Pa.)  
Ralph W. Gwinn (N. Y.)  
Ellsworth P. Buck (N. Y.)  
Walter E. Brehm (Ohio)  
Wint Smith (Kans.)  
Charles J. Kersten (Wis.)  
George MacKinnon (Minn.)  
Thomas L. Owens (Ill.)  
Carroll D. Kearns (Pa.)  
Richard N. Nixon (Calif.)  
John Lesinski (Mich.)  
Graham A. Barden (N. C.)  
Augustine B. Kelly (Pa.)  
O. C. Fisher (Tex.)  
Adam C. Powell, Jr. (N. Y.)  
John S. Wood (Ga.)  
Ray J. Madden (Ind.)  
Arthur G. Klein (N. Y.)  
John F. Kennedy (Mass.)  
Wingate Lucas (Tex.)

funds to assist the States and Territories in more adequately financing their system of public education, and in reducing the inequalities of educational opportunities through public elementary and public secondary schools. (Committee on Education and Labor.)

*H. R. 145, by Mr. Scrivner, Jan. 3.*—A bill to repeal limitations on payments of subsistence allowance to veterans in training programs, and for other pur-

poses. (Committee on Veterans' Affairs.)

*H. R. 156, by Mr. Welch, Jan. 3.*—A bill to authorize the appropriation of funds in order to assist in reducing the inequalities of educational opportunities in elementary and secondary schools. (Committee on Education and Labor.)

*H. R. 161, by Mr. Allen of Louisiana, Jan. 6.*—A bill to increase the subsist-

ence allowances to veterans receiving education or training pursuant to the Servicemen's Readjustment Act of 1944. (Committee on Veterans' Affairs.)

*H. R. 176, by Mr. Bartlett, Jan. 6.*—A bill to amend section 2 of the act approved June 20, 1936, entitled "An act to extend the benefits of the Adams Act, the Purnell Act, and the Capper-Ketcham Act to the Territory of Alaska, and for other purposes." (Committee on Agriculture.)

*H. R. 188, by Mr. Bartlett, Jan. 6.*—A bill to extend the provisions of certain laws relating to vocational rehabilitation of persons disabled in industry to the Territory of Alaska. (Committee on Education and Labor.)

*H. R. 220, by Mr. Buchanan, Jan. 6.*—A bill to establish a United States Commission for the Promotion of Physical Fitness and making an appropriation for such Commission. (Committee on Education and Labor.)

*H. R. 254, by Mr. Kelley, Jan. 3.*—A bill to authorize the Director of the Office of Vocational Rehabilitation in the Federal Security Agency to encourage, foster, and assist in the development, establishment, and maintenance of special services and facilities for handicapped persons. (Committee on Education and Public Welfare.)

*H. R. 484, by Mrs. Rogers of Massachusetts, Jan. 6.*—A bill to extend the period of time during which veterans of World War II may participate in the education benefits provided by the Servicemen's Readjustment Act of 1944. (Committee on Veterans' Affairs.)

*H. R. 508, by Mr. Snyder, Jan. 6.*—A bill to create a Department of Peace. (Committee on Expenditures in the Executive Departments.)

*H. R. 528, by Mr. Larcade, Jan. 6.*—A bill to provide that persons who served in the Women's Army Auxiliary Corps shall have the benefits of the Servicemen's Readjustment Act of 1944, as amended. (Committee on Veterans' Affairs.)

*H. R. 573, by Mr. Harris, Jan. 7.*—A bill to create an executive department of the Government to be known as the Department of Health, Education, and Security. (Committee on Expenditures in the Executive Departments.)

*H. R. 593, by Mr. Cravens, Jan. 7.*—A bill to provide for local taxation of real estate owned by the United States. (Committee on Public Lands.)

*H. R. 605, by Mr. Miller, Jan. 7.*—A bill to establish a Department of National Health. (Committee on Expenditures in the Executive Departments.)

*H. R. 668, by Mr. Johnson, Jan. 8.*—A bill to authorize transfer without charge to the States and political subdivisions thereof, of any interest of the United States in public works acquired under the Act of Oct. 14, 1940. (Committee on Public Works.)

*H. R. 741, by Mr. Rogers, Jan. 9.*—A bill to provide that certain real property together with improvements thereon, acquired for military purposes, or for housing projects, national parks or monuments, shall not be exempt from taxation by the States and their political subdivisions. (Committee on Public Lands.)

*H. R. 867, by Mr. Klein, Jan. 13.*—A bill to amend Veterans Regulation No. 1 (a) to prevent certain payments by the Veterans' Administrator to any educational or training institution which consistently pursues a policy of discrimination, and for other purposes. (Committee on Veterans' Affairs.)

*H. R. 876, by Mr. Domengeaux, Jan. 13.*—A bill to make the educational benefits of the Servicemen's Readjustment Act of 1944 available to the children of persons who died in active service or who died as a result of wounds received in World War II. (Committee on Veterans' Affairs.)

*H. R. 942, by Mr. Celler, Jan. 14.*—A bill to promote the progress of science and the useful arts, to secure the national defense, to advance the national health and welfare, and for other purposes. (Committee on Interstate and Foreign Commerce.)

*H. R. 947, by Mr. Cole of New York, Jan. 14.*—A bill to provide for the promotion of moral, temperance, and character education; to provide for cooperation with the States in the promotion of such education; and to provide for cooperation with the States in preparation of teachers of moral, temperance, character, and good-citizenship subjects. (Committee on Education and Labor.)

*H. R. 1050, by Mr. Miller, Jan. 16.*—A bill to make the educational benefits of the Servicemen's Readjustment Act of 1944 available to widows of persons who died in service or as a result of service-incurred disabilities. (Committee on Veterans' Affairs.)

*H. R. 1060, by Mr. Talle, Jan. 16.*—A bill to exempt from taxes admission fees to activities of elementary and secondary schools. (Committee on Ways and Means.)

*H. R. 1181, by Mr. Teague, Jan. 21.*—A bill to extend college education to children or other beneficiaries of persons whose death results from service in the Armed Forces. (Committee on Veterans' Affairs.)

*H. R. 1204, by Mr. Shafer, Jan. 21.*—A bill to remove the ceiling placed on the amount which a veteran enrolled in an educational or on-the-job training program may receive from combined subsistence allowance and compensation for productive labor, and for other purposes. (Committee on Veterans' Affairs.)

*H. R. 1263, by Mr. Ramey, Jan. 27.*—A bill to provide for the establishment of a United States Foreign Service Academy. (Committee on Foreign Affairs.)

*H. R. 1341, by Mr. Anderson of California, Jan. 27.*—A bill to authorize the Secretary of the Navy to construct a postgraduate school at Monterey, Calif. (Committee on Armed Services.)

*H. R. 1348, by Mr. Mundt, Jan. 27.*—A bill to establish a Congressional Library Board to exercise and perform certain powers and duties with respect to the Library of Congress. (Committee on House Administration.)

*H. R. 1360, by Mr. Andrews of New York, Jan. 27.*—A bill relating to the Board of Visitors to the United States Naval Academy and postgraduate school. (Committee on Armed Services.)

*H. R. 1385, by Mr. Phillips of Tennessee, Jan. 27.*—A bill to extend the educational and loan benefits of the Servicemen's Readjustment Act of 1944 to certain widows of veterans. (Committee on Veterans' Affairs.)

*H. R. 1386, by Mr. Buck, Jan. 27.*—

## Accredited Library Schools Announce Training Programs

The following accredited library schools have announced training programs for the summer session of 1947:

Atlanta University, School of Library Service, June 9–Aug. 9.

Catholic University of America, Department of Library Science, June 26–Aug. 9.

College of St. Catherine, Library School, June 16–July 25.

College of William and Mary, Department of Library Science, June 19–Aug. 22.

Columbia University, School of Library Service, July 7–Aug. 15.

Emory University, The Library School, June 14–Aug. 30.

George Peabody College for Teachers, Library School, June 9–Aug. 22.

Kansas State Teachers College (Emporia), Library School, June 2–July 30.

Louisiana State University, Library School, June 6–Aug. 9.

New York State College for Teachers (Albany), Department of Librarianship, June 30–Aug. 8.

Our Lady of the Lake College, Department of Library Science, June 9–July 18.

Sinmons College, School of Library Science, June 23–Aug. 16.

Syracuse University, School of Library Science, July 7–Aug. 16.

Texas State College for Women, Department of Library Science, June 4–Aug. 28.

University of Chicago, Graduate Library School, June 24–Aug. 30.

University of Denver, College of Librarianship, June 16–Aug. 22.

University of Illinois, Library School, June 9–Aug. 2.

University of Kentucky, Department of Library Science, June 16–Aug. 30.

University of Michigan, Department of Library Science, June 23–Aug. 15.

University of Minnesota, Division of Library Instruction, June 16–Aug. 8.

University of North Carolina, School of Library Science, June 12–Aug. 29.

University of Southern California,

Graduate School of Library Science, June 23–Aug. 30.

University of Washington, School of Librarianship, June 23–Aug. 22.

University of Wisconsin, Library School, June 23–Aug. 15.

Western Reserve University, School of Library Science, June 23–Aug. 8.

## Demonstration Bill

The recently published *Report of the Chairman of the Committee on Education and Labor, United States Senate, to the Members of the Committee* (Washington: U. S. Government Printing Office, 1946), summarizing action on legislation before the committee during the 79th Congress, reviews briefly the "Public Library Demonstration Bill" (S. 1920).

This bill proposed a program of Federal grants-in-aid to provide (a) demonstrations of adequate public library service to people unserved or inadequately served, and (b) means for studying methods of providing such service primarily in rural areas, and was reported favorably to the Senate by its Committee on Education and Labor as a measure "essential to the functioning of education in the United States." Its consideration by the Senate, however, was passed over during the closing days of the 79th Congress.

## American Democratic Ideas Discussed

As a part of its adult education program, the Manhattan, Kans., Public Library has conducted, since last fall, a series of informal discussions on American democratic ideas, according to a recent issue of the *Kansas Library Bulletin*, an official publication of the Kansas Traveling Libraries Commission. The project has been cosponsored by the Institute of Citizenship, Kansas State College, whose directors have acted as discussion leaders for the group.

Each evening's "conversation" has been concerned with some contribution to the literature of American democratic thought, represented by such writers as John Locke, Adam Smith, Tom Paine, Alexander Hamilton,

## Guidance and Personnel Associations Meet

HENRI BONNET, French Ambassador to the United States, it was announced as this issue went to press, was scheduled to speak on the work of UNESCO at the first annual convention since 1942 of the Council of Guidance and Personnel Associations, meeting in Columbus, Ohio, March 28–31.

More than 1,500 guidance and personnel workers were expected. The three major participating organizations were: National Vocational Guidance Association, National Association of Deans of Women, and American College Personnel Association, each of which planned separate programs for the last three days of the convention.

A feature of the program planned by the National Vocational Guidance Association, during the succeeding three days, was a session devoted to contributions of government agencies to guidance and personnel programs.

The Occupational Information and Guidance Service of the U. S. Office of Education was represented at the convention by Harry A. Jager, chief of the service; Royce E. Brewster, Walter J. Greenleaf, and Clifford B. Froehlich.

Abraham Lincoln, as well as contemporaries. Participants in the study series have been expected to read on the topic assigned as a basis for worthwhile discussion. Membership in each group, according to the *Bulletin*, has been limited to 25 to afford an opportunity for all to enter the discussion.

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### Progress Summarized in Preliminary Report

Progress of North Carolina public libraries under the stimulus of 5 years of State aid has been summarized by the North Carolina Library Commission in its preliminary report for 1944-46.

As evidence of library development since 1941, the Commission reports that (1) the number of people in North Carolina with access to public libraries has tripled, (2) the number of volumes in public libraries has increased one-third, (3) the income of public libraries has more than doubled, and (4) the number of counties with county-wide library service has trebled.

The North Carolina Library Commission reports that the extension of county library service has resulted mainly from the appropriation by the State legislature of annual grants ranging from \$100,000 (1941) to \$175,000 (1945). The Library Commission Board has been authorized to make regulations for the allocation of State aid. Accordingly, each county in North Carolina has been offered the same grant on condition that the county commissioners appropriate funds and develop an acceptable plan for rural library service. The Commission has encouraged neighboring counties to form regional libraries for more adequate and economical book service.

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### Annual Conference Plans

The Educational Film Library Association plans to hold its annual conference on May 1-2, 1947, at Columbus, Ohio, concurrently with the 17th Annual Institute for Education by Radio, scheduled to meet on May 2-5, according to an announcement by the Association's conference committee.

The E. F. L. A. conference program is planned to include sessions on the distribution, use, production, and evaluation of educational films and other au-

dio-visual materials, with trade demonstrations of radio and audio-visual equipment. The program is designed especially for representatives of schools, colleges, libraries, museums, governmental agencies, producers and manufacturers interested in audio-visual education.

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### Public Library's Services Interpreted

Under the title, *The Power of Print*, the public library board of Newark, N. J., has published its 4-year report for the period 1942-45. Its series of printed annual reports cover the period, 1889-1941.

Departing from the format commonly associated with governmental reports, the Newark Public Library Board has produced a 2-color, letter-sized pamphlet featuring graphs and cartoons to support its statistics of book distribution and library finance. In its final form, *The Power of Print* is the work of public relations specialists employed by the library board to compile a report which would interpret to taxpayers as objectively as possible the public library's services to Newark.

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### Assembly Announced by Library of Congress

An Assembly of Librarians of the Americas, scheduled to open May 12, 1947, and to extend for a period of 8 weeks, has been announced by the Library of Congress. The Assembly, under the direction of Dr. Luther H. Evans, Librarian of Congress, has been planned as a part of the cultural relations program of the Department of State, in cooperation with the Governments of various Latin American Republics.

Invitations to attend the Assembly have been extended to leading Latin American librarians, and a number of librarians from the United States and Canada have been asked by the Librarian of Congress to participate in the program, to serve as consultants, and to assist on committees and projects.

The activities of the Assembly of Librarians of the Americas are planned to include 3 phases: (1) a 4-week conference in Washington, May 12-June 7; (2) a 3-week tour of libraries in the United States; and (3) attendance at

the annual conference of the American Library Association in San Francisco, June 29-July 5.

It is expected that the Assembly will provide an opportunity for librarians from Latin America to confer with their colleagues in North America regarding common library and bibliographical problems, to become acquainted with other library leaders in the New World, and to observe at first hand library service in the United States. The conference will afford to North American librarians, also, a means of contact with library leaders from Latin America for exchange of personnel and materials, and for consultation concerning Latin American problems confronting librarians in North America.

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### Library Newspaper Issued

Pupil assistants in Test Junior High School library, Richmond, Ind., are carrying on a special activity in the publication of a library newspaper called *The Book Parade* which is issued for Book Week and several other times during the school year.

The pupils have organized a staff consisting of editor-in-chief, art editor, reporters, and feature writers. They hold staff meetings to plan the articles for their paper which are mostly original writings. The paper features short reviews of new books, editorials, stories, poems, plays, quizzes, puzzles, and riddles. All of the material deals with either authors, books or libraries. One popular item that appears regularly is a hidden-titles story.

The art editor's responsibility is an original picture for use on the front page. This illustration emphasizes some phase of books and reading. The art department is consulted for advice and assistance.

*The Book Parade* is mimeographed in the school office. The pupils then assemble the pages and distribute free copies to pupils and teachers through the home rooms. Library fine money takes care of the cost of ink and paper.

The pupils enjoy the project as it affords an opportunity for creative expression and also provides an outlet for publicizing library materials and activities.

## New Books and Pamphlets

### Problems of Deafness

*Learning To Use Hearing Aids.* Report of the Subcommittee of the Committee on Problems of Deafness of the National Research Council. By Arthur I. Gates and Rose E. Kushner. New York, Bureau of Publications, Teachers College, Columbia University, 1946. 77 p. Limited free distribution.

This study was undertaken to determine the factors influencing the decision of children to use or not to use individual hearing aids and the nature of the educational or guidance activities which are essential to enable the child to use the hearing aid most effectively. The report presents the findings and offers suggestions to aid manufacturers, parents, teachers, counselors, and others concerned with the hard-of-hearing child.

### Intercultural Education

*Promising Practices in Intergroup Education.* Detroit, Board of Education, 1946. 46 p. (Publication 56A) 30 cents. (Address: Supply Department, 620 Jones, Detroit 26, Mich.)

Summarizes the practices reported for the year 1945-46 by 152 public schools in Detroit. Describes some of the activities conducted in the Detroit public schools that are aimed at building understanding and goodwill among the various groups in the city. Illustrates a variety of approaches and includes a brief evaluation of each of the fifteen types of classroom approaches described.

### Educational Survey

*A Study of Public Education in Hamilton, Ohio.* By T. C. Holy and W. R. Flesher, With the Assistance of the Survey Staff. Columbus, Ohio, The Ohio State University, 1946. 226 p. (Ohio State University Studies. Bureau of Educational Research Monographs No. 30). \$1.50.

Reports a comprehensive study of public education in the city of Hamilton and presents recommendations dealing with practically every major phase of public education.

### Vocational Education

*The Concept of Vocational Education in the Thinking of the General Educator, 1845 to 1945.* By Arthur Beverly Mays. Urbana, College of Education, University of Illinois, 1946.

107 p. (Bureau of Educational Research. Bulletin No. 62). 75 cents.

Traces the development of the concept of vocational education in the thinking of American educators during one hundred years.

### Infantile Paralysis

*Annual Report, 1946, The National Foundation for Infantile Paralysis.* New York, National Foundation for Infantile Paralysis, Inc., 1946. 78 p.

Gives a picture of what the National Foundation is, what it does, how it works—all the year round.

### Public Relations

*Annual Reports; How to Plan and Write Them.* By Beatrice K. Tolleris. New York, National Publicity Council, 1946. 39 p. \$1.00.

Considers the annual report an important tool in public relations and points out how to prepare an effective report. Discusses organizing your facts, getting acquainted with your audience, telling your story, tackling the problem of statistics, and planning the physical format.

### Child Study

*Children of the Cumberland.* By Claudia Lewis. New York, Columbia University Press, 1946. 217 p. illus. \$2.75.

Attempts to analyze the differences in character, intelligence, and emotional stability, and the reasons for these differences, between the children of the Tennessee Mountain area and those of New York City, with whom the author worked as a nursery school teacher.

### Education for the Air Age

*Proceedings and Abstracts of Speeches, World Congress on Air Age Education.* August 21-28, 1946, International House, New York City, New York 17, published by Air-Age Education Research (100 East 42d St.) 1946. 115 p. illus. \$1.00.

The World Congress, sponsored by Air-Age Education Research in cooperation with a number of educational institutions, considered the educational problems and opportunities created by the airplane. The Committee on Research recommended "a thoroughgoing integration of aviation facts, experiences, and relationships into educational machinery in appropriate form at every level."

### Superior Children

*The Education of Superior Children.* Prepared by Laura K. Eads and Wil-

liam H. Bristow. Division of Curriculum Research. New York, Board of Education of the City of New York, 1946. 39 p. (Curriculum Division Bulletin No. 3.) Address: Board of Education of the City of New York, 110 Livingston St., Brooklyn 2, N. Y.

Discusses problems and issues involved in the education of superior children and draws upon research findings for their solution. Deals with (1) the identification of superior children and (2) characteristics and educational needs of superior children. Includes a bibliography of tests and reference materials.

### Carnegie Corporation

*Reports of Officers for the Fiscal Year Ended September 30, 1946, Carnegie Corporation of New York.* New York, Carnegie Corporation of New York, 1946. 90 p.

Reviews the educational activities of the past year and indicates the type of projects likely to receive the support of the Foundation in the coming year.

### Recent Theses

These recently received theses are on file in the Library of the U. S. Office of Education, where they are available for interlibrary loan.

### Agricultural Education

*Characteristics of College Curricula for the Education of Teachers of Vocational Agriculture, Based on Students' Transcripts.* By Lyle J. Hayden. Doctor's, 1945. Cornell University. 114 p. ms.

Analyzes transcripts of 360 teachers who had qualified in 30 institutions to teach vocational agriculture. Finds wide variation between the colleges as to semester hours required and course content; no change in total requirements or total number of earned credits in 12 years.

*Determining Potential Centers for Vocational Agricultural Departments in the Seven Eastern Panhandle Counties of West Virginia.* By Malcolm C. Garr. Doctor's, 1941. Cornell University. 150 p. ms.

Studies data obtained from nonvocational agricultural as well as from vocational agricultural schools, and from seven county superintendents. Suggests that more vocational agricultural departments be opened in these counties.

(See page 19)

## Meeting of Advisory Committee on Secondary Education

The Advisory Committee on Secondary Education held its second meeting in Washington Jan. 13 and 14, 1947. All members were present. Following is the membership:

- Bertie Backus, Principal, Alice Deal Junior High School, Washington, D. C.  
 Francis L. Bacon, Principal, Evanston Township High School and Junior College, Evanston, Ill.  
 Clarence E. Blume, Principal, Central High School, Minneapolis, Minn.  
 Roy L. Butterfield, Principal, Benjamin Franklin High School, Rochester, N. Y.  
 Frank W. Cyr, Teachers College, Columbia University, New York, N. Y.  
 Harl R. Douglass, University of Colorado, Boulder, Colo.  
 D. H. Eikenberry, Ohio State University, Columbus, Ohio.  
 Paul E. Elicker, Executive Secretary, National Association of Secondary School Principals, Washington, D. C.  
 Will French, Teachers College, Columbia University, New York, N. Y.  
 E. D. Grizzell, University of Pennsylvania, Philadelphia, Pa.  
 Earl Hutchinson, Director of Secondary Education, State Department of Education, Augusta, Maine.  
 Rev. M. J. McKeough, Department of Education, The Catholic University of America, Washington, D. C.  
 Lloyd N. Morrisett, University of California, Los Angeles, Calif.  
 Francis T. Spaulding, State Education Department, Albany, N. Y.

A feature of the meeting was a joint session with the members of a committee of the National Council of Chief State School Officers who were in Washington at this time for consideration of vocational education plans under the George-Barden Act. Thus there was afforded a good opportunity for discussion of the relationships of vocational education to secondary education in general. The members of the National Council Committee were:

- Clyde A. Erwin, State Superintendent of Public Instruction, Raleigh, N. C.  
 Edgar Fuller, State Commissioner of Education, Concord, N. H.  
 Dean M. Schweickhard, State Commissioner of Education, St. Paul, Minn.  
 R. E. Cammack, State Director of Vocational Education, Montgomery, Ala.  
 John A. McCarthy, Assistant Commissioner

and State Supervisor of Vocational Education, Trenton, N. J.

John J. Seidel, Assistant State Superintendent for Vocational Education, Baltimore, Md.

Other major subjects under discussion at the meeting of the Advisory Committee on Secondary Education were guidance, the Prosser Resolution, prevention of juvenile delinquency, citizenship education, and programs of action. A report on the activities of the staff of the Division of Secondary Education following the first meeting of the Committee in May 1946 was given by Director Galen Jones.

It is expected that the third meeting of the Advisory Committee will take place May 19, 20, and 21.

## Industrial Arts Instruction in Aviation

We often hear statements that this is the "air age" and that people are "air minded." These popular statements are meant to convey the thought that aviation is coming into the consciousness of all. There are definite reasons for this consciousness regarding aviation. Unlike methods of large-scale transportation previously developed, aviation is not confined to lines of travel over man-made roads and natural waterways. Under such conditions there was not opportunity for vehicles of transportation quickly to become a familiar sight to all. Many children in mountain regions and other sparsely-settled regions grew to adulthood without having seen a train, and many others remote from navigable waters never saw commercial watercraft.

### All Children See Planes

Such is not the case with aviation. The fact that airplanes fly over mountains, lakes, deserts, and from one place to another regardless of the terrain under them provides an opportunity for practically all boys and girls to see and hear airplanes in flight. When children see planes operated by men rise and soar through the air seemingly in defiance of gravity, they are stimulated to think, to imagine, to long for something; in short, to have a "want,"

which is the motivating force for any change or modification in the individual.

Today small children play with toy airplanes with as much understanding as children ever did with trains and boats. As they grow older they become interested in paper cut-outs of planes, in assembling ready-made parts, and in constructing small, simple models. As they advance through the grades they show keen interest in the construction of models that include more detailed parts—flying models, scale models, and gliders, perhaps. These understandings bring them face to face with problems in science to condition the construction of flying models of planes and of gliders that will take the air. Under such conditions as here described the stage is set for a highly favorable learning-teaching situation on all educational levels in an important field of human experience. Because of these facts opportunities for suitable school experience in aviation as a part of handwork in the lower levels and of industrial arts work in the upper levels are demanded both by pupils and by those who plan the school program in accordance with principles of curriculum building.

### Two Aviation Books for Schools

In line with this interest the New York State Education Department, Bureau of Industrial and Technical Education, Industrial Arts Office, through its junior aviation staff has prepared two publications under the direction of Industrial Arts Supervisors Roy G. Fales and Arthur F. Ahr. One of these is on the subject of *Junior Aviation for Beginners* and the other on *Junior Aviation Aerodynamics*. These two publications make an important contribution to the literature on aviation in the public schools.

### Things for Beginners To Try

In the preface to *Junior Aviation for Beginners* it is stated that "the study of aviation begins in many ways; sometimes it comes through the observation of aircraft in action, sometimes it is stimulated by pictures, reading or discussion, or the construction and flying of small model airplanes. Children are quick to purchase paper, cardboard, or wooden model airplanes which come



in kit form or to assemble odd pieces of material into the form of an airplane. The age in which children are living induces them to think, study, read about, and observe the activities of the aviation industry and transportation lines. Teachers are recognizing the interest children have in aviation. Many are taking advantage of this interest and are including aviation activities in the regular classroom work in arithmetic, English, social studies, science, art and industrial arts."

The publication, composed of sections on "Aviation Activities for Little Folks," "Airplanes Made of Wood," "Airplanes That Fly," and "Group Activities in Aviation," is illustrated throughout with drawings, patterns, and photographs.

The publication is a thorough and painstaking piece of work that should help teachers to organize and develop desirable pupil experiences for beginning work in aviation.

### How Airplanes Can Fly

The other publication is entitled *Jun-*

*ior Aviation, Aerodynamics—Theory of Flight*. In the preface to this publication it is said: "This bulletin is designed for the purpose of developing aerodynamics in industrial arts aviation courses. It includes material intended to explain the basic reasons for airplane design and flight. The scientific nature of aerodynamics and the practical work involved in the construction of projects for experimental work makes it especially adaptable to industrial arts courses."

This publication is an aid to industrial arts teachers in establishing a good aerodynamics center and in providing them with a carefully chosen number of experiments. It contains plans for an aerodynamics center, and detailed drawings supplemented with suggestions for constructing seventeen experimental devices and models, including a wind tunnel.

Two main sections are included in this monograph, one on "Projects" and the other on "Experiments, Demonstrations and Related Information Les-

sons." Under "Projects" are treated: Wind tunnel and balance; Smoke generators; Angle of attack protractors; Bernoulli's law demonstration devices; Lift and drag testing models; Solid airfoil model; Ribbed airfoil model; Air flow testing devices; Venturi tube demonstrator; Manometer tube airfoil model; Airspeed indicators; Slot, flap and spoiler airfoil model; Airplane axes demonstration model; Propeller demonstration model; Control surface demonstration model; Flight trainer.

In the second section are included among other topics such significant subjects as Forces and vectors, Physical characteristics of air, Impact pressure and lift, Airfoil camber and lift, How to plot airfoils, Air speed and its effect on lift, High lift devices, Coefficient of lift and drag, Thrust and the propeller, Stability, Loads and stresses, Controls and flight.

The publication is replete with illustrations, drawings, and simply stated information necessary for carrying out the projects and demonstrations.

## MARIS M. PROFFITT RETIRES

With a record of more than two decades of service with the U. S. Office of Education, Maris M. Proffitt recently retired from his position as assistant director of the Division of Secondary Education.

Shortly after his retirement, Dr. Proffitt was invited by Dr. George F. Zook, president of the American Council on Education, to explore the recency and adequacy of the information now available to American students concerning university education abroad. With the growing interest in student and faculty exchanges, and with the widening horizons of the political, social, and economic outlook of American scholarship, this field of investigation should bring valuable results.

Along with other leaders in industrial education, Dr. Proffitt was instrumental, through his work in the Office of Education, in developing the theories now generally accepted concerning the place of industrial arts in the schools of America. His far-reaching contributions along these lines were based upon familiarity with the underlying con-



Dr. Proffitt

cepts of both vocational training and general education and wide experience in schools covering vocational and industrial arts as well as the usual academic subjects.

One of Dr. Proffitt's bulletins, *Industrial Arts—Its Interpretation in American Schools* (U. S. Office of Education Bulletin 1937, No. 34), has had many

editions during the 10 years since its first distribution. He has been the author of a number of other Office of Education publications and articles.

Dr. Proffitt came to the Office of Education in 1925, as specialist in industrial education. Then he was appointed successively as educational consultant in 1931, chief of the Instructional Division in 1944, and acting director, then assistant director, in 1945, of the newly-established Division of Secondary Education.

Dr. Proffitt received his early experience in Indiana, where he was born and reared, and where he began his professional career as teacher and principal in the high schools. Subsequently, he served in the David Ranken Jr. School of Mechanical Trades, St. Louis, and the Dunwoody Industrial Institute, Minneapolis. For six years beginning in 1919, he served first as professor of psychology and industrial education at the University of Maryland, and then as State supervisor of industrial education. Dr. Proffitt holds a Ph.B. degree from Franklin College, an M. A. from the University of Chicago, and the Ph. D. from American University.

## Training Program for Teachers of English From the Other American Republics

by Thomas E. Cotner, Educationist,  
International Educational  
Relations Division

As in previous years, the U. S. Office of Education, in cooperation with the Department of State, is again planning to offer several teacher-training grants to selected teachers of English in certain of the other American Republics.

For 1947, 23 teachers of English on the secondary school level will be invited to come to the United States for special training in the teaching of English as a foreign language from the following countries and in the following numbers:

<i>City by Country</i>	<i>Number of awards</i>
Brazil:	
Bahia .....	1
Minas Geraes.....	1
Porto Alegre.....	1
Rio de Janeiro.....	1
São Paulo.....	1
Bolivia: La Paz.....	2
Chile: Santiago.....	1
Colombia:	
Bogotá .....	1
Medellín.....	1
Ecuador: Quito.....	1
Haiti:	
Port-au-Prince .....	2
Cap-Haitien .....	1
Honduras: Tegucigalpa.....	2
Nicaragua: Managua.....	1
Panama: Panama.....	2
Paraguay: Asunción.....	1
Peru: Lima.....	2
Uruguay: Montevideo.....	1
Total .....	23

The exact method of making the selection of these candidates is left to the discretion of the various missions and embassies. Final selection and approval of successful candidates are made by the U. S. Office of Education.

In selecting the visiting teachers of English from the other American Republics, the Selection Committees are requested to give careful consideration to these desirable qualifications:

(1) That these teachers be full-time, experienced teachers of English whose principal, professional interest is in the field of education.

(2) That they be truly representative of the best citizenship of their country and feel a responsibility for interpreting their country and people, their life and customs to United States' students and teachers.

(3) That they plan to return to a teaching position in their country, in which they will work toward the improvement of the teaching of English and the broadening of their people's knowledge of the United States.

(4) That they possess not only a pleasing personality and appearance but also an interest in improving instruction in Spanish, Portuguese, or French, as the case may be, in this country.

(5) That they be not already familiar with the United States through previous residence or study here.

(6) That they be between 21 and 40 years of age and, if married, that they travel without members of their family, which would permit them to give undivided attention to the activities of the program.

These grants provide both travel and a limited maintenance allowance for those selected. The allowance includes round-trip transportation by air from the teacher's home to the port of entry in the United States. Transportation is also provided from the port of entry to Washington, D. C., and to such places as may be designated within the United States, to be visited in connection with this training program. In addition to travel, a monthly maintenance allowance of one hundred and eighty dollars per month is granted. While in actual-travel status, an additional per diem of six dollars is allowed. All such travel, of course, is subject to the Standardized Government Travel Regulations of the United States.

The fellowships extend for a period of 3 months. Twenty-three teachers from the several American Republics arrived March 1. They were divided into two groups. One group proceeded to the University of Pennsylvania for 6 weeks of intensive study in English, with special lectures on significant aspects of our history, culture and civilization. The other group is attending Indiana University for similar

work. Last year the facilities and staff of the University of Texas and the University of Florida were utilized with excellent results. Both the universities concerned and the teachers expressed satisfaction with the success of the program..

After completing the period of intensive study, the teachers will be sent to different high schools and colleges in various parts of the United States which have indicated an interest in Latin American studies and a desire to receive a visiting teacher from one of our neighboring Republics. Host-teachers are selected to assist these visitors in many ways. In the schools, the visiting teachers assist our teachers of Spanish, Portuguese or French as the case may be. They also visit classes in English, history, music, art, manual arts and other fields in which they may be interested, for the purpose of observing our teaching procedures and methods. These teachers usually bring such items as pictures, recordings, music, stamp collections, small flags, poetry, coin samples, native costumes and similar materials which can be useful in making speeches, in teaching and in giving a more meaningful interpretation of the life and customs of their countries. In the past, the guests have often been called upon to speak before various civic clubs, in school assemblies and even on local radio programs.

Some of the comments made by last year's visiting teachers about their work and experiences may be of interest. In a report made by Mr. Rafael Herrera Fernández of Venezuela, he said: "The second half of our work, that part dedicated to the teaching of Spanish and Latin American culture, was of great personal profit to me. During my stay in Union, N. J., I was able to observe at close range how the teaching and learning processes work when our own language is the subject of study. I was both surprised and pleased to see how well most of the pupils in the Spanish sections understood my own type of speech from the first day. Perhaps the only adjustment I made in my diction was that of speed, and this only

in the beginning . . . The pupil's interest in matters pertaining to Latin America is unlimited. This is true, not only of the high school students, but also of those in the six or seven grammar schools I visited in Union Township."

Mrs. Palmira Vásquez de Areco from Uruguay observed that "our teachers in Montevideo are trying hard to do their best." "I found the teachers here trying to do their very best for the young people under their care. This common aim brings us together."

Mrs. Haydee de López Arias from Argentina remarked that: "In the Utica Free Academy, containing four years of high school and about two thousand five hundred students, I visited English, history, music, and Spanish classes. I spoke to the boys and girls in the classrooms and in assembly. I found the students very interested in South America and I answered many questions relating to my country, especially in regard to education, activities and ambitions of the young people of their age. Many expressed a desire to correspond with the students in Buenos Aires. The management and speed of the letters were arranged by my husband who has been cooperating all the time in this work of better understanding between the two countries."

Speaking about the language barrier, Mr. Albert Hernán Garnier of Costa Rica stated: "Languages must not be a barrier to keep people from knowing more of their neighbors and friends. Languages are easily acquired to be able to understand other people, and understanding is knowing, and let me say it again, the better you know people the better you like them. It is up to us, the teachers of English in Latin America, and the teachers of Spanish in the United States to promote this feeling of plain good will between the people of Latin America and the people of the United States."

In relation to the work of the group sent to the University of Texas for the first 6 weeks of study, Mr. Norberto Hernández Ortega of Mexico said: "From the scientific standpoint, I wish to state that our course at the University of Texas was very beneficial to us, as we learned new things and got acquainted with the advancement that science has made. In regard to the

course in spoken English, I declare it was simply wonderful. In this course, I learned something very useful: The International Association Phonetic Alphabet. This is a great help in transcribing the real phonetics of the words of any language without resorting to diacritical signs which are not always accurate. We had intensive drilling in pronunciation and in phonetic transcription which will enable me to make my lessons in Mexico City very interesting."

Miss Amanda Eslainen from Cuba was one of the group which attended the University of Florida. Speaking of her work there, she observed: "The courses offered us, I consider most important. Though I thought they were wonderful from the first, I fully realized their importance later on when I could now and again recall all the things we had heard and learned from our teachers. This helped us to understand better the people we were coming in contact with and to be better fitted to live in and adapt ourselves to our new environment. Our course in literature bringing forth the characteristics of the American people as illustrated in their literary works was, in my estimation, fundamental in our training. The lecturers we heard on American folklore, history, music and art held our constant interest and admiration."

From these brief comments, some insight into the two-way aspect of this teacher-training program has no doubt been gained. We are teaching and training; we are studying and learning together. This is education for peace.

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### **University of London to Hold Summer School**

A Holiday Course in English for Foreign Students will be held by the University of London from July 18 to August 15. Students will be divided into two groups, Group I and Group II. Group II will be of special interest to American students.

The five lectures each week in this group will form a connected series as follows: First week—The Dominions and India: Canada by a Canadian; Australia by an Australian; New Zealand by a New Zealander; South Africa

by a South African; India by an Indian. Second week—English Sports and Games. Third week—Great Britain and Ireland. Fourth week—Shakespeare, three lectures; and the Novel, two lectures.

Students may attend for the whole four weeks or just the first two or last two weeks. Since only a limited number of students can be accommodated, preference will be given to those wishing to attend the full four-week course, it is announced.

Inquiries should be sent to: Holiday Course, Department of Extra-Mural Studies, University of London, Imperial Institute Road, South Kensington, London, S. W. 7, England.

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### **Correspondence With German or Austrian Youth**

Students, teachers, adults who are interested in writing to German or Austrian students are urged to write the Division of International Educational Relations, U. S. Office of Education, for names and addresses. Age and particular interests should be stated in order that a congenial pen pal may be found. The correspondence may be carried on in English or in German.

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### **Bulletin Board—Theses**

(From page 15)

*Factors of Parental Assistance and Cooperation Affecting the Establishment of Sons in Farming and Other Occupations.* By Erwin R. Draheim. Doctor's, 1941. Cornell University. 211 p. ms.

Seeks to discover the extent to which a group of young men, who have had four years' training in vocational agriculture in high school, have become established in farming or other occupations 10 years after completion of the four-year training program.

*Interpretative Science in Teaching Vocational Agriculture.* By Ernest F. Hubbard. Master's, 1944. North Carolina State College. 40 p.

Assembles and organizes scientific information designed to explain and interpret farm practices and phenomena which may be observed on a farm. Develops a representative instructional unit to illustrate the use of interpretative science in teaching vocational agriculture.

# PARENT EDUCATION THROUGH CHILDREN'S PLAY GROUPS

*THE PLAY group as a method in parent education offers parents the opportunity of studying young children in a play situation under the direction of trained leaders. Reports of this aspect of the parent education programs in the Seattle, Berkeley, and Denver public schools are included in the following summary as representative of the way in which a guided observation and parent participation plan using play groups may be organized. In presenting these programs the Specialist in Parent Education, Hazel F. Gabbard, seeks to direct attention to the value of play groups as a learning experience for both parents and children, meriting special consideration in extension of the school's service to parents.*

“IF WE could only see the theories of bringing up children put into practice!” says a mother of a 3-year-old. “It’s one thing for a parent to know what he should do when Johnny misbehaves, but it is quite another matter to do it.” This mother voices the feeling of many bewildered parents who are searching for answers to their questions in the current literature on child development or attending discussion groups organized as a part of the school’s parent-education program. It isn’t enough to talk and read about children under the guidance of a specialist in this field. As learners, they seek actual practice in the art of applying their knowledge at home to become successful parents.

To discharge their responsibilities as teachers in the home, parents should have more than the usual reading or discussion course. They need to observe children, to become acquainted with other children than their own, to understand how they differ, to get a perspective on the gradual and sharp spurts of growth, to learn to enjoy their children, and to understand what determines their behavior. Some parent-education leaders have learned to take their cues from parents, developing the program of offerings along the avenues where parents indicate they need help. A plan which

has been developed by a number of parent-education programs with considerable success combines a children’s play group with a discussion group for parents. Where it has been tried mothers and fathers are eager to avail themselves of the opportunity afforded both to them and to their children. The plan has value in that it meets two basic requirements of learning. First it helps parents formulate a philosophy concerning human relationships and family living. Secondly, it provides practical everyday behavior situations in which to test their philosophy and to translate it into action.

## **Principles of Child Development Demonstrated**

The play group as a center for children does not differ markedly from a nursery school. Children have an experience in group living under the guidance of a trained leader. The group usually meets one morning or several a week. The plan has possibilities for reaching many parents who desire a nursery school for their children but who are unable to secure one with the limited number of good schools now operating. From the parents’ point of view, the play group, with the discussion group for them, is geared to their special needs. It affords ample opportunity to see the principles of child development demonstrated, and parents, in addition, have a chance to participate in the role of assistants to the teacher. Until nursery schools are more extensively developed throughout the country, this type of service for parents and children suggests a solution to the problem many schools now face as to how meet the increasing demand from parents of children under six for more educational opportunities.

There is a challenge to schools to make available a broad functional program that is parent-centered and in which parents’ problems are studied. Several parent-education specialists in city-school systems have made fine con-

tributions in demonstrating new approaches in work with parents. Three descriptive reports on the programs in public schools developed for guided observation and participation of parents in a play group with a discussion group as a follow-up device to clarify thinking and improve practice suggest the possibilities of this plan of parent education work.

## **Seattle Public Schools Cooperative Play Groups and Family Life Education**

The development of cooperative play groups is considered by the parent-education consultant as the most outstanding and unique contribution of Seattle’s Family Life Education program. “One of the main goals of the program has been to spread insights and understandings that would strengthen and enrich family living in Seattle’s homes and insure the wholesome personality development of its children.” This objective has been accomplished largely through the cooperative play-group movement which has been of fourfold value, providing wholesome educational experiences for preschool children; vital educational experiences for parents; improved home-school relations; and community orientation to child needs.<sup>1</sup>

“Cooperative play groups organized and directed by parents for their own children under the guidance of specialists in child development are of unique and concentrated value both to the children and to the parents. Since good nursery schools are still not available to most families, it is only by cooperating with other parents that satisfactory group education can be provided.”

The Seattle plan of cooperative play groups under the program of Family Life Education is as follows:<sup>2</sup> “A basic course called Guiding Children’s Play is provided by the Seattle Board of Education. A group of 15 to 20 mothers of children between 2 and 5 years old select one of their number

<sup>1</sup> Report of Seattle Family Life Education Program, 1945-46.

<sup>2</sup> Parent Growth Through Cooperative Play Groups. Katherine W. Taylor. In *Marriage and Family Living*, Vol. 8, No. 3, 1946, pp. 61-63.

who holds a certificate from this parents' training course to serve as *supervisor of children* on duty mornings, from 9 to 12 o'clock for 5 days a week. The supervisor receives a salary of \$40 to \$60 a month. Each of the other mothers spend one morning each week assisting with the children so that there is an average of 3 mothers present each day. Another certificated mother serves as *supervisor of mothers* and inducts the other mothers according to a carefully worked out mother-education plan before they start their service. All the mothers, and often a large proportion of fathers, meet together once a month to discuss their work. Groups are continually supervised by the Consultant in Family Life Education and her assistant whose salaries are paid by the Board of Education. Other than this the whole cost of operation is met by the mothers themselves.

"It should be emphasized, however, that professional leadership is essential for giving the vision of what can be accomplished and providing the needed understanding and procedures through courses, supervision, and continued in-service training. It would be ideal to have one professional worker for every 10 cooperative play groups, but probably not more, lest the mothers be robbed of the growth which comes from taking full responsibility and working things out on their own yet with the security of knowing that they can call on professional help when needed. It should be emphasized, however, that a basic essential in any professional working in a cooperative program is a genuine faith in the capacity of mothers to learn on the job, and to grow through the process of guiding their children wisely.

"That the play group plan is meeting vital needs in the lives of both children and parents is indicated by the fact that the number has increased from one in 1941 to 34 in 1946 with 10 more ready to start as soon as adequate space can be found. They meet in unused schoolrooms when these are available, in churches, fieldhouses, and recreation rooms of private homes. In Issaquah, a small town near Seattle, one meets in the city council chamber! Each of Seattle's nine school districts is being

served by one or more at the present time with some 1,500 young mothers participating during that period."

A few written evaluations of the mothers indicate what some of the values are:

One mother writes, "Before starting in the play group I took the course on Guiding Children's Play—attending the lectures, reading the books, and making a personality study of a 3-year-old child—writing down everything he did and said at certain times over a period of 12 weeks. Then we were given guidance in analyzing and interpreting this raw material. Doing that work was an experience I shall never forget. By studying and interpreting the play and words of that small 3-year-old child, a new world was revealed to me—the dynamic inner-workings of human beings. By studying the child I learned more of myself and my husband and our relationship."

Another mother reports, "The Co-operative Play Group is a wonderful workshop to overcome prejudice. One sees all types of behavior and has a chance to learn how to work out conflicts. The mother grows in understanding the different stages of the child's growth. Therefore, she becomes more confident in rearing her own family."

A third mother tells what it has meant to her: "I believe one of the most important things the group has done for me is to make me feel more worth while both as a mother and a person. My husband notices the difference and says I am a more enjoyable companion because of this absorbing outside interest. It is one of the most exciting and vital projects I have ever encountered. Really to cooperate with 14 other women and to see the tangible results as the children grow and learn is a most stimulating and satisfying experience.

"Monthly meetings have become vivid educational experiences with a large proportion of fathers attending. Discussions are based on incidents from the group experience bringing out basic principles . . . As the fathers become more interested they often take active interest in making equipment and play apparatus and meeting a variety of needs ingeniously.

"The basic training course has been repeated seven times with over 200 en-

rolled each time. Always a number of fathers have attended too, though the majority were needed to care for the children at home. Last fall the mothers requested that the course be repeated for fathers on another night. Fifty came regularly, not so much as a duty but with real eagerness to prepare themselves for participating more fully in creative enterprises at home and in the play groups.

"Another significant development which grew from the suggestions of the mothers themselves has been the Co-operative Play Group Council where supervisors and three representatives from each group come together each month to share experiences, procedures, and insights. There are subgroup discussions on a variety of topics with reports to the whole group which reveal sound and advanced thinking on child growth and behavior problems.

"As the parent-education supervisors visit the groups which now honeycomb the whole of Seattle they feel, among parents and children, the hum of released energy and creativity with an undertone of serenity and enjoyment . . . In these little groups there is being born a new community with mutual appreciation, genuine cooperation, and the wholesome growth of human beings at the apex of all values."

### **Berkeley Public Schools Parent-Nursery-School Program**

"The parent-nursery-school program in Berkeley started in September 1940 as an outgrowth of various factors:

(a) An analysis of the parent-education program of the city in terms of needs and interests.

(b) The desire of the Parent-Teacher Association to see a laboratory education program for young children established.

(c) The active interest of a group of townspeople who studied family life programs in other cities with the thought in mind of requesting a new type of program in this field.

(d) The encouragement of the adult division of the State Department of Education."

Berkeley had been one of four cities in California which in 1926 had organized parent-education groups. Records

were available, therefore, over a considerable time for study. Reviewing these records and through conversations with parents it was ascertained that many of them wanted help before their children were of school age—help in the various problems of everyday living, involving better understanding of their own needs as adults, the principles of child growth and development and the application of this knowledge to home practices. These parents believed their needs could best be met by a laboratory type of program in which the parents themselves might learn how to work more effectively with young children.

On the basis of these findings the Berkeley Board of Education approved first one parent-nursery-school center. Since then, one unit has been extended to include a double session with a morning and afternoon program, and two additional centers have been opened. The program is now an integral part of the school's organization and has a coordinator to supervise the centers and relate them to the general school program.

It became evident in working with parent groups that "to meet the usual needs of the young mother, a parent-nursery-school center which *both parent and child* may attend and 'learn by doing' is one excellent educational approach. In such a set up, the child has the advantage a few hours each day in being with children who have lived about the same length of time, have had the same kind of experiences that he has. The center provides an environment in which sharing, taking turns, and accepting responsibility for one's behavior at the child's level are accepted and expected behavior. At the same time the mother has a chance to reinforce her own aims by seeing her child in a more objective environment than the home can be. It also provides an opportunity for her to gain experience in working with children by actually observing and participating with them in small group activities under the supervision of a trained leader."

"Parent nursery schools are set up as a single unit enrolling up to 35 mothers in each center. This allows a group of seven mothers in each of the five weekly nursery-school sessions and an average attendance of children hovering about 25."

The centers are housed in two residential buildings well suited to the programs. It has been found advantageous to have home-sized rooms and yards that can be converted to small areas for supervision as these suggest to mothers ways to adapt the program to home usage.

Mothers enroll themselves for 6 hours a week in the center program. During the orientation period mothers and children spend short periods together on their first days at the center. Gradually periods are lengthened as child and mother adjust to the plan at the center. Mothers are given preferences as to day of participation and are then expected to be present on their day or send a substitute. Mothers are first given an opportunity to observe the various phases of the program and then gradually inducted into active participation according to individual interests and abilities.

Assignments are quite specific at first, such as supervising a double painting easel or the rocking boat. As a mother's background of information about young children's play widens and she gains confidence in guiding a small group, more difficult responsibilities are given. A record is kept of the mother's assignments so that each week her participation periods lead on to new learning and are interspersed with directed observations. A work folder in which weekly assignments are filed, is made up for each mother. At first her interest naturally centers on her child in the group but gradually this is widened to other children and the observations are so directed. At the end of the semester a mother prepares a summary of a child's record which gives opportunity to look back over a 4-5-month period to see gains actually made. The 3-hour evening group meetings bring together the entire group of enrolled mothers for presentation of various phases of family life and discussions of adaptations of nursery school procedure to home practice.

Leadership is of great importance in this type of program as in all other school programs. A parent-nursery-school center teacher must have training and experience in working with both adults and children. She must also have a background in such subjects as the biological sciences, psychology, genetics,

education, home economics, and be able to draw upon the research findings from these fields.

Certainly one of the big avenues for development in the postwar period will be a broader teacher training program so that all teachers may be effective in their teaching of children and parents.

One of the significant contributions of the Berkeley parent-nursery-school centers is that this program as developed is not child-centered or adult-centered, but is a family-school-community program.

### **Denver Public Schools Parent and Preschool Education**

Under the slogan, "We go to school together," the parent-education and preschool program of the Denver public schools promotes the interest of parents in coming to school to learn with their children. The program consists of two parts, namely, parent discussion groups, and play groups for children 2 to 5 years of age inclusive. Though the original plan was for parents with children under school age, the parent-education staff found it necessary to branch out, and three study groups for mothers of kindergarten children were organized during the past year. Following this expansion of the program has come the request that study groups for mothers of children in the intermediate grades be formed. It is planned to meet this demand for service from mothers of older children as soon as staff and facilities can be secured. In each school where a preschool center and parent study group has been established, the work is carried on in close cooperation with the principal and all matters pertaining to organization and management of the group are cleared with him.

Meetings are scheduled twice a month during the school year in each elementary school building where a room is provided for both the play group and parents' discussion group. A regular enrollment of between 20-35 children and their mothers is maintained. Children and parents who cannot be admitted are placed on a waiting list until a sufficient number have applied to start a new group.

The children's group is used as an observation center not only for parents but also for junior and senior high

# SCHOOL PLANT ARTICLES

school students who are interested in learning how to work with small children. Thus serving a dual purpose, the children's center offers experiences in which parents and students may: Watch children cooperating in group activities; study the growth and development of children; see methods and techniques used by trained teachers in guiding children; observe children in a center planned to specifically meet children's needs.

Each parents' group plans its meetings around the needs and interests of the group. A discussion leader who has taken the lay leadership training courses is assigned to each group. The parents also choose a chairman to assist the lay leader and the teacher of the children's group, to work out routine matters and to do the planning involved in the conduct of the groups. Each parent is given an opportunity to observe and participate in the children's group. Other parents take responsibilities as secretary for the group to handle the attendance reports and any notes on meetings desired by the group; as librarian to keep record of and circulate books, magazines, and other reading materials; as equipment chairman to see that equipment in the children's room is in good condition; and as PTA representative, to inform the parents of the PTA activities and to report on the parents' group to the PTA.

Materials for study and reference are made available to the parents' groups from a number of sources. The Denver Public Library assists the leaders with material pertinent to each discussion. Books are also available from the professional library of the schools; and in the central parent-education office, folders of mimeographed material including discussion outlines, bibliographies, and quotations from different authors on specific subjects are a resource for the teachers and discussion leaders. Parents in the groups are encouraged to develop new resource materials for the program.

The vitality of the parent program in Denver gives promise of further growth and expansion as it serves the purpose for which it was established—to help parents and other adults concerned with children become more effective in their relationships.

*THE FOLLOWING classified bibliography on school plants has been selected from three educational periodicals from January 1941 through September 1946. These articles represent some of the best recent thinking in this important field of education. For the sake of brevity, initials are used preceding the dates to indicate the publication: SBJ for The American School Board Journal, NS for The Nation's Schools, and SE for The School Executive. The July 1946 issue of SCHOOL LIFE carried a school plant bibliography selected from three architectural periodicals. The articles were selected and classified by Ray L. Hamon, Chief, School Housing Section.*

## Architectural Services and Design

Don't Blame the Architect, George M. Waddill, SE, Nov. 1941.

Architect Looks at Schoolrooms, W. R. Greeley, SBJ, Jan. 1942.

Six Views on Postwar Design, NS, Oct. 1942.

Postwar Design, NS, Jan. 1943.

Tomorrow's Schools—A Preview, W. S. Vincent, SE, July, Aug., and Sept. 1943.

The Secondary School Plant for Tomorrow's World, Lawrence B. Perkins, SE, July 1944.

A Preview of Postwar Schoolhouses, J. W. Cannon, Jr., NS, Aug. 1944.

Schools for Postwar Construction, T. I. Coe, SBJ, Feb. 1945.

Architect's Preliminary Studies, D. L. Essex, SBJ, March 1945.

As I Look at School Design, Lee R. Cooke, NS, Nov. 1945.

An Architect's View of the Postwar School, O. H. Breidert, SBJ, Jan. 1946.

Architectural Style and the Educational Program, N. L. Eugelhardt, SE, April 1946.

Building on the Past, John E. Nichols, SE, April 1946.

Influence of Materials and Techniques on Architectural Styles, Clyde C. Pearson, SE, April 1946.

Orders of Architecture, Harmon A. Horn, SE, April 1946.

Relating Style of School Architecture to the Environment of a Large

City, Walter H. Kilham, Jr., SE, April 1946.

Relating Style of School Architecture to the Environment of a Rural Area, Warren S. Holmes, SE, April 1946.

Should a School System Adopt One Style of Architecture? Herbert J. Powell, SE, April 1946.

## Audio-Visual

A Centralized Radio-Sound System, Robert Oldis, SE, March 1942.

Planning Buildings for Visual Aids, E. C. Dent, SBJ, Sept. 1943.

What the Well-Equipped Audio-Visual Program Should Contain, Bruce A. Findlay, SE, Sept. 1944.

Housing an Audio-Visual Materials Center, M. R. Brunstetter, NS, Dec. 1944.

Central Radio-Sound System in Postwar Planning, Paul W. Seagers, SBJ, Oct. 1945.

Building Facilities for Audio-Visual Education, D. F. Schutte, SBJ, Jan. 1946.

To Darken a Schoolroom, D. F. Schutte, SBJ, Sept. 1946.

## Auditoriums

Auditorium That Serves Three Schools, Allen J. Maxwell, Jr., NS, Jan. 1944.

Auditorium for the Small High School, A. S. Gillette, SBJ, Jan. 1946.

Auditorium-Gymnasium for a Small School, Paul F. Nocka, SE, June 1946.

Auditorium Stage for a School Building, Edward C. Cole, SE, June 1946.

Factors Which Determine the Size of an Auditorium, Herold C. Hunt, SE, June 1946.

Lighting the School Auditorium and Stage, Stanley McCandless, SE, June 1946.

Planning the School Auditorium for Audio-Visual Education, Partridge and Millgate, SE, June 1946.

Use of the Auditorium in a Community School Program, Fred W. Hosler, SE, June 1946.

## Color

Color in the Schoolhouse, C. T. Masterson, SBJ, Jan. 1941.

Color—for Light and Cheer, Merle Higley, SE, April 1942.

Color Must Be Functional, Thomas J. Higgins, NS, Dec. 1942.

Color in Santa Monica Lunchroom, NS, Feb. 1943.

Color Change With Lighting, L. S. Ickis, NS, April 1943.

Color Softens Stark Lines, NS, April 1943.

Creating a Background of Color, NS, July 1943.

Right Use of Color in Classrooms, H. D. Hynds, SBJ, Aug. 1944.

Crusade for Color, John S. Warren, SBJ, Jan. 1945.

Let's Have More Color, E. E. McGrath, NS, Feb. 1946.

### **Community Use**

Six Schools With Social Centers, Schmitt and Childs, NS, Feb. 1941.

This High School is Designed for Community Use, Lewis W. Feik, NS, Nov. 1941.

Needed: Community Schools, N. L. Engelhardt, SE, April 1942.

Gymnasium Serves as Community Centers, NS, Oct. 1942.

The Postwar School in Its Neighborhood Context, Richard J. Neutra, NS, March 1944.

Why a Community School? Arthur B. Moehlman, NS, March 1944.

A Genuinely Useful Community School, W. G. Pence, SBJ, Jan. 1945.

Give Parents a Room at School, Bursch and Gibson, NS, Feb. 1945.

Planning the Central Rural School as a Community Center, D. L. Essex, SBJ, May 1945.

The Neighborhood School, Ernest O. Melby, NS, July 1945.

Planning Rural High Schools for Community Use, Charles A. Sauer, SE, Oct. 1946.

### **Cooperative Planning**

Workshop in Rural School Building, Louis M. Roehl, SBJ, April 1941.

When Teachers, Janitors Build Schools, L. B. Perkins, SBJ, Sept. 1941.

The State Department of Education and School Plant Planning, W. F. Credle, SE, March 1945.

Joint School and Community Planning, Calvin Grieder, SBJ, April 1945.

Personnel Participation in Postwar Building Needs, W. A. Long, SBJ, May 1945.

Colorado Universities and Colleges Form Personnel Pool for Planning, Calvin Grieder, Sept. 1945.

School and Community Join Forces in School Plant Planning, Holy and Herrick, NS, March 1946.

### **Elementary and Preschool Facilities**

Portfolio of Elementary Schools, NS, Jan. 1941.

Elementary School, Tupelo, Miss., Overstreet and Milam, Sept. 1941.

Building for the Small Elementary School in Los Angeles, F. O. Evans, SBJ, Jan. 1942.

"Elementary" at Glens Falls, Reginald E. Marsh, NS, June 1942.

Kindergartens for the Class of 1943, NS, Sept. 1942.

Check List for Elementary School-Building Plans, T. J. Higgins, SBJ, Jan. 1943.

New Elementary Schools in San Diego, California, W. C. Crawford, SBJ, Jan. 1943.

Design for Nursery Schools, Helen Christianson, NS, Aug. 1943.

The Campus Elementary School, Haggard and Jones, NS, Oct. 1943.

New Elementary School Facilities at Denver, A. Helen Anderson, SBJ, Jan. 1944.

Activity Programs Make New Demands on Elementary Schools, Paul J. Misner, NS, March 1944.

Child Service Center for Shipyard Workers' Children, NS, March 1944.

These Buildings Are Practical, Borgerson and Peterson, NS, April 1944.

Planning an Elementary School, David Goldwasser, SBJ, May 1944.

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of crucial issues, they become increasingly aware of the complex problems they will meet as citizens.

Timeliness is essential, too, in other areas of study. Vocational guidance, for instance, is much more valuable if it is related closely to the changing needs of the community and the current demands of industry. It is difficult for teachers who may be somewhat removed from industrial activity to keep informed of continuous changes, and here the radio has been used to good effect. A number of radio stations have broadcast interviews with personnel managers and employment counselors, as well as with men on the job. Current local needs and opportunities thus are emphasized.

The application of radio to meet an emergency need has been illustrated in communities where programs were presented during periods of serious epidemics or other occasions of distress. A recent example was the daily broadcasting of lessons to boys and girls in the Denver area who were snow-bound in their homes for an extended period.

### **Radio Gives Sense of Participation**

Radio brings to the pupil at his desk or at home contact with the great personalities who are shaping the world. When a child hears a broadcast of an event such as a Presidential inauguration, or the opening of Congress, history becomes a living and vibrant experience to him. Similarly students who heard the "We Hold These Truths," a few years ago, commemorating the 150th anniversary of the Bill of Rights, shared consciously in the trials of the founding fathers as well as in their Nation's pride of a monumental achievement. V-E Day broadcasts by newsmen as they approached the fortified Normandy coast gave listeners a feeling of having witnessed the invasion.

### **Radio as an Emotional Force**

There is much evidence to support the claim that radio can accelerate the accumulation of facts. The accumulation of facts alone, however, is not the sole aim of education. What the learner does with the facts is vital. If knowledge of them does not affect his attitude then the facts are incidental. Yet, the

# **RADIO IN THE CURRICULUM**

by Gertrude G. Broderick, Assistant Radio Education Specialist

Acceptance of radio in the curriculum by increasing numbers of American schools offers evidence of the practical value of radio to education. While some may continue to hold that education by radio is still in the "McGuffey Reader" stage, the mounting evidence to the contrary stands as a tribute to the men and women in education, and in the broadcasting industry who have done the pioneering. Fifty-three colleges and universities last year reported courses in teacher preparation and classroom use of radio, nearly a 50 percent increase over pre-war years. In addition, growth in the number of normal schools and the special teacher training institutes which have been sponsored by some of our leading radio stations gives further indication that teacher training in radio is no longer a rarity.

Increased interest by school administrators was noted at the recent School Broadcast Conference in Chicago when three city school superintendents from different parts of the country discussed the subject, "The Superintendent Looks at Radio." It was a stimulating experience to hear reports from two superintendents who were working

closely with commercial stations, on the ways in which radio was serving their purposes, and from a third who was joining the vanguard of educational institutions planning to operate their own FM stations.

Superintendent Goslin, of Minneapolis, speaking on "Radio as an Aid to Instruction," cited many examples of ways in which radio contributes to the learning process, not only of children but of their parents and grandparents. In his opinion there is great need for an understanding by more teachers of just what radio is, what it can do as an educative tool, and for training in using it to maximum effectiveness.

The measure of radio's specific contributions to education can be gauged only by their relation to the general objectives of education. These contributions—some of them at least—might be grouped somewhat as follows:

### **Radio Is Timely**

The need for timeliness is obvious in the study of current events, for example. Radio presents and interprets an event while it still is current and before it becomes history. As pupils listen to selected news broadcasts and discussions

development of desirable attitudes is not a simple process. Emotional drives have a powerful influence. Radio has learned to use drama and music for making emotional impacts.

The numerous programs planned specifically to promote group tolerance and understanding illustrate this point. A series produced in the early days of World War II, entitled "These Are Americans," recognized the delicate matter of race relations and dealt with it effectively. An earlier series, "Americans All—Immigrants All," produced some years ago under the auspices of the U. S. Office of Education, stressed contributions made by immigrants to American life. Current broadcasts over several of the major radio networks dealing with juvenile delinquency are examples of the emotional drive that can result from "good radio."

### **Radio and Discrimination**

Just as the teacher has long recognized her responsibility for guiding and developing the reading tastes of her pupils, so must she now undertake the responsibility for development of good taste in listening. She recognizes that what the child is and what he is becoming, are influenced in no small degree by the radio programs to which he listens. Radio today is an important medium through which are communicated ideas, understandings, attitudes. To the discriminating listener, the radio makes possible a progressive broadening and enrichment of his experience.

Upon recommendation last fall of the High School Committee of the American Educational Theater Association, many secondary schools now are teaching radio appreciation as a part of a course of study in dramatic arts. The one semester course considers the role of radio in modern society, history of radio, organization and operation of the modern radio station, types of radio programs, and criteria for evaluating them. In one course, students conducted polls of listeners to determine average tastes and reasons for program popularity. They analyzed their own reactions as they listened and reported on radio articles appearing in newspapers, periodicals and trade publications. This study was consummated

with the preparation of a guide for student listening.

Radio's achievement in regard to standards of taste in music is evidenced by the increasing numbers of listeners year by year to radio symphony and opera.

An effort to keep the classroom teacher informed about programs was launched in 1944 by the Federal Radio Education Committee. A special advisory committee was given responsibility for preparing monthly lists of network programs which were selected on the basis of their educational significance, program quality, and instruc-

tional adaptability. Other materials for teachers are to be found in such Federal Radio Education Committee publications as *Criteria for Children's Radio Programs* and *How to Judge a School Broadcast*.

These are but a few of the ways in which radio is playing a part in many American schools today. As more teachers acquire skills in radio programming and utilization, they will develop new and better programs planned to fit the curriculum. We are, in fact, limited only by our ambitions and creativeness—our ingenuity and sincerity.

# Office of Education Reports on Its Activities

THE U. S. OFFICE of Education's report of its activities during the fiscal year 1945-46 (just off the press), is the first annual report to be made since extensive plans "for the improvement of its services" were announced 2 years ago by Commissioner Studebaker. During the fiscal year all of the eight administrative divisions contemplated emerged from the blueprint stage and began operations. Altogether, the new divisions laid foundations for increasingly effective services to the whole of American education, the report indicates.

These divisions are: Elementary, Secondary, Vocational, Higher Education, Central Services, International Educational Relations, Auxiliary Services, and School Administration. In addition, there was established a temporary Division of Surplus Property Utilization.

A quick glimpse of the first two divisions of the report is presented herewith. Brief summaries of reports from the other divisions will appear in later issues of *SCHOOL LIFE*.<sup>1</sup>

### **Elementary Education**

The elementary program—America's greatest undertaking in democratic education—involves more than 200,000 schools, 20,000,000 children, 600,000 teachers, and more than \$1,000,000,000

in expenditures each year. The elementary schools have the responsibility of establishing the foundations of knowledge, skills, and attitudes—a job made critically important by the fact that the early school experiences are the only ones many children ever have.

Characterizing elementary education today, according to the report, are several problems of major concern. One of the foremost is juvenile delinquency. Immediately related to this is the problem of achieving closer parent-teacher cooperation. And third, the emergency of the teacher shortage continues; during the past year approximately three-fourths of the emergency permits granted for teaching were in the elementary schools.

All these serious problems were considered by the Division's specialists during the past fiscal year as they undertook to serve the schools in four major areas: In organization and supervision; in instructional services; in exceptional children; and in teacher education.

Specifically, among the services reported: The Division's staff extended their field services from Florida to Cali-

<sup>1</sup> Copy of the full report may be obtained from the Superintendent of Documents, Government Printing Office, Washington 25, D. C. Price per copy, 25 cents. Title of the bulletin is "Annual Report of the Federal Security Agency, Section 2, U. S. Office of Education, 1946."

ifornia, to New England, and to the North Central region. These services involved cooperation with State education departments, teacher-education institutions, local school systems, and lay organizations interested in the schools. Among such activities were included consideration of legislative matters relating to the extension of schools for children under 6; measures for improving instruction in elementary school science; and measures for helping exceptional children achieve their best adjustment.

Important conferences held during the year included two meetings of the Association of State Directors and Supervisors of Elementary Education—a major and continuing project of the Division and a vital force for improving elementary education in the States.

The report reviews the consultative and research work done by members of the Division in cooperating with other Federal agencies and with many national and regional organizations interested in services to children; the individual services given to teachers, students, parents, and citizens seeking information and advice; and the varied problems of teachers and students from abroad who have been coming in increasing numbers to familiarize themselves with our educational system.

The report describes the publications of the past year that represent intensive research by various specialists within the Division. The titles follow: *How to Build a Unit of Work*; *Curriculum Adjustment for Gifted Children*; *Follow-up Report of the Terre Haute Workshop for Nutrition Education*; *Education in Residential Schools for Delinquent Youth*; *Schools for Children Under Six*. Members of the staff also contributed numerous articles to professional journals and yearbooks.

### **Secondary Education**

According to the report, it is increasingly evident that the people of the United States regard a secondary school education as the minimum opportunity for all. "To develop a citizenry which is competent in the skills of the democratic culture and procedures, with common ideals and a dynamic faith in the American way, is the overriding assignment which the American people have

given to the secondary school," says the report.

The decade from 1930 to 1940 shows that secondary-school enrollments increased 7 times as fast as did the general population and 10 times as fast as did the population group 14-17 years of age.

Organized in August 1945, with a professional staff of 5 persons, the Division grew to 9 professional persons by the end of the fiscal year on June 30, 1946. As funds become available, the plan set forth by Commissioner Studebaker in 1944 is expected to be carried out; it calls for 74 professional persons to serve the Nation's secondary schools. Meantime, however, the report indicates that specialists are available to devote full-time services to such areas as general adult education; school organization and supervision; vocational education; rural education; science; health education; tests and measurements; instructional problems, and the social sciences.

In accordance with the plan creating the Division, there was appointed an Advisory Committee on Secondary Education, a continuing committee with rotating membership based upon a 3-year term. The committee's function is to advise the Division with respect to: The types of service in which the Division should engage; specific projects, studies, or undertakings which should occupy the time and attention of the Division; the facilities and procedures needed for carrying on the program.

The Committee was called by Commissioner Studebaker in May 1946, and the first discussion of long-range plans revolved around the services in guidance. The committee advised that "the Division should exercise vigorous leadership in this field both with respect to State departments of education and local schools and school systems."

Another fundamental concept on which members of the advisory committee expressed themselves repeatedly was the need for coordination among the various subject areas. Mentioned were family life, health, recreation, and consumer education.

According to the report, the high point of the conference was reached with the consideration of what should be the program of the Division in the years ahead. Various members of the advisory committee emphasized the need for the Office of Education to give an

effective leadership to secondary education.

In so doing, the Office of Education is concerned with measures to increase the holding power of the secondary school. Regardless of the causes—and they are many—no more than 73 percent of our youth have ever attended high school, and the survival rate for those who do attend is of such critical proportions that the offerings of the secondary school must be reexamined. The report indicates that most youth who drop out of school do so because school activities do not challenge them, or because learning is not suited to their abilities, or because life inside the school does not seem so real as life outside.

For these reasons, specialists in secondary education spent a great deal of effort during the past year in helping to implement the Prosser resolution, which proposes to focus the attention of our schools on the needs of the majority, or 60 percent, of our youth who are destined neither for college nor for skilled occupations. (See *SCHOOL LIFE* of July and December 1946, and February 1947, for discussions of the conferences undertaken at the request of the Commissioner, who instructed the Divisions of Vocational Education and of Secondary Education to collaborate in their plans to formulate a program for the large group of youth with whom the Prosser resolution deals.)

While the Prosser resolution raised a basic question whose answer must be sought, other work done during the year continued a going program of projects. The return of veterans to high school—accelerated at the end of the war—profoundly affected the service given veteran education by the high schools of the Nation.

Among the secondary education publications mentioned by the report was the joint study undertaken by the Division and the Research and Statistical Service to bring up-to-date the facts regarding the statistical position of public secondary education in the United States; a revised bulletin designed to help provide adequate instruction in industrial arts; a bulletin entitled "School Census, Compulsory Education and Child Labor;" and a bulletin for the use of rural school administrators and teachers on the educational value of good public relations.

# U. S. GOVERNMENT ANNOUNCES

## New U. S. Office of Education Publications

**Radio Script Catalog. Fifth Edition.** By Gertrude G. Broderick. Washington, U. S. Government Printing Office, 1946. 109 p. 25 cents.

Lists approximately 1,100 annotated radio scripts which are available on free loan from the Radio Script and Transcription Exchange of the U. S. Office of Education. The Exchange assists groups studying radio writing, speaking, acting, sound effects, and program production over the facilities of radio stations or over sound systems, as well as in other phases of radio work.

**Statistics of State School Systems, 1943-44.** By David T. Blose, under the direction of Emery M. Foster.

Washington, U. S. Government Printing Office, 1946. 78 p. (Chapter II, Biennial Survey of Education in the United States, 1942-44.) 20 cents.

Data on State and local boards of education, personnel of State offices and local school systems, pupils, instructional staff, transportation of pupils, public-school finance, and schools for Negroes.

## New Publications of Other Agencies

### FEDERAL SECURITY AGENCY

**National Commission Points the Way.**

By Cornelia Goodhue, Division of Reports.

Washington, U. S. Government Printing Office, 1947. (In *The Child*, vol. 11, No. 7, January 1947, p. 115-118, published by the Division of Reports, Children's Bureau). Single copies 10 cents; annual subscription, \$1.00.

An account of the meeting of the National Commission on Children and Youth in Washington, December 9-10, 1946.

### DEPARTMENT OF AGRICULTURE

**Living and Forest Lands.** Prepared by the Division of Information and Education, Forest Service.

Washington, U. S. Government Printing Office, 1940. (Miscellaneous Publication No. 388) 45 p. Free from U. S. Forest Service.

Prepared as a guide for study groups in-

*Orders for the publications listed on this page should be addressed as follows. Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.*

interested in the social and economic aspects of forests and forestry.

### DEPARTMENT OF COMMERCE

**State Government Finances in 1945, vol. I.** Prepared in the Bureau of the Census. Washington, Bureau of the Census, Department of Commerce, 1946. Processed. Free from the Bureau of the Census.

The summaries of receipts and expenditures of each State Government are covered in separate pamphlets. The data have been issued to date for the following States: Alabama, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Mexico, North Carolina, North Dakota, Oregon, South Carolina, South Dakota, Tennessee, Texas, Vermont, Washington and Wisconsin.

### DEPARTMENT OF LABOR

**Aids in Counseling.**

Washington, U. S. Government Printing Office, 1946. 6 p. Free from U. S. Department of Labor.

List of publications selected by an inter-departmental committee for their usefulness in counseling, especially with regard to employment and occupations.

**State Child-Labor Standards.** By Lucy Manning and Norene Diamond, Division of Labor Standards.

Washington, U. S. Government Printing Office, 1946. (Child-Labor Series No. 2.) 182 p. Free from Division of Labor Standards as long as limited supply lasts.

A State-by-State summary of laws affecting the employment of minors under 18 years of age.

**Training for Jobs for Women and Girls . . . Working . . . Looking for Work.** Prepared by the Women's Bureau in collaboration with the U. S. Office of Education.

Washington, U. S. Government Printing Office, 1946. (Leaflet No. 1-1947.) 8-page folder. Single copies free from Women's Bureau; 100 copies at \$1.50 from Superintendent of Documents.

Outlines instructional opportunities available to girls and women who may wish to prepare for a job or to improve their competence on the present job.

### DEPARTMENT OF STATE

**International Control of Atomic Energy.** Prepared in the office of Bernard M. Baruch.

Washington, U. S. Government Printing Office, 1946. (Publication 2661; United States and the United Nations Reports Series, 5.) 195 p. 30 cents.

Scientific information transmitted to the United Nations Atomic Energy Commission, June 14, 1946-October 14, 1946, with the object of providing a reasonable understanding of the problems.

**International Trade Organization—How Will It Work?**

Washington, U. S. Government Printing Office, 1946. (Publication 2597; Foreign Affairs Outlines, Building the Peace, No. 7) 8 p. Free from the Division of Publications.

Presents brief arguments to show advantages of reducing trade barriers and of eliminating restrictions on international trade by private business groups.

**Building a New World Economy.**

Washington, U. S. Government Printing Office, 1946. 10 p. Free from the Division of Publications.

Outlines in brief form the various problems involved in working out a sound economy for world trade.

## THEMES ANNOUNCED

*THE SCHOOLS Are Yours* is the theme for American Education Week which has been set for November 9-15, 1947. Daily topics beginning with Sunday, November 9, are: Securing the Peace, Meeting the Emergency in Education, Building America's Future, Strengthening the Teaching Profession, Supporting Adequate Education, Enriching Home and Community Life, and Promoting Health and Safety.

Sponsors of American Education Week are the National Education Association, the American Legion, the National Congress of Parents and Teachers, and the U. S. Office of Education.

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# School

# Life

**OFFICIAL JOURNAL OF THE U. S. OFFICE OF EDUCATION**

**Volume 29, No. 8**

## **CONTENTS**

**May 1947**

	Page		Page
<i>Office of Education Report</i> .....	2	<i>Japan—Selected References</i> .....	19
<i>Changing Trends in the Teacher Shortage</i> .....	3	<i>Planning School Plant-Management Programs</i> .....	21
<i>AASA's First Postwar Convention</i> .....	7	<i>Secondary Education—A Senior High School Extends Its Program</i> .....	23
<i>Statistics on Pupil Transportation</i> .....	11	<i>Elementary Education</i> .....	24
<i>Schools for a New World</i> .....	13	<i>Services to Youth in Public Libraries</i> ....	26
<i>Financing Mississippi's Public Schools</i> ..	14	<i>Second Pan-American Congress on Physical Education</i> .....	28
<i>Summer Study Programs in International Relations</i> .....	16		

**FEDERAL SECURITY AGENCY • U. S. Office of Education, Washington, D. C.**

# OFFICE OF EDUCATION REPORT

A brief review of elementary and secondary education, covered in the annual report of the U. S. Office of Education for the fiscal year ending June 30, 1946, appeared in the April issue of *SCHOOL LIFE*. A review of the remainder of the report<sup>1</sup> follows:

## Vocational Education

In addition to administering the federally aided program of vocational education, during the fiscal year the Vocational Division engaged in the following major activities: (1) Closing-out of wartime interests and activities; (2) salvaging useful assets from joint State-U. S. Office of Education war-training programs; (3) assisting the States to accomplish objectives set forth in "Vocational Education in the Years Ahead."

According to the report, after passage of the Servicemen's Readjustment Act of 1944 (Public Law 346), the Veterans' Administration considered that the existing State facilities of the Office of Education's Agricultural Education Service should be fully utilized along with those of the Veterans' Administration to care for veterans who expected to farm. Accordingly, uni-

form policies for veterans were worked out in a series of conferences.

To aid the States in making adjustment from wartime to peacetime business education programs, the States were given assistance in rebuilding supervisory staffs, expanding teacher training, laying out long-term occupational training programs, developing bases for cooperation with trade, professional, and educational associations, and in planning cooperative research programs.

Research activities of the Business Education Service, according to the report, included a series of job analyses—made in cooperation with the personnel group of the National Retail Dry Goods Association and the education committee of the National Restaurant Association—to lay the foundation for cooperative part-time retailing classes.

A staff member in Home Economics Education served as school lunch consultant for the Southern States Work Conference; participated in the school lunch supervisors' and managers' workshop at Teachers College, Columbia University; and helped prepare, for the Surplus Property Board, lists of equipment for school lunches.

The report indicates that, throughout the war, the State boards for vocational education were advised by the Trade and Industrial Education Service not merely to continue their regular pro-

grams, provided for under the Smith-Hughes and George Deen Acts, but also to maintain high standards.

Among contributions made by the war programs to the regular trade and industrial education program are development of more effective teaching methods and establishment of trade education on a much firmer footing.

Assistance to State boards, appearance on State and national fire-training programs, preparation of instructional materials and work with such organizations as the American Municipal Association and the Federal Bureau of Investigation to improve employee efficiency were among activities of the Public Service Training Consultant.

Through field visits, correspondence, and conferences, the Occupational Information and Guidance Service contributes to the States in their school guidance responsibility. At a national conference of State supervisors held in Denver, Colo., 50 State supervisors, counselors, trainers, and school officials from 33 States considered problems of programming and administration.

## Higher Education

The report describes the unparalleled pressure for college service and the serious shortages of qualified college teachers, college housing, and plant facilities.

To help meet the increasing need for qualified teachers, the Office prepared and disseminated materials related to placement, recruitment, certification,

(Turn to page 9)

## School Life

Published monthly except August and September

Federal Security Administrator-----WATSON B. MILLER

U. S. Commissioner of Education----JOHN W. STUDEBAKER

### Purpose

The Congress of the United States established the United States Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." *SCHOOL LIFE* serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

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### Publication Offices

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Washington 25, D. C.



# CHANGING TRENDS IN THE TEACHER SHORTAGE

by Benjamin W. Frazier, Specialist for Teacher Education

**T**HE TEACHER SHORTAGE, after increasing steadily throughout the war, has continued almost undiminished into the second year of the postwar period. Most observers expect it to continue in various subjects, grade levels, and geographical areas. In the elementary schools, where approximately two-thirds of all public school teachers are employed, a critical shortage will probably continue for at least 2 years, according to a report by Goetch of the National Institutional Teacher Placement Association. It is expected that the shortage will be felt also in most vocational and special high school

subjects during the school year 1947-48.<sup>1</sup> Unless greater financial support is given to rural schools, the shortage of competent teachers in them may be expected to continue almost indefinitely.

## **Extent of Shortage Indicated**

Probably the best usable measure of the extent of the shortage is the number of teachers who cannot meet the legal requirements for regular teachers' certificates; that is, the number who hold emergency permits or "certificates." The National Education Association has estimated, on a basis of State reports made near the beginning of the

present school year, that 113,053 teachers held emergency certificates in 1945-46, and 109,582 in 1946-47.<sup>2</sup> These figures correspond to a total of 108,932 reported as of December 15, 1945, by State school authorities to the U. S. Office of Education.<sup>3</sup>

With respect to the extent of issu-

<sup>1</sup> National Institutional Teacher Placement Association. *Thirteenth Annual Teacher Placement Survey*. By E. W. Goetch, Cedar Falls, Iowa. Iowa State Teachers College, 1947. [7] p. Mimeographed.

<sup>2</sup> Hubbard, Frank W. *The Continuing Crisis in Education: 1946-47*. Washington, D. C., National Education Association, [1946]. 9 p. Mimeographed.

<sup>3</sup> Frazier, Benjamin W. *Teacher Shortages in 1946*. *School Life*, 28: 5-7, June 1946.

ance of emergency permits during the present school year to date, some uncertainty exists. Scattered reports from a few States show slow decreases in the rate of issuance since last October over the rate of issuance the previous year. However, the number of holders of temporary permits has cumulated rapidly during the school terms of recent years. This fact may explain in part the estimate of 125,000 holders of substandard, emergency permits made in a recent national survey reported by Benjamin Fine.<sup>4</sup>

### **Extent of Losses in Educational Services**

It is impossible to state even approximately the extent of loss in educational services suffered by pupils because of the employment of emergency teachers. Many of these holders of temporary permits are rendering services that appear to be satisfactory to their communities. In certain States, the educational qualifications of typical holders of temporary permits are considerably higher than the qualifications of the holders of low-grade regular certificates in certain other States. Nevertheless, emergency teachers on the average have significantly less preparation in every field of education—general, professional, and specialized—than the regular teachers with whom they may fairly be compared. Many school systems report differences ranging from 1 to 4 years of college preparation in favor of the regular teachers. Moreover, some of the emergency teachers are too young, others are too old, and still others have various defects that would bar them from employment in normal times. Whatever the merits and demerits of these teachers, it is certain that school employing officers had little choice in their selection, and that their further preparation or replacement and their supervision will constitute major problems for years to come.

Losses in educational services are not confined to the work of emergency teachers. Although the minimum pre-war requirements for the issuance of regular certificates have not been changed in most States, such certificates

are issued upon various amounts of preparation, ranging in the case of elementary school teachers from high school graduation or less preparation in 11 States to 4 years of college work in 15 States.<sup>5</sup> Moreover, in a given State, various amounts of preparation may be required for different certificates. As might be expected under present shortage conditions, the number of teachers holding the lowest grade regular certificates tends to increase, while the number of teachers holding the highest grade certificates tends to decrease. Moreover, employers of teachers no longer have the choice they once had in selecting from the ranks of the regularly certificated teachers. Many legally certified but professionally underqualified teachers are being appointed to positions for which they were given scant consideration before the war. These include not only teachers whose general qualifications do not meet professional standards, but also teachers assigned to instruction in subjects or grades other than those for which they were prepared in college.

Although the greatest losses in educational services because of teacher shortages are incurred through the lowered qualifications of emergency and of regularly certificated teachers with minimum preparation, many pupils are being deprived of any instructional services whatever in some or all fields. The Research Division of the National Education Association estimates that there were 14,312 teaching vacancies in October of the present school year. About midyear, Fine estimated the number of unfilled positions and vacancies to be 67,987. It was not assumed in either report, however, that all of the vacancies indicated would remain unfilled throughout the year. Furthermore, some of the vacancies were in individual subjects, hence the pupils thus affected were usually not deprived of all schooling. As vacancies have been filled with emergency teachers, other vacancies have developed. Positions may be found that have been vacated several times during the year. Excessive teacher turn-over remains a serious problem.

The annual rate of teacher turn-over, estimated at roughly 10 percent in nor-

mal times, reached a high point of perhaps 20 percent during the war. At the present time, the rate is believed to be considerably less than at the wartime peak, but it remains a matter for serious concern in the elementary, rural, and small-town schools from which the larger and wealthier city school systems are constantly attracting teachers.

Some authorities point out that a considerable number of vacancies exist in one-teacher and other small rural schools which might profitably be abandoned. It is true that in a number of States teacher shortages have been alleviated somewhat by the consolidation of very small schools and classes with results that on the whole are desirable. On the other hand, heavy losses of educational services in tens of thousands of overcrowded city school classrooms are resulting from a different and wholly undesirable type of "consolidation"—classes and class sections thrown together because teachers cannot be found for some of them.

### **Changes in Conditions Which Cause the Shortage**

The conditions which are causing the prolongation of the teacher shortage are well-known. Somewhat less known are their changing effects. In respect to the chief cause, substantial but not spectacular gains have been made. The best estimates of the average increase in teachers salaries between 1939-40 and 1946-47 are about 40 percent. The cost of living has increased more than 50 percent since the late prewar years. Increased taxes are also to be considered. Moreover, increases in wages and salaries in other occupations have usually exceeded those in teaching, which were relatively low even before the war began. Average wages in industry, for example, have almost doubled, and now actually exceed the average salaries in teaching.

During the present year, there is some evidence that salaries in teaching are slowly overtaking those in at least a few comparable occupations. Many of the State legislatures which are meeting throughout the country this year are extending additional State aid to local school systems. The city or other local school district which has not recently

<sup>4</sup>Fine, Benjamin. *Teacher Shortage Imperils Our Public School System*. New York Times, Feb. 10, 1947.

<sup>5</sup>Frazier, Benjamin W. *Teaching as a Career*. In preparation, April 1947.

raised salaries, or provided for their early increase, is the exception rather than the rule. Goetch reports that all of the 44 States represented in his study increased the salaries of teachers in 1946-47 over the salaries paid in 1945-46. The increases, however, varied markedly among States, ranging from 10 percent to 50 percent, with an average increase of 20 percent. Regionally, the greatest increases were in the New England and West Central areas. The prediction is made in the report that "Salaries for teachers throughout the Nation for the 1947-48 school year will show an average increase of 10 to 25 percent over present salaries."

Whatever the gains in teachers salaries when expressed in dollars and percentages of increase, they are still modest indeed when considered in relation to the increased cost of living, to the incomes of workers in occupations which compete for teachers in the employment market, and to the need for purchasing improved educational services to meet growing postwar demands.

The second major cause of the teacher shortage is the small number of newly prepared teachers. In 1943, enrollments in teachers colleges were only half as large as they were in 1941. Comparable losses were reported in teacher-preparation curricula in the colleges and universities. Since in typical States roughly 3 or 4 years of college work are required to prepare a regularly certificated teacher, it is evident that the schools are now feeling almost to the full the effects of wartime losses in enrollments. It is significant for the near future that the enrollments in teachers colleges in 1945 were still only about two-thirds of the enrollments in 1941.

Some interesting changes in college enrollments have been reported during the present year. Enrollment trends in teachers colleges, normal schools, and a few colleges and universities that are members of the American Association of Teachers Colleges are fairly indicative of trends in the teachers colleges and normal schools listed in the Educational Directory (Part III, Colleges and Universities) of the U. S. Office of Education. In 155 of the member institutions of the Association, October enrollments

during past years were as follows:<sup>6</sup>

Year	Enrollment
1941 -----	105,247
1943 -----	52,022
1945 -----	65,981
1946 -----	140,597

At first glance, the increase between 1941 and 1946, which amounts to 33.6 percent, appears impressive. However, the increase in the enrollments in all higher institutions during the same period was an estimated 64.6 percent,<sup>7</sup> nearly twice the percentage increase in the teachers colleges. Moreover, the greater part of the increase in the teachers colleges was due to the unprecedented influx of veterans into the freshman and sophomore courses in general, preprofessional and other non-teacher-preparatory fields. Office of Education estimates indicate that veterans constituted 41 percent of the total enrollment of the teachers colleges in the fall of 1946.<sup>7</sup>

All available reports concerning the veterans now in institutions of higher education indicate that a relatively low percentage of the total number enrolled are preparing to teach. Reports vary concerning the percentages in the teachers colleges. In 65 State teachers colleges included in the National Institutional Teacher Placement Survey, only 33,530 of the total of 77,179 veterans and nonveterans, or 43 percent of the total number enrolled in the institutions, were enrolled in teacher-preparation curricula. The percentage of veterans who were enrolled in such curricula is not stated, but undoubtedly it must be far lower than the percentage of all of the students in the institutions. On the other hand, many teachers college administrators assert the belief that a considerable number of recruits to the teaching profession may later be drawn from the veterans groups now in the teachers colleges, especially if salaries in teaching and school administration continue to increase. In this connection, it is of incidental interest to recall that before the war, from 85 to 95 percent

<sup>6</sup> American Association of Teachers Colleges, *Teachers College Enrollments*. (A. A. T. C. Members). Oneonta, N. Y., State Teachers College, Charles W. Hunt, Secretary of the Association. [February 1947.] 1 p. Mimeographed.

<sup>7</sup> U. S. Office of Education. *Higher Education Enrollment: Fall 1946*. Washington 25, D. C., The Office, 1946. 13 p. Mimeographed. (Statistical Circular. Nov. 20, 1946).

of the graduates reported biennially by the teachers colleges were prepared to teach. In any case, as conditions become more nearly normal, the number of graduates from teacher-education curricula will probably increase considerably, despite the change of function of many teachers colleges to that of State colleges. In 1930, teaching was the chief vocational outlet even of liberal arts college graduates. At best, however, the supply of newly prepared teachers will not equal the demand for some time to come in most subjects and fields.

There is another current condition that seriously complicates the problems of teacher shortage. Unless remedied, this condition will continue to add to present difficulties in securing a good working balance of teacher supply and demand. This condition is the poor distribution of prospective teachers among different teacher-preparatory curricula. An example of current findings on this score is that of Goetch, who reports that of the 77,179 students enrolled last year in the 65 teachers colleges studied by him, 14,308 were preparing to become elementary school teachers, whereas 19,222 were interested in secondary school teaching. In 135 colleges and universities included in the same study, only 5,316 students were reported as interested in becoming elementary school teachers, in contrast to 14,668 who were taking courses for secondary school teachers. Despite the fact that the teacher shortage is expected to remain greater in the elementary than in the secondary schools, the teachers colleges, colleges, and universities together appear to be graduating nearly twice as many secondary school teachers as elementary school teachers. Yet an estimated three-fourths of the emergency permits issued last school year were issued to elementary school teachers.

Even on the secondary school level, there is evidence that the distribution of prospective teachers among the several preparatory curricula could be greatly improved. For years, the supply of high school teachers has been relatively more ample in such subjects as English, modern foreign languages, and the social studies, than in most of the subjects in vocational and special fields. Today, the most nearly ade-

quate supply of high school teachers is to be found in the traditional academic subjects just listed, and the most marked shortages of teachers are to be found in such vocational or special subjects as agriculture, art, home economics, industrial arts, music, and physical education for girls.

Relatively little progress has been made in regulating the many different curricula offered by the 1,000 or so institutions that graduate prospective teachers. The institutions themselves operate more or less independently of each other, as indicated by the fact that they are governed by more than 600 separate boards of control. Somewhat more than half of all public school teachers are prepared in approximately 400 publicly controlled institutions approved for teacher certification. Presumably the offerings of these institutions could be controlled by legislation, but progress in this direction is very slow.

Student guidance within institutions is largely ineffectual as a method of controlling the supply of graduates in the several curricula. Often no attempt is made to influence students in their choice of majors, minors, or fields of specialization. Often the facts concerning the relation of the supply of teachers to the demand in specific fields is not definitely known outside the placement office. Much need therefore exists for voluntary, cooperative action in regulating teacher supply among institutions and among schools and departments of institutions.

It is not without significance that there are a few States and a larger number of institutions which have continuing and fairly satisfactory information concerning teacher supply and demand in various subjects and fields, and in which programs of selective admission, guidance, and placement are reasonably effective, at least in normal times. Everything considered, however, probably the most effective effort made at present to equalize the supply of teachers among different fields, such as between elementary and secondary school teaching, is to increase the attractiveness of service in the field where shortage conditions are greatest by improving salaries and working conditions in that field.

### **Implications of Current Efforts to Remedy Shortages**

Because of the importance of teaching as a public service, there is general agreement that the improvement of salaries and service conditions in teaching should be planned primarily to assure the provision of such educational services as the public interest may demand. To provide underpaid and deserving public servants with a fair living wage is a worthy but distinctly secondary purpose. To have any assurance that the primary purpose of investing public funds in instruction is being realized, the qualifications of teachers must reach definite and well-established standards. One of the greatest weaknesses in "holding the line" with respect to certification and employment requirements is the flexibility and indefiniteness of such standards. The line to be held is not fixed.<sup>8</sup>

There is more or less agreement by educators on certain minimum teacher-qualification standards, such as 4 years of well-balanced college preparation in general or liberal, specialized, and strictly professional fields; good mental and physical health; and personal traits that assure reasonably happy and effective relationships with learners and with the general public. The standards that exist, however, have been so poorly defined and so poorly established in the public consciousness and in administrative practice that they were abandoned in many places almost as soon as the shortage was felt. In contrast, the well-established standards of better recognized professions were affected little by wartime shortages of personnel. There was no thought of issuing emergency permits to underprepared persons to practice medicine or engineering, even though the shortages in these professions were greater than in teaching.

After reaching a somewhat better working agreement with respect to the standards most likely to assure the selection of competent teachers, educators might well devote much more effort toward securing public acceptance of the standards and ideals of service upon

<sup>8</sup> North Central Association of Colleges and Secondary Schools. Subcommittee on Teacher Personnel. *Supply of and Demand for Teachers*. By Ray C. Maul. Emporia, Kans., State Teachers College, the Author, March 1947. 8 p. Processed.

which they agree. Although it is admittedly difficult to describe the characteristics of competent teachers with exactness and harder still to assure the selection of the most promising candidates for teacher preparation, it has not been found an impossible task to establish usable standards in other professions and in trades and to secure the acceptance and enforcement of such standards. It is not an impossible task in teaching. One of the most regrettable results of the employment of emergency teachers is the education of the public thereby in the belief that "just anyone" can teach. The public can scarcely be blamed for accepting emergency, non-certificated teachers if the teaching profession continues to accept them with little question.

A growing number of educators are beginning to feel that their efforts should be directed more toward securing superior candidates for teacher education and toward raising the certification standards of admission to their profession than toward the mere filling of teaching positions with any applicants who happen to be available. Only if salaries continue to improve, however, will it be possible to raise teaching standards significantly. The raising of standards and the improvement of salaries must be undertaken at the same time if either movement is to advance very far.

Already statements are sometimes made concerning the possibility of a surplus of teachers if salaries continue to rise. There can be no surplus for a number of years to come if standards are raised as they should be. It is not likely that educational statesmanship would permit a serious surplus to develop, so long as only 1 State in every 10 has a requirement of 5 years of college work for high school teachers; 1 State in every 3 or 4 has the requirement of a college education for elementary school teachers; and 1 teacher in every 8 has insufficient preparation to meet the already low requirements that are made for regular certificates.

During the last depression a surplus of teachers, certificated upon the relatively low requirements of that time, made possible an advancement in teacher certification requirements that was

(Turn to page 10)

# AASA's First Postwar Convention

THE FIRST national meeting of the American Association of School Administrators since 1942, which convened in Atlantic City the first week in March, adopted the following resolutions:

1. *Universal free education in the United States.*—We pledge ourselves to work for universal free education through the completion of the secondary school period, including Grades XIII and XIV, for all American youth who are able and willing irrespective of place of residence or the financial ability of the family to support the program. We recommend and encourage the formulation of plans whereby gifted and needy students in high school and college may be subsidized in securing further education when such education will be of benefit to the individual and to society.

2. *Extension of youth services.*—We recognize the pressing need for and pledge our efforts to secure the improvement of health and guidance programs; a more thorough preparation for home and family life as the basis of civilized living; a balance between general education and vocational education with adequate provision for work experiences; the provisions at all times of a cooperative program of work, related training, and adjustment; the reorganization and improvement of youth and adult programs closely related to the character building, vocational, recreational, cultural, and civic needs and interests of citizens. We commend the cooperative efforts of educators and others concerned with the welfare of young people and urge that they be further developed, thru recreation and other character building programs, to combat the increase in juvenile delinquency which follows the close of a major world conflict.

3. *Finance needs.*—As society becomes increasingly complex and its problems expand from local and na-

tional to world-wide significance, and as parents continue to demand better and more education, we must reevaluate both the worth and the cost of schools in new and more realistic terms. We know that our economic welfare and our future progress as a nation depend on the quality and the extent of the cultural and technical education of our citizens. The primary needs of the schools in this program are intelligent leadership and qualified teachers. In order that schools may be properly operated in all respects, under the guidance of professional personnel, we believe that the total amount of money available for the conduct of schools must be at least doubled in the immediate future.

4. *State and Federal aid.*—Education is a shared responsibility of the local community, the State, and the Federal Government, in which only a few States have fully met their obligations. As a supplement to local aid, we urge extensive increases in State aid and a beginning of Federal aid to the general school program without Federal control with Federal money channeled through the United States Office of Education and the State departments of public instruction. We recommend that Federal aid be granted only to those schools which can legally qualify under their State constitution to receive money from their State department of public instruction.

5. *Teacher shortage.*—The present grave shortage of teachers seriously affects the welfare of present and future generations. We pledge our support in recruiting able young people and in providing the compensation and social recognition which will guarantee for America the highly qualified teaching staff its children and young people deserve. We commend the practice of providing scholarships for teacher recruitment. We recommend that substandard emergency certificates be renewed annually only and rescinded as soon as possible.

6. *Teachers' salaries.*—We recommend a basic minimum annual salary for professionally trained teachers of \$2,400 and, for professionally growing teachers, maximum salaries of \$5,000 or better.

7. *Federal aid to school buildings.*—Since a billion dollars a year is required

for the next decade to provide adequate school housing and since few local communities have the financial power to provide the school plant required, we urge the Federal Congress to provide aids for school building construction. These funds should be distributed through the regularly constituted educational agencies, both of the Nation and of the State, on the basis of need. We further urge the removal of restrictions which hamper the development of schoolhouse construction much of which has been delayed as long as 8 years. Thousands of children are deprived of adequate facilities and educational opportunities, and others are forced to attend insanitary or condemned buildings.

8. *Surplus war material.*—We draw attention with pride to the magnificent achievements of the schools in training over four million war production workers and in the extensive basic education and "pre-induction" training which enabled the armed forces to build a mechanized army and navy in record time. These programs were carried out at great local financial outlay and wear and tear on furniture and equipment. We, therefore, respectfully request that hereafter surplus materials suitable for school uses be made more rapidly and more freely available through the WAA as partial restoration of equipment badly worn during the war production program. We further request that the Lanham Act be amended so that title to school buildings and other housing constructed by the Federal Works Agency under its provision can be transferred with complete title in fee simple to the educational institution or school district concerned, at 100 percent discount upon the certification of established need by the U. S. Office of Education.

9. *Extension of the public school system.*—There is an increasing public demand that the schools extend their educational activities to include Grades XIII and XIV. We acknowledge the soundness of this demand and endorse in principle such an extension of school services. However, study should be given by the American Association of School Administrators, through a specially appointed committee, to the problems incident to this program. Included in these problems are organizational pattern, educational programs,

financing, and integration with the high school and community.

10. *United Nations*.—We pledge ourselves to provide systematic instruction on the structure and work of the United Nations, as part of the citizenship education provided for all. We believe that particular attention should be given to the methods which will enable the United Nations to deal with developments that affect the peace of the world.

11. *UNESCO*.—We pledge our support to the United Nations Educational, Scientific, and Cultural Organization and commend its initial successes.

12. *U. S. National Commission for UNESCO*.—UNESCO provides for a commission of 100 members from the United States. To date 90 have been appointed. Of this number only one is a superintendent of public schools and two others are connected directly with the public schools. We do not feel that this is adequate representation of public education. We, therefore, recommend increased representation of educational leaders intimately associated with the regular operation of public school systems. We request that our executive secretary petition the State Department of the United States to add to and strengthen the public school membership in the United States National Commission and also in the roster of advisers and delegates for future conferences and general meetings of UNESCO.

13. *Cooperation with professional organizations in other lands*.—We pledge ourselves to cooperate with the World Organization of the Teaching Profession in the interests of international understanding, universal free education, an informed public opinion, and a peaceful world.

14. *Exchange teachers*.—We commend the Office of International Information and Cultural Affairs in the Department of State and the U. S. Office of Education for making possible the exchange of American and British teachers. We urge the continuation and extension of the exchange of teachers with other nations, including Canada and Latin America. We commend the present plan of a single committee to clear all arrangements for the exchange and recommend adequate financial support for its continuance.

15. *National service*.—We believe that adequate preparedness is necessary for our national security. We urge that the Federal Congress in developing a plan to meet the security needs of our nation will, as a substitute for universal military training, use existing civilian institutions in promoting programs with our youth which will result in their improved physical and mental health, scientific knowledge, civic responsibility, technical skills, and the development of other attributes in them that will lend strength and stability to our nation.

16. *Veterans*.—We acknowledge the debt of all Americans to the men and women who have served and are now serving in the Armed Forces of the United States. We pledge our continued efforts to provide adequate training for all who wish to avail themselves of the benefits of the G. I. Bill of Rights. We commend the National Association of Secondary School Principals, the American Council on Education, and the United States Armed Forces Institute and cooperating agencies for developing standards of evaluation for military service and war training. We urge those States which have not yet done so to establish rigorous accreditation standards for institutions which provide training for veterans.

17. *Local professional organizations*.—We recommend the development of strong local organizations, which include all professional employees, affiliated with State educational organizations and the National Education Association. We further recommend that school administrators work actively with local professional organizations in developing administrative policies and procedures. Particularly do we urge that these organizations be invited to participate, through committees of their own choosing, in matters affecting their welfare such as growth in the profession, determination of salary schedules, teaching conditions, contractual relationships, and legislative measures providing tenure and retirement benefits and sick leave.

18. *Freedom from partisan politics*.—We recommend that schools be divorced from partisan politics at the local, State, and national level. At the local level this can best be accomplished by fiscally

independent boards of education. The terrible lessons from the totalitarian states in uniting politics and education teach us that educational offices on local, State, and national levels must be made independent of partisan politics.

19. *Public Law #584, 79th Congress*.—We commend Public Law #584 which makes it possible for American students to be educated abroad by using funds made available through surplus balances of war funds remaining in foreign countries, and we recommend the continuation of this practice.

20. *Education for a better economic citizenship*.—There is a close relationship of education with material production, economic welfare, and standards of living. In our society the success of business and industry in their productive activities depends not only on technology but also on economic understanding, human insights, good human relations, the use of democratic techniques, and a genuine desire for cooperation on the part of both management and labor. We urge schools to give more emphasis in developing those basic understandings, both economic and human, and attitudes in youth which will promote better industrial relations and thereby ultimately lead to better coordination and unification of the purposes and acts of all engaged in productive enterprise.

21. *Teacher strikes*.—We disapprove the use of the strike as a means of securing the rights of professional workers. This type of conduct will react ultimately to the detriment of teaching as a profession. All efforts for improvement, to retain community support, must be on a professional level through representatives democratically selected with recognition that the educational interests of the pupil are paramount.

We deplore the existence of conditions which have caused teachers in a few communities to resort to the strike method as a final recourse. Those within the profession and those responsible for the management and financing of the public schools have a duty and responsibility of providing effective means of giving impartial consideration to the teachers' proposals for equitable treatment.

22. *Intergroup living*.—We commend the work of the schools of the nation



in their programs of improving inter-group understanding. We recommend that this work be continued and strengthened and, also, that other agencies and organizations be encouraged to develop favorable environments in which all may live.

23. *Teacher preparation.*—We recommend continuing progress in raising of certification requirements in every State to a minimum of 4 years of thorough cultural and professional preparation.

24. *Teacher training facilities.*—We recommend better financial support of teacher preparing institutions to provide adequate laboratory school facilities and clinics for professional preparation.

25. *National school lunch program.*—We request a deficiency appropriation of \$20,000,000 to be allocated to the States in such amounts as each requires to carry the program for the balance of this school year. We request an appropriation by the Congress which will be sufficient to meet the expanding needs of the program for future years and, further, we recommend that the acts be amended so as to emphasize the educational phases of the program and that the program be administered through established Federal and State educational agencies.

26. *State departments of education.*—We believe that the leadership coming from State departments of public education has great potentialities in determining the character of public education and its contribution to our national aims and welfare. We are vitally concerned about State programs of education and deeply interested in patterns of State educational department organization and operation. Because of their strategic position, we endorse their more adequate financial support from State funds.

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There was also a final resolution expressing the Association's appreciation for helpful services and cooperation rendered by individuals and organizations.

Herold C. Hunt, superintendent of the Kansas City, Mo., schools, is the new president of the Association. Newly elected officers serving with him are Alfred Simpson, professor of education, Harvard University, second vice president; and Paul Loser, superintendent of the Trenton, N. J., schools,

member of the Executive Committee. Other officers held over from the previous year.

Attendance at the first postwar convention was around 10,000. Some 40 allied organizations also held their meetings in conjunction with the Association, and 270 firms and organizations presented exhibits of materials and activities related to practically all types of school operation.

President Henry H. Hill presided over the general sessions.

## Office of Education Report

(From page 2)

and employment of teachers. Near the end of the fiscal year, the Office was authorized by Selective Service to certify essential college teachers for deferment.

In assisting institutions to obtain needed facilities, the division cooperated with the program for providing student housing for veterans through the Federal Public Housing Authority; formulated criteria for the use of the Civilian Production Administration in granting priorities to colleges for the use of scarce construction materials and screened cases that did not clearly meet the criteria; and evaluated requests made to the Federal Housing Authority for priority materials for faculty housing.

Near the end of the fiscal year 1946, the Higher Education Division was delegated the responsibility of making a finding of need for educational facilities—other than residence housing—which were to be supplied by the Federal Works Agency from government surplus properties.

In the field of curriculum and course revision, emphasis was intensified because of the growing consciousness of America's new role in international affairs, the need for more effective civic instruction, new applications of the physical sciences, and new developments in health, transportation, construction, and other fields.

The investigation of vocational education of college grade, which was initiated during the previous year, was completed. Late in the year the services of a graduate engineer were made regularly available to the more than 150 engineering colleges and nearly 130,000 engineering students in the country. Postwar demands for engineering in-

formation and personnel indicated need for such services.

To improve and promote the education of Negroes, consultative and advisory services were given to such agencies and institutions as the Association for the Study of Negro Life and History, Bureau for Intercultural Education, Conference of Presidents of Negro Land-grant Colleges, United Negro College Fund, National Conference on Adult Education and the Negro, National Council of Negro Women, Lincoln University, Hampton Institute, Howard University, U. S. Public Health Service, and the National Education Association's Steering Committee on Education in the Cotton Belt.

## Central Services

The Division of Central Services consists of the following units: Research and Statistical Service, Information and Publications, Office of Education Library, and Administrative and Management Services. The Research and Statistical Service supplements the staff of the various divisions with technical assistance in special problems of research.

The Information and Publications Section performed the customary services of publishing the professional findings of Office specialists in official bulletins and periodicals. Such findings also were presented through various media of communication, especially newspapers, magazines, and radio.

Following reorganization within the past year, the section staff convened a national advisory group of experts in educational public relations to discuss and make recommendations looking toward a long-range public relations program for the Office.

At the request of the Educational Director, Public Information Division of the United Nations, the section specialists arranged a conference of key editors of educational publications to develop a program for presenting factual information about the United Nations to students and teachers in schools and colleges throughout the United States.

In editing some 4,000 printed bulletin pages, the Editorial Unit handled a total of 192 printing jobs. Thirty bulletins, 10 issues of *SCHOOL LIFE*, and 18 issues of *HIGHER EDUCATION* were published.

The U. S. Office of Education Library continued to serve Office specialists, research workers, and personnel of other Government agencies. The report indicates that during the past year, 8,000 publications were added to the library to increase its holdings to approximately 325,000 items. Through the State Department, progress in the acquisition of needed foreign educational literature was made during the year.

### **International Educational Relations**

During the past year the Division of International Educational Relations continued to administer the Exchange of Educational Personnel Program under the Buenos Aires Convention for the Promotion of Inter-American Cultural Relations. In addition, the Division again carried on the selection and notification of 96 teachers of Spanish from our schools who attended the Spanish Language Institute of Mexico City.

During the past year the Division cooperated with the State Department in setting up the program for the interchange of 74 teachers between Great Britain and the United States.

Preparation of studies of educational systems in Central and South America, under the sponsorship of the Interdepartmental Committee on Scientific and Cultural Cooperation, was continued.

In an effort to meet exceptionally heavy demands for information, the loan packet service on Latin-American countries was revised and enlarged. At present, packets for 20 subject fields, such as instructional materials, social studies, club organization, and higher education have been developed.

Various members of the staff served in the following capacities: Technical expert, U. S. delegation to United Nations Education, Scientific, and Cultural Organization, London; U. S. representative on Education Committee, UNESCO, London; U. S. delegate, Ninth International Congress on Public Education, Geneva, Switzerland; member of Education Mission to Japan; consultant to War Department, U. S. Military Government, Germany; consultant to War Department on selection of education personnel in occupied areas; consultant services to the Korean Educational Mission sent to the United

States by the U. S. Military Government in Korea; and observer-advisers to the World Conference of the Teaching Profession at Endicott, N. Y.

During 1946, there were three times as many requests for evaluation of credentials as there were during the prewar period.

### **Auxiliary Services**

The Service to Libraries has collected and made available such data as "College and University Library Statistics, 1939-40" and "Statistics of Public School Libraries, 1941-42." The latter, distributed in the fall of 1945, was employed by State supervisors of college libraries to help raise standards of service, by school-accrediting associations to assist in revision of standards for members, and by publishers to determine potential markets for children's library books.

Bibliographical services included a listing, "500 Books for Children," prepared at the request of elementary school principals, a selected list of government publications for use of librarians and teachers, and a compilation of books and periodicals for use of the Korean Education Commission in stocking a teachers' library.

The report indicates increased use of facilities of the Educational Uses of Radio Section during the past fiscal year.

### **School Administration**

In providing technical leadership in the fields of school finance, pupil transportation, school legislation, and school housing, the work of specialists of the Division of School Administration involved such activities as the following: Analyzing and presenting information on all aspects of school administration; serving and participating in State, regional, and national conferences dealing with school administration; conferring with chief State school officers and visiting State departments of education; preparing reports for professional publications; and consulting with lay organizations interested in school administration.

Consultant services were given to the National Council of Chief State School Officers. The Division's specialist on pupil transportation participated in a conference which resulted in new na-

tional school bus standards, now rapidly being adopted by most of the States. Among other activities outlined in the report were publication of a significant pamphlet on training and selection of school bus drivers and services of information to the States on pupil transportation.

Furnishing of information and guidance on school legislation and on problems concerning school plants were other services of the Division.

## **TEACHER SHORTAGE**

*(From page 6)*

probably unprecedented in any period of like length in American history. More than a dozen States established for the first time a minimum of 4 years of college preparation for all beginning elementary school teachers; and the movement toward the requirement of 5 years of preparation for high school teachers was also appreciably advanced. If teachers' salaries continue to improve after present increases have made possible the repair of some of the war damages upon teacher personnel, it should again become feasible to resume prewar advances in the requirements for certification and employment.

The history of teacher certification shows that State departments of education with the requisite powers will advance the requirements for certification as rapidly as the supply of teachers will permit, provided the departments receive the support and encouragement of the public and of the teaching profession. Professional school officers can be relied upon to select teachers upon a basis of professional competency if not subjected to undesirable outside controls. The chief limit to future advancement in teachers' qualifications will be set by those who purchase educational services; that is, by parents and taxpayers. In view of growing needs for the preparation of democratic citizenry to meet the increasingly urgent political, social, and scientific problems of the postwar world, it is to be hoped that no premature limits will be placed on the investment by the public in educational services. If this hope is realized, there are excellent prospects that teaching will attain the full professional status toward which it has so long struggled.

## Forest Conservation Taught by School Radio

A series of six dramatized school radio programs on forest conservation were broadcast during the fall months in New York City. The series, entitled "Bill Scott—Forest Ranger," was made possible through the cooperative efforts of the New York City Board of Education and the U. S. Forest Service. Assistance was given by the New York State Conservation Department and the New York State College of Forestry at Syracuse University. Scripts were prepared by the Forest Service.

Production was under direction of Station WNYE, the FM station of the New York City Board of Education. Students in New York's school radio workshop took various parts in the programs. Stations WNYE and WYNC (the municipal station) broadcast the programs weekly with a rebroadcast by WNYE on the day following each program. The State, City, and University provided guest speakers on State or local forestry facts related to the respective programs. New York City pioneered in this first large-scale utilization of the school radio as an aid in teaching forest conservation. However, the scripts are so written that they are suitable for use in any section of the country. The first story deals with reforestation; the last, with the prevention and control of forest fires. In the four intervening episodes, attention is given to the principles of good forests, range, wildlife, and forest watershed management and utilization.

Schools, colleges, radio stations, and State and Federal forest officers may borrow transcriptions and obtain scripts without cost from the U. S. Forest Service, Washington 25, D. C. (Interviews with guest speakers, however, are not included in either.) The transcriptions can be used only on equipment adapted to 33 $\frac{1}{3}$  r. p. m. They cannot be used on phonographs or radio-phonograph combinations.

### In Our Hemisphere

*In Our Hemisphere* is the title of a new department in the *Bulletin of the Pan American Union* which was begun in the September 1946 number. This material will be of interest to students of junior and senior high schools.

# STATISTICS ON PUPIL TRANSPORTATION

by E. Glenn Featherston, Specialist for Pupil Transportation

**D**URING THE WAR the Office of Defense Transportation, in effect, rationed the travel of school buses. In carrying on this program it obtained more detailed information about practically all the school buses in the country than had ever before been assembled. While the Office of Defense Transportation collected this information for the administration of its own conservation program, it was obvious to those interested in pupil transportation that a tabulation of this information would afford certain data not otherwise available on a Nation-wide scale. Therefore, efforts were begun early in 1944 to have such a tabulation made.

Dr. C. D. Hutchins, Chief of the School Bus Section of the Office of Defense Transportation, began this work but was able to complete it for only seven States in the time his Office continued to function. When the School Bus Section was liquidated in the latter part of 1945, its records on school bus operation were turned over to the U. S. Office of Education. The National Commission on Safety Education of the National Education Association also was interested in the project and in the latter part of 1946 found it possible to allot funds for clerical assistance to complete the job. It was finished early in 1947.

Efforts were made to verify, State by State, the results of this tabulation. There were several possible sources of error. First, local units obtained gasoline for vehicles with a seating capacity of less than eight from the Office of Price Administration and were not required to report on these operations to ODT, although many of them did. Second, certain items on applications could sometimes be interpreted in more than one way, and in such cases arbitrary decisions were necessary. Third, vehicles which were used primarily for purposes other than pupil transportation sometimes got Certificates of War Necessity from other sections of the Office of Defense Transportation. Fourth, it was

not always possible to compute accurately that part of the total for a bus which represented transportation at private expense. Therefore, the tabulation for each State was sent to the State department of education where it was checked and where corrections were sometimes made. Frequently it was necessary to write to local school units for additional information or for explanations of some of the data included in the reports.

Information from State department of education reports has been utilized to considerable extent in adjusting the information compiled from Office of Defense Transportation records. In most cases the information used is that which was reported to the U. S. Office of Education in the biennial survey of education, but in some instances it was taken from published reports of State departments of education. In the latter case it was used because it was in addition to the information already submitted to the Office of Education or because it was a revision of figures previously reported.

The information on number of schools served is, for the most part, from the Office of Defense Transportation records. Since the schools were mentioned by name on these records, it was possible to avoid duplication in counting. The number of schools, unless it was reported by the State department of education, includes only those served by vehicles reported to ODT. However, in most States the schools served by the smaller vehicles not reported to ODT will, in most cases, be included in the count because they are also served by larger vehicles. Only in States where a large percent of the vehicles are small vehicles will there be an appreciable number of schools not counted.

Since many of the small vehicles in use in some States were not reported to ODT, it was necessary to add to the part of the table concerned with the number of vehicles another column, "Total vehicles in use." Most of the figures in this

# Data on Pupil Transportation At Public Expense for School Year, 1943-44

From Reports to the Office of Defense Transportation, Biennial Reports to the U. S. Office of Education, and  
Reports of State Departments of Education

State	Number of schools served by transportation <sup>1</sup>	Number of vehicles in use									Number of bus routes <sup>4</sup>	Average minutes per route (one way) <sup>5</sup>	Average length of route in miles with pupils (one way) <sup>5</sup>	Total bus miles traveled per day with pupils (one way) <sup>5</sup>	Number of children transported at public expense			
		Number of buses by capacity as reported to ODT								Other vehicles reported to Office of Education but not to ODT <sup>2</sup>					Total vehicles in use <sup>3</sup>	Elementary <sup>6</sup>	Secondary <sup>6</sup>	Total <sup>3</sup>
		0-9	10-19	20-29	30-39	40-49	50 and over	Total										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Alabama	1,459	19	67	76	273	1,637	870	2,942		2,942	4,588	45	13.5	61,922	138,598	81,861	220,459	
Arizona	259	99	49	44	33	70	111	406	133	539	656	55	12.6	6,580	18,196	4,836	23,032	
Arkansas	846	22	71	153	170	453	858	1,727	70	1,797	2,744	49	13.1	36,030	73,255	38,676	111,931	
California	1,261	100	51	86	429	790	825	2,281	441	2,722	3,914	45	11.1	34,553	85,867	55,342	141,209	
Colorado	465	113	203	170	124	100	82	792	271	1,063	1,281	52	20.7	22,929	19,450	8,335	27,785	
Connecticut	475	133	50	52	171	220	76	702	28	730	1,045	40	9.1	9,464	25,268	14,807	40,075	
Delaware	61		4	14	45	117	59	239		239	242	55	13.3	3,224	7,278	2,387	9,665	
Florida	846	27	83	67	173	445	603	1,398		1,398	2,184	46	12.4	26,984	55,680	43,750	99,430	
Georgia	1,367	46	62	66	196	877	1,599	2,846		2,846	4,175	54	15.6	65,154	121,543	52,090	173,633	
Idaho	341	32	85	83	134	201	103	633		633	806	52	18.7	15,059	15,393	7,590	22,983	
Illinois	583	57	28	47	364	400	40	936		936	1,403	54	17.2	24,137	11,887	29,101	40,988	
Indiana	2,059	215	102	285	3,635	1,173	138	5,548	98	5,646	6,155	53	16.5	92,975	153,664	72,313	225,977	
Iowa	601	131	213	714	840	92	8	1,998	444	2,442	2,632	48	8.1	21,356	38,570	25,649	64,219	
Kansas	420	39	153	202	196	82	15	687	587	1,274	1,356	67	18.	13,837	12,523	10,884	23,407	
Kentucky	1,256	68	102	73	338	640	352	1,573	35	1,608	3,482	42	12.2	42,438	80,332	45,926	126,258	
Louisiana	828	36	74	119	232	710	1,386	2,557	94	2,651	3,238	57	11.7	37,801	108,272	41,068	149,340	
Maine	770	319	239	91	129	138	79	995	110	1,105	1,651	40	9.8	16,143	29,813	6,106	35,919	
Maryland	794	6	60	47	134	337	527	1,111		1,111	1,911	43	9.7	18,573	75,929	21,884	97,413	
Massachusetts	836	111	77	138	308	252	125	1,015	85	1,100	1,949	36	6.	11,600	37,817	22,751	60,568	
Michigan	1,054	27	86	116	430	1,049	263	1,971		1,971	2,742	53	12.6	34,499	87,782	44,682	112,464	
Minnesota	1,045	403	261	363	816	735	96	2,674		2,674	3,086	66	15.1	46,324	47,184	43,924	91,108	
Mississippi	1,186	7	212	363	574	1,251	1,477	3,884		3,884	4,350	61	11.8	51,275	120,587	46,894	167,481	
Missouri	971	68	361	358	735	525	153	2,200	122	2,322	3,163	64	16.3	49,600	48,802	51,841	100,643	
Montana	278	46	67	86	116	84	49	478	9	487	520	67	15.5	8,074	15,220	8,195	23,415	
Nebraska	148	19	43	109	79	24	7	281	16	297	314	62	14.7	4,598	4,640	3,360	8,000	
Nevada	32	11	4	27	11	5	10	68	12	80	85	65	37.	3,147	1,817	1,190	3,007	
New Hampshire	370	129	155	72	88	94	11	549	170	719	924	38	6.6	4,975	11,647	2,100	13,747	
New Jersey	765	83	42	140	474	440	291	1,470	147	1,617	2,106	43	8.8	17,200	57,175	36,539	93,714	
New Mexico	310	45	153	164	160	70	54	646	305	951	995	68	21.7	21,639	20,454	7,968	28,422	
New York	2,324	1,419	318	280	981	1,360	564	4,922	439	5,361	7,258	42	8.3	60,438	115,438	70,751	186,189	
North Carolina	1,317	1	7	1	28	1,744	3,002	4,783	42	4,825	6,752	47	12.2	82,237	192,973	118,276	311,249	
North Dakota	2,200	20	18	47	8	5	2	100	1,550	1,650	1,652	71	14.6	1,495	13,366	4,704	18,070	
Ohio	2,076	337	179	96	898	2,845	1,790	6,145	353	6,498	8,171	50	11.4	89,786	179,501	96,654	276,155	
Oklahoma	1,162	68	71	181	997	993	225	2,535	368	2,903	3,410	67	15.7	53,411	68,875	40,694	109,569	
Oregon	482	89	62	56	166	238	159	770	143	913	1,201	48	13.	15,580	27,832	12,785	40,617	
Pennsylvania	2,755	628	224	275	608	1,178	1,102	4,015	88	4,103	6,481	35	7.4	47,442	140,230	91,275	231,505	
Rhode Island	143	8	4	11	32	48	29	132		132	311	32	7.	2,160	5,368	3,886	9,254	
South Carolina	794	36	29	47	189	580	625	1,566	22	1,588	1,905	58	14.3	27,334	47,483	27,028	74,511	
South Dakota	185	132	62	104	113	17	12	440		440	518	43	11.9	6,149	6,667	3,750	10,417	
Tennessee	1,852	54	53	86	318	787	340	1,638	66	1,704	2,841	51	14.3	40,527	112,412	38,554	150,966	
Texas	3,943	160	275	351	960	1,943	2,010	5,699	355	6,054	8,367	60	16.3	130,396	217,484	117,106	334,590	
Utah	270	20	19	13	35	130	179	396	27	423	564	40	10.1	5,698	14,196	18,667	32,863	
Vermont	7461	92	66	46	32	12	5	253	611	864	1,056	30	7.5	7,913	7,021	3,153	10,174	
Virginia	1,300	39	45	47	185	847	1,178	2,341		2,341	4,042	45	10.9	44,051	127,688	54,676	181,764	
Washington	1,134	109	76	120	210	240	903	1,658	136	1,794	2,656	39	11.7	31,058	62,318	40,094	102,412	
West Virginia	1,515	28	58	35	89	333	605	1,148	33	1,181	3,783	27	6.4	24,269	61,516	69,929	131,445	
Wisconsin	764	21	144	125	371	267	12	940	808	1,748	2,306	66	13.5	31,248	17,449	21,479	38,928	
Wyoming	176	179	171	42	92	72	23	579	79	568	668	66	16.1	9,464	9,313	3,001	12,314	
Total	46,339	5,851	5,068	6,288	17,719	26,650	23,036	84,612	8,297	92,819	127,639	49	11.9	1,516,801	2,911,173	1,668,511	4,579,684	

<sup>1</sup> From Office of Defense Transportation records, unless otherwise noted.

<sup>2</sup> Presumed to be mostly cars, since ODT did not require a report on vehicles with a seating capacity of less than 8, although many local units did report cars, as is indicated by some State summaries. However, it may also include a few horse-drawn vehicles as well as some trucks used as school buses but registered by their owners as used for other purposes.

<sup>3</sup> Reported to the U. S. Office of Education in the Biennial Survey of Education in the United States, 1942-44, unless otherwise noted.

<sup>4</sup> Adjusted to include routes run by vehicles not reported to ODT.

<sup>5</sup> Only for vehicles reported to ODT, unless otherwise noted.

<sup>6</sup> Obtained by dividing the total number of pupils transported, as reported in the Biennial Survey of Education in the United States, 1942-44, in the same proportion as the number of elementary and secondary children transported, as reported to the Office of Defense Transportation, unless otherwise noted.

<sup>7</sup> From reports of the State department of education.

<sup>8</sup> From the tabulation of figures from Office of Defense Transportation records.

<sup>9</sup> Reported by the State department of education for all vehicles transporting pupils at public expense. If figures on mileage were annual totals they were divided by 360, assuming 180 days of school and 2 trips per day.

column were taken from the biennial survey of education. The number of vehicles reported to ODT was used in some States instead of the number reported in the biennial survey because the count of vehicles reported by these States in the biennial survey was limited to those on which State funds were paid.

In a few States a revised figure on this item had been issued by the State department of education, and in such cases the revised figures were used.

There is no general agreement on what constitutes a school-bus route. It is evident in a study of the reports to ODT that the term was not interpreted

in the same way in all States. Since it was not possible in making this tabulation to eliminate the results of different interpretations, the figures on total number of bus routes can be considered only as approximate totals.

The figures on mileage for almost half of the States were taken from State

reports. For the other States the figures on mileage were taken from ODT reports. Since the mileage for transporting pupils and the mileage for other purposes, such as transporting war workers, servicing the bus, and other miscellaneous uses were shown separately on reports to ODT, the total number of miles of route should be reasonably accurate. However, the average number of miles per route should be considered only as a fairly accurate estimate because of the questionable accuracy of the figures on the number of bus routes operated.

The figures on the total number of pupils transported are, for the most part, those reported in the biennial survey of education. They were used because there was some duplication in the figures reported to ODT due to the fact that frequently a child was transported in at least two buses before reaching school. As a result, the totals from the compilation of ODT figures were in most States slightly larger than those reported in the biennial survey. However, the ODT figures were used for some States which had, in the biennial survey, reported a figure on the average number of pupils transported daily instead of the number of enrolled pupils transported. In a few cases, revised figures from the State reports were used.

The items in this table which have been previously reported in other tabulations, such as the number of schools served, the total vehicles used, the total miles of bus route, and the total number of children transported, do not differ greatly from the previous figures. For all of them, the number reported here is slightly larger than the number previously reported. Since they are consistent in this respect and since some States indicated that their previous reports were only for schools receiving State aid for transportation, it may be assumed that the coverage in this compilation is practically complete.

## Education Workshop

The Ninth Annual Conference on Elementary Education, sponsored by the NEA Department of Elementary School Principals, will be held at Ohio State University, Columbus, Ohio, July

14-25. Facilities of the College of Education, including the University Demonstration School, will be available.

This 2-weeks' workshop will be centered around the theme, "Democratic Values in Elementary School Leadership." The following topics will be considered in the seminars: Language arts and children's literature; science in the elementary school; child development; human relations; evaluating the elementary school; social studies in the elementary curriculum; supervision; and arts in the curriculum.

For information, write Department of Elementary School Principals, National Education Association, 1201 Sixteenth St., NW., Washington 6, D. C.

## SCHOOLS FOR A NEW WORLD

"The number of teachers now serving American schools should be doubled and the sums now appropriated for schools should be trebled," according to the 25th Yearbook Commission of the American Association of School Administrators.

The 286-page report of the commission, prepared by 10 leaders in education under the chairmanship of Claude V. Courter, superintendent of schools in Cincinnati, and recently released by the National Education Association, is titled "Schools for a New World."

After citing the records of increased births in recent years, the report continues:

"The elementary schools felt the rush of this new tide of life first in 1946, when kindergarten enrollments suddenly increased after years of stability. Elementary-school enrollments will increase rapidly until 1950, with a consequent demand for more teachers and more schoolrooms. By 1953 the high schools will feel the surge, and they will expand until 1960 . . ."

The report raises the question of whether America can build a school system that is able to explain fundamental issues of the present, and continues:

"America has long had a deep faith in education. As crisis succeeds crisis today, more and more our citizens are turning their attention to their schools. They are realizing anew their importance; they are not happy with what they see. Schoolrooms are crowded;

buildings are run down; teachers are underpaid; the shortage of qualified teachers is acute; and equipment is often obsolete and meager. In many ways the picture is dismal. Ten years of depression and four years of war have taken their toll.

"And yet the power of education to improve the material well-being of a nation has been demonstrated during the last 100 years in several places in the world. That it also has power to shape the aspirations and purposes of a people has been demonstrated, however unworthily, in the fanatical acceptance of the totalitarian ideology by our recent enemies. That it can be an instrument of sufficient power in our free society to enable our nation to achieve the social equality, the economic justice and harmony, the worthy use of technical knowledge, and the world-mindedness that the security of the nation in this age requires, has still to be demonstrated."

The report outlines the central purpose of public education in this "new age" by pointing out vital areas of education which must be further developed. Desirable directions for public education in small, medium-sized, and large communities and on the state level are suggested, along with criteria for the evaluation of the educational program in any community.

Among the guideposts to "Schools for a New World" listed by the commission are the following:

"Education is the one best hope that children of underprivileged and minority groups have for rising to the most coveted and honored positions in American life.

"Our schools should provide students with a greater opportunity for vocational training, work experience, and guidance in selecting a career. An increase in the level of skill possessed by the workers in a community will mean a better class of people with respect to education, and more wealth for people and institutions.

"Fifty teachers for one thousand pupils are needed for effective teaching.

"When large numbers of students fail to complete twelve years of schooling, this fact should be a warning that adjustments are needed in the program of education.

"State systems of financial support do not need to lead to state educational dictatorship. Responsibility for avoiding such centralization rests upon both local and state educational leaders."

# Financing Mississippi's Public Schools

by Timon Covert,  
Specialist in School Finance

THE PUBLIC SCHOOLS of Mississippi are supported by funds supplied by the local school districts, the counties, the State Government, and the Federal Government. The State supplies a larger part of the funds than do the local districts but a smaller part than the combined amount supplied by the counties and the local districts.

The State is the highest authority regarding the function of education, but much of the detailed work is delegated, as in most States, to the counties and to local school districts. The State constitution contains the following provision regarding the establishment of public schools:

It shall be the duty of the legislature to encourage, by all suitable means, the promotion of intellectual, scientific, moral, and agricultural improvement, by establishing a uniform system of free public schools, by taxation, or otherwise, for all children between the ages of six and twenty-one years, and as soon as practical, to establish schools of higher grade.

The provisions which have been made in the State for the establishment and support of public schools are described briefly on the following pages.

## Units for School Administration and Support

The State, the counties, and the local school districts share the responsibility for administering as well as for supporting the schools. The State, as already pointed out, exercises general control and has final authority over the public schools. This is implied in the constitutional provisions regarding education and has been confirmed by legislative action and State court decisions. However, the counties and local school districts functioning under general State direction carry out the education program.

*The State.*—The State constitution provides for the election, by the voters of the State, of a State superintendent of public education and for an ex officio State board of education to head the

State's public school system. The superintendent is elected for a 4-year term of office. The State board of education is composed of the secretary of State, the attorney general, and the superintendent of public instruction. In addition to the State board of education, there are other boards in control of various phases of the State's education program. One of these administers the State's institutions of higher learning.

The State board of education is vested, by the constitution, with the management of the public school funds and is authorized by legislation to regulate matters pertaining to the administration of the public school system. The latter provision includes authority to review local school budgets and to determine school district ability to support the schools and the need for State aid. The superintendent of public instruction heads a State department of education. This agency carries the State's educational policies into effect.

*The counties.*—There is legal provision in Mississippi for county agricultural high schools and county junior colleges, but the county is not the paramount unit in the State for general public school administration. However, each of the 82 counties does function as a unit for numerous school administrative duties and for raising school revenue.

At the head of each county school system is a county superintendent of education who is elected at the general election for a 4-year term. Each county also has a board of education. This board is composed of the county superintendent, as chairman, and five members elected, with certain exceptions, by the trustees of the several school districts of the county. The administrative duties of the county board of education are limited principally to small school districts and include the establishment and revision of school district boundaries, the consolidation of school districts, and the establishment of

school transportation routes. District boundary changes, however, are subject to disapproval of the electors of the school districts affected.

*Local districts.*—Each county is divided into local school districts of five classes: Common, consolidated, special consolidated, municipal separate, and rural separate. Those of the first three classes are considered as county districts for taxing purposes while those of the other two classes are not.

The administrative and fiscal affairs of the schools of the respective districts are under the control of a board of trustees. In the district legally designated "separate school district," the board has more authority regarding school budgets, taxation, expenditures, and fiscal affairs in general than has the board in other types of district. Taxation for consolidated and unconsolidated school district purposes is administered principally on a county-wide basis and is largely a function of the county fiscal board. This does not apply to taxation for capital outlay purposes to the same extent as for current expenses. In the "separate" school districts local school funds are raised exclusively by local district taxes.

## Sources of Funds for Public Schools and State Department

The funds provided for the public schools by the Federal Government, by the State Government, by the counties, and by the local school districts are analyzed in some detail in this section. Following the descriptions, the amounts of such funds by sources are also indicated.

*From the Federal Government.*—Funds are allotted to the State for vocational education, for civilian rehabilitation, and for a number of emergency educational purposes from the general funds of the United States Treasury.

Since there are national forest reserves in Mississippi, allotments are made to the State from any receipts to the Federal Government from such reserves in the State. The allotments thus made are for the benefit of the public roads and public schools of the counties in which the reserves are located.

Emergency funds were allotted to the

State for the year indicated for such purposes as school buildings, extended school services, and school lunches. The amounts for these various purposes are indicated in the accompanying tabulation.

*From the State Government.*—All funds provided by the State for the public schools are appropriated biennially by the legislature from the State's general fund. No State taxes are levied especially for the public schools. There is no actual State permanent school fund in Mississippi, but the State owes some counties for school funds of theirs which were used by the State. When lands belonging to certain Indian tribes in the State were purchased by the Federal Government, section 16 in each township was reserved for the schools of the respective townships. Funds realized from the sale of some of these lands were paid to and used by the State. Now the State Government pays interest annually on these nonexistent funds to the counties in which such lands were located, but not all counties receive such interest payment.

General fund appropriations are also made for the State department of education and for a number of State boards and commissions working with the public schools.

*From the counties.*—The county board of supervisors (the county fiscal board) is authorized to levy an annual tax not to exceed 10 mills on the dollar of the assessed valuation of the general property in the county, exclusive of that in "separate" school districts, for the current needs of the schools in the districts subject to such taxes. The same board is also authorized to levy a similar tax of one mill for the capital outlay needs of the schools.

The State constitution provides for a poll tax of \$2 on each able-bodied inhabitant of the State 21 to 60 years of age. The county board of supervisors may increase the rate to \$3. The proceeds are retained in the county and constitute the county school fund.

There is provision for county-wide taxes for county agricultural schools and county junior colleges when such schools are maintained.

The expense of county supervision is carried chiefly by the county.

*From local school districts.*—Municipal "separate" school district tax levies are made by the fiscal officers of the municipality. In other districts, with certain exceptions, a petition signed by a majority of the electors, is presented to the county fiscal board, and this board makes the local school district levy in accordance with the request in the petition. The maximum tax rates which may be levied in municipal and in rural "separate" school districts for current school expenses is 15 mills and 20 mills respectively on the dollar of the assessed valuation in such districts.

There is legal provision in Mississippi for levying a per capita tax in any school district for the purpose of raising funds to purchase fuel for the school needs. This tax is levied on the patrons of the school by the county fiscal board when petitioned by a majority of the patrons of the school district.

School district indebtedness may be incurred for capital outlay and other purposes when properly authorized.

**Amount of funds for the public schools and for the State department of education of Mississippi, by sources, for the school year ended June 30, 1946<sup>1</sup>**

I. FROM THE FEDERAL GOVERNMENT	
A. Regular or nonemergency funds	
(a) For distribution to local school districts:	
1. Allotment for vocational education.....	\$451, 682. 89
2. Allotment for civilian rehabilitation .....	79, 003. 60
3. Receipts from national forest reserves (for schools and roads)---	504, 735. 77
Subtotal .....	<u>1, 035, 422. 26</u>
(b) For the State department of education:	
1. For administering the vocational education program .....	27, 376. 91
2. For administering the civilian rehabilitation program .....	18, 665. 00
3. Guidance & supervision, civilian rehabilitation .....	97, 643. 87
Subtotal .....	<u>143, 685. 78</u>
Total regular funds .....	<u>1, 179, 108. 04</u>

<sup>1</sup> Basic data supplied by G. J. Cain, Director of Finance and Statistics, Mississippi State Department of Education.

B. Emergency funds	
(a) For local school districts:	
1. Allotment <sup>2</sup> for maintenance and operation of schools in war-affected areas.....	\$192, 574. 12
2. Allotment <sup>2</sup> for extended school services (child care) in war-affected areas <sup>3</sup> .....	416, 695. 00
3. Allotment <sup>2</sup> for construction of school buildings in war-affected areas <sup>3</sup> .....	750, 612. 00
4. Allotment for school lunches .....	1, 142, 661. 49
Total emergency funds .....	<u>2, 502, 542. 61</u>
Total from Federal government.....	<u>3, 681, 650. 65</u>

II. FROM THE STATE GOVERNMENT

(a) For distribution to local school districts:	
1. For common schools...	\$9, 718, 780. 00
2. For agricultural high schools.....	60, 500. 00
3. For junior colleges....	57, 250. 00
4. For interest on Chickasaw school fund.....	62, 191. 02
5. For vocational education.....	201, 683. 60
6. For vocational rehabilitation of cripples.....	72, 163. 41
Subtotal .....	<u>10, 172, 568. 03</u>
(b) For the State department of education:	
1. For all purposes of administration and supervision except the vocational and rehabilitation program .....	75, 970. 00
2. For administering and supervising the vocational education program .....	17, 501. 50
Subtotal .....	<u>93, 471. 50</u>
Total from State government .....	<u>10, 266, 039. 53</u>

III. FROM THE COUNTIES

(a) For general school expense and special education projects:	
1. From general property and poll taxes for	

<sup>2</sup> Allotment as of February 28, 1946. Amount allotted does not necessarily equal amount approved for final payment.

<sup>3</sup> Amount allotted during entire period, under Lanham Act of October 14, 1940, as amended, program was continued.

county agricultural high schools, county junior colleges, and local school districts .....	\$3, 131, 652. 57
(b) For county administration and supervision including expense of teachers institutes, if met by county funds:	
1. From general fund of the county .....	365, 276. 20
Total from the counties.....	3, 496, 928. 77

IV. FROM LOCAL SCHOOL DISTRICTS

(a) For current expenses, and all other items (all grades):	
1. From general property taxes .....	7, 394, 491. 41
Grand total .....	24, 839, 110. 36

SUMMARY:

1. Total <sup>4</sup> from Federal government .....	\$3, 681, 650. 65
2. Total from State government.....	10, 266, 039. 53
3. Total from the counties...	3, 496, 928. 77
4. Total from local school districts .....	7, 394, 491. 41
Grand total.....	24, 839, 110. 36

<sup>4</sup>Includes amounts indicated in footnote 3.

**Apportionment of funds provided by the State of Mississippi for the public schools, 1945-46**

I. General aid .....	\$4, 893, 750. 00
II. Special aid:	
1. For agricultural high schools .....	60, 000. 00
2. For junior colleges.....	65, 000. 00
3. For vocational education...	219, 185. 10
4. For vocational rehabilitation of cripples .....	72, 163. 41
Sub-total .....	416, 348. 51
III. Equalization aid.....	4, 893, 750. 00
Total amount apportioned .....	10, 203, 848. 51

*General aid.*—The legislature, in accordance with a constitutional provision, appropriates an amount each biennium from the State's general revenues for annual distribution to school districts on the school census basis, i. e. on the basis of the number of children between the ages of 6 and 21 years. The amount apportioned on this basis in 1945-46 was \$4,893,750.

*Special aid.*—State funds are appor-

tioned to county agricultural high schools not to exceed \$1,000 to any one school annually as a flat grant, the remainder to be distributed according to need and specified courses maintained.

The appropriation act of 1944 authorizing \$240,000 in State funds for junior colleges for the biennium ended June 30, 1946, contained the following provision:

(a) Forty percent of the total amount appropriated for public junior colleges shall be divided equally among the public junior colleges by the State board of education, provided no school shall receive more than \$4,750 under the provisions of this distribution.

(b) The remainder of the appropriation for public junior colleges shall be distributed on the basis of average daily attendance of junior college students as of the first semester of the current session, counting only those students who reside within the State.

The legislature provides funds to match in part those allotted to the State by the Federal Government for voca-

tional education. Such funds are distributed to schools offering approved courses in vocational education in accordance with rules and regulations of the State board for vocational education. The total apportioned on this basis for the year ended June 30, 1946, was \$219,185.10.

State funds are also distributed under the supervision of the State board for vocational rehabilitation for the purpose of restoring crippled individuals in need of such assistance.

*Equalization aid.*—Computations are made in the State department of education, using school district budgets, to show needs of individual school districts for equalization funds. The budgets which are submitted by school districts contain all facts necessary to show the district's ability to support school, such as available funds, assessed valuation, and number of children in school. Equalization funds are allotted on a county-wide basis, except in cases of "separate" school districts where allotments are made directly to the district.

# Summer Study Programs in International Relations

by Jane Russell, Division of International Educational Relations

**B**ECAUSE of the increasing interest of United States students in international relations and foreign languages and because a great number of summer sessions are being offered in this field this year, a compilation of information now available on these programs has been made in order to aid United States students and teachers in making their study plans. Below are listed summer sessions in international relations which are being offered in the United States, in Latin America, and in Europe.

Those who wish to attend any of the foreign summer programs under the G. I. Bill of Rights should write for information to the Director of Registration and Research Service for Vocational Rehabilitation and Education, Veterans Administration, Washington, D. C.

If university credit is desired for

work done in summer sessions outside the United States or in universities in the United States, students should make arrangements with the registrar of their university, and more specifically with the head of their major department before commencing their summer studies. Inquiries should be addressed as indicated in the following list.

## Summer Schools in the United States

The American Friends Service Committee will hold International Service Seminars. The dates and locations will be announced by the Committee later. Address: American Friends Service Committee, 20 South 12th St., Philadelphia, Pa.

### California:

University of California, Berkeley, Calif., Aug. 4 to Sept. 13. Orientation



and English Language Institute for Foreign Students. Courses offered in grammar, reading, composition, conversation and pronunciation, and laboratory sections. Address: Senior Extension Representative, Department of Institutes, University Extension, University of California.

**Colorado:**

University of Denver, Denver, Colo. Latin American Seminar, June 16 to July 18. Round-table discussion group method. Panel members will be persons who have specialized in some phase of Latin-American culture. Latin-American students at the University of Denver will participate. Address: A. L. Campa, Division of Languages and Literature, University of Denver.

**Idaho:**

University of Idaho, Moscow, Idaho. Curriculum Workshop—Section on International Relations, June 12 to July 23. Address: J. Frederick Weltzin, Director of Summer School, University of Idaho.

**Illinois:**

University of Chicago will hold a program of graduate work in the field of international relations. UNESCO representatives will lecture. Address: R. W. Tyler, Department of Education, University of Chicago, Chicago, Ill.

**Kansas:**

University of Wichita, Wichita, Kans. Beginning June 9 and continuing for 8 weeks, two courses will be held: (a) American Diplomacy and (b) International Relations. Address: Leslie B. Sipple, Director, Summer Session, University of Wichita.

Kansas State Teachers College, Emporia, Kans. Workshop in Spanish for Teachers. Two to four hours of graduate or senior college credit may be earned in methods, materials, conversation, and texts. Spanish speaking natives will conduct conversation courses. Address: Minnie M. Miller, Head, Department of Modern Languages, Kansas State Teachers College.

**Michigan:**

University of Michigan, Ann Arbor, Mich. English Language Institute—Intensive Course in English for Foreign

Students. Linguistic Institute: Graduate courses in linguistic science, descriptive methods, principles, and trends in teaching language, and application of linguistic knowledge to the teaching of foreign languages, June 23 to Aug. 15. Address: Charles C. Fries, Director, English Language Institute, 1522 Rackham Building, University of Michigan.

**New Hampshire:**

Foreign Service Educational Foundation will hold a Summer School of Advanced International Studies at Peterborough, N. H., for graduate students and business men. Address: Jane Holbrook, Registrar, 1906 Florida Ave., NW., Washington 9, D. C.

**New Jersey:**

New Jersey State Teachers College, Montclair, N. J., will hold a Workshop on China conducted by the China Institute of New Jersey, June 30 to July 12. Address: Chih Meng, China Institute in America, 125 East 65th St., New York 21, N. Y.

**New Mexico:**

University of New Mexico, Albuquerque, N. Mex. The School of Inter-American Affairs will offer courses in Hispanic folklore and culture, anthropology, and art, June 10 to Aug. 6. Address: Joaquin Ortega, School of Inter-American Affairs, University of New Mexico.

**New York:**

Cornell University, Ithaca, N. Y. Summer Session, July 1 to Aug. 9. General summer session including courses in Twentieth Century Russia, History of Germany, Latin American History, and the United States and Latin America in the Twentieth Century. Division of Modern Languages offers 12 weeks' study in the Chinese language. For information on the Chinese program write J. M. Cowan, McGraw Hall, Cornell University. Address other inquiries to: Blanche B. Bates, Secretary, Summer Session Office, Cornell University.

**Ohio:**

Western Reserve University, Cleveland, Ohio. Schools of French and Spanish, June 23 to Aug. 1. Workshops, demonstration school for methods and experimentation, and courses

in language and conversation by native teachers will be offered. Address: E. B. de Sauzé, Director of Foreign Languages, Western Reserve University.

**Oregon:**

Eastern Oregon College of Education, La Grande, Oreg., June 11 to Aug. 22. Three credits may be earned in a course in Geography of South America which will deal with the economic and social development of South America and will emphasize relationships between Latin America and the United States. Address: John M. Miller, Director of Summer Session, Eastern Oregon College of Education.

**Pennsylvania:**

Pennsylvania State College, State College, Pa., June 30 to Aug. 9. Courses offered: South American Geography, Latin American History, Far East in Modern Times, Modern Russian History, International Relations, Government and Foreign Policy of the Soviet Union, Latin American Culture and Institutions. Also courses in foreign languages and European history. Address: P. C. Weaver, Assistant Director of Summer Session, Pennsylvania State College.

**Tennessee:**

Fisk University, Nashville, Tenn. Intercultural Education Workshop, June 9 to July 18. Open to teachers interested in investigating certain problems pertaining to inter-group relations, cultural origin of races and nations making up the American population, exhibits, and other instructional material. Address: George N. Redd, Director of Summer Session, Fisk University.

**Texas:**

East Texas State Teachers College, Commerce, Tex. Spanish Workshop for Elementary Grades, June 3 to July 11. Work in the preparation of materials for teaching Spanish to children, observation of elementary Spanish students, and practice in conversational Spanish. Address: Adelle Clark, Department of Spanish, East Texas State Teachers College.

Sam Houston State Teachers College, Huntsville, Tex. Workshop in international relations for experienced teachers, June 3 to July 12. Work in

enriching the teaching of elementary school and high school subjects with materials on inter-American relations. Address: T. S. Montgomery, Head, Department of Education, Sam Houston State Teachers College.

**Vermont:**

Middlebury College Language Schools, Middlebury, Vt. June 27 to Aug. 14. Courses in French, German, Italian, Russian, Spanish civilization and literature. Address: Secretary of the Summer Schools, Middlebury College, Middlebury, Vt.

**Washington, D. C.:**

American University will hold a Summer Institute on the United States in World Affairs, June 16 to July 25. Teachers may earn 6 semester hours of graduate credit or may enroll as auditors. Address: Walter E. Myer, Director, Institute on the United States in World Affairs, 1733 K St., NW., Washington 6, D. C.

**Summer Institutes in Latin America**

**Colombia:**

National University of Colombia, Ciudad Universitaria, Bogotá. Courses offered in language, literature, social sciences, art, and folklore. Address: Sección de Extensión Cultural, Ciudad Universitaria, Apartado 2509, Bogotá, Colombia.

**Costa Rica:**

Inter-American Summer University, San José, July 26 to Aug. 23. Address: F. R. Wickham, 3441 McFarlin Blvd., Dallas 5, Tex.

**Cuba:**

University of Havana Summer School, Havana, Cuba. Courses in Spanish, literature, history, economics, natural history, geography, law and social sciences, mathematics, arts, and sciences. Address: Secretario de la Escuela de Verano, Universidad de la Habana, Habana, Cuba.

**Guatemala:**

University of San Carlos, Guatemala City, July 3 to Aug. 14. Courses on graduate and undergraduate levels include: Language, history, literature, methodology, inter-American workshop, archeology. Address: Joseph S. Werlin, University of Houston, Houston, Tex.

Florida Southern College, Lakeland, Fla., will hold a summer school in Guatemala for two 5-week periods, June 9 to July 13, and July 13 to Aug. 17. Lectures on customs, traditions, language, history, social psychology, botany, art, and textiles. Address: Ludd M. Spivey, President, Florida Southern College.

Syracuse University, Syracuse, N. Y., will sponsor a Guatemala Tour from June 25 to Aug. 25, in collaboration with the Escuela de Verano, Universidad de San Carlos, Guatemala. Intensive courses offered in Spanish, Latin-American history and literature, Guatemalan and Mayan specialties, inter-American relations, Central American economics, and methodology of teaching Spanish. Address: Louis Nesbit, Spanish Department, Syracuse University.

**Mexico:**

National University of Mexico, Mexico, D. F. Summer School for foreign students. Regular courses in language, conversation, phonetics, philology, literature, history, education, arts and crafts. Address: Secretary of the Summer School, San Cosme 71, Mexico, D. F.

Texas Technological College Field School in Mexico City, July 21 to Aug. 30. Courses offered in the Spanish language and Spanish civilization in Mexico. Three years of college Spanish or the equivalent is the prerequisite. Address: T. Earle Hamilton, Department of Foreign Languages, Texas Technological College, Lubbock, Tex.

Inter-American Summer School at Saltillo, Coahuila, Mexico, June 30 to Aug. 8. Courses offered in Mexican civilization, literature, arts, history, grammar, shorthand, and business correspondence. Address: Donald M. Custer, Box 413, Salida, Colo., or Señorita Maria del Refugio Galindo, Bravo Sur 313, Saltillo, Coahuila, Mexico.

Escuela Universitaria de Bellas Artes, San Miguel de Allende, Guanajuato, Mexico. Courses offered in fine arts and Spanish. Address: Stirling Dickinson, Associate Director, 1500 Lake Shore Drive, Chicago, Ill.

University of Houston International Study Centers, June 3 to July 9 at Mexico City, July 21 to Aug. 20 at Guatemala City. Courses offered in contemporary problems and civilization

of Mexico and Guatemala and the Spanish language. Address: Joseph S. Werlin, Director, International Study Centers, University of Houston, 3801 Bernard St., Houston 4, Tex.

Texas State College for Women, at Saltillo, Coahuila, Mexico, July 17 to Aug. 27. Classes offered for undergraduate and graduate students. Inter-American Workshop for teachers of Spanish. Address: Rebecca Switzer, Department of Foreign Languages, Texas State College for Women, Denton, Texas.

National Education Association Tour to Mexico. The tour will include teachers conferences in Mexico and background lectures in pretravel sessions. Address: Division of Travel Service, National Education Association, 1201 16th St. NW., Washington, D. C.

The fourth Spanish Language Seminar sponsored by the U. S. Office of Education and the Department of State in cooperation with the National University of Mexico will be held in Mexico City from July 1 to Aug. 15. Enrollment is limited to 100 Spanish teachers. The tuition is \$50. Courses offered in Mexican music, literature, civilization, Spanish grammar, composition, and conversation. Address: American Republics Section, Division of International Educational Relations, U. S. Office of Education, Washington 25, D. C.

**Summer Schools in Europe**

**Czechoslovakia:**

World Youth Festival, Prague, July 20 to Aug. 17. Exhibitions, lectures, sports, international film and drama festival, concerts, folk dances, and music. Address: The World Youth Festival Committee, Trida Jana Opletala 38, Prague II, Czechoslovakia.

**England:**

University of Oxford, Oxford, England. Summer School in European Civilization in the Twentieth Century, July 2 to Aug. 13. Intended for persons who have made a special study of cultural subjects and who already have their B. A. degree. Address: Director, Institute of International Education, 2 West 45th St., New York, N. Y.

University of Birmingham, Summer School in English Literature at Stratford-on-Avon, July 5 to Aug. 16. Three

main courses in English Literature, 1500-1640, will be given with an associated course dealing with the social, economic, religious, and cultural background of the age. This course is intended primarily for graduate students. Address: Director, Institute of International Education, 2 West 45th St., New York, N. Y.

Universities of London and Liverpool, July 7 to 28 at London, and July 29 to Aug. 19 at Liverpool. Vacation course in social studies. Admission will be limited to persons having a master's degree in social work. Address: Director, Institute of International Education, 2 West 45th St., New York, N. Y.

Summer Study Program of English Literature, June 21 to Sept. 8 under the leadership of Dr. Everett L. Getchell, Boston University. Places to be visited: London, Edinburgh, Ripon, York, Cambridge, Oxford, Gloucester, Bath, Salisbury, Winchester, and Canterbury. Membership is limited and early application is necessary. Address: Bureau of University Travel, 11 Boyd St., Newton, Mass.

#### **France:**

French Summer School under the leadership of Professor Rene Talamon, University of Michigan, June 21 to Sept. 8. For teachers and advanced students of French. Only French will be used in lectures. Purpose: absorption through personal contact of ideas, customs, point of view, art and history of the French people, and increased perfection in the spoken language. Address: Bureau of University Travel, 11 Boyd St., Newton, Mass.

#### **Italy:**

University of Florence. Summer Courses for Foreigners, July 15 to Aug. 31. Professor Mario Salmi, University of Florence, is the director of courses. Courses offered in Italian language, Italian culture, history, and literature. Address: Segreteria del Centro di Cultura per Stranieri, Università di Firenze, Piazza San Marco 4, Firenze, Italy.

#### **Netherlands:**

Summer Course for Foreign Students, July 14 to Aug. 11. This course is organized jointly by all Netherlands universities and will be held at Leyden. The courses in art history, town-plan-

ning, social sciences, and "The Culture of Cities" are planned for graduate students. English will be the working language. Address: J. G. de Beus, Counselor, Netherlands Embassy, 1470 Euclid St., NW., Washington, D. C.

#### **Norway:**

University of Oslo. Summer School for American Students, July 7 to Aug. 16. Classes offered in Norwegian culture, science, Norwegian language and literature, history, institutions, social problems, arts and handicrafts. English will be the working language. Address: Students Division, Royal Norwegian Information Services, 30 Rockefeller Plaza, Room 1826, New York 20, N. Y.

#### **Scandinavia:**

Summer Program in Scandinavian Civilization under the leadership of Professor E. W. Peterson, University of Michigan, June 21 to Sept. 8. Study of rich historical backgrounds of Scandinavia including architecture, costumes, fjords, art, and trips to many interesting places in the Scandinavian countries. Address: Bureau of University Travel, 11 Boyd St., Newton, Mass.

#### **Scotland:**

University of Aberdeen Summer School, July 7 to Aug. 19. Courses offered in history and practice of education in Scotland, economics and economic history of modern Britain. Address: Director, Institute of International Education, 2 West 45th St., New York, N. Y.

#### **Switzerland:**

Junior Year in Zurich Summer Course. Dates not available. Courses in German, art in Switzerland, economics, government, history, modern languages, and music. Two years of college German is prerequisite. Address: Edmund E. Miller, 1123 N. Eutaw St., Baltimore 1, Md.

Summer School of European Studies in Zurich, July 8 to Aug. 23. Courses offered in German language and literature, government, and European history. Address: Edmund E. Miller, 1123 N. Eutaw St., Baltimore 1, Md.

**France, England, Italy, Germany, Switzerland, Belgium, Netherlands, Scotland:**

Summer Program in Architecture under leadership of Dr. John Shapley,

Associate Director of Iranian Institute of New York, June 21 to Sept. 8. Famous cities in European countries will be visited, and the architecture of Europe will be studied. Address: Bureau of University Travel, 11 Boyd St., Newton, Mass.

Summer Program in Art Appreciation under the leadership of Professor James Chillman, Jr., Rice Institute, June 21 to Sept. 8. Famous buildings and monuments of special importance to persons interested in art will be visited in European countries. Address: Bureau of University Travel, 11 Boyd St., Newton, Mass.

Summer Program in Classical Backgrounds under the leadership of Professor Louis E. Lord, Scripps College, June 21 to Sept. 8. Planned for those interested in the backgrounds of history. Cities in the above-listed countries will be visited. Address: Bureau of University Travel, 11 Boyd St., Newton, Mass.

## **JAPAN**

### **Selected References for Teachers**

by C. O. Arndt,<sup>1</sup> Chief, Near and Far Eastern Educational Relations Section, Division of International Educational Relations

#### **Bibliography**

*A Selected List of Books and Articles on Japan in English, French, and German.* Hugh Borton, Serge Elisseeff, Edwin O. Reischauer. American Council of Learned Societies, 1219 Sixteenth Street NW., Washington 6, D. C. Indexed. 1940 (Reprinted 1946). 142 p.

College and university students, as well as scholars of Japan and things Japanese, will find this general guide and reference work helpful. The subject matter is limited largely to the humanities and the social sciences.

*Books on Japan.* Laurence E. Salisbury. American Council Institute of Pacific Relations, 1 East 54th Street, New York 22, N. Y. 5 cents.

Reprint of an article from the January 16, 1946 issue of *Far Eastern Survey* in which the editor of the *Survey* makes brief comments about some of the significant English books on Japan.

<sup>1</sup> Now with New York University.

## Books

(Unless otherwise indicated, these books are written on the adult level)

Bache, Carol. *Paradox Isle*. New York, Alfred A. Knopf, 1943. 183 p.

"Carrie M'Mahon is known as Carol Bache to the readers of *Atlantic Monthly*, as Carrie MacMahon to the even wider circle of Americans and Europeans who knew her in Tokyo. You will find little about war in these pages but you may, perhaps, acquire an understanding of Japanese character which you could never achieve from more pretentious works."—*New York Times*, December 19, 1943.

Ballantine, Joseph W. *Japanese As It Is Spoken*. A Beginner's Grammar. Stanford University, Calif., Stanford University Press, 1945. 255 p.

The work is designed principally for administrators, diplomats, missionaries, servicemen and women and is aimed at self-instruction, as well as for classroom use. It makes no pretense of being a complete Japanese grammar—mastering Japanese is a formidable task. It does give the student a usable, competent, basic acquaintance with Japanese as the Japanese speak it.

Bryan, J. Ingram. *The Literature of Japan*. London, Butterworth, Home University Library, 1921. 252 p. Available in some libraries.

Brief history of Japanese literature with extracts from translations of important works.

Buck, Pearl. *The Patriot*. New York, John Day, 1939. 372 p. (Senior high school and adult levels.)

A young Chinese from modern China goes to Japan, marries a Japanese girl, and again returns to the land of his birth to fight in the recent war. The picture of both Chinese and Japanese home life is nicely drawn by the author, who needs no introduction to a United States audience.

Byas, Hugh. *Government by Assassination*. New York, Alfred A. Knopf, 1942. 369 p.

An English writer, for many years before his death a resident of Japan, describes the forces which have controlled Japan during recent decades. Readable.

Carns, Clayton D. and McNichols, Charles L. *Japan: Its Resources and Industries*. New York, Harper and Brothers, 1944. 252 p.

Recent information on the resources of Japan. Maps and many full-sized pictures are included.

Embree, John F. *The Japanese Nation*. New York, Farrar & Rinehart, Inc., 1945. 308 p.

A sociological study of the people of Japan by an anthropologist who has lived a number of years in their country.

———. *Suye Mura, a Japanese Village*, Chicago, University of Chicago Press, 1939. 354 p.

"Dr. Embree's book is \* \* \* a description, based on direct observation of the life of a Japanese village community. Its chief purpose is to provide material for that comparative study of the forms of human society that is known as social anthropology; but it should appeal to a wider audience of general readers as giving an additional insight from a new angle into Japanese civilization." (Introduction by A. R. Radcliffe-Brown.)

Grew, Joseph C. *Ten Years in Japan*. New York, Simon and Schuster, Inc., 1944. 554 p.

A chronological narrative of the author's work as Ambassador to Japan from May 14, 1932, onward. The last entry is a radio address delivered over the CBS network, August 30, 1942.

Holtom, D. C. *The National Faith of Japan, a Study in Modern Shinto*. New York, E. P. Dutton and Company, 1938. 329 p.

A general study of modern Shinto by an American scholar.

Lattimore, Owen. *Solution in Asia*. Boston, Little, Brown, 1945. 214 p.

A fresh, penetrating analysis of Japan and especially China with suggestions for United States policy by an acknowledged authority on the Far East.

Leighton, Alexander H. *The Governing of Men*. Princeton, Princeton University Press, 1945. 404 p.

Principles and recommendations derived from an extensive first-hand study of the Poston (Ariz.), Relocation Center.

Murasaki, Shikibu. *The Tale of Genji*, translated by Arthur Waley. New York, Houghton Mifflin, 1935. Complete in two volumes. 1,135 p.

A classic Japanese novel of the eleventh century. Lengthy, but readable.

Norman, E. H. *Japan's Emergence As a Modern State*. New York, Institute of Pacific Relations, 1940. 254 p.

The economic and political development of Japan is presented by a Canadian scholar who bases his study on original source material.

Roth, Andrew. *Dilemma in Japan*. Boston, Little, Brown, 1945. 302 p.

Socio-political movements such as communism and socialism are studied.

Sansom, George B. *Japan: A Short Cultural History*. College ed. New

York, D. Appleton-Century Company, Inc., 1943. 554 p.

An outstanding work on general Japanese history, covering the period from the beginning of Japanese history to 1850.

Sugimoto, Etsu. *A Daughter of the Samurai*. New York, Doubleday, Doran & Co., 1925. 314 p. (High-school level.)

The story of a daughter of feudal Japan and her contacts with the West.

Trewartha, Glenn T. *Japan, a Physical, Cultural, and Regional Geography*. Madison, University of Wisconsin Press, 1945. 607 p.

This sizeable geography of Japan is divided into the following three parts: (1) The country as a whole: Physical Equipment and Resources; (2) Cultural Features; (3) The Regional Subdivisions of Japan. The author is a professor of geography at the University of Wisconsin.

Walworth, Arthur. *Black Ships Off Japan*. New York, Alfred A. Knopf, 1946. 278 p.

The story of the opening up of Japan by Commodore Perry in 1853 is told with considerable use of eyewitness accounts thus adding to the interest of the narrative.

Young, A. M. *Japan in Recent Times, 1912-26*. New York, Morrow, 1929. 347 p.

———. *Imperial Japan, 1926-1938*. New York, Morrow, 1938. 328 p.

Significant material for the periods under review by an English writer.

## Pamphlets

(Unless otherwise indicated these pamphlets are written on the adult level)

Benjamin, Harold. *New Education for a New Japan*. In June 1946 issue of *SCHOOL LIFE*.

Personal observations of the author, who was a member of the Advisory Group on Japanese Education which visited Japan early in 1946.

Chamberlin, W. H. *Modern Japan*. St. Louis, Webster Publishing Co., 1942. 93 p. illus. (Cooperative project between American Council, Institute of Pacific Relations, and Webster Publishing Co.) (Junior-senior high-school level.) 40 cents.

Describes modern Japan, its economy, government, and special interests in Asia.

Grew, Joseph C. *Japan and the Pacific*. In April 1944 issue of *The National Geographic Magazine*.

A well illustrated article by the former U. S. Ambassador to Japan.

Japanese Illustrated Books. A Picture Book. New York, The Metropolitan Museum of Art, 1941. 25 cents. (All levels.)

A booklet of Japanese prints.

Johnstone, Anne and William. *What are We Doing with Japan?* New York, Institute of Pacific Relations, 1946. 25 cents.

A summary of United States policy toward Japan after VJ Day.

Morris, Wilson. *The ABC's of Modern Japan.* New York, Institute of Pacific Relations, 1946. 25 cents.

This pamphlet is a compendium of facts in detail about Japan and how it grew. It describes Japanese education and home life, religion, and various social institutions; it tells the story of the Japanese Empire and its relations with the rest of the world; and it goes into the present day sufficiently to indicate modern Japan's trade relations, certain internal social and political trends, and her economic and political system up to the time of occupation by Allied forces.

### Maps

*Japan and Adjacent Regions of Asia and the Pacific Ocean.* Washington 6, D. C., National Geographic Society, 1944. (Adult level.)

A recent, detailed map, size 26½" x 34½". Useful for a study of Japan and Korea.

*Picture Map of Japan.* Available through Friendship Press, 156 Fifth Avenue, New York. (Elementary level.)

Printed in brown and white, size 36" x 48". Can be colored with crayons or water colors.

### Recording

*The People of Japan.* Available through Educational Radio Script and Transcription Exchange, U. S. Office of Education, Washington 25, D. C. Free on loan.

This 16" (33½ r. p. m.) recording presents a description of the people of Japan by the Honorable Joseph C. Grew, former Ambassador to Japan.

an adequate school plant management program. In too many cases the operation, maintenance, and remodeling programs are planned and carried on by noneducational employees. These employees may not know the school program and its needs. Regardless of the abilities and interests of these men, it is not possible for them to produce the best results unless the plant program is coordinated with the educational program.

School officials should realize the importance of adequate school plant service to the pupils and to the educational program. The well-kept school building is more than a shelter. It serves as a tool of education and as a teaching device. It must provide a maximum degree of safety and protection. Comfortable working conditions are essential for normal and economical pupil progress. The building also serves as a school home. To the pupils it is their school, and under proper conditions they develop a pride in it. For many pupils it is the best building or home that they have been able to call their own. If it is properly maintained, many pupils develop from it ideals of comfort, convenience, sanitation, and fitness that will carry over into their future home planning.

# PLANNING SCHOOL PLANT-MANAGEMENT PROGRAMS

by N. E. Viles, Specialist for School-Plant Management

SCHOOL BUILDINGS, like old cars, deteriorate from age and use. As they age, it becomes more and more difficult to maintain and operate them in a manner that will provide a maximum of service and safety.

When materials are scarce and replacement costs are in excess of the funds available for such purposes, it becomes increasingly difficult to replace deteriorated property. This condition seems to be developing in the school-plant field, and school reports of proposed remodeling and maintenance programs indicate an active interest in making the best possible utilization of existing facilities.

### Need for Improvement

This interest is timely. A backlog of needed repairs, developed during the lean years, had been only partially cleared when the war began. Since that time replacements, improvements, and maintenance have generally been limited to bare necessities.

Materials and skilled labor were scarce and costs were high. Painting, minor repairs, and upkeep were neglected. In addition, many of the school buildings carried added loads of evening classes, rationing and other wartime activities. Loss of skilled school custodial and maintenance employees to the Armed Forces and to more lucrative employment made it difficult to maintain the buildings in a satisfactory manner. Some schools report that, since their school salaries are lower than those that may be obtained elsewhere, many of their skilled men have not returned to school employment. As a result, many of the buildings are now operated and maintained by unskilled employees, and deterioration still exceeds the normal rate.

### Importance of Adequate Care

School officials are usually engaged in directing a variety of interesting activities and often fail to give the attention needed to develop and maintain

### Goals of Plant-Management Program

In many respects the purposes or aims of the plant-management program are the same as those general principles that prompted the erection of the original buildings. In developing a continuing program of school plant care, school officials must keep in mind certain specific aims or principles which are related to the school program, community life, and the district's financing plan.

The development and maintenance of safe housing for all occupants should be considered as of first importance in all plant programs. In general the public schools as a part of the State have not accepted legal responsibility for personal injuries occurring on school property. Regardless of any possible future trends in this area, lack of legal responsibility in no way lessens the obligation of the school to provide safe conditions. The meeting of certain mini-

imum standards should be a "must" for every plant used for school purposes. The meeting of these minimum standards should be only the first step, and the program should be so developed that a maximum of safety for life, body, and limb is maintained. Parents who may be compelled to send their children to school have a right to demand safe school quarters for them.

The program should be designed to develop and maintain facilities and conditions necessary for the protection of the health of the pupils. The installation of desirable modern heating, ventilating, lighting, plumbing, and cleaning facilities is no assurance that these facilities will be so maintained and operated that they will provide the services needed. Carrying out a program of this type will require trained operating personnel, a definite plan developed in some detail, and eternal vigilance on the part of operating employees, supervisors, and teachers.

The original purpose for which school buildings are erected, that of providing adequate facilities for the school program, is not fully realized in poorly maintained buildings. Funds invested in the building and in the instruction programs do not bring maximum returns if the building does not provide desirable and comfortable working conditions. Illustrations of deficiencies of this type could be pointed out in most buildings but for the purposes of this article one or two will suffice. Poorly regulated ventilating, temperature-control, or illuminating facilities deter maximum pupil application and may retard the learning process. In most cases it is more economical to expend extra effort and funds in maintaining adequate facilities than waste the time of pupils and teachers with working conditions that do not permit maximum production.

In planning the program attention should be given to the preservation of property values. The elimination of fire hazards is closely related to the personal safety program. The average school plant represents a major investment for the community it serves. In most cases the loss of buildings through too rapid deterioration or through disaster places added financial obligations on the community. In some in-

stances construction costs must compete with the instruction program for a share of the tax dollar. Experience indicates that obsolescence is often attributable as much to lack of care as to old age. While it is not desirable to retain in use buildings that are no longer safe, sound, or economical, the useful lives of many buildings can be extended by proper care.

This program should provide for renewing surface covering of exposed areas periodically. Leaks and seepage cracks should be checked. Loose roofing, handrails, treads, doors, hangers, and windows should be tightened. School furniture and equipment may need surfacing and repairing. The electric, plumbing, and other service systems should be maintained in excellent working condition. Fire and wind-loss hazards should be reduced to a minimum, and an adequate replacement program developed through either ample reserves of construction funds or the maintenance of a well-planned program of insurance coverage.

Economy of operation is a vital factor in the plant program. This applies both to the plant operation and to its effect on the school program. In this case the term "economy" should be interpreted as applying to the whole program and not alone to the initial cost of an installation. Possible illustrations are numerous. Failure to replace a broken grate or to eliminate pockets in steam lines may result in an increased fuel consumption costing more than would the replacements. Lack of mop sinks and closets on each floor may create added work for the custodial force. Improper use of detergents and of certain abrasives, acids or alkaline compounds may make the replacement of surface coverings necessary. Lack of repair parts for equipment or of adequate accessible storage for supplies and equipment may delay actual class operations for all the students in a room for several minutes. In some instances, reported recently, pupils and teachers could not start class work until the middle of the morning because buildings were not heated at the time classes were to begin. In a well-planned program special needs and conditions will be anticipated, and such wastes will be averted.

The aesthetic factor should not be neglected in the school plant program. Some of the older buildings bore more resemblance to barns or warehouses than to school homes. It is not always possible or desirable to change the structure of these buildings. However, it is usually possible to improve the interior and oftentimes the exterior appearances of the buildings. Scaling paint, dirty ceilings, ragged blinds, dingy windows, and dark floors do not appeal to either pupils or patrons. Proper use of paint, well-planned storage facilities, some landscaping, and attractive floors help to create for the child a "house beautiful" as his school home. Plant attractiveness is also important in developing and maintaining a community interest and pride in the school.

### **Factors in Planning**

Goals in school plant management cannot be easily attained without a well-developed plan which should be coordinated with the long-time building retention and replacement programs. The plan should also coordinate the maintenance and operation programs. It should be so timed that each of the major activities will become a part of a scheduled pattern. Plant development should be continuous. Occasional inspections may be desirable if they contribute to the over-all plan. The practice, followed in some small school systems, of having a board committee visit each building annually does give an opportunity to acquaint the members with the proposed plan; however, a hasty inspection of this type should not be expected to replace the scheduled, long-time plan.

There is some difference of opinion on who should make and who should operate the plan. Under many of the better plant-management programs of today, planning is a cooperative undertaking participated in by the custodial and maintenance forces, the teachers, and the administrative officers. When plans are completed, they are subject to final approval by the administration. In the operation of the program each of these groups and also the pupils may play an important part. In a well-planned program the custodial and maintenance forces responsible for the

## A SENIOR HIGH SCHOOL EXTENDS ITS PROGRAM

by W. H. Gaumnitz, Specialist, Small and Rural High Schools

work may know more about the plant needs for the school program. The teachers will know the general plans for operation, can anticipate the coming of the custodians to their rooms and can be ready for them. They can also encourage pupil pride in the school and teach proper room-housekeeping and building-care practices. The administrative office supervises the operation of the plan, approves changes, coordinates the activities of the various participants, and directs the financing program.

Another and an important factor in the plant-care program is the type of operating personnel available. As indicated previously, the skills and abilities of the working forces are, in many schools, at a low ebb. Many trained men were lost and will not return under existing pay scales. Training schools and programs were partially neglected during the war. Some older men were employed to fill vacancies and others remained on the job, in an attempt to be helpful, beyond the normal retirement age. Some of these cannot provide adequate protection and care for the buildings. Some wish to retire. Many schools probably will find it necessary to employ numbers of untrained men. In order to improve this service and to have available a force of custodial employees capable of rendering efficient service, custodial training schools and inservice training programs should be developed and carried on for a period of years.

### Plans for 1947-48

As indicated previously, much of the desired new construction cannot be completed during the next school year. Improvement needs continue to accumulate. It seems probable that many of the materials needed for repairs, for cleaning, and for floor maintenance may be available. Plans should be developed in advance for needed building improvements. The custodial program should be studied and provisions made for the tools, supplies, and personnel needed for this program. Funds for these purposes should be included in the 1947-48 budgets. Steps should also be taken to provide essential training for the custodial and maintenance forces.

THE SCHOOL authorities of Rochester, Minn., are experimenting with some interesting ways and means through which wider educational use can be made of the staff, the educational programs, and the facilities of their senior high schools. Since there is a growing interest in developments of this type, brief descriptions of the progress of two of the innovations are herewith presented.

After extensive study the school authorities became convinced that many of the youth attending the senior high school during the 1945-46 school year were barred from full participation in the student activity program. The reason for this was that they found difficulty in paying the fee of \$6.90, needed for the season's football and basketball tickets, annual class dues, subscriptions to the school paper and annual, and admission to two plays and the operetta sponsored by the school. The school authorities felt that not only did these pupils lose important educational benefits resulting to those who attended or in other ways participated in these activities but that there were negative issues involved. Some pupils were embarrassed by their inability to respond to campaigns soliciting financial support; others felt themselves crowded out—sometimes to the point of entirely losing interest in school attendance. Such negative outcomes were believed to apply with special force to youth coming from homes with several children in school, and usually dependent upon low incomes.

### Extracurricular Activities Voted Part of Regular Program

Superintendent Maurice J. Thomas brought this problem to the attention of the Board of Education, which voted unanimously (1) to make all of its activities, which heretofore have been called extracurricular, a part of the regular educational program, and (2) to pay for them out of tax funds. M. W. Stout, principal of the Rochester Senior

High School, reports: "This means that from now on our students will not have to pay for athletic contests, dramas, music, newspaper, yearbook, etc. The great majority of the people in the community have approved wholeheartedly. Our Board of Education still charges admission to people who are not enrolled in the school. It is interesting to note that more money is being taken in at the gate now, even though all students are admitted free. Our crowds have doubled in size."

The second new development now in process of being worked out by the school authorities of this small but widely known Minnesota city of 26,312 population centers around the plan to develop a 12-month school year. Already the teachers' salaries have been increased "by about a third and they (the school staff) will work for the school system during two months of the summer. They will be allowed one month of vacation on pay." Plans are now being worked out to make the best possible use of the additional months of staff time available. Priority is properly being given to the development of educational services deemed necessary to fill the greatest summertime needs of the youth of this community. But such important long-time staff projects as rethinking the underlying philosophy and the basic objectives of secondary education are also receiving attention. Such essentials as staff morale and inservice growth are not being forgotten it is pointed out.

### Tentative Outline Presented

A good idea of the breadth and significance of the plans now taking shape in Rochester to develop a summertime educational program may be had from the following tentative outline set up by Mr. Stout:

- (1) *Summer school teaching to provide:*
  - (a) Classes to develop basic skills, such as typewriting, which most students need but which many cannot acquire during the regular school year.

- (b) Enrichment courses to enable students to explore further fields that were opened up to them during the year.
- (c) Regular courses to enable some students to accelerate their progress through high school.

*Note:* In the past students have had to pay tuition for their summer school work. In the future payment will not be required.

(2) *Summer recreation:*

The present recreation program should be expanded to include the following:

- (a) A more varied athletic program for senior high school boys and girls.
- (b) A music program that continues the vocal and instrumental training of high school boys and girls during the summer months; e. g., large and small groups and soloists should continue to give concerts during the summer.
- (c) A "summer playhouse" should be cooperatively developed by the industrial arts, dramatic, speech, and art departments.
- (d) The opening of shops and art and other departments in the summer to develop avocational interests of both boys and girls.

(3) *Summer school attendance include:*

- (a) Those staff members who need some formal training on a campus to enable them to fulfill their teaching assignments more effectively.
- (b) Those staff members who request permission to go because they are working toward a degree.

(4) *Workshops:*

A. Curriculum workshops

- (a) To give the faculty some time to study, discuss, and come to a better agreement regarding the basic philosophy of secondary education.
- (b) To revise the objectives of the high school to bring them more in keeping with our basic philosophy.
- (c) To revise and develop new program of studies and adjust it to school objectives.
- (d) To develop new courses of study to enrich the various curricula.
- (e) To revise courses of study each year in order that they may be up-to-date.

B. Guidance workshops

- (a) To study new tests and testing procedures—and methods of interpreting findings of these tests.
- (b) To develop materials pertaining to vocational, educational, personal, and social guidance for high school students.
- (c) To develop new permanent records.
- (d) To develop abilities of the staff to make case studies of students.
- (e) To study new techniques of counseling students.
- (f) To give homeroom teachers, through conferences at school and home

visitations, a chance to get acquainted with their advisees before school opens in the fall.

(5) *Travel:*

- (a) Staff members would be assigned to travel when such travel could definitely improve their ability to fulfill their teaching assignments in our school; e. g., auto-mechanics teacher makes a trip to various factories to get first-hand knowledge in the construction of cars.
- (b) Staff members assigned to travel would prepare an itinerary before they left and turn in a written report when they returned.

Other ideas suggested by Mr. Stout make plain the fact that Scout activities, camping, and a broad-scale adult educa-

tion program are to be included in plans to enlarge the educational services of this school. Not only are the intramural activities and services of this high school becoming official and publicly supported parts of the educational development of the youth of the community, but realistic progress is being made to provide a wide variety of educational and recreational experiences throughout the year. Such a program, buttressed by a fuller utilization of the school's staff and facilities, should go a long way toward meeting modern educational needs of youth as well as toward preventing the growth of juvenile delinquency.

## ELEMENTARY EDUCATION

### State Directors Association Reports

The Association of State Directors of Elementary Education held its annual meeting in Chicago March 22. Sessions were devoted to hearing progress reports of its six working committees which have been studying the major problems outlined by members of the organization at a meeting in St. Louis a year ago. The reports made were as follows: Characteristics of a Good Elementary School—Bernard Lonsdale, Acting Chief, Division of Elementary Education, California, Chairman; Coordination of School and Community Services for a Twelve-month Developmental Program for Elementary School Children—William E. Young, Director, Division of Elementary Education, State Department of Education, New York, Chairman; Programs for Children Below Six—Jennie Campbell, Director of Elementary Education, Utah, Chairman; Techniques for Stimulation of Curriculum Development Throughout a State—Anne Hoppock, Assistant in Elementary Education, New Jersey, Chairman; Programs for the Continuous Professional Preparation of Teachers—Verna Walters, Supervisor Elementary Curriculum, Ohio, Chairman; School Housing Facilities for a Desirable Educational Program—Julia Wetherington, Division of Instructional Service, North Carolina, Chairman.

The Association formulated its work program for 1947-48. One session had as speaker Dr. Bess Goodykoontz of the U. S. Office of Education. She told of her experiences as a member of the education mission to Germany in 1946.

### Arkansas Program of Evaluation and Analysis of Instruction

State Supervisor of Elementary Schools, Myron Cunningham, gives the following report on that State's program of evaluation and analysis of instruction:

Ten counties and three of the larger school systems in Arkansas, the State Teachers College, the University of Arkansas, and the State department of education, are cooperating in a program of evaluation and analysis of instruction. These programs begin with a test of skills, usually on the sixth-grade level and are planned to lead into a consideration of these questions:

1. What skills must the child have to insure success in school?
2. What effect does school success have on the social and emotional adjustment of the individual?
3. What changes are necessary in our school programs to insure an adequate presentation of the skills, concepts, and understandings on all levels?
4. What must be done for the individual in the way of provision for physical, social, and emotional needs before we can expect measurable progress in the development of skills, concepts, and understandings?



Phases of the program have been assigned to different counties. Crawford County teachers developed the techniques and procedures necessary in the analysis of the pupils' mastery of the skills.

Yell County is working on means to take up the cultural lag which precludes learning the skills.

Madison County is planning the scheduling of classes and the grouping of children to give the teacher with three or four grades in the classroom the maximum opportunity to teach skills and understandings.

St. Francis County primary teachers are studying the test results in their schools to determine which skills can be taught at their level and the means of developing a readiness for those for which the children are not prepared.

Phillips County teachers are studying the test results to find which skills should receive emphasis on the secondary level either because of a deficiency or because the skill cannot be fully developed in the elementary school.

Little River and Ashley Counties are attempting to adapt the work done to a field situation.

Other counties participating are Lincoln, Hempstead, and Pulaski. Many of the problems in taking such a program to the field were worked out in Pulaski County in the school year 1945-46. Pope and Chicot Counties are scheduled for study in 1947-48.

It is estimated that the participants must work on this program for 5 years before the results will show to a measurable degree.

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## Working Conference in the South

An elementary school working conference on Health and Physical Education was held March 13-15 at Memphis, Tenn. This conference was planned through the cooperative effort of the U. S. Office of Education and the Southern District of the American Association for Health, Physical Education, and Recreation. Superintendents of the 13 States comprising this district were invited to send representatives from their States. This working conference included in its membership superintendents, supervisors of elementary education, representatives from State health and physical education departments,

specialists in these areas, and classroom teachers.

The program opened with a panel. Edwina Jones, supervisor of elementary school health and physical education in the Cleveland public schools, and chairman of the National Committee of Elementary School Health and Physical Education of the American Association for Health, Physical Education, and Recreation, acted as chairman. The panel consisted of Bess Goodykoontz, director of the elementary division, U. S. Office of Education; Helen Manley, specialist in health and physical education from that Office; Lee Thomas, supervisor of elementary education of Tennessee; and Margaret Williams, elementary supervisor of the Memphis Public Schools. After the opening panel, the group was divided into a health and a physical education division. Fred Brown, director of health education in the State department of education of Tennessee, was chairman of the Health Division, and Ethel Saxon, professor of health and physical education at the University of Alabama, was chairman of the Physical Education Division.

The consultants were:

*Health:* Monroe Brown, D. R. Patterson, Marion Souza, J. T. Taylor, Lee Thomas, Mrs. Ora R. Wakefield, Harold Walker.

*Physical Education:* Grace Fox, Jessie Garrison, Helen Hartwig, Edwina Jones, E. Benton Salt, Mrs. Elizabeth Sutton, Frances Wayman, Edgar Ellen Wilson.

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## School-Community Cooperation

The calendar of recreational and enriching programs for children of Baltimore is doubtless typical of many such offerings which are serving children and their families. The program for the winter season included: Performances by the Johns Hopkins Children's Educational Theater and a junior choir at the Peabody Conservatory of Music, a series of story hours for children at different age levels offered for Sunday afternoons at the Baltimore Museum of Art, Saturday morning concerts for children and young people by the Baltimore Symphony Orchestra, and children's special motion pictures, including a benefit performance for needy children of Europe.

Increasingly, community agencies are providing for the out-of-school time for

boys and girls, beginning with children below the age of seven.

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## Special Education Conference

A Conference on Mental Hygiene and the Problems of Exceptional Children to be held on May 2 and 3, 1947, at Syracuse University is being sponsored by the School of Education in cooperation with the Psychological Services Center, Syracuse University, and George Davis Bivin Foundation, Cleveland, Ohio.

The program of the conference promises to be stimulating, considering problems of mental hygiene in relation to the child at home, in school, and in his social relationship; handicapped children in the regular classroom and in special groups; and some of the approaches needed by the school to help children and young people solve their emotional problems. Dr. William M. Cruickshank, director of special education at Syracuse University, is in charge of the conference.

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## Foundation for the Blind Sponsored Conference

The American Foundation for the Blind sponsored a National Conference on the Blind Preschool Child, which was held in New York, March 13, 14, and 15. The phases of services for preschool blind children concerned social work, educational programs, and medical services.

Reports were given by a number of persons concerned with work for the blind as teachers, research workers, social workers, and administrators. The discussions at the conference considered the practical problems involved in the guidance of the preschool blind child at home, in the school, and in the community.

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## PTA Workshop

To celebrate Founders Day, the PTA of Washington School, Kingsport, Tenn., planned a health workshop. The Parent-Teacher Associations of other schools joined forces, and guests from two neighboring cities were invited. The U. S. Office of Education and the National Recreation Association furnished consultant service for two days.

## Conservation Loan Packet

A loan packet on conservation is now available to curriculum workers, workshop groups, and similar working committees in elementary and secondary schools. The materials in the packet have been assembled through the combined efforts of the U. S. Fish and Wildlife Service, the U. S. Forest Service, the U. S. Office of Education, and the U. S. Soil Conservation Service. The packet contains publications dealing with the various aspects of conservation as these have been developed by various government agencies.

Only a few of these packets have been assembled because there has been no way of determining the demands for such materials. Since the packet was designed not for use by pupils in classes but as an aid to curriculum workers, it is believed that a small number of packets will meet the requests. The loan period is for no more than 3 weeks unless special arrangements are made when placing the request. Users must pay the expenses of returning the packet. All requests should be sent to the Specialist for Science, Elementary Education Division, U. S. Office of Education, Washington 25, D. C.

## Association for Health, Physical Education and Recreation Meets

The American Association for Health, Physical Education and Recreation, which is a department of the National Education Association, will feature the elementary school field at its fifty-second annual convention in Seattle, Wash., April 21-26. A National Elementary School Committee, whose chairman is Edwina Jones, supervisor of health and physical education in the Cleveland Public Schools, is planning a program at this meeting. Part of the meetings will use the workshop procedure, and others will be given to speeches and demonstrations.

Mrs. Pearl Wanamaker, president of the National Education Association, will open the meeting, April 21. General Maxwell Taylor of West Point, Dr. Joseph Wolffe of the Wolffe Heart Clinic, Philadelphia, and Dr. Raymond Allen, president of the University of Washington, are other speakers on the program.

# Services to Youth in Public Libraries

by Nora E. Beust, Specialist for School and Children's Libraries

TO STIMULATE reading interests through individual and group reading guidance is the aim of the young people's librarian. Ever since this need for special library services was recognized in the beginning of the twentieth century by some socially alert public librarians, efforts have been made to introduce youth to wider reading horizons. Methods vary according to human and physical resources. Some of the activities being carried on in cooperation with youth follow traditional lines, but others are innovations that may indicate trends in library services of tomorrow.

A few of the projects<sup>1</sup> that have aided in creating desirable attitudes toward books and reading follow:

### Series of Monthly Programs Sponsored

"Roads to World Understanding" is the name of a series of monthly programs sponsored by the Youth Department of the Cleveland Public Library, the World Friends Clubs of the *Cleveland Press* (Scripps-Howard), the Council on World Affairs, and the Cleveland Museum of Art. The program is planned for youth of high school and early college age, whether in or out of school. The programs are held in the auditorium of the Cleveland Public Library.

"The Netherlands—Problems of a Small Country" was the subject selected to inaugurate the series in October 1945. The sponsors endeavored to use, in these programs centered about key countries of the world, techniques which they felt might aid in world understanding. Movies, talks, letters, interviews, discussions, books, pamphlets, maps, recordings, panel discussions, dancing, singing, and exhibits were employed in the course of the series, though not all in one program. For example, a Braille letter by a blind high-school student in Canada was read by his blind pen-friend in Cleveland; a report was made by a

high-school girl of her visit to her Mexican pen-friend in Mexico City; a talk was given on the new educational system in Mexico by the Mexican Consul; recordings of the Cossack Choir and African veldt music were played; and an exhibit of French underground newspapers was held.

Practically all of the programs include an educational movie. Singing and dancing events serve the dual purpose of interesting the audiences and of drawing the several nationality groups into the program. Exhibits pertinent to each country are placed in special cases on the ground floor of the library. The Cleveland Museum of Art lends articles of artistic merit, such as the Dunkirk cup, an outstanding collection of French laces, color reproductions of paintings by leading artists from other countries. The Museum also assists in the interpretation of the exhibits and arranges for the use of art created by the young people themselves.

The programs are endorsed by both public and parochial schools as well as by other agencies serving youth. The meetings demonstrate that youth will attend educational programs outside of school hours. Not once has there been a disciplinary problem. Not once has there been a fee paid to any of the participants. It is an example of private, public, and commercial institutions cooperating successfully in presenting an educational service designed to lead the participants to the printed page for further information.

### Vocations Emphasized

An example of library youth services carried on by one branch in Detroit was called "Let's Look at the New World." The emphasis here was on vocations rather than on world citizenship. The

<sup>1</sup>Basic material for this article was furnished by the Youth Departments in the public libraries of the following cities: Baltimore, Brooklyn, Cleveland, Denver, Detroit; Martin's Ferry, Ohio; Milwaukee, Minneapolis, Newark, New York, Pittsburgh, Sacramento, St. Paul, Seattle; and Washington, D. C.

subjects of the series were decided by a committee, including a boy and a girl from each high school in the district. Fashion, aeronautics, television, and engineering were among the careers selected for presentation.

The young people entered wholeheartedly into this program. They carried on the publicity in their own schools, and arranged for newspaper publicity and radio spot announcements.

### Great Books

Petworth Branch Library garden in Washington, D. C., was the setting for an experimental group discussion by teen-age youth of "The Great Books." Four meetings were held during July 1946. The books considered were: Plato's *Apology* and *Crito*, Plutarch's *Alcibiades* and *Alexander*, Machiavelli's *The Prince*, and Shakespeare's *Julius Caesar*.

The young people were enthusiastic and asked that discussions be continued in the fall. A program of 16 meetings between October 1946 and March 1947 was carried out. Credit for the success of the project was attributed in part to capable leadership, but the young people were often surprisingly acute in their observations.

### Reviews and Discussions

The "Young Book Reviewers" meet each week with the librarian of New York's Nathan Straus Branch Library for young people under 21 to discuss books selected by youth for broadcasts each Saturday morning. Authors, editors, and other persons from the book world also take part in the broadcasts. Invitations to attend and take part in the book discussions are issued through circulars distributed by the library.

Another activity carried on in New York City is the publication of *Circulating the News*. The editors are a group of high-school students who say in the *Foreword*, "The purpose of the magazine is to promote reading, writing, and thinking."

The reviews, which at present comprise most of the contents, are written by high-school students who have formed the Nathan Straus Reviewers. The young people believe that authors, editors, publishers, and critics will be interested in the honest, unbiased opin-



Young people prepare for an exhibit in the Minneapolis Public Library.

ions of people under 21 if they are kept informed of them. It is also their opinion that since the Nathan Straus Library is an experimental center, it would be a logical organization to sponsor a review group.

Members agree to read new books and write reviews. The Library furnishes new books, prints and distributes the reviews, and plans meetings for the interchange of ideas with professionals from the book world.

Minneapolis was one of the cities that tested the Pocket Books' Teen-Age Book Show. This activity was a student participation program. Representatives from the various schools handled the publicity, both newspaper and radio. They also assisted in setting up the book exhibit. "Read today—Star Tomorrow," the theme of the show, was used in the decorations. Windows were decorated with varicolored and different sized stars. Around the room above the bookshelves appeared the names of all of the participating high schools, cut from paper of the appropriate color. A guest book, in which students signed their library card number, was a popular feature. The school having the most signatures in proportion to its enrollment had the privilege of selecting ten, five, three, and two books respectively from the special list to add to the collection. The books were distinguished by a bookplate commemorating the school's

activity in the exhibit. Cleveland, Newark, and Washington, D. C., also reported good results from the Teen-Age Book Show.

### Library Quarters

It is interesting to notice the kind of library quarters in which services for youth are carried on. Examples of separate buildings are: (1) The new Nathan Straus Branch Library houses only books for youth and welcomes all youth under 21 in New York City. It has clubrooms, radio, phonograph, and exhibit space. (2) The Ella K. McClatchy branch library in Sacramento is a 12-room house which has been adapted to the informal uses of a young people's library. The home was presented as a memorial to their mother by a public-spirited family. It is located in a pleasant residential district and is near several schools. The rooms are spacious, and the furnishings left by the donors set a high standard of grace and beauty.

Many libraries house youth services within the central and branch library buildings. The following are illustrations of types: (1) The Stevenson Room for Young People in Cleveland is located on the third floor of the main library. The room, which celebrated its twenty-first birthday last year, was designed as a recreational reading room



A youth room of modern design in the St. Paul Public Library.

for high school age. A browsing alcove, located in the center of the suite of rooms, is furnished with comfortable chairs, low tables, and floor lamps to

provide atmosphere for reading. The books are arranged on the shelves according to young people's reading interests. (2) Denver's Young People's

Division is located in an alcove inside the door of the John Cotton Dana open-shelf room, just off the main lobby of the library. It is thus situated within, rather than apart from, the Circulation Department, and young people who come to the registration or information desks can easily be directed to it. (3) Enoch Pratt Free Library in Baltimore has a young people's collection located in the central building with adult departments. There young people are introduced to adult reading in as many fields as possible.

Service to young people, to quote the readers' adviser in Minneapolis, "is as important in the library as orientation classes are in college." In the transition from juvenile to adult reading, youth should have the opportunity to receive guidance in the selection of books as well as information in regard to the use of the library's resources. It is encouraging to note that schools and other youth-serving agencies appreciate the contribution that public libraries have to offer youth.

## Second Pan American Congress on Physical Education

*Following are Agreements, Resolutions, and Recommendations of the Second Pan American Congress of Physical Education, which met October 1-15, 1946, in Mexico, D. F. The Congress was called by the Secretariat of National Defense, National Department of Physical Education and Pre-Military Instruction.*

### Introduction to the Report

The First Pan American Congress of Physical Education was held in Rio de Janeiro, Brazil, in July 1943. At this meeting a Permanent Secretariat was established and plans were made for regular meetings to be held every two years thereafter. The war caused postponement of the second scheduled meeting until October 1946.

An Organizing Committee was appointed to plan for the Second Congress. This committee set up an agenda and outlined problems for study. The

problems were grouped under the following five general headings: Educational Principles and Methodology of Physical Education; Biology, Medicine, and Science applied to Physical Education; Organization of Physical Education; Educational Policy and Sociology, Pan Americanism, Teachers of Physical Education; and Technical Sports and Sports for Free Time.

In this report the problems under these general headings are given numbers which correspond to the numbers of the items of the agenda. If the Congress acted upon a problem the result is indicated by Roman numerals which correspond to the original numeral given the problem in the agenda.

If no papers were presented or if no action was taken on any topic, the number is listed with a statement indicating that no resolutions were offered. It is hoped that the scope of each problem

can be determined by the record of the action taken.

Opportunity was offered for the presentation of papers or problems which had not been listed in the agenda. The action taken on problems so introduced is listed under the heading of "Free Topic."

This Congress established the Pan American Institute with a Directive Committee to give continuity and implementation to the work of the Congress. The Constitution and By Laws of the Institute, with the names of the Directive Committee, are included in the report.

The official report of the Congress was in Spanish and the translation which follows is as literal and accurate as possible. This may account for any unusual or different use of professional terms.

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### The Declaration of Mexico

The Second Pan American Congress of Physical Education assembled in Mexico City, D. F., fulfilling its primary function of establishing the basic principles for this type of education on the American continent, hereby formulates

the following Declaration of Principles of Pan American Physical Education, which it denominates *The Declaration of Mexico*:

1. Physical education in America is a factor which contributes to the reaffirmation of the unity of the continent, and raises the biological and moral potential of our countries.

2. Physical education must reach beyond the school to the end that it may assume a social and human dimension which will influence the individual throughout his entire life.

The foregoing principle takes for granted:

(a) That it is the obligation of the State to guarantee that the child will be born under physical and social conditions which will assure him of a normal life, and that his childhood will be spent in joyful and happy environment in which he will have all the elements necessary for the development of his physical, aesthetic and psychic development.

(b) That the school must guarantee the growth of biological and moral potentialities, as well as the physical development of the child and the youth for his future activity as a productive element in peace, and in the face of aggression, as a powerful guarantee of continental defense.

(c) That the State must continue the work of Physical Education in the post-school period, keeping it in the reach of the people either by its own action or through State aid to private initiative, insuring to everyone, both men and women, the possibility and the means of participation, not in the capacity of spectators, but as actual participants. Only through scientific application to the great masses of the population can Physical Education exercise its beneficent influence on the whole people.

3. The first step in the realization of the work of Pan American Physical Education lies in the proper training of the experts who are to direct and teach it. The physical education program of a nation has a direct relationship with the efficiency of its teachers, and its value in the program of general education is intimately bound to the technical and scientific training of its specialized personnel.

4. Taking into account the important values of physical education in school work, and the special characteristics which distinguish it from the body of other school subjects, the teachers should be trained in special institutes or schools of university level, with the independence necessary for the organization of studies in keeping with their own teaching staff.

5. The peculiar conditions of the

American republics as regards race, historical development, language, culture, and social reality, demands the establishment in the physical education program of a unity of biological, technical, and social doctrine.

Unity of biological doctrine means that all physico-educational techniques should be subordinated to the anatomical, functional, and psychic study of the human organism, it being remembered that physical education is subject to continued revision according to the advances made in the field of biological sciences through experimentation.

Unity of technical doctrine means that formative physical activities should be made the foundation of all physical education work. They should be graduated according to the age and sex of the individual, and tend to produce the harmonious development of the individual as a whole.

Unity of social doctrine implies the basic idea of establishing unrestricted physical education for the masses, centering the action on the school and proletarian masses, all subject to didactic and organic techniques in keeping with the social reality.

6. The concept of continental unity and power should strengthen in the peoples of our hemisphere the basic idea that each individual is a unit of human capital which ought to be potentially increased in health, vigor, and capacity for his contribution to the economic and moral progress of the peoples.

7. Physical education is an essential factor in the total democratization of America, a fertile field of brotherhood for all, regardless of race, color, sex, creed, or social position.

*Mexico, D. F., October 14, 1946*

(Signed) The President

BRIG. GEN. ANTONIO GOMEZ VELASCO

(Signed) First Secretary

PROFESSOR RUBEN LOPEZ HINOJOSA

### **Educational Principles and Methodology of Physical Education**

I. Whereas it is desirable to adopt a Pan American program of physical education, setting up its fundamental bases and principles as well as its common objectives, the Second Pan American Congress of Physical Education resolves:

1. That, for the elaboration of a Pan

American program of physical education, it is necessary first to establish a set of scientific and philosophical principles which will serve as a working base so that, regardless of the special features of each nation, it will be possible to set up common general standards.

2. The fundamental principles of physical education in America should be inspired in the democratic ideas which obtain in the institutional life of our countries. They should fill the peculiar needs of each country and mold themselves into a National Law of Physical Education.

II. Whereas it is necessary to establish fundamental conditions which should satisfy a system of physical education, the Second Pan American Congress of Physical Education agrees:

1. That it should be directed to the training of the whole individual to be a useful element in society.

2. That it should be based on philosophical and scientific principles.

3. That it should consider the evolution of the individual biologically, psychically, and socially.

4. That it should take geographical conditions and the possibilities of actual realization into account.

5. That it should be based on the essential objectives of the general educational program established by each nation.

III. With reference to the concept of physical education as a part of education, the Second Pan American Congress of Physical Education declares:

1. That physical education is the basis of all education and should have a bio-psycho-socio-philosophical character.

IV. In regard to the place of physical education in the educational program and in the school schedule, the Second Pan American Congress of Physical Education believes:

1. That physical education, as the basis of general education, should have the same rank as the other subjects in the program of studies.

2. That physical education should be related closely to the other educative activities of the school, especially to hygiene and medical services.

3. That physical education be allotted the time necessary for the fulfillment of its task, in keeping with the importance assigned to it in the preceding point.

4. That in regard to the time (hour) at which physical education should be presented, the special geographical conditions of each region should be taken into consideration.

V. Whereas it is necessary to determine precisely the activities to be included in the physical education programs of elementary, secondary, professional, industrial, and higher schools, the Second Pan American Congress of Physical Education resolves:

1. That it is necessary to adopt some general points of view (criteria) to serve as a base in the elaboration of a program, the following being recommended for consideration:

(a) Know the philosophic and scientific principles upon which the respective country's general education program is based, especially those which have reference to physical education;

(b) Establish the general and specific objectives of physical education, at the respective levels of instruction;

(c) Determine the biological, physical, and social traits of the child and the characteristics of the process of physical education in the different school grades;

(d) Ascertain the time and frequency allotted to physical education in programs now in force;

(e) Determine the time that should be devoted to the three periods of the school year: Organization of work, period of realization, and the period of completion and evaluation;

(f) Indicate the order of importance the various materials and activities in the physical education program of each grade or division should have;

(g) Distribute physical education activities according to the environment in which they are to take place.

2. The Second Pan American Congress of Physical Education further resolves to publish in the Annals of the Congress all papers dealing with this topic, to the end that the various countries may adopt in their respective programs the most appropriate physical education activities.

VI. In the matter of general principles to govern the practical tests for the evaluation of systematic physical activities, the Second Pan American Congress of Physical Education resolves:

To recommend the substitution, in place of the traditional physical education examination, of a Certificate of Physical Education which will permit the pupil to be promoted from one group to another, and effort being made to insure that the pupil's performance be correlated statistically with the various anthropometric physical data employed as a basis for the initial classification.

VII. In regard to the topic "Gymnastic Progression," the Second Pan American Congress of Physical Education holds:

1. That it is not advisable to adopt a rigid gymnastic progression, inasmuch as, in general, the sequence of exercises is subordinated to the biophysical and social conditions of the pupil, to the material conditions of work, and to the character of the environment.

2. That notwithstanding the above, it is possible to set up general norms which will serve as a base for a session of gymnastic exercises—norms tending to insure the proper amount of exercise and serving as a guide to the teacher so that, in harmony with his own knowledge, initiative, and experience, he may succeed in attaining the desired results.

VIII. The Second Pan American Congress of Physical Education, considering:

That the writings of Dr. Inezil Penna Marinho under the titles of "Physical Education for the Physically Defectives," "Subsidies for the Study of the Problem of Physical Education for Mental Defectives," and "Physical Education for Deaf-mutes," constitute a magnificent contribution to the study of physical education imparted to children of these classes, resolves: That these writings be published in the Annals of the Second Congress.

Whereas:

1. Physical education for girls should emphasize the traits that are peculiar to women;

2. The objectives of physical education for girls should correspond to the psychical, somatic, and functional characteristics of the sex; and

3. Considerations of organic-functional, methodological, and experimental character do not indicate the necessity of establishing different treatment in physical education for boys and girls under 10 years of age, as recommended in Sections VI and XVI of the report of the First Pan American Congress of Physical Education,

The Second Pan American Congress of Physical Education resolves: That physical education activities for girls should be set up according to objectives of their own, both formative and recreational, and should tend always to develop the natural activities of grace, beauty, and femininity. The games and sports for girls should be governed by special regulations.

### **Biology, Medicine, and Science Applied to Physical Education**

I. The Second Pan American Congress of Physical Education, considering:

1. That homogeneous grouping of individuals for the practice of physical education is a medical-educational problem of inescapable necessity;

2. That the proper dosage (measurement of the quantity of exercise) and the employment of the different types demand the formation of groups with equivalent capacities;

3. That homogeneous grouping has as its object the bringing together in a single group of individuals who make possible the application (employment) of exercises that are similar in intensity and complexity;

4. That there should be homogeneous grouping for each type of activity; and

5. That classification should be based further on weight, age, stature, and vitality,

Recommends:

1. That for all homogeneous grouping, consideration should be given to:

(a) The complete medical examination.

(b) The biometric and characterological examination.

(c) Tests of physical fitness.

2. That the Morphological Equilibrium Index, which by resolution of the Second Congress will be published in the Report of the Congress, be employed in the countries of the continent to effect homogeneous grouping among the school children, as an experiment controlled by physicians and teachers, to the end that the results may be presented before the Third Congress.

II. The Second Pan American Congress of Physical Education, considering:

1. That the Pignet Index<sup>1</sup> is not adequate for the determination of individual worth;

2. That the Morphological Equilibrium Index and the typological classification which results upon its combination with stature is regarded as more acceptable; and

3. That in the evaluation of the individual, special importance is laid on vital capacity,

Recommends:

1. That the determination of individual worth should be based on:

(a) General medical examination and

(b) Anthropometric and physiological measurements (Morphological Equilibrium Index and vital capacity)

III. The Second Pan American Congress of Physical Education, considering:

1. That the individual record, in its psycho-morpho-physiologico-medi-

<sup>1</sup>These are methods of physical educational measurement used in several Pan American countries.

cal aspects, permits a view of the whole individual;

2. That through the medium of statistics this record permits the comparative study of both school children and adult athletes of America;

3. That uniformity in examination methods and in nomenclature (terminology) is indispensable,

Resolves:

1. To recommend the adoption of a uniform Pan American Record Card for the recording of identical data which will constitute a clear, synthetic, and graphic picture of the health and total physical aptitude (fitness) of the examinee.

2. That the Pan American Institute of Physical Education appoint a committee to formulate the record card.

IV. The Second Pan American Congress of Physical Education, considering:

1. That it is necessary to determine the normal average type of the races of America, and

2. That to do so, it is necessary that initial work be carried on in each country,

Recommends:

1. That the official organization (agency) in charge of physical education in each country should sponsor activity of this nature, the results to be presented to future Pan American Congresses.

V. The Second Pan American Congress of Physical Education, considering:

1. That the intervention (cooperation) of the physical specialist in physical education is fundamental to the provision of a scientific basis for this instruction so that it may protect the health of the individual,

Recommends:

1. That in all physical education activity, the participation of a medical doctor specialized in physical education, collaborating with the experts in this field of education in the general orientation which the activities must have, is indispensable.

VI. The Second Pan American Congress of Physical Education, considering:

1. That the health of the individuals working in the various branches of physical education should be protected;

2. That those who as a consequence of athletic and sports practices may have suffered accidents or injuries should be brought back to normal condition;

3. That the value which kinesiology has in traumatology should be recognized;

4. That there does not exist in the American countries an adequate number of studies dealing with physiological questions to serve as a foundation for building the basis of scientific physical education; and

5. That the field of action of the physical education teacher and the kinesiologist should be delimited,

Recommends:

1. The establishment of kinesiological sanitariums or centers of functional therapy, either independent or annexed to hospital services.

2. Experimental research on the glucose tolerance curve in muscular work (activity) and its relations to physical activity; and also, the investigation of the consumption of thiamine in muscular work.

3. That the physical education teacher who is not specialized in kinesiology should not work in kinesitherapy, and, similarly, that the kinesiologist who does not hold a title in physical education should not act as a teacher of that subject.

4. That in ascertaining the degree of efficiency of the circulatory system the Martinet test be used, because of the simplicity of its application—although this test should not be regarded as absolute, greater significance being given to X-rays and electrocardiographs.

5. That the frequency of the strength syndrome in athletes be determined as a work of experimental and statistical nature.

6. That women should not be deprived of the opportunity to engage in physical exercises during the catamenia, for such exercises play a salutary role in the disturbances of this period which are not related to infectious processes.

7. That physical exercises should not be engaged in during the days of the menorrhoea and are indicated in the epoch of the menopause.

8. That exercises may be engaged in during the period of gestation (pregnancy) and after childbirth, according to individual conditions.

9. That the recommendations contained in numbers 6, 7, and 8 are based on the work of physical education teachers under the supervision and direction of physicians.

VII. The Second Pan American Congress of Physical Education considering:

1. That the measurement of the physical capacity of the pupils by the method of minimum tests, determining which tests should be given and what should be their practical application, is a mat-

ter of importance for physical education in school;

2. That the papers (studies) presented in the Congress make it possible to reach definite solutions,

Resolves:

1. To recommend that this problem be included in the Agenda of the Third Congress and that the official agencies of physical education give it due attention, to the end that experimental findings may be reported in this regard.

VIII. The Second Pan American Congress of Physical Education, considering:

1. That it is not possible to dictate any resolution whatsoever concerning the problem of physical education and sports in regions of high altitude, because of lack of sufficient scientific data,

Recommends: That this problem be included in the Agenda of the Third Congress.

IX. The Second Pan American Congress of Physical Education, considering:

1. That individuals who receive physical education should be given correct and normal nourishment;

2. That the solution of the problem of nourishment should be based on an hygienic-economic criterion which calls for the collaboration of dietitians and dietologists;

3. That a diet proper for physical work should be given;

4. That physical education will be efficacious in the improvement of the physical conditions of the child only when he is given a balanced diet,

Recommends:

1. To urge the governments of the American Republics to give greater attention to the problem of undernourishment among children and youth, thus bringing about a decrease in child undernourishment.

2. That a course in children's nutrition and diet be included in the study of programs of the Physical Education Institute.

3. That a diet proper for physical activities should contain the necessary elements on the following base:

(a) Sources of vitamin complex B; meat, yeast and preparations that contain these.

(b) Sources of alkaline values, especially fruits and vegetables (green).

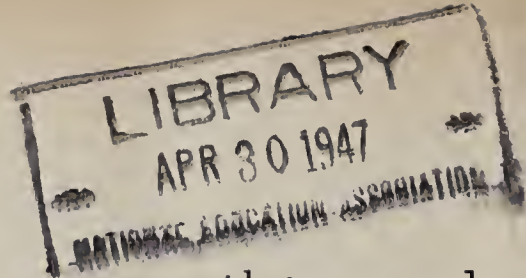
(c) For work requiring rapid and continuous contraction, sources of creation or of its chemical forerunners (broth, meat, jelly).

(d) Adequate distribution of these foods during the periods in which sports tests are to be held.

(Concluded in June issue)

N

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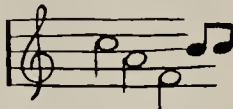
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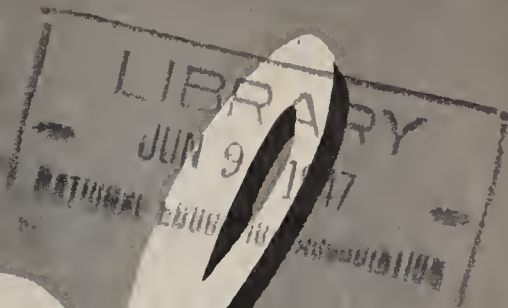
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# School Life



**OFFICIAL JOURNAL OF THE U. S. OFFICE OF EDUCATION**

**Volume 29, No. 9**

## **CONTENTS**

**June 1947**

	Page		Page
<i>We Will Make It a Better World</i> -----	2	<i>International Educational Relations Director Appointed</i> -----	18
<i>Infantile Paralysis Message</i> -----	2	<i>UN Film Strip Available</i> -----	18
<i>Inter-American Understanding</i> -----	3	<i>Education and the 80th Congress</i> -----	19
<i>Secondary Education</i> -----	5	<i>Second Pan-American Congress on Physical Education</i> -----	24
<i>Library Services</i> -----	12	<i>Visual Materials Distributed by Government Agencies</i> -----	27
<i>Educators' Bulletin Board</i> -----	16	<i>U. S. Government Announces</i> -----	30
<i>Letter From General Hershey</i> -----	17		

## "We Will Make It a Better World"

*THE following statement is reprinted from the "Baltimore Bulletin of Education." It speaks for itself and is signed by Mrs. Anna Krassner, now a citizen of the United States.*

"I was born in Russia. I came to America in 1906. And now this is the part of my story that I used to be ashamed to tell—I didn't become a citizen until 1945. I am no longer ashamed. Where was I between 1906 and 1945? Busy! Busy! Very busy, raising a family of 12 children from the profits of a penny confectionery store. I wasn't a citizen in the eyes of the law, but in my heart I was a good citizen. Five of my boys helped in the war to save democracy. Thank God they have all come back to me and their country.

"In 1943 I decided that most of the work in raising my family was finished. Now I could go to school and learn the things I had worked so hard to have my children learn. Maybe, I said to myself, this old head can learn to write, to read, and who knows, maybe even to pass the citizenship examination. So off to school I went. Then it was at Broadway and Bank Street. Ah! but it was nice. Look—I could read, write, and what do you think—I could even spell some of the words correctly sometimes. It

was a grand feeling. Imagine, I could write letters to my boys and read the ones they sent me. Believe me, it was wonderful, and—free too. In America you go to school—they teach you—free. Is that not something! I would like to say a few words about our teachers. They are great people—possessed of much patience. They not only teach us to read, to write, and to understand, but they also let us cry on their shoulders and they listen to our troubles. And sometimes they give us advice to help us out of our troubles. God bless them.

"In 1945, I passed the citizenship examination—me, from the penny confectionery—to a citizen—me with 12 children—all graduates of high school—me a citizen.

"My friends, I did not stop going to school after I became a citizen—no, I wanted to learn more English. I wanted to see other people, meet and talk with them. Yes, meet people of all nationalities. We learned the habits of each other, the customs of each other; we learned to study, to live together. We learned what it means to be an American. Ah! If only the people in the whole world could get along together the way we different nationalities get along in school—wouldn't this be a better world to live in?

"Yes, I'm still going to night school, I'm still learning, and there are more like me.

"We will make it a better world."

## Infantile Paralysis Message To Parents

The Nation's 30,000,000 elementary and secondary school children are taking a message home to their parents about infantile paralysis and its treatment before any epidemics strike this year. This has been made possible through a bulletin issued by the National Foundation for Infantile Paralysis and sponsored by the school systems of the country.

Entitled *A Message to Parents About Infantile Paralysis*, the statements help reassure parents and tell them what to do in the event of epidemics. While the location of epidemics cannot be accurately predicted, past experience has shown that they will occur in some parts of the country between the spring and fall months every year.

The project has been approved by the State Departments of Education. They have recommended that county and city superintendents arrange for distribution of the bulletin in any quantities required.

Recognizing that fear of the disease is often exaggerated, the National Foundation, under the heading "Facts Fight Fears," assures parents that very few people contract the paralytic form of the disease, that most patients get well and, with good care, the large majority recover without crippling. It is sug-

(Turn to page 18)

## School Life

Published monthly except August and September

Federal Security Administrator-----WATSON B. MILLER

U. S. Commissioner of Education---JOHN W. STUDEBAKER

### Purpose

The Congress of the United States established the United States Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

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Washington 25, D. C.



One of the Latin-American visiting groups of English teachers.

# INTER-AMERICAN UNDERSTANDING GAINED THROUGH EXPERIENCES

by Delia Goetz, Specialist, International Educational Relations Division

**T**HE TRAIN moved slowly from the station in Lexington, Ky. From the steps of a pullman car a small, dark-haired woman called good-bye to a group of young people on the platform. A corsage was pinned to the lapel of her coat. Her arms were piled high with packages, gifts from friends made during her month at Henry Clay High School.

"Come to Costa Rica," she called in answer to their "Come back. Come back soon."

"We will remember this all of our lives," said a little girl as they turned to leave the platform. "She has made Costa Rica real to us."

That same day similar farewell scenes were repeated in a dozen or more cities

as young men and women from 15 of our neighbor Republics said good-bye to friends they had made in this country. They were English teachers from South and Central America brought to this country under a project of the Interdepartmental Committee of Cooperation with the American Republics. The U. S. Office of Education had the responsibility for planning their program during their 3 months' stay.

## **Project Brings Useful Results**

Here in this country they had improved their English and learned something of our history, our culture, and our civilization. During their month in the schools they had assisted teachers of Spanish, French, or Portuguese, had

gained an idea of our educational systems and school administration; and had helped us to know their country and to understand their people and their customs. Here, too, they had an opportunity to meet teachers from their neighbor Republics. One visitor from Honduras said:

"Besides giving us a chance to know you better, we are meeting people from Central and South America. We Spanish people of the Americas are coming to know and understand each other because the United States is helping us to do so. Now I have many friends from the United States, Guatemala, Costa Rica, Ecuador, Paraguay, and other countries, because you had these people come together, talk, and

see each other, and like each other. Now we feel that we people from the Americas are brothers and equals. Thank you and the people of the United States."

### **Participated in Varied Programs**

This program was initiated in 1943. Since that time, 110 teachers of English have come from Latin America to study in this country. The first 6 weeks of their stay they spent at various places—Mills College in California, the Universities of Texas, Michigan, Pennsylvania, Indiana, and George Peabody College in Tennessee. During this period they had intensive courses in English, in teaching English as a second language, in literature, and in history. In addition to these courses the visitors were given an opportunity to take part in civic and social affairs of the community. They attended lectures, talked to various luncheon and study clubs, joined in activities of the churches, and took part in radio programs.

Reporting on the 6 weeks at one of the universities, the director of the course wrote, "I should like to start with a reiteration of our joy over working with the Latin-American teachers. We are extremely desirous of working out such a program again for a similar group. We have the gratifying conviction that we were of considerable benefit to the group—and there is no more satisfying feeling that a teacher can experience." And a teacher who had taken the course said, "I think all my work will be greatly improved by the knowledge I acquired there."

At the end of the 6 weeks' period the visitors were assigned to high schools in different parts of the country for a month's practical experience. They assisted the teachers of Spanish, Portuguese, or French, visited classes in English, history, social studies, music, art, or in any other field of special interest. They also observed the administration and studied the programs and the procedure of the school.

The students of most schools visited had spent a class period in getting acquainted with the guest teacher before she arrived. They had found out something about her background, her country, and her interests. They took

another class period to list the things they hoped to learn from her visit and the activities they wanted to share with her. And when she arrived, they were all set for her. Hardly had introductions been acknowledged when they began to bombard her with questions.

### **Many Questions Asked**

"Are your schools like ours? What kind of sports do they have in the high schools? What kind of movies do you like? Are your homes like ours? Could we get jobs in your country?" And of course they wanted to know something about the music, to hear the songs that are popular south of the border, and to be taught a few steps of some of the dances. There were uncomfortable moments, too, when a visitor who perhaps had never raised his voice in song, was asked to sing his national anthem in assembly. One teacher, a young man from Venezuela, observed apologetically, "One thing I regret as far as my contribution is concerned; that is my complete lack of ability in singing and dancing. I no doubt disappointed many who had reason to expect a true Latin to be an expert at the conga, the tango, and the rhumba. Here I must present my apologies."

Some classes had prepared in another way for their visitor. One teacher wrote, "At the city auditorium in Atlanta, Georgia, I heard with tears in my eyes, more than one thousand boys and girls singing the national anthem of my country."

### **Two-Way Benefits Indicated**

Reports from the visitors as well as from the teachers with whom they worked indicate that the benefits of the program were two-way. A teacher from Guatemala said:

"In the field of education I am happy to state that I have found many new ideas, especially regarding technical schools. I am planning to suggest to my government the necessity of adopting a number of changes in our system . . . It will be my aim to give the Guatemalans a true picture of this country insofar as the places I visited are concerned . . . I wish to tell my compatriots how efficient your technical and academic teachings are. I hope to encourage parents there to send their children to study here. I also want to tell

them how much and how easily the average North American fraternizes with Latin Americans judging by what I have seen at the schools and cities I have visited. I will tell them I have realized that the American people do not usually regard other people as inferior or backward. It is lack of contact and nothing else that has caused some prejudices to arise."

And their hosts were as generous as they in their praise of the visitors. A host teacher said of a visitor from Venezuela: "In the classroom he displayed excellent photographs and sketches of the people and various parts of Venezuela and told of their historical and present significance, giving an interesting and informative insight into his country. To the more advanced classes he spoke in Spanish, pausing every once in a while to be sure he was understood. To all classes he dictated, asked questions in Spanish based on the dictation, stressing pronunciation and pointing out the differences peculiar to the Venezuelan. The students were especially delighted to hear about the personal aspects of his life, his family, his friends, and relatives and their habits. He spoke in assembly and the entire school enjoyed the opportunity to ask questions. He visited the fifth grades of the grammar schools because at that time they were studying South America. He spoke to the Rotary Club and the Lions Club of the town."

Another host teacher wrote, "The students of the school definitely improved their comprehension of spoken Spanish and their ability to express themselves in that language. It was a satisfaction to them to know that they can be understood and could understand the national speaking the language. Several students remarked, 'This gives a definite purpose to our study of Spanish.'

"In addition to the interest in the language, it has also aroused interest in the people and the country. The idea of remoteness or the sense of unreality has been removed. The thought and ideals as well as the history, geography, customs of the American Republics have become very real."

The program has served, too, as a valuable means of developing inter-American relations.

"I feel that my trip has been profitable as well as pleasant," said a teacher from

Paraguay, "as I am taking back with me a lot of new ideas which I hope to be able to use in furthering the spirit of friendliness between your country and mine."

During the last 2 weeks of their stay the visitors were given an opportunity to see more of the United States. They spent some time in Boston and Cambridge, went for a glimpse of New York, and concluded their stay with several days in Washington, D. C.

A young man from Ecuador, after visiting New England, said, "We visited every historic place, receiving the best impression. No wonder American people are jealous watchers of their historic and literary shrines and of their glorious dead."

Another said, "On visiting American universities, high schools, colleges, libraries, museums, historic places, on knowing about their learned men, poets, patriots, warriors, one gets a very interesting background and it enables one to tell other people how Americans are and how they work."

In New York the visitors revised their opinion of that city. "On arriving in New York," said one, "the tourist expects to see only skyscrapers and men devoted to business everywhere. But this is not the truth. You do not see only skyscrapers and business buildings, but big temples of science, as libraries, high and public schools, colleges, universities full of men and women of all ages, and of all social classes who are trying to learn more and more to be efficient and valuable for the home and for society."

In Washington, D. C., they had a final whirl of sightseeing, posed for pictures in the patio of the Pan American Union, were guests at receptions and luncheons given by the State Department and the U. S. Office of Education. Then there was the final flurry of departure.

"I go back home," said another visiting teacher, "with a very different idea about the people of the United States. I am carrying with me a lot of new experiences as a teacher, a lot of new friends, and my deepest gratitude for the opportunity that was given me."

Many of them wrote "thank-you" notes and they continue to come. They

tell of changes these teachers have introduced into their work as a result of their study here and of promotions they have received. Now and then as a

teacher recalls his experience with us he says, like the little girl at Lexington, "This is something we will remember all of our lives."

## SECONDARY EDUCATION

### A State Committee Studies Its Small High Schools

Recognizing the need for continuous effort to improve the status of the State's small high schools, the California Association of Secondary School Administrators maintains a Committee<sup>1</sup> on the Problems of the Small High Schools. The creation of this Committee and its assignment assume first of all that there are many problems of secondary education which are peculiar to the small high schools and which could be solved by cooperative attack, planned experimentation, and by mutual exchange of ideas. But there are many other benefits which may also be derived from the organization and work of a State committee on small high schools.

Too often representatives of the larger schools dominate a State's educational organizations. Their deliberations and reports are primarily concerned with high schools located in and serving urban centers. In such cases, a State committee on small high schools can provide opportunities for the staff members of the smaller schools to get together in regional and State conferences and to plan workshops or other projects of peculiar concern to schools serving rural centers; it can help to center the attention of secondary school leaders upon the problems of these schools and upon action programs needed to overcome such problems; it can help the school authorities of a State to recognize that in the aggregate number of the pupils attending them and in the effect they have upon educational programs of a State, the "small" high school can, and does, loom large indeed.

The Committee on the Problems of Small High Schools in California consists of 6 of the outstanding principals of such schools in this State. The schools at present represented by memberships on this Committee range in enrollment from 108 to 784 and in number

of teachers employed from 8 to 35. It was organized in October 1945.

The functions of this Committee are to study the existing educational conditions within the small high schools and to call attention to the methods by which such conditions may be improved. While the great majority of the pupils of the State are enrolled in larger high schools, 217, or about one-half of the approximate 430 existing public high schools, have enrollments of fewer than 300 pupils. Eighty of these schools enroll fewer than 100 pupils, and 138 enroll fewer than 200 pupils. While it is recognized that there is little real justification for the existence of a number of these smaller schools, the geography of California is such that many of them must be maintained. So long as these schools continue, every effort must be made to provide the best possible educational opportunities for the children who attend them.

Soon after appointment, the Committee undertook to secure a report direct from the principal of each small high school on what were considered the major problems faced by the high schools of the State because of their small size and what solutions were being utilized by them to alleviate or overcome such difficulties. To secure such information, a survey blank was prepared and mailed to the 242 California high schools having enrollments of fewer than 500 pupils. Responses came from 178 of the principals, many describing in considerable detail the programs undertaken by them in their endeavor to meet modern educational standards. Other principals suggested possible solutions which would have to

<sup>1</sup>The Chairman of the Committee is Dr. E. H. LaFranchi. When he was appointed, he was Principal of the Union Junior-Senior High School, St. Helena, Calif. He is now Assistant Professor of Educational Administration at the University of Southern California. Dr. LaFranchi directed the study referred to in this statement and with Dr. Walter H. Gaumnitz, Specialist in Small and Rural High Schools, U. S. Office of Education, wrote this article.

be applied through State-wide action, rather than through action within an individual school. The solutions reported by the principals will be summarized in the following paragraphs under two headings: (1) Broadening Curricular Offerings, and (2) Extending Specialized Services.

### **Broadening Curricular Offerings**

*Alternation of subjects.*—The alternation of subjects offered is practiced almost universally by California's high schools under 200 in enrollment. Approximately 90 percent of the schools responding in this sized group report that certain subjects are offered only every other year. Almost every subject included in the high-school curriculum was listed by one or more principals as being offered in this manner. Physics and chemistry were listed most frequently as being alternated, and the following subjects were high in the number of times listed: Advanced algebra, solid geometry, trigonometry, plane geometry, English courses, Latin, biology, Spanish, and shorthand.

*Extending the school day.*—The extension of the school day, both in time and in the number of periods scheduled, is practiced by many small schools. Seven- and eight-period days are commonly used as a method of making greater use of the talents of the small number of teachers on the staff.

*Utilizing correspondence courses.*—A relatively recent method of extending the curricular offerings is the use of supervised correspondence courses. For the past 2 years, California's State University has made available a rather comprehensive list of subjects that may be studied by high-school students through correspondence. High-school teachers supervise the study of the pupil, but otherwise the course is offered entirely under the direction of the University. The cost is nominal and may legally be met by the school district. Although such courses are offered by relatively few high schools, more and more principals are reporting the successful use of the courses, including courses in foreign language in which phonograph records are used to teach proper pronunciation.

The University reports offering a total of "85 courses in the usual high-school subjects. Approximately 120

schools are at present subscribing for our services. We are indeed pleased with the steady increase in enrollments since this service was inaugurated 2 years ago."

*Utilizing part-time teachers.*—Although it has been found difficult in small communities to secure the services of professionally trained persons on less than full-time basis, many small schools report the successful use of part-time teachers. They are needed chiefly in such special fields as music or physical education and are often employed jointly with the elementary schools or with neighboring high schools.

*Combining classes under one teacher.*—Several principals reported the successful use of combined classes, a variation of the practice of alternating courses. The second and third year classes of a foreign language, or the ninth and tenth grade of English, are combined successfully during one period under a single teacher. Typewriting students at various levels of achievement are also taught in a single class.

*Securing more broadly trained teachers.*—The following question was included in the survey blank: "In what ways might teachers be more adequately trained to meet the needs of your school?" The answers to the question indicated that the principals felt that the training of the teachers was too narrow. A desire was expressed to have teachers trained in more fields and to be better prepared to handle the extra-classroom activities of the school.

Teacher-training institutions might well give more attention to encouraging candidates to develop skills which would enrich the offerings of a small high school, for example: Public speaking, dramatics, debating, yearbook work, journalism, nature clubs, hobbies, photography, radio, and craft work. Other suggestions regarding teacher training which were made by the small high school principals are these: (1) Better preparation in the handling of extra-classroom activities; (2) training to understand youth better; (3) more training in use of audio-visual aids; (4) do practice teaching in small rural schools; (5) better training in guidance, counseling, testing, and marking; (6) training to participate in community affairs; (7) more training in class management; (8) combining training in vocational

fields with academic fields; (9) more practice teaching—full-time load suggested.

Most of the improvements suggested in teacher education programs for small high schools obviously would also be of value to the larger schools. But where the number of teachers is small, breadth of training becomes a "must." The problem is also one of attracting broadly trained teachers to the small high schools and retaining them. This calls for improvements in salaries offered, in the living and working conditions provided, and similar lines of attack. These improvements in turn demand school buildings and equipment better suited to the needs of rural areas, perhaps including living accommodations for the teachers, and more recognition in school finance programs and salary schedules of problems of overcoming influences due to smallness.

*Providing adequate plant facilities.*—The survey showed clearly that one of the major limitations to the curriculum of small high schools is the lack of proper buildings and equipment. This is particularly true in the vocational fields—phases of the curriculum in which the rural schools should be strong. Approximately one-third of the principals reporting indicated that a lack of shop facilities was considered a major plant limitation. Gymnasiums, home-making rooms, music rooms, agriculture facilities, auditoriums, cafeterias, and libraries likewise were frequently listed as being major plant limitations. Possible remedies for the building problem will be suggested in following paragraphs.

### **Extending Specialized Services**

Small high schools are usually handicapped by not having the services of such specially trained personnel as the school nurse, physician, dental hygienist, attendance supervisor, audio-visual aids director, curriculum director, and special subject supervisors. The provision of such services is herein considered under the heading of special services.

*Cooperative action by two or more school districts.*—A number of small high schools have extended their special services by working cooperatively with the elementary school, or with one or more neighboring high schools. The

specially trained person is employed to spend part-time in each of the cooperating schools, and the several districts each pay a portion of the salary involved.

*Providing services through the office of the county superintendent of schools.*—More common than the above-mentioned solution is the employment of specially trained persons by the office of the county superintendent of schools and their assignment to work in all the schools of the county or in those where the districts are unable to provide the services locally. Such services are now provided in varying degrees by the several California counties. Principals of the small high schools expressed a strong desire for the extension of this arrangement.

*Providing services through the State Department of Education.*—Some specialized services of great value to the small high schools, like those of the Division of School House Planning, have long been offered on a Statewide basis through the State Department of Education. The small high-school principals feel that similar services should be rendered in other fields, such as audio-visual aids, testing programs, and in the supervision of special subjects. The only field in which adequate State-wide supervision is now provided for some of the small high schools is in vocational agriculture.

### **General Problems and Possible Solutions**

Many of the problems of the small high school would obviously disappear if such high schools could be consolidated with others, or entirely abandoned, and secondary school services for sparsely settled areas provided in the larger schools remaining. There are, however, definite limits to such a solution. Every youth within such an area should have an opportunity to get a high-school education. Small high schools, despite their handicaps, do provide such an opportunity to many. Indeed, there is evidence to show that as the distances to the high schools increase, their holding power decreases. Moreover, if maximum efforts were made to plan the programs and schedules of these schools more carefully, to

make the most of the staff and community resources available, and to implement these resources through aids provided on county or State bases, the services of the small high schools could be very greatly improved.

Many of the major improvements in the services of such schools were found by California's Committee on the Problems of the Small High Schools to depend, to a large extent, upon changes in the county or State plans and policies concerned with such schools. A few of the changes which need to be effected are suggested herewith: (1) Increase the size of administrative units so as to include at least (a) one high school which provides instruction through grade 14 and, perhaps, other area-wide programs of vocational and adult education, and (b) as many elementary and junior high schools as may be needed to make all levels of education readily available, within reasonable distances, to children of all ages; (2) provide specialized school buildings and facilities, geared to the needs of a modern program of secondary education and made available to all youth of the entire area to be served, including specialized

schools, health education rooms and facilities, a variety of laboratories, many types of shops, an auditorium and other community center facilities, teacherages and dormitories, libraries and audio-visual aids planned on an area-wide basis, school maintenance equipment, etc.; and (3) provide special State and county grants to help in procuring and maintaining such specialized buildings and equipment and to defray other unusual costs due to unavoidable smallness of rural high schools, such as transportation costs, high per capita costs of instruction due to low pupil-teacher ratios and high per capita costs for specialized instructors and supervisors. It is unrealistic to think that all of the essential features of a modern program of secondary education can be provided in the more sparsely populated areas as cheaply as they can be provided in the urban centers; it is unfair to place rural youth at a disadvantage, educationally, because of their place of birth or because the essential educational services are hard to supply. The right to an equal opportunity is too near the heart of the American way of life to permit such fundamental disadvantages.

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## **HIGH SCHOOL ATTENDANCE AND FAMILY INCOME**

**by Grace S. Wright, Research Assistant, Secondary Education Division**

According to U. S. Bureau of the Census estimates of school attendance as of October 1946, 92.8 percent of the 14- to 15-year-old group and 66.6 percent of the 16- to 17-year-old group were attending school. For the first group, this is slightly better than the 1940 census figures which showed that 90 percent of the 14- to 15-year-old group were in school; but for the 16- to 17-year-old group the estimates show a decrease, since 68.7 percent of this group were in school in 1940.

Work opportunities for youth 16 and 17 years old during and immediately following the war may be the chief cause of the 2-percent decrease. But what of the 31.3 percent who were not in school in 1940? It is recognized that many factors contribute to keep these and children in other age groups from at-

tending school. Numerous studies which have been made of why pupils leave school point to the importance of the economic factor. For example, during the operation of the CCC Camps a Special Committee on Education<sup>1</sup> interviewed enrollees of the Corps in the various camps it visited to learn why these youth had dropped out of school. "Had to go to work," "Failed—didn't like it," "Wanted to work," accounted for 78 percent of the responses. The reason most often given was "Had to go to work" (36%). This is in agreement with the findings of the study, made by the American Council of Education,<sup>2</sup> of

<sup>1</sup> *Report of the Special Committee on Education in the Civilian Conservation Corps.* Washington, D. C. January 1939. Unpublished.

<sup>2</sup> Bell, Howard M. *Youth Tell Their Story.* Washington, D. C., American Council on Education, 1938.

conditions and attitudes of Maryland young people between the ages of 16 and 24. This study reported that 34 percent of the youth left school because of "lack of family funds."

Our "free" public schools are free in that there is, in most cases, no tuition which a child must pay to attend. But the high-school student may need money each day for such items as transportation and lunch. He must have funds recurrently for gym, locker, and laboratory fees, as well as for school supplies, school publications, activities, and sometimes textbooks. Extra clothes needed by the high-school youngster make up a not inconsiderable portion of the essential budget. Hand<sup>3</sup> found the annual cash cost of going to high school to be \$125. He reported that expenditures by children of different welfare levels ranged from \$54 and \$52 for those with unskilled and semi-skilled parents to \$154 for children of parents in the professional class. He states as his opinion that students on the lowest welfare levels are discouraged from continuing high school. "Coming as they do from homes with family incomes for the most part in the lower third of the income distribution, they simply cannot maintain a social status anywhere nearly approximating that of the more fortunately born students."

Jacobson<sup>4</sup> reported the average expenditure for 19,459 students who participated in a survey of student expenditures conducted under NYA auspices in 134 high schools in 29 States to be \$81.96. Averages for each of the 4 grades were as follows:

Grade:	
9	\$62.96
10	69.32
11	88.13
12	109.14

"Such a progression in expenditures checks with observation," Jacobson states. "Expenses do increase as students progress through school. Those who cannot conveniently 'pay their way' tend to drop out of school and to that extent reduce the democratizing function of the 'free American high school' and increase the expenditures made by students in the upper years."

Like Hand, Jacobson found a variation in expenditures according to occupational levels of parents. These differences ranged from an average of \$69.19

for children of the unemployed and unemployable to an average of \$96.54 for children of professional workers. He concludes that the data presented in this study "cast some light on why some youth continue and others do not. Some families can 'pay the bill'; others cannot. For well-to-do families the expenditure of \$82 a year by a boy or girl enrolled in the high school is a small matter. For the average family with an income of \$1,800 or less the expenditure of \$82 for one or more children is a serious matter. For those with annual incomes of less than \$800 such expenditures are impossible."

In a similar study made in Indiana<sup>5</sup> it was found that urban pupils spent slightly more than rural pupils, and that this additional amount was usually for carfare. The weekly average for all pupils was \$2.79. Averages by grades were: Ninth grade, \$1.95; tenth grade, \$2.48; eleventh grade, \$2.97; and twelfth grade, \$3.68. These averages, if computed on a yearly basis for a school term of 34 weeks, will be found to be somewhat higher than the averages in the national cost study. Each pupil spent the greatest average amount of money per week for clothing, lunches, miscellaneous items, school supplies, and carfare. This is the order of expenditures reported in the national study except for the last two items which were reversed. As in other similar studies, expenditures differed according to occupational classification of parents, and ranged from a weekly average of \$1.76 for the farm group and \$2.34 for the unemployable to \$3.22 for the professional and \$3.59 for the clerical groups.

In the volume entitled *Who Shall Be Educated?*<sup>6</sup> reference is made to such studies as that of the American Youth Commission<sup>7</sup> to support the theory that youth of equal intellectual ability do not have equal educational opportunity. Evidence is given to indicate that the economic factor rather than a lack of interest in continuing school is responsible for failure of intellectually able students to complete their high-school education:

There are three lines of evidence which indicate that children at the lower economic levels do not have all the educational opportunity they or their parents desire. One is the frequency with which "lack of money" is

given as a reason for quitting school. Another is the sharp increase in college and high-school enrollment that came with the establishing of the National Youth Administration student-aid program in 1935. A third is that there is a substantial out-of-pocket cost attached to attendance at a "free" high school. . . . Students can go to school and spend little or no money. But they are then barred from many of the school activities; they cannot even take regular laboratory courses, and they must go around in what is to high-school youngsters the supremely embarrassing condition of having no change to rattle in their pockets, no money to contribute to a party, no possibility of being independent in their dealings with their friends.

### Additional Evidence from Census Bureau

In his 1935-36 study of 681,138 white urban youth, Karpinos<sup>8</sup> found that school attendance increases markedly with increase in family income. For the 16- to 17-year-old group this increase was from 65 percent in families whose income was less than \$1,000 to 88.3 percent for those with incomes of \$3,000 and over.

The U. S. Bureau of the Census report entitled "Educational Attainment of Children by Rental Value of Home"<sup>9</sup> provides additional evidence of the relationship existing between high-school attendance and economic status of the family. This document, which is based upon tabulations of a 5-percent sample of the census returns taken as of April 1, 1940, presents statistics on education completed by urban and rural nonfarm youth 7-17 years of age cross-classified

<sup>3</sup> Hand, Harold C. *America Must Have Genuinely Democratic High Schools*. In *General Education in the American High School*. Chicago, Scott Foresman and Co., 1942. p. 3-42.

<sup>4</sup> Jacobson, Paul B. *The Cost of Attending High School*. Bulletin of the National Association of Secondary-School Principals, 23: 3-28, January 1944.

<sup>5</sup> Indiana. Department of Public Instruction. *Indiana Boys and Girls Report Their Cash Expenditures, Income, and Hours of Employment While Attending High School*. By J. Fred Murphy. Indianapolis, The Department, 1944. 34 p. (Research Bulletin No. 9.)

<sup>6</sup> Warner, W. Lloyd, Havighurst, Robert J., and Loeb, Martin B. *Who Shall Be Educated?* New York, Harper and Bros., 1944. p. 50-54.

<sup>7</sup> Updegraff, Harlan. *Inventory of Youth in Pennsylvania*. Washington, American Youth Commission, American Council on Education, 1936. Mimeog. (Of 910 pupils with IQ's of 110 or above, 93 percent in the above-average socio-economic group and 72 percent of those in the below-average socio-economic group graduated from high school.)

<sup>8</sup> Karpinos, Bernard D. *School Attendance as Affected by Prevailing Socio-Economic Factors*. School Review, 51: 39-49, January 1943.

<sup>9</sup> U. S. Bureau of the Census. *Educational Attainment of Children by Rental Value of Home*. Washington, D. C., U. S. Government Printing Office, 1945. 50 p. (16th Census of the United States, 1940. Population. Education.)



with rental value of home. The chart on page 9 uses the data in this report to show the percentages of 17-year-old youth who have completed 1 year or more of high school, distributed according to the rental value of the homes from which they came. Selection of 1 year of high school as the basic consideration, rather than 2 or 3 years, is an attempt to rule out the factor of normal retardation of 1 or 2 years. Extreme retardation as represented by youth of 17 who are in the ninth or earlier grades is, of course, still an element, though a minor one.

Assuming that rental value of home is a general index of income status, the economic factor is seen to have a definite relationship to continuation of a child into the high-school grades. The continuous increase in the percentage of youth in school with the rise of economic status would seem to indicate that family funds are a determiner of high-school attendance. The fact that the lines do not cross or coincide but maintain a certain distance at all economic levels shows that factors other than economic status are operating to keep some youth out of school. Possibly the fact that for the whites school attendance is more of a tradition than it is for the Negroes accounts for some greater attendance among the former. In this connection it is interesting to note that the 75 percent mark is reached by each group in a different rental bracket, or economic classification: White girls, \$10-\$14; white boys, \$15-\$19; Negro girls, \$20-\$29; and Negro boys \$30-\$49.

The rapid rise in the percentages, from the lowest level to the \$10-\$14 rental bracket for white youth and to the \$15-\$19 rental bracket for Negro youth, reveals the seriousness of the effect of lack of funds. The Census Bureau's tabulations show that the lowest categories include a considerable proportion of the entire population of high-school age. Of a total of 6,051,080 white and 549,200 Negro boys and girls 14-17 years of age, inclusive, distributed according to the rental value of the homes in which they lived, 18 percent were in homes whose monthly rental value was less than \$10; 30 percent were in homes having a monthly rental value of less than \$15; and 43 percent were in homes in the less-than-\$20 monthly rental class.

The Bureau of Labor Statistics in its

March 1940 estimate of cost of living for a manual worker's family of 4 persons, at maintenance level in 33 large cities, which was based on the consumption pattern set up by the Works Progress Administration in 1935, made an allowance of \$22.60 monthly for housing. This allowance provided for a 4- or 5-room-and-bath apartment or house, in a fair state of repair, for the family's exclusive use. Although the "maintenance" budget was not designed to be as liberal "as that for a 'health and decency' level which the skilled worker may hope to obtain, it affords more than 'minimum of subsistence' living."<sup>10</sup> In some sections of the country, in 1940, the family living on this budget, totaling \$1,393, was in a position to provide the average of funds necessary for attendance at public high school of 1 or 2 children; in other sections, children attending high school were necessarily restricted in their spending to less than the average of \$81.96, as given by Jacobson.<sup>4</sup> For families in the under-\$20 monthly rental brackets, which comprised 43 percent of all urban and rural nonfarm children of high school age in 1940, expenditures beyond the minimums required for school supplies and special school fees would seem to have been prohibitive; and for nearly half of this group—18 percent in the under-\$10 rental bracket—even such small items, no doubt, presented a real problem.

Further confirmation of the conclusion that, during recent years including 1944, there were large percentages of children in families whose income is below "maintenance" budget standards and who thus probably lack adequate funds for high-school attendance is furnished through reference to the following tables which are based upon findings of the Bureau of Labor Statistics.<sup>10 11</sup>

It is believed that the 43 percent of the nonfarm youth 14-17 in the below "maintenance" level brackets in 1940 compares very well with the 36 percent of nonfarm families having less than a

<sup>10</sup> Williams, Faith, and Keohane, Mary P. *The American Standard of Living. Earning and Spending Our Money.* Analysis by Faith Williams; Teaching Aids by Mary P. Keohane. Washington, D. C., National Council for the Social Studies, National Association of Secondary-School Principals, 1944. 60 p. (Problems in American Life: Unit No. 19.)

<sup>11</sup> U. S. Bureau of Labor Statistics. *Expenditures and Savings of City Families in 1944.* Washington, D. C., U. S. Department of Labor Monthly Labor Review, January 1946. 9 p. (Serial No. R.181S.)

**Table 1.—Percentage Distribution of Families<sup>1</sup> by Money Income**

Net money income	1935-36		1941		1944 city <sup>2</sup>
	Non-farm <sup>2</sup>	Farm	Non-farm <sup>2</sup>	Farm	
0 to \$499.....	14	51	8	32	4.2
\$500 to \$999.....	26	28	14	25	7.7
\$1,000 to \$1,499.....	23	11	16	15	7.1
\$1,500 to \$1,999.....	15	5	16	11	11.9
\$2,000 to \$2,999.....	13	3	27	9	27.1
\$3,000 to \$4,999.....	6	1	13	6	29.5
\$5,000 and over.....	3	1	6	.....	12.5

<sup>1</sup> Includes families of 2 or more persons and single consumers not members of families.

<sup>2</sup> Includes city families and rural nonfarm families.

<sup>3</sup> Includes cities of 2,500 population and above.

**Table 2.—Median Family Incomes, Cost-of-Living Budgets, and Percentage<sup>1</sup> of Families With Incomes Below Cost-of-Living Budgets**

Item	1935-36		1941		1944 city (after taxes)
	Non-farm	Farm	Non-farm	Farm	
Median income.....	\$1,214	\$494	\$1,875	\$860	\$2,700
Cost-of-living budget.....	<sup>2</sup> 1,350	<sup>3</sup> 790	<sup>2</sup> 1,461	<sup>4</sup> 857	<sup>5</sup> 1,950
Percent of incomes below cost-of-living budgets.....	57	72	36	50	29

<sup>1</sup> Because of the skewness in the distributions the cost-of-living points were obtained through an arbitrary method involving the redistribution within a step to correspond with the observed skewness in the distribution.

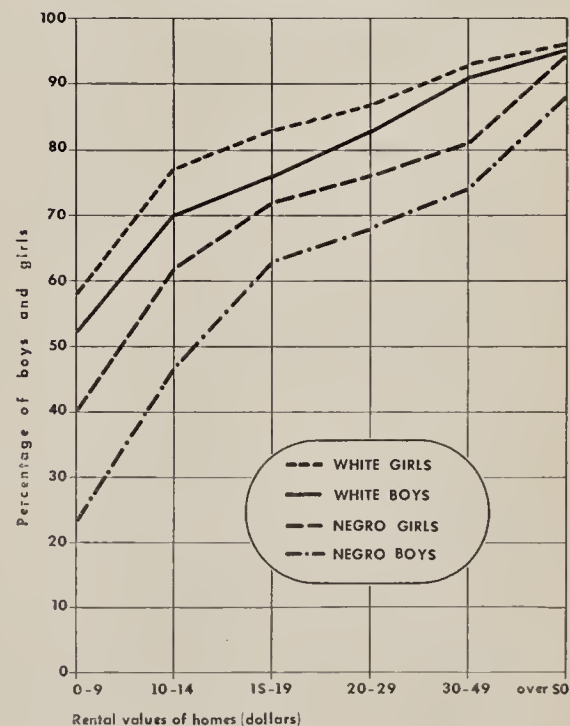
<sup>2</sup> "Maintenance" budget for family of 4.

<sup>3</sup> Average based upon Farm Security Administration's estimates of minimum requirements for family of 5 in the various regions as reported in *The American Standard of Living*. The figure includes the value of home-produced food and fuel and shelter.

<sup>4</sup> Estimated.

<sup>5</sup> "Break-even" point computed by Bureau of Labor Statistics for family of 3.

**School Level Attained in Relation to Economic Index**



Percentage of native white and Negro boys and girls living in urban and rural nonfarm areas, 17 years of age in April 1940, who had completed at least 1 year of high school, in relation to monthly rental value of home.

"maintenance" income for 1941, when it is considered that within the families in this 36 percent of the population there are proportionately more children than in the remaining 64 percent of the families and that the 1941 figure no doubt reflects the increase in employment and in salaries which came with the acceleration of the defense program in 1941. The war years, of course, brought not only higher salaries but employment of more than one member of the family in many instances.<sup>11</sup> Unless this latter condition continues the percentage of families in the below-maintenance or break-even levels of income in 1944 cannot be taken as typical of normal economic status of the population and is therefore not as indicative of the number of families in need of financial assistance in order to send their children to high school as is the 1941 figure of 36 percent.

The only conclusions which may be drawn from these data concerning the ability of farm families to send their children to high school are very general ones. The income reported covers only money received and does not include the value of home-produced food, fuel, and shelter as does the cost-of-living budget. The addition of the money value of these items would increase the income by about 70 percent.<sup>12</sup> While this addition raises the general economic level of the farm family, it is partially offset by the fact that the cost-of-living budget used for this group is distinctly lower than the level of the "maintenance" budget. It would seem then that while there is very definitely a portion of the farm group which would find it economically difficult, or impossible, to send its children to high school, it is not possible to determine whether this group is as large as, or larger than, the like group for nonfarm families.

<sup>11</sup> U. S. Bureau of Labor Statistics. *Expenditures and Savings of City Families in 1944*. Washington, D. C., U. S. Department of Labor Monthly Labor Review, January 1946. 9 p. (Serial No. R.1818.)

### Personnel Change

Francis G. Cornell, formerly Chief, Research and Statistical Service, Office of Education, recently resigned to accept the position of Educational Expert for the Senate Committee on Labor and Public Welfare. Dr. Cornell had been connected with the Office since 1940.

## National Committee Dissolves

The Executive Committee of the National Committee on Coordination in Secondary Education which met in Atlantic City on March 3, 1947, after hearing the results of an opinion poll which had been circulated to the membership, voted to discontinue the organization. In doing so the Committee took a unique action; for, while many organizations strive to perpetuate themselves, there are not many illustrations of voluntary dissolution. The Committee decided to return the unexpended balance of its funds on a prorated basis to the organizations which supported it during its existence.

The National Committee was organized in 1925 by representatives of various educational organizations interested in research; the enterprise at that time was named The National Committee on Research in Secondary Education. Charter members were national organizations representing secondary school principals, college teachers, registrars, State high-school supervisors, as well as regional associations of colleges and secondary schools. Later other organizations interested in research programs were added to the membership, each organization being asked to name one representative on the Committee. There was also established a membership at large consisting first of 24 elected members, then 30, and finally 36. In 1938 the name and some of the emphasis in the organization were changed; the new name was The National Committee on Coordination in Secondary Education.

### Most Recognized Leaders Were Members

The membership, both organizational and at large, through the years included most of the recognized leaders in secondary education in the United States. The Chairmen of the Committee have been in order of the dates of their service: J. B. Edmonson, E. J. Ashbaugh, Francis T. Spaulding, E. D. Grizzell, and Will French.

The U. S. Office of Education was active in organizing the original Committee, in setting up its purposes, and in facilitating its activities. Those activities were aimed at stimulating

and coordinating research in the field of secondary education.

In the earlier years of its existence the Committee engaged directly in the production of research studies in secondary education, carried on chiefly by subcommittees or under the direction of subcommittees. In this way several important studies were produced and the need for others was revealed. While the Committee did not stop making studies of its own, it later changed the major emphasis of its endeavor to center more upon the stimulation and coordination of research studies and less upon the actual making of them.

The Committee was in the forefront of promotion of such undertakings as the National Survey of Secondary Education, the Tercentenary Celebration of Secondary Education with its emphasis upon State histories of high-school development, Youth Studies of the depression period, and the Cooperative Study of Secondary School Standards. It produced such significant reports as *The Education of Gifted Children in Secondary Schools* and *The Relationship of the Federal Government to the Education of Youth of Secondary School Age*.

### Blazed New Trails

The National Committee on Coordination in Secondary Education was a pioneering, frontier sort of agency which blazed new trails in research at a time when research was establishing itself as a force in American education. In keeping with its ideal of unselfish service, the Committee had no set specific program which it followed through the years; it had many programs. Having no operational program, it never sought extensive financial support for itself; such funds as it used (about \$3,600 during its 22 years of existence) were secured by grants from its constituent organizations. It maintained active interest in enterprises which it was instrumental in starting, but it had no feeling of proprietorship about them; consequently, it was always willing to relinquish any project which it had begun to any agency which displayed the interest and competence necessary for carrying the undertaking to successful completion.

The Committee had no meetings during the war years. With the resumption of activities of the older organizations and committees in secondary education and the establishment of several new ones, the thought of many members was that the National Committee on Coordination in Secondary Education probably was not so necessary now as it had been in times when educational research was less well rooted. True to the ideal of unselfish service, nonproprietaryship, and nonduplication, the membership, characteristically, declared the Committee out of existence as soon as it believed that other agencies were adequately ready to carry on the functions of stimulating large programs in secondary education.

## Control of High-School Contests

A problem of growing importance to school administrators, especially to high-school principals, is the eagerness of various organizations to sponsor many types of pupil contests—essay, short story, debate, oratory, science experimentation, music, art, scrap collections, thrift, livestock production, etc. Teachers have long recognized that instruction which is closely related to real-life problems and activities is infinitely more effective than that which is limited largely to the classroom, academic subjects, and textbooks. Generally, high-school contests have been found to fit very well with the hobby interests of youth and they have often revealed and developed latent talent. Many a youth can trace to a school contest a new and compelling sense of direction in educational planning and choice of vocation.

Organizations sponsoring high-school contests do so for many reasons and in many ways. Some of them are genuinely interested in the educational development of youth and in the discovery of youthful talent; others have questionable purposes, sometimes openly venal. Some contests proposed are local; winning them results in the winner's approbation by his fellows, a trophy for his school, or acclaim in the local press. Others are State-wide or Nation-wide, frequently entailing trips away from home and run-off contests on progressively higher levels. Contests

of the latter type sometimes assume large proportions in time consumed, in costs or cash awards involved, and in mental and physical strain.

The school authorities—usually the high-school principal and his staff—must decide which high-school contests are good and should be fostered and which are bad and should be denied a place in the school program. This has often imposed upon them a very difficult task. It was not always readily apparent (1) what the educational results, either good or bad, would be, (2) what the real motives actuating the sponsors were, and (3) what would be the time and energy demands of a proposed contest upon the pupils and teachers involved. Moreover, sometimes subtle pressures developed to further obscure the situation. Obviously, the problem needed study; criteria for evaluating and controlling the various contest proposals needed to be devised.

The importance of this problem has long been recognized. Recently, considerable progress has been made toward the development of ways and means to deal with it. About 5 years ago the National Association of Secondary-School Principals appointed a National Contest Committee, whose function it became to examine and recommend those contests which sought Nation-wide entrance to the high schools and which merited approval. An important by-product of the work of that Committee is the development of similar State committees to deal with contests seeking local or State-wide recognition. According to reports, State contest committees are now active in Connecticut, Georgia, Michigan, Minnesota, Ohio, and West Virginia.

Some paragraphs from a recent report coming to the U. S. Office of Education from Minnesota will illustrate the purpose and activities of such a State contest committee:

During the past few years the number of organizations attempting to conduct contests within the high schools has increased tremendously. Each of these contests places an added burden upon the school. In an attempt to control this movement, the Minnesota Association of Secondary-School Principals appointed a committee (in the fall of 1946) to study and evaluate the various contests which the principals of the

State are asked to conduct in their high schools.

The committee had four purposes: (1) to develop criteria for evaluating the contests to be conducted on a State level, (2) to evaluate those contests whose sponsors have applied for committee approval, (3) to approve or withhold approval of the contest applications, (4) to notify high-school principals who are members of the Association by Sept. 1, 1947, of the contests that have been approved.

### Criteria To Be Used in Evaluating Contests

1. The objectives of the contest should be worthy to the extent that the educational values to the student outweigh the direct or implied advantages to the sponsor.

2. The contest should not be used as an advertising medium by the sponsor.

3. The contest should be related to and stimulate the accepted educational program of the school.

4. The contest should not put an undue burden upon members of the staff.

5. The contest should be largely philanthropic in nature. The prizes should be adequate in amount, spread, and have real value, such as scholarships to member institutions of recognized accrediting agencies.

6. The contest should be well planned and efficiently administered. The efforts of the contestants should be carefully evaluated by competent judges.

7. The contest should not require more than one student to be selected if travel is required to attend a national or inter-State contest.

8. The subject of an essay or speech should be neither controversial nor strictly sectarian.

9. The organization sponsoring the contest must be engaged in a worthy and generally acceptable enterprise regardless of the kind or character of prizes offered or subject of essay or contest.

10. The contest must meet the standards of Criterion 4-F of the North Central Association of Secondary Schools and Colleges.

11. There should be no strings attached to the prizes of the contest that will obligate the student or the school.

12. The sponsors of the contest should make application for approval of the contest in the manner designated by the committee by June 30 prior to the school year in which the contest is to be held.

The committee also developed an application blank on which each organization seeking approval for a given

contest to be held by the high schools is asked to supply the following types of information: (1) Beginning and closing dates of contest, (2) brief description of significant characteristics, (3) chief purposes, (4) how winners are to be selected, (5) who will be the judges, (6) nature and value of awards, and (7) conditions to which school must agree in order to participate in the contest.

The plan for controlling high-school contests evolved by the committee has been approved by the Minnesota Association of Secondary-School Principals and is now in operation. The schools of that State will now have competent guidance, as well as effective controls, for dealing with problems growing out of the use of proposed contests; the sponsors will not only know the rules to which school contests must conform but the State committee will be in a position to give helpful suggestions on the development of this important educational medium with a view to maximum benefit to the contestants.

### Elected National Association President

Galen Jones, Director of the Division of Secondary Education, U. S. Office of Education, was elected president for the current year, of the National Association of Secondary-School Principals at its thirty-first annual convention recently held in Atlantic City, N. J.

Other officers elected or re-elected are: Clarence E. Blume, principal, Central High School, Minneapolis, Minn., as first vice president; W. E. Buckey, principal, Fairmount High School, Fairmount, W. Va., second vice president; and Paul E. Elicker, executive secretary of the association.

Dr. Jones has served with the Office of Education in his present capacity since late in 1945. Prior to that time he was principal of the East Orange High School, East Orange, N. J., for 3 years. His whole career has been identified with secondary school administration.

## LIBRARY SERVICES

### Librarianship Conferences and Workshops This Summer

#### Nora E. Beust, Specialist, School and Children's Libraries

Conferences or workshops have been planned by State Supervisors of School Libraries, Secretaries of Library Commissions, and librarians associated with training agencies from 24 States. One-day district or regional meetings are types of conferences held in Maine, Minnesota, Nebraska, and Wisconsin for librarians-in-service, principally in small public libraries. Michigan will hold a similar type of conference for a period of 4 days, and an outing will be added, as the meetings are to be held at resorts. Alabama is to have the same type of conference at the University of Alabama for untrained librarians of small public libraries. Kansas, Massachusetts, Vermont, and Wisconsin will each have a 1-week's in-service institute.

One institute for county librarians was reported. This is to be held for 1 day at State College, Pa. Two institutes or workshops were reported for children's librarians, one in Kenosha, Wis., and the other at the University of Chicago.

The new standards of the North Central Association of Colleges and Secondary Schools are in part the cause for holding a 6-weeks' institute for teacher-librarians announced by the University of Denver School of Education and the College of Librarianship. The standards require that the teacher-librarian in secondary schools with an enrollment of less than 200 students have 6 semester hours of library science before September 1947.

The training of school librarians in the Southern States has been given an added impetus by subsidies from the General Education Board. Louisiana State University, North Texas State Teachers College at Denton, Prairie View University in Texas, Georgia State College for Women at Milledgeville, Winthrop College, South Carolina, Appalachian State Teachers Col-

lege, North Carolina, and North Carolina College for Negroes are a few of the institutions making special offerings for school librarians.

Following is a list of meetings, conferences, and workshops, reported to the U. S. Office of Education, which will be held after June 1. (Some conferences reported for Indiana, Maine, Minnesota, Nebraska, Pennsylvania, South Carolina, Virginia, and Wisconsin were held in April or May and are not listed here):

The American Library Association announces these national meetings:

*University of California, June 26-27.* (For library extension workers.) Address: Thelma Reid, California State Library, Sacramento, Calif.

*San Francisco, Calif., June 29.* (For Audio-Visual Film Committee and other interested librarians.) Address: Mrs. Aubry Lee Graham, Library of Congress, Washington, D. C.

*San Francisco, Calif., June 30-July 4.* (For administrators interested in library architecture and building planning.) Address: Ernest I. Miller, Detroit Public Library, 5201 Woodward Ave., Detroit 2, Mich.

Locations and dates of State conferences and workshops follow. Additional information may be secured by writing to the individuals indicated.

#### Alabama

*University of Alabama, early in July.* (For untrained public librarians and library board members.) Address: Mrs. Lois Rainer Green, Public Library Service Division, Montgomery 2, Ala.

#### Arkansas

*Agricultural, Mechanical, and Normal College, Pine Bluff, June 2-21; University of Arkansas, Fayetteville, July 23-August 9.* (For school librarians.) Address: Leta Sowder, State Library Commission, Little Rock.

#### Colorado

*University of Denver, June 16-July 25.* (For teacher-librarians.) Address: Harriet E. Howe, University of Denver, Denver 2.

#### Connecticut

*New Haven State Teachers College, June 30-July 18.* (For school librarians.) Address: Alice Thompson, Teachers College, New Haven.

#### Georgia

*Georgia State College for Women, June 12-July 22.* (For teacher-librarians.) Address: Austelle Adams, Georgia State College for Women, Milledgeville.

## Illinois

*University of Chicago, August 11-16.* (For children's and young people's librarians.) Address: Clarence H. Faust, University of Chicago, Chicago 37.

## Kansas

*State Teachers College, Emporia, first week in June.* (For public and school librarians.) Address: Evelyn Elliott, State Teachers College, Emporia.

## Louisiana

*Louisiana State University, July 28-August 9.* (For trained school librarians.) Address: Mrs. Florinell F. Morton, Louisiana State University, Baton Rouge.

Location and time not fixed. (For administrators with heads of departments and custodians.) Address: Essae Martha Culver, Louisiana State Library, Baton Rouge.

## Maine

*Houlton, July 16.* (For public librarians.) Address: Theresa C. Stuart, Maine State Library, Augusta.

## Massachusetts

*Simmons College, July 7-11.* (For public librarians of small towns.) Address: Catharine M. Yerxa, Department of Education, 200 Newbury Street, Boston 16.

## Michigan

*Waldenwoods near Howell, June 2-6; Camp Shaw near Chatham, June 23-27; Higgins Lake near Roscommon, July 7-11; Clear Lake Camp near Dowling, August 25-29.* (For public librarians in communities of less than 5,000, and other interested librarians.)

*Waldenwoods near Howell, September 26-28.* (For teacher-librarians and librarians of small schools.)

Address: Irving Lieberman, Michigan State Library, Lansing 13, Mich., for information concerning these Michigan conferences.

## Mississippi

Location and time not fixed. (For school and public librarians.) Address: Mrs. Eunice Eley, State Library Commission, Jackson.

## New Jersey

*New Jersey College for Women, June 29-July 7.* (For librarians interested in personnel problems.) Address: Ethel Marion Fair, New Jersey College for Women, New Brunswick.

## New York

*Albany (Chancellor's Hall), June.* (For library trustees, administrators, and public officials.) Address: L. Marion Moshier, The University of the State of New York, The New York State Library, Albany 1.

*New York State Teachers College, Geneseo, July 24-27.* (For trained and experienced school librarians.) Address: Neil O. Van Deusen, State Teachers College, Geneseo.

## North Carolina

*Appalachian State Teachers College, Aug. 5-9; North Carolina College for Negroes, Durham, July 22-26.* (For school librarians.) Address: Mrs. Mary Peacock Douglas, State Department of Public Instruction, Raleigh.

## Pennsylvania

*Pennsylvania State College, July 24.* (For county librarians.) Address: Alfred Decker Keator, State Department of Public Instruction, Harrisburg.

## South Carolina

*Winthrop College, July 14-August 2.* (For teachers and teacher-librarians.) Address: Mrs. Frances Lander Spain, Winthrop College, Rock Hill, S. C.

## Texas

*North Texas State Teachers College, June 3-July 15.* (For school librarians.) Address: Arthur M. Sampley, North Texas State Teachers College, Denton.

*Prairie View University, June 2-July 6.* (For librarians of small high schools.) Address: O. J. Baker, Prairie View University, Prairie View.

## Vermont

Place not fixed, July. (For school and public librarians.) Address: Dorothy Randolph, State Free Public Library Commission, Montpelier.

## Wisconsin

*State Teachers College, Eau Claire, June 8-13.* (For librarians of small public libraries and of school libraries.)

*Northern Baptist Assembly, Green Lake, June 1-6.* (For librarians of small school and public libraries.) Address: Jennie T. Schrage, Wisconsin Free Library Commission, Madison, for information on these Wisconsin conferences.

## Library Leadership Workshop

The fourth library-planning conference of the library committee of the Southern Association of Colleges and Secondary Schools was held at the Florida State College for Women at Tallahassee in March. It was organized as a library leadership workshop under the direction of Sara M. Krentzman of the college. The participants were State school library supervisors and library service teachers in the Southern States who are planning summer workshops or courses in library services that will use workshop techniques. Members of the State Department of Education in Florida, members of the college staff, and a representative of the U. S. Office of Education, Nora Beust, specialist in school and

children's libraries, served as consultants.

The program of the week began with a series of talks by Doak S. Campbell, president of the Florida State College and president of the Southern Association for Colleges and Secondary Schools, Colin English, State superintendent of education in Florida, Louis Shores, director of the Division of Library Training and Service at the College, and Louise Richardson, the College librarian. A panel discussion on workshop techniques was next on the agenda with Hugh Waskom speaking on "Principles of Learning which Workshops Recognize;" Dora Skipper on "Workshops: Definitions;" J. B. Culpepper on "Living in a Workshop," and W. T. Edwards on "Workshops: An Evaluation." The panel was followed by a general discussion and election of a general planning committee.

At another session several of the participants were asked to share significant workshop experiences with the group. The conference then elected to divide itself into three sections to study and later to write a brief report on guiding principles and procedures as follows: Preplanning for workshops including a consideration of facilities, organization, evaluation, and follow-up activities of the workshop.

Each of the State supervisors of school libraries was given an opportunity to tell of the tentative plans that he had made with the library training agencies in his State. The plans were principally concerned with the training of recipients of General Education Board scholarships in the program for improved library service.

## Library Services and Visual Aids Discussed

During the recent meetings of the Tennessee Education Association held in Nashville, the Library Section met in joint session with the Audio-Visual Education Section to consider the problem of library services and visual aids. Both directors of audio-visual education and librarians participated in the panel discussion.

Among the subjects suggested by the audience for consideration were: Sources of audio-visual materials; re-

sponsibility of librarians for the audio-visual program; better use of materials, e. g., how to make use of films as an informational feature rather than as entertainment; types of materials most useful in the classroom; care of materials, e. g., cataloging, storage, etc.; production of materials; relation of other teaching materials to audio-visual materials; evaluation of materials—How? When? Who?

In her summary of the discussion, Frances Henne of the University of Chicago, a member of the panel, made in substance the following points:

1. The educational objectives of the curriculum should determine the types of material used.

2. Schools today are tending to use more audio-visual aids in their programs, but they are starting such use on a modest scale. It was the consensus that a school should build up its own collections of audio-visual materials, except in the case of films.

3. The unit of service for the material is determined by the situation prevailing in an individual school, county, or region.

4. Different programs and patterns of audio-visual service exist in the schools. The important thing for librarians, however, is that they have such materials available. The procedures and ways by which they make them available are relatively unimportant.

Preceding the panel discussion, two films were shown: *Books and People—the Wealth Within*, recently produced under the direction of Lois Rainer Green of the Alabama Public Library Service Division, and *Know Your Library*.

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## Training Laboratory

In a recent issue of its *N P L News*, the Public Library of Newark, N. J., announced its plans for a training laboratory to provide basic instruction for its new junior library clerks and assistants.

The laboratory is to be housed in the central building of Newark Public Library and will be equipped with books discarded from the collection, shelves, and a mock charging and receiving desk. Instructional materials are being prepared showing the service routines of the library system.

When the training laboratory is in operation, new clerks and assistants will be given preliminary instruction in their duties before reporting to regular work assignments. Provision will be made in the Newark library system also for retraining employees at the discretion of the library supervisor or department head.

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## Memorial Bookshelf

In common with similar postwar projects of other libraries, a memorial bookshelf has been instituted in Reading, Pa., Public Library, according to its *Forty-eighth Annual Report for the Year Ending December 31, 1946*. Books have been added with contributions in cash from individuals and women's clubs. In each book has been placed a special memorial bookplate bearing both the names of the donor and the person memorialized.

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## Significance of Recent Children's Books

At the South Carolina Education Association meeting in March, the department of librarians discussed the significance of recent children's books for boys and girls of today.

Nora Beust, specialist for school and children's libraries in the U. S. Office of Education, brought to the conference a representative group of books to illustrate types that meet the approval of educators and are also enjoyed by children. The timeliness of the materials in relation to activities in the home and community as well as happenings abroad indicates the appropriateness of available books for enriching the child's experiences.

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## Boston Library's Service to Labor

As part of its union-management agreement, Bakery Workers' Union, Local 20, has obtained the right to have a deposit of library books on company property, according to a recent issue of *The Union Librarian*, a bimonthly publication of Boston Public Library, for the information and convenience of trade-unions. The agreement also provides for book lockers and wall space

for poster displays. The release states that books are issued by local union officials during lunch and rest periods of both the day and night shifts.

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## On the Air for 14 Years

Cleveland Public Library has been on the air for 14 years, according to a recent issue of *News and Views*, published by the Cleveland Public Library Workers Association.

The first radio program of the library, entitled "Everyman's Treasure Home," was presented in 1933 over station WTAM and was confined to a weekly review of books, information, and library services. Since 1944, a regular Saturday broadcast has been carried describing the activities of the main library, branches, and youth department of Cleveland Public Library. The last program of the month is a "Book Quiz," which was instituted in 1941.

For the past 3 years, Cleveland Public Library has presented a weekly radio series, now entitled "Great Books," reviewing the world's outstanding literature.

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## Teacher-Librarian Interaction

The third annual School Library Institute of the Marywood College (Scranton, Pa.) department of librarianship, held in February, had for its major purpose the discussion of methods of interaction between the closely allied fields of the teacher and the librarian.

Discussions indicated that the library, traditional stronghold of the printed word, may soon house more than books, since it is a central place for information and materials and can easily be utilized in the event that a school has no separate audio-visual department.

During the course of the sessions, reading for young people on international matters was suggested, and a special meeting was held for school administrators who wished to map out a program of improvement for their school libraries.

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## Operating Expenditures

The following table is designed to indicate the amount and percent of operating expenditures (by major ac-

**Amount and Percent of Operating Expenditures by Major Accounts of Public Library Systems  
in Cities of 25,000 Population and Over, 1944-45**

City population group	Population of area served (1940 census)	Number of city library systems		Library expenditures (excluding capital outlay)								
				Total		Library staff salaries		Books, periodicals, and binding		All other purposes		Expenditures per capita
				Total	Reporting	Amount	Percent	Amount	Percent	Amount	Percent	
1	2	3	4	5	6	7	8	9	10	11	12	13
1,000,000 and over.....	15,910,866	7	7	\$10,286,300	100	\$6,482,415	63	\$1,561,212	15	\$2,242,673	22	\$0.65
100,000-999,999.....	21,986,897	88	82	20,884,741	100	13,106,462	63	3,530,014	17	4,248,265	20	.95
50,000-99,999.....	7,077,989	99	93	4,948,525	100	3,040,081	61	935,433	19	972,011	20	.70
35,000-49,999.....	3,675,540	97	80	2,705,458	100	1,545,513	57	584,451	22	575,494	21	.74
25,000-34,999.....	2,700,478	104	87	2,016,881	100	1,111,292	55	468,050	23	437,539	22	.75

counts) for 1944-45 of public library systems in cities of the United States of 25,000 population and over. Statistics of library systems under county administration have not been included. The table includes data from public libraries which reported to the U. S. Office of Education the distribution of their operating expenditures for (a) library staff salaries, excluding wages of building staff; (b) books, periodicals, and binding; and (c) all other purposes, including wages of building staff. These categories correspond to those used by the American Library Association in its standards for the distribution of public library operating expenditures.

### Public Library Service Summer Course

To meet the minimum professional training needs of librarians and assistants in small public libraries who are unable to attend an accredited library school, the Indiana State Library has planned its thirty-ninth annual summer course in public library service to be given at the library for 5 weeks beginning June 9.

The objectives of this summer course, according to the State Library, are (1) to offer instruction in the fundamentals of public library organization, methods, and practices; (2) to develop an appreciation of the educational importance of the public library; and (3) to provide the minimum training for library certification in Indiana.

The summer course faculty will be drawn from the staff of Indiana State Library and other libraries. Instruction in administration, book selection, cataloging and classification, children's

work, reference work, and related subjects will be carried on through lectures, problems, reading, and discussions. The course is expected to require from students at least 42 hours weekly of classroom, laboratory, and study activity.

Since the summer course at Indiana State Library is designed to train persons already engaged in library work, admission requirements specify that a candidate (a) be a high-school graduate, (b) be employed in or appointed to a library position, (c) have at least 4 weeks of previous library experience, and (d) have aptitude and personal qualifications for library work, with evidence of ability to pursue profitably the course outlined.

### ALA in San Francisco

The American Library Association has announced plans to hold its 66th annual conference in San Francisco, June 30-July 5, 1947.

Presiding over the conference will be the ALA president, Mary U. Rothrock, head of library service in the Tennessee Valley Authority. Several awards will be made during the week of the conference, notably the Newbery medal for the outstanding piece of juvenile literature and the Caldecott medal for the outstanding illustrations in a children's book.

The American Library Association, founded in 1876 to promote the cause of libraries and librarianship, has today about 16,000 members. Among the Association's many current activities are the extension of library service to people as yet without it and the restoration of libraries in countries devastated by the war.

### "Bookmobile Lady"

Libraries with radio-listening groups of older boys and girls may be interested in the "Bookmobile Lady," a weekly program of children's stories broadcast by Michigan State College over Station WKAR (780 kilocycles).

According to *Library News*, official publication of Michigan State Library, officials of the radio station have cooperated with local librarians in making the "Bookmobile Lady" program appeal to children by encouraging their letters requesting special stories or poems to be read on the air, telling about their books and hobbies, or submitting original stories and poems. Radio interviews have featured juvenile authors, interesting hobbyists, and artists.

### Library Bulletin Available

*The Bulletin* of the School Library Association of California, March 1947, is devoted to the consideration of problems of planning for school libraries. Single copies are available at 30 cents each from *The Bulletin*, Bakersfield High School and Junior College, Bakersfield, Calif.

### Joins A. L. A. Staff

Helen A. Ridgway has been appointed public library specialist of the Department of Information and Advisory Service of the American Library Association. She has come to A. L. A. headquarters from the position of assistant supervisor of public libraries for the New York State Education Department.

## New Books and Pamphlets

### American Schools

*Schools for a New World.* Washington, D. C., American Association of School Administrators, a Department of the National Education Association of the United States, 1947. 448 p. illus. (25th Yearbook) \$2.50.

Considers the world crisis and the present challenge to education. Aims to state the basic problems and issues which face our society; to indicate the potentiality of public education as a chief instrumentality in the successful resolving of these issues; to give direction to curriculum makers; to show public education in action in desirable directions in small, medium-sized, and large communities and on the state level; and to suggest criteria for the evaluation of the program of education in any community.

### Child Health

*Rheumatic Fever; Childhood's Greatest Enemy.* By Herbert Yahraes. New York, Public Affairs Committee, Inc., (22 East 38th St.) 1947. 31 p. illus. (Public Affairs Pamphlet, No. 126) 10 cents.

Presents the essential facts about rheumatic fever and shows the need of community action on a broad scale and a public health program similar to the one combating tuberculosis.

### Educational Survey

*Public Education in Idaho, A Survey Report.* Nashville, Tenn., Division of Surveys and Field Services, George Peabody College for Teachers, 1946. 71 p. illus.

Summarizes a survey made at the invitation of the Idaho Education Survey Commission. Presents significant facts and important problems of public education in Idaho, sketches some of the findings, and gives a complete summary of the recommendations of the survey staff.

### UNESCO

*UNESCO: Its Purpose and Its Philosophy.* By Julian Huxley. Washington, D. C., Public Affairs Press, 1947. 62 p. \$1.00.

Presents the material in two chapters: I. A Background for UNESCO; II. The Program of UNESCO. The author served as Executive Secretary of the Preparatory Commission of UNESCO and at present is Director General, United Nations Educational, Scientific, and Cultural Organization.

## World Conference

*Proceedings of the World Conference of the Teaching Profession, August 17-30, 1946, Endicott, New York, United States of America.* Washington, D. C., Preparatory Commission, World Organization of the Teaching Profession, 1947. 111 p. 50 cents.

Reports the proceedings of the largest and most representative international gathering of educators since the war. Includes the recommendations, resolutions, and statements which were approved by the Conference as a whole.

### Intergroup Education

*Education for Unity in the Schools of New York State.* Albany, State Education Department, 1947. 104 p. illus.

Presents a report on the program of intergroup education in New York State schools. The publication "aims to (1) acquaint the public with what is being done in intergroup education in the schools of New York State, and (2) give incoming teachers a background and encouragement that they may study and build new and better ways of carrying on the program."

### Education in Florida

*Education and Florida's Future.* A Digest of the Report of the Comprehensive Study of Education in Florida. Tallahassee, Fla., Florida Citizens Committee on Education, 1947. 92 p. illus. 30 cents.

Reports the results of a comprehensive study of all phases of education in Florida from the nursery schools through the university. The study was made under the direction of Dr. Edgar L. Morphet.

### Vocational Guidance

*How to Find the Right Vocation.* By Harry Dexter Kitson. Third Revised Edition. New York, Harper and Brothers, 1947. 163 p. \$2.50.

Outlines the principles and methods of finding the right vocation; text and bibliography have been brought up to date.

### Regional Welfare

*Research and Regional Welfare.* Papers Presented at a Conference on Research at the University of North Carolina at Chapel Hill, May 9-10-11, 1945. Edited by Robert E. Coker with a Foreword by Louis R. Wilson. Chapel Hill, The University of North Carolina Press, 1946. 229 p. \$3.

The papers cover a wide range of subjects—nutrition and public health, humanities and the social sciences, physical sciences and industry, and biological sciences. They emphasize the need for research in all phases of Southern life.

## Recent Theses

These recently received theses are on file in the Library of the U. S. Office of Education, where they are available for interlibrary loan.

### Health and Physical Education

*The Adaptation of Certain Activities in Physical Education for Girls in Schools for the Blind.* By Mary W. English. Master's, 1945. Hampton Institute. 44 p. ms.

Compares methods of teaching physical education to seeing and to blind girls, and adapts games played by seeing girls so that they may be played by the blind. Recommends that physical education teachers of the blind have training in the field of special education.

*Administration of Athletics in the Third and Fourth District High Schools with Special Reference to Schools in Lehigh, Northampton, Monroe and Rock Counties in the State of Pennsylvania.* By Gilbert E. Dodd. Master's, 1945. Lehigh University. 52 p. ms.

Analyzes replies to a questionnaire on policy-making in athletics sent to 15 schools in the third and fourth class districts in these counties. Discusses the role of the superintendent, high-school principal, athletic director, student manager, and the student athlete in administering the athletics program.

*Guide for the Construction of a Curriculum for Teaching and Majoring in Physical Education.* By Charles J. Hart. Doctor's, 1945. New York University. 347 p. ms.

Develops a teacher training program for majors preparing to teach physical education.

*A Health and Physical Education Program for the Norwood, Ohio, Elementary Schools.* By Edward C. Rodgers. Master's, 1946. University of Cincinnati, 121 p. ms.

Analyzes school board records, announcements, textbooks, courses of study, and educational literature dealing with the materials and techniques of physical education. Develops health and physical education programs for the Norwood schools.

*A Physical Education Survey of the Worcester, Massachusetts, Public Sec-*



*ondary Schools.* By Leon O. Dalbeck. Master's, 1946. Boston University. 35 p. ms.

Evaluatès, by the use of a score card, the physical education and athletics programs of the secondary schools, and offers suggestions for improving them.

*Prerequisite Undergraduate Work in Physical Education Necessary to Enter Certain Graduate Schools of Physical Education.* By Walter W. McCarthy. Master's, 1946. Boston University. 39 p. ms.

Indicates that of the 66 institutions replying to a questionnaire, 19 do not grant either major or minor credit for graduate work in physical education; and that 47 offer either major or minor credit in physical education on the graduate level. Finds a complete lack of uniformity in course-hour requirements necessary for students entering graduate study in physical education.

*The Status of Health and Physical Education in the Secondary Schools in Kentucky.* By Clarence H. Wyatt. Master's, 1946. University of Kentucky. Kentucky Educational Bulletin, 14: 430-8, July 1946.

Analyzes 484 replies to a questionnaire sent to all of the high schools in Kentucky. Indicates that the programs are inadequate and that the schools differ widely in the amount and kind of health and physical education offered.

*A Study of Health Service in Selected Secondary Schools.* By Mildred J. Robertson. Master's, 1946. George Washington University. 59 p. ms.

Attempts to determine the extent to which school systems in cities of 500,000 population or over utilize the health council, club, or coordinator in their health programs; whether these cities use a course of study in health; whether they have a director of health service. Traces the history, organization, and procedures of the health council in the white secondary schools of Washington, D. C.

*A Survey and Study of the Exercise Habits of Junior High School Girls.* By Alice S. Morgan. Master's, 1946. George Washington University. 47 p. ms.

Analyzes diaries kept by 27 junior high school girls for one week, in which they made notations of their daily activities from the time they arose until they retired. Indicates that the responsibilities of daily living kept the girls active and proved to be extremely time consuming; and that most of their exercise was mild.

*A Survey of the Requirements of Large City School Systems for the*

*Teaching of Physical Education.* By George W. Zeller. Master's, 1946. Boston University. 45 p. ms.

Attempts to determine the requirements for the teachers of physical education in school systems in cities of 100,000 population or over; and to determine their policies regarding teacher examinations, selection of athletic coaches, and tenure for the teacher of physical education.

## Courses of Study

These courses of study were recently received in the Office of Education Library.

Chicago, Illinois. Board of Education. *Handbook of Literature. Unit 1, Grades 7 and 8. Getting Along Together*, 1945. 44 p. processed.

Cleveland, Ohio. Board of Educa-

tion. *Science Course of Study. Cleveland Elementary Schools, Fifth Grade.* 1945. 276 p.

Florida. State Department of Education. *A Brief Guide to Teaching English in the Secondary Schools.* Tallahassee, 1946. 61 p. (Bulletin No. 49.)

Long Beach, California. Public Schools. *World History—Units 2, 3, and 4—Three Resource Units for First Semester Tenth-Grade Social Studies—English Classes.* 1945. processed.

Nebraska. Department of Public Instruction. *Course of Study for Normal Training High Schools. Narcotic Education. A Compilation of Facts Pertaining to Alcohol and Other Narcotics.* Lincoln, Graham Printing Service, 1942. 165 p. (Bulletin E-1, rev.)



OFFICE OF THE DIRECTOR

21st and C Streets NW.

## NATIONAL HEADQUARTERS SELECTIVE SERVICE SYSTEM



Washington 25, D. C.

IN REPLYING ADDRESS  
THE DIRECTOR OF SELECTIVE SERVICE  
AND REFER TO NO.

11-27-1

Dr. John W. Studebaker  
Commissioner, United States  
Office of Education  
Washington 25, D. C.

Dear Doctor Studebaker:

The Selective Training and Service Act terminated on March 31st, and I wish to express to you my appreciation for the cooperation of the Office of Education during the six and a half years in which the Selective Service System was in operation.

You and your staff have shown a sympathetic understanding of the student and other problems with which we were confronted during the war years. This is particularly evident in the administration of the recent certification plan in which your office rendered assistance of the highest order.

I shall long remember our pleasant association, and I take this opportunity to wish you every success in the future.

Sincerely yours,

*Lewis B. Hershey*  
DIRECTOR

*In reply to the above letter from General Hershey, the Commissioner wrote: "I appreciate very much your kind letter of March 31. I want you to know that it was always a very great pleasure*

*for all of us in this Office to cooperate with you. You always made it so easy for anyone who wished to be helpful to you in the marvelous job you did during the strenuous days of the war."*

## International Educational Relations Director Appointed

APPOINTMENT of Kendric N. Marshall, of Brockton, Massachusetts, as Director of the Division of International Educational Relations of the U. S. Office of Education has been announced by Commissioner Studebaker. Mr. Marshall replaces Harold R. Benjamin, who recently returned to his former position as Dean of the College of Education of the University of Maryland.

In announcing the appointment, the Commissioner said: "In Kendric Marshall we have a man who has interpreted American culture for four years in the Far East and who, on the basis of travel and study, is also familiar with the problems of Europe, Africa, and the Near East.

"Now more than ever before students all over the world look to America as the Mecca of educational opportunities. It is especially important that they get those opportunities and that American students have similar opportunities to study abroad if the framework of world peace that is now being built by the United Nations is to be strong and lasting. One of the main functions of the Division of International Educational Relations is to provide technical assistance which will facilitate this exchange of students and teachers between the United States and the rest of the world."

Mr. Marshall, who, for the past 4 months, has been chief of the Near and Far Eastern Educational Relations Section of the Division he now heads, returned to the Office of Education from nearly 2 years of service with UNRRA in connection with its China program.

The new Division Director received his Bachelor of Arts degree in 1921 from Harvard University, from which he subsequently also received his Master's in International Relations. After teaching in secondary schools, Mr. Marshall spent a period of study and travel in Europe, Africa, and Asia; he then taught history and political science at Lingnan University, Canton, China, from 1927 to 1930.

After returning to the United States in 1930, Mr. Marshall was on the faculty of Harvard University for 10 years. He served as president of Chevy Chase

Junior College, in Washington, D. C., from 1940 to 1942, when he came to the Office of Education as Director of the Student War Loans Program.

## Infantile Paralysis

(From page 2)

gested that normal activities be carried on, even in time of epidemic. Health authorities consider the disease to be an epidemic if 20 cases or more per 100,000 population occur.

Symptoms are described and parents advised to call the doctor immediately if any symptoms appear especially at a time when infantile paralysis is occurring in a community. Other precautions listed are staying away from crowds, avoiding new contacts, avoiding fatigue and chilling, consulting the Health Department before swimming in pools or streams which may be polluted, washing hands frequently, especially before eating, protecting food and garbage from flies and other insects, asking the advice of the family doctor before removal of tonsils or adenoids or other throat and mouth operations, during the epidemic months.

Families are told where they can turn for aid if they cannot meet expenses for medical and hospital care. In each case, headquarters for help is the nearest Chapter of the National Foundation for Infantile Paralysis, which has March of Dimes funds for this purpose.

The reaction of State Superintendents in general was expressed in one letter to local school superintendents: "I feel that the brief message contained in this bulletin will be of great benefit to the parents of your students in calling to their attention safeguards they may adopt for the protection of their children, as well as for all the children in our State."

Commissioner Studebaker in endorsing the program said:

"This project, designed to allay fear and panic, merits the endorsement of every one interested in the welfare of the Nation's youth. I hope, indeed, that this program meets with richly deserved success. It is timely, it is important, and it is a fine forward step in bringing to the American people the facts they need and must have."

## United Nations Film Strip Available

THE FILM Section of the United Nations Department of Public Information has just released a film strip entitled *The United Nations at Work: the Secretariat*.

Beginning with a series of pictures illustrating, in prefatory fashion, the preamble of the United Nations Charter and then presenting the United Nations organization, structure, and functions, the film strip culminates in a detailed study of the Secretariat—its set-up, duties, and activities. In technique, it uses an alternation of camera shots, charts, and pictographs.

The film strip, showing time of which is 20 minutes, can be projected with a standard 35-mm film strip projector. It is available, free of charge, to schools. The strip is accompanied by notes giving a running commentary which may be used by teachers either in its present form or varied to meet the needs of different age levels.

One of the pictures shows a group of college students on a visit to Lake Success. In that connection, it is mentioned that the Educational Services Section helps to arrange meetings for school groups, briefs them, takes them on guided tours through the United Nations Headquarters, distributes educational material and answers requests for information and study materials.

The film strip—first in a series to be produced—is adaptable to classroom work in current events, contemporary history, civics, as well as to assembly meetings, where a speaker might talk on the United Nations, or to forums and discussion groups of the school's international relations clubs. The Film Section has also produced a catalogue listing all the films dealing with member nations of the United Nations organization.

Requests for the film strip should be addressed to the Film Section of the United Nations Department of Public Information, Lake Success, New York. In case teachers or schools want at the same time all the educational materials available to schools, the request should be sent to the Chief of the Educational Services Section, United Nations Department of Public Information, and this section will see that the film strip is sent along with the material.

# Education and the 80th Congress, 1st Session

## Educational Bills Introduced in the 80th Congress, First Session, Between February 1 and April 10, 1947

by Ward W. Keesecker, Specialist in School Legislation

The April issue of SCHOOL LIFE contained a summary of principal education bills introduced in the 80th Congress as of February 1. This issue brings the list up to date as of April 10.

PRACTICALLY all of the education bills thus far introduced in the 80th Congress are still in the committees to which they were referred. Bills upon which hearings have been held are so indicated as listed.

The Subcommittee on Education of the Senate Committee on Labor and Public Welfare has had hearings on S. 81 by Mr. Green, S. 170 by Mr. McCarran, S. 199 by Mr. Aiken, and S. 472 by Messrs. Taft, Thomas of Utah, Ellender, Hill, Smith, Cooper, Chavez, and Tobey. Hearings are also being held on similar measures introduced in the House, including H. R. 1870 and H. R. 2953, which are companion bills to S. 472. While these bills vary as to methods, all of them would authorize the use of Federal funds to assist the States and Territories in financing their schools and in improving the salaries of teachers.

The Office of Education does not have available for general distribution copies of education bills pending before Congress. Copies of such bills may be obtained by writing to the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

### Senate Bills

*S. 508, by Mr. Young, Mr. Kilgore, and Mr. Morse, February 5.*—To amend the Social Security Act, as amended, for the purpose of permitting States and political subdivisions and instrumentalities thereof, to secure coverage for their officers and employees (including teachers) under the old-age and survivors insurance provisions of such act. (Committee on Finance.)

*S. 524, by Mr. Capper, February 7.*—To authorize the Department of Agriculture to receive contributions from foreign governments to help defray the expenses of its work in cooperating with foreign governments in furthering the interchange of knowledge and skills between the people of the United States and the people of other countries, and for other purposes. (Committee on Agriculture and Forestry.)

*S. 525, by Mr. Thomas of Utah, February 7.*—To promote the progress of science and the useful arts, to secure the national defense, to advance the national health and welfare, and for other purposes. (Committee on Labor and Public Welfare.)

*S. 526, by Mr. Smith (for himself, Mr. Cordon, Mr. Revercomb, Mr. Saltonstall, Mr. Magnuson, and Mr. Fulbright), February 7.*—To promote the progress of science; to advance the national health, prosperity, and welfare; to secure the national defense; and for other purposes. (Committee on Labor and Public Welfare.)

*S. 545, by Mr. Taft (for himself, Mr. Smith, Mr. Ball, and Mr. Donnell), February 10.*—To coordinate the health functions of the Federal Government in a single agency; to amend the Public Health Service Act for the following purposes: To expand the activities of the Public Health Service, to promote and encourage medical and dental research in the National Institute of Health, a dental research institute, and for other purposes. (Committee on Labor and Public Welfare.)

*S. 552, by Mr. Magnuson, February 10.*—To provide for an additional naval academy in the Puget Sound area in the State of Washington, and for other purposes. (Committee on Armed Services.)

*S. 575, by Mr. Cordon, February 11.*—To provide for the observance as National Flag Raising Day of the day on which the public schools open each year for the beginning of a new school year. (Committee on the Judiciary.)

*S. 582, by Mr. Cordon, February 11.*—To authorize annual payments to States, Territories, and insular governments, for the benefit of their local political subdivisions, based on the fair value of their national-forest lands situated therein, and for other purposes. (Committee on Public Lands.)

*S. 586, by Mr. Cordon (for himself and Mr. Morse), February 11.*—To provide for the construction, equipment, and operation of an additional military academy and an additional naval academy. (Committee on Armed Services.)

*S. 623, by Mr. Johnson of Colorado, February 17.*—To prohibit the paid advertising of alcoholic beverages by radio in certain circumstances, and for other purposes. (Committee on Interstate and Foreign Commerce.)

*S. 630, by Mr. Buck (by request), February 17.*—To place the position of Superintendent of the National Training School for Girls under the Classification Act of 1923, as amended and supplemented, and for other purposes. (Committee on the District of Columbia.)

*S. 639, by Mr. Ferguson, February 29.*—To amend section 13 (a) of the Surplus Property Act of 1944, as amended, to authorize that surplus property suitable for educational purposes may be sold or leased to States or political subdivisions, and for other purposes. (Committee on Armed Services.)

*S. 652, by Mr. Gurney (by request), February 19.*—To provide for the national security of the Nation by requiring that all qualified young men undergo a period of military, naval, or air training for the common defense. (Committee on Armed Services.)

*S. 678, by Mr. Lodge, February 24.*—To amend the Public Health Service Act, as amended, so as to provide assistance to the States in furnishing certain medical aid to needy and other individuals. (Committee on Labor and Public Welfare.)

*S. 680, by Mr. Magnuson, February 24.*—To provide that periods of vocational rehabilitation training in Gov-

ernment establishments undertaken by disabled veterans who subsequently enter the employment of the United States shall be credited for retirement purposes. (Committee on Civil Service.)

*S. 681, by Mr. Magnuson, February 24.*—To amend the Social Security Act so as to extend coverage thereunder to all groups and all classes, to amend the Internal Revenue Code so as to provide the revenue for an all-inclusive system of matured annuities for America's senior citizens, and for other purposes. (Committee on Finance.)

*S. 694, by Mr. Downey, February 24.*—A bill relating to the induction of registrants who applied and who were accepted for induction and assigned to educational institutions for special and technical training under the provisions of the act approved August 31, 1918, but whose induction without fault of their own was not completed. (Committee on Armed Services.)

*S. 712, by Mr. Aiken, February 26.*—A bill to constitute the Federal Security Agency a Department of Health, Education, and Security. (Committee on Expenditures in the Executive Departments.) Hearings have been held on this bill and also on S. 140 for similar purpose.

*S. 717, by Mr. Baldwin, February 26.*—To amend the Armed Forces Leave Act of 1946 so as to require that leave compensated for under such act be considered as active service in determining the period for which a veteran is entitled to education and training under title II of the Servicemen's Readjustment Act of 1944, as amended. (Committee on Armed Services.)

*S. 727, by Mr. Gurney, February 26.*—To authorize the Secretary of War to pay certain expenses incident to training, attendance, and participation of personnel of the Army of the United States in the Seventh Winter Sports Olympic Games and the Fourteenth Olympic Games and for future Olympic games. (Committee on Armed Services.)

*S. 751, by Mr. McGrath, March 3.*—To permit the use of appropriations of the National Capital Housing Authority for the maintenance and operation of buildings and grounds used for nurseries and nursery schools established by the Board of Public Welfare of the District of Columbia within projects

under the jurisdiction of such Authority. (Committee on the District of Columbia.)

*S. 761, by Mr. McCarran, March 3.*—To provide additional funds for the fiscal year 1947 to enable the Secretary of Agriculture to carry out the provisions of the National School Lunch Act. (Committee on Appropriations; hearings have been held.)

*S. 772, by Mr. Bushfield, March 5.*—To eliminate the requirement that temporary housing transferred by the National Housing Administrator to educational institutions and other organizations be removed at some time in the future. (Committee on Banking and Currency.)

*S. 786, by Mr. Langer, March 5.*—To authorize the appropriation of funds to assist the States in furnishing adequate living quarters for school teachers. (Committee on Labor and Public Welfare.)

*S. 805, by Mr. Watkins, March 7.*—To authorize an appropriation for the construction, extension, and improvement of a high-school building near Roosevelt, Utah, for the district embracing the east portion of Duchesne County and the west portion of Uintah County. (Committee on Public Lands.)

*S. 817, by Mr. Stewart, March 7.*—To provide that temporary housing transferred by the National Housing Administrator to educational institutions and other organizations may be permanently retained by such institutions and organizations. (Committee on Banking and Currency.)

*S. 846, by Mr. Hill (for himself and Mr. Sparkman), March 10.*—To provide that schools constructed under the act entitled "An Act to expedite the provisions of housing in connection with national defense, and for other purposes," approved October 14, 1940, as amended, may be donated to local school agencies. (Committee on Banking and Currency.)

*S. 854, by Mr. O'Mahoney and Mr. Tobey, March 10.*—To amend Section 502 (a) of the Act entitled "An Act to expedite the provision of housing [and education facilities] in connection with national defense, and for other purposes." (Committee on Banking and Currency.)

*S. 855, by Mr. McFarland, March 10.*—To permit veterans receiving edu-

cational benefits under the Servicemen's Readjustment Act of 1944, as amended, to receive subsistence allowance for dependents on account of brothers or sisters dependent because of minority or physical or mental incapacity. (Committee on Finance; to Labor and Welfare March 22.)

*S. 898, by Mr. Ecton, March 14.*—To authorize the use of certain appropriations for the education of Indian children of less than one-quarter Indian blood whose parents reside on nontaxable Indian lands. (Committee on Public Lands.)

*S. 914, Mr. Stewart, March 17.*—To increase the subsistence allowances payable to veterans pursuing courses of education or training under the Servicemen's Readjustment Act of 1944, as amended, from \$90 to \$150 in the case of veterans with dependents and from \$65 to \$80 in the case of veterans having no dependents; and to provide for corresponding increases in the ceilings on combinations of subsistence allowances and income from productive labor. (Committee on Labor and Public Welfare.)

*S. 959, by Mr. Butler, March 21.*—To provide for contributions to States and local governmental units in lieu of taxes on real property held by the Federal Government, to create a commission to determine and pay such contributions, and for other purposes. (Committee on Public Lands.)

*S. 971, by Mr. Aiken, March 21.*—To amend the Lanham Act to authorize the Federal Works Administrator to make grants to institutions of higher learning for the construction of educational facilities required in the education and training of war veterans. (Committee on Labor and Public Welfare.)

*S. 977, by Mr. Taft, March 25.*—To prescribe certain dates for the purposes of determining eligibility of veterans for vocational rehabilitation, education, and training, and for guaranty of loans and readjusting allowances under the Servicemen's Readjustment Act of 1944, as amended. (Committee on Labor and Public Welfare.)

*S. 997, by Mr. Watkins (for himself and Mr. Fulbright), March 28.*—To authorize the unconditional grant of all interest of the United States in certain school buildings and temporary housing to educational institutions without con-

sideration. (Committee on Banking and Currency.)

*S. 998, by Mr. Pepper, March 28.*—To provide additional funds for the fiscal year 1947 to enable the Secretary of Agriculture to carry out the provisions of the National School Lunch Act. (Committee on Appropriations; hearings have been held.)

*S. 1011, by Mr. Cain (for himself, Mr. Magnuson, Mr. Eastland, and Mr. Dworshak), April 1.*—To provide for the education of children on Federal reservations and other federally owned property not subject to State or local taxation, and for other purposes. (Committee on Labor and Public Welfare.)

Bills identical to S. 1011 introduced in the House are: H. R. 2650, by Mr. Case; H. R. 2652, by Mr. Colmer; H. R. 2653, by Mr. Combs; H. R. 2669, by Mr. Rees; H. R. 2743, by Mr. Tollefson.

*S. 1040, by Mr. Thomas of Oklahoma, April 3.*—To provide for the transfer of title in certain temporary housing from the United States to educational institutions. (Committee on Banking and Currency.)

*S. 1063, by Mr. Langer, April 7.*—To amend title II of the Social Security Act so as to permit coverage thereunder of employees of States and their political subdivisions, and for other purposes. (Committee on Finance.)

### Senate Resolutions

*S. J. Res. 66, by Mr. Morse, February 14.*—Joint resolution to authorize the Secretary of Labor to make certain studies of the health of school children, and for other purposes. (Committee on Labor and Public Welfare.)

*S. J. Res. 78, by Mr. Green, February 26.*—Joint resolution designating September 17 of each year as Constitution Day. (Committee on the Judiciary.)

*S. J. Res. 80, by Mr. Hawkes, March 3.*—Joint resolution authorizing and requesting the President to issue annually a proclamation designating December 15 as Bill of Rights Day. (Committee on the Judiciary.)

### House Bills

*H. R. 1588, by Mr. Engle of California, February 3.*—To liberalize the payment of subsistence allowances, the standards pertaining to training on the job of veterans, and for other purposes.

(Committee on Veterans' Affairs; hearings have been held, Report 77.)

*H. R. 1601, by Mr. Smathers, February 3.*—To exempt from admissions tax admissions to activities of elementary and secondary schools. (Committee on Ways and Means.)

*H. R. 1617, by Mr. Hedrick, February 3.*—To increase the subsistence allowance to veterans receiving education or training pursuant to the Servicemen's Readjustment Act of 1944. (Committee on Veterans' Affairs; hearings have been held, Report 77.)

*H. R. 1621, by Mr. Johnson of California, February 3.*—To authorize the Secretary of War to lend War Department equipment and provide services to the Boy Scouts of America in connection with the World Jamboree of Boy Scouts to be held in France in 1947; and to authorize the Commissioner of Internal Revenue to provide exemption from transportation tax; and further to authorize the Secretary of State to issue passports to bona fide Scouts and Scouters without fee for the application or the issuance of said passports. (Passed the House March 31.)

*H. R. 1682, by Mr. Hays, February 5.*—(Similar to H. R. 1621, by Mr. Johnson of California.)

*H. R. 1762, by Mr. Whitten, February 6.*—To promote the general welfare through the appropriation of funds to assist the States and Territories in providing more effective programs of public education. (Committee on Education and Labor.)

*H. R. 1770, by Mr. Stockman, February 6.*—To provide for the establishment of a United States Foreign Service Academy. (Committee on Foreign Affairs.)

*H. R. 1775, by Mr. Morrison, February 6.*—To provide additional funds for the fiscal year 1947 to enable the Secretary of Agriculture to carry out the provisions of the National School Lunch Act. (Committee on Education and Labor.)

*H. R. 1803, by Mr. Abernethy, February 10.*—To promote the general welfare through the appropriation of funds to assist the States and Territories in providing more effective programs of public education. (Committee on Education and Labor.)

*H. R. 1815, by Mr. Case of New Jersey, February 10.*—To promote the

progress of science; to advance the national health; prosperity, and welfare; to secure the national defense; and for other purposes. (Committee on Interstate and Foreign Commerce.) (Similar to H. R. 1830, by Mr. Mills, and H. R. 1834, by Mr. Priest.) Hearings have been held.

*H. R. 1821, by Mr. Hagen, February 10.*—To provide for the collection and publication of statistical information by the Bureau of the Census. (Committee on Post Office and Civil Service.)

*H. R. 1827, by Mr. Jones of Washington, Feb. 10.*—To authorize a naval academy in the Puget Sound area of the State of Washington. (Committee on Armed Services.)

*H. R. 1830, by Mr. Mills, February 10.*—(Similar to H. R. 1815, by Mr. Case of New Jersey.)

*H. R. 1834, by Mr. Priest, February 10.*—(Similar to H. R. 1815, by Mr. Case of New Jersey.)

*H. R. 1870, by Mr. Battle, February 12.*—To authorize the appropriation of funds to assist the States and Territories in financing a minimum foundation education program of public elementary and secondary schools, and in reducing the inequalities of educational opportunities through public elementary and secondary schools, for the general welfare, and for other purposes. (Committee on Education and Labor.)

*H. R. 1892, by Mr. Curtis, February 12.*—To authorize voluntary compacts for the coverage of employees of States and the political subdivisions thereof under title II of the Social Security Act. (Committee on Ways and Means.)

*H. R. 1942, by Mr. Landis, February 13.*—To promote the general welfare by providing funds to assist the several States and Territories in paying adequate salaries for the school year 1947-48 to elementary and high-school teachers. (Committee on Education and Labor.)

*H. R. 1949, by Mr. Hays, February 13.*—To provide for the payment of sums in lieu of taxes with respect to lands acquired by the United States in order to assist in the liquidation of certain bonded indebtedness. (Committee on Public Lands.)

*H. R. 1950, by Mr. Larcade, February 13.*—To provide that veterans pursuing educational and training courses in pub-

lic institutions shall receive the books, supplies, and other equipment they would receive if they pursued similar courses in private institutions. (Committee on Veterans' Affairs.)

*H. R. 1978, by Mr. Mitchell, February 17.*—To abolish the War Assets Administration, to provide that Government agencies shall dispose of their own surplus property, and for other purposes. Would transfer functions vested in War Assets Administration to the respective Federal agencies having surplus property for disposition. (Committee on Expenditures in the Executive Departments.)

*H. R. 1980, by Mr. Howell, February 17.*—To provide for the general welfare by enabling the several States to make more adequate provision for the health of school children through the development of school health services for the prevention, diagnosis, and treatment of physical and mental defects and conditions. (Committee on Interstate and Foreign Commerce.)

*H. R. 1988, by Mr. Brooks, February 71.*—To provide for the national security of the Nation by requiring that all qualified young men undergo a period of (military) training. (Committee on Armed Services.)

*H. R. 1992, by Mr. Eberharter, February 17.*—To give employees of religious, charitable, scientific, literary, and educational institutions the benefits of coverage under the Social Security Act, the Federal Unemployment Tax Act, and the Federal Insurance Contributions Act. (Committee on Ways and Means.)

*H. R. 2077, by Mr. Lane, February 19.*—To continue in effect, until June 30, 1950, the provisions of the act of June 15, 1943 (Public Law 74, 78th Congress), relating to the training of nurses through grants to institutions providing such training. (Committee on Interstate and Foreign Commerce.)

*H. R. 2105, by Mr. Lane, February 20.*—To provide that the children of a veteran of World War II shall be entitled to the educational benefits granted to such veteran but not used by him. (Committee on Veterans' Affairs.)

*H. R. 2106, by Mrs. Rogers of Massachusetts (by request), February 20.*—To provide 4 years of college education, or the equivalent, to the children of persons whose death resulted from service

in the Armed Forces during World War II. (Committee on Veterans' Affairs.)

*H. R. 2117, by Mr. Philbin, February 20.*—To provide for the reimbursement of the town of Watertown, Massachusetts, for the loss of taxes on certain property in such town acquired by the United States for use for military purposes. (Committee on Public Lands.)

*H. R. 2170, by Mr. Johnson of Oklahoma, February 24.*—Relating to institutional on-farm training for veterans. (Committee on Veterans' Affairs; hearings have been held, Report 77.)

*H. R. 2176, by Mrs. Rogers of Massachusetts, February 24.*—To amend certain provisions of Veterans Regulation No. 1 (a), as amended, to increase subsistence allowance to student veterans. (Committee on Veterans' Affairs; hearings have been held, Report 77.)

*H. R. 2181, by Mr. Wheeler, February 24.*—Relating to institutional on-farm training for veterans. (Committee on Veterans' Affairs; hearings have been held, Report 77.)

*H. R. 2188, by Mr. Kefauver, February 24.*—To authorize the appropriation of funds to assist the States and Territories in financing a minimum foundation education program of public elementary and secondary schools, and in reducing the inequalities of educational opportunities through public elementary and secondary schools, for the general welfare, and for other purposes. (Committee on Education and Labor.) (Identical with S. 472 previously listed in April issue.)

*H. R. 2190, by Mr. Rains, February 24.*—To provide that schools constructed under the act entitled "An Act to expedite the provision of housing in connection with national defense, and for other purposes," approved Oct. 14, 1940, as amended, may be donated to local school agencies. (Committee on Public Works, March 12.)

*H. R. 2191, by Mrs. St. George, February 24.*—To place the position of Superintendent of the National Training School for Girls under the Classification Act of 1923, as amended and supplemented, and for other purposes. (Committee on the District of Columbia.)

*H. R. 2276, by Mr. Andrews of New York, February 27.*—To authorize the Secretary of War to pay certain expenses incident to training, attendance, and participation of personnel of the

Army of the United States in the Seventh Winter Sports Olympic Games and the Fourteenth Olympic Games and for future Olympic games. (Committee on Armed Services.)

*H. R. 2294, by Mr. Lane, February 27.*—To establish a self-sustaining national pension system that will benefit retired citizens 60 years of age and over; to stabilize the economic structure of the Nation; and to induce a more equitable distribution of wealth through monetary circulation. (Would include teachers.) (Committee on Ways and Means.)

*H. R. 2317, by Mr. Meyer, February 28.*—Relating to institutional on-farm training for veterans. (Committee on Veterans' Affairs; hearings have been held, Report 77.)

*H. R. 2333, by Mr. Howell, March 3.*—To declare the birthday of Abraham Lincoln to be a legal holiday. (Committee on the Judiciary; hearings have been held, Report 77.)

*H. R. 2357, by Mr. Larcade, March 4.*—To extend the educational benefits of the Servicemen's Readjustment Act of 1944 to persons who served in the merchant marine of the United States during World War II. (Committee on Veterans' Affairs.)

*H. R. 2362, by Mrs. Douglas, March 4.*—To promote the general welfare through the appropriation of funds to assist the States and Territories in providing more effective programs of public kindergarten or kindergarten and nursery school education. (Committee on Education and Labor.) (Same as S. 259 listed in April issue.)

*H. R. 2366, by Mr. Patterson, March 4.*—To amend the Armed Forces Leave Act of 1946 so as to require that leave compensated for under such act be considered as active service in determining the period for which a veteran is entitled to education and training under title II of the Servicemen's Readjustment Act of 1944, as amended. (Committee on Armed Services.)

*H. R. 2406, by Mr. Klein, March 6.*—To aid kindergarten, etc. (Same as H. R. 2362, above, and to same committee.)

*H. R. 2465, by Mr. Jenkins of Ohio, March 10.*—To provide for the demonstration of public-library service in areas without such service or with inadequate library facilities. (Commit-

tee on Education.) (Same as S. 48, listed in April issue.)

*H. R. 2473, by Mr. Johnson of California, March 10.*—To authorize the transfer without charge to the States and their political subdivisions of all interest of the United States in educational and recreational facilities acquired under the act of October 14, 1940, as amended. (Committee on Banking and Currency; referred to Committee on Public Works March 11; hearings have been held.)

*H. R. 2525, by Mr. Morrison, March 12.*—To authorize the appropriation of funds to assist the States and Territories in financing a minimum foundation education program of public elementary and secondary schools, and in reducing the inequalities of educational opportunities through public elementary and secondary schools, for the general welfare, and for other purposes. (Committee on Education and Labor.) (This is an amendment of an earlier bill, H. R. 2033, on the subject.)

*H. R. 2527, by Mr. Morrison, March 12.*—To remove the monthly maximum placed on the income of veterans receiving both compensation for productive labor and subsistence allowances for education. (Committee on Veterans' Affairs.)

*H. R. 2574, by Mr. Battle, March 17.*—To exempt from the Federal admissions tax admissions to certain charitable entertainments. (Committee on Ways and Means.)

*H. R. 2576, by Mr. Fernos-Isern, March 17.*—To amend sections 4 and 5 of Public Law 396 [79th Congress] approved June 4, 1946, entitled "An Act to provide assistance to the States in the establishment, maintenance, operation, and expansion of school-lunch programs, and for other purposes. (Committee on Education and Labor.)

*H. R. 2650, by Mr. Case, March 20.*—(Same as S. 1011, by Mr. Cain, and others.)

*H. R. 2652, by Mr. Colmer, March 20.*—(Same as S. 1011.)

*H. R. 2653, by Mr. Combs, March 20.*—(Same as S. 1011.)

*H. R. 2658, by Mr. Hays, March 20.*—To designate the Farmers' Home Administration as the sole disposal agency for surplus agricultural property, to provide special priorities for the disposal of surplus agricultural property

to former owners and to veterans who intend to live on farms and to engage in farming as their principal occupation, and for other purposes. (Committee on Expenditures in the Executive Departments.)

*H. R. 2669, by Mr. Rees, March 20.*—(Same as S. 1011.)

*H. R. 2680, by Mr. Sikes, March 20.*—To provide that schools constructed under the act entitled "An act to expedite the provision of housing in connection with national defense, and for other purposes," approved October 14, 1940, as amended, may be donated to local public school agencies. (Committee on Public Works.)

*H. R. 2682, by Mr. Stigler, March 20.*—To provide for the transfer of title in certain temporary housing from the United States to educational institutions. (Committee on Public Works.)

*H. R. 2683, by Mr. Rohrbough, March 20.*—To authorize the appropriation of funds to assist the States and Territories in financing a minimum foundation education program of public elementary and secondary schools and in reducing the inequalities of educational opportunities through public elementary and secondary schools, for the general welfare, and for other purposes. (Committee on Education and Labor.) (Similar to S. 472, H. R. 1870, H. R. 2033, and H. R. 2188.)

*H. R. 2700.*—To make appropriations for the Federal Security Agency, including the Office of Education. (Passed the House.)<sup>1</sup>

*H. R. 2708, by Mr. Lane, March 21.*—To provide for the establishment of a United States Foreign Service Academy. (Committee on Foreign Affairs.)

*H. R. 2722, by Mr. Kee, March 21.*—To eliminate the requirement that a veteran pursuing a course of education or training under the Servicemen's Readjustment Act of 1944 must satisfy the Administrator of Veterans' Affairs as to his reasons for making a change to such course. (Committee on Veterans' Affairs.)

*H. R. 2743, by Mr. Tollefson, March 24.*—Same as S. 1011.)

*H. R. 2752, by Mr. Poulson, March 24.*—To provide every adult citizen in the United States with equal basic Federal insurance, permitting retirement with benefits at age 60, and also cover-

ing total disability, from whatever cause, for certain citizens under 60; to give protection to widows with children; and for other purposes. (Committee on Ways and Means.)

*H. R. 2779, by Mr. Ross, March 25.*—To provide loans to veterans attending school under the provisions of section VIII of Veterans' Regulation 1 (a). (Committee on Veterans' Affairs.)

*H. R. 2824, by Mr. Fulton, March 27.*—A bill to prohibit discrimination in employment because of race, religion, color, national origin, or ancestry. (Committee on Education and Labor.)

*H. R. 2825, by Mr. Hagen, March 27.*—To provide additional funds for cooperation with public-school districts (organized and unorganized) in Mahanomen, Itasca, Pine, Becker, and Cass Counties, Minnesota, in the construction, improvement, and extension of school facilities to be available to both Indian and white children. (Committee on Public Lands.)

*H. R. 2849.*—Appropriation bill to supply deficiencies for the Department of Agriculture for fiscal year 1947, including \$6,000,000 additional appropriation for School Lunch.<sup>2</sup>

*H. R. 2879, by Mr. Hays, March 31.*—To authorize the unconditional grant of all interest of the United States in certain school buildings and temporary housing to educational institutions without consideration. (Committee on Public Works.)

*H. R. 2930, by Mr. Albert, April 2.*—To provide for the transfer of title in certain temporary housing from the United States to educational institutions. (Committee on Public Works.)

*H. R. 2953, by Mr. McCowen, April 3.*—To authorize the appropriation of funds to assist the States and Territories in financing a minimum foundation education program of public elementary and secondary schools, and in reducing the inequalities of educational opportunities through public elementary and secondary schools, for the general welfare, and for other purposes. (Committee on Education and Labor.)

*H. R. 2963, by Mr. Curtis, April 7.*—To create a United States Academy of

<sup>1</sup> Also passed the Senate. In conference as this goes to press.

<sup>2</sup> Became Public Law 46, 80th Congress.

Foreign Service. (Committee on Foreign Affairs.)

*H. R. 2976, by Mr. Dirksen, April 7.*—To amend the District of Columbia Teachers' Salary Act of 1945, as amended, and for other purposes. (Committee on the District of Columbia.)

*H. R. 2979, by Mr. Morrison, April 9.*—A bill to provide direct Federal old-age assistance at the rate of \$65 per month to needy citizens 55 years of age or over. (Committee on Ways and Means.)

*H. R. 2996, by Mr. Russell, April 9.*—A bill to authorize an appropriation for public-school facilities at Owyhee, Nev. (Committee on Public Lands.)

## House Resolutions

*H. Res. 99, by Mr. McDonough, February 12.*—Resolution to define communism. (Committee on the Judiciary; referred to Committee on Un-American Activities March 20.)

*H. Res. 119, by Mr. Byrnes, February 26.*—To investigate existing programs of providing aid to the States by grants-in-aid, by payment in lieu of taxes, by matched payments, and other means, with a view to recommending which programs, if any, should be continued. (Committee on Rules.)

*H. Res. 126, by Mr. Hartley, March 3.*—Resolution to provide funds for the Committee on Education and Labor. (Committee on House Administration.)

# Second Pan American Congress On Physical Education

*Following is the second installment of Agreements, Resolutions, and Recommendations of the Second Pan American Congress of Physical Education, which met October 1-15, 1946, in Mexico, D. F. The Congress was called by the Secretariat of National Defense, National Department of Physical Education and Pre-Military Instruction. First installment of the report was published in the May issue.*

X, XI XII. The Second Pan American Congress of Physical Education offers no resolutions regarding these points of the Agenda because no studies were presented.<sup>2</sup>

XIII. The Second Pan American Congress of Physical Education, considering:

1. That respiratory exercises are necessary only for those who show deficiency in this regard;

2. That it is impossible to render judgment concerning the efficiency or inefficiency of respiratory exercises in normal persons after intense exercise,

Resolves:

1. That respiratory education is unnecessary in the school.

2. That it is desirable to make experimental studies to establish the real

values of respiratory exercises after intense physical activities.

XIV. The Second Pan American Congress of Physical Education, considering:

1. That the certificate of health is an indispensable requirement for engaging in physical education exercises, and particularly for the athlete who participates in games requiring intense effort,

Resolves:

1. To recommend to the official agencies of physical education of the continent that they continue conducting studies leading to the requirement of the certificate of health for all sports participants, collecting statistics, and including figures on the chest X-ray census of athletes.

2. To urge before the governments of the American Nations that they establish adequately equipped clinics staffed with medical personnel who will attend to this service with a minimum of restrictions.

## Free Topic of Section II

The Second Pan American Congress of Physical Education holds that exercises for the correction of postural defects should be included in the physical education program only for those children who need them, and as for the im-

portance of the spinal column in gymnastics, it suggests that it should be considered the central anatomical base of gymnastic technique.

## Organization of Physical Education

I. Whereas it is desirable to give uniformity to the conceptual elements of statistics in physical education in all the American countries; (whereas) these elements should refer to the evaluation of the individual in his various aspects so as to arrive at a total picture (knowledge) of him, and (whereas) the determination of these aspects will facilitate fulfillment of resolutions, agreements, and recommendations Numbers XII, XIII, and XIV of the report of the First Pan American Congress of Physical Education, in reference to the determination of each normal average type, of the physical capacity of each normal average type, and to the elaboration of special medico-biometric record cards, the Second Pan American Congress of Physical Education agrees:

1. To recommend that the following elements be taken into account to give uniformity to the statistics connected with Pan American Physical Education:

- (a) Elements of a functional nature;
- (b) Elements of a morphological nature;
- (c) Elements of a mechanical nature;
- (d) Elements of a psychological nature;
- (e) Elements of a socio-economic nature;
- (f) Elements of a geographical nature; and also

(1) The budgetary allotment for physical education;

(2) The school population;

(3) The number of schools;

(4) The number of physical education teachers; and

(5) The number of buildings or tracts of land allotted to physical education.

II. Considering that the solution of the problem of extra-school physical education in all the countries of America is urgent; that a technical orientation should be provided for it; and in recognition of the need that the economic forces responsible for its support should make their material and moral contribution, the Second Pan American Congress of Physical Education agrees:

1. To urge the passage of laws and governmental decrees making for the adequate protection of the existing endowment (funds) for extra-school physical education, consisting of land, athletic fields, and equipment.

<sup>2</sup> See introduction.



2. To urge the passage of governmental laws and decrees calling upon the State, the municipality, and those responsible for the division of urban and suburban lands, to designate areas adequate to the establishment of physical education centers and to construct and equip such centers in proportion to the size of the territorial division.

3. To urge the passage of laws requiring the installation, construction and maintenance of physical education centers in cities, towns, manufacturing centers, plantations, farms, agricultural communities, etc., arousing jointly both the State and private institutions to the support of extracurricular physical education.

4. To urge the issuance of governmental decrees pointing out the necessity of establishing new courses for specialization in extra-class physical education in the schools or institutes of physical education.

5. To urge the issuances of governmental decrees establishing a tax on professional athletic activities and sports, the proceeds to be employed in strengthening the endowment (funds) of confederations, federations, national associations, etc., of amateurs, in order that these organizations may promote and develop their activities to the fullest extent and thus serve as a unifying force, through regional, State, provincial, departmental, and national competitions among all sections of the population.

6. To urge the stating of governmental dispositions to the effect that in large apartment houses special and appropriate space be reserved for physical education activities and recreation.

III. Considering that recreation exercises a strong influence on the formation of character and that physical exercise also works to this end, promotes good health and increases the vitality of the rural folk and of the population in general, the Second Pan American Congress of Physical Education resolves:

1. To declare that it is important to organize physical education and recreational services in the rural areas in an adequate manner.

2. To urge the establishment in rural areas of recreation centers which will serve at the same time as cultural centers for the country folk, in accordance with the most modern concepts of recreation.

3. In order that the needs of the rural population may be attended, it is suggested that the governments of the American Republics establish specialization courses for physical education teachers or for the training of rural teachers in physical education.

IV. In consideration of the fact that children's playgrounds, athletic fields, recreational centers, shelters (asylums) and permanent camps, seasonal and vacation camps should be under the technical control of the directing agencies of physical education in each country; that the objectives, scope, and organization of each of these institutions should be included in the plan which each country adopts for fulfilling the needs of children, youth, and adults; and that the State should sponsor the construction of camps, athletic fields, recreational centers, vacation and seasonal shelters, and camps, the Second Pan American Congress of Physical Education resolves:

1. To declare itself in favor of the educational, social and hygienic value of children's playgrounds and to recommend that their diffusion in all American countries be favorably regarded.

2. To recommend to all American countries the establishment of camps for children, youth, and adults, advantage being taken of the facilities, natural beauties, and other diverse conveniences offered by the different regions of each country. These camps should permit the development of a broad program of physical activities in an environment of approved customs and manners, friendship, congeniality, and spirit of social solidarity (cooperation).

3. To recommend to all American countries that all these institutions of extra-school physical education be directed technically by specialized physical education teachers.

4. To recommend to all American governments the desirability of organizing the children and youth of their respective countries for hikes and visits of inter-American character, as a means of creating real bonds of Pan American friendship.

V. Whereas it is urgent to organize educational, recreational, physical, cultural, and social activities for the protection of children, youth, and adults against idleness and other greater evils in their leisure hours, the Second Pan American Congress of Physical Education resolves:

1. To urge that in all American countries where they do not exist, State institutions be created and charged with the organization of recreation and that a system of centers endowed with space and equipment necessary for the development of a program of physical, manual, artistic, social, intellectual, and moral activities be established.

2. To recommend that the agencies responsible for the direction of physical education and recreation recognize the importance of organizing active propaganda for the dissemination of the benefits of recreation and the adequate use of leisure time.

3. To urge that all institutes of physical education teachers in the American Continent make provision for specialization in the field of recreation.

VI. *Preparation of Physical Education Teachers and the Social Function of Physical Education Schools. Uniformity in the Programs and in the Value of the Titles (Diplomas) granted in the various American Republics.*—Considering that because of the nature of the topic (subject under discussion) it is desirable to make comparative studies of the study plans, programs, and organizational details of each institute or school now existing in the American countries, the Second Pan American Congress of Physical Education resolves:

To delegate this matter to the Pan American Institute of Physical Education, or to the body which may be created for the purpose, to the end that it propose to the Third Pan American Congress of Physical Education the minimum requirements these institutions should adopt in order to have reciprocal recognition of titles or diplomas conferred.

VII. Whereas the relationships that exist between the fields of medicine and physical education demand the establishment of a new field of specialization in medicine—medicine applied to physical education and sports, the Second Pan American Congress of Physical Education resolves:

1. To request the governments of the American countries that, through the educational authorities, they work for the coordination of the efforts of the various Boy Scout organizations in each country in the formation of state associations and later of national federations of Boy Scouts, the peculiarities of member organization always being respected.

2. To request the educational authorities of each country that, when the national organization has been effected, they advise the permanent secretary of the Congress of Physical Education regarding the names of the members of the directive board and their mailing addresses.

VIII. Whereas, because of their educational value and the good influence they exercise in the cementing of the bonds of friendship among the peoples of America, it is desirable to establish international and Pan American university athletic competitions (games), the Second Pan American Congress of Physical Education resolves:

1. To sponsor the setting up of a Pan American body for the coordination and realization of university athletic competitions.

2. To recommend that the invitation of the students of Peru to hold the first Pan American Inter-university Sports Tournament in Peru in 1951, on the occasion of the Fourth Centennial of the Greater University of San Marcos in Lima.

### **Educational Policy and Sociology. Pan Americanism. The Teachers of Physical Education**

I. Whereas, the recent war, with its destruction of peoples and its human oppression, gives urgency to the need for building up a sense of responsibility which will permit the channelization of all abilities and capacities toward education and the carrying out of the greatest works of collective betterment, and whereas, also, physical education is a determining factor in social organization for peace, the Second Pan American Congress of Physical Education resolves:

1. To recommend that it should be the governments that, through the agency of a specialized institution, should organize, coordinate, and diffuse physical education among their respective inhabitants.

2. That in the countries where such institutions do not now exist, to recommend that the respective governments establish them.

3. To coordinate the activity of the official institutions and the teachers of physical education to set up a cooperative program for the continuation (stability) of the peace and progress of nations.

II. Whereas, physical education is a determining factor in the harmonious development of the human organism and in the conservation of health, and prepares the human organism as an element of progress and of social force for the achievement of liberty, justice, and

peace, and whereas, further, physical education should have institutional character in keeping with the educational law of each country, the Second Pan American Congress of Physical Education resolves:

1. To urge that the governments of the continent pass the necessary laws making physical education compulsory in all sections of the population in conformity with the findings (agreements) of the First Pan American Congress of Physical Education.

2. To urge the centralization of the functions of official physical education in a single agency, thus establishing a national system comprising all sections.

3. To urge that the regulations governing physical education in private institutions be adjusted to comply with that established by official precepts.

III. Whereas, the Indian population constitutes a large section of the countries of the continent and physical education has not brought its beneficent activities to this social group, the Second Pan American Congress of Physical Education resolves:

1. To recommend to the governments of the American countries that the programs of physical education for the indigenous peoples should be similar as regards the objectives to be established by the Pan American Institute of Physical Education.

2. That the physical education practices that prevailed among the ancient American civilizations should be studied and taught, native games and dances being used as auxiliary measures (means).

3. That physical education for the American indigene should be fundamentally recreational.

4. To declare that the rural school and other similar institutions, through the medium of physical education, will contribute to the destruction (dissipation) of the inferiority complex which the indigene suffers (as well as) to combat his vices and initiate him in an education that will be hygienic and lead him to knowledge of the basic foods for his improved nourishment.

5. To make the following suggestions concerning the activities to be engaged in for the improvement of the conditions of the indigenous population:

(a) Organize traveling missions of basic (initial) culture;

(b) Construct adequate and properly equipped athletic fields and children's playgrounds;

(c) Establish medical centers in regions of indigenous concentration;

(d) Establish centers of vital recuperation (vacation camp type);

(e) Establish homes of physical recuperation for indigenous children.

6. To establish national athletic games for the indigenous peoples.

7. To recommend the organization in the Institute of Physical Education of specialized courses in physical education for the indigenous groups, and that such courses be provided in both Spanish and the native language.

IV. Whereas, the nations of America have enacted special laws dealing with organized sports and institutions which direct them; whereas, the organisms of international character of each sport have special laws for their functioning, and whereas, further, the directors of sports and athletics should have sufficient capacity for the handling of their work, the Second Pan-American Congress of Physical Education resolves:

1. To declare that it is not possible for the Pan American Congress of Physical Education to make pronouncements concerning national and international laws, since organisms governing these activities already exist.

2. To recommend the establishment of courses in technical orientation for athletic directors, preferably in the Institute or Schools of Physical Education.

V. The Second Pan American Congress of Physical Education declares: That the postulates of Pan Americanism are an effective guarantee of the maintenance of unity (uniformity) and of the stimulation of the progress of the peoples of the continent, and that physical education constitutes a prime factor in the realization of Pan Americanism, in regard to spiritual and cultural relations and better understanding among nations.

VI. Whereas, the teachers of physical education, sports experts, and professionals in the field constitute a group of workers in each country, and whereas, these workers should be protected by national laws, the Second Pan American Congress of Physical Education resolves:

1. To recommend to the governments of the continent which lack such laws that they pass protective laws covering physical education teachers, sports experts, physician specialists in physical

education, and other professionals who have specialized in the field, basing the new legislation on the dispositions existing in the respective country in favor of workers in general.

2. To urge the establishment of a special (professional) scale or register.

VII. Whereas, the exchange of teachers is an effective medium for the attainment of improved techniques and uniformity of action among the physical education teachers of America, and whereas, the governments have the responsibility of directing their activities to the betterment and progress of the people, the Second Pan American Congress of Physical Education agrees:

1. To strive for an effective exchange of physical education teachers and, complimentary wise, of students of physical education institutes and schools of the continent.

2. To recommend to the governments of the continent the granting of official moneys for the exchange of teachers, and scholarships and free passports for teachers and students of physical education.

VIII. Whereas, unification among teachers of physical education contributes to the improvement which the department of physical education looks toward in the exchange of ideas and interviews concerning experiences and results in the field, the Second Pan American Congress of Physical Education agrees:

1. To urge that the physical education teachers of each American country become organized in a single representative group for the professional purposes set forth in the preceding paragraph.

2. To recommend the formation of the Pan American Confederation of Associations of Physical Education Teachers.

IX. Whereas, the motion picture, the radio, and the press are positive media for the dissemination of the methods and systems of physical education, diffusing among all sectors of the population the various aspects of this educational field, the Second Pan American Congress of Physical Education agrees:

1. To declare that the motion picture, the radio, and the newspaper are essential media for the popularization of physical education.

2. To recommend the waging of physical education campaigns, utilizing the motion picture and the radio as principal media, and endeavoring to carry this

service to the most remote regions or to those which may lack the necessary personnel,

3. To recommend that systematic radio programs be broadcast, to popularize the basic essentials for the practice of physical education exercises and recreational activities.

4. To recommend the frequent publication of items which provide guidance in the different aspects of physical education.

5. To urge that motion pictures be taken of physical education activities and that they be exhibited in all parts of the respective country, accompanied when possible by explanatory remarks.

*(To be concluded in July issue)*

## Visual Materials Distributed by Government Agencies

### U. S. Office of Education, Federal Security Agency

A descriptive catalog of 16-mm. training films and film strips has just been revised by the U. S. Office of Education. This 1947 issue lists the productions of the Office of Education, Department of Agriculture, Navy Department, War Department, Veterans' Administration, and other Government agencies. Some of the subjects listed are: Machine shop work, problems in supervision, office management, engineering, farming, plastics, woodworking, aircraft work, nursing, science and nature study, medicine.

Prints of the productions can be purchased through the Government distributor, Castle Films, 30 Rockefeller Plaza, New York City. Loans may be made through local university or commercial film libraries.

### Library of Congress

Excess or surplus Government motion pictures will be distributed or allocated on a loan basis to various film depositories throughout the country by the Library of Congress. Through its Motion Picture Division, the Library expects to make arrangements with accredited laboratories for providing, at reasonable cost to users, prints of the films that are eligible for general use.

This program, now in its infancy, is being pushed rapidly. Information about film distribution will become

available in several weeks when the project is more fully developed.

### U. S. Public Health Service, Federal Security Agency

Films on health and hygiene have been made available to the public by the U. S. Public Health Service. The films are 16mm or 35mm in size, from 10 to 46 minutes in length, and are printed in black and white or color.

The productions can be bought by obtaining a price list and authorization forms from the Surgeon General, U. S. Public Health Service, Washington, D. C. (Bethesda Station). To borrow films, communicate with your State or local health department.

The following are titles and descriptions of recent films released:

*Enemy X*—Cancer, symptoms of the disease, importance of early diagnosis.

*About Faces*—Good condition of the teeth and the results of inadequate dental care.

*Choose To Live*—Cancer danger signals, diagnosis, X-ray, surgical treatment in modern hospitals and possibility of cure.

*Fight Syphilis*—How to combat syphilis.

*Help Wanted*—General presentation of the basic principles of first aid, the circulatory system, improvised tourniquets.

*Keep 'Em Out*—How rats spoil food, rat control by poison, ratproof construction of buildings.

*Know For Sure*—A physician's experiences with syphilis.

*Magic Bullets*—The discovery by Dr. Paul Ehrlich of a cure for syphilis.

*On Your Feet*—Good posture, properly fitted shoes, how to walk correctly.

*Message To Women*—Facts about syphilis and gonorrhea.

*Rocky Mountain Spotted Fever Vaccine*—Nature of the disease, life cycle of the tick.

*Save a Day*—Taking dust counts in a factory, changing miner's drill to prevent silicosis.

*Syphilis*—Diagnosis of early, latent, and late syphilis, and the management of the disease.

*Three Counties Against Syphilis*—Trailer clinics carry a public health program to rural Georgia; blood tests in Negro schoolrooms, dance halls, and churches; venereal disease treatment.

*To The People Of The United States*—Contains direct appeal for individual blood tests and urges public discussion of the problem of venereal disease.

*Capital Story*—Industrial hygiene chemists and laboratory workers investigate and solve serious threat to workers' health.

*Winkie the Watchman*—Animated cartoon in color, aimed at motivating children to seek regular dental care.

## **Bureau of Mines, Interior Department**

Over 11,000 free films are maintained in the film library of the Bureau of Mines, Department of Interior. These motion pictures include both sound and silent films and are 16mm in width. A few titles are: "The Drama of Steel," "This Is Aluminum," "The Fabrication of Copper," "The Story of a Storage Battery," and "The Story of Lubricating Oil." A complete list of titles is contained in a descriptive catalog.

No charge is made for the use of the films, but borrowers are required to pay for transportation costs and damage to the films. For information concerning the availability of these productions, write to the Bureau of Mines Film Library, Central Experiment Station, 4800 Forbes St., Pittsburgh, Pa.

## **Civil Aeronautics Administration, Commerce Department**

Visual materials for aviation training are being produced and distributed by the Audio-Visual Training Aids Division of the Civil Aeronautics Administration.

The primary work of this division is directed toward the production and effective utilization of slides, films, posters, vectographs, and other visual materials suitable for use in the training of nonmilitary pilots, controllers, communicators, inspectors, and for other in-service training programs.

To date, this division has completed 8 film strips, 6 of which are in color, and 7 have accompanying recorded commentaries. The titles are: "A Typical Flight," "The Federal Airways Service," "Approach Control," "Air Traffic Control—Promoting Safety and Efficiency Through Automatic Communication Methods," "Planned Developments," "Air Traffic Rules," "Civil Aeronautics Administration Communications System," and "Good Supervisory Practice."

In addition, posters have been prepared on "Flying the Federal Airways," "Approach Control Procedures," "Air Traffic Rules and Control Practices," and "Air Marking." Vectographs (three dimensional photographs) have also been completed which illustrate various air traffic control procedures.

Another major activity of this Divi-

sion is reflected in the establishment and operation of CAA Film Centers. These are located at each of the regional offices, in addition to the one in Washington, D. C. These film centers will be stocked with motion pictures and film strips prepared by the CAA as well as by the War and Navy Departments. All films will deal with subjects of importance to the study of aviation and its related fields and will be utilized as a definite part of the course of study established for CAA's in-service training programs.

These same films will also be made available on a loan basis to secondary schools, colleges, universities, commercial airlines, flying clubs, and others interested in the study of aviation.

Further information regarding available film subjects or the operation and location of film centers may be had by writing to the Audio-Visual Training Aids Staff, Civil Aeronautics Administration, Commerce Department, Washington, D. C.

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## **Farm Training in Federal Prisons**

The U. S. Office of Education is cooperating with the Bureau of Prisons of the U. S. Department of Justice in the development of an agricultural training program in Federal penal and correctional institutions, according to a recent communication from William T. Spanton, chief, agricultural education service of the Federal office, to State supervisors of agricultural education.

"The program is designed," said Dr. Spanton, "to assist in the rehabilitation of (the inmates) through training in agriculture, including farm mechanics . . ." Dr. Spanton stated that the Office of Education is assisting in the program in recognition of the fact that many inmates have come from communities served by departments of vocational agriculture and will return to those communities. Since the period of training is limited by the relatively short time during which most of the inmates are available, only a limited amount of training can be given. If the purpose of the program is to be accomplished, it must therefore be based on the situation in the community of the trainee and must be continued through follow-up training after his release.

As various Federal institutions put the plan into effect, it will function as follows:

(1) The institutions will obtain the names of vocational agriculture teachers from the State supervisors.

(2) Instructors will be provided with a report of the training given to each inmate from that area and his plans for employment. Instructors can give valuable assistance by supplying information about farm conditions and training needs of farmers in their areas.

(3) Instructors will be notified when inmates are released, and will be asked to give such follow-up assistance as is justified by the local situation and the desires of the trainees.

Dr. Spanton recommends that, when assistance is requested, the States offer all cooperation consistent with their limited time and facilities.

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## **Music in the Navy**

The United States Navy recently announced a return to its prewar policy of accepting qualified musicians for enlistment and ultimate assignment to a course at the Navy School of Music and further transfer to musical duties in the Navy.

Under this program young men 17 years of age with previous band and orchestra experience are eligible. Candidates selected on the basis of their applications will be sent at Government expense to Washington, D. C., for a musical examination at the United States Navy School of Music. Applicants passing the examination will be enlisted in the Navy and enrolled in the School of Music; upon completion of the course, they will be assigned to bands ashore and afloat.

Application forms and further information may be obtained at the local Navy Recruiting Stations or by writing to: Officer in Charge, U. S. Navy School of Music, U. S. Naval Recruiting Station, Washington, D. C.

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## **Conservation of Vision**

PHYSICIANS, nurses, public health and social workers, educators, safety engineers, and leaders in related fields throughout the United States are par-

ticipating in a campaign to protect eyesight, according to the thirty-second annual report of the National Society for the Prevention of Blindness. The report is entitled *Let There be Light*.

Many activities contributing to the conservation of vision which had necessarily been curtailed because of the war were resumed more extensively during the past year, according to the report.

The extension of life expectancy, the report explains, has increased the incidence of many diseases of the eye. Another hazard to eyesight in modern life is found in the increasing problem of industrial accidents. The society's work for safety in industry last year included assistance to local organizations in planning their industrial eye-conservation programs; this covered the visual testing of employees, color and lighting analysis of working areas, analysis of hazards, and ophthalmologic consultation when required.

### Change in Readers' Interests

Readers' interests have changed materially since the war, according to reports received by the American Library Association from 150 representative public libraries in the United States.

Since 1945 the lack of interest in war books has been emphatic. Travel books have become popular with veterans, who frequently seek information about countries they visited during the war, and with potential tourists. Many librarians feel that the housing shortage has fostered an unusual reading interest in such subjects as living conditions, business opportunities, and climate. While atomic energy has been the most popular subject in science, a marked reader interest has developed in radar and jet propulsion. The public appears to be greatly interested in health and medical progress. Works on child care and applied psychology have been widely consulted in libraries by parents. In general, librarians have noted a general popular reading trend toward books of information. Business men especially have turned to public libraries for quick reference service on business statistics and market information.

According to the ALA survey, readers in both large and small communi-

ties have expressed dissatisfaction with current fiction. Failing to find satisfying characters in fiction, many readers have turned to biography and family narratives. Historical and religious fiction appears to be most popular in public libraries. Librarians state that

the reading of psychological stories frequently has led to requests for serious books on psychology. Similarly, an interest in fantastic novels about the future of science not infrequently has resulted in the reading of serious works on the subject.

## The Number Of High School Graduates Has Almost Doubled Each Decade Since '90



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Each Symbol Represents 100,000 Graduates Of Public And Private High Schools  
U.S. OFFICE OF EDUCATION, FEDERAL SECURITY AGENCY

THERE were approximately 25 times as many students graduated from high schools in 1946 as in 1890, according to estimates of the U. S. Office of Education. Between these years the total population of the United States increased by about 2 1/4 times. There were approximately 1,095,000 high school graduates in 1946 as compared with 43,700 in 1890. In 1890, 4 out of every 100 persons of the 17-year age group graduated from high school. By 1940 the graduates averaged 51 out of each 100 persons of the comparable age group.

# U. S. GOVERNMENT ANNOUNCES

*Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.*

## New U. S. Office of Education Publications

### Colleges and Universities, Including All Institutions of Higher Education.

Washington, U. S. Government Printing Office, 1947. 132 p. (Educational Directory, 1946-47, Part 3) 35 cents.

Data on universities, colleges, teachers colleges, independent professional and technological schools, junior colleges, and normal schools.

### County and City School Officers.

Washington, U. S. Government Printing Office, 1946. 115 p. (Educational Directory, 1946-47, Part 2) 25 cents.

Lists county school officers, city school officers, and superintendents of Catholic parochial schools.

### Planning and Equipping School Lunchrooms.

Washington, U. S. Government Printing Office, 1946. 23 p. (Bulletin 1946, No. 19) 10 cents.

Contains basic materials on which school people may plan space and equipment for new school-lunch programs or appraise existing programs to determine what improvements in arrangement or equipment are needed for maximum efficiency.

### Practical Nursing.

Washington, U. S. Government Printing Office, 1947. 144 p., illus. (Misc. No. 8) 55 cents.

An analysis of the practical nursing occupation with suggestions for the organization of training programs.

### Program of Education and Training for Young Persons Employed on Work Projects of the NYA—Final Report.

By Tom Watson. Washington, U. S. Government Printing Office, 1946. 16 pp. (Bulletin 1946, No. 12) 20 cents.

One of a series of six histories describing the work carried on by the Office of Education to help meet defense needs. Describes outstanding NYA training centers located in Arkansas, Colorado, Idaho, Maine, Montana, New York, and Hawaii.

**Student War Loans Program—Final Report.** By R. C. M. Flynt. Washington, U. S. Government Printing Office, 1946. 40 p. (Bulletin 1946, No. 14) 15 cents.

Through the Student War Loans Program more than 11,000 young men in 286 colleges and universities were enabled to enter upon and to pursue an accelerated program of studies during the war years 1942-44. This bulletin provides information concerning the method of administration adopted and carried out by the U. S. Office of Education, and presents summary data concerning the results of the program.

## New Publications of Other Agencies

### DEPARTMENT OF AGRICULTURE

#### Forest Service Films Available on Loan for Educational Purposes.

Washington, U. S. Department of Agriculture, 1947. 11 p. Processed. Free from Forest Service as long as supply lasts.

Contains a descriptive catalog of the films on forestry available from the Department of Agriculture, and gives directions for making application for the loan of these films.

#### Material of Interest to Teachers.

Prepared by the Forest Service.

Washington, U. S. Department of Agriculture, 1947. 6 p. Processed. Free from the Forest Service as long as supply lasts.

Lists the Department of Agriculture publications on forestry which may be useful to teachers and offers free any 10 of the printed publications listed.

#### Nutrition Charts.

Prepared by the Bureau of Human Nutrition and Home Economics.

Washington, U. S. Government Printing Office, 1947. 10 charts, 19 by 24 inches, printed in yellow and black on heavy white paper. 75 cents per set.

Intended as a visual teaching aid for nutrition classes and wall exhibit use. That food

makes the difference is the theme running through the entire chart set, which contains photographs of laboratory animals, showing the effect of diet, and sketches of a number of foods.

#### Rural Handicrafts in the United States.

By Allen Eaton and Lucinda Crile, Extension Service.

Washington, U. S. Government Printing Office, 1946. (Miscellaneous Publication 610 M.) 40 p. 20 cents.

Provides suggestions for the proper organization of handicraft programs and gives information about the growing rural handicraft movement.

#### Safe Water for the Farm.

By Harry L. Garver, Bureau of Plant Industry, Soils, and Agricultural Engineering.

Washington, U. S. Government Printing Office, 1946. (Farmer's Bulletin 1978 F) 46 p. 15 cents.

Presents information regarding sanitary and engineering principles required in providing safe, fresh water for rural homes and farms.

### DEPARTMENT OF COMMERCE

#### Aeronautical Periodicals.

Prepared by the Library, U. S. Civil Aeronautics Administration.

Washington, U. S. Civil Aeronautics Administration, 1946. 7 p. Mimeographed. Free from the Office of Aviation Training, or the Public Inquiry Section of the U. S. Civil Aeronautics Administration, Commerce Building, as long as supply lasts.

Lists 51 periodicals on aviation, published in the United States and foreign countries.

#### Selected and Annotated Bibliography in Aviation Education for Guidance Counselors.

Prepared by the Office of Aviation Training, U. S. Civil Aeronautics Administration.

Washington, U. S. Civil Aeronautics Administration, 1946. 10 p. Mimeographed. Free from the Office of Aviation Training, U. S. Civil Aeronautics Administration, Commerce Building, as long as supply lasts.

Government documents listed provide basic information for answering specific questions of boys and girls regarding employment in aviation. The nongovernment references describe the qualifications set forth by industry and government for the many jobs in aviation and discuss the opportunities.

**Selected and Annotated Bibliography on the Social, Political, Economic, and International Aspects of Aviation.** Prepared by the Office of Aviation Training, U. S. Civil Aeronautics Administration.

Washington, U. S. Civil Aeronautics Administration, 1946. 10 p. Mimeographed. Free from the Office of Aviation Training, U. S. Civil Aeronautics Administration, Commerce Building, as long as supply lasts.

Contains 147 items compiled to provide teachers with a broad sampling of recently published materials touching on the various social complications of aviation.

**Statistical Abstract of the United States, 1946.** Compiled by the Bureau of the Census.

Washington, U. S. Government Printing Office, 1946. 1,051 p. \$2.25 (buckram).

Contains important summary statistics on population, trade, finance, and many other subjects.

DEPARTMENT OF LABOR

**Employment Opportunities in Aviation Occupations: Part 2.—Duties, Qualifications, Earnings, and Working Conditions.** Prepared in the Bureau of Labor Statistics.

Washington, U. S. Government Printing Office, 1946. (Bulletin No. 837-2) 45 p. 20 cents.

Describes the duties of and qualifications required for the various positions in the aviation occupations.

**Occupational Outlook Publications.** Compiled by the Bureau of Labor Statistics.

Washington, Department of Labor, 1947. Processed 6-page folder. Free from the Bureau of Labor Statistics.

Lists bulletins and reports which are on sale at the Superintendent of Documents.

DEPARTMENT OF STATE

**Paris Peace Conference, 1919.**

Washington, U. S. Government Printing Office, 1946. In Papers Relating to the Foreign Relations of the United States, Vol. VIII. (Publication 2531),

986 p., \$2.25 (buckram); Vol. IX. (Publication 2599), 1053 p., \$2.75 (buckram).

These volumes together with Volume VII, published in May 1946, contain the minutes of the meetings of the Supreme Council of the Peace Conference after the signing of the Treaty of Versailles with Germany, June 28, 1919. Subjects discussed include the demilitarization of Germany, the troubled Hungarian situation, and the Adriatic problem.

FEDERAL SECURITY AGENCY

**Children in the Community.** By Sybil A. Stone, Elsa Castendyck, and Harold B. Hanson, Children's Bureau, Social Security Administration.

Washington, U. S. Government Printing Office, 1946. 182 p. (Publication 317). 35 cents.

An account of the experimental project set up in St. Paul, Minn., to study ways of discovering and getting treatment to children who were showing behavior difficulties.

**Guiding the Adolescent.** Prepared by the Children's Bureau, Social Security Administration.

Washington, U. S. Government Printing Office, 1947. 83 p. (Publication 225, revised 1946.) 15 cents.

This revised edition brings the bulletin into line with the increased knowledge of teen-age children. It aims to help parents to understand the adolescent and to guide him from childhood to healthy, happy adulthood.

**Homemaker Service: A Method of Child Care.** By Maud Morlock, Children's Bureau, Social Security Administration.

Washington, U. S. Government Printing Office, 1946. 36 p. (Publication 296.) 10 cents.

Discusses the basic procedures and fundamental principles involved in programs designed to preserve family life for children in homes where death of the mother or her absence has disrupted the normal life.

**"Who Am I?"** By Grace Louise Hubbard.

Washington, U. S. Government Printing Office, 1947. (In *The Child*, Vol. 11, No. 8, February 1947, pp. 130-133, published by the Division of Reports, Children's Bureau.) Single copies, 10 cents; annual subscription, \$1.00.

Discusses the problem and policies involved for the social agency in answering this question from the adopted child.

**Workers' Health Series, Nos. 1-14.**

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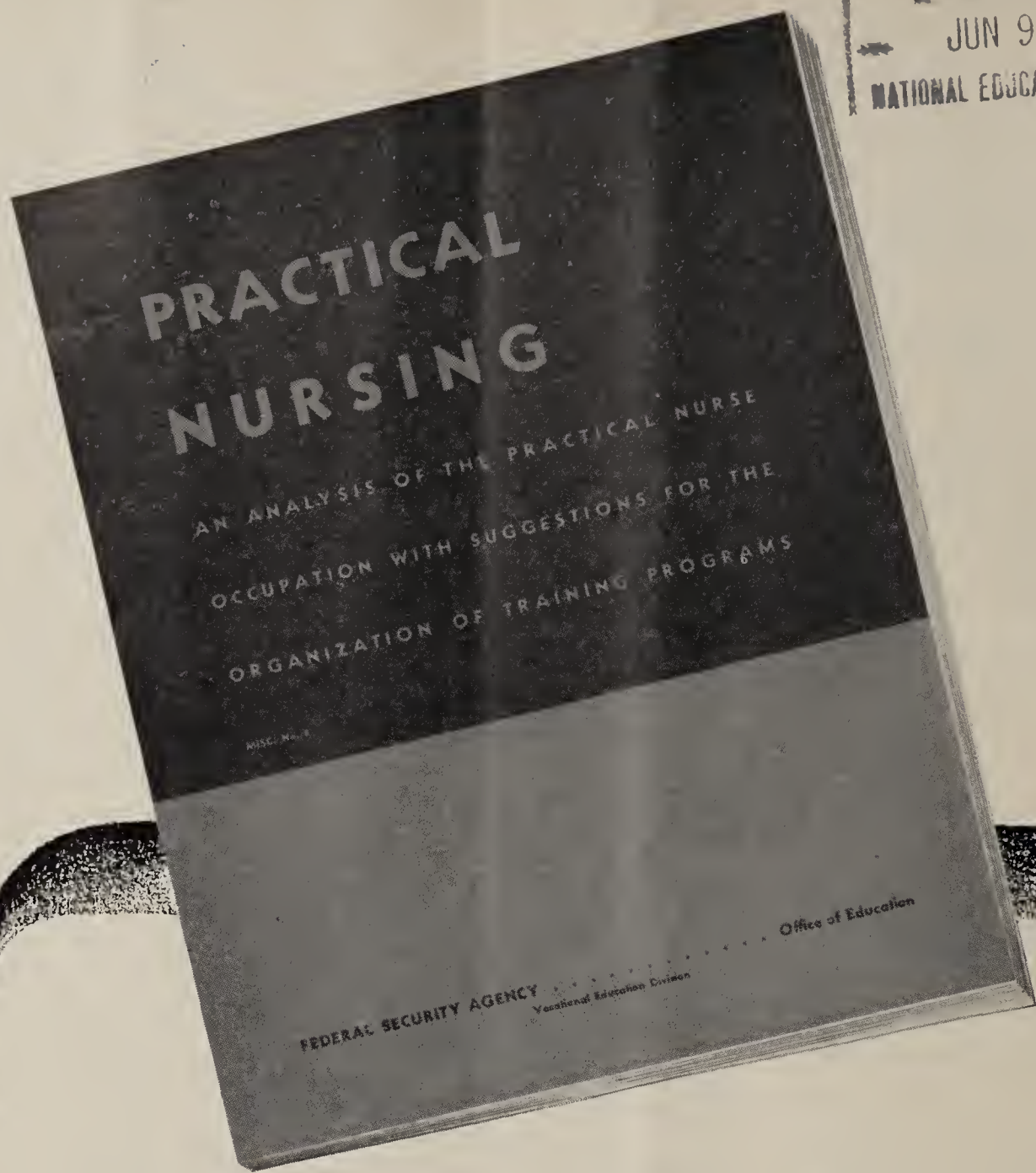
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# School Life

**OFFICIAL JOURNAL OF THE U. S. OFFICE OF EDUCATION**

**Volume 29, No. 10**

## **C O N T E N T S**

**July 1947**

	Page.		Page
<i>UNESCO</i> .....	2	<i>National Conference Develops Plan for Implementing Universal Secondary Education</i> .....	18
<i>Teachers and Children in German Schools</i> .....	3	<i>An Opportunity for International Understanding</i> .....	19
<i>New Curricula in Special Education</i> .....	6	<i>Second Pan American Congress on Physical Education</i> .....	21
<i>Recreation Programs Encouraged Through Federal Inter-Agency Committee</i> .....	7	<i>Educational Orphans</i> .....	25
<i>So You Want to Teach in Latin America?</i> .....	10	<i>Library Services</i> .....	26
<i>State-wide Conference of Visiting Teachers</i> .....	11	<i>Teacher Education and Health</i> .....	28
<i>Pennsylvania's Plan for Financing Its Public Schools</i> .....	12	<i>Educators' Bulletin Board</i> .....	29
<i>Effective Use of Films</i> .....	15	<i>"Don't Feel Sorry for Teachers"</i> .....	30
		<i>U. S. Government Announces New Office of Education Publications</i> ..	31
			32

**FEDERAL SECURITY AGENCY • U. S. Office of Education, Washington, D. C.**

# UNESCO

## Keeping Up With UNESCO

A WORLD-WIDE campaign for a literate world—UNESCO's fundamental education project for 1947—gained further steps, when its planning staff held its first meeting. Main purpose of the meeting, which convened in Paris in mid-April, was to prepare measures for the progress of the campaign against illiteracy. New techniques in education, teacher-training problems, and the use of art in education were on the agenda; also on the agenda was discussion of details of the pilot projects in fundamental education to be undertaken in Haiti, China, and East Africa.

Spotlight turns first on a remote rural section of Haiti, where 75 percent of the total population of 3 million are unable to read or write and where economic conditions are among the worst in the world. First experiment will be made in an area of 20 square miles—population 26,000—selected by the Haitian Government in cooperation with a panel of outside educational experts. There the most advanced teaching aids and techniques are planned to be used. Emphasis will be placed on hygiene, agricultural methods, and community welfare. A report of progress and of effectiveness of methods will be made to UNESCO in November.

Dr. Huxley reported that 55 percent of the world's population could neither read nor write; he then stated that the

world, in his opinion, could not long exist half literate and half illiterate. Logical solution, he thought, is a universal auxiliary language. If adopted, however, it should not replace native tongues but should be used for communicating with other peoples. Alternatives, said Huxley, are creation of three or four hundred new languages (written languages for those only spoken at present) or imposition of one of the four or five present world languages. He did not suggest which should be the universal language.

Among new activities undertaken by UNESCO is reeducation of Germany. Director-General Julian Huxley received assurances of approval and cooperation from the three powers concerned—United States, Britain, and France—which are members of UNESCO. The organization agreed to take action against obstacles to the free flow of information. Meetings of teachers from different nations were among the specific steps suggested. UNESCO will also promote production and wider international exchange of films, broadcasts, and articles.

\* \* \*

Part I of a long-term study of education for international understanding is a study on teaching about the United Nations and its agencies. Member governments have been asked to make inquiries among their schools and to report to UNESCO by the end of June 1947. Comparative summaries will be

used by the UNESCO Teachers Seminar, to be held in Paris during July-August, and by the UNESCO General Conference, scheduled for Mexico City in November.

UNESCO has circulated, through member states, suggestions to youth organizations for stimulating international-mindedness among schools, colleges, and youth clubs. The UNESCO document is intended for groups with members aged 12 to 18 and suggests specific ways of "getting acquainted with the people of other countries" through visits, correspondence, studies, and assistance to youth of war-damaged nations.

## UNESCO Plans World Survey

HOW DOES average daily attendance in France compare with that in the United States or in some other nation of the world? Questions of this type and many others might be answered by a survey of world education. Such a survey, based on comparative statistics, has been planned by a group of educators who recently met in Paris under the auspices of UNESCO.

The group recommended the compilation of four statistical charts and a general questionnaire. These, they proposed, would be circulated by UNESCO to all governments, including the Allied Military Governments of Germany and Japan.

(Turn to page 27)

# School Life

Published monthly except August and September

Federal Security Administrator-----WATSON B. MILLER

U. S. Commissioner of Education----JOHN W. STUDEBAKER

### Purpose

The Congress of the United States established the United States Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

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# TEACHERS AND CHILDREN IN GERMAN SCHOOLS

by Bess Goodykoontz, Member of the United States Education Mission to Germany

**T**HROUGH the bombed-out city of Darmstadt and on out into the peaceful country we drove to visit a one-room country school. We almost passed it, for it looked like a typical German farmhouse. There were vegetable gardens and flower gardens. We entered and found that the school teacher's family lived on the first floor, while the school was in session on the second floor. Herr Schmidt met us courteously, though obviously a little ill at ease with so many strangers.

Two rows of seats, each one holding four children, took all of the window side of the large upstairs room. Another row of seats stretched across the other side at the back. Sixty-seven children in all eight grades were busily at work—eight little first-graders in the tiny seats at the back, grades two to eight crowding the long benches. Quietness reigned in spite of the scratch of slate pencils. Only a few books were in evidence. Most of the children were writing. Embarrassed giggling came from the back bench where the 6- and 7-year-old pupils looked up shyly at the strangers. They were copying their A B C's in neat round letters, fingers and tongues working in unison.

## **A School in the Country**

Herr Schmidt himself moved quickly from putting a lesson on the blackboard to hearing the reading of the younger children or checking the mathematics of the older ones. He was glad to be back, he said. For some months he had been in a prisoner-of-war camp in Italy and now had been at home just a few weeks. Home it was to him for he had taught in this same school 26 years, and he saw no reason to think of moving. Once released from camp, he hurried back home to *his* school where family, school children, and community awaited him. He taught, he said, from 8:30 to 12:30; then after lunch his time belonged to the burgomaster, or mayor, whom he helped with the responsibili-

ties of the community which required writing and record-keeping.

Books being almost impossible to get, Herr Schmidt had brought in a few copies of the local newspaper for work that morning. The second, third, and fourth grades had read together a story from the paper, a legend about their local castle. Now they were all working by themselves—the second grade copying words and phrases, the third grade writing sentences to tell the story, and the fourth grade writing the story in their own words. On some tables nearby was an assortment of garden plants—corn, beans, peas, potatoes, and others. The blackboard showed evidence of the science class' attempt to classify plants according to whether the root, stalk, leaf, or fruit is used for food.

## **Discussed Issues of Trials**

We asked about history and geography, and especially about modern economic and social problems. Herr Schmidt discussed briskly and energetically with his seventh- and eighth-grade pupils some of the issues of the Nurnberg trials. They left no doubt as to their opinions regarding the reasons for the trials and the probable conviction of the persons who had misled Germany.

As we left, Herr Schmidt and all his pupils followed us downstairs to pose for a picture in the schoolyard. There, in their garden-bordered schoolyard, they made for us a picture of a happy, smiling, friendly school group.

Another one-room school we visited was in Bavaria, almost in the shadow of the snow-topped Alps. We had driven through the rich farming country of Bavaria, where every blade of grass was in its place and the fields were clipped down to the very edge of the roadway. In the little community, perhaps a dozen houses, Herr Johann Mueller presided over the school. He, too, conducted the classes in a second-floor schoolroom; but since he was an expellee from eastern Germany, he had not been

long in this little community and still hardly felt at ease. Along with 12 to 14 million other ethnic Germans who had been sent away from their homes in Silesia, Sudetenland, and other eastern provinces under the terms of the Potsdam Agreement, he was not wholeheartedly accepted in the village to which he was sent. For example, in Herr Mueller's case, the schoolhouse was not turned over to him. On the first floor of the school building lived the former schoolmaster of many years standing, who now was ineligible to teach because of his former Nazi activities.

This school was even larger than the other rural school, having a total enrollment of about 120. Not more than 45 were in the room when we visited. Herr Mueller explained with some hesitation that he had himself taken the responsibility of dividing his school into 3 groups with 2 hours of instruction for each. The rest of the time they spent at home. He was not sure, he said, that this would meet with approval, but he believed he was doing the best thing possible for his students.

While we were there he carried on a question and answer discussion with his pupils, with frequent stops for explanation and lecture. He told us he felt somewhat at a disadvantage teaching young children for his training had been for secondary school work, and only the fact of his forced removal from his former home had brought him to teaching elementary school children, the only teaching post available to him then.

## **Secondary Schools Study Languages**

We saw teachers in city schools also. Fraulein Braun, assistant principal of the Oberschule for Girls in Stuttgart, had planned for us a most enjoyable morning's program. The school itself had suffered greatly from the bombing—one whole wing had been shut off, the auditorium was unusable, and many

of the classrooms were badly exposed to the weather. Since this high school specializes in languages, a program had been planned to show us the girls' mastery of ancient and modern tongues. We sat in an honored place in the center hallway, while the girls stood in rows along the wall. After some music, two girls stepped out from the lines and one spoke a poem in Greek. Immediately the other girl translated in beautifully phrased German. There followed several other Greek poems, then Latin, German, and English poems—always with their translation accompaniment. They had honored the visitors by selecting one American poem in the English group, "The Arrow and the Song," by Longfellow:

I breathed a song into the air,  
It fell to earth, I knew not where;

\* \* \* \* \*

And the song from beginning to end,  
I found again in the heart of a friend.

The program ended with some beautiful music, the chorus directed by the students themselves. They did not have a music director this year, Fraulein Braun explained.

A boys' high school was on our visiting list too. This was in a large and imposing but older type structure which now housed 3 separate high-school organizations. The bombing had destroyed 2 of the buildings and so all 3 high schools now lived in the one remaining building—a mathematics high school, a science high school, and a language high school. There seemed to be the utmost friendliness between the 3 principals, but no intermingling of students. Each school organization remained intact. We conferred with the principals about their respective programs for the morning and finally selected a class in modern history. There we found Herr Doktor Garz lecturing to a group of more than 70 young men ranging in age from 19 to 26. All but 12 had been in war service, but now they were back at school to complete their last year before graduation. They were hearing this morning a lecture on Charlemagne, delivered with much enthusiasm and energy by Herr Garz.

After half an hour of Charlemagne, one of us asked whether this was a class in modern history and if so, might we discuss current events with the class.

Herr Garz replied that he did not think that would be wise, and continued with Charlemagne. Before we left we discussed with the class their plans for the future—whether they were going on to the university, or what vocations they planned to choose. Only a few could go on to the university, and those, for the most part, were the sons of men who had attended the university. None planned to teach. A variety of other vocations was mentioned by the students.

### **Common Basis Needed for Understanding**

We left then but were followed immediately by Herr Garz, who apologized and showed much concern that he had not granted the request of the visitors to discuss current events. He explained, "I am myself a student of modern history. I was in England at the outbreak of the war, completing my graduate work in current history. When I returned, I was not entirely welcome. How could I have been away when my country needed me so sorely! Now, after some years of war service, I am back at my teaching post. I want to teach recent history and its implications. The young men whom I teach need to have information and a philosophy about recent events. I started with modern history but met only blank stares, or possibly unfriendliness. The students had been told too many things that were not true. They were suspicious of any stranger, as I was, trying to explain what had happened. I found that it was necessary to get a common basis for discussion, and so I went back and back until we came to Charlemagne, which we could discuss together. Give us time; we shall reach modern problems."

### **Emergency Teachers Colleges**

Out in the country from Wiesbaden we visited one of the emergency teachers colleges which train school assistants (schulhelfer). These emergency teachers attend a 3 months' course in teaching methods, pedagogy, and psychology and then go out to their teaching positions in the elementary schools. Most of them hope to teach in the country because there they can have their own gardens and maybe a pig and some chickens. When properly trained and

qualified teachers are ready to take the place of these emergency teachers, they may return to teacher-training institutions and secure proper credentials.

The emergency teachers college we visited was situated in a castle, a part of which was filled with treasures of the past, and was under military guard. Buildings in the courtyard had been released for the teachers college, and there we saw classes and visited with the student council. This council is a relatively new development and a popular one in German schools, which the American Education Division of Military Government has promoted. In the public school just down the way from the castle we saw practice teachers at work. In a first grade of more than 60 little girls we heard Herr Bauer hold forth, with the regular first-grade teacher at the back of the room but nevertheless an active participant.

### **Care for Happiness of Young Children**

Herr Bauer's lesson plan for the morning probably showed that he would teach adding and subtracting of numbers from 1 to 10. But to the delight of these 60 happy youngsters he said, "I shall invite these people to my party—mother, father, my two brothers, my aunt, Johann from across the street and his sister Freda and their cousin Marta. How many does that make?" Wild waving of hands and great effort to keep from shouting! When it was settled that 8 would be at the party besides the teacher himself, he said, "Now that will be a problem. I have two chairs in the kitchen, two chairs in the living room and a bench on the porch which will seat two. I will have to borrow some chairs. How many more will I need?" Again there followed delighted waving of hands and a bit of giggling because teacher had got himself into such a fix. Without much attention to the visitors the party-planning went on through all the stages of getting cakes (much licking of lips) and of putting candles on cakes and of serving the portions. When the party was all planned, Herr Bauer went to the blackboard and said, "Now let me get this straight," and then he materialized the party in sums which they helped him work out.

Similar care for the happiness of

young children we saw in a school in a beautiful residential section of Munich. This school had two kindergartens. In other cities we had not found kindergartens in the schools. Usually they were separate institutions under welfare departments and were more like our day nurseries than either nursery schools or kindergartens. But besides the kindergartens in this school, which fortunately had not been touched by bombing because it was away from the center of town, we visited Frau Hoffmann, who was in charge of the classroom for children who wished to stay longer at the school than the regular school session—extended school service we would have called it here at home. Sometimes children needed to stay longer because their mothers were at work and no one would be at home to care for them; sometimes it was because home was a particularly cold or dreary place to work or play or be comfortable in right then. And so this classroom where children came after the regular sessions to work, to play, to rest, and to have their lunch was a happy, cheerful, busy place. There were little children and older ones, brothers and sisters, all together. Some came early, others came at noon, but always the program was an informal one which was fitted to the needs of any individual who came. Frau Hoffmann took them all and tried to do for each one what he needed.

These home problems of young children and the pressures of the situations made us wonder what sort of early maturity might result. In Esslingen, that gem of a village out from Stuttgart, we visited the village school on a Saturday morning. Its windows opened on the market place which on one side held the Old Town House, dating back to 1430, and on the other side the magnificent Town Church, dating to the 13th century. Its high covered bridge between the towers is a landmark for all to see for miles around. This Saturday morning found us wandering pleasantly in the market place, where Saturday's shopping was under way. The big beautiful cabbages, the yellow squashes, red and green peppers, and other vegetables were being carefully selected.

With this picture of food fresh in our minds we entered the school and visited the fourth grade where Fraulein Boun,

another expellee from Silesia, was teaching 60 little boys and girls. "Grüss Gott," they greeted us and then looked solemnly at us. Since it was nearly time for school to be out, we talked informally with the children. As we might have done at home, we asked what they had had for breakfast. Not more than a third had had breakfast. The others said, "The bread is all gone; we don't get our new ration until this afternoon; we hadn't enough for both breakfast and dinner so we are waiting until we get out of school; but I had supper last night, both potatoes and vegetables"; and so on. Asked whether they had meat or eggs or milk, they said: "Yes, meat sometimes on Sunday; milk only a little bit when we can get out into the country."

### ***Usual Range of Trade Interest***

We talked with these children about what they would do next year, for the fourth grade is an important time of decision in German schools. At that point children and their parents must decide whether each boy and girl will leave the elementary school and go to a secondary school, a serious decision since tuition costs in secondary schools are high, or whether they will stay in the same school for another 4 years and then take their trade training. In most fourth grades only a few children, perhaps 3 or 4 in 60, will be planning to go to a secondary school and then on to a university. The rest have decided that they will be butchers, bakers, saddlers, household workers, farmers, locksmiths, clerks, and a variety of other tradesmen. Here in this fourth grade we found the usual range of trade interests, and the usual astonishing number of preferences for being butchers, bakers, gardeners, and other types of workers with food.

The trade schools they would go to from such villages as Esslingen are having difficult times, too. Herr Bruening showed us his building-trades school in Stuttgart. Only a shell remained after the bombing. It had been in the center of the government and business section of the town. All around were stark staring walls, but the school itself was a hum of busyness. We climbed creaked planks up four floors to the roof, and as we climbed we watched students

and their supervisors hard at work. "What more sensible," said Herr Bruening, "than for students of building-trades to rebuild their own buildings?" No public funds had been available for reconstruction, and so this vocational school principal had passed the hat to the trade-unions and businessmen and had secured enough funds to employ master craftsmen to supervise the reconditioning of the building. The students themselves were learning by doing.

As we left, the principal said, "Let me show you my plan for the future," and there in his office he showed us a plaster model of an extensive and beautiful series of buildings. "A central building trades school", he said, "is what our city needs. Why build small schools all over the city?" Asked where he would find enough space for such an expansion, he pointed out through the glassless windows to the surrounding area and said, "The bombs did that for us. The city will give us the land. We have the plan. We shall go forward as fast as possible."

We talked with persons who were no longer employed in the schools but who had formerly held positions of importance. In one city we met Frau Hartmann, who had been in the Ministry of Education. More than 70 now, she was no longer teaching but was extremely influential nevertheless. She and a group of school people met with us one evening at a friendly party to discuss informally the educational problems in Germany. Frau Hartmann told what had been the hope and ambitions for German schools during the days of the Republic. She told how she and many of her colleagues had been disqualified during the Nazi regime because of their known leanings towards democracy in education.

### ***"Build Bridges of Friendship"***

One of us said to the group after much conversation had led to an ease of understanding, "You know we Americans never want to stay away from home very long. The soldiers want to go home and the people back home in America want them to come home. Isn't that what you people want, too?" The group was silent for a little while and then Frau Hartmann said, "I think I could stand anything but that. Some

of us have lost everything, our homes, our positions, our families, and our friends. Some of us older ones not only have lost these hard years, but because of our age there is no chance for us to try again through the schools to set Germany on democratic ways. Our only hope, we believe, is that you stand by while the younger ones among us try to accomplish that goal. There will eventually be treaties and governmental understandings; but in the meantime cannot our profession build bridges of friendship and cooperation that will help us who teach to bring up another generation that will carry on in the democratic way?"

These then are some teachers and children at work in Germany. They face appalling physical conditions—buildings wrecked, or, if still standing, dark and dreary, cold and sometimes insanitary.

Their teaching tools are gone. Books are coming only slowly, and those that come are easiest to make, such as spelling books, mathematics books, primary readers. The great need is for instructional materials in the social sciences that will help to build new points of view for a nation's rebirth and for that nation's participation in world affairs. Meantime teachers must teach with what they know or what they think, and they must wait week after week for the things that children and young people need to work with.

### **"Be Patient While We Try"**

If democracy does not thrive on an empty stomach neither does the desire for learning. Physical health and emotional stability must be worked for anywhere. But how does a teacher teach 80 hungry, cold, shoeless, frightened children, especially if the teacher himself is hungry, cold, ill-clothed, and insecure? And German teachers are all of that at the present time. But perhaps even worse than the lack of facilities for personal care and physical fitness is their lack of security in sound professional training and recognized status. Many of them are older people who have been called back into service; many are young persons not yet fully accredited; some are persons who never taught before but who had more than the average education and therefore were brought into service.

All have suffered from professional isolation during the past 15 years, and now they seek eagerly in the faces of visitors and in their speech for evidence of a willingness to cooperate, at least on a professional basis. If not in words, they say in their actions: "We are trying to do here what you are trying to do at home—to make democracy real and convincing. Tell us how you do it. Be patient while we try."

## **New Curricula in Special Education**

TEACHERS of exceptional children, like all other teachers, are greatly in demand. There are all too few to supply the need in public schools throughout the country. Colleges and universities are increasingly recognizing the importance of offering curricula that will adequately prepare teachers of the physically handicapped, the mentally retarded, the speech defective, the socially maladjusted, and the gifted and talented. Some teacher-education institutions are inaugurating entirely new programs in this field that promise much; others are further developing programs that have been under way for many years.

For example, the New York State College for Teachers at Buffalo has announced, in its 1947-48 bulletin, five new curricula for preparing teachers in the education of handicapped children. Upon initial entrance to the college a student may declare his intention of enrolling in the Department of Education for Handicapped Children, or if he is undecided, he may withhold his decision until the beginning of the second semester of his sophomore year. In either case the student will follow an elementary education training program for the freshman year and enroll in special education during the first semester of the sophomore year.

The five areas of specialization in the Department of Education for Handicapped Children are: Education of hard of hearing children; education of mentally retarded children; education of orthopedically handicapped children; education of partially sighted children; and speech correction.

Through the cooperation of the Buffalo Public Schools, Meyer Memorial

Hospital, Children's Hospital, and Crippled Children's Guild, clinics and special classes are used for observation, participation, and practice teaching.

Upon graduation each student meeting the requirements in a field of specialization will be certified by the New York State Department of Education to teach not only in his chosen special area but also in the elementary grades. A student majoring in special education may select only one field in which to concentrate.

Illinois State Normal University has recently announced the program offered by the Division of Special Education, including undergraduate and graduate courses. Curricula lead to both a bachelor's and a master's degree, with a major in special education for the deaf and hard of hearing, the partially sighted, the crippled, the mentally handicapped, the socially maladjusted, or the speech defective. The 1947 summer program includes a special conference on curriculum planning for the mentally retarded.

Since 1943, the Department of Education of the University of North Carolina, in cooperation with the summer session and the Extension Division, has conducted a teacher-education program in special education. The 1947 program will include: Anatomy and physiology; and laboratory courses in speech therapy, sight conservation, hearing conservation, and in teaching the orthopedically handicapped. The North Carolina League for Crippled Children will participate by conducting a center for children with hearing, speech, and orthopedic defects at the Chapel Hill Elementary School. The clinical and laboratory work of the teacher-education courses will be done in connection with the center. Practical training in handicrafts will be offered.

Beginning in 1946, the State of Texas has inaugurated summer courses in special education in all of its teacher-education institutions. Orientation courses and full-time workshops are the special features of the program. Teachers in service from all parts of the State are invited to attend, many of them with the aid of scholarships provided by the State.

Summer school work should help teachers of regular grades to identify

*(Turn to page 9)*

# Recreation Programs Encouraged Through Federal Inter-Agency Committee

by Walter L. Scott, Executive Secretary,  
Federal Inter-Agency Committee on Recreation

**I**N RECENT YEARS our citizens have gained a new appreciation of the values derived from participation in recreation activities which contribute so richly to the American way of life. Although many communities promoted recreation programs prior to 1941, the war emphasized and demonstrated the value of recreation to millions of people. The Recreation Division in the Office of Community War Services of the Federal Security Agency provided recreation services extensively and effectively. The USO programs for servicemen were effective in developing and maintaining morale. So many Americans have experienced satisfactions derived from participation in wholesome recreation activities that popular support for such services is increasing. The recreational side of life is now generally accepted as an important segment in the living process.

While public financial support for recreation is increasing in many States, even the most progressive ones, recreationally speaking, are expending less than half of what they should be, according to leading recreation authorities. The States of Washington and California have recently completed comprehensive recreation surveys and the findings indicate that many small cities have no recreation programs, while even the better developed programs in the larger cities leave much to be desired. The California survey disclosed that on an average only 75¢ per capita was being spent in cities of 10,000 to 24,000 population which is about one-third of the amount needed. The same report also indicated that only one-fourth of the cities under 10,000 population have year-round organized recreation. One of the complaints most frequently heard today from all States is that only relatively few small cities and rural communities have adequate recreation

facilities or activities. Rural areas, towns, cities, counties, States, and the Federal Government are aware of the Nation-wide needs for adequate recreation facilities and services. It will take cooperative planning by all working together to meet the problem.

Since organization of the Federal Inter-Agency Committee on Recreation, in September 1946, the Committee has held regular monthly meetings, a number of special meetings, and many subcommittee meetings.

## **Committee Membership**

There are probably a dozen or more Federal bureaus or agencies that have some interest in public recreation. In organizing this Committee, its sponsors agreed that it should be a small, informal working group; therefore only those Federal agencies believed to have major responsibilities of directing, sponsoring, or promoting recreational activities, programs, and services are represented in the group. They are as follows:

*Department of Agriculture:* Extension Service, Forest Service; *Federal Security Agency:* Children's Bureau, U. S. Office of Education; *Department of the Interior:* Fish and Wildlife Service, National Park Service; *War Department:* Corps of Engineers.

Representatives from other Federal agencies are invited to attend meetings whenever subjects of particular interest to them are to be discussed.

## **Committee Objectives**

The Committee serves primarily as a clearinghouse for the exchange of information on policies, experiences, plans, methods, and procedures among the Federal agencies. Each member has had the opportunity to explain the work of his agency to the group. In doing this, all have become more familiar with the basic laws, objectives, activities,

plans, and problems of each agency. Out of Committee discussions, members believe progress toward such goals as voluntary self-coordination and cooperative planning may well come. As unmet recreation needs are identified, the Federal agencies will do what they can to meet them. All are interested in strengthening their own recreation programs and services and in avoiding duplications of service. The Committee meetings tend to keep the thinking of its members up to date on recreational developments and problems everywhere; new recreational publications, surveys, and studies are regularly secured for Committee use.

## **Office of Education Interested**

Those who work in the schools of the Nation are already familiar with the types of school recreation carried on throughout the country and the tremendous resources possessed by the schools which can be used for recreation. School authorities in hundreds of communities have been pioneers in making many school facilities, areas, and supplies available for public recreation—often in cooperation with jointly sponsored school-community programs. Colleges and universities have trained many professional recreation leaders, and other school personnel have been employed as play leaders, recreation supervisors, and superintendents. Boards of education have been liberal in their financial support of recreation in many States, and the trend toward more school-district organization for recreation continues as adults are demanding more recreation for themselves as well as for their children.

School recreation also includes many physical education activities which are often designed to teach recreational skills: The recess, before and after school periods, and the vacation play-

ground programs, the intramural and interscholastic sports programs for older students, and the girls' playdays, art, crafts, drama, nature study, music, hobbies, and libraries—all are designed to enrich the recreational experiences of students.

The personnel in the U. S. Office of Education has for many years understood the importance of recreation and the contribution of the schools to education for the "wise use of leisure." Many objectives of education and recreation are held in common. It is practically impossible to conceive of an adequate recreational program being developed anywhere without the use of school facilities; in many communities the schools possess the only recreation areas or facilities available.

### **Contribution of Extension Service**

The Extension Service in the Department of Agriculture is primarily interested in working along three main lines: (1) Agricultural education for farmers; (2) home economics education for rural women; and (3) 4-H Club work for rural boys and girls 10–20 years old. Many incidental activities, recreational in character, are organized as a part of this work. The annual camps conducted in many sections of the country for women afford one such example. It is estimated that about 32 percent of the total 4-H Club time is occupied in the pursuit of some types of recreation activity. The 4-H Club program combines work and play but would be less valuable for recreation if the work elements were omitted.

There were 1,590,000 active 4-H Club members in the United States in 1945. In the same year nearly 5,000,000 farm families and 2,000,000 town and village families were influenced by some phase of extension work. In 1945, 26,372 communities were assisted in improving community recreational facilities; 42,000 community organizations of various kinds were assisted with programs, meetings, and organizational problems; 296 communities or counties were assisted in establishing new camps for rural people; and 5,739 communities were helped to build library facilities. Over 450,000 families were assisted in improving home recreation through home-made equipment and games, home

music, reading, and relaxation practice. To provide leadership, Extension Service gave 68,496 man-days in 1945 and trained over 100,000 volunteer recreation workers.

The role of the State extension services in recreation is primarily in the fields of organization and leadership training for the purpose of helping rural people organize to secure better recreation. About 18 States now have recreation specialists on their State extension staffs, and a number of other States have rural sociology or community organization specialists who devote part of their time to recreation, organization, and leadership training.

In addition to those employed in Federal and State offices, one or more employed extension workers will be found in nearly every one of the 3,000 counties in the United States. Assisting these county extension agents are not only dozens of Federal and State specialists in various fields of interests but also nearly 1,100,000 volunteer leaders recruited from the ranks of rural people themselves. State specialists also are available to church organizations, granges, and other local groups. The State recreation and rural organization specialists are also available to communities for helping them analyze their recreational problems and assisting them in mobilizing local resources and improving community recreational opportunities and facilities, especially for young people.

Recreation activities most frequently found in Extension Service are: Community and family music, folk dancing and drama, indoor and outdoor games and athletics, parties, camping, picnicking, handcraft, nature study, and reading.

### **Forest Service Provides Recreation**

The National Forest Service administers the use of 150 national forests which are open to the public for recreational use. These forests comprise 179,000,000 acres of land and are located in 40 States, Puerto Rico, and Alaska. While the Forest Service is primarily responsible for developing and protecting watersheds, timber resources, and other values, those employed also have more than an incidental interest in recreation.

The national forests annually accom-

modate more than 18,000,000 visitors who enjoy hunting, fishing, camping, picnicking, boating, skiing, swimming, hiking, horseback riding, nature study, camera hunting, motoring, wilderness travel, and all types of winter sports including skiing, skating, and tobogganing. In the national forests there are 76 wilderness areas totaling 14,000,000 acres, which represent about 8 percent of the total national forest areas. These areas hold special interest for many nature lovers seeking recreation benefits. In addition to the visitors mentioned above, it is estimated that 28,000,000 drove over the national forest roads and highways to enjoy the forest environment and scenery.

The Service provides 34,000 individual camping and picnicking sites which will accommodate 281,000 people. There are 254 winter sports areas spread over 51,000 acres that will accommodate 156,000 people at one time. The Forest Service has 54 organization camps which will accommodate 5,000 people. There are also 311 organization camps built, owned, and operated by such organizations as Boy Scouts, 4-H Clubs, or cities; they have a total capacity of 28,000 and occupy 6,600 acres of land. There are 168,676 miles of improved trails for those who enjoy hiking and 24,354 miles of highways and 136,083 miles of forest development roads, making altogether a total of 329,113 miles of roads and trails which provide a thrilling challenge to the new car owner or the hiking enthusiast.

The Forest Service has cooperated with many communities by assisting them in the development of community forests, and many of these have become very popular for recreational use. The Service has also worked consistently with the States by helping in the development of State forests which today comprise 732 units in 39 States and cover 13,400,000 acres.

### **An Objective of National Park Service**

The National Park Service administers four types of areas: (1) scenic, (2) historic, (3) scientific, and (4) parkways. The principal objective of this bureau is to provide recreational opportunities for the people. The 20,472,562 acres administered by the National



Park Service contain a wide variety of interesting scenery and many irreplaceable wonders. The national parks have long been known as meccas of beauty, rest, and relaxation.

There were 21,682,782 visitors accommodated in the various areas in 1946. The National Park Service has developed a large number of splendid recreation facilities for the enjoyment of the public; among these are 9,319 camp sites with a capacity for 37,276 people. Overnight accommodations, including tents, cabins, lodges, and hotels for 19,890 people, are available. The system also maintains 6,000 miles of trails for hikers and horseback riders and 100 museums which provide opportunities for nature study. One of the interesting national park innovations in recent years has been the development of 46 recreation demonstration areas in 24 States which occupy 400,000 acres and which cost \$4,500,000 for land acquisition alone.

Recreation activities most commonly found in the national parks include the following: Sightseeing, touring, fishing, picnicking, swimming, camping, boating, hiking, nature study, sports and games, horseback riding, winter sports, interpretative programs, lodge programs, auto-guided trips, and wildlife appreciation. Many enjoy their hobbies of sketching, painting, and photography while visiting the parks.

### **Fish and Wildlife Service Extensive**

The Fish and Wildlife Service administers the conservation program on 905,361,920 acres of land and 28,965,780 acres of inland water. This conservation program affects the recreational pleasures of 40,000,000 people. More than 18,000,000 hunting and fishing licenses are issued each year, and it is a concern of the Agency to protect and nurture the fish and wildlife resources of this country so that hunting and fishing sports will continue.

The Government has spent more than \$20,000,000 in acquiring and restoring 350,000,000 acres in the United States for game refuges, and much of it is reserved for wildlife breeding areas in the northern tier of States. For bird life the Service maintains 275 areas, which includes 7,177,480 acres. Altogether there are today 965,870,226 acres

in the country available for big game, and of this area 14,488,053 acres are inland water areas. The big game population of this country was 7,148,422 in 1943. The fish and wildlife resources of the country in 1945 were estimated to be worth \$14,000,000,000. Some facilities for camping and other recreation activities have been built in several of the refuges.

### **Children's Bureau Concerned**

The Children's Bureau is given the responsibility by law to "investigate and report upon all matters pertaining to the welfare of children and child life among all classes of our people." In dealing with children and in the interest of children with parents, those employed in this Service are constantly reminded of the part recreation plays in the lives of children. This Bureau is frequently concerned with certain aspects of commercial recreation to which children are exposed, and they are often called upon to make studies and surveys and to conduct research aimed at assisting communities in their efforts to secure better types of commercial recreation.

Those engaged in child-guidance work and social group activities are constantly impressed with the need for carrying on socially approved types of public recreation in all communities of our Nation in order that children may find proper outlets for their boundless energy. The Bureau also concerns itself with the recreational welfare of children under institutional care. The personnel in this Bureau cooperates closely with public and private agencies in the States, counties, and communities.

### **Corps of Engineers Provide Extensive Recreation Areas**

The Corps of Engineers, U. S. Army, is primarily concerned with developments involving flood control, navigation, consumptive water use, and power development projects, singly or in combination. The construction of many massive dams throughout the country has resulted in the creation of many large lakes, which have great recreational values in addition to the other uses. The public has been attracted to many of these lakes and surrounding land areas because they possess tremen-

dous recreation values. It has been the policy of the Engineers to work with States and communities in helping them develop the recreation facilities demanded by the people living near the larger reservoirs. The use of reservoir areas for recreation purposes is encouraged whenever such use is not inconsistent with the principal uses for which the projects are developed. Some of these places make excellent fish and wildlife refuges.

Among the recreation activities most commonly found in these reservoir areas are scenic motoring, swimming, hiking, boating, camping, and fishing. In some places, overnight camping accommodations have been supplied. Private interests often develop recreation facilities on private land adjacent to the Government reservations.

### **Health Association Meets**

SEVENTY-FIVE years of progress in public health will be the theme of the 75th annual meeting of the American Public Health Association in Atlantic City, N. J., October 6-10. A dozen national health organizations will help APHA celebrate its anniversary, including: American School Health Association, Association of Maternal and Child Health Directors, Association of State and Territorial Health Officers, Conference of State Directors of Health Education, and others.

### **New Curricula**

*(From page 6)*

children with special problems and to adjust the school program for them. Some it will help to become specialized teachers of exceptional children. Both types of preparation are sorely needed.

These four programs are cited merely as examples of recent developments. They are only a few of the many excellent offerings now being made to help prepare teachers of exceptional children. The States are exceeding all precedents in making special education available, through legislative action, to the children who need it. They must inevitably accompany such action by also providing adequately prepared teachers to carry on the program.

# So You Want to Teach in Latin America!

by Delia Goetz, Specialist, International Educational Relations Division

MARY SMITH, fifth-grade teacher in the Centerville public school, stuffed a bunch of arithmetic papers into her top desk drawer, shoved the attendance record in after it, pushed the drawer shut with a bang, and turned the key. This was—she hoped—her last term in this school, in this town, and in these United States. She couldn't take another year of it and she ticked off the reasons.

She had been in Centerville since she graduated 5 years ago. She knew everyone and everyone knew her. Barring a possible newcomer or two, she even knew the children she would have in her class next year. She disliked cold weather, and Centerville winters were long. And the principal's stormy disposition was as hard to take as the climate.

She knew what she would do. She would get a teaching job in Latin America next year. She had always wanted to travel, and that was a glamorous place as anyone knew who had ever been to the movies. There were other things, too, that everyone knew about the lands south of the border. You could live on next to nothing, so you'd save a lot of money. No one worked hard. The hours were short. And the social whirl would be terrific. True, she didn't remember who had told her these things or just where she had gotten the ideas. But she was certain they were correct.

## What One Teacher Learned

So she asked the U. S. Office of Education for information on teaching positions in Latin America. She received a leaflet on the subject. Briefly, here is what Mary Smith found out. From time to time teaching positions in Latin America are open to citizens of the United States. A few teachers get positions in elementary or secondary schools in the public school system of the country or in schools operated under private auspices. Some teach English in the Cultural Institutes in the more important cities in Latin America. Now and then there is an opportunity to

teach English or some other subject in a university.

In order to assist various agencies, both public and private, the American Republics Section of the Division of International Educational Relations maintains a roster of names of teachers who are available to teach in the other American Republics. Those who wish may have their names added to the roster by filling in application forms which are sent on request to the agency or school which needs a teacher.

Mary Smith sent for the form, filled it in, and returned it. In a few days she received an acknowledgment of receipt of the application together with the information that she would be notified of any position for which her qualifications fitted her and she could apply. For a few weeks she watched the mail for word of a possible position. None came.

## Notified of Vacancy

The summer passed. Late in the fall the U. S. Office of Education notified Mary Smith of a vacancy in a fifth grade in a school in Guatemala. If she wanted to be considered an applicant, the Office would add her name to the others they were suggesting to the director of the school.

Meanwhile, however, Mary had had a good, restful vacation and was back in Centerville. The weather was fine. There was a new principal, and she was pretty well satisfied with her work. So she didn't do anything about the opening in Guatemala. Yet even had she wanted to, she might not have been able to be released from her contract. For what she had overlooked on the leaflet was the paragraph about the school year. In most Latin American countries the school year does not coincide with our own. It may vary within the same country. In the interior of Ecuador, for instance, the school year is from October to June; while on the coast it is from April to December. It would be wise for you to clear with the school board to be sure that it is possible to

be released should a position come through during the year.

In some schools you will need to know the language of the country. Keep in mind that, although Spanish is the official language of 18 of the American Republics, Portuguese is spoken in Brazil and French is the language of Haiti.

## Cost of Living High

If you go to Latin America expecting to save most of your salary, you will very likely be disappointed. The cost of living is high in most places today. Some positions pay your round-trip transportation if you stay a certain length of time. Others don't.

If you have definite notions about the kind of climate you want to live in—if you can't bear the cold or get all limp in the heat—consult a topographical map and keep in mind that altitude as well as longitude determines climate. The teacher who wrote, "I don't want to teach in a place as close to the equator as Quito; I'd like a cooler climate," didn't realize how comfortable she would be there in red flannels after sunset the year round.

Snap teaching jobs are about as scarce in Latin America as they are in the United States. In most places the hours are long. You would teach a half day on Saturday in many schools or spend most of the morning at the principal's weekly staff meeting. There may not be classes on Wednesday afternoon, but you would probably have to take your class to the stadium for sports or go with them on a field trip.

As for that social whirl, you may or may not have it. Despite their cordial manner, people in Latin America are slow to invite you into their homes. They will send flowers, take you for a drive, invite you to the theater, but usually you must have been in the place a long time before you are invited to a family dinner. Some of the positions, particularly those in schools maintained by industrial concerns, may be in out-of-the-way places. And as you would in an isolated community in this country, you must be prepared to make your own good times. Remember that as a teacher in some places you will have to comply with the customs of the country. There are still many places in Latin America where girls unchaperoned do not go out with men. If you say as one

teacher said, "But I'm from the United States; this doesn't apply to me," you may not stay long in your position.

However, teaching in Latin America can be a valuable and an enjoyable experience. How worth while it proves depends largely on your reason for going and how well you get along with your fellow workers. A superior manner is even harder to take from a foreigner than from a fellow citizen. The teacher who gave as her reason for going, "To spread my knowledge" may not realize how much knowledge she could also gain there; that she would meet intelligent, well-educated people and work with many well-trained teachers who are familiar with modern methods of education. Furthermore, they will have a vast amount of information about the history and geography of her own country and would appreciate her interest in theirs.

### **Tangible and Intangible Results**

The applicant who said, "I have no ulterior motives for applying for such a position" was somewhat reassuring; but the one who wrote that she wanted to go "To learn as much as I can about the people, their language, and their customs and to give as good an impression as possible of the United States" is bound to have a valuable and broadening experience. The tangible results will be the knowledge of another language, another people and their culture, and the satisfaction of having helped to make your country and its people better understood and liked abroad.

There will be intangibles, too, that enrich your experience: The memory of the children who painstakingly learned the words of the Star Spangled Banner and serenaded you early on New Year's morning, the friends who called to congratulate you on the Fourth of July, the eagerness with which they brought unusual flowers and fruit and explained the customs of their country once you indicated an interest, the flattery of their thousands of questions about life in your own country, the straight faces with which they listened to your worst floundering in their language and the tact with which they assured you that you spoke their language beautifully, the fabulous gift of dozens of orchids, the wonder of a

trip into the jungle, or a flight over the Andes.

And finally, back home again, the letters from friends who write, "We look forward to your letters and we write to you with the frankness and affection of old friends," will give you the satisfaction of having done a solid job of building better inter-American relations.

## **State-Wide Conference of Visiting Teachers**

THE FIRST State-wide conference for visiting teachers in Virginia since inauguration of the visiting teacher program in 1945, was held at Natural Bridge, Va., April 24-26, 1947. Sixty-nine visiting teachers, 4 division superintendents, 9 members of the State Department of Education, and 2 out-of-State consultants were in attendance at this conference.

The purposes of the conference were threefold: (1) To give the visiting teachers throughout the State an opportunity to know one another and build an attitude of cooperative participation in developing the visiting-teacher program in Virginia; (2) to provide free and full discussion of the problems of most vital concern to visiting teachers at this time; and (3) to secure out of this discussion basic material for the development of a tentative handbook for visiting teachers.

The conference was planned cooperatively by the Division of Elementary Education of the State Department of Education and the chairmen from the 8 regional group organizations of visiting teachers over the State. At a joint meeting of these 2 groups on March 31, 10 problems were selected for study, and it was decided that the conference should be of a work type to give each member an opportunity to participate in the discussion of a particular problem. A list of the problems with a brief statement of the possible scope was sent to each visiting teacher in the field so that he or she might indicate first and second choices. A leader for discussion of each of the 10 problems was chosen from the visiting teacher group. Four members of the State Department of Education in addition to the members of the Division of Elementary Educa-

tion were selected to serve as consultants to the different groups. Miss Hazel Gabbard, U. S. Office of Education, and Miss Florence Poole, President, National Association of School Social Workers, were guests and served as consultants to the various groups.

The program was arranged to provide some working time for the study groups and some time for general meetings with the entire group. The evenings were left free for recreation which was planned by a committee selected from the group. Meeting places were provided for each of the 10 study groups and time was provided for both morning and afternoon sessions.

The 10 group leaders and the consultants had 2 meetings preceding the opening general meeting to discuss the organization of the conference and also the problems for study. This group participated for a brief period in a discussion of each of the 10 problems in order to give each leader an opportunity to see how his problem might be approached and also to think through some of the desirable procedures in group discussion.

Five general meetings were held during the conference. At the first general session a statement of the purposes and plans for the conference was made, and Miss Gabbard spoke on *The Place of the Visiting Teacher in the Total School Program*. In the second general meeting Miss Poole spoke on *Understanding the Growth and Development of Children*. A third general session was devoted to the topic, *Conserving and Developing Virginia's Children and Youth Through Public Welfare, Through Public Health, and Through Public Education*. Representatives from each of these fields presented 20-minute talks, which were followed by discussion from the floor. The 2 remaining general sessions were devoted to high lighting the work which had been carried on in the small groups. These groups reported informally on the discussions they had held and participated with the entire group in discussion of questions raised. In these meetings participation involved approximately 50 percent of the membership of the conference.

There seemed to be full recognition of the fact that the visiting-teacher pro-

gram is in the process of development and that wide participation from the field is necessary in the policy making which is involved.

Each group leader selected a member to record the opinions of that group. This information will be used later in a workshop composed of a small, yet representative, group of visiting teachers, who will write a tentative handbook.

The problems which were discussed in the conference were as follows:

How is the visiting teacher's work planned and operated on a cooperative basis with the whole school staff?

What is the visiting teacher's function in regard to school attendance problems?

What is a desirable program of pre-service, in-service, and advanced training for visiting teachers?

What kind of records does the visiting teacher need to keep on children and what type of report to the State Department will best serve to give a picture of the work in the field and to aid in analyzing problems and determining new goals from year to year?

What are some effective ways of studying children?

How do the visiting teacher and the classroom teacher work together on problems of child study?

How can the visiting teacher serve as a resource person to groups interested in the problems of children?

How can the visiting teacher work with other professional personnel to enrich and adjust the school program for overage and unadjusted children?

What are some desirable procedures for working with parents and other laymen to help children make better adjustments in school?

How does the visiting teacher utilize agencies which can serve as resources in the solution of pupil's problems?

### Commission on Motion Pictures

ESTABLISHMENT of a Commission on Motion Pictures in Adult Education to facilitate the distribution and utilization of films in adult education programs has recently been announced by the American Association for Adult Education. The new Commission is sponsored by the Association, and its activities are financed by Teaching Film Custodians, Inc., a nonprofit organization.

The Commission consists of 18 members representing a cross section of adult education activities throughout the country.

# Pennsylvania's Plan For Financing Its Public Schools

by Timon Covert, Specialist in School Finance

AN ARTICLE of the constitution<sup>1</sup> of Pennsylvania specifies that "the General Assembly shall provide for the maintenance and support of a thorough and efficient system of public schools, wherein all the children of the Commonwealth above the age of 6 years may be educated, and shall appropriate at least one million dollars each year for that purpose." This constitutional provision is the basis for the State's public school system and for the annual legislative appropriation for the schools.

Pennsylvania has one of the oldest public school systems in the country. Recently (in 1934) the people of the State celebrated the 100th anniversary of the signing of the State's first school law. That first law provided that the secretary of the Commonwealth should serve as the superintendent of the common schools, for the establishment of school districts and the election of a board of directors for each district, and that school districts should raise funds locally for school support. It was superseded by enactments of 1848, 1854, 1873, 1879, 1903, and 1907, which in turn were superseded by a school code adopted in 1911, and this code with amendments is in effect at the present time.

### Units for School Administration and Support

Under authority of the State Government the school system is conducted by State, county, and local school district officials. The Supreme Court of the State has ruled<sup>2</sup> that the State has ultimate authority over public education:

The school system, or the school districts, then, are but agencies of the State Legislature to administer this constitutional duty. As such agencies, they do not possess the governmental attributes of municipalities. They are not municipal corporations; not having legislative powers. They have been held to be bodies of a lower grade, with less powers than cities, fewer of the characteristics of private corporations, and more of the characteristics of mere agencies of the State. They possess only the administrative powers that

are expressly granted by the central government or inferred by necessary implications.

THE STATE.—The Pennsylvania public school system is headed by a superintendent of public instruction, appointed by the governor for a 4-year term, and a State board of education (State council of education). This board, or council, consists of nine appointive members and the State superintendent of public instruction who serves as chief executive officer. The staff of the State superintendent and State council of education constitutes one of the largest State departments of education in the Nation.

The superintendent of public instruction states:<sup>3</sup>

It is a function of the Department of Public Instruction to determine the annual allotment of appropriations that are paid to all school districts of Pennsylvania, and to draw requisitions, verify, and otherwise expedite the semi-annual payments of the same to all school districts.

The State Government participates to a significant extent in the support of the public schools and pays practically the entire cost of county school supervision. There is a small permanent State school fund, but the State's general fund is the chief source of the annual State support for the schools.

THE COUNTY.—Every 4 years in each county<sup>4</sup> of the State, the directors of the several school districts, except those districts each of which employs a local superintendent of schools, elect a county superintendent of schools. This officer supervises all schools of the county except those in districts which employ district superintendents. Each county

<sup>1</sup> Constitution of the Commonwealth of Pennsylvania 1875. Art. X, Sec. 1.

<sup>2</sup> Wilson v. School District of Philadelphia, 195 Atlantic 90. Pa.

<sup>3</sup> Basic Provisions and Principles of the School Laws of Pennsylvania. Harrisburg, Pa., Department of Public Instruction, 1938. p. 16. (Bulletin No. 66.)

<sup>4</sup> Philadelphia County and city constitute a single governmental unit and this combined area also constitutes a single school district.

having more than 135 teachers under the supervision of the county superintendent also employs one or more assistants to the county superintendent, the number depending upon the number of teachers to be supervised.

In accordance with a law enacted in 1937, a five-member county school board (board of directors) is selected in each county for overlapping 6-year terms. This board, with the county superintendent of schools as executive officer, serves chiefly in an advisory capacity on such questions as the consolidation of school districts and attendance areas, pupil transportation, and school finance.

No county funds are raised for public school purposes.

**THE LOCAL SCHOOL DISTRICT.**—Each county in the State, except Philadelphia County, is divided into school districts. There are approximately 2,500 of these districts. In most cases each city, incorporated town, borough, and township constitutes a school district. Exceptions are “independent” districts which have been established without following boundary lines of political subdivisions and a small number of “consolidated” and “merged” districts composed of 2 or more smaller ones.

School districts are divided into 4 classes on the basis of their population: A district of the first class is one having a population of 500,000 or more; of the second class, 30,000 or more, but less than 500,000; of the third class, 5,000 or more, but less than 30,000; and of the fourth class, less than 5,000. The number of and method of selecting members of the board of education depend upon the district’s classification.

In all types and classes of districts, school board members serve for 6-year overlapping terms; they are elected by the voters of the respective school districts in all cases excepting the two large city districts of Philadelphia and Pittsburgh and the “independent” districts previously described; in these exceptional cases they are appointed by the court of common pleas.

Boards of education in Pennsylvania are vested with large discretionary powers within the limitations of the law regarding matters of school finance. Such boards rather than the voters are authorized to fix the amount and levy of

school taxes. Bonded indebtedness, too, may be contracted without a vote of the electors not to exceed 2 percent of the assessed valuation of the districts; in all but first-class districts the indebtedness may be increased to 7 percent by an affirmative vote of the electors. However, the rates of school taxes which may be levied in any one year, as explained in the following section, are specified in the law. The board of education in any but first-class districts may levy for school purposes a per capita tax of not less than \$1 or more than \$5 on each resident or inhabitant of the district over 21 years of age.

### Sources of Income for the Public Schools

Funds for the public schools are provided by the State Government, by the local school districts, and by the Federal Government. Grants by the Federal Government are made for vocational and rehabilitation education. Twenty-five percent of the income from national forests are allocated to the States wherein such forests are located for the benefit of roads or schools of the counties containing such forests. In 1946, the State received \$24,171.25 and distributed it to the counties concerned. Of this amount, 75 percent or \$18,128.43 went, according to State law, to the public schools of those counties. Allotments were also made during recent years for emergency education purposes. These various funds are listed in the accompanying tabulation.

**FROM STATE SOURCES.**—The State has a permanent school fund, the income from which, with moneys accruing to the State from escheated estates, constitutes a fund which is administered by the State board of education (Council of education) for the benefit of the public schools. The income from this source may be used for the current needs of the schools. During the school year 1945–46 such income amounted to \$52,462.91.

Other funds for the public schools supplied by the State are derived from the State’s general revenues by means of biennial legislative appropriations. These appropriations have increased significantly during recent years; and, in order to meet the State’s financial obligations to the schools under the 1945

law, they must become much greater in future years.

**FROM THE COUNTY.**—No funds were reported as coming from this source for the year under consideration.

**FROM THE LOCAL SCHOOL DISTRICT.**—Although State funds for the public schools have increased in amount during recent years, local school districts continue to raise a large part of the money for the public schools. Such funds are derived chiefly from general property taxes levied and collected by local boards of education. In second-, third-, and fourth-class districts the board may levy a per capita tax on each resident or inhabitant above the age of 21 years. General property tax limits for current school expense are fixed by law for the various types of school districts. The maximum limits are in first-class districts not more than 11¾ mills on the dollar of the assessed valuation, in second-class districts not more than 20 mills, and in third- and fourth-class districts not more than 25 mills, provided that higher rates may be levied in second-, third-, and fourth-class districts, if necessary, to meet the State salary schedule requirements. However, districts of the fourth class may not levy in excess of 35 mills.

### Amount of funds for the public schools and for the State department of education of Pennsylvania, by sources, for the school year ended June 30, 1946<sup>1</sup>

I. FROM THE FEDERAL GOVERNMENT	
A. Regular or nonemergency funds	
(a) For distribution to local school districts:	
1. Incomes from national forests <sup>2</sup> .....	\$18, 128
2. Allotment for vocational education.....	1, 207, 311
Subtotal <sup>3</sup> .....	1, 225, 439
(b) For the State department of education:	
1. Allotment for administering vocational education.....	144, 669
Subtotal <sup>3</sup> .....	144, 669

<sup>1</sup> Data supplied by Dr. E. A. Quackenbush, Director of School Administration, Pennsylvania State department of education.

<sup>2</sup> Amount computed on basis of ¾ of allotment to the State.

<sup>3</sup> Does not include \$902,151.15 allotted to the State during the year for civilian rehabilitation.

B. Emergency funds	
(a) For local school districts:	
1. Allotment <sup>4</sup> for maintenance and operation of schools in war-affected areas-----	\$48, 654
2. Allotment for construction of school buildings in war-affected areas <sup>5</sup> ---	1, 345, 571
3. Allotment for school lunches <sup>6</sup> -----	2, 784, 650
Subtotal-----	4, 178, 875
Total <sup>3</sup> from Federal Government-----	5, 548, 983

II. FROM THE STATE GOVERNMENT	
(a) For distribution to local school districts and counties:	
1. Income from the State's permanent school fund---	52, 463
2. General fund appropriations-----	76, 118, 617
Subtotal-----	76, 171, 080

(b) For the State department of education (general fund appropriation):	
1. For all purposes of administration and supervision except the vocational education and rehabilitation programs-----	337, 000
2. For administering and supervising the vocational education program-----	906, 440
Subtotal-----	1, 243, 440
Total from State Government-----	77, 414, 520

III. FROM THE COUNTY GOVERNMENT-----	None
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IV. FROM LOCAL SCHOOL DISTRICTS:	
1. For current expense, capital outlay, and all other expenses (for all grades)----	147, 293, 770
Subtotal-----	147, 293, 770
Grand total-----	230, 257, 273

**Apportionment of funds provided by the State of Pennsylvania for the public schools, 1945-46**

Equalization aid-----	\$63, 622, 324
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<sup>4</sup> Allotment as of February 28, 1946. Amount allotted does not necessarily equal amount approved for final payment.

<sup>5</sup> Amount allotted, under the Lanham Act of October 14, 1940, as amended, during the entire period the program was continued.

<sup>6</sup> Of this total, the sum of \$2,306,577.56 was allotted for food and \$478,072.72 for equipment.

Special aids:	
(a) For high-school tuition--	\$3, 000, 000
(b) For transportation-----	5, 534, 351
(c) For education of home-bound, mentally handicapped, and physically handicapped-----	148, 596
(d) Per pupil grants-----	583, 311
(e) For county school supervision-----	811, 600
(f) Deaf and blind-----	1, 500, 000
(g) Closed schools-----	1, 550, 000
(h) Other-----	664, 338
Total special aids-----	13, 792, 196
Grand total-----	77, 414, 520

**Apportionment of Funds Provided by the State of Pennsylvania for the Public Schools**

For a number of years previous to 1945, a principal basis for apportioning State funds to school districts in Pennsylvania was a graduated salary scale. And the apportionment, for any district having a population of less than 30,000, was made in relation to assessed valuation. Also, in relation to valuation, certain districts have been reimbursed for pupil transportation expense. A law enacted in 1945, however, replaces the salary scale basis with one for the specific purpose of equalizing the cost of a foundation education program throughout the State. The cost of the program to be equalized is fixed by law at \$1,800 per teaching unit for each of the 2 years 1945-46 and 1946-47; thereafter it will be \$2,000. A teaching unit is defined as 30 pupils in average daily membership in elementary grades and 22 in secondary grades.

The law retains provision for a number of special aids in addition to the equalization aid. Essentials of the different apportionment methods are described in this section.

**EQUALIZATION AID.**—The new law provides a minimum apportionment of \$600 per teaching unit for every district and, where necessary, enough more to make the apportionment, when added to the proceeds of a local 5-mill tax on each dollar of the assessed valuation of the general property within a district, equal to \$1,800<sup>5</sup> per teaching unit in such

<sup>5</sup> \$2,000 beginning with the school year 1947-48.

district. In this connection, it is interesting to note that assessed valuations used in the computations are those used for county government taxing purposes.

A provision in the plan for computing the number of teaching units permits the control of such number, in case a district's actual number of pupils per teacher exceeds 33. This provision specifies that the number of teaching units, computed as already explained, shall be multiplied by 33, and the product thus obtained divided by the actual number of pupils per teacher in the district. In counting average daily membership, for purposes of computing reimbursement, pupils who attend school in districts other than their own are credited to the districts of their respective residences.

**SPECIAL AIDS.**—State funds are provided for the following special school projects or undertakings.

(a) *Tuition.*—State funds are provided to assist school districts with the expense of tuition for their high-school pupils who attend school in other districts. The amount of aid to a district for this purpose is determined by considering such factors as current school expense, rate of equalization reimbursement, State aid for other purposes, and a corrective fraction designed to establish approximate reimbursement equivalence between resident and tuition pupils. The method for determining the amount of tuition one district may charge another includes an item of expense for the use of capital facilities of the district in which the tuition pupils attend school, but this item of expense is not included in the formula for computing State aid for tuition since State aid is provided for current expense only.

(b) *Transportation.*—Rural school districts receive State aid to assist them with the expense of approved pupil transportation. The rate of reimbursement to a school district for this expense is the same as it is for equalizing school costs in the district.

(c) *Education of home-bound children and adults.*—School districts receive State aid to assist them with the expense of educating home-bound children and adults based on a cost of \$2 per instruction hour. Reimbursement

is at the same rate as it is for equalizing school costs in the respective districts.

(d) *Per pupil grants for special education.*—Per pupil grants are made to school districts for the expense of conducting certain courses or for offering certain types of education. These grants include \$35 per pupil taking vocational agriculture or industry courses, \$20 per pupil taking home economics courses, \$50 per pupil in distributive education courses, and \$20 for the expense of educating each mentally handicapped pupil and \$30 for the education of each physically handicapped pupil.

(e) *County school supervision.*—Salaries and travel expenses of county superintendents of public schools, assistant county superintendents, and county supervisors of special education are paid from State funds. The salaries are fixed by law, varying according to such factors as county population and number of teachers supervised. The county board of school directors, the board which selects the county superintendent, is authorized to raise salaries of county superintendents and their assistants above the State schedule. Travel allowance is fixed by law at a flat rate.

## **Nursing Council Studies Professional Education**

THE NATIONAL Nursing Council, representing 14 leading professional organizations, is undertaking a study aimed at overcoming the acute shortage of registered nurses. Financed by a grant from the Carnegie Foundation of New York, the Council will study the current requirements of the profession and the changes in the education of nurses which those requirements entail. The study will focus on this problem: How should a basic professional nursing school be organized, administered, controlled, and financially supported to prepare its graduates adequately to meet community needs?

As a preliminary step, the Council recently held a workshop in New York for the purpose of defining the special role of the registered nurse. Nurses from all parts of the country, representing all fields of the profession, were present.

# **EFFECTIVE USE OF FILMS**

by **Floyde E. Brooker**, Chief, Visual Education

Visual education is still in the experimental stage. We know in a general way that films made and used in certain ways can be exceedingly useful in the classroom. Beyond this fact, there are few, if any, categorical answers to the many visual education questions raised by teachers.

The present development of visual education may be likened to that reached by the automobile some 40 years ago. At that time the automobile was a complicated, expensive, and little understood contraption to provide transportation. A few people, however, believed in the automobile. They experimented; they mastered its complexities; and we, who take the car for granted, know something of the changes that have resulted.

Similar things may be said about the use of films in schools today. They are clumsy, expensive, and sometimes difficult to justify in terms of the educational benefits obtained. This is true because films are being used in schools which were not built for them, because the present production and use of films perpetuate many questionable traditions, and finally because we do not yet know enough about how to use a film most effectively in the classroom.

A teacher may be aware of the success of films in the training of the Armed Forces. With considerable difficulty in most instances, he obtains a film and uses it. But after its use, he notices little apparent difference in the knowledge and attitudes held by the members of the class. This leads to the question most commonly raised by teachers about visual education: How may a film be used effectively? There is no single nor authoritative answer to this. A consideration of some of the general problems, however, should help teachers find their own answers.

### **Our Educational System Is Not Built for Film Use**

Films are being used in schools not built for their most effective use. The buildings and schoolrooms were not constructed for projecting films. We designed rooms to admit all the light

possible. But the use of films requires almost the opposite. Nor have class schedules usually been arranged to permit the use of films. There are also instances in which the school administration does not render adequate assistance in obtaining and using films in the classroom.

The 16-mm projectors have made tremendous strides during the past 10 years, but they are still difficult to handle in the average classroom situation. Research is now under way to eliminate many of these difficulties, but for the present-day teacher these difficulties remain. A teacher seldom has sufficient advance information about available films to make an effective selection, and it is still more seldom that a teacher obtains a film at the time when its content fits into the planned instruction. Until these difficulties are overcome, we may expect a lack of effective utilization of films in education.

### **Present Usage Perpetuates Questionable Traditions**

Our present use of films is too often flavored with noneducational traditions. The film was developed and first proved its power in the theater. There, it is associated with glamour and entertainment. There, the audience goes in, sits in cushioned seats, and passively absorbs the flow of images and sound provided by the film.

Students and teachers know this tradition well; they are a part of it; it is an integral part of their experience with films. However, this tradition is not conducive to effective learning.

A student cannot be passive when he learns. The film provides an experience. To learn from that experience, the student must participate in it. In order to participate, he must relate the experience in an organized way to his past experience. These are basic principles of all good instruction. They are basic principles for using films effectively in the classroom. If the film is merely a "show" to the students, if it is not related to the class work, if it is not used so as to advance known educational objectives, it can make but little

contribution to the process of learning.

The carry-over of the theatrical tradition is also evident in the practices followed in the distribution of educational films. Usually, films must be "booked" many months in advance of their use, and then they are available for only a short time. Few teachers can predict the progress of their classes. They are therefore compelled to adjust class instruction to the film, and not vice versa. Finally, films are selected on the basis of titles and descriptions which are often quite as misleading in determining their content and objectives as those of theatrical films. All of these practices must bear their share of the blame for the ineffective use of films.

### ***We Do Not Understand Films***

The carry-over of the theatrical tradition persists because we do not yet understand films very well. In our production and use of films we tend to add to the theatrical tradition the verbal tradition of the educators. The latter shows up in motion pictures that have a constant drumfire of commentary, in which too many words are used in the sound track because the film maker has not trusted his picture to tell the story. Another lamentable evidence of the verbal tradition is that the sound film is organized around the words of the sound track rather than around the picture. Then there are sequences which have no relation to each other, which are tied together only by the words. This is not always evidence of poor technical quality, but in many cases it leads to an educationally ineffective film. Thus the combination of the theatrical and the verbal traditions often gives strange products that have doubtful value either as films or as instructional tools.

The teacher, it is true, cannot remake the films he is offered, but he can select. This implies rejection of the film that offers entertainment only. The teacher should be equally sensitive to the film that carries the real meat of its content in the verbal commentary and then permits the picture to wander with little relationship to the concepts being verbally presented. The verbal tradition of the academicians and the theatrical tradition of motion pictures cannot be eliminated until the teachers who select

and use films understand them more completely than they generally do now.

Nor do we understand how films communicate ideas and how students learn from films. We are so accustomed to using pictures as illustrations in support of a verbal text or to using them to break the monotony of solid pages of type that we have but limited understanding of how to use pictures actually to communicate ideas. We have not yet learned to "read" pictures.

This task of learning to read pictures is difficult and requires some practice. Pictures convey their messages by quite different ways from those of the printed page. They cannot be geared to the age level of the students as easily as the printed page can, since all people, whether 6 or 60, see the same physical objects. The picture of the housefly shown to the first grade may be the same picture shown to the college biology class. But the use and the interpretation of this picture is different to each group. Pictures are also highly specific in a way that words can never be. There is no picture of just a cat. Any picture of a cat will have to show one of a given breed, a given size, a given color and markings, and in a given position. This quality is the great strength of pictures, but it is also their greatest weakness.

Finally, our lack of understanding of films causes the average instructor to fail to accept them. When a film is used, it is usually in addition to the regular classroom work. When this happens, the film is something to be squeezed in either at the expense of other work or else as something that will cause a double assignment for the day following. The film should carry a definite portion of the work of instruction, or its use should lead to the elimination of something. If this is not true, the use of the film is not wholly justifiable, and the teacher is failing to use to the fullest the assistance the film offers.

### ***The Teacher Must Learn How To Use Films***

To return to the analogy of the automobile: When automobiles first appeared, there were no classes on how to operate a car; the pioneers taught themselves by trial and error. The automobile, they discovered, did not start

when the driver yelled "Giddap!" And it did not stop when he shouted "Whoa!"

Similarly, films communicate by principles different from those of the printed page or the lecture. Some indication of these principles has already been given. With these principles as clues, teachers by observing and experimenting can learn to use films effectively. Only through use can they demand and obtain better films. In turn, films will prove increasingly effective.

This is not to say that we know nothing about the use of films or that the basic principles of all good instruction do not apply. We do know many rules governing the effective use of films. Some of these, such as the need for suitable films and the need for using them at the appropriate time and place in the planned instruction, have already been indicated. Other general rules, which represent the pooling of experience of many teachers, also have general application.

### ***Some Principles in the Effective Use of Films***

The steps in planning for the effective use of films are similar to those of all good lesson preparation; they include preparation of the teacher and the class, the showing of the film, and the follow-up or discussion to make certain the class has actually mastered the content.

The teacher must prepare both himself and his class for seeing the film. This preparation will vary from class to class. However, there are a few general principles that may help the individual instructor. It is a cardinal principle that a teacher cannot effectively use a film if he has only a vague idea of its contents or of the purpose for which he is using it.

It is seldom that the instructor has an ideal film, one that exactly fits his purposes and his class. Specifically, the teacher needs:

1. To know the purposes he expects the film to advance, and the steps by which the film will advance them.

2. To prepare additional material, notes, or class assignments that will cover gaps in the film presentation; warn the students on the weak points of the film presentation or otherwise adapt the film presentation to the needs of the immediate situation.



3. To check in advance all the mechanical features of film showings; the availability of a darkened room, a screen, a smooth-running projector, and the film itself.

The second step is the actual showing of the film in the classroom. Here the teacher should remember that the average film presentation is to provide an experience, and that this experience will prove rich and effective to the degree that the student interprets the experience correctly and participates in it actively. Here, all the ability of the alert instructor is called into play. What experiences have the students had and how does the film presentation fit into them? What opening explanation can and should the instructor make that will enable the student to fit this new experience into his other ones and to make the correct interpretation?

Participation in the motion picture experience is equally flexible but equally necessary. It is a basic rule that the film presentation is most effective when active student participation is secured. This may be secured in many ways. One of the most common is that of asking the students in advance of the showing to look for certain things.

It is seldom that all the content of a film can be learned in one showing. In most instances there is a definite gain when the film is shown more than once. Nor should all the showings be the same in character. The number of times a film can be shown profitably and the character of the showings will vary with the richness of the film in content. The first showing might be general in character, with subsequent showings devoted to various aspects of the material. For example, in a film showing the life of people in Mexico, the students on the second and third showings might be asked to observe the types of equipment used by the people. Their observations may then serve as a basis for discussion of the stage of the industrial revolution in Mexico. One showing might be silent with the teacher and the students actively discussing the content as it appears. The primary purpose of all showings, however, is that of making the experience a part of the experience of each student.

For the follow-up, there is a variety of procedures open to the instructor.

The one selected will be determined by the purpose the film is to serve. For instance, in trying to teach highway safety, a film might be shown which is chiefly emotional, giving a highly dramatic presentation. Because of the emotional character of the film, the teacher might desire to eliminate all subsequent discussion and close the class with the showing of the film. Any discussion following a highly emotional or inspirational film may easily be anticlimatic and may tend to lessen the value of the film rather than enhance it.

It is seldom, however, that the instructor will be using this type of motion picture. In most cases, the film will be one dealing with information, basic principles, orientation, or a skill. After the use of such films, it is good to make certain the students understand the film presentation, that they got all the knowledge the film had to offer and that there are no debatable points remaining in the student's mind. There is a place here also for summarization and preparation for the next lesson.

In general, the films need adaptation by every instructor in terms of the individual classroom situation. Films, if understood and followed up, will become an instructional tool and not just a gadget of doubtful value. As the instructor grows more at home with film presentation, he will find himself developing his own adaptation and variations from these general rules.

### ***The Film Possesses Many Unique Powers***

Films are not self-teaching devices any more than automobiles drive themselves. Cars must be driven, and the importance of automobiles is not that they move but that they move in given directions which are determined by the driver. The same is true of films. The teacher must select them, must decide when they are to be used, must direct their use, and finally must check and evaluate their use. The use of films is not likely to make the task of the instructor any easier; the best they can do is to make the instructor's work more effective.

Nor are films per se allied to the good, the true, and the beautiful. The automobile can carry children to a new picnic ground in a distant grove, or it

can kill them all at the bend of the road. The automobile is neutral. The same thing is true of picture technique. The film is a power, but whether for good or evil is determined not by the film but by the user; and, to the degree that it is powerful and effective, it increases the responsibility of the user.

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## **Not Enough Counselors**

TWICE AS MANY counselors as now employed are needed to provide adequate services—that is one of the findings of a recent survey of guidance services in secondary schools in up-State New York. The survey, for the school year 1945-46, was conducted by the Bureau of Guidance of the State Education Department. It included three types of schools—city and village, centralized, and noncentralized supervisory district schools—with a total school population of nearly 350,000 in the 827 schools reporting.

To meet the need, the Bureau suggested three cooperative plans: That two or more schools share a counselor; that the district superintendent assign a counselor to two or more schools; and that the county vocational or extension board make a counselor available on a per diem basis.

Many up-State schools do not maintain services essential to a guidance program, says Burton Thelander, the Bureau's associate supervisor of guidance. In the break down of services supplied, the report shows that 30 percent of the noncentralized schools maintain individual pupil cumulative records, 20 percent of the city and village schools regard placement as a responsibility, and less than half of all three types provide follow-up studies.

The need, as might be expected, is greatest in noncentralized schools of less than 200 pupils. Although such schools include only 12 percent of enrolled school population, they constitute 52 percent of the total number of schools. On the other hand, schools of more than 1,000 pupils, where services are more adequate, include 28 percent of the school population but only 8 percent of the number of schools.

The report concludes: "No group reported organized guidance services of a scope adequate to meet the needs of the enrolled pupils."

## National Conference Develops Plan for Implementing Universal Secondary Education

During the past year the U. S. Office of Education has sponsored a series of regional conferences for the purpose of promoting the consideration and implementation of the Prosser Resolution. An important milestone was reached when, on May 8, 9, 10, in Chicago, the Office sponsored a 3-day national conference, involving more than 100 of the country's leading authorities in secondary education, at which definite action proposals for carrying out the Resolution were cooperatively developed and unanimously adopted.

The origin and nature of the Resolution have been described in previous issues of *SCHOOL LIFE*.<sup>1</sup> In brief, it calls for a more realistic and practical program for those youth of secondary school age whose interests and abilities are such that they are headed neither for college and the professions nor for employment in the technically skilled occupations. It is estimated that these youth constitute the majority of those comprising this age group.

From the beginning, this activity has been a joint undertaking of the Secondary Education Division and the Vocational Education Division in the U. S. Office of Education, combined with far reaching efforts of State and local leaders both in general and vocational education.

The proposals developed at the national conference consist of:

1. A statement concerning the meaning and practical implications of the Resolution. This statement makes clear what is involved in terms of actual educational offerings. It will serve as a platform on which the action program described below is founded.

2. A series of illustrative activities which need to be carried on at the National, State, and local levels if progress is to be made in providing an educational program geared to the needs of this large group of less well-served youth.

3. A plan for organizing, financing, and administering a three-phase action program (1) aimed at creating a wide understanding of the problem on the part of the public as well as school people; (2) aimed at stimulating in States and selected communities educational programs or aspects of programs designed to meet this particular need, which will be suggestive to other States and other schools; and (3) aimed at the initiation, operation, and continued development of such educational services in *every* community. As a first step in such a plan the conference recommended:

- (a) That the U. S. Office of Education establish a National Commission on Life Adjustment Education for Secondary School Youth composed of representatives from the following organizations: The American Vocational Association, The National Council of Chief State School Officers, The National Association of Secondary School Principals, The American Association of School Administrators, the National Education Association, and other such organizations named by the U. S. Commissioner of Education or by the Commission itself.
- (b) That full-time personnel operating under the direction of the Commission be provided from several sources including (1) U. S. Office of Education, (2) foundational grants, (3) State Departments of Education, (4) graduate colleges of education, and (5) others;
- (c) That a continuing program of activities be undertaken by the Commission for the purpose of assisting teacher training institutions, State Departments of Education, and local school systems to move more rapidly toward achievement of the objectives of the Prosser Resolution than they otherwise would.

It would be difficult to overestimate the significance of this action taken by a group of educational leaders repre-

senting all parts of the Nation, representing both vocational education and general education, and representing national organizations in the field of professional education. It sets the stage for the next important development in secondary education — the achievement of educational provisions suited to the practical needs and abilities of all youth of high-school age. It indicates the beginning of a series of significant changes designed to achieve the idealism of universal secondary education for American youth.

[EDITOR'S NOTE.—A comprehensive report of this project is scheduled to appear in the October issue of *SCHOOL LIFE*.]

### Workshop on Physical Education

A one-day workshop on Elementary School Physical Education was held at Paul Revere School, Cleveland, Ohio, late in February. The group, which was limited in number, included classroom teachers, supervisors of elementary education, and specialists in the field of physical education from Ohio. The U. S. Office of Education's specialist in Health and Physical Education participated in this meeting.

### VOCATIONAL OFFICIAL LEAVES

On June 1, Layton S. Hawkins, Chief of the Trade and Industrial Service, Vocational Education Division, retired from his position with the U. S. Office of Education. He continues active in vocational education, however, having become Director of Educational Research for the American Technical Society, Chicago publishers of vocational materials.

Mr. Hawkins served with the Government during two periods: First, as a member of the original staff from the time the Federal Board of Vocational Education was formed in 1917 until 1921; then after holding executive positions in industrial firms and in the New York State educational program, he came to the Office in 1939 as chief of the Trade and Industrial Education Service. In 1941, he was appointed director of Vocational Training for War Production Workers and served for the duration of the war. At the time of his retirement, in addition to his position as Chief, he served as assistant director in charge of Field Service Operations.

<sup>1</sup> Birmingham Conference. *School Life*, 29: 29, February 1947. *Secondary School Life Adjustment Training for Sixty Percent of Our Youth*. *School Life*, 28: 6, July 1946.

## Fund Grant for Continuation of Commission

REVIVAL of education in war-devastated countries has been further stimulated by a \$75,000 grant by the Carnegie Corporation for the continuation of the Commission for International Educational Reconstruction. The grant was announced by Harold E. Snyder, director of the Commission, which includes leaders of 22 major educational organizations in the United States and maintains working relationships with nearly 200 organizations.

Launched in September 1946, by the American Council on Education through an initial Carnegie grant of \$25,000, the Commission has stimulated and coordinated activities by American schools and organizations to provide textbooks, school supplies, scholarships, and funds for all types of educational facilities desperately needed abroad. Since neither UNRRA nor UNESCO has been given the means of doing this work, independent voluntary efforts have to fill this vital gap in postwar reconstruction, Dr. Snyder said.

More than \$40,000,000 in educational services, materials, and funds have already been provided by American organizations, with greatly increased contributions since the establishment of the Commission, according to the announcement. Nearly 200 American organizations are now carrying on major projects in this field.

The Chairman of the Commission is Dr. Thomas G. Pullen, Jr., State Superintendent of Maryland Schools.

Jointly with UNESCO, the Commission recently published *Going to School in War-Devastated Countries*. Intended primarily for teachers and students, the 20-page booklet written by Leonard S. Kenworthy, a member of the UNESCO's Secretariat, discusses school conditions during the occupation in Norway, Poland, and China. Other sections deal with school life in Greece today and with the problems of reconstruction in all war-devastated countries. The booklet makes practical suggestions on how to help in the worldwide program of educational rehabilitation.

# An Opportunity For International Understanding

by Dorothy M. Kirby, Research Assistant,  
International Educational Relations Division

TOWARD THE END of January several official newspapers in Germany and Austria and the "Voice of America" carried the announcement that the U. S. Office of Education would attempt to find American correspondents for interested Germans and Austrians. The result was an unprecedented deluge of letters that has yet shown no signs of abating. In the 2-month period of March and April the Division of International Educational Relations received 11,575 letters from people of all ages—6 to 65—requesting American correspondents. A large majority of the letters were written in English; and even though an original letter was written in German, the writer usually indicated his willingness to continue the correspondence in English.

As a part of its program to further the political and moral reorientation of German and Austrian youth, the U. S. Government had invited them to begin this interchange of letters and thus to reopen their contacts with young people of the outside world. For 12 years they had lived isolated from the rest of the world, accepting the rigid discipline of Nazi dictatorship as the price of certain victory. They had been taught that theirs was the chosen race destined to govern other nations. The end of the war brought not only military defeat but the disintegration of the Nazi party and the break-down of the only life they had ever known. They were left with shattered hopes, deprived of the accustomed controls, groping for new traditions, ideals, and leadership.

These young people seem sincerely grateful for the opportunity which has been given them to reestablish relations with the students of the United States. One 15-year-old girl says, "Thank you! Thank you very much! This I want first to say to you. Thank you for the possibility in this way to get in connection with you in the U. S. A. and there-with with the world." A student at the

University of Heidelberg speaks for hundreds of others when he writes, "I like to catch the hand offered across the ocean. With astonishment we have found that a victorious nation, such a short time after finishing the most terrible war, treats the defeated people with such great regard and gentleness. That shows us the sincere will of the American Nation to assist the German people and especially their youth to overcome the present difficulties. Knowing this fact, I take the liberty to send you, dear friend across the ocean, a cordially minded letter."

### **Understanding of American Democracy Sought**

Many letters give evidence of a mistrust of the older generation for failing to prevent the catastrophe of the Nazi domination which caused so much suffering and changed the lives of the young people. They are now determined to have a word in the reconstruction of their country and want to know about American institutions and democracy from Americans themselves. They write in their sometimes faulty English, "Today for young Germans like me it is more necessary than ever before to understand foreign ways of arranging one's life in order to find out the best way to live. And because we hear so much about Democracy, I want to learn the details about it directly from a person who lives in the land that made democracy great."

Herbert Wohner who lives in Miltenberg in Bavaria expresses the same feelings, "I don't deny that I was a member of the Hitler-Youth and that I was convinced of the ideals the Nazis hammered upon us. But now I've seen what that means and I've grown up too. I guess you can imagine how the German youth feels now: all ideals broken down and still no positive way of how to go out of the situation. We are more critical now but you may

believe me that the greater part of us wishes to get an esteemed member of the family of nations again. I won't believe that we hate our former enemies because we know now what would be our future. \* \* \* I should like to get in personal contact with a boy or girl in my age to whom I can write my personal thoughts on the problems that face all of us now. I am sure that there are problems in America too, (they are all over the world), that the American youth faces facts just as we do. And allow me to say, that I and the greater part of the German youth don't only want to hear all the proposals for the rebuilding of Germany but like to work for the rebuilding of the world too. It will be the very world we shall have to live in and I mean that everybody must be eager to build up a world that comes as close as possible to our ideals for it. I know that it will never be without failures but let's go to eliminate as many of them as we are able to."

### **Friendship Created Through Exchange of Ideas**

Always there is a plea for friendship on a personal and world basis. The 6-year-old and the university student both express the wish to have a friend across the ocean. One boy begins his letter "My dear unknown friend" and then reflects, "At first I did not know whether I should address you in such a manner, but after having thought some time over it I decided to write it so. If such an address would be impossible between you and me, it would be generally impossible to write now a letter to you, and all the words of understanding and good will would be insignificant phrases and this I do not believe."

Still another begins his letter "Dear unknown" and adds, "When I began writing this letter I couldn't find any better address than the word Unknown. But I hope us to become well known friends by degrees. In spite of we belong to different nations, to nations which fought against each other, I believe we can forget the dreadful war by writing about all the other problems. . . . It is my only want the world soon to receive right peace. Especially I hope there will be soon a good understanding between the New Germany and the U. S. A. One of the first steps to this aim will be our correspondence."

### **Interest in American Life Widespread**

Every writer expresses the desire to improve his knowledge of English, to know what our students are thinking about and studying, and above all to learn about life in America. "The main reason for my efforts to come in connection with a young American," writes Ludwig Schmidt, a 16-year-old boy in Munich, "is that I'd like to know something about American daily life as it is real. I think the correspondence with you will give me not only an improvement in my defective school-English but also an insight in your mode of life, in your habits and customs, in your sports, and last but not least, in your schools and school matters."

During the war years German youth read and heard so much false propaganda about the United States that they are even now afraid to accept anything they hear or read as credible. Some of the curious misconceptions are reflected in the following passages. A girl of 13 wants to know, "Is it true, as it is told here, that American linen is made of paper to avoid washing? People also said that your foodstuffs are always tinned and that you never buy other nourishments. What about this? Is it true that each American is owner of a car? And that somebodies have little aeroplanes for their private use?" Still another writes, "In the former schools of the Nazi time we heard something of England but little about America. We got from our teachers' words an unclear picture of America, as a land of money and materialism and as having no trees, which I love like all Germans, only with their large and high houses."

Otto Schwenk who lives in Ulm has this to say, "Because we have an isolation of twelve years behind us, only a few things we have heard about America in that time and they were wrong and distort. But nowadays, I want a frank and open relation with an American boy. By this I extend my knowledge and hope to become acquainted with American life, people, and literature. Besides that all, I think a relation is so important because we must learn to understand one another. Only if we understand and esteem one another it would be possible to prevent any other trouble like the last terrible war."

### **Opportunity for Service to Peace**

The Office of Education has accepted the responsibility of channeling these letters to the schools of the United States with the conviction that international correspondence presents an opportunity for real service to the cause of lasting peace and better international understanding. We are not condoning the Germans and Austrians for their guilt in fomenting the two world wars, nor should teachers and students accept the letters in that spirit.

Active, intelligent supervision on the part of the teachers will be needed to encourage the American young people to realize that their letters can produce concrete results in making world friendship a reality. As much as is practicable the correspondence should be included in the regular class work and opportunities allowed for individuals to share news of their correspondents with others in the class.

Teachers of English, languages, and the social sciences will find that these letters add stimulus to their classes. One English teacher in California has already written of how much more effort her students are putting forth in composition because the letters are actually being sent and as a result her youngsters are learning more. Language students will note how well these foreign students are able to express themselves in another tongue and should be inspired to greater efforts on their part. Music teachers will find the German students anxious to discuss composers and trends in music. One German student even enclosed a short composition of his own. Students of art will be pleased with the sketches and drawings that are often enclosed in the letters.

### **Where to Inquire**

Thousands of these letters have already been distributed throughout the United States to interested teachers. They report that their students are enthusiastic about the program. Any others interested may obtain letters by writing the Division of International Educational Relations, U. S. Office of Education, Washington 25, D. C., stating the age, sex, and language (English or German) desired.

# Second Pan American Congress On Physical Education

*Following is the final installment of Agreements, Resolutions, and Recommendations of the Second Pan American Congress of Physical Education, which met October 1-15, 1946, in Mexico, D. F. The Congress was called by National Department of Physical Education and Pre-Military Instruction. First installment of the report was published in the May issue.*

## **Technical Sports and Sports for Free Time**

I. The Second Pan American Congress of Physical Education, considering:

1. That there are intense athletic competitions (activities), which are those in which external agents of psychological or physical nature exact or improve a performance that is excessive or beyond the normal ability and capacity of the participant, and

2. That it is desirable to determine the proper age at which intense athletics should be initiated,

Agrees:

1. That the most proper age at which intense athletics should be initiated is that precisely at which the individual has attained sufficient ability and capacity for the performance demanded in the sport or exercise in question.

II. Whereas:

1. Child's play is a natural and spontaneous activity of the child—a biological necessity that must be adapted to the aims of education;

2. Music is an activity which best expresses the characteristics, customs, and feelings of a given country, so that it is a valuable medium for achieving a knowledge of a country and all countries together; and

3. That in the American Republics there is a great variety of games, rounds, dances, and songs which should be utilized in child's play, as well as popularized appropriately among the peoples of America as a means of international understanding, the Second Pan American Congress of Physical Education agrees:

1. That the games should be adapted to the morphological, functional, and psychological conditions of the child and to his interests, his age, and his sex.

2. To recommend the collection of the games of each country, as well as the music, dances, and rounds, for their application in childhood education and for their exchange among all the countries of America.

III. Whereas the character of athletics in the school should be clearly defined, and should be oriented and controlled by a physical education teacher, the Second Pan American Congress of Physical Education agrees:

1. That the character of athletics in the school should be educative, hygienic, recreational, and social, but supervised and directed preferably by a physical education teacher, and in no case without the assistance of a teacher.

IV. Whereas:

1. Physical exercise for women is a necessity for their development and the maintenance of sound physical condition for life, for their recreation, and for attaining the traits of beauty and femininity which are rightly theirs, and

2. Whereas it is desirable to take into account the appropriate exercises for women, in keeping with their anatomical, functional, and psychological characteristics, and

3. Whereas it is desirable to make a statement concerning the athletic tests appropriate for women (as a guide) until more conclusive data is at hand, the Second Pan American Congress of Physical Education agrees:

1. That athletic programs for women should be directed by a special agency and their execution should take into consideration the special physical, social, and economic conditions (of the individual woman) as well as the geographical location and the environment.

2. That women should engage in exercises which by nature are appropriate for them, adequate preparation being required.

3. That under no circumstances should sports activities for women be directed and controlled by individuals who are not professional physical education workers. Preferably they should be women.

4. To charge the institutions of specialized physicians and teachers of physical education with the research necessary for the determination of the sports activities and athletic tests appropriate for the American woman.

V. Whereas:

1. It is desirable that the advantages of physical education be made to reach the greatest number of American children and youth;

2. It is necessary to correct the undesirable condition existing in the present organization of athletics and sports, which is based on participation of minority groups who have received all kinds of privileges and which forces resorting to all kinds of means for the winning of a victory;

3. It is urgent to emphasize moral values, through the influence which physical education wields, to counteract the ethical imbalance resulting from the termination of the war;

4. It is desirable to try out new methods which will promote effective progress in the organization of sports activities, and

5. It is necessary, for the achievement of an adequate organization for school athletics, to medico-physical fitness requirements, homogeneous grouping, and methodical training as the principal bases (of adequate organization),

The Second Pan American Congress of Physical Education is agreed:

1. That the agencies in charge of physical education in the American countries adopt participation by the great masses as an objective in competitive school activities, and that they eliminate as far as possible the participation of minority groups interested principally in "championships."

2. That the modalities (types of organization) resulting from the experiments looking to the establishment of this new system should be filed in the Permanent Secretariat of the Pan American Congresses on Physical Education or other similar international agencies, to the end that they may be distributed in bulletin form among the American countries for their information.

3. That the health certificate, homogeneous groups according to physiological categories, and systematic training methods are necessary conditions for the practice of school athletics and sports in general.

VI. Whereas:

1. There must be no halfway rating between the concept of amateur and that of professional; and

2. The profession of physical education teacher is not incompatible with the rating of amateur,

The Second Pan American Congress of Physical Education is agreed:

1. That the term "semiprofessional" should be eliminated.

2. That physical education teachers who hold certificates from the schools

and institutes of physical education, and those who function as such, are not included in any manner whatsoever in athletic or sports professionalism, but they lose this status when they serve as judges, trainers or managers in return for money or other form of compensation.

VII and VIII. Whereas the paper presented by Prof. Juan Snyder of Mexico is a valuable contribution to the study of the socio-moral problems related to professional athletics, the ideals of amateur Olympics, and the nature of spectacular sports in relation to physical education sports, the Second Pan American Congress of Physical Education is resolved:

To recommend to the Secretariat of the Second Pan American Congress of Physical Education that the paper be published and distributed.

IX. Whereas physical education is important as an aid in military and preliminary education, the Second Pan American Congress of Physical Education is agreed:

That physical education is a fundamental basis of military and premilitary instruction, constituting an eminently educational element of use, in the first case, and of formative value in the second case.

X. Whereas:

1. Premilitary instruction is that which is provided prior to the attainment of the military age established by law in each country,

2. Physical education is fundamental to the integral health of the individual, in or out of school, and health is a necessary requirement in the subsequent demands on the "citizen in arms" as well as for any other activity of the citizen as such, the Second Pan American Congress of Physical Education is agreed:

1. That premilitary instruction in those countries which provide it, and which provide it in elementary and secondary schools, should be based on the most altruistic ideals to prepare the future citizens for the defense of the national honor and integrity, as well as the Constitution of the State.

2. That the principal and most common media through which to reach the goals mentioned in the preceding article are the physical and moral health of the people, attained preferably in the areas of nutrition, hygiene, physical education, and recreation for all, and the patriotic exaltation of the virtues of citizenship in each individual country.

XI. Whereas the establishment of a

Pan American Institute of Physical Education is an obvious wish of both the First and the Second Congress, and the opportune time has arrived for its organization with the objectives and character which in keeping with its purposes it should have, the Second Pan American Congress of Physical Education agrees:

1. To establish the Pan American Institute of Physical Education, it being the role of the Second Congress to approve the charter instituting it and to designate the persons to take charge of its administration.

### **Free Topic**

Whereas:

1. Boxing is beneficial and useful in the secondary and the professional school, as well as in labor and rural centers, and

2. The practice of this sport should be carried on under the direction of technical personnel,

The Second Pan American Congress of Physical Education is agreed:

1. That boxing should be established and encouraged in the last year of secondary school and in the professional schools, as well as in labor and rural centers, and

2. That boxing activities should be established under strict medical supervision and under the immediate direction of specialized technical personnel.

Whereas:

1. It is desirable that continental popular physical education and recreational activities be guided by rational principles of organization, coordination and administration, and

2. It is necessary to set up a common pattern which will facilitate its logical and normal functioning,

The Second Pan American Congress of Physical Education agrees:

1. To recommend the Pan American Plan of Action in Popular Physical Education and Recreation, presented to the Congress by the Uruguayan delegation.

2. The adoption of said plan, with the technical and administrative modifications convenient to each country according to its peculiar needs.

3. To designate an Executive Committee of Pan American Action, composed of three official representatives who, with the permanent secretary and the Pan American Institute, will accomplish the carrying-out of said plan in each American country.

Whereas it is desirable to institute a medal as a merit for those individuals or institutions which accomplish outstanding work for the good of Pan

American physical education, the Second Pan American Congress of Physical Education is agreed:

1. That the Pan American Medal of Physical Education should be instituted.

2. To entrust to the permanent secretary the formulation of the corresponding regulation for presentation for approval before the Third Pan American Congress of Physical Education.

Whereas the study of the problems relating to biology and medicine applied to physical education by physicians specialized in physical education is of vital importance, the Second Pan American Congress of Physical Education recommends:

That the Organizing Committee of the Third Pan American Congress of Physical Education, in common agreement with the permanent secretary, include among the members of the Congress a representative of the association or institute (for the training) of physicians specialized in physical education, with full voting rights.

### **Pan American Institute of Physical Education**

#### **Aims**

Art. I. To establish and strengthen physical education relations among the American countries.

Art. II. To take all necessary steps to carry out the agreements of the Pan American Congresses of Physical Education.

Art. III. To bring together the elements necessary for the study of problems concerning physical education.

Art. IV. To study and investigate the matters recommended to it by the Congress or which, at the judgment of the Institute itself, should be studied, for presentation and consideration before future Congresses.

Art. V. To guide and distribute all manner of statistics concerning Pan American physical education.

Art. VI. To distribute the results of its investigations, studies, inquiries, etc., in the most ample form possible, in all American countries.

#### **Organization**

Art. VII. To the end that it may achieve its objectives, the Institute will be composed of a Pan American Planning Committee and of national committees in each of the American Republics.

Art. VIII. The Planning Committee will be composed of a delegate named by the Congress, who will be the director, and of six members designated by representatives of the three Americas, two by each of these regions.

Art. IX. The national committees will be made up of a representative appointed by the Planning Committee and of four representatives named in each country: One by the government, one by the Institute of Physical Education Teacher Training, one by the Teachers Association, and one by the four members already indicated in this article.

(Transitory) The first Planning Committee of the Pan American Institute will be appointed by the Second Congress, according to Article VIII.

### **Permanent Secretariat of the Pan American Congress, Title I—Chapter I**

#### **Constitution**

Art. I. The Permanent Secretariat of the Pan American Congress of Physical Education was created by agreement of the First Pan American Congress of Physical Education which in its resolutions XX and XXI sets forth the following:

The delegates of the nations here represented have agreed to consider the Pan American Congress as an Institution of permanent character, for the purpose of keeping alive the exchange of materials, information, and personnel, and of collaborating with governments and educational institutions in the American Republics in the coordination of the activities in this field of total education of the people.

Consequently, the official members unanimously resolve to establish the Permanent Secretariat of the Pan American Congress of Physical Education, which should contribute to the achievement of the aims of this Congress mentioned in the preceding article including the promotion, at intervals, of its meetings and the preparation of these meetings in the afore-stated periods.

Fulfilling the anterior agreements, the First Congress issued Supreme Resolution Number 2395 of September 1, 1943, which provides, first, "that the Permanent Secretariat of the Pan American Congress of Physical Education will function in the Department of Physical Education and School Hygiene and will have official personnel; and second, that the Minister of Education will assume the expenses entailed

in the organization and functions of said Secretariat."

### **Chapter II**

#### **Aims**

Art. II. Aims of the Permanent Secretariat are:

(a) To contribute to the carrying out of the postulates of the Pan American Congresses of Physical Education and the fulfillment of their recommendations, agreements, and resolutions.

(b) To prepare and organize the future Pan American Congresses of Physical Education, in collaboration with the Planning Committee of the country designated for the Congress.

(c) To carry on unceasing activity making for the greater diffusion of information related to the organization of each Congress.

(d) To distribute the agenda of the Congress, the regulations, statutes, and other dispositions bearing on the Congress, at least 6 months prior to the meeting date.

(e) To formulate and approve, in agreement with the Planning Committee, all regulations and programs of the Congresses to be held.

### **Title III—Chapter III**

#### **Administration**

Art. III. The Permanent Secretariat of the Pan American Congress of Physical Education will be in charge of the Peruvian Director of Physical Education and School Hygiene, who will be responsible for its functioning, and of the Technical Aide, charged with the technical orientation of problems inherent in its questioning as expressed in the aims and modus operandi set up for the office in the present regulation.

### **Chapter IV**

#### **Operating Media**

Art. IV. The Permanent Secretariat creates, organizes, and employs the following media of operation:

(a) An informative bulletin, reporting the activities of the Secretariat.

(b) An information service on matters pertaining to Pan American, national or local Congresses.

(c) A documentary file of the organization of physical education in each of the countries of the continent.

(d) A service of publication exchanges.

(e) A service of information about physical education problems in general.

(f) A file of the studies, investiga-

tions, or collaborations presented to the Pan American Congresses of Physical Education.

(g) A service of inquiry, consultation, etc., on matters relating to discussion topics in the Congresses, for the better orientation of the program of the Congress.

(h) A service of special publications—pamphlets, bulletins, etc.—for the analysis, interpretation, and orientation of the agreements, resolutions, and other dispositions of the Pan American Congresses immediately after their celebration and independent of the Official Report and Findings of the Congresses, the publication expense of which is the concern of the planning Committee.

### **Pan American Directive Committee of the Pan American Institute of Physical Education**

Director, C. H. McCloy—United States of America

Representatives of North America

Frank S. Stafford—United States of America

Ruben Lopez Hinojosa—Mexico

Representatives of Central America

Luis Beltran Gomez—Honduras

Delio A. Gonzalez—Cuba

Representatives of South America

Luis Bisquertt Susarte—Chile

Joao Barbosa Leite—Brazil

Mexico City, D. F., Oct. 14, 1946

(Signed) Prof. RUBEN LOPEZ HINOJOSA

*First Secretary*

(Signed) Brig. Gen. ANTONIO GOMEZ VELASCO

*President*

### **Final Action of the Second Pan American Congress of Physical Education**

The Second Pan American Congress of Physical Education convened in the City of Mexico, D. F., Oct. 1–15, 1946, fulfilling a resolution of the First Congress held in Rio de Janeiro, Brazil, July 19–31, 1943.

Invitations for the Congress were extended through the Government of the United States of Mexico to the other Republics of the continent, the majority of which accepted and named official and special delegations—the latter representing institutes of physical education and associations of physical education teachers.

The Congress was attended by representatives of the various countries as follows:

## **Argentina**

Special Delegate of the Teachers Association—Sr. Inezil Penna Marinho

## **Brazil**

Official Delegate—Sr. Major Joao Barbosa Leite  
Institutional Delegates—Dr. Waldemar Areno, Capt. Jacinto F. Targa  
Associational Delegates—Dr. Inezil Penna Marinho, Dr. Ruy Caspar Martins

## **Chile**

Official Delegate—Sr. Victor J. Seguel  
Institutional Delegate—Dr. Luis Bisquertt Susarte  
Associational Delegate—Martha Briceno

## **Costa Rica**

Institutional Delegate—Dr. Eugenio Garcia Carrillo  
Associational Delegate—Prof. Alfredo B. Cruz

## **Colombia**

Official Delegate—(Ad honorem) Srita. Josefina Chavez Sicord  
Associational Delegate—Prof. Alberto Gonzalez

## **Cuba**

Associational Delegates—Dr. Delio A. Gomez, Sra. Mireya Riba

## **El Salvador**

Official Delegate—Sr. Dr. Ruben Barraza  
Institutional Delegate—Prof. Jesus Espinosa

## **Ecuador**

Observing Delegate—Ing. Luis Felipe Donosa

## **Guatemala**

Official Delegate—Sr. Eduardo De Leon  
Institutional Delegate—Sr. Jorge Alberto Micheo

## **Honduras**

Official Delegate—Sr. Prof. Luis Beltran Gomez

## **Nicaragua**

Official Delegate—Sr. Jose Castillo Valladares

## **Panama**

Official Delegate—Sr. Carlos Manuel Pretelt

## **Paraguay**

Official Delegate—Gral. de Brig. don Gilberto Andrada  
Institutional Delegate—Dr. Cesar Adorno

## **Peru**

Official Delegate—Sr. Evaristo Gomez Sanchez  
Institutional Delegate—Dr. Cesar Belevan Garcia  
Associational Delegates—Sres. Profs. David Torres Calle, Emilio Montoya  
Representative of the General Permanent Secretariat—Sr. Prof. Ruben Garcia Caceres

Representative of the Peruvian Army—Col. Leopoldo Jarrin

## **Puerto Rico**

Official Delegate—Sr. Julio E. Monagas

## **United States**

Official Delegate—Frank S. Stafford  
Institutional Delegate—Hiawatha Crosslin  
Associational Delegates—Ben W. Miller, Dorothy Needham, C. H. McCloy, Norma Young, John L. Barringer, Wilbur Deturk, Frank R. Williams, Catherine Wilkinson, Edmund C. Johnson, Mrs. Edmund C. Johnson

## **Uruguay**

Official Delegates—Sr. Raul A. Previtali, Dr. Jose Faravelli Musante  
Institutional Delegate—Julio Rodriguez  
Associational Delegate—Julio Pereyra

## **Venezuela**

Official Delegate—Dr. and Colonel Juan Jones Parra

## **Mexico**

Official Delegates—Brig. Gen. Antonio Gomez Velasco; Sres. Professors: Ruben Lopez Hinojosa, Horacio Samperio Ortiz, Heberto Martinez Guervo, Luis Felipe Obregon, Antonio Estopier Estopier, Hugo Del Pozo Sanchez, Manuel Aguilar Herrera, Ramon G. Velazquez, Abel Valero Alatorre; Ignacio Rodriguez Vallarta; Sres. Doctores: Ernesto Perez Fuentes, Samuel Terrazas Aguilar  
Institutional Delegate—Sr. Antonio Estopier Estopier  
Associational Delegates—Dr. Francisco Contreras; Senioritas Professors: Alura Flores Barnes, Luz Merino Araus; Sres. Professors: Salvador Lecona Santos, Juan Snyder, Alfredo Palacios Almonait, Jose F. Peralta, Efren Orozco Rosales, Amado Lopez Castillo, Cesar Gonzalez Sanchez

After consultation with the General Permanent Secretariat of the Congress, with headquarters in Lima, Peru, which in turn heard the opinion of the interested countries, the Planning Committee elaborated the regulations and the program of this international educational conference. The internal regulations of the Second Congress, a complement of these preceding documents, was approved in the first preliminary plenary session.

The work of the Second Congress was carried out by the delegates convened in two plenary and four general sessions. The propositions presented were studied in the special sessions held by the following committees:

- I. Pedagogy of Physical Education
- II. Biology, Medicine and Science Applied to Physical Education.
- III. Organization of Physical Education

- IV. Politics and Educational Sociology
- V. Sports Techniques and Free Topics
- VI. Resolutions

The committees, except for that on Resolutions, were appointed by vote of the delegates in the first preliminary plenary sessions. The Congress also appointed a special committee to study the creation of the Pan American Institute of Physical Education.

In the first preliminary plenary session held by the Second Congress, the following officers were elected:

President—Brig. Gen. Antonio Gomez Velasco, National Director of Physical Education and Premilitary Instructor in the Mexican Republic  
Vice President—Dr. Luis Bisquertt Susarte, Chile  
First Secretary—Ruben Lopez Hinojosa, Mexico  
Second Secretary—Luis Beltran Gomez, Honduras  
Assistant Secretary—Ruben Garcia Caceres, Peru

Major Joao Barbosa Leite, President of the First Pan American Congress of Physical Education, turned over his responsibilities to the above-mentioned individuals. It was further agreed in this preliminary session to grant each country three votes—one for the official representative, one for the representative of the institutes, and a third for the representative of the teachers' associations.

The solemn opening session was held Oct. 2 at 11 a. m., in the auditorium of the Theater of Fine Arts, under the chairmanship of General Francisco L. Urquizo, Secretary of National Defense. Representing His Excellency, the President of the Republic, General Manuel Avila Camacho, Brig. Gen. Antonio Gomez Velasco of Mexico gave the address of welcome to the delegates. The official delegate of the Republic of Chile, Mr. Victor J. Seguel, responded in the name of the accredited foreign delegates.

Upon the occasion of the opening of the Second Congress, also, the distinguished scholar, Lic. Jose Vasconcelos, delivered a pertinent address. The official declaration of the opening of the meeting was made in the name of the Chief Executive of Mexico by Gen. Francisco L. Urquizo, Secretary of National Defense.

The Organizing Committee of the Second Congress, appointed by the



government of Mexico and which functioned under the chairmanship of Gen. Antonio Gomez Velasco, prepared the general program of the official activities of the International Educational Conference, including, in addition to the regular sessions, the following:

- (a) Ceremony honoring the Heroes of Independence
- (b) Visit to Government Officials
- (c) Visit to the Third Infantry Division
- (d) Visit to the Athletic Fields of the Federal District
- (e) Visit to the Normal School of Physical Education
- (f) Mass athletic demonstrations
- (g) Social activities:
  - Cocktail party given by Secretariat of Foreign Relations
  - Social gathering in the name of the National Department of Physical Education and Preliminary Instruction
  - Cocktail party at the Aztec Golf Club.
  - Country dinner in Xochimilco provided by the Government of the Federal District
  - Exhibition of folklore dances and the Fieste Charra
- (h) Lectures by various foreign delegates
- (i) Round-table discussion on American systems of physical education
- (j) Pan American Exposition of Physical Education

As a result of its deliberations, the Second Pan American Congress of Physical Education approved the agreements, resolutions, and recommendations contained in the findings of the Second Plenary Session, held October

14. It also approved a series of principles, called "The Declaration of Mexico," in which the biological, social, etc., values of physical education in America were reaffirmed.

It was agreed that the Third Congress should be held in Lima, Peru, the probable date being October 1948.

It was further agreed by the Congress to create the Pan American Institute of Physical Education, a Directive Committee being appointed as follows:

- President—C. H. McCloy  
For North America—Frank Stafford and Ruben Lopez Hinojosa  
For Central America—Delio Gonzalez and L. Beltran Gomez  
For South America—Luis Bisquertt Susarte and Major Joao Barbosa Leite.

The solemn closing ceremony took place Oct. 14 at 6 p. m., in the auditorium of the Theater of Fine Arts, under the presidency of Mr. Jaime Torres Bodet, Secretary of Public Education. In the name of the Mexican Government, Mr. Bodet declared the Congress closed, delivering a meaningful address on the significance of the Congress, and expressing Godspeed for the delegates. The meeting was thus adjourned and the present report prepared for the signature of

Gen. ANTONIO GOMEZ VELASCO  
*President.*

Prof. RUBEN LOPEZ HINOJOSA  
*First Secretary*

## EDUCATIONAL ORPHANS

by Fred F. Beach, Specialist for State School Administration

THE ONLY children in the United States who are disfranchised from the right to a free public education are those who reside on Federal reservations or other federally owned property. These children are *educational orphans* of the United States. All other children in this country have the right to a free public education, although the extent and quality of such education available varies of course in the different States and school districts.

The Federal Government has never established a comprehensive policy or plan for the education of children on federally owned property. On the vast majority of the 1,100 reservations

and federally owned properties the sole responsibility for the education of any child rests upon the head of the family. There are no compulsory attendance laws or any educational laws that apply to most of these children. Thus these educational orphans occupy a similar status to children living in the several States before there had been provision by the States for free public education.

### **Extension of Federal Activities Intensifies Problem**

It may be that the major reason for the lack of an established Federal policy for all these children is that education in this country has always been con-

sidered a State responsibility. Then, too, the number of children involved until recent years may not have been large enough to demand action. In 1935, when this problem was studied by the U. S. Office of Education, 24,000 such children were found. During the past decade the increase in the size of the Army and the Navy, the expansion of the Air Forces, the establishment of atomic energy projects, the development of irrigation and reclamation programs, and numerous other Federal activities have brought an increase in the number of children living on federally owned properties. As a consequence of these activities, the problem has grown to such proportions and will continue to be one of such magnitude that it is imperative that steps be taken for its permanent solution.

The results of a survey conducted by 11 Federal agencies<sup>1</sup> during February 1947 revealed that there were approximately 56,000 school-age children residing on federally owned properties in this country and the estimated number for 1948 was 60,000. This figure does not include the half million or more school-age children living in 779,376<sup>2</sup> federally owned war housing dwelling units under the administration of the Federal Public Housing Authority.

### **Inequities Result From Lack of Policy**

The result of the lack of Federal policy has led to the development of a confused set of educational arrangements. While it is true that a few of these arrangements are adequate, many are poor; and in other cases there are no arrangements whatever for the education of the children. A comparison will show startling inequities in the treatment of children living on one Federal reservation as contrasted with another.

In some cases the Federal Government has provided at public expense education for all the children living on federally owned property. At Oak Ridge, Tennessee, the children on the project under the jurisdiction of the

<sup>1</sup> Questionnaires were sent out by each of the following agencies to properties under their jurisdictions: Atomic Energy Commission, Agriculture Department, Coast Guard, Maritime Commission, Navy Department, Tennessee Valley Authority, Veterans' Administration, War Department, Bureau of Mines, National Park Service, Fish and Wildlife Service, Bureau of Reclamation.

<sup>2</sup> Estimate by Federal Public Housing Authority, Jan. 31, 1947.

Atomic Energy Commission have been provided with free schooling since the establishment of the project. The same situation is true in the Panama Canal Zone. At Parris Island, S. C., Indian Head, Md., Inyokern, Calif., and five other Navy reservations, Federal funds have provided for the education of the school-age children for a number of years. This policy for a few federally owned properties is far from being universal, however.

Some of those children for whom Federal funds have not been authorized have been able to attend local public schools through the generosity of State and local taxpayers, while others have been required to pay tuition. Many children on federally owned lands have attended makeshift schools which were set up by a group of parents or other interested persons.

Certain local school districts which have been able, by spreading their available income to cover additional costs, to educate these children without charge are finding it increasingly difficult to continue to do so. When the number of such children is small, the costs can be absorbed without appreciable difficulty; but, as the number becomes larger and necessitates the hiring of additional teachers and the expenditure of additional funds, the financial burden imposed upon the district becomes such that it is unable to bear it in fairness to the parents and children for whom it has a legal and financial responsibility. This condition has forced some school districts to cease providing free public education to these children.

Nor are the Federal agencies with jurisdiction over such properties unmindful of the consequences of the lack of a comprehensive Federal policy and plan. For only when suitable educational facilities and services are available to the children of Federal employees can the agency involved be assured of obtaining suitable personnel to staff essential programs. This condition was high lighted during war time when Congress, as a means of recruiting suitable personnel for war work, found it necessary to provide Federal Lanham Act funds for the education of children on certain federally owned properties in the more critical war areas.

Federal agencies whose activities have increased have been placed in the embar-

assing position of having a serious school problem on properties under their jurisdiction with no established Federal policy or funds to carry out their responsibilities. Piecemeal efforts to correct this situation caused the presentation to the Seventy-ninth Congress of 11 separate bills, each one of which purported to remedy one aspect of the problem. Only 2 of the bills were enacted into law, which left the major part of the problem still unsolved.

### **Recommendations of Conference of Federal Agencies**

Because of the urgent need for a solution to this problem and at the request of a number of agencies, the U. S. Office of Education held a conference on "Education of Children Living on Federally Owned Property" on January 7, 1947. Fourteen Federal agencies and departments were represented. The conference group immediately set to work and after a series of several sessions was ready with its recommendations.

The conference agreed at the outset that it was imperative that the Federal Government establish a comprehensive policy and plan for all the children living on federally owned property. The implementation of this policy led to agreement on general principles, as follows:

(a) Assumption by the Federal Government of its obligation to assist financially in providing adequate educational opportunities for the school-age children involved.

(b) Providing for these children a standard of education which is the equivalent of that provided to other children in the several States where such property is located.

(c) Administering the program of financial assistance through the educational agency of the Federal Government, the U. S. Office of Education.

(d) Utilizing the facilities and services of States and local educational agencies in providing the necessary educational opportunities.

(e) Maintaining Federal-State-local relationships in this educational program which conform to the policies adopted by the National Council of Chief State School Officers.

## **LIBRARY SERVICES**

### **District Library Demonstrations**

The director of school libraries, Texas State Department of Education, has asked each deputy superintendent to designate one school in his district as a center for a school library demonstration, according to *Texas Libraries*, official monthly of Texas State Library.

It is intended that the school so designated in each district will be one in which there is little or no library service but in which it is desired. A teacher in the school is to be offered a scholarship to take 12 hours of library training in one of the approved library schools in Texas.

As described in *Texas Libraries*, the library demonstrations are to be conducted with the cooperation of the school board, the principal, and the teacher of the school, and with assistance from the deputy superintendent and the director of school libraries. The newly trained librarian will work toward the improvement of library service in her school during the coming

school year and will keep a record of procedures. It is intended that a year hence school people in the district will be invited to a demonstration of the techniques for developing library service.

### **Statistics on Public Library Books**

The following table is designed to indicate the total number and percent of adult and juvenile books, with additions for 1944-45, in public library systems in cities of the United States of 25,000 population and over. Statistics of library systems under county administration have not been included. The table includes data from only those public libraries which reported to the U. S. Office of Education the distribution of their book stock, as well as the total number of volumes and additions to the library. The categories given in the table correspond to those used by the American Library Association in its standards recommended for public libraries.

## Book stock of public library systems in cities of 25,000 population and over, 1944-45

City population group	Population of area served (1940 census)	Number of city library systems		BOOK STOCK								Number of volumes per capita
				Number of volumes added during year		Number of volumes at end of year						
		Total	Report- ing			Number	Per cap- ita	Total		Adult		
				Number	Percent			Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8	9	10	11	12	13
1,000,000 and over.....	14,406,589	7	6	695,677	0.05	8,334,123	100	6,416,615	77	1,917,508	23	0.6
100,000-999,999.....	15,493,137	88	56	1,212,657	.08	21,723,300	100	17,115,303	79	4,607,997	21	1.4
50,000-99,999.....	4,821,278	99	65	372,626	.08	6,593,415	100	4,878,772	74	1,714,643	26	1.4
35,000-49,999.....	2,335,577	97	52	206,344	.09	3,682,008	100	2,699,658	73	982,350	27	1.6
25,000-34,999.....	1,567,705	104	52	164,306	.10	2,573,309	100	1,953,066	76	620,243	24	1.6

### Aid of Local Libraries

The sum of \$200,000 plus \$12,000 for administration has been appropriated by Missouri to aid local libraries, according to a recent announcement in the *News Letter* of the Missouri State Library.

Under the terms of the appropriation act, \$100,000 has been made available to libraries on a population basis, determined by the last Federal census, providing about 4 $\frac{1}{3}$  cents per capita. The Missouri State Library announces that the remaining \$100,000 will be used to help establish county or regional libraries by providing funds both for their establishment and for the equalization of library service in areas where a 1-mill tax fails to yield \$1.00 per capita.

### County and Regional Libraries

Bringing to the residents of Nebraska the need of a State-wide program of library extension, an 8-page illustrated pocket-sized folder, entitled "Nebraska Needs County and Regional Libraries," has been prepared and distributed recently under the joint auspices of the Nebraska Council of Home Demonstration Clubs, the American Legion Auxiliary (Department of Nebraska), the Associated Women of the Nebraska Farm Bureau, and the Nebraska Library Association.

The folder defines in simple terms and shows graphically the functions of the county library, regional library, branch libraries, stations, and bookmobiles. It explains the need for a demonstration of regional library services and analyzes the budgetary requirements of the Nebraska Public Library Commission during the biennium of

1947-49 for its administration of a State-wide library extension program.

### Special Obligation of Library Trustees

"The Trustee and Public Relations" is the subject of suggestions from Ora L. Wildermuth, public library trustee of Gary, Ind., in an issue of *Wisconsin Library Bulletin*.

Conceding the obligation of the librarian and staff to publicize the community library as widely as possible, this library board member points out that "in some respects the trustee is in a better position to promote the use of his library than is the member of the staff." He sees in trustees' widespread business

and social contacts many opportunities for telling the public what the library has and what it can do for people who may not think to use its services. According to Mr. Wildermuth, library trustees have a special obligation in seeing to it that members of local appropriating bodies and tax critics receive library services related to public finance and thereby become conscious of the usefulness of the public library as well as its need for adequate support.

"A library trustee has not completed his duty when he has built a building and filled it with books," observes this Gary trustee. "He has wasted the public money if he does not follow through and see that the public uses its facilities to the limit of the ability of that public."

### UNESCO

(From page 2)

Governments would be asked to list precise statistical details covering all aspects of their educational systems. Questions may also be submitted regarding vocational guidance, the employment of students, health education facilities, and the equalization of the financial burden of education between the State, the community, and the individual.

The results would be compiled by UNESCO into an international survey, based on comparative statistics and published biannually. The experts recommended that the first survey be published in 1948, to cover the years 1947 and 1948.

Aim of the survey is two fold: First, to show clearly and accurately the present level of educational systems in all

countries; second, to encourage improvement where standards are below those of the more advanced countries.

The charts will provide comparative information on (1) enrollment in all schools, (2) schools, teachers, and pupils, (3) higher education, and (4) educational finance (contributions from public funds and other income).

Among the educational leaders who attended the 3-day conference in Paris were J. Idenburg, Director-General of Statistics, Netherlands; Vaclav Prihodo, University of Prague, Czechoslovakia; M. A. Rosier, Director of the University Bureau of Statistics, France; P. Rosello, Deputy-Director of the International Bureau of Education; J. A. Lauwerys, Institute of Education, University of London.

# TEACHER EDUCATION AND HEALTH

by Frank S. Stafford, Specialist for Health Instruction,  
Physical Education, and Athletics

THE U. S. OFFICE of Education with the cooperation of the National Tuberculosis Association last year sponsored a Demonstration Workshop on Teacher Education for Health at Ball State Teachers College, Muncie, Indiana. This project brought together representatives from the State Teachers Colleges and the State Departments of Education and Health of Illinois, Indiana, Kentucky, Michigan, and Ohio. A follow-up conference was held recently for further evaluation of recommendations.

The purpose of the workshop was to study the problems involved in teacher education for health. The presidents of the State Teachers Colleges, the Superintendents of Public Instruction, and the State Health Officers were invited to select representatives from their respective schools or departments to study these problems. As soon as the participants were selected, they were requested to submit a list of the major problems that they felt merited the consideration of the group at the workshop. Eighty problems were submitted. These were listed and mailed back to the participants so that they might have time to study the scope and significance of the problems.

## Three Problems for Study

A Program-of-Work Committee was appointed at the opening session of the workshop. This committee was assigned the responsibility of studying and grouping the questions and problems submitted into major problems for study by the group. Three problems were set up for group consideration and action by the committee. These were later revised as a result of discussion and study.

As finally stated in question form, they are:

What experiences should teacher education institutions provide *prospective* teachers to make the maximum contributions to the health of the school child through health services, health instruction, and healthful living?

What assistance should the teacher education institutions provide the teacher *in-service* so that he or she can make the maximum contributions to the health of the school child through health services, health instruction, and healthful living?

What qualifications of the *college personnel*<sup>1</sup> are desirable and what environmental conditions are necessary to educate teachers to make maximum contributions to the health of the school child?

## Follow-Up Conference

At the end of the workshop, groups working upon these problems presented specific recommendations. However, they asked that these not be published but rather that they be made available to the participants only so that they could take them back to their respective institutions and departments for a trial period. They further requested that after this trial period they be called together for a short follow-up conference to evaluate the workshop recommendations.

Such a follow-up conference was held at Spring Mill State Park Hotel, Mitchell, Indiana, February 18-20, 1947. The purpose of the conference was to (1) evaluate the results of the original workshop, (2) make final changes in the recommendations for the improvement of pre-service and in-service teacher education for health, and (3) point up the qualifications college personnel should have in order to carry on this in-service and pre-service teacher education.

The recommendations for pre-service education covered the responsibility of the colleges for both the personal health needs and the professional health needs of the student in training. These recommendations were concerned with health examinations, correction of remediable disabilities, preventive and protective measures, procedures for dealing with illness and emergencies, records, and the health aspects of housing, eating places, employed personnel,

<sup>1</sup> College personnel means all persons employed by the college.

well-balanced day, and the areas of instruction.

The group specified that in-service education of teachers is a function of the teacher education institutions. Their recommendations involved college responsibilities for in-service education, reasons for in-service education, ways of conducting such service, resources, and suggestions for implementation of these recommendations.

The qualifications that college personnel should have to effectuate teacher education for health were worked out. The essentials for good school health services, including personnel, materials, equipment, housing, and the collection of significant data were other items studied. The health service program needed was outlined and specific recommendations were made in the form of suggested standards for a good health service program.

The recommendations for the improvement of health instruction included qualifications, experiences, and kinds of personnel the college should have. In addition, duties and responsibilities affecting teacher attitude and health were listed for the administrative and instructional staff.

A health coordinator was suggested to coordinate the program of the college and his qualifications and duties were outlined.

The environment of the college was studied and the importance of the student practicing healthful living while in training was emphasized.

Other general and specific recommendations were made which should be of much value to administrators in colleges and universities educating teachers.

## Workshop and Conference Consultants

The workshop and the follow-up conference were directed by Frank S. Stafford, Specialist for Health Instruction, Physical Education, and Athletics, Secondary Education Division, U. S. Office of Education. Robert Yoho, Director of the Indiana Division of Health and Physical Education, served as State Coordinator and Paul B. Williams, Director of Physical Education, Ball State Teachers College, served as Campus Coordinator. The following persons were special consultants, either at the work-

(Turn to page 30)

## New Books and Pamphlets

### Community Study

*Your Community, Its Provision for Health, Education, Safety, and Welfare.* By Joanna C. Colcord, Revised by Donald S. Howard. New York, Russell Sage Foundation, 1947. 263 p. \$1.50

Contains suggestions for groups desiring to make a community survey and to study its provisions for health, safety, education, and the general welfare. Provides a guide for civic clubs, forums, women's organizations, parent-teacher associations, and others interested in improving existing services in their community.

### Guidance

*The Role of the Teacher in Personnel Work.* By Ruth Strang, Revised and Enlarged Edition. New York, Bureau of Publications, Teachers College, Columbia University, 1946. 497 p. \$3.75

Describes guidance programs and practices and indicates the contribution that administrators, teachers, and specialists may make. Discusses guidance responsibilities in the teacher's various roles—as classroom teacher, homeroom teacher, club sponsor, and faculty adviser or counselor.

### Health Education

*Jack's Secret; A Story of the Effects of Tuberculosis and the Discovery and Treatment of the Disease.* Gainesville, Fla., Published Jointly by the University of Florida Sloan Project in Applied Economics, Florida Curriculum Laboratory, College of Education, Florida State Board of Health, and the Florida Tuberculosis and Health Association, 1946. 67 p. 15 cents.

Presents factual information about tuberculosis in a manner that will interest junior high school boys and girls. Developed as part of the program of the Sloan Project in Applied Economics, which aims at providing activities that will carry over into the community and result in improved living conditions. A similar publication, *Pineville High Meets the Challenge*, deals with hookworm.

### Indian Education

*American Indian Education; Government Schools and Economic Progress.* By Evelyn C. Adams With an Introduction by John Collier. New York, King's Crown Press, 1946. 122 p. \$2.25.

The first part of the book presents a concise factual history of American Indian education during the Colonial period, and for the periods 1776 to 1870 and 1870 to 1921. From this perspective the last three chapters describe, interpret, and evaluate Federal policies and practices in Indian education since 1921.

### Speech Education

*The Role of Speech in the Elementary School.* Washington, D. C., Department of Elementary School Principals of the National Education Association, 1947. 112 p. \$1.00.

Planned, organized, and assembled by a committee, Carrie Rasmussen, chairman, representing the Speech Association of America and allied organizations. Designed to help elementary school teachers everywhere to develop their pupils' communication skills.

### Wartime Armed Services Training

*Opinions on Gains for American Education from Wartime Armed Services Training.* By M. M. Chambers. Washington, D. C., American Council on Education, 1946. 78 p. 50 cents.

Issued as a preliminary exploratory report for the Commission on Implications of Armed Services Educational Programs. Gives a digest of opinions of civilian educators who had wartime experience in or with the armed services training. Includes a classified and annotated bibliography.

### World Organization

*World Organization; An Annotated Bibliography.* New York, Woodrow Wilson Memorial Library, Woodrow Wilson House, (45 East 65th St.) 1946. 28 p. 10 cents.

Lists books, international conference and organization documents, including pamphlet commentaries, collections of international documents, directories of agencies, and bibliographies. Issued as the seventh revised edition, December, 1946.

### Recent Theses

These recently received theses are on file in the Library of the U. S. Office of Education, where they are available for interlibrary loan.

### Nursing Education

*An Analysis of Personal Problems of Student Nurses.* By Madaline F. Dill. Master's, 1946. Boston University. 124 p. ms.

Analyzes data on the personal problems of 300 student nurses in 4 schools of nursing located in different types of hospitals in Massachusetts.

*Contributions to Teaching Practices in Basic Nursing Education Through Theses by Graduate Nurses.* By Margaret M. Shrader. Master's, 1944. Boston University. 156 p. ms.

Contains abstracts of theses dealing with methods and with the evaluation of results of teaching in the basic nursing courses in schools of nursing.

*Organization and Administration of a Two-and-One-Half Year Nursing Curriculum: Analysis of the Present Nursing Course at the Beth Israel Hospital School of Nursing.* By Dorothea A. Daniels. Doctor's, 1945. New York University. 254 p. ms.

Analyzes replies to a questionnaire sent to graduates of this school. Compares the records of graduates of this school with those of graduates of 3-year nursing schools. Finds that graduates of this school of nursing compare favorably in knowledge, types of positions, and ability with graduates of 3-year nursing schools.

*The Origin, Growth and Development of the Lucy Webb Hayes National Training School, Including Sibley Memorial Hospital.* By Edna H. Treasure. Master's, 1943. Catholic University of America. 75 p.

Traces the history of an institution from its founding in 1890 to train deaconesses and missionaries for their work in the Methodist Episcopal Church, to its present status as a reorganized school, which includes Sibley Memorial Hospital, and which trains only lay nurses. Discusses admission requirements, the curriculum, and the nurses' alumnae association.

*The Service Load of a Staff Nurse in One Official Public Health Agency.* By Marion Ferguson. Doctor's, 1943. Teachers College, Columbia University. 51 p.

Describes an investigation carried on in the Bureau of Public Health Nursing of the District of Columbia Health Department, using a combination of time study and job analysis. Shows that the nurse must be able to cope with social, economic, and emotional problems as well as with health problems. Shows the need for adequate preparation in social case work, mental hygiene, and economics, and at least an elementary knowledge of certain types of legislation.

*A Survey of Courses in Supervision in Colleges and Universities Offering an Approved Program of Study in Public*

*Health Nursing, 1941-42.* By Winifred Devlin. Master's, 1943. Catholic University of America. 33 p.

Analyzes replies to checklists sent to the 28 colleges and universities in the District of Columbia, the 48 States, and the Territory of Hawaii, offering programs of study in public health nursing.

### Courses of Study

These courses of study were recently received in the Office of Education Library. (For information regarding the courses listed, write to the sources indicated.)

California. State Department of Education. *Science in the Elementary School.* Sacramento, 1945. 418 p.

Cleveland, Ohio. Board of Education. *The Curriculum in General Science, Grades 7-8-9.* 1945. 126 p. processed.

Florida. State Department of Education. *A Brief Guide to Teaching Social Studies in the Secondary Schools.* Tallahassee, 1946. 50 p. (Bulletin No. 48.)

Oregon. State Department of Education. *Health-Guide Units for Oregon Teachers, Grades 7-12.* Ann Arbor, Mich., Edwards Brothers, Inc., 1946. 429 p.

Wyoming. Department of Education. *Elementary School Guide.* Cheyenne, 1946. 33 p.

### Teacher Education and Health

(From page 28)

shop or the follow-up conference or both:

Vivian Drenckhahn, Associate in Health Education, National Tuberculosis Association.  
Mayhew Derryberry, Chief, Health Education and Teaching Section, U. S. Public Health Service.

Margaret Leonard, Health Education and Teaching Section, U. S. Public Health Service.

Ben W. Miller, Executive Secretary, American Association for Health, Physical Education and Recreation.

W. W. Patty, Dean, School of Health and Physical Education, Indiana University.

Mabel E. Rugen, Professor of Health and Physical Education, University of Michigan.

Helen L. Coops, Associate Professor, Physical and Health Education, University of Cincinnati.

## "DON'T FEEL SORRY FOR TEACHERS"

Following are excerpts from an editorial by Edgar Dale, in an issue of THE NEWS LETTER, published by the Bureau of Educational Research, Ohio State University.

"'BUT AFTER ALL,' writes a reader of the *News Letter*, 'say what you will about radio, movies, and press—it's the teacher in the classroom that counts. You can have the very best equipment: films, maps, exhibits, recordings, models, libraries, and laboratories. But if the teacher doesn't know how to use them, you haven't accomplished very much. Why don't you write something about the present plight of the teachers, the vast number who have left the profession, the lower quality of those now entering the teaching profession?'"

"Here's that editorial. Certainly we all agree that good tools must be placed in good hands. Artistic products require excellent tools and also a skilled, creative craftsman. But when and how can we do something about increasing the number of artist teachers in the classroom?"

"First of all, although much of our editorializing about the plight of the teacher shows a laudable interest in the problem, nevertheless it misses the main point. We shouldn't feel sorry for teachers because, in the long run, teachers can take care of themselves. Three hundred and fifty thousand of them did it by leaving the profession during the war. Two groups of teachers remain in our schools: first, the weak, inefficient ones who care little about teaching but apparently cannot do better outside the field; and, second, the excellent teachers—some well-paid, others poorly paid—who love children and young people.

"Teachers then can take care of themselves, and increasingly are doing so either by leaving the profession or by working actively to influence public opinion toward increased salaries for teachers. If they fail to secure adequate salaries, still more teachers will leave and we shall have an increasingly adverse selection. We shall then have still more teachers in our schools who can neither do nor teach, for the truth is that if you can't do, you can't teach.

"Children are finding too often that schools are dull places where external rewards must be provided as incentives to learning—that learning is not rich and joyous in itself, but that it must be rewarded by prizes in the form of marks, it must be forced by threats to be kept after school, it is accompanied by a whole host of practices that should have been abandoned years ago.

"If the taxpayers and parents of America want professional teaching, they will have to pay a professional salary. And when they do pay a professional salary, they must demand and get professional teaching. With a professional salary we can actively compete with law, medicine, and industry in inducing the ablest young people to enter our profession.

"If we are to have professional teaching, we must have professional equipment. Not one school in ten in America today is adequately equipped with library books, maps, globes, models, mock-ups, simple scientific apparatus, films, film-strip projectors, photographs, exhibits, radios, recordings.

"If we are to have professional teaching, we must have professional preparation for that teaching. Much earnest and intelligent effort has been put forth by teachers colleges to improve their work. But much remains to be done. The material we teach doesn't function adequately for the teacher on the job either because we teach too much too soon, or because we unwisely depend upon the possibility of a later transfer from books to actual practice—something which we condemn in our courses in psychology. 'Book learning' is not life learning.

"One of our most fundamental changes in teaching education will come with a sharp increase in 'in-service' education. The young teacher on her first job and the older teacher both need the specialized help that can be given by a teacher-education institution. The whole movement of professional clinics or workshops in reading, arithmetic, child development is an excellent step in the right direction.

"What can we promise the taxpayer and parent for the increased sums of

(Turn to page 31)

# U. S. GOVERNMENT ANNOUNCES

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

## New U. S. Office of Education Publications

### Homemaking Education in Secondary Schools of the United States.

Washington, U. S. Government Printing Office, 1947. 23 p., illus. 15 cents.

Contents: What are homemaking education objectives? The program in secondary schools; basis for deciding what and how to teach; space and equipment; procedures and materials used in teaching; and relation of teachers to homes and community.

### Engineering Science and Management War Training—Final Report. By Henry H. Armsby.

Washington, U. S. Government Printing Office, 1947. 149 p., illus. (Bulletin 1946, No. 9) 35 cents.

Part I. Development, general policies, and results attained. Part II. Authorizations, organization and administration, and appraisals.

### Statistics of Higher Education, 1943-44. By Henry G. Badger, under the direction of Emery M. Foster.

Washington, U. S. Government Printing Office, 1946. 75 p. (Chapter IV, Biennial Survey of Education in the United States, 1942-44.) 20 cents.

A continuation of the series of periodic reports which have been prepared by the U. S. Office of Education giving statistics of higher education since 1871. Gives data on general trends, staff, students, degrees, income, expenditures, and property.

### Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1945. By Maude Farr and Emery M. Foster.

Washington, U. S. Government Printing Office, 1947. 38 p. (Bulletin 1947, No. 1.) 15 cents.

Annual statistical report of land-grant colleges and universities prepared in accordance with the responsibilities of the U. S. Office of Education under the Second Morrill Act, the Nelson Amendment, and Title II of the Bankhead-Jones Act.

### A Bibliography of Materials for the Teaching of English to Foreigners. By M. Gordon Brown and Jane M. Russell.

Washington, U. S. Government Printing Office, 1947. (Bulletin 1946, No. 20.) 15 cents.

Lists grammars, readers, workbooks, dictionaries, histories, and other material helpful in the teaching of English.

## New Publications of Other Agencies

### LIBRARY OF CONGRESS

### Economic Relations Between the United States and Latin America, prepared by Lottie M. Manross, Legislative Reference Service.

Washington, Library of Congress, 1946. 44 p. processed. (Public Affairs Bulletin No. 45, Legislative Reference Service) Free, but distributed only to libraries.

Using original sources, presents an account of the development of economic relationships from 1933 to 1945, and the issues involved in future policies and commitments.

### Financing Social Security. By Raymond E. Manning, Legislative Reference Service.

Washington, Library of Congress, 1946. 118 p. processed. (Public Affairs Bulletin No. 46, Legislative Reference Service). Free, but distributed only to libraries.

Using original sources, presents the arguments for and against the various methods of financing the social security program.

### NATIONAL ARCHIVES

### Twelfth Annual Report of the Archivist of the United States.

Washington, U. S. Government Printing Office, 1947. (Publication No.

47-4) 99 p. Free from National Archives.

Discusses the problem of determining which government records should be preserved, and describes the services which the National Archives rendered to administrators, scholars, and the public.

### TARIFF COMMISSION

### Watches.

Washington, U. S. Government Printing Office, 1947. 179 p. 40 cents. (War Changes in Industry Series Report No. 20.)

Report discusses the various kinds of watch movements and watches which are marketed in the United States, including those made in this country and those made wholly or in part in Switzerland. One section of the report contains drawings of the two principal types of watches sold in the United States and describes their structure and operation.

### Teachers

(From page 30)

money he will pay? We can say to him that children will be happier in school, that they will learn to read better, learn the art of working together with their fellow students, develop a real sense of obligation not only to their school, but also to their city, their state and their nation, and learn specific ways to serve their country. We can promise a more intelligent, happier home life, not merely through the education of children, but through a wise program of community education. We can promise a sharp improvement in the mental and physical health of our nation.

"After every great war in the last hundred years, the defeated nation has turned to its educational system to strengthen itself. Perhaps the time has come for the victors to be wise. Can't we turn to our schools, not to avenge defeat, but to make victory certain? If as the charter of UNESCO avers, 'wars begin in the minds of men,' why don't we start working with these minds when they are immature, flexible? Why don't we start right now using the schools to help build excellent future homes, to build civic responsibility, to develop a nation and a world that is willing to do what is necessary to achieve world-wide peace and security?"

# New

## OFFICE OF EDUCATION

# Publications

Below is a partial list of recent Office of Education publications:

Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1945. (Bulletin 1947, No. 1.) 15 cents.

Education in Ecuador. (Bulletin 1947, No. 2.) (In press.)

Education in El Salvador. (Bulletin 1947, No. 3.) (In press.)

Camping and Outdoor Experiences. (Bulletin 1947, No. 4.) (In press.)

Schools for Children Under Six. (Bulletin 1947, No. 5.) (In press.)

Education in Nicaragua. (Bulletin 1947, No. 6.) (In press.)

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Oct 46 -

Vol. 29 July 1947

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